

STUDENT PROGRESSION GUIDE

2020-2021

Approved by DCS Board June 15, 2020

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The Student Progression Plan is reviewed and amended annually as necessary to meet the needs of the Dothan City School students. All instructional personnel of Dothan City Schools are charged with the responsibility to implement the Dothan City Schools Student Progression Guide for the purposes of achieving state, district, and school goals.

APPROVED

By the Dothan City Schools Board of Education on June 15, 2020.

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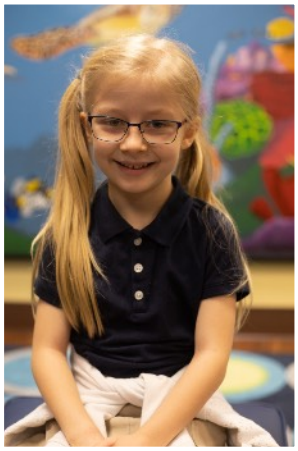
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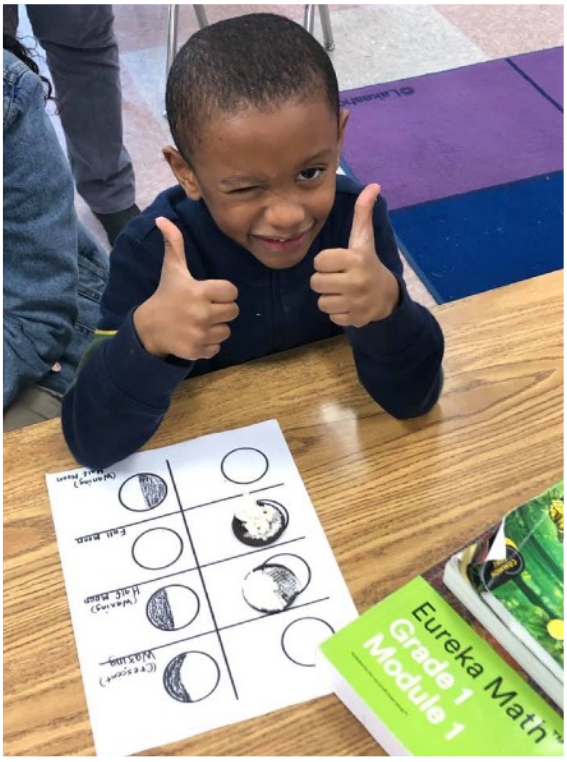









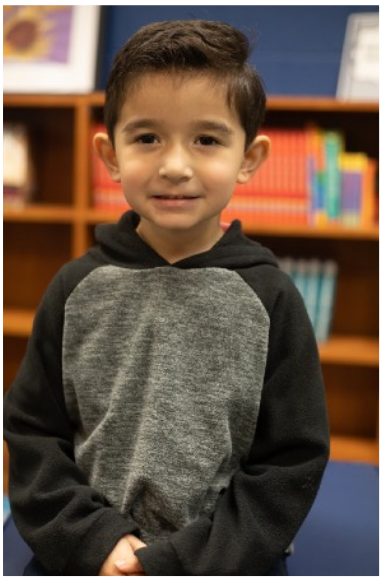



Eureka Math
Grade 1
Module 1

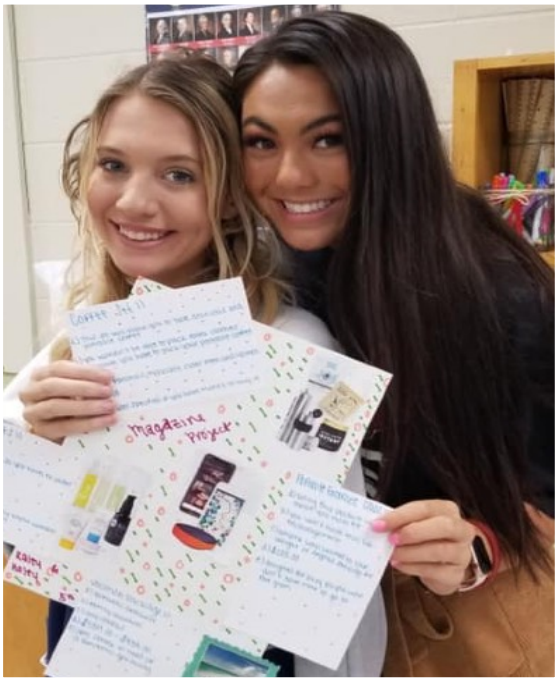


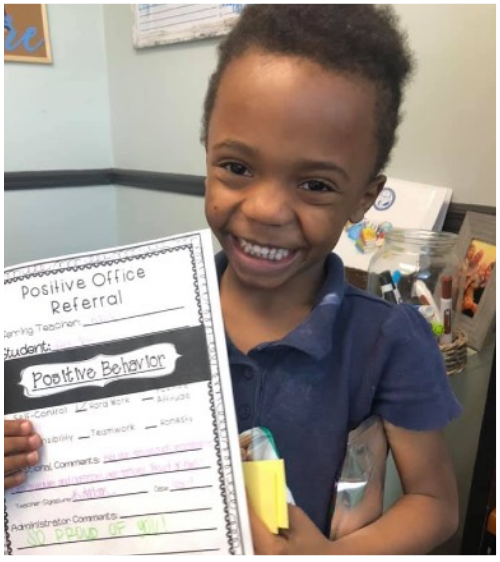


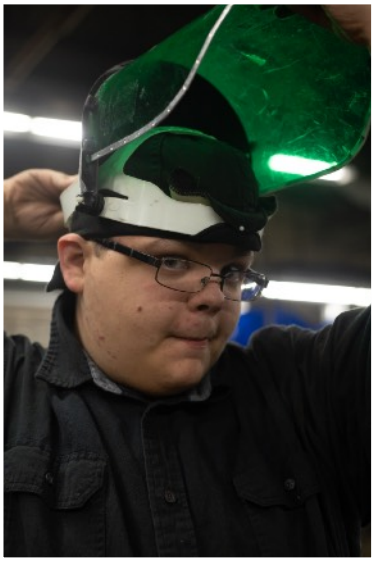







Positive Office Referral
Positive Behavior



Introduction



The Dothan City School Board Student Progression Plan defines procedures and requirements for students graduating from Dothan City Schools. The Student Progression Plan (SPP) is an agreement defining what a student must know and be able to do to be promoted and to graduate. The SPP also describes what the district will do to help each student meet the requirements for promotion and graduation. The purpose of the Student Progression Plan is to present to school personnel, parents, students, and other interested citizens the board rules and administrative procedures required to implement state and local student progression requirements.

It is the responsibility of the school board and district administration to provide students with effective instructional and remedial programs that monitor progress, promote continuous achievement, and make provisions for individual differences. The principal is responsible for creating and maintaining required records and reports, for providing leadership for instruction that meets the needs of all children, and for ensuring that teachers follow the appropriate standards. Teachers are responsible for providing effective instruction, enrichment and remediation, documenting instruction, and documenting students' mastery of the Alabama State Standards. Parents are responsible for their children's attendance; for promoting an interest in learning; for sending their children to school each day rested, fed, and ready to learn; and for ensuring their children's proper conduct while at school. Students are responsible for learning, regularly attending school and classes, and actively engaging in instruction.

Our Mission

Dothan City Schools' mission is to prepare all students for the choices and challenges of the 21st Century (the future). Our goal is to prepare all students to participate productively and responsibly in a rapidly changing society.



Belief Statements

- All decisions will be made with the best interest of students first.
- All students will be successful learners.
- All students will be taught to respect themselves and others.
- All students will be taught to communicate effectively.
- All students will meet and exceed high standards.

Responsibilities

All instructional personnel of Dothan City Schools are charged with the responsibility to implement the Dothan City Schools Student Progression Plan for the purpose of achieving state, district, and school goals.



RESPONSIBILITIES OF THE PRINCIPAL

1. Direct the administration of Student Progression Plan within the school;
2. Assist and supervise teachers in utilizing curriculum guides, scope and sequence charts, state assessment item specifications, and assessment information;
3. Make final decisions regarding the assignment and progression of students;
4. Ensure that parents or guardians are advised of student progress and of the possible retention of their child as soon as possible;
5. Make available to all parents or guardians and students an electronic version on the district website of the Student Progression Plan at the time the student is officially enrolled in the school.

RESPONSIBILITIES OF THE TEACHER

1. Use the Alabama Course of Study, curriculum guides, scope and sequence charts, frameworks and appropriate instructional materials as intended;
2. Utilize all available data, including achievement tests, progress reports, daily assignments, formative and summative assessments, and other available information to plan instruction and evaluate student performance;
3. Determine the student's grades and follow established district and school procedures for recording and reporting them;
4. Inform parents or guardians of student progress and seek their assistance in meeting student needs;
5. Help students acquire study skills and self-discipline needed to understand content successfully;
6. If progress reports, assessment data, or general performance indicate the student is having difficulty, teachers shall schedule a conference with parents/guardians.
7. Follow the Student Progression Plan as it pertains to grade-level assignments.







RESPONSIBILITIES OF THE PARENT

1. Ensure consistent school attendance by the student;
2. Encourage students to have good study and work habits, self-discipline, and respect for schools and school personnel;
3. Review official interim and report cards from the school at the end of each grading period and to schedule conferences with teachers if such reports indicate their child is having difficulty;
4. Honor requests for conferences from school officials whenever possible;
5. Respond promptly to all requests from the school for information;
6. Stay informed of child(ren)'s progress through scheduled parent-teacher conferences, report cards, and communications from the school.

RESPONSIBILITIES OF THE STUDENT

1. Make an effort to accomplish all objectives in each subject;
2. Maintain good attendance;
3. Deliver all report cards and other communications from the school to the parents(s) or guardian(s).
4. Develop good study habits and self-discipline, as well as accept additional help from available educational personnel and parents if experiencing school related problems.
5. Adhere to all Dothan City Schools policies and code of conduct.
6. Make the best effort in taking all tests, including teacher-made, achievement, and standardized assessments.

Non-Negotiables For High Student Performance

Dothan City Schools mission is to prepare all students for the choices and challenges of the 21st Century (the future). Our goal is to prepare all students to participate productively and responsibly in a rapidly changing society. We believe all decisions will be made with the best interest of students first. All students will be successful learners, will be taught to respect themselves and others, will be taught to communicate effectively, and all students will meet and exceed high standards.

A Non-Negotiable is the district's expectations for instructional practices that should be reflected in every classroom.

1. CURRICULUM DEVELOPMENT:

1.1. We will teach the Alabama Standards for each grade level and course with fidelity.
1.2. We will submit complete lesson plans and/or unit plans; developed in a consistent, collaborative fashion with key colleagues.
1.3. We will begin with the end in mind and work backward in planning for instruction.
1.4. We will plan collaboratively, where applicable and appropriate.
1.5. We will plan and design active and engaging lessons that are integrated and relevant to students.
1.6. We will determine what students should know and be able to do.

2. ASSESSMENTS AND DATA:

2.1. We will monitor the progress of students on a regular basis, reteach and differentiate, when necessary.
2.2. We will incorporate formative and summative assessments that are aligned to the standards.
2.3. We will collect, chart, and analyze student performance in order to create appropriate lessons in order to teach and reteach.
2.4. We will encourage students to demonstrate knowledge in a variety of formats other than pencil and paper.

3. INSTRUCTION:

3.1. We will differentiate instruction.
3.2. We believe in rigor and high expectations for all students.
3.3. We will ensure higher-order thinking skills and questioning techniques that move to the higher rungs of Bloom's Taxonomy.
3.4. We will incorporate professional development and/or adhere to a common framework for instruction that consists of specific teacher behaviors (Before, during, and after instruction).
3.5. We will expect students to be able to verbalize the key concepts in their own words.
3.6. We will model expectations and allow opportunities for student reflection.
3.7. We will post student work.

3.8. We will create a student-centered classroom.

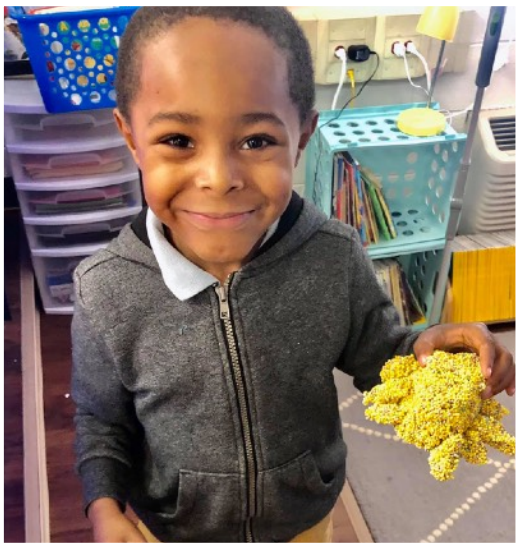
4. CLASSROOM CULTURE:

4.1. We will establish classroom rituals and routines with student input in order to develop a safe classroom environment.

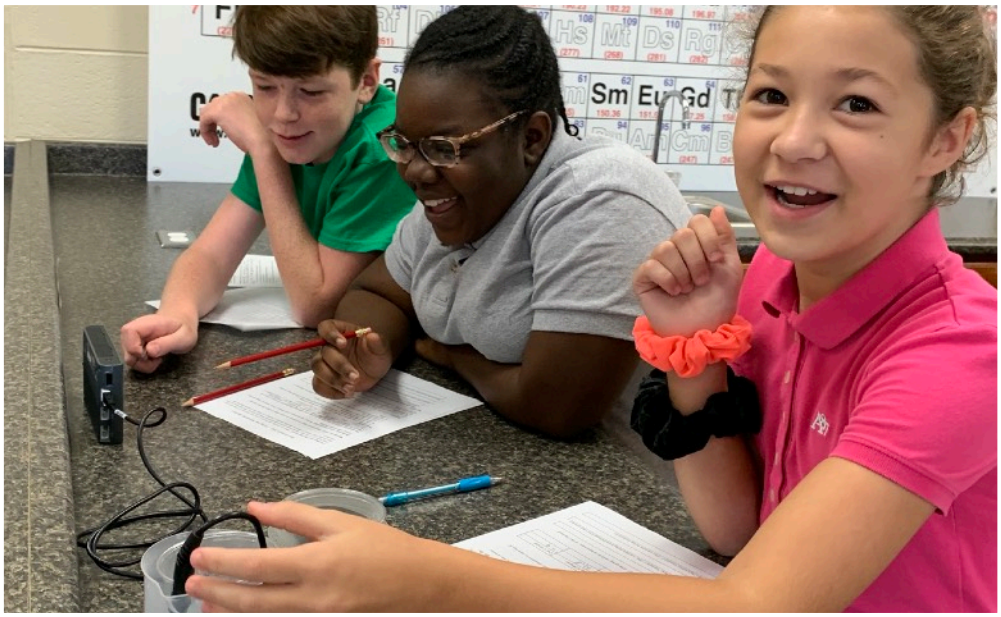
4.2. We will create strong student/teacher relationships based on a foundation of mutual respect and core values.

4.3. We will communicate with parents in a clear and respectful manner and in an on-going fashion.

4.4. We will use a positive behavior support model to encourage and develop self-esteem.









Signature Schools

A+ Arts Signature Schools

HIDDEN LAKE PRIMARY (K-2) AND BEVERLYE INTERMEDIATE (3-6)

A+ Arts Schools of North Carolina is a whole- school reform model that views the arts as fundamental to teaching and learning in all subjects. A+ Schools combine interdisciplinary teaching and daily arts instruction, offering children opportunities to develop creative innovative ways of thinking, learning, and showing what they know.Research shows that students' grade-level proficiency increases and schools meet or exceed overall school performance goals following the initial three-year implementation of A+.

EL (Expeditionary Learning) Education Signature Schools

HEARD ELEMENTARY (K-6), HIGHLANDS ELEMENTARY (K-6), SELMA STREET ELEMENTARY (K-6), AND MORRIS SLINGLUFF ELEMENTARY (K-6)

Expeditionary Learning includes project-based, hands-on lessons where students and teachers are engaged in collaborative learning. This learning model encourages student participation and achievement by engaging them in work that is challenging, adventurous, and meaningful.

STEM (Science, Technology, Engineering, and Math) Signature School

JERRY LEE FAINE ELEMENTARY (K-6)

This program integrates science, technology, engineering, and math into all areas of the learning process for students. It includes project-based learning that engages students in real-world challenges and encourages the application of critical thinking strategies. The lesson design includes robotics, 3D printing, the creation and maintenance of a school garden, and video production. Partnerships among students, teachers, families, and the community engage students and prepare them for tomorrow's careers.

IB (International Baccalaureate) Signature

GIRARD PRIMARY (K-2), GIRARD INTERMEDIATE (3-6), AND KELLY SPRINGS ELEMENTARY (K-6)

International Baccalaureate (IB) focuses on the development of the whole child as an inquirer, both in the classroom and in the world. It is a framework guided by six themes of global significance which are explored using knowledge and skills derived from six subject areas. A powerful emphasis is on inquiry. Within IB programs, teaching is based on inquiry, focused on conceptual understanding, developed in local and global contexts, focused on effective teamwork and collaboration, designed to remove barriers to learning, and informed by assessment.

Math, Science, Technology Signature

CARVER SCHOOL FOR MATHEMATICS, SCIENCE, & TECHNOLOGY (3-6)

This signature provides every eligible student with a rigorous curriculum that utilizes innovative strategies and technology to engage students in investigation and discovery. Students will utilize math, science, and technology labs to participate in the analysis, scientific inquiry, and engineering design. The goal of this signature is to prepare students for STEM-related college and career pathways. The opportunity to enroll is competitive. See school website for application and further enrollment information.

A+ College Ready Signature

DOTHAN PREPARATORY ACADEMY (7-9) AND DOTHAN HIGH SCHOOL (10-12)

A+ College partners with high schools and their feeder schools to create cultures of high academic expectations for all students, teachers, and administrators. A+ develops a diverse pipeline of students prepared for rigorous high school coursework and promote Advanced Placement (AP) so more Alabama graduates will be prepared for college, workforce, and life.









General Information for Kindergarten - Grade 12

Acceleration

Dothan City Schools believes in the philosophy of assisting all students in developing their academic potential. See Acceleration Procedures in (Appendix C) for detailed guidelines.

Admissions and Attendance

All students enrolled in Dothan City Schools are required to be in continuous attendance and to abide by the policies governing attendance as outlined by the State of Alabama and the local Board of Education. Alabama Legislative Act 93-972 requires a parent/guardian to be responsible for enrolling their children in school, ensuring that they attend school regularly, and requiring that they conduct themselves properly while in school.

For Attendance policies please see the Dothan City Schools Code of Conduct.

The following information regarding Admissions and Attendance is also found in the Dothan City Board of Education Policy Manual, March 2019 (Revised January 27, 2020).

Compulsory Attendance and Entrance Age: All persons between the age of six (6) and seventeen (17) years of age are required by state law to attend school for the minimum number of scholastic days prescribed by the State Board of Education unless the person holds a certificate of exemption issued by the Superintendent or is otherwise exempt under state law. ALA. CODE 16-28-3 (1975)

ADMISSION TO SCHOOLS:

1. **Resident Students:** School-age children who reside within the municipal limits of the City of Dothan, Alabama, may be admitted to Dothan City Schools. For purposes of this policy, the residence of the student will be the residence of the custodial parent or legal guardian. If custody of the child is shared, alternating, or unclear, or if the child does not reside with a custodial parent or legal guardian, the domicile or actual physical residence of the child will control, except when there is evidence that the claimed residence of the child is not his actual residence, or that the claimed residence is fraudulently given as a means of avoiding or violating admission, enrollment, attendance, and residency standards and requirements.

2. **Non-resident Students:**
    - Dothan City Schools will allow non-resident students who are children of employees of Dothan City Schools or children of employees of the City of Dothan to attend Dothan City Schools. Their placement will be at the school or zone in which their parent works or may be determined by the Superintendent based upon enrollment or other factors.

- Other students who do not reside within the municipal limits of the City of Dothan may apply for enrollment in the Dothan City Schools. The school system may require the payment of tuition as a prerequisite to enrollment. A non-resident enrollment application may be denied because a school, grade, or program(s) lack(s) adequate space, staff, support services, facilities, or equipment, taking district enrollment projections into consideration, or because the student:
    - has not obtained a release from the school system that they are zoned to attend;
    - does not meet the established eligibility criteria for participation in a particular program, including age requirements, course prerequisites, and required levels of academic performance;
    - has been suspended or expelled from school, is in the process of being suspended or expelled, has withdrawn from a school to avoid possible suspension or expulsion;
    - has a history of documented disciplinary infractions within the past three (3) years;
    - has a record of excessive absences or truancy from school; or
    - presents incorrect or incomplete information on the enrollment application.

3. **Admission Policy for Homeless, Migrants, Immigrants, and English Learner Students and Children in Foster Care:** All homeless, migrant, immigrant, and English learner students and children in foster care will have equal access to the same free, appropriate public education, including public preschool education, provided to other children and youth and will be provided the opportunity to meet the same challenging state content and state student performance standards to which all students are held without being stigmatized or isolated.

   The enrollment of homeless, migrant, immigrant, and English learner students and children in foster care shall not be denied or delayed due to any barriers that are specifically prohibited by applicable law, which may include the following:
    - Lack of birth certificate
    - Lack of school records or transcripts
    - Lack of immunization or health records
    - Lack of proof of residency
    - Lack of transportation
    - Guardianship or custody requirements
    - Lack of social security card

4. **Homeless Students:**
    - ***Enrollment:*** Homeless students will be permitted to enroll without regard to residency status and may be entitled to other accommodations under federal law. Homeless students will continue in the school they attended before becoming homeless for the duration of their homelessness, or for the remainder of the academic year if the student becomes permanently housed during an academic year. Otherwise, a homeless student may be enrolled in any school in the system that

non-homeless students who live in the attendance area in which the student is living are eligible to attend.

- ***Dispute Resolution:*** When a dispute arises regarding school placement, the system will immediately enroll the homeless student in the school in which enrollment is sought by the parent, guardian, or unaccompanied youth, pending resolution of the dispute. The school will provide the parent, guardian, or unaccompanied youth with a written explanation of the decision, a statement of the right to appeal, and the procedure for appealing the placement decision. The principal of the school will notify the Board's Homeless Liaison of the dispute.
- The Homeless Liaison will expeditiously carry out the system's dispute resolution procedures as detailed in the homeless policy.

5. **Students in Foster Care:** A student in foster care will enroll or remain in the student's school of origin, unless it is determined that remaining in the school of origin is not in such student's best interest.

   If it is not in a student's best interest to stay in the school of origin, a student in foster care may be enrolled in any school in the system that serves the attendance area in which the student is living, even if the student is unable to produce records normally required for enrollment. The school system will immediately contact the school last attended by the student to obtain relevant academic and other records.

6. **Students Expelled or Suspended from Other School Systems:** Students with discipline issues enrolling in Dothan City Schools must complete all discipline assignments before attending regular classes. This includes suspensions, alternative school placement, etc. Students permanently expelled from another school system shall not be permitted to attend school in Dothan City Schools. Dothan City Schools reserves the right to uphold any discipline action taken by the previous school system.

7. **Required Documentation:** Students entering the school system for the first time, regardless of grade level, are not required to submit a birth certificate, but may be requested to submit a birth certificate or another form of acceptable documentation to verify the student's age. A social security number may also be requested, but such a request is voluntary and is not a requirement of enrollment.

   In addition, students may also be required to submit other registration materials as school officials may reasonably require including, but not limited to, a certificate of immunization or an exemption as prescribed by the Department of Public Health and signed by a private physician or appropriate health department official. The Superintendent may accept alternate forms of evidence or modify otherwise applicable requirements as necessary and appropriate to accommodate migrant, immigrant, limited English proficient or homeless students.

8. **Placement of Students:** The Board will determine the placement of newly enrolled students in accordance with state law.

Registration for Elementary Students

A child who is five years of age on or before September 1 shall be entitled to admission to kindergarten. It shall be the policy of the Dothan City Schools to enforce kindergarten attendance requirements which are the same as those which apply to all other students enrolled in Dothan City Schools.

If a child's "Proof of Birth" indicates that the child's sixth birthday is on or before December 31, the child will be entitled to admission to the first grade.

Alabama Act #2016-297 requires local education agencies to allow a child who is six years of age on or before December 31 to enroll in first grade. This act extends the timeframes from the current date of on or before September 1 for first grade only. It does NOT extend the timeframe for enrollment in kindergarten.

SCHOOL ATTENDANCE AREAS:

All Students:

- All students shall reside within the municipal limits of Dothan City Schools.
- All students attending the Dothan City Schools shall attend the school for which they are zoned according to the school zone plan currently in effect, except as noted in the Dothan City School Board Policy.

Dothan City Schools Employees:

- If a child attends a school other than the school in which they are zoned for, the employee must complete and submit the "Out of Zone Request Form for DCS Employees" found on the DCS website (see Appendix G for sample request form).
- DCS employees, who live within the DCS district, will have the option to send their child(ren) to their zoned school or they may attend the school where the employee works.
- DCS employees, who live outside of the DCS district and want their child(ren) to attend within the DCS district, will have the following options:
    - Enroll the child into the school where they are employed, if applicable.
    - Enroll the child into the school that is geographically closer to their home address or into the school that is geographically closer to their school of employment.
        - For example, if a parent is employed at the high school (aka Dothan High School campus) and their child is within the grade span of K-6, the closest elementary school would be Morris Slingluff. This is where the child would attend unless they choose to attend the school that is geographically closest to their address.
- In the case of either option, the school will need to document in the student information system why the child is allowed to attend that school. Please note that the school system reserves the right to have the child attend the school with the most available seats.
- Dothan City Schools has the right to revoke enrollment of the student based on the following conditions:

- Inappropriate behavior or poor disciplinary record
- Excessive tardiness to school or poor school attendance
- Unsatisfactory academic performance

Note: The Out of Zone Request is for one school year only and must be filled out every year to ensure a sport for your child(ren).

School of Choice for Signature Schools (Appendix K)

In April of each year the school Principal will determine the number of slots available and provide them to the Superintendent and/or the designee for School Choice.

Each school will advertise (by social media, website, and/or letters/flyers):

a. The dates of the opening and the closing of the application period.
b. The number of slots available.
c. Where the applications can be obtained and submitted.
d. The date a lottery will be held, if required.
e. Transportation will not be provided.

Once the slots have been filled:

a. a letter will be sent to parents/legal guardians letting them know if their child was selected or not selected.
b. an acceptance list will be sent to each home-base school notifying that school of the students that will be transferring as a result of school choice. Student records will then be forwarded to each student's new school.
c. a waiting list will be kept identifying those students who still wish to be considered for school choice.
d. The school choice assignment will be made for the duration of the grade levels at that school site (i.e., through grade 6). The parent will not need to submit additional requests.
e. Transportation **will not** be provided.

Hardship: 6.2.1 Transfers

Due to the implementation of school choice, there will be a limited opportunity for movement between schools. Hardship requests may be submitted. The Superintendent will review student attendance and behavior and academic history and will have the discretion to approve or deny. The Superintendent will consult the principal of each school prior to making a decision. All decisions are final.

Alabama Course of Study and National Standards

Administrators, teachers, and district personnel shall design lessons for students based on the Alabama State Standards as identified in the Alabama Course of Study and national standards.

https://alex.state.al.us/browseStand.php

Assessment Program

As stated in Chapter 290-040-020 of the Alabama State Board of Education State Department of Education Administrative Code, the policy of the Alabama State Board of Education is to have a unified, coordinated state testing program. Alabama's Student Assessment Program is a system of assessments that measures the knowledge and abilities of students in Alabama's public schools for the following purposes:

- to provide information to educators and parents regarding the educational strengths and weaknesses of individual students;
- to provide information to assist local and state educational personnel in reviewing and planning for instructional and curricular improvements; and
- to provide information to local and state educational personnel, policy makers, and the general public regarding the educational performance of Alabama's students.

All students attending public school must be provided the opportunity to participate in the Alabama Student Assessment Program. The U.S. Department of Education requires that each school, school system, and group (students in the aggregate and each subgroup) have at least a 95% participation rate on assessments. This participation rate is calculated separately for reading, mathematics, and science in each tested grade level.

Alabama Comprehensive Assessment Program (ACAP-Summative)

Grades 2-8

The State annually administers standardized summative assessments that are closely aligned to Alabama Courses of Study and reflect National Assessment of Educational Progress-type rigor, format, and reporting. The assessments will also incorporate the *Every Student Succeeds Act* requirements, as well as the requirements to meet federal peer review. The summative assessments will contain a variety of item format types including multiple-choice, evidence-based, selected-response, technology-enhanced, constructed-response, and performance-based.

NWEA MAP

Grades K - 3

In accordance with the Alabama Literacy Act. Used as a formative assessment and provides an opportunity to measure the educational progress of DCS students. See Alabama Literacy Act AL - HB388

Scantron Performance Series

Grades 4-9

The Scantron Performance Series and Achievement Series are used as a formative assessment and provides an opportunity for measuring the educational progress of Alabama's students.

Achievement Series

Grade 6

Mathematics screener to aide in the placement of grade 7 accelerated math. This assessment is given at the end of grade 6.

Pre-American College Tests (Pre ACT)

Grade 10

The Pre-American College Test (Pre ACT) is a free, curriculum and standards-based assessment tool to assess students' academic readiness for college.

American College Tests (ACT) with Writing

Grade 11

The American College Test (ACT) with writing is administered in April. It is a curriculum and standards-based tool that assesses students' academic readiness for college. The ACT is aligned to Alabama's College and Career Readiness Standards.

The ACT

- Is accepted by all four-year colleges and universities in the United States;
- Will enable school and district leaders to track student performance past high school classes;
- Will be used as an instructional improvement program statewide to improve the college and career readiness of Alabama students;
- Will raise college awareness and college exposure among all students, now that it is administered statewide;
- Will provide user-friendly information about how ACT tests align with state standards.

The ACT Individual High School Reports are excellent tools that can be used by counselors and teachers as they assist students in preparing for their futures. As a result of the testing, educators will know the students' educational strengths and weaknesses, areas of need, college plans, and career interests. Teachers and administrators will use the ACT Profile Report in intervention, curriculum review, course planning, collaboration, and professional development.

Alabama Comprehensive Assessment Program (ACAP-Alternate)

Grades 2-8 and Grades 10 and 11

The Alabama Alternate Standards is a performance task assessment administered as an alternate to the general education state assessment. The assessments are aligned to the Alabama Extended Standards in reading, mathematics, and science. The assessment is administered to students with significant cognitive disabilities who qualify for an alternate assessment in grades 2–8 and 10 and 11 for mathematics and reading.

The science alternate assessment is administered to students who qualify for alternate assessment in grades 4,6,8 and 10. This test provides teachers, students, and parents with an assessment of student progress in mastering skills identified on the Alabama Extended Standards. The Alabama Alternate Assessment is an untimed, paper-based multiple-choice assessment. See Appendix C for more information.

ACT WorkKeys

Grade 12

ACT WorkKeys is a job skills assessment system that tests students in applied mathematics, locating information, and reading for information. This series of tests measures essential workplace skills that can affect job performance and increase opportunities for career changes and advancement.

Armed Services Vocational Aptitude Battery (ASVAB):

Grade 11 or Grade 12

The ASVAB is the most widely used multiple aptitude test battery in the world. It assesses a student's ability to learn new skills and is a predictor of success in training and education programs. The ASVAB Career Exploration Program offers more than just a test. It includes an interest inventory and other activities and resources designed to help students explore the world of work and gain confidence in making career decisions. ASVAB results are not shared with military recruiters. Students can find more information and/or practice tests at www.asvabprogram.com.

Civics Test

Grade 12

The Civics Test is a required component for completing the Grade 12 government course. According to Senate Bill 32 that was enacted into law on April 18, 2017, all Alabama graduating seniors must pass the new local civics exam. The exam is composed of items that are published annually by the United States Citizenship and Immigration Services (USCIS). Test questions are based on the following courses: civics, geography, American government, and US history. If a student does not obtain a passing score the first time the test is taken, the student may retake the civics test until a passing grade is obtained.

Civics lesson plans, activities, study guides, tips for studying, and other resources can be found at https://www.uscis.gov/us-citizenship/naturalization-test. Other sites that have practice tests and resources include The Civics Education Initiative http://civicseducationinitiative.org/ , Joe Foss Institute http://joefossinstitute.org/ , and the US Citizenship Support Online http://uscitizenshipsupport.com/ .

Preliminary Scholastic Aptitude Test (PSAT 8/9)

Grades 7 - 9

The PSAT 8/9 supports all students with early feedback on the skills and knowledge that matter most for college and career readiness and success. Grade 7 is assessed to create baseline score.

Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test (PSAT/NMSQT)

Grades 10 and 11

The PSAT/NMSQT is a multiple-choice test that measures verbal and mathematical reasoning abilities important to doing college work. This assessment gives students the unique opportunity to assess their verbal and mathematical skills, forecast SAT scores, discover whether they would be successful in Advanced Placement courses, participate in the Student Search Service, and qualify for scholarship and enrichment programs (Merit Scholarships, Achievement Scholarships, and National Hispanic Scholar Awards). It must be taken in the student's junior year to qualify for the awards. Students need to check with their counselor for details. Students taking the test may be charged fees.

ACCESS for English Language Learners

This assessment is especially designed for English Language Learners. The developer of ACCESS, World-class Instructional Design and Assessment (WIDA), provides an assessment that measures rigorous English language proficiency standards that correspond with the college- and career-ready standards reflected in the WIDA English Language Development (ELD) standards. (See Appendix B)

National Assessment of Educational Progress (NAEP)

Grades 4 and 8 in selected schools

NAEP is the only assessment that measures what U.S. students know and can do in various subjects across the nation, states, and in some urban districts. Also known as The Nation's Report Card, NAEP has provided important information about how students are performing academically since 1969. The test is only offered in selected schools and grades.

NAEP is a congressionally-mandated project administered by the National Center for Education Statistics (NCES) within the U.S. Department of Education and the Institute of Education Sciences (IES).

NAEP is given to a representative sample of students across the country. Results are reported for groups of students with similar characteristics (e.g., gender, race and ethnicity, school location), not individual students. National results are available for all subjects assessed by NAEP. State and selected urban district results are available for mathematics, reading, and (in some assessment years) science and writing. More information is available at https://nces.ed.gov/nationsreportcard/about/.

Communication About Student Progress

The School Board shall annually report the progress of students toward achieving state and district expectations for proficiency in English language arts, mathematics, and writing and on the results of each statewide assessment test.

Report Cards/ Progress Reports

Dothan City School students receive report cards for each nine-week period. The report card indicates the students' academic progress. Parents are encouraged to communicate with teachers and request conferences as needed. Progress reports will be issued to all students at the midpoint (4.5 weeks) of each grading period. Additionally, all high school students will be provided information to allow access to the student information system home portal. Custodial parents can receive access to the student information system home portal upon request from their child's school.

The evaluation of each student's progress will be based upon the student's classroom work, observations, tests, and district and state assessments. Progress reporting will be provided to the parent or guardian in writing in a format adopted by the School Board. Report cards will include the following:

1. The student's academic performance in each required class or course in grades 1 through 12 based on standards based assessments.
2. The student's conduct and behavior in elementary schools.
3. The student's attendance, including absences and tardiness.
4. The final report card for a school year shall contain a statement indicating end-of-year status regarding performance or non-performance at grade level, acceptable or unacceptable behavior and attendance, and promotion or non-promotion.

Code of Conduct (See Appendix A)

Student Information System

- Grades should be entered into the student information system on a weekly basis and shall be updated by the last working day of the week.
- Grades must be entered by course of study standard.
- Any student failing a standard must be documented; intervention will be provided to recover the standard.
- An attendance registry should be kept for each class in a handwritten form in the grade book and entered into the student information system.
- Teachers should keep an updated grade book and should print the student information system grade book after posting grades.
- Teachers will check "show activities" in the student information system giving parents the ability to view grades in Parent Portal.
- Parent Portal is available for all parents to view student's grades, attendance, and conduct.

Parent Communications

Conferences are a way to establish communication between home and school about students' performance and achievement. Research shows that creating an atmosphere of open communication with parents

increases the probability of success for students. Schools will schedule an Open House at the beginning of each school year.

Elementary Schools: For elementary teachers, personal conferences should be held with all parents by the end of the first nine weeks of school. Additional conferences during each nine weeks should be held with parents of students who are at risk in any area that affects student achievement. Phone calls should be documented as conferences.

Secondary Schools: Secondary teachers should have a conference with all parents by the end of the first semester. Parent Involvement Specialists are available to assist teachers in making contact with parents concerning their children.

Teachers should go beyond the expected report card and parent conferences when reporting student progress to students, their parents/guardians, and others. The teacher should use the results of both formal and informal assessments to provide student progress information to students, parents/guardians, and others. Results from student projects, cooperative groups assessments, and both criterion-referenced and norm-referenced tests may be used for this purpose. A variety of procedures such as letters, phone calls, reports, email, progress charts, and in-class evaluation sessions may provide information to both students and parents/guardians.

The teacher should engage in pre-planning thought before sharing student information with others.

Teachers should do the following:

- Obtain up-to-date information on the student's skills.
- Consult other available resources (health records, staffing, cumulative folder, special programs personnel).
- Determine the purpose of the conference (student's physical health, behavior records, skills and interests, friends, self-esteem, work habits, developmental levels, etc.).
- Provide an attractive, comfortable and quiet setting where all can talk privately and frankly.
- Record information or questions to discuss with the parents on a conference form (see Appendix G for sample form).
- Provide interpreters, if needed.

The teacher should establish a cordial, friendly working relationship with the parent(s)/ guardian(s) and students when sharing information. Teachers should do the following:

- Assume a positive attitude when talking with parents about their child.
- Be specific by preparing a list of written observations to support the status of the student.
- Furnish the parent with positive and accurate statements about the student.
- List for the parents/guardians any suggestions to help the student in any area of concern (academic, physical, social, or emotional).

Discuss with the parent/guardian the following:

- Objective assessment data.
- Strengths/weaknesses in each area of the curriculum.
- Interests, abilities, work habits, and conduct.
- Attitudes and adjustments to school, concerns about physical problems, vision, hearing, or speech.
- Ways you plan to help the student reach his/her potential.
- The school/teacher/parent/student compact.
- Grading and reporting system.

Seek information about the following:

- The student's attitude toward school.
- Any health problems.
- Home responsibility and behavior.
- Leisure activities.
- Relationships with other students.
- Special hobbies, interests, or abilities.

Conclude the conference by:

- Summarizing the conference.
- Adding points discussed to the conference form.
- Requesting parent's signature on the conference form.
- Providing a copy of the conference form to the parent/guardian.
- Filing a copy of the conference form, note, email, or other record relating to the content and time of the discussion.

Group parent/guardian/teacher conferences may be held at Open House and/or Parent Visitation to:

- Outline the curriculum.
- Outline conduct expectations and consequences.
- Discuss school activities.
- Explain reporting practices.

Cumulative Records

Cumulative records are legal documents that certify a student's school history. It is imperative that these records be completed carefully and accurately. There should be only one card made per child who attends Dothan City Schools. If a student leaves the system, the cumulative record is to be filed in the office of the school the student attended. If the student returns to the system, the record should be retrieved and used.

New cumulative record cards on preschool, kindergarten, and first grade students should be made by the end of the first month of school. Cards should be completed on transfer students from another system within two (2) weeks after entry. At the elementary school, teachers complete the cumulative records. At the Dothan Preparatory School and Dothan High School, counselors complete the cumulative records. Records should include all schools that the student has attended, including schools outside Dothan City Schools.

All students enrolled in Dothan City Schools who transfer to another school during an attendance period will be carried in attendance for the actual number of days the pupil was enrolled. The withdrawal date will be the next school day after the last date of attendance. Students on roll for twenty-five (25) days or more will receive grades for that attendance period. Grades and attendance should be recorded in pencil on the cumulative record for transfers within the system. Grades and attendance should be recorded in ink as exit grades and cumulative attendance for transfers outside the system.

Cumulative records are kept in the school office in a secure area. Records may be checked out by a teacher for completion or review but must be checked back in at the end of the school day. They are never to be left unsecured in a classroom or taken home by a teacher. All cumulative records must be checked for completeness and accuracy at the end of the school year. Cumulative records are considered confidential information and are to be treated as such.

Guidelines for Completing the Cumulative Record Folder. (See the back of the cumulative folder for details.)

Notes:

1. List the student's state identification number.
2. Student withdrawal date is the next day after the last date of attendance (For example, if the last day of attendance is 5/16/19, the withdrawal date is 5/17/19.)
3. All previous schools should be entered for students new to the system.

Cumulative Record Requests (See the back of the cumulative folder for details.)

Notes:

1. During the school year, requests for cumulative records in-system and out-of-system should be made in writing. They should be filled within two (2) working days. After that time, a call should be made to the principal/designee if the record has not been received.

2. Include the following information in the cumulative folder when the student is transferring in system:
    a. Application for Admission—original and current year
    b. Copy of the birth certificate or record of birth
    c. Copy of the social security card (voluntary)
    d. Copy of the current immunization form

e. Testing profile
f. Legal information (adoption, health, guardianship)
g. Report card
h. Textbook forms, if applicable
i. Current code of conduct form (signed by the parent)
j. Language survey form
k. Parent/Teacher compact
l. DIBELS benchmark information
m. Current writing samples

3. Include the following information in the cumulative folder when the student is transferring out of system:
    a. Current schedule
    b. Copy of the birth certificate or record of birth
    c. Copy of the social security card (voluntary)
    d. Copy of the current immunization form
    e. Attendance record
    f. Copy of withdrawal form
    g. Transcript
    h. Report Card
    i. Comprehensive progress report
    j. Discipline record

Digital Citizenship

Dothan City Schools utilizes federal E-Rate funding and therefore complies with all mandates outlined in the Children's Internet Protection Act (CIPA). All schools will create and implement a plan for teaching digital citizenship to all students. Media Specialists are responsible for maintaining all implementation documentation. Resources are available at www.commonsense.org/education/erate.

English Language Learners (See Appendix B)

Exceptional Student Education (See Appendix C)

The purpose of the Department of Exceptional Student Services (DESS) is to provide specialized instructional services, related services, and supplementary aids and services to students suspected of or identified as having disabilities. In compliance with state and federal regulations, these disabilities adversely affect educational performance and result in a need for special education and related services.

This department oversees "Child Find" regulations. Child Find is a component of the Individuals with Disabilities Education Act (IDEA) that requires states to identify, locate, and evaluate all children with disabilities, aged birth to 21, who are in need of early intervention or special education services. Child Find is a continuous process of public awareness activities, screening, and evaluation designed to locate, identify, and refer as early as possible all children with disabilities. Dothan City Schools is active in this process and encourages your participation. If anyone suspects that a child may have a disability, he/she may contact the Dothan City Schools Department of Exceptional Student Services for further assistance.

One of the duties of DESS is to help schools in the system to begin earlier identification of possible deficiencies a child may be experiencing with academics or behavior and intervene in a proactive approach. This is done through Response to Instruction (RTI). Response to Instruction (RtI) refers to an instructional framework that promotes a well-integrated system connecting general, gifted, supplemental, and special education services in providing high quality, standards-based instruction and intervention that is matched to students' academic, social-emotional, and behavioral needs. RtI combines core instruction, assessment, and intervention within a multi-tiered system to increase student achievement and reduce behavior problems. The RtI process requires the involvement of classroom teachers, parents, students (when appropriate), building specialists, and community service providers. The ultimate purpose of the RtI process is to enhance the success of students with a variety of academic and/or behavior needs, rather than solely determine whether a student qualifies for special education services. The effectiveness of RtI is maximized through a collaborative problem-solving approach to identify student needs and implement targeted interventions. Data are utilized to measure student progress as a result of the instruction, as well as to monitor intervention integrity.

Schools or parents may ask for evaluations through the IDEA referral process if they suspect a child of a disability. This can be a ninety-day process. If the student is identified as "in need for specialized instruction," the process continues with the development of an individualized education plan (IEP) for the student. Students who meet the criteria under the Alabama Administrative Code as an individual with a disability are entitled to receive special education and related services that are designed to meet their individual educational needs as adequately as the needs of students without disabilities are met.

DESS also oversees Section 504 within our schools. Section 504 is a Federal law that prohibits disability discrimination by recipients of Federal financial assistance. All public schools and school districts, as well as all public charter schools and magnet schools that receive Federal financial assistance from the Department must comply with Section 504. Section 504 provides a broad spectrum of protections against discrimination on the basis of disability. Students who meet the definition of an individual with a disability under Section 504 are entitled to receive regular or special education and related aids and services that are designed to meet their individual educational needs as adequately as the needs of students without disabilities are met.

Dothan City Schools follows an Enrichment Model to provide gifted differentiation and services. Under the Child Find provision, all second graders are screened to determine if they may qualify to receive Learning in Collaboration (LinC) instruction. LinC proposal pending approval by State Superintendent Dr. Eric Mackey.

Homebound Services are accessed through DESS as well. If a student is in need of homebound services (absence from school of 6 weeks or longer), the parent must provide a letter from the doctor and must meet with the Homebound Committee of that school. The committee's decision will then be submitted to DESS for approval. An updated letter from the doctor must be provided every 18 weeks for as long as needed.

Field Trips

Field trips should be directly related to instruction that takes place within the classroom. The purpose of field trips should be educationally sound. All field trips must be first approved by the principal. All out-of-state field trips must have the approval of the principal and the superintendent before the trip takes place. All students must have permission slips signed by the parent/guardian to participate in any off-campus activities.

If a student has health issues that require access to a nurse (i.e., special needs students, 504 students, students with a health plan), a nurse or a parent must travel with that student on the field trip. The field trips may include band, sports activities, and any other extracurricular activity travel.

Trips will be made in accordance with guidelines as outlined in the system-wide Emergency Management Plan. Guidelines, checklists, and application forms can be found in Appendix K.

- No activities should be scheduled during the week of semester exams during the regular school day.
- Students in grades 7-12 who have less than a C average are not eligible to attend field trips.
- Students with ten or more unexcused absences are not allowed to participate in field trips.
- No field trips may be scheduled during the state assessment testing window.

Homework

Homework is an important component of every student's instructional program. Students, teachers, and parents should have a clear understanding of the objectives to be accomplished through homework and the role it plays in meeting curriculum requirements. Homework reflects practices that have been taught in the classroom and provides reinforcement and remediation for students. It should be student-managed, and the amount should be age-appropriate, encouraging learning through problem solving and practice. At every grade level, homework should be meaning-centered and mirror classroom activities and experiences. Independent and collaborative projects that foster creativity, problem-solving abilities, and student responsibility are appropriate. Parental support and supervision reinforce the quality of practice or product as well as skill development. Each local board of education shall establish a policy on homework consistent with the Alabama State Board of Education resolution adopted February 23, 1984 (Action Item #F-2).

Homework should be assigned as part of the teaching process. Homework should give students opportunities for independent practice after a lesson has been taught and guided practice has been

supervised in the classroom. Homework should not take the place of guided practice. Teachers have a responsibility to:

- Identify the purpose of homework assignments for parents and students.
- Establish objectives and guidelines for special projects, including any expectations for parental participation.
- Follow the guidelines for the amount of time designated for homework, including special projects.
- Communicate expectations to students.
- Post all assignments and provide time for students to record them.
- Model homework strategies and provide models as appropriate throughout the school year.
- Review homework and return it in a timely manner.
- Establish a system for recording and reporting homework.
- Ensure that resources and materials required for homework projects are easily obtained by students.
- Notify parents early regarding homework problems and missing assignments.
- Assign long-term projects so that the completion time includes more than one weekend and is not limited to a school vacation period.
- Discuss homework practices with colleagues and provide guidelines for the type of homework given at each grade level.

Promotion and Retention

The process for making decisions about promotion and retention of students should take into consideration a variety of factors including age, maturity, motor coordination, capacity for learning, and academic progress. The decision-making process should involve the principal and teacher(s) with the AUTHORITY FOR DETERMINING PROMOTION AND RETENTION RESTING ENTIRELY WITH THE TEACHER(S) AND PRINCIPAL, except that a kindergarten student may be retained only upon approval/ agreement of the parents/guardians. If there is a possibility of a student being retained based on the teacher's opinion of the student's academic performance and/or other factors, the parents/guardians of that student should be informed. In all cases, the decision of whether a student should be promoted or retained shall be made on the basis of which grade placement provides the student a better chance of progressing in his/her educational development (see Appendix H for sample letters). For details for 3rd grade promotion and retention see Alabama Literacy Act bill AL - HB388 ALSDE 2019-523.

Response to Instruction (MTSS RtI) (Appendix D)

Mutli-Tiered Systems of Support (MTSS RtI) formerly known as Response to Instruction (RtI) is the practice of providing high-quality instruction/intervention matched to student academic needs. Each school must have one or more Problem Solving Teams (PST) that meet and review progress of ALL students in the school. The PST is responsible for reviewing student data and compiling a list of students who performed below proficiency on specific assessments/screeners. See Appendix D for specific expectations for classroom teachers when providing levels of instruction and intervention.

Textbooks (Appendix E)

Principals/designees will receive and sign for all books from the Central Office. Principals/ designees must request books, workbooks, teacher editions, and ancillary materials in writing. Principals/designees are responsible for the distribution of books to teachers. Dothan City Schools has a disposal policy for books no longer on the state adoption list.

Teachers are responsible for all books assigned to them. An accurate school inventory must be kept by grade level by subject. Schools are responsible for adjusting inventories when books are transferred from the school back to Central Office. School inventories must match the Central Office inventory that reflects the books assigned to the individual schools.

Teachers are responsible for assigning textbooks to students. A textbook form, signed by the student and parent, must be filed in each student's cumulative file when textbooks are assigned. Students should be made aware, by the teacher, that when he/she signs for a book, and he/she is totally responsible for the books indicated on the state textbook form. Lost and/or damaged books must be replaced at full price. All consumable textbook materials and/or workbooks will be transferred with students who transfer within the system. Student materials and workbooks will remain at the school for students who transfer out of the system.

Virtual School (Appendix F)

The virtual school program offers online classes designed for students who want to earn the same academic credits as students in a traditional brick and mortar school building. The online format provides students the opportunity to show mastery of content on assignments that are aligned to current college-and-career-ready standards. In addition, the virtual school allows flexibility with the student(s)' schedule, as well as pacing the learning to fit the individual's needs.

Virtual School Act 2015-89 defines the following procedures:

1. All school systems must adopt a policy that addresses how the system will provide a virtual option for students in Grades 9 through 12, at a minimum.
2. Any virtual course that is not supported by the Alabama State Department of Education shall be accredited by a regional or national accrediting agency, as verified by the Alabama State Department of Education.
3. Virtual students:
    a. Are defined as students who are currently enrolled or shall be enrolled and participating in a number of virtual courses sufficient for matriculation from grade, to grade, and in the case of Grades 9 through 12, to be on the track for high school graduation in four years and shall not be enrolled at the same time in another public or non-public K-12 school.
    b. Must enroll in the local system. When the term local system is used in this document it shall refer to the school system from which the student is receiving the virtual education.

c. Must participate in state testing/accountability in the local system in which the student is receiving the virtual education.
d. Must comply with the local board policy for virtual option delivery adopted by the local system in which the student is receiving the virtual education.
e. Will be awarded a diploma upon satisfying the graduation requirements of the state and their local system where they receive the virtual education.
f. Who are enrolled as a "Guest" student(s) in a virtual school for one or more courses shall not be counted for state funding on the virtual school's student count and shall pay for the "Guest" student(s) virtual courses. A "Guest" student is defined as a student that takes one or more virtual courses but does not meet the full-time definition described in (a).

STUDENT PROGRESSION INFORMATION FOR **ALL GRADE LEVELS**

Grades K-6 Student Progression Information

Assessment Methods and Strategies for Determining Grades

Performance expectations should be made clear at the beginning of instruction and remain consistent throughout the teaching and learning process. Students' grades are an accurate representation of content mastery only. Grades should be impartial and represent a teacher's professional judgment of performance.

The Elementary Curriculum Guide

Pending based on decisions from The Alabama Literacy Task Force selection of resources for intervention and core programs. An addendum will be added in July 2020 after all decisions are finalized.

Grading

Teachers should post a minimum of 1 to 2 grades every two weeks per content area. These posted grades are not to include homework in grades 1-6. Teachers should ensure that all areas in ELA are equally assessed during each nine weeks. Students should receive feedback on all assignments, however not all feedback/assignments should be posted in grade books. Homework should not be graded. Homework is used for formative feedback.

The teacher must always be able to provide evidence (graded materials) to justify a grade given on an assignment for a quarter period, semester, or year.

All grades assigned must be on grade level content standards unless directed as part of an (Individual Education Plan (IEP), 504, and/or ESL plans. Assignments completed by students below grade level can NOT be used as part of the grade.

Progress reports and nine week report cards will be monitored by both school administrators and central office personnel to prevent and address high failure rates.

The teacher will have the numerical average in the grade book, scholarship records, and/or section reports for academic work for quarter periods. The numerical average and letter grade for each quarter period will be recorded on report cards. Students doing work via ACCESS will have one numerical grade per nine weeks, which will be provided to the facilitator. A final progress report, obtained from ACCESS, must be kept in the student's file to document the work done.

The teacher will retain student papers for the documentation of grades earned during a given year and will keep these papers until report cards are distributed after the first semester of the following year. Student records must be readily available to school and district administrators throughout the school year, including summer months. Teachers must not delete any work done in Google Classroom or any other online platform from the previous work.

Building instructional leaders will monitor and give feedback to teachers about their grading practices.

Any assessment evidence collected for a grade must have a minimum of 10 items. Kindergarten teachers will follow the assessment procedures outlined in the Kindergarten Report Card Guide. Assessment questions must align to the Alabama Course of Study Standards.

Accelerated Reader will not be used for a grade.

Grades MAY come from the following sources:
(Reminder - review and adhere to IEP, 504, and EL plans)

- Summative assessments
- Projects with standards-based rubrics
- Assessments centered around the five reading dimensions: phonics, phonemic awareness, vocabulary, fluency, and comprehension
- Presentations
- Oral assessments
- Writing prompt responses
- Open ended performance assessments
- Standards based teacher-made assessments

Letter grades will not be recorded the first four weeks of the first nine weeks in Grade 1 for reading and mathematics. However, teachers should use running records, observation with anecdotal notes, checklists, etc. to determine student progress during the first month of school.

Grades are to be recorded in the grade book/grade spreadsheet and entered into the student information system within five (5) days of testing.

For kindergarten, the fourth nine weeks grading period will also serve as the promotion criteria in each graded area. For Grade 1, the third and fourth nine weeks grades will serve as the grade in reading only.

The progress of any student exhibiting a pattern of failing grades must be discussed at grade level meetings as the first step in the intervention process. If the pattern continues, PST strategies will be implemented. If failure and/or behavior problems arise for these students, they should be addressed by the PST. **NO STUDENT IS TO FAIL ANY SUBJECT WITHOUT BEING BROUGHT TO THE PROBLEM-SOLVING TEAM (PST) or ESL Committee**. Documentation for all subject areas must be brought to PST (see Dothan City Schools RTI manual – Appendix D).

Intervention

- Each teacher will provide intervention, review, and/or re-teaching of concepts within the classroom if a student fails a standard. (This is considered tier II intervention)
- Interventions may include meetings with small groups within the classroom or a departmental tutorial.
- Each teacher will provide interventions for each student who does not experience academic success within the classroom.

Make-up Work

All graded assignments will be assigned a numerical grade and will be entered into the electronic grade book. For incomplete or missing assignments, teachers will enter an "I" or "M" in the teacher's hard copy grade book (not electronic grade book). **Teachers are expected to provide multiple opportunities for students to make up assignments to avoid assigning zeros.**

Principals will ensure that the following opportunities are provided for all students:

1. Students have a **maximum of 5 (five)** school days to make up incomplete or missing work. **However, the period of time to make up work may be extended at the discretion of the principal working with the teacher, special education, and/or ESL teachers.**
2. Students are fully responsible for completing any incomplete or missing assignments (i.e., course assignments, tests, projects and other related work). Teachers are fully responsible for providing the incomplete or missing assignments to the students.
3. Teachers will communicate by telephone, email, or in writing with students and/or parent(s)/ guardian(s) regarding incomplete work, missing assignments, or unsatisfactory course/class work. Teachers will contact the ESL department if a translator is needed.
4. Make-up work completed within the required time frame will be graded and recorded in the grade book by teachers without penalty to students.
5. After 5 days, if work is not completed, the incomplete (I) or make-up work (M) will become a zero grade (0). It is expected that students will make up incomplete or missing assignments. However, after all opportunities are exhausted if students have not completed work then a grade of zero will be entered in the electronic grade book for that assignment. An I or M may not be given as a final grade. Teachers should provide updates to the Problem Solving Team (PST).

Homework Guidelines

The purpose of homework is to provide independent practice for newly taught skills, review previously mastered skills, develop independent study habits, and/or extend and enrich the curriculum.

- Homework is defined as written or non-written standards-based tasks that are assigned by teachers to be completed by students outside of the classroom.
- Homework should be related to the curriculum being taught.

- Homework should not be used as a behavior management tool or as a form of punishment.
- Homework is **NOT** to be given as a grade.
- Homework may be given 4 nights per week in grades 1-6 and should not be assigned on weekends.
- Reading assignments are to be incorporated into homework time allotments at each grade level, but voluntary reading beyond homework guidelines is encouraged.
- Long term projects should be assigned at least two weekends before the work is due.
- Homework guidelines for students with special needs and English language learners (EL) may be determined by the student's educational plan and should be specifically related to the student's learning profile.
- The appropriate time limits (as recommended by the National PTA) that children at each grade level should devote to homework each night are:

Outside work for kindergarten should be limited to reading.

Grade 1	15 Minutes	Monday-Thursday
Grade 2	20 Minutes	Monday-Thursday
Grade 3	30 Minutes	Monday-Thursday
Grade 4	40 Minutes	Monday-Thursday
Grade 5	50 Minutes	Monday-Thursday
Grade 6	60 Minutes	Monday-Thursday

(Times are cumulative, not by subject)

Report Cards and Progress Reports

Grades for kindergarten students will be reported using the following grading scale:

Report Card Key

Performance Description	CODE
Meets the Standard Consistently	MS
Approaching the Standard With Some Support	AS
Limited Progress With Maximum Support	LP
Not Assessed	NA

Grading for Grades 1-6

Handwriting and physical education will be reported using Satisfactory (S), Needs Improvement (N), and Unsatisfactory (U) for students in grades 1-6.

Handwriting Grading Scale	Physical Education Grading Scale
E = 95-100	S = 80-100
S = 85-94	N = 60-79
N = 75-84	U = 59 and below
U = 74 and below	

Grading of special education and English Language Learner (EL) students should be done in collaboration (and in accordance with IEP and IELP) between the regular classroom teachers and special education/EL teachers.

Grades reported by teachers are not to be changed unless

- Errors have been made in computation;
- Factors have been included that are not consistent with guidelines; or,
- Procedures have not been followed.

Teachers are responsible for ensuring accuracy in grading and reporting of grades in the student information system. Grade changes will be made in consultation between the teacher and the principal for reasons stated. All changes must be documented. Decisions made in the administration, teacher, parent, student conference(s) are final.

Report Cards

All students in K-6 will receive a report card each nine weeks. The following subjects are to receive grades beginning with the first nine weeks of school.

Kindergarten	Grade 1	Grade 2
Conduct	Conduct	Conduct
Mathematics	Reading	Reading
Reading	Handwriting**	Language Arts
Language Arts	Spelling	Handwriting**
Written Language	Mathematics	Spelling
Speaking and Listening	Physical Education	Mathematics
Physical Education		Physical Education

Feedback on science and social studies critical standards for K-2 will be provided at the end of first and second semesters.

Grade 3	Grade 4	Grade 5	Grade 6
Conduct	Conduct	Conduct	Conduct
Reading	Reading	Reading	Reading
Language Arts*	Language Arts*	Language Arts*	Language Arts
Mathematics	Mathematics	Mathematics	Mathematics
Handwriting**			
Social Studies	Social Studies	Social Studies	Social Studies
Science	Science	Science	Science
Physical Education	Physical Education	Physical Education	Physical Education

* Grades 3-6 Language Arts grade consists of 25% spelling, 25% grammar, 25% writing, and 25% speaking.

**Manuscript writing will be taught in kindergarten and grades 1 and 2. Cursive writing will be introduced during the second semester of 2nd grade. Beginning the fourth nine weeks of grade three, grades will be

based on cursive handwriting. Students may remain in manuscript when cursive writing appears to be developmentally inappropriate.

A and A/B Honor Roll recognition will be given to a student each nine weeks based on subject areas assessed excluding conduct, handwriting, and physical education.

A and A/B Honor will be given to a student at the end of the year based on final exit grades for subject areas excluding conduct, handwriting, and physical education.

Progress Reports

1. Each teacher is required to send a progress report on all students the fifth week of each nine weeks.
2. **Parent conferences are required on any student receiving a failing grade.** Documentation of these conferences should be kept until the end of the year. Documentation includes conference notes, missed conferences, phone call logs, etc. Teachers will contact the ESL department if a translator is needed.

Promotion and Retention

The decision to retain a child is not to be made until the last nine weeks of the school year. Promotion is to be based on grades which must support the promotion in all instances. Students in grades 1- 6 must pass reading and mathematics in order to be promoted to the next grade. Failing grades in two or more of the following subjects will also result in retention for the year: language, science, and social studies. Teachers must use extreme caution in retaining a student that has passed reading and mathematics but not two or more other subject areas.

When a student has been retained, the teacher and the administrative staff must develop and implement instructional strategies and approaches enhancing the probability of the student's success. Retention of ESL students must follow policies and procedures outlined in the DCS ESL Manual.

Special Guidelines for Grade 3 for school year 2021-2022. See Alabama Literacy Act AL - HB388.

Grades 7 and 8 Student Progression Information

General Grade Scale

Grades for academic coursework will be awarded according to the following scale:

Letter Grade	Numerical Grade (100 point scale)	Grade Point Average Points (4 point scale)
A	90 - 100	4.00
B	80 - 89	3.00
C	70 - 79	2.00
D	60 - 69	1.00
F	59 or below	0.00

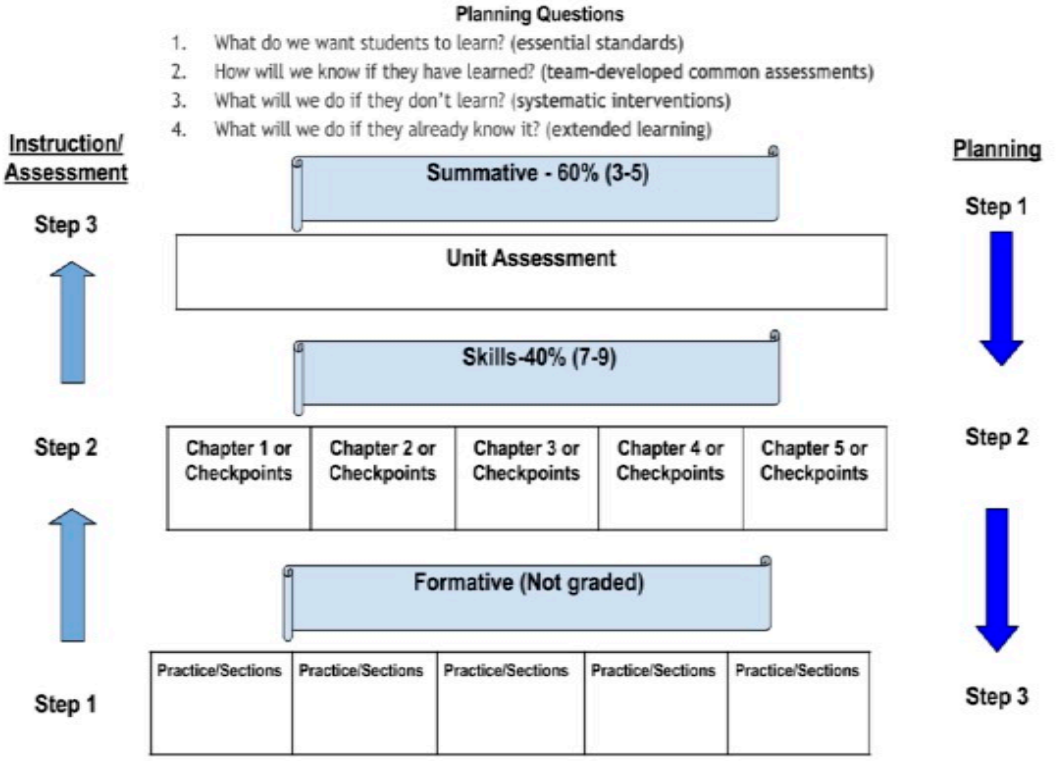
Benchmark and Accountability Testing

- Research-based benchmark testing will be utilized as formative assessments to determine mastery of standards. **Benchmark formative assessments will be used to drive instruction, not used as a grade.**
- Fall benchmark and spring accountability assessments are mandatory. Winter benchmark assessment is at the principals' discretion.

Grading

- All grades assigned must be on grade level content standards unless directed as part of an Individual Education Plan (IEP), 504, and/or ESL plans. Assignments completed by students below grade level can NOT be used as part of the grade.
- All grades must be based on standards and entered into the student information system with a course of study standard number. The testing category will count 60% of the total grade. Minor assessments will count the remaining 40% of the grade.
- All content teachers will administer common assessments as directed by the pacing guide/ curriculum guide.
- Major projects will count as a test grade and be graded utilizing a rubric. Rubrics will be distributed to students prior to the project. An exemplary model should be shared with students when the project is assigned to show students what is expected to achieve mastery.
- All assessments must measure proficiency of standards located in an Alabama Course of Study. Each nine (9) weeks must include three to five (3-5) summative assessments and seven to nine (7-9) minor assessments (skill checks, projects, presentations, labs, essays, reflection journals) documented in the grade book. The nine weeks assessment **will not** count toward the number of required (3-5) summative assessments.

- At least one summative assessment **must be** recorded in the Student Information System (Power School) within the first four weeks of the grading period.
- Assessments must be graded and reported to students within five (5) working days.
- Essays and research papers will be returned and recorded to the students within twelve (12) working days.
- A minimum of one critical thinking essay question shall be included on all major (chapter/unit) tests unless otherwise specified in an IEP, 504, or I-ELP.
- The same assessment cannot be used for more than one grade.
- **Formative assessments** are assignments that are directly considered "practice" for a skill recently taught in the classroom. Formative assessments are used to give the student and teacher feedback. This feedback should be used to drive instruction and identify gaps in learning. **Formative assessments will not be graded.**
- Feedback must be provided for students on formative and summative assessments.
- **Bonus points are not allowed.**
- **Participation and completion grades are not to be given.**



Do not grade or award points for the following-

- Exit slips for guiding instruction
- Notebook Checks or Notebook Tests
- Anything that is considered practice cannot be graded

Clarification on homework-Assignments **may be given** to be completed at home such as projects, current events, etc. Grades for these assignments will go in the Quiz category. Assignments that **are** directly considered "practice" for a skill recently taught are considered **formative. Formative assessments** are used to give students and teachers feedback. This feedback should be used to drive instruction and identify gaps in learning.

Intervention

- Each teacher will provide intervention, review, and/or re-teaching of concepts within the classroom if a student fails a standard. (This is considered tier II intervention)
- Interventions may include meetings with small groups within the classroom or a departmental tutorial.
- Each teacher will provide interventions for each student who does not experience academic success within the classroom.

Misbehavior and Grades

- Student misbehavior will not be a factor in calculating grades for any subject.
- Misbehavior will be handled through the teachers' behavior management plan and the school discipline policy
- Points cannot be taken away due to a late assignment.

Daily Work / Homework

- Daily work will not count more than 40% of the total grade average. (May include but not limited to project check-points (after reviewing and revising), current events, labs, reflection journals, skills assessment (mini-check after reviewing and reteaching), etc. When in doubt see your instructional coach or administrator.
- Teachers should consider the following guidelines in developing procedures for work assigned outside of class:
    - Guided practice should be provided in class so that students receive clear instructions about assignments, understand the purpose of the assignment, and have the opportunities to ask questions and receive feedback about the assignment.
    - Assignments may be given to be completed at home such as projects, current events, etc. Grades for these assignments will go in the Skills-40% category.
    - Assignments that are directly considered "practice" for a skill recently taught in the classroom are considered formative and will not be graded.
    - Grades **will not** be given for notebook checks/tests.

Make-up Work

- Students with excused and unexcused absences will be allowed to make up missed work.
    - If missed work is graded work, then the student will receive the grade he/she earned.
- Students should make up missed work within (5) school days. Teachers will establish and teach procedures for make-up work. Procedures should be included in the course syllabi.

Promotion and Retention

A student will be promoted in grades 7 and 8 upon satisfactory completion (minimum of 60% final grade) of Language Arts, math, and science **and/or** social studies.

Course Combinations for 7th and 8th Grade Promotion Options

Option 1	Option 2	Option 3
Language & Math (required)	Language & Math (required)	Language & Math (required)
Science & Social Studies	Science	Social Studies

Summer School (Grades 7 and 8)

- Students who fail one (1) required academic course will have the option to attend summer school to retake and pass the failed course. If the student does not attend summer school to retake the required course, then the student will be retained.
- Students who fail both science and social studies will be required to retake and pass one course during summer school to be promoted.
- Students who fail two or more required academic courses will be retained and summer school is not an option for promotion.

Retention Stipulations

- Students who do not meet the established criteria for promotion may be retained one (1) time in grades 7-8, if the student has been previously retained in grades K-6.
- Students who do not meet the established criteria for promotion may be retained two (2) times in grades 7-8, if the student has not been previously retained in grades K-6.
- A student should not be retained at Dothan Preparatory Academy, if the student will reach his/her seventeenth birthday during the following academic year.

8th Grade Algebra 1 for High School Credit

(for graduating class 2025 only)

Criteria for earning Algebra 1 credit:

- Teacher recommendation
- Final grade of A or B in 8th grade Algebra 1 course
- Must score "proficient" on comprehensive Algebra 1 assessment

Accelerated 7th Grade Mathematics

The Alabama State Department of Education says, "this accelerated pathway is not the default pathway; it should be reserved for those students entering seventh grade who are particularly interested in and motivated to study mathematics throughout high school." Since this course is designed to challenge even the most proficient math student, each sixth-grade student will take a math screener to help determine the correct placement in seventh-grade math class. Teacher recommendation, as well as sixth-grade math averages, will also contribute to the correct placement in the seventh-grade mathematics course. For the ALSDE math pathway progression chart see page 28 of the Course Description Guide (Appendix I).

Consideration will be given regarding the most appropriate screener for limited-English speaking students.

Grades 9-12 Student Progression Information

Attendance for Jr/High Schools

For semester classes, students may be excused for up to a total of five (5) days per semester based upon legal cause. Absences beyond five (5) days must be substantiated by a physician's statement unless excused by the principal. If there is no physician's statement, the absence may be appealed to a school attendance hearing committee.

For year long classes, students may be excused up to a total of ten (10) days based upon legal cause. Absences beyond ten (10) days must be substantiated by a physician's statement unless excused by the principal. If there is no physician's statement, the absence may be appealed to a school attendance hearing committee. See Code of Conduct for further information.

Block Schedule

For the 2020-2021 school year, Dothan High School will function on a block schedule, which is a non-traditional schedule based on four (4) blocks of classes each day. A student will register for eight (8) courses for the year. Students usually take two required core courses and two electives each day. Students will have fewer courses each day on a block schedule but should concentrate more on the courses and use time wisely.

Note: The ninth grade at Dothan Preparatory Academy is on a 7-period daily schedule. Students begin earning high school course credit in grade 9.

Grading

The following grading information is located in the Instruction Program section of the March 2019 (Revised January 27, 2020) Dothan City Board of Education Policy Manual.

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 criteria hereinafter specified.

General Grade Scale: Grades for academic coursework will be awarded according to the following scale:

Letter Grade	Numerical Grade (100 point scale)	Grade Point Average Points (4 point scale)
A	90 - 100	4.00
B	80 - 89	3.00
C	70 - 79	2.00
D	60 - 69	1.00
F	59 or below	0.00

Midterms/Finals

Midterms are required for all students unless otherwise specified in I-ELP.

Seniors who are passing any course(s) AND have five (5) or fewer absences in that course(s), may choose to exempt the final exam.

Students in grades 9-11 may be exempt from final examinations as outlined below:

- A student may exempt final exams if they have earned an "A" during the course(s) AND have five (5) or fewer absences in that course(s) for the year.
- A student may exempt one (1) exam if he/she has perfect attendance for the course with an average of 70 or higher for the year.
- Transfer students who enroll with all "As" and continue to make all "As" at Dothan High School will be eligible for consideration for exemption. The student and/or classroom teacher should refer the transfer student to his/her counselor for review. The counselor will submit the student information to the principal. Exemptions are granted on a case-by-case basis, depending on the courses the students transferred and the courses in which the student is currently enrolled.

Note: Exams given for half credit courses and block courses that are completed in December would be considered final exams

Benchmark Testing

- Research-based benchmark testing will be utilized as formative assessments to determine mastery of standards. Benchmark formative assessments will be used to drive instruction, not used as a grade.
- Benchmark assessments are administered in Fall, Winter, and Spring.

Grading Practices

- All assessments must measure proficiency of standards located in an Alabama Course of Study. Each nine (9) weeks must include three to five (3-5) summative assessments and seven to nine (7-9) minor assessments (skill checks, projects, presentations, labs, essays, reflection journals) documented in the grade book. The nine weeks assessment **will not** count toward the number of required (3-5) summative assessments.
- All content teachers will administer common assessments as directed by the pacing guide/ curriculum guide.
- At least one summative assessment must be recorded in the Student Information System (Power School) within the first four weeks of the grading period.
- **Formative assessments** are assignments that are directly considered "practice" for a skill recently taught in the classroom. Formative assessments are used to give the student and teacher feedback. This feedback should be used to drive instruction and identify gaps in learning.
  Formative assessments will not be graded.

- Assessments must be graded and reported to students within five (5) working days.
- Tests that are complete essay format and research papers shall be returned and recorded to the students within ten (10) working days.
- A minimum of one critical thinking essay question shall be included on all major (chapter/unit) tests unless otherwise specified in IEP, 504, or I-ELP.
- The same assessment cannot be used for more than one grade.
- Feedback must be provided for students on formative and summative assessments.
- All grades must be standards-based with standards clearly designated in the electronic grade book.
- Unit tests will count as a regular assessment.
- All teachers will administer a cumulative assessment each semester which shall be weighted at 20% of that semester grade. Cumulative assessments may be written or performance based.
- Students will not be penalized for late assignments.
- Bonus points are not allowed.

HOMEWORK

- Teachers should consider the following guidelines in developing procedures for work assigned out of class:
    - Guided practice should be provided in class so that students receive clear instructions about assignments, understand the purpose of the assignment, and have the opportunities to ask questions and **receive feedback** about the assignment.
    - Assignments may be given to be completed at home such as projects, current events, etc. Grades for these assignments will go in the Skills-40% category.
    - Assignments that are directly considered "practice" for a skill recently taught in the classroom are considered formative and will not be graded.

INTERVENTION

- Each teacher will provide intervention, review, and/or re-teaching of concepts within the classroom if a student fails a standard. (This is considered tier II intervention)
- Interventions may include meetings with small groups within the classroom or a departmental tutorial.
- Each teacher will provide interventions for each student who does not experience academic success within the classroom.

PERFORMANCE-BASED GRADES

- All performance-based assessments should be graded utilizing a rubric, which should be distributed to the students prior to the assessment.
- An exemplary model should be shared with students when the project is assigned to show students what is expected to achieve mastery.

MAKE-UP WORK

- Students with excused and unexcused absences will be allowed to make up missed work.
    - If missed work is graded work, then the student will receive the grade he/she earned.
- Students should make up missed work within (5) school days.
- Teachers will establish and teach procedures for make-up work. Procedures should be included in the course syllabi.

THE HIGH SCHOOL CURRENTLY HAS TWO GRADING OPTIONS:

OPTION 1	OPTION 2
GENERAL CLASSES	
60% Summative Common Assessments Examples: unit tests, chapter tests, major projects, major essays, teacher-made tests. ** Teacher-made tests will be developed by like content area teachers and all teachers will administer the same assessment.* 40% Minor Assessments Examples: skill checks, projects, presentations, labs, essays, reflection journals.	60% Summative Common Assessments Examples: unit tests, chapter tests, major projects, major essays, teacher-made tests. ** Teacher-made tests will be developed by like content area teachers and all teachers will administer the same assessment.* 20% Quizzes 20% Skill Check Examples: projects, presentations, labs, essays, reflection, journals.
HONORS CLASSES	
65% Summative Common Assessments Examples: unit tests, chapter tests, major projects, major essays, teacher-made tests. ** Teacher-made tests will be developed by like content area teachers and all teachers will administer the same assessment.* 35% Minor Assessments Examples: skill checks, projects, presentations, labs, essays, reflection journals.	65% Summative Common Assessments Examples: unit tests, chapter tests, major projects, major essays, teacher-made tests. ** Teacher-made tests will be developed by like content area teachers and all teachers will administer the same assessment.* 20% Quizzes 15% Skill Check Examples: projects, presentations, labs, essays, reflection, journals.
ADVANCED PLACEMENT (AP)	
65% Summative Common Assessments Examples: unit tests, chapter tests, major projects, major essays, teacher-made tests. ** Teacher-made tests will be developed by like content area teachers and all teachers will administer the same assessment.* 35% Minor Assessments Examples: skill checks, projects, presentations, labs, essays, reflection journals.	70% Summative Common Assessments Examples: unit tests, chapter tests, major projects, major essays, teacher-made tests. ** Teacher-made tests will be developed by like content area teachers and all teachers will administer the same assessment.* 20% Quizzes 10% Skill Check Examples: projects, presentations, labs, essays, reflection, journals.

Grade Point Average

Dothan City Schools uses a weighted scale. Students enrolled in honors classes earn an extra 0.5 grade point for each credit earned. Students enrolled in advanced placement classes and dual enrollment earn an extra 1.0 grade point for each earned.

Regular Courses	Honors Courses	AP Courses	Dual Enrollment
A = 4.0	A = 4.5	A = 5.0	A = 5.0
B = 3.0	B = 3.5	B = 4.0	B = 4.0
C = 2.0	C = 2.5	C = 3.0	C = 3.0
D = 1.0	D = 1.5	D = 2.0	D = 2.0
F = 0.0	F = 0.0	F = 0.0	F = 0.0

Class Rank

VALEDICTORIAN
SALUTATORIAN
HONOR COURT

Academic class rank is the weighted average of all classes taken. Only students working toward the Advanced Academic Endorsement will be considered. This rank is used to determine valedictorian, salutatorian, and honor court. Students working toward the Advanced Academic Endorsement and having the highest and second highest grade point average (GPA) after the eighth term of study will be recognized as valedictorian and salutatorian. Those students working toward the Advanced Academic Endorsement with a cumulative GPA of 4.0 or higher will be recognized in the Honor Court.

Class rank is determined by ranking each student's overall grade point average within the graduating class. Final senior class ranking is done at the end of the second semester of the senior year.

For graduating classes 2019-2020, 2020-2021, 2021-2022, adjustments may be made with valedictorian and salutatorian due to restructuring of the two high schools.

Transfer Guidelines for Students Enrolling in Dothan City Schools from Another District

1. The following information applies to a transfer student who has taken AP/IB/DE courses at their former school:

- Students receive the course weight for AP, dual enrollment, and honors courses they were assigned at their former school. The transfer grades will not change.

- If a student transfers to Dothan High School anytime during the senior year, he/she will not be eligible for either valedictorian or salutatorian in the class rank.

2. The following information applies to entering transfer grades on to a student's transcript:
   - If a student transfers from an Alabama high school, the grade will appear on the transcript as a **number** grade.
   - If a student transfers from an out-of-state high school, the grade will appear on the transcript as a **letter** grade.

3. The following information provides guidelines for accepting transcripts from other school systems:

Dothan High School:

- will accept grades as well as the grading scale provided by the former school. The high school will not change a grade. For example, if the grade submitted is a number grade of 74 that is a letter grade of D on the former school's grading scale, Dothan High School will record a D even though Dothan High School's grading scale would translate to a C.
- will award credits from the alternative education facility on a case-by-case basis as approved by the principal.

4. If a student transfers to Dothan High School from a traditional schedule to a block schedule, contact the high school counselor. Transfer credits from a traditional schedule are done on a case-by-case basis.
5. Alabama has a PE requirement (Beginning Kinesiology) that will impact the placement of a transfer student.
   - For students transferring from out-of-state in grades 9, 10, 11, or 12 and have already taken a PE course, Dothan High School will accept the course as Beginning Kinesiology.
   - For students transferring from a homeschool without a PE course on the transcript, that student must take 1 full credit of Beginning Kinesiology.
6. Before credit recovery credits can be accepted, the credit recovery program (i.e., Keystone, American School) must be approved by the Alabama State Department of Education. If the state department recognizes and approves the credit recovery program, then Dothan High School will also accept the credit(s).
7. **Students who transfer to Dothan High School from another school system must meet the Alabama graduation requirements to receive a diploma from the State of Alabama.**
8. Dothan City Schools are accredited by AdvancED, the only accreditation organization recognized by the Alabama State Board of Education. Transfer credits from other schools will be accepted from other regionally accredited associations without further validation. However, the procedures for awarding credit to students coming to Dothan High School from a non-accredited school or home school will follow the Alabama Administrative Code 290-3-1-02(7)(j)290-3-02(7)(L).
9. For diploma checklist, please see Course Description Guide Appendix I

Alabama High School Diploma with Advanced Academic Endorsement and Honors

(HONOR COURT)

In order for any student to receive an Alabama High School Diploma with an Advanced with Honors Seal and AP Academy Seal, the student must complete the requirements for an Alabama High School Diploma and maintain a **4.0 GPA**.

Course selection must be at the honors level or above. Neither embedded credit nor applied academic course credit will satisfy the core curriculum requirements for a diploma with the Advanced Academic Endorsement and Honors. Students are encouraged to take the most demanding classes offered.

Students who have completed four (4) AP courses or four (4) dual enrollment classes with a C or higher will be recognized at graduation with a cord of distinction. (These cords are purchased by the eligible students as part of their graduation attire.)

Early/Mid-Year Graduation

Students may graduate early from Dothan High School by meeting all requirements for an Alabama High School Diploma when the conditions listed below are met:

1. Students must submit their intent to graduate early in writing to the counselor one semester before the anticipated graduation date.
2. Students who plan to graduate early must follow course sequence/prerequisites.
3. Students must have a full schedule fall semester.
4. Students who plan to graduate early will not be given preferential treatment in registration and course selection.
5. Students who plan to accelerate their program of studies for the purpose of early graduation may do so if space is available in classes after grade-level students have completed registration.
6. Students who complete graduation requirements early will not be permitted to remain at school during the regular school day. If a student needs to attend a school activity, the principal's permission is required.
7. A student must be a full-time student to be eligible to participate in extracurricular activities therefore, a student who graduates early will not be eligible for extracurricular activities.
8. Students who complete graduation requirements early will receive their diploma at the regularly scheduled graduation ceremony.

Early Graduation is contingent on final course grades and obtaining the necessary verified credits. Students may accelerate their program of studies, with the approval from the school, by enrolling in summer school, virtual school, and/or dual enrollment at a postsecondary institution. Early graduates are withdrawn from the school database and records will include a graduation date consistent with the last day of the semester in which final graduation requirements were met.

Students considering Early Graduation should verify with their insurance provider concerning a change in coverage, and students who are 18 years old or older may lose social security benefits if not in school on a full-time basis.

Advanced Placement

The Advanced Placement (AP) is an academic program of college-level courses and examinations for high school students. Students enrolled in AP courses take the College Board AP Exam at the end of the course. Based on their scores on the AP exam, students have an opportunity to earn college credit and/or advanced standing in college. All students enrolled in AP courses are required to take the AP Exam. In place of an exam, AP Art students must complete an art portfolio. AP Capstone students must complete both an individual and a group project.

The curriculum of an AP course is challenging and goes into greater depth with the academic material than regular courses. These courses challenge students to use analytical thinking, reading, writing, and problem-solving skills. Also, the courses are taught using college-level materials and teaching strategies.

The AP course offerings are based on student demand. See the Dothan City Schools Course Description Guide for more information on course descriptions.

Students must meet the following criteria to enroll in AP courses:

1. The student must complete all prerequisite courses where applicable.
2. The student must meet all application requirements.
3. The student must have the recommendation of the subject area teacher of the course or a parent may sign a waiver stating that the student will take the AP course without a teacher recommendation.
4. The student should have an above-average grade point average with "B's" or better in core academic subjects and "A/B" in the area of the AP subject.
5. The student must have the consent of the parent/guardian.
6. The student must take the AP exam at the end of the year in order to receive credit for the course.
7. The student may have a reduced exam fee and must pay either the full or reduced AP exam fee by the November 15 deadline established by the College Board.

If a student is interested in an AP course not offered at his/her school, the student needs to contact the high school counselor for availability. To be successful in challenging AP courses, honors courses are available at the high school to provide students with the academic skills and habits of mind needed.

Dothan City Schools Advanced Placement Academy

Students at the high school will have the opportunity to be a part of an Advanced Placement Academy. This Academy is designed as a challenging college preparatory curriculum emphasizing academic rigor. It is intended to prepare students to be successful upon entry into a four-year postsecondary institution. In

addition, it offers the potential for earning college credit while in high school. The AP Academy is an interdisciplinary program focusing on AP courses.

The purpose of AP examinations is to allow students to demonstrate college-level achievement in certain subjects. Students who do well on the AP exams may receive college credit or advanced standing at a college or university. The AP exam combines multiple choice, essay, problem-solving, and other questions. Students receive a score of 1 to 5 on the exams, with 3 usually considered an indicator of college-level achievement. The exams are given during the month of May.

By completing the requirements of the AP Academy, students have the opportunity to earn prestigious recognitions, including state and/or national AP Scholar with Honor and AP Scholar with Distinction. Admittance into the AP Academy is by application. Students must reside within the Dothan City Schools district to apply. If interested, the student should contact the school counselor for details and an application. Graduating seniors will need to have 4 AP courses to graduate with Honors Advanced Placement Distinction.

Advanced Placement Recognition by College Board

AP Scholar	Granted to students who receive scores of 3 or higher on three or more AP Exams.
AP Scholar with Honor	Granted to students who receive an average score of at least 3.25 on all AP Exams taken, **and** scores of 3 or higher on four or more of these exams.
AP Scholar with Distinction	Granted to students who receive an average score of at least 3.5 on all AP Exams taken, **and** scores of 3 or higher on five or more of these exams.
State AP Scholar	Granted to the one male and one female student in each U.S. state and the District of Columbia with scores of 3 or higher on the greatest number of AP Exams, **and** then the highest average score (at least 3.5) on all AP Exams taken.
National AP Scholar	Granted to students in the United States who receive an average score of at least 4 on all AP Exams taken, **and** scores of 4 or higher on eight or more of these exams.

Students who earn scores of 3 or higher in AP Seminar and AP Research but not on four additional AP Exams receive the AP Seminar and Research Certificate.

Students who earn scores of 3 or higher in AP Seminar and AP Research and on four additional AP Exams of their choosing receive the AP Capstone Diploma.

Career and Technical Education (CTE)

Dothan City Schools Career and Technical Education (CTE) offers programs that link core academics with careers projected to be in demand for the foreseeable future. Each program provides a rigorous and

enriching curriculum and actively involves industry and post-secondary institutions. The goal is to prepare students for both college and/or career, while also providing them with a purpose for continued learning.

A list of CTE career pathways is located at http://www.alsde.edu/sec/cte/Pages/programgrids-all.aspx?navtext=Program%20Guides for more information.

Each CTE program provides hands-on activities that require problem-solving and critical-thinking skills, particularly in mathematics, science, and English. The program also helps students develop skills currently noted by business and industry as lacking in today's workforce: teamwork, communication, professionalism, and positive work ethic.

Students completing a CTE program will have the opportunity to earn work-ready credentials that significantly enhance future career options. These credentials also provide an enriched foundation to facilitate advancement in post-secondary studies. Articulated post-secondary credit and/or dual enrollment options are available in a number of the CTE programs.

A unique part of CTE programs is the opportunity to participate in Career Technical Student Organizations (CTSOs). These organizations are co-curricular components of each CTE course. They serve to enhance classroom instruction while helping students develop leadership abilities, expand workplace-readiness skills, and broaden opportunities for personal and professional growth.

All CTE programs offered by Dothan City Schools undergo continuous comprehensive monitoring and will be compliant with the new EQUIP process as reviewed by the Alabama State Department of Education. Dothan City Schools offers the following CTE pathways:

DOTHAN HIGH SCHOOL

Army JROTC

DOTHAN PREPARATORY ACADEMY

Army JROTC
Business
Project Lead the Way Computer Science

DOTHAN TECH

Agriscience
Automotive - *Dual Enrollment with Wallace Community College*
Aviation - *Dual Enrollment with the Alabama Aviation College*
Biomedical
Building Construction
Business
Computer Technician - *Dual Enrollment with Wallace Community College*
Cosmetology
Culinary Arts
Education and Training
Graphic Arts
Health Science
Logistics
Pre-Engineering
Television Production
Welding
Work Based Learning *(formerly known as CO-OP)*

The students who receive credentials will receive cords to wear at graduation.

Dual Enrollment/ Early Admission College

Students should confirm availability of dual enrollment course offerings with school counselors.

The following options may be offered in Dual Enrollment:

- **Early Admission/Credit Advancement:** Students may earn college credit only. Students with a 3.0 or higher GPA may take college courses that do not transfer back to high school. Interested students should contact the college admissions office to find out more information.
- **Dual enrollment/Dual Credit (DE/DC)**: Students may earn both high school and college credits for the same course.

Dothan City Schools currently has a DE/DC agreement with the following schools:

- Wallace Community College
- Alabama Aviation College located on the Enterprise State Community College Campus

Dual Enrollment provides a student the opportunity to enroll in a postsecondary institution while attending a high school for the purpose of earning credits toward a high school diploma and/or a post-secondary degree. Students should consult the college/university student handbook and/or college website before considering dual enrollment.

A student must meet the following requirements to be eligible to participate in the dual enrollment program:

1. Students must meet the entrance requirements established by the institutions of postsecondary education.
2. Students must have written approval of the high school or career tech principal, high school or career tech counselor, and the parent or guardian.
3. A student must be in grade 11 or 12 and must have completed all required core courses for grades 9 and 10. Grade 10 students can take on-campus DE courses only.
4. Students must have and maintain a cumulative high school GPA of 3.0 or higher (Career Technical DE is a 2.0-2.5 GPA or higher at the discretion of the Career Tech Principal and/or Career Tech Counselor)
5. All travel to an off-campus site is a parent's responsibility. Parents will be required to give permission for the student to leave campus.
    1. All costs associated with student transportation, including insurance, would accrue to the student.
    2. The college or the school system assumes no responsibility or liability for students during the times they are enrolled to (at) the DE/DC site.
6. Dual Enrollment students that withdraw or fail the DE course during the semester will be placed in the appropriate course determined by the principal and/or counselor upon returning to the high school.
7. Students will only receive high school credits for DE courses that are equivalent to requirements for graduation.

GUIDELINES FOR DUAL ENROLLMENT:

1. Students must maintain a 90% attendance rate in their DE/DC courses.
2. Students will follow the college schedule of classes to include holidays and breaks unless agreements have been made between the college and high schools that dictate otherwise. Students are expected to attend each class session, to arrive on time, and to remain for the entire class session. In cases of excessive absences, the student should withdraw from the course before the last date to withdraw, as published in the college's academic calendar.
3. DE/DC courses are taught at the college level and graded at the college level.
4. Students participating in DE/DC courses are required to follow college procedures and complete required college forms and applications.
5. Students participating in DE/DC courses are required to adhere to Dothan City Board of Education's Student Code of Conduct.
6. Students that plan to participate in dual enrollment are encouraged to take a class in the fall semester and a class in the spring semester. Students should consult the college/university student handbook before considering dual enrollment. All dual enrollment registration packets are due for either semesters during the registration process and dates set forth by Dothan High School. Transfer students enrolled after the yearly registration dates please see your school counselor.
7. Tuition is the responsibility of the parents, with the exception of some career tech courses. Scholarships for tuition are available for courses based on financial need. Please see your high school guidance counselor for details.
8. The student is responsible for registering for the courses, once the application is approved at the high school. An application must be filled out completely and returned to the high school counselor by the designated deadline. All deadlines are FINAL.
9. ALL dual enrollment subject options need to be discussed with your counselor for proper placement.
10. One (1) three semester hour postsecondary/college-level course shall equal one (1) high school Carnegie credit in the same or related subject with the exception of Government and Economics (see # 12 below).
11. If the high school and the college are both offering the same DE course then the student will have to take the high school campus course.
12. For Seniors Only:
    1. Dual enrollment Political Science 211 is equal to high school US Government.
    2. Dual enrollment Economics 231 (Macroeconomics) is equal to the high school economics graduation requirement.
13. A list of dual enrollment equivalency courses can be found on the ALSDE website here: https://www.alsde.edu/sec/isvcs/Pages/dualenrollment-all.aspx?navtext=Dual%20Enrollment

Developmental Course Placement Guidelines for English From the Alabama Community College System

English					
Screening Level I: English ACT Score		Screening Level II: High School GPA		Screening Level III: ACCUPLACER* Test Score	
ACT Score	English Placement	High School GPA	English Placement	ACCUPLACER Score	English Placement
18	ENG 101	2.75 High School GPA and "A" or "B" in High School English IV	ENG 101	5	ENG 101
17	ENG 101+ ENG 099 support course	2.75 High School GPA and "C" in High School English IV	ENG 101 + ENG 099 support course	4	ENG 101 + ENG 099 support course
16 and below	Move to Screening Level II: High School GPA	Below 2.75 High School GPA and/ or "D" in HS English IV	Move to Screening Level III: ACCUPLACER Test Score	0-3	ENR 098

* ACCUPLACER is the assessment used by Wallace Community College for student acceptance and student placement.

Developmental Course Placement Guidelines for Mathematics From the Alabama Community College System

Mathematics					
Screening Level I: Mathematics ACT Score		Screening Level II: High School GPA		Screening Level III: ACCUPLACER Test Score	
ACT Score	Mathematics Placement	High School GPA	Mathematics Placement	ACCUPLACER Score	Mathematics Placement
20	Placement based on highest High School Math Course	NA	NA	267-300	MTH 110 or MTH 112
18-19	MTH 100 or MTH 110 + MTH 109 or MTH 112 + MTH 111 support course	2.75 High School GPA and "A" or "B" in High School Algebra II	MTH 100 or MTH 110 + MTH 109 support course or MTH 112 + MTH 111 support course	243-252	MTH 100 + MTH 099 support course
16 and below	Move to Screening Level II: High School GPA	Below 2.75 High School GPA and/or "D" in HS Algebra II	Move to Screening Level III: ACCUPLACER Test Score	200-242	MTH 098

For dual enrollment electives, students should see the counselor and/or STARS Agreement located on the Wallace Community College homepage to select courses.

Note: Students who have taken the Advanced Placement exams should see the counselor to help determine proper placement based on the exam score.

High School Placement

Rather than being promoted, high school students progress as credits are accumulated. Grade classifications are determined by the number of credits earned. **Beginning with the graduating class of 2023**, credit and high school placement is as follows:

- **Sophomore** status will be obtained if a student has earned a minimum of five (5) Carnegie credits of which three (3) must be in the areas of English, Math, Science, and /or Social Studies.
- **Junior** status will be obtained if a student has earned a minimum of twelve (12) Carnegie credits of which three (3) must be in the areas of English, Math, Science, and/or Social Studies.
- **Senior** status will be obtained if a student has earned a minimum of nineteen (19) Carnegie credits of which three (3) must be in the areas of English, Math, Science, and/or Social Studies.

Retention Stipulations

If a student obtains 13 or more unexcused absences for a yearlong course or 7 unexcused absences for a semester course the principal must evaluate the attendance record and may recommend retention. Parents/ Guardians will be notified when a student has obtained 10 unexcused absences.

Principal recommendations may include:

- Student retention, and the student will complete the course during the following school year.
- Passing score of 70% on a comprehensive final exam to achieve course credit.
- Summer School for the failed course with a minimum passing score of 60% and no more than one excused absence.

Graduation Requirements for Dothan High School

The Dothan City Board of Education has adopted graduation requirements that are consistent with the Alabama State Board of Education. It is expected that all DCS students will graduate by earning a minimum of twenty-six (26) Carnegie Units.

This graduation requirement of twenty-six (26) Carnegie Units applies to the graduation class of 2023 (cohort 2019-2020). The previous graduation classes (2020, 2021, 2022) will maintain the same graduating Carnegie Units of twenty-four (24) with no classification of grade.

Standards/Credit Recovery

- Teachers are responsible for making each student aware of the opportunity for standards/credit recovery. Teachers are also responsible for sending the course standards to recovery.
- Teachers should make parental contact by phone, mail, and/or email when a student begins to receive failing grades in any course (see Appendix G)

Summer School (If offered)

If a student fails one (1) academic course they will be referred to summer school with a requirement that any failed math course will be required in summer school. If performance in two (2) academic courses is unsatisfactory (below 60%) then the student will be required to take and pass one (1) of the failed courses in summer school. The second failed academic course must be taken through credit or course recovery in the next academic school year.

Prior to enrolling in summer school, students (and parents) should always contact their school counselor. Summer school is self-supporting, therefore, tuition is charged to off-set the cost of teacher salaries.

During summer school, Dothan City Schools offers opportunities for students to make-up course work for the class or classes previously failed. Summer school course offerings are dependent upon student enrollment. Depending on need, Dothan City Schools may offer a morning and afternoon session to accommodate those students who need to make up more than one credit.

Summer school fee: $150 per class

National Collegiate Athletic Association (NCAA) Initial Eligibility Clearinghouse

The NCAA Initial-Eligibility Clearinghouse (the clearinghouse) is an organization that works with the NCAA to determine a student's eligibility for athletics participation in his or her first year of college enrollment. Students who want to participate in college sports during their first year of enrollment in college must register with the clearinghouse.

Academics First (Extracurricular Activity Eligibility Guidelines)

The Dothan City Board of Education recognizes the value of extracurricular activities and regular curricular activities as they relate to the total education of the students; however, the students' pursuit of their academics must be first and foremost and take priority over participation in extracurricular activities.

The Board policy shall apply to determine eligibility to participate in extracurricular activities:

1. ***General*** - Students may be offered an opportunity to participate in extracurricular activities and organization. Extracurricular activities must meet the following criteria:
    - The organization or activity must be approved by the school principal and must have an assigned faculty supervisor or sponsor;
    - The organization or activity must promote or serve the intellectual, cultural, personal, or physical development of the students in a manner that is consistent with the purposes of public education, the Board's legal mandate, mission statement policies, and regulations, and with applicable requirements of state and federal law;
    - The organization or activity must operate under and subject to general supervision of school officials; and

- The nature of the organization and its activities are not inconsistent with and do not interfere with instructional activities of requirements.

Student participation or membership in such organization activities may be governed by the specific policies of the organization and is subject to review and approval by the principal.

2. ***Athletics*** **-** Participation in Board sanctioned athletic programs will be on such terms and conditions as may be approved by the Board and any athletic association of which the Board or the applicable local school is a member. Schools may establish terms and conditions for participation in such programs as long as school eligibility criteria are not inconsistent with system-wide eligibility or participation criteria, rules, regulations, or standards established by any athletic association or organization of which the Board or the school is a member, or any role, principle, or provision of applicable law.

3. ***Eligibility Requirements*** **–** The Board prescribes the following regulations for eligibility in this school system to participate in all extracurricular activities.
   - *Grades 10 – 12* Students entering Grades 10 through 12 must, for the immediate preceding school year, have passing grades of at least a 70 composite numerical average and earn the appropriate number of credits in each of six (6) subjects that total six (6) Carnegie units of credit, including four (4) credits from the four (4) core subjects composed of English, science, social studies, and mathematics.
     a. Physical education may count as only one (1) unit per year.
     b. No more than two (2) Carnegie units may be made up during summer school. If a unit(s) or subject(s) is repeated in summer school, the higher numerical grade for the unit(s) or subject(s) may be used to compute the composite grade average.
     c. Eligibility will be determined on the first day of the local school year and will remain in effect for one (1) complete school year. Students ineligible at the beginning of an academic year may become eligible at the end of the first semester if they meet all academic requirements at that time. Bona fide transfers may be dealt with according to the rules of the Alabama High School Athletic Association for sports and rules to be developed by this Board of Education as they pertain to other extracurricular activities.
     d. Each eligible student involved in athletics must meet the definition of a regular student as defined by the Alabama High School Athletic Association.
     e. Any student who earns more than four (4) credits in the core curriculum in any given year or who accumulates a total in excess of the required four (4) per year may be exempt from earning the four (4) core courses in the succeeding year as long as that student remains on schedule for graduation with his/her class.
   - *Grades 8 – 9* Students entering Grades 8 and 9 must, for the immediately preceding school year, have a passing grade in five (5) subjects with a composite numerical average of 70 with all other rules applying the same as to students in Grades 10 – 12.
   - *Grade 7* Students promoted to the seventh grade for the first time are eligible.
   - *Extracurricular Activities* For the purpose of this subsection, extracurricular activities associated with athletics are defined as those recognized and sanctioned by the Alabama High School

Athletic Association, and other extracurricular activities are defined as those that are sanctioned by a public school that are not related to a student's academic requirements or success in a course(s). Notwithstanding anything to the contrary in this policy, student participation in extracurricular activities offered by the school through math, science, band, choral, music, and other courses at events such as athletic events (pre-game, game, halftime, or other breaks), club conventions, parades, amusement park trips and competitions, trips by tour companies, performance at various meetings, etc. are extracurricular, and students academically ineligible under this policy will not be allowed to participate.

- ***Regular Curricular Activities.*** Regular curricular activities are defined as those that are required for satisfactory course completion.
- ***Approval of Curricular Activities.*** School sponsors are required to submit a request for each curricular activity that occurs outside the regular school day and/or school to the principal, Superintendent, and the local Board of Education for approval. Each request for full participation by all students, regardless of academic standing, in a curricular activity will be granted if the principal, Superintendent, and the local Board of education approve participation in the activity as an extension of a course(s) requirements(s) and it is an event sanctioned by a state/national subject matter association.

[Reference: Dothan City Board of Education Policy Manual, March 2019
Ala. Admin. Code 290-3-1-.02(18)]

Alternative Settings

Accelerated Recovery Center (ARC) (see Appendix H)

Dothan City Schools recognizes that some students may be at risk of not experiencing school success and are in danger of school failure and/or non-completion. The reasons may students find themselves in this situation are often due to circumstances and/or conditions (e.g., environment, family, and behavior) over which they have limited control. By providing focused attention and assistance in identified areas of need, students are given opportunities to experience success in school.

The purpose of the Accelerated Recovery Center (ARC) is to provide an innovative and non-traditional approach to high school. The main focus of ARC is to instill in students the need and desire to take personal control and responsibility for their own education. ARC is available to assist students that desire to learn and be successful; yet, the learning takes place in an alternative approach from the regular school setting.

Students who complete the ARC program graduate prepared for both college and career. ARC offers a rigorous and authentic learning environment that connects academics to the real world. Students participate in graduation with Dothan High School.

Providing Alternative Student Services (PASS) Academy (Appendix J)

The program at PASS Academy focuses on teaching students positive behavior strategies so that students can focus on improving themselves both academically and socially. Students at any grade level can be placed at the academy.

PASS Academy placement program options:

1. Permanent Placement: Students who are placed permanently must either be board approved or tribunal hearing approved.
2. Long-term Placement: Students may be placed for 90 days. Depending on the Class III infraction, students will be placed for 90 days. Base school is responsible for grading.
3. Short-term Placement: For elementary students only at Principal's discretion.

Dothan City Schools Instructional Satellite Campus

An as needed program that provides additional instructional intervention for identified students.

Virtual School (See Appendix F)

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Appendix K: Additional Documents

APPENDIX A

CODE OF CONDUCT

FOR STUDENTS GRADES K-12

Approved by DCS Board *May 18, 2020*

Dothan City Schools Board of Education

Mr. Mike Schmitz, Chairman
Mrs. Brenda Guilford, District 1
Mr. Franklin Jones, District 2
Ms. Susan Vierkandt, District 3
Mr. Brett Strickland, District 4
Mrs. Amy Bonds, District 5
Mr. Chris Maddox, District 6

Superintendent

Dr. Phyllis Edwards

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TRUANCY LAW

The Parental Responsibility Statute requires parents to enroll their child in school, assure that the child attends school regularly, and compel the child to properly conduct him or herself. Generally, each parent, guardian, or other person having control or custody of any child required to attend school, who fails to have the child enrolled in school, who fails to send the child to school, or fails to require the child to regularly attend the school, or fails to compel the child to properly conduct himself or herself as a pupil in any public school in accordance with the written policy on school behavior adopted by the local board of education pursuant to this section shall upon conviction face a fine of up to $100 and may also be sentenced to hard labor for up to 90 days in jail. The absence of a child without the consent of the school he or she attends (or should attend) shall be prima facie evidence of the violation of this section. Code of Ala. 16-28-12(a).

Alabama law also provides that it shall be unlawful for any parent, legal guardian, legal custodian, or other person to cause a child to fail to attend school as required by compulsory school attendance law or to willfully aid, encourage, or cause any child to become or remain delinquent, dependent, or in need of supervision. Code of Ala. 12-15-111 (a)(1), (a)(3). A violation of this provision is a Class A misdemeanor and the parent/guardian/custodian face up to one year in jail and up to a $6,000 fine.

In addition, students that are truant face school discipline as well as possible sanctions through juvenile court, such as court ordered appearances, probation, electronic monitoring and/or curfews, out-of-home placements, payment of court costs, and/or extensive counseling.

Each local Board of Education has adopted a written policy for its standards on school behavior. Such written policy is provided at the commencement of each academic year. By your signature, you acknowledge and agree that you have read and understood the written policy of your child's school as to attendance and appropriate school behavior.

DCS Online Privacy and Protection

Dothan City School District recognizes the role technology plays in equipping students for success in a digital world. Students utilize Google Apps for Education (GAFE) for instructional purposes. Other online resources, such as online curriculum and applications, may also be used in the learning process.

Every student will receive training on appropriate use of technology and digital citizenship through the following website: https://www.commonsensemedia.org/

Parents or guardians have the right to terminate their student's access to digital tools and resources by requesting in writing to Opt-Out of technology access. If parents choose to opt-out of utilizing district technology, they should understand this decision may significantly decrease their student's opportunity to collaborate with peers on assignments and projects. This may adversely impact necessary skill development required for success in today's global society.

This Opt-Out request expires at the end of the current school year, and a new one will need to be completed each year. If there is no Opt-Out letter on file, digital access will be granted to the student.

If parents wish to **Opt-Out** of these internet privileges and **DO NOT** wish for their student to participate in Google Apps for Education or other internet options supported by Dothan City Schools, they must notify the school principal in writing within thirty (30) school days of the student's first day of attendance.

The following are links to sites that provide digital protection for your student:

Child Internet Protection Act (CIPA)
Student email accounts are filtered to protect students from harmful digital content. Dothan City School District has policies in place to abide by CIPA regulations. http://fcc.gov/cgb/consumerfacts/cipa.html

Children's Online Privacy Protection Act (COPPA)
COPPA was enacted to protect children under the age 13 from third party, commercial companies. This Act limits commercial companies' ability to collect or disclose personal information from children. Dothan City School District utilizes Google Apps for Education (GAFE) without advertisements. This alleviates the threat of third party interference. Student information is for educational purposes only. http://www.ftc.gov/privacy/coppafaqs.shtm

Family Educational Rights and Privacy Act (FERPA)

Student education records are protected by the federally mandated act FERPA. This act gives parents certain rights with respect to the student's educational records. These rights transfer to the student at the age of 18. http://www.ed.gov/policy/gen/guid/fpco/ferpa

FERPA requires that the Dothan City School District, with certain exceptions, obtain parent's written consent prior to the disclosure of personally identifiable information from your child's education records. However, Dothan City Schools may disclose appropriately designated "directory information" without written consent, unless the parent has advised the district to the contrary in accordance with District procedures.

The primary purpose of directory information is to allow the Dothan City School District to include information from your child's education records in certain school publications. Examples include, but are not limited to, the following: A playbill, showing your student's role in a drama production;

- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs;
- Sports activity sheets, such as for wrestling, showing weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks, take pictures, or process data.

In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the *Elementary and Secondary Education Act of 1965*, as amended (ESEA) to provide military recruiters, upon request, with the following information – names, addresses and telephone listings – unless parents have advised the LEA that they do not want their student's information disclosed without their prior written consent.

If parents do not want Dothan City Schools to disclose 'directory information' from their child's education records without their prior written consent, they must notify the school principal in writing within thirty (30) school days of the student's first day of attendance. Directory information may, but does not have to, include the following information:

- Student's name
- Address
- Telephone listing
- Electronic mail address
- Photograph
- Date and place of birth
- Major field of study
- Dates of attendance
- Grade level
- Homeroom
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Degrees, honors, and awards received

- The most recent educational agency or institution attended
- A student number assigned by the District (in some cases*)

*In order to make certain software application available to students and parents, the District may need to upload specific 'directory information' to the software provider in order to create distinct accounts for students and/or parent. In these cases, the District will provide only the minimum amount of 'directory information' necessary for the student or parent to successfully use the software service.

DOTHAN CITY SCHOOLS
PUBLIC NOTICE FOR GIFTED ASSURANCE

Gifted students are those who perform at or who have demonstrated the potential to perform at high levels in academic or creative fields when compared to others of their age, experience, or environment. These students require services not ordinarily provided by the regular school program. Students possessing these abilities can be found in all populations, across all economic strata, and in all areas of human endeavor. Teachers, counselors, administrators, parents or guardians, peers, self, or any other individuals with knowledge of the student's abilities may refer a student. Additionally, all second-grade students will be observed as potential gifted referrals using a gifted behavior checklist. For each student referred, information is gathered in the areas of Aptitude, Characteristics, and Performance. The information is entered on a matrix where points are assigned according to established criteria. The total number of points earned determines if the student qualifies for gifted services. To make a referral, contact the <u>Resource Specialist</u> at your child's school.

2020-2021
CODE OF CONDUCT COMMITTEE MEMBERS

Mr. Darius McKay, COC Chairperson – Safety, Security and Attendance
Mrs. Blake Barker, Principal – Highlands Elementary School
Mrs. Dionne Blair, Principal – Selma St. Elementary School
Mr. Jason Blissett, Program Specialist – Carver School of Math, Science and Technology
Mrs. Beth Bouchard, Principal – Girard Intermediate School
Mrs. Sue Clark, Principal – Girard Primary School
Dr. Charles Corbitt, Principal, P.A.S.S. Academy
Mr. Chris Duke, Director – CTE & Workforce Development
Ms. Madeline Farmer, Student, Dothan High School
Mrs. Tamika Fleming, Principal – Heard Elementary School
Mr. Jamel Harris, Teacher – Dothan High School
Mr. Jordan Harris, Student– Dothan High School
Mrs. Lindsey Hicks, Program Specialist – Highlands Elementary School
Ms. Christina Johnson, Principal – Slingluff Elementary School
Mrs. Cleshonda Jordan, Clerical Aide – Heard Elementary School
Mrs. Maria Johnson, Director – Curriculum Services
Mr. Scott Faulk, Principal – Dothan Preparatory Academy
Mr. Joey Meigs, Principal – Dothan Technology Center
Mr. Luke Pannell, Parent – Dothan Preparatory Academy & Kelly Springs Elementary
Mr. James Truitt, Teacher – Slingluff Elementary School
Mr. Bill Singleton, Principal – Dothan High School
Ms. Clorinda Williams, Parent – Dothan High School
Ms. Jariah Williams, Student – Dothan High School
Mr. James Williams, Principal – Beverlye Intermediate School
Dr. Debra Wright, Coordinator – Testing, Textbooks, Curriculum, Title IX

SCHOOL CONTACT INFORMATION

Beverlye Intermediate School
Mr. James Williams, Principal
A+ Arts, (Gr. 3–6)
1025 South Beverlye Road
Dothan, AL 36301-4899
Phone: (334) 794-1432

Dothan City Early Education Center
Mrs. Christy Martin, Principal
1665 Honeysuckle Road
Dothan, AL 36301-1911
Phone: (334) 794-1420

Dothan Preparatory Academy
Mr. Scott Faulk, Principal
(Gr. 7-9)
1236 South Oates St.
Dothan, AL 36301-3598
Phone: (334) 794-1400

Faine Elementary School
Mr. Jeffrey Torrence, Principal
STEM (Gr. K-6)
1901 Stringer Street
Dothan, AL 36303-3798
Phone: (334) 794-1455

Girard Primary School
Ms. Sue Clark, Principal
International Baccalaureate, (Gr. K-2)
522 Girard Avenue
Dothan, AL 36303-3199
Phone: (334) 794-1467

Hidden Lake Elementary School
Mrs.Vanessa Gunn, Principal
A+ Arts, (Gr. K-2)
1475 Prevatt Road
Dothan, AL 36301-4867
Phone: (334) 794-1491

Kelly Springs Elementary School
Ms. Wanda Dismukes, Principal
International Baccalaureate, (Gr. K-6)
1124 Kelly Springs Road
Dothan, AL 36303
Phone: (334) 983-6565

Pre-School/Head Start
Ms. Denise Vincent, Principal
900 West Powell Street
Dothan, AL 36303-4199
Phone: (334) 794-1447

Slingluff Elementary School
Ms. Christina Johnson, Principal
Expeditionary Learning, (Gr. K-6)
4130 Westgate Parkway
Dothan, AL 36303-1246

Carver School for Math, Science & Technology
Dr. Donnie Chambers, Principal
(Gr. 3-6)
1001Webb Road
Dothan, AL 36303-3791
Phone: (334) 794-1440

Dothan High School
Mr. Bill Singleton, Principal
(Gr. 10-12)
3209 Reeves Street
Dothan, AL 36303-2357
Phone: (334) 794-1410

Dothan Technology Center
Mr. Joey Meigs, Principal
3165 Reeves Street
Dothan, AL 36303-2343
Phone: (334) 794-1436

Girard Intermediate School
Ms Beth Bouchard, Principal
International Baccalaureate, (Gr. 3-6)
600 Girard Avenue
Dothan, AL 36303-3198
Phone: (334) 794-1426

Heard Elementary School
Mrs. Tamika Fleming, Principal
Expeditionary Learning, (Gr. K-6)
201 Daniel Circle
Dothan, AL 36301-2006
Phone: (334) 794-1471

Highlands Elementary School
Mrs. Blakelynn Barker, Principal
Expeditonary Learning, (Gr. K-6)
1400 South Brannon Stand Road
Dothan, AL 36305
Phone: (334) 794-1459

PASS Academy
Dr. LaTesha Weatherinton, Principal
201 East Wilson Street
Dothan, AL 36303-5826
Phone: (334) 671-1474

Selma St. Elementary School
Ms. Dionne Blair, Principal
Expeditionary Learning (Gr. K-6)
1501 West Selma Street
Dothan, AL 36301-3335
Phone: (334) 794-1463

INTRODUCTION

The Dothan City Board of Education recognizes fully the constitutional rights of students enrolled in its schools. The Board recognizes equally, however, its obligation to establish policy related to student behavior and discipline, which assures that a proper atmosphere for learning will be maintained within every school serving the City of Dothan.

All students of the Dothan City School System are charged with the responsibility to conduct themselves in a manner appropriate to good citizenship. Student conduct shall be founded on the basic concept of respect, consideration for the rights of others, and applicable laws.

The Board believes that the kind of discipline preferable in a democratic society is that of self-discipline. It considers self-discipline as a learning process whereby the individual progressively learns to develop habits of self-control and recognizes his/her own responsibilities to society. Behavior and discipline policies shall, therefore, demonstrate recognition of both individual student constitutional rights and paramount need for maintaining a proper atmosphere for learning within each school.

EQUAL EDUCATION OPPORTUNITY STATEMENT

Dothan City Schools does not discriminate on the basis of race, color, religion, national origin, sex, age, disability, marital status, or military veteran status, as is defined by law, in admission, operation, or employment of its educational programs and activities, as prescribed by Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, sections 503 and 504 of the Rehabilitation Act of 1974 and 1975, Americans with Disabilities Act 1992, and other federal and state laws and regulations. The following people have been designated to handle inquiries regarding the non-discrimination policies: Alicia Hales, Section 504 Coordinator , Lee Jacobs, Titles II, VI, ADA, and Migrant Specialist, Debra Wright Title IX Coordinator, Darius McKay, Homeless Specialist, Maria Johnson, EL and Immigrant Specialist, 1665 Honeysuckle Rd; Dothan, Alabama 36305: 334-793-1397

DUE PROCESS

It is the policy of the Board to adhere to the basic tenets of due process when carrying out the procedures contained in this handbook. Furthermore, the Board and the educational staff employed by the Board will comply with the legal elements of due process, which include procedural due process and the substantive due process. With regard to procedural due process, students should be informed of the rules and regulations applicable to them, should receive adequate notice of any charges that they have violated those rules and regulations, and should be given an appropriate opportunity to be heard on any disciplinary matter. With regard to substantive due process, the rules and regulations adopted by the Board should be reasonably related to the legitimate purpose and function of the school system. The Board requires principals to familiarize their staff with the basic tenets of due process and provide them a copy of this handbook published with the following concepts in mind:

1. School rules must be clearly stated and related to the educational purposes of the schools.
2. When serious disciplinary action is involved, school personnel and students must comply with actions set forth in the *Code of Student Conduct* and procedures set forth in Administrative Procedures.
3. **Appeal Hearing** – A parent has the right to appeal the principal or Tribunal's decision to suspend, place a student at alternative school, or recommendation of expulsion. The decision of the Student Disciplinary Tribunal may be appealed by submitting a written notice of appeal to the Superintendent within twenty (20) calendar days from the date the decision is made. The appeal should be sent to the attention of the Superintendent at 1665 Honeysuckle Rd, Dothan, Alabama 36305.
4. **Withdrawal Process** – A student will not be allowed to withdraw from one school to enroll in another school within Dothan City Schools system while under suspension or expulsion.
5. **Make-up School Work** – A student will be given the opportunity to make up any work that is missed during the suspension. Full credit will be given to a student if the work is complete and correct.
6. **Rules** – School rules must be fair and specific enough for students to know what they may or may not do.
7. **Informing** – Students, Parent/guardian must be informed of the rules affecting behavior and discipline.
8. **Students / Parents** – Students will be given an opportunity to present their version of events that led to the suspension and / or alternative school placement. At the hearing, students and parents will have the right to present witnesses and evidence, to examine any and all witnesses presented, and to have an attorney, at the

parent's expense, to represent the student. The student and parent shall be afforded an opportunity to present and respond to evidence and to examine and cross-examine witnesses about any matters logically relevant to the charge against the student. The parents or legal guardian of the student and any victims may give testimony at the hearing and make a statement to the Student Disciplinary Tribunal concerning their feelings about the proper disposition of the case and to answer any questions. The student may be represented by counsel at the student's expense at the hearing. If parents intend to be represented by counsel at the disciplinary hearing, the parents must notify the school twenty-four (24) hours prior to the start of the hearing so that the school district may elect to retain legal counsel to represent its interests. The student and parent shall be entitled to subpoena witnesses for the hearing. A student or parent/guardian shall submit all requests for subpoenas to the student's principal at least forty-eight (48) hours prior to the time of the disciplinary hearing. A parent/guardian and student may choose to waive the student disciplinary hearing and accept the appropriate consequences for the incident by completing and signing a Hearing Waiver. By submitting a waiver, the parent/guardian and student agree to the decision and waive any future challenges and appeals relative to that incident. In such cases, an agreement may be negotiated which would include the parent's or student's waiver of right to hearing before a disciplinary tribunal, the state charge(s) and the agreed upon consequence. Students will be allowed to present a witness list, written evidence and defend their action (all evidence presented must be pertaining to the case at hand). The parent will be given an opportunity to comment on the incident. Students and parents have the right to legal counsel at the due process hearing. Per Principal recommendation, the student will be placed at the alternative school until the due process hearing. If a student chooses to remain off school campus until end of due process, that time will count towards the student's suspension.

9. **Principals** – If student and / or parent request due process, the principal will be allowed to defend his / her actions for recommending suspension and / or alternative school placement. The principal will be allowed to present evidence and other discipline referrals (pertaining to that student) to demonstrate a pattern of behavior.

Note: Dothan City Schools' administrators, teachers and staff do take into consideration the student's age, health, decision-making ability and disability or special education status and seriousness of the incident prior to imposing consequences and intervention. Also, it is important to know that Dothan City School employees will make every attempt to contact parents / guardians whenever a student has violated the Code of Conduct**.**

EQUAL ACCESS

1. Enrollment (See Policy *Plyler vs. Doe, 457 U.S. 202, 1982*)
2. Programs and Services (Title VI, Civil Rights Act of 1964)
   (See Office of Civil Rights Memorandum; September 1991, Section 504)
   (See Office of Civil Rights, 1992)
   (See Improving America's Schools Act of 1994 and the Stewart B. McKinney Homeless Assistance Act)

Plyler vs. Doe, 457 U.S. 202, 1982

- Dothan City Schools admits all students regardless of their immigrant status or English-speaking status.

Office of Civil Rights Memorandum; September 1991, Section 504

- Dothan City Schools demonstrates practices and ensures English Learner (EL) students are not excluded from special opportunity programs such as programs for the academically gifted, or other specialized activities based on English language proficiency.

Office of Civil Rights, 1992

- Dothan City Schools notifies English Learner (EL) Parent/Guardian about important school information in a format and language they can understand.

****If you are an English Learner (EL) student or Parent/Guardian and you do not understand what is written in this document, please contact the school and an interpreter will be provided for you**.**

Improving America's Schools Act of 1994 and the Stewart B. McKinney Homeless Assistance Act

- Pursuant to the requirements of the Elementary and Secondary Education Act as amended by the Improving America's Schools Act of 1994 and the Stewart B. McKinney Homeless Assistance Act, all homeless, foster care, migratory, and LEP children must have equal access to the same free appropriate public education, including public preschool education, provided to other children and youth. Such children will be provided the opportunity to meet the same challenging state content and state student performance standards to which all students are held without being stigmatized or isolated. The enrollment of homeless, foster care, migrant, immigrant, and English Learner (EL) children and youth shall not be denied or delayed due to any of the following barriers:

    1. Lack of birth certificate
    2. Lack of social security card
    3. Lack of school records or transcripts
    4. Lack of immunization or health records
    5. Lack of proof of residency
    6. Lack of transportation
    7. Guardianship or custody requirements

Dothan City Schools is an equal opportunity employer and does not discriminate on the basis of race, color, religion, sex, national origin, ancestry, age, marital status, or disability in its programs and activities. Dothan City Schools provides equal access to the Boy Scouts and other designated youth groups. A disability will not bar you from employment, if you are able to perform the essential functions of the job for which you apply, with or without reasonable accommodation. The following people have been designated to handle inquiries regarding the non-discrimination policies:

Alicia Hales, Section 504 Coordinator
Lee Jacobs, Titles II, VI & ADA Specialist
Debra Wright, Title IX
1665 Honeysuckle Rd.
Dothan, AL 36305
334-793-1397

ROLES OF THE PARENTS/GUARDIANS AND SCHOOL PERSONNEL

In order for effective teaching and learning to take place in schools, there must be a cooperative relationship among students, Parents/Guardians, and educators. This relationship may be described as: **(Parents/Guardians Responsibility Act 94-782)**

Parents and Guardians will:

- **upon entering the school building, stop at main office and sign in,**
- maintain up-to-date home address, home, work, and emergency telephone numbers at the school, including doctor, hospital preference, and an emergency health care form,
- keep in regular communication with the school authorities concerning their child's progress and conduct,
- ensure that child is in daily attendance, and promptly report/explain absence or tardiness to school officials,
- provide their child with the resources needed to complete class work,
- assist their child in being healthy, neat and clean,
- bring to the attention of school authorities any problem or condition which affects their child or other children,
- discuss report cards and work assignments with their child, and
- attend scheduled Parent/Guardian-Teacher conferences.

School Personnel:

- are regular in attendance and punctual,
- are prepared to perform their duties with appropriate materials and lesson plan,
- are respectful to all individuals and of all property,
- refrain from profane and inflammatory statements,
- conduct themselves in a safe and responsible manner,
- are clean, neat, and appropriately dressed,
- abide by the rules and regulations set forth by the school and the Board,

- seek changes in an orderly and recognized manner, and
- strive to use a variety of informal disciplinary and guidance methods, prior to, during, and after formal, disciplinary action including:
    - students' program adjustment,
    - referral to guidance personnel for group or individual counseling with counselors, peer counseling, psychological evaluations, and other services deemed appropriate,
    - conferences of contact between administrators, Parent/Guardian, teachers, and students,
    - referral to special education or appropriate agencies for special problems,
    - continuous improvement of professional knowledge and skills, and
    - positive, cooperative attitudes toward Parents/Guardians, students, co-workers, and the total school program.

STUDENT RESPONSIBILITIES AND RIGHTS

Students have rights that schools must observe, but they will also understand that personal responsibilities accompany individual rights. Furthermore, the rights of students will be viewed in relationship to the safety and welfare of the majority of students in the schools. Above all, schools will maintain discipline to conduct a quality educational program.

Student rights are:

1. the right to an education.
2. the right to due process.
3. the right to free speech and expression.
4. the right to privacy – property of students (Students shall have privacy of personal possessions unless designated school personnel has probable cause to believe a student possesses any object or material that is prohibited by law or school policy).
5. the right to participate in school programs and activities.

Student responsibilities are:

1. to engage in the serious business of learning.
2. to obey the laws of society and school rules.
3. to express opinions in a manner which is not offensive, illegal, obscene or inconsistent with the educational goals of the schools.
4. to avoid illegal and dangerous items.
5. to adhere to school rules and procedures in order to participate in school programs and activities.

JURISDICTION OF THE BOARD OF EDUCATION

Students enrolled in the Dothan City School System are subject to the policies of the Dothan City Board of Education and to the rules and regulations of the schools. This authority applies to all school sponsored activities including, but not necessarily limited to the following:

- transportation on school buses or charter buses, including field trips,
- club or organization meetings,
- occupants in an automobile driven or parked on school property,
- school groups representing the school system in educational events,
- other school-sponsored events including, but not limited to, athletic events (football, baseball, basketball games, etc. on and off campus), dances, plays, etc., and
- usual and customary parking area at facilities used for school-sponsored activities including, but not limited to, Rip Hewes Stadium, Westgate Park, recreation centers, etc.

The Code of Conduct is in effect during the time a student is transported under the sponsorship of the school system and during the time he/she is attending school, is attending a school-sponsored event, or is a participant in a school-sponsored event as noted above. The pupil shall be under the control and supervision of the principal, the teacher, other staff member in charge, or the bus driver as assigned.

IMPORTANT PARENT/GUARDIAN INFORMATION

Agencies Offering Assistance to Families

Any Parent/Guardian or individual responsible for a student enrolled in the Dothan City Schools needing assistance with the student is encouraged to seek support by contacting the school principal, the school counselor, or an agency serving families. The school counselor has a list of agencies that can provide assistance.

Dothan City Schools has partnered with SpectraCare Health Systems to form the S4 program that offers individual and family therapy to students. This service is provided by a Masters Level Therapist who is trained to assess and make outside referrals for assistance if necessary. The community agency **United Way 2-1-1** is available to connect individuals with agencies that can help with almost any situation.

Parents/Guardians Responsibility (Act 94-782; Ala. Code 16-28-3)

The Alabama Legislature passed Act 94-782 stating that Parents/Guardians are responsible for enrolling their children in school, ensuring that they attend school regularly, and that they conduct themselves properly as pupils.

The Dothan City School System recognizes the privilege and the responsibility of Parents/Guardians in supporting and demanding responsible behavior from their children. In an effort to ensure Parents/Guardians awareness and acceptance of that responsibility, reasonable efforts will be made to contact Parents/Guardians regarding Class II and III misconduct. Reasonable efforts will be made on Class I offenses if such misconduct is continuing and notification is needed. Reasonable efforts may include one or more of the following: telephone calls, copies of referrals, Parents/Guardians conferences, letters to Parents/Guardians, registered mail, and when possible, home visits. In the event of continued misbehavior, Parents/Guardians may be asked to sit in class with their child. Petitions may be filed with the Juvenile Court if the child is in need of supervision beyond that given by the Parents/Guardians. Warrants may be filed requiring the arrest of Parents/Guardians who do not require their children to properly conduct themselves in school.

Parents/Guardians will be responsible for conducting themselves in an orderly manner while on school campus for conferences and any other school-related activities. Parents/Guardians conducting themselves in a disorderly manner are subject to the Criminal Codes of Alabama.

Alabama Act 94-782 requires each local Board of Education to adopt and distribute to Parents/Guardians, and others a written policy of its school behavior standards; requiring Parents/Guardians, and others to document receipt of the plan. Each Parent/Guardian or other person having custody or control of any student required to attend school who fails to require the child to regularly attend the school or tutor, or fails to compel the child to properly conduct him or herself as a pupil in any public school in accordance with the written policy on school behavior adopted by the local Board of Education pursuant to the session and documented by the appropriate school official which conduct may result in suspension of the student, shall be guilty of a misdemeanor and, upon conviction, shall be fined not more than one hundred dollars ($100.00) and may also be sentenced to hard labor for the county for not more than 90 days. The absence of a child without the consent of the principal, the teacher of the public school he or she attends or should attend, or the tutor who instructs or should instruct the child shall be prima facie evidence of the violation of this section. (see Ala. Code 16-28-16 effective July 1, 2000).

Parent/Guardian Responsibility for Child's Damages (Vandalism) (Act 94-819)

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

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

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

- *Consent* before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED) –
    1. Political affiliations or beliefs of the student or student's Parent/Guardian;
    2. Mental or psychological problems of the student or student's family;
    3. Sex behavior or attitudes;
    4. Illegal, anti-social, self-incriminating, or demeaning behavior;

5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or Parent/Guardian; or
8. Income, other than as required by law to determine program eligibility.

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

PPRA Notice and Consent/Opt-Out for Specific Activities

The Protection of Pupil Rights Amendment (PPRA), 20 U.S.C. 1232h, requires Dothan City Schools to notify you and obtain consent or allow you to opt your child out of participating in certain school activities. These activities include a student survey, analysis, or evaluation that concerns one or more of the following eight areas ("protected information surveys"):

- Political affiliations or beliefs of student or student's Parent/Guardian;
- Mental or psychological problems of the student or student' family;
- Sex behavior or attitudes;
- Illegal, anti-social, self-incriminating, or demeaning behavior;
- Critical appraisals of others with whom respondents have close family relationships;
- Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
- Religious practices, affiliations, or beliefs of the student or Parent/Guardian; or
- Income, other than as required by law to determine program eligibility.

This requirement also applies to the collection, disclosure or use of student information for marketing purposes ("marketing surveys"), and certain physical exams and screenings.

Prohibition on the Possession of Weapons (ALA. Code 16-1-24.1(1975)

No person shall knowingly with intent to do bodily harm, carry or possess a deadly weapon on the premises of a public school. Possession of a deadly weapon with the intent to do bodily harm on the premises of a public school or school bus is a Class C felony.

Gun Free Schools Zone Act of 1995

In compliance with the Federal Gun Free School Zone Act of 1995 and with Alabama law, it is the policy of the Dothan City Board of Education that any student determined to have brought a weapon/firearm, as herein defined, to school shall be expelled from the regular school program for a period of not less than one year. Expulsion is defined at a minimum as removing a student from the regular school where the violation occurred. Any school administrator having knowledge of a student possessing a weapon or firearm must follow disciplinary actions outlined in Class III offenses in Code of Student Conduct. However, the expulsion requirement may be modified for a student on a case-by-case basis by the Board. Also, discipline of students with disabilities who violate this policy shall be determined by the Board on a case-by-case basis in accordance with the requirements of the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act.

Search and Seizure/Safe and Drug Free Schools

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

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

CODE OF ALABAMA
16-1-24.1 (1975)

Automobile Search: Any automobile entering any Dothan City School property or any off campus event(s) sponsored by the school system is subject to a search of the entire vehicle.

Technology: The use of the Internet and e-mail through the *DCSNet* is a privilege; thus, Dothan City Schools reserves the right to read and retain any electronic messages transmitted via the *DCSNet.*

Tobacco-Free Environment

The Board of Education is dedicated to providing a healthful, comfortable, and productive work environment for its employees.

The United States Surgeon General, in a 1986 report The Health Effects of Involuntary Smoking; concluded that:

- Involuntary smoking is a cause of disease, including lung cancer, in healthy non-smokers.
- The simple separation of smokers and non-smokers within the same air space may reduce, but does not eliminate the exposure of non-smokers to environmental tobacco smoke.

In light of these findings, Board of Education facilities shall be entirely tobacco-free, effective July 1, 1995.

The use of any tobacco products will be strictly prohibited within all schools and other buildings owned by the Board of Education including: offices, hallways, waiting rooms, restrooms, lunchrooms, elevators, meeting rooms, and all community areas. This policy applies to all employees, students, salespersons, and visitors. Principals may designate an area outside the school building and adjacent to the school campus where employees may smoke out of view of students.
Copies of this policy shall be distributed to all employees. "No Smoking" signs shall be posted at all building entrances and throughout each building.

The success of this policy will depend upon the thoughtfulness, consideration and cooperation of smokers and non-smokers. All employees share in the responsibility for adhering to and enforcing the policy. Any problems should be brought to the attention of the principal or superintendent and handled through the normal chain of command. Employees who violate this policy will be subject to the same disciplinary actions that accompany infractions of other Board of Education policies.

Adopted by the Board of Education June 20, 1995

Fines for unlawful possession of contraband

Any tobacco or tobacco product found in the possession of a minor is contraband and subject to seizure by law enforcement. Any minor violating Section 28-11-13 shall be issued a citation similar to a uniform non-traffic citation and shall be fined not less than ten dollars ($10) nor more than fifty dollars ($50) for each violation. The minor shall not be required to pay any other court costs or fees. Any statue or law to the contrary notwithstanding, disposition of any violation shall be within the jurisdiction of the district or municipal court and not the juvenile court. Violations shall not be considered criminal offenses and shall be administratively adjudicated by the district or Municipal Court. (Acts 1997, No. 97-423, p. 721, 14)

Pending Criminal Charges

Any student charged with violating a local, state, and/or federal law which constitutes a felony offense, or that involves any violent crime or use of any type of weapon, shall not be allowed to return to school until the superintendent approves the return. The Superintendent may require a psychological evaluation and / or a threat assessment before determining whether return to school is appropriate. Any work missed shall then be classified as excused and the student given an opportunity to make up work following the policies set for the Dothan City Board of Education.

IDEA students who violate this policy shall be dealt with in accordance with the disciplinary methods outlined in the IDEA and Alabama Administrative Code 290-8-9-09 (1).

Adopted by the Board of Education December 12, 2016

LAW ENFORCEMENT

Law Enforcement officers have the right to come on campus to interview students as suspects or witnesses.

The Board of Education authorizes building administrators to release minor students into the custody of a law enforcement officer upon presentation of a court order or warrant for the student's arrest. The student may be removed from school premises if the officer or school administrator has reason to believe that the student has violated the law.

The police department, juvenile court services, or other law enforcement agencies may be informed regarding the misconduct of a student on all Class III Offenses that have been marked by an asterisk. Such notification may result in an arrest, a petition, a complaint, a warrant, a conference with law enforcement officials and/or other actions deemed appropriate by the agencies involved.

The Role of the School Resource Officer

The School Resource Officer (SRO) is a certified police officer who is assigned fulltime to a school. SRO's receive hours of ongoing specialized training. The SRO knows the public he / she serves on a first name basis and is sensitive to their particular needs.

As a **liaison**, the SRO works in conjunction with the school administrators and the police investigative services to promote a safe environment not only for the students, but also, for the teachers and staff of Dothan City Schools.

As a **law enforcer**, the SRO works with school administration to investigate criminal violations that involve students as victims or suspects. The student's knowledge that criminal incidents will be investigated is in itself a deterrent to delinquent behavior –a primary goal of the SRO program. Security and safety within the school are other concerns of SROs. They evaluate situations and make recommendations to school administration in reference to safety issues in the school. The mere presence helps to deter unwanted persons from visiting school campuses.

As an **instructor**, the SRO visits classrooms to make presentations of a law-related nature such as drug education, the role and history of police in society, and other topics. SROs are also available as a resource for teachers in developing specialty programs tailored to specific units of study, court procedures, citizenship, self-esteem, forensic science, etc.

As an **advisor**, students are encouraged to seek the personalized attention of SROs. Each officer is specially trained to conduct informal, individual or group conferences with students, parents, and family members regarding law-related problems and crime prevention techniques.
Some additional responsibilities of SROs extend far beyond the classroom and normal workday. Officer participate parent, teacher, faculty meetings, student social and school sponsored sporting events.

The Role of the School Protection Officer

School Protection Officers (SPOs) are sworn, reserve Dothan Police Officers as defined in General Order 100-14. The primary purpose of SPOs is to safeguard life and property; protect students, employees and property of Dothan City Schools. The position is not limited to public schools should a request be made by private school enterprises. Public schools will however be the first priority regarding staffing requests.

School Protection Officers are the first line of defense in protecting our schools. In the event of a dangerous situation, SPOs should focus on sounding the alarm as soon as possible. SPOs should utilize cover and aggressively react to neutralize threats to their areas of responsibility.

TRUANCY LAW

The Parental Responsibility Statute requires parents to enroll their child in school, assure that the child attends school regularly, and compel the child to properly conduct him or herself. Generally, each parent, guardian, or other person having control or custody of any child required to attend school, who fails to have the child enrolled in school, who fails to send the child to school, or fails to require the child to regularly attend the school, or fails to compel the child to properly conduct himself or herself as a pupil in any public school in accordance with the written policy on school behavior adopted by the local board of education pursuant to this section shall upon conviction face a fine of up to $100 and may also be sentenced to hard labor for up to 90 days in jail. The absence of a child without the consent of the school he or she attends (or should attend) shall be prima facie evidence of the violation of this section. Code of Ala. 16-28-12(a).

Alabama law also provides that it shall be unlawful for any parent, legal guardian, legal custodian, or other person to cause a child to fail to attend school as required by compulsory school attendance law or to willfully aid, encourage, or cause any child to become or remain delinquent, dependent, or in need of supervision. Code of Ala. 12-15-111 (a)(1), (a)(3). A violation of this provision is a Class A misdemeanor and the parent/guardian/custodian faces up to one year in jail and up to a $6,000 fine.

In addition, students that are truant face school discipline as well as possible sanctions through juvenile court, such as court ordered appearances, probation, electronic monitoring and/or curfews, out-of-home placements, payment of court costs, and/or extensive counseling.

Each local Board of Education has adopted a written policy for its standards on school behavior. Such written policy is provided at the commencement of each academic year. By your signature, you acknowledge and agree that you have read and understood the written policy of your child's school as to attendance and appropriate school behavior.

TRUANCY PREVENTION PROGRAM

Parent/Guardian of students who are excessively absent from school may be required to attend the Truancy Prevention Program. A Dothan City Schools' Parent/Guardian Involvement Specialist will be present to discuss Parent/Guardian responsibilities and assistance programs.

Students who accrue (6) unexcused absences within a semester will be referred to Early Warning Court at Dothan City Courts. The Juvenile Court has designed programs to intervene with and educate students. The Juvenile Court Judge will notify the school of completion of programs by the student. **Failure to complete programs assigned by the Juvenile Court Judge will result in further Court actions.**

ATTENDANCE

All students enrolled in the Dothan City School System are required to be in continuous attendance and abide by the policies governing attendance as outlined by the State of Alabama and the local Board of Education. Alabama Legislative Act 93- 672 requires a parent/guardian to be responsible for enrolling their children in school, ensuring that they attend school regularly, and requiring that they conduct themselves properly while in school.

Students are considered present when they are in attendance for 3 ½ hours each day. Students are considered absent if they check in after 11:10 am (Elementary Schools), 11:40 am (Dothan High School), 12:00 pm (Dothan Prep Academy). Students are considered tardy once they arrive on campus after the tardy bell rings. Excused tardies do not count against perfect attendance. Unexcused tardies and early check outs will count against the student's attendance.

School Officials will make contact with the parent/guardian. Unless approved by the principal, students arriving late or being picked up early will be considered unexcused. Students receiving special education services must be in attendance for the length of the regular school term and school day unless the IEP Team specifies a different length of time based on the individual needs of the child.

Parents are encouraged to make medical and dental appointments outside of school hours. **Late check-ins and early check-outs are discouraged because of the instructional time that the student will miss.** However, if appointments are scheduled during the school day, parents should try to **give the school advanced notice**.

Any student leaving school during the school day must check out in the Office of the Principal. A written excuse from the doctor or dentist should be brought to the office when the student checks in during the school day, or on the first day the student returns to school. Students arriving late or picked up early will be considered unexcused if a doctor's excuse is not submitted. A student must be in attendance for at least 3 ½ hours to be counted in attendance for the day.

Students who have appointments scheduled during the school day will not be excused for a whole day of attendance (example: student has a 10:00 am dentist appointment and does not come to school for the entire day). In instances like this, the student should come to school, check out before the appointment, and check back in after the appointment for the remainder of the day.

Students receiving special education services must be in attendance the length of the regular school term and school day unless the IEP Team specifies a different length of time based on the individual needs of the child.

ABSENCES

EXCUSED: An absence may be excused by the principal for the following reasons:

1. pupil is too ill to attend school,
2. inclement weather which would be dangerous to the life or health of the child if he attends school,
3. legal quarantine,
4. death in the immediate family,
5. out of town trips must be pre-approved by the principal,
6. emergency condition as determined by the superintendent or principal, or
7. student excused by the principal for attendance at special events, based on Parent/Guardian request, shall be considered absent and excused but shall not be considered to be perfect in attendance. Such approval must be based on a written request submitted and approved in advance by the principal.

UNEXCUSED: Any absence not approved by the principal is unexcused, i.e., work, truancy, suspension, or Parent/Guardian neglect. Patterns of absences will be addressed on an individual basis and reported to the Safety, Security, and Attendance office.

Documentation of Absences

Elementary students will be given the opportunity to make up work within (5) school days unless extenuating **circumstances** are given consideration by the teacher and/or principal. **Secondary students** must make arrangements with each teacher for make-up work within five (5) days after returning to school, unless extenuating circumstances are given consideration by the teacher and/or principal.

Elementary (K-6)

Only ten (10) parent notes will be accepted per year. Absences beyond ten (10) days per year must be substantiated by a physician's statement unless excused by the principal. Patterns of absences will be addressed on an individual basis and reported to the Safety, Security, and Attendance office.

Jr. High/High Schools (7-12)

For semester classes, only five (5) parent notes will be accepted per semester. Absences beyond **five (5)** days must be substantiated by a physician's statement unless excused by the principal. If there is no physician's statement, the absence may be appealed to a school attendance hearing committee.

For year-long classes, only ten (10) parent notes will be accepted per year. Absences beyond **ten (10)** days must be substantiated by a physician's statement unless excused by the principal. If there is no physician's statement, the absence may be appealed to a school attendance hearing committee

Suspensions do not result in assignment to Early Warning Court. All documentation for absences must be received within **two school days** or the absence will be unexcused. All unexcused absences must be reported to the Safety, Security, and Attendance Department on a weekly basis. All schools **must** record absences as excused or unexcused. ***Parental Involvement Specialists and/or School Resource Officers will follow up on subsequent and chronic absences.***

Dothan City Schools Elementary Truancy Procedures for Unexcused Absences per Year (K-6):

- 3rd/4th Unexcused Absence: School will notify Parent/Guardian
- 5th/6th Unexcused Absence: A referral issued to the Houston County Truancy Prevention Project and/or direct referral to Early Warning Court
- Subsequent Unexcused Absences: ***Complaint and/or referral filed with the Dothan City Police Department (Referral may result in petition for arrest and prosecuted by the Houston County District Attorney's Office.***

Dothan City Schools Secondary Truancy Procedures for Unexcused Absences per Year (7-12):
It's the Law presented to all students in Code of Conduct and in School Enrollment Packet.

Jr./High School Procedures (7-9)

- 3rd/4th Unexcused Absence: School notifies Parent/Guardian and/or Parent/Guardian Conference; Give ***It's The Law***
- 5th/6th Unexcused Absence: Issue referral to Houston County Truancy Prevention Project (H.C.T.P.P.) and/or Direct referral to Early Warning Court
- Subsequent Unexcused Absences: **Complaint and / or referral filed with the Houston County Juvenile Court Services (Referral may result in petition for arrest and prosecuted by the Houston County District Attorney's Office).**

Retention Stipulations (9-12)

- If a student obtains thirteen (13) or more unexcused absences for a year-long course or seven (7) unexcused absences for a semester course the principal must evaluate the attendance record and may recommend retention. Parents/guardians will be notified when a student has obtained ten (10) unexcused absences

Student Attendance and Parking Privileges – High School Students (10-12)

More than 5 total unexcused absences: Revocation of parking permit for one week.
More than 10 total unexcused absences: Revocation of parking for one semester.
More than 14 total unexcused absences**:** Revocation of parking for one full year.
***In case a student's parking privilege is revoked, the parking permit fee will be non-refundable.**

Student Attendance and Extracurricular Activities – High School Students (10-12)

If a student receives 10 unexcused absences, the student will not be able to participate in the following activities: Athletics, Band, Clubs, Co-op, Field Trips, Homecoming, Prom, Senior Trip.

OVER-AGE NON-ATTENDING STUDENTS

In order to learn, students must be regular in attendance. Regular attendance is required of all students enrolled in the Dothan City Schools. It is recognized that students beyond compulsory school age are not required to attend school. Students beyond compulsory school age with more than 12 unexcused absences per term (high school) or semester (jr. high) will be subject to termination of enrollment. Administrators are authorized to request approval from the Safety, Security and Attendance Department to terminate enrollment. The Safety, Security and Attendance Department will approve after documented efforts to contact and inform students and Parent/Guardian. Any appropriate agencies serving the student may be notified of the student's non-attendance and termination of enrollment.

DROP-OUT/DRIVER'S LICENSE

(Act 94-820 which amended Act 93-368 as codified in 16-28-40, Code of Alabama 1975)

The Department of Public Safety shall deny a driver's license or learner's permit to any person under 19 who has not received a diploma or certification graduation. Exceptions are students who: are enrolled in a GED program, are enrolled in a secondary school, are participating in an approved job training program, are gainfully employed, are a Parent/Guardian of a minor or unborn child, or are the sole source of transportation for the Parent/Guardian.

Students age 17 who drop out of school will be reported to the Department of Public Safety, and their driver's license will be subject to revocation. The driver's license or learner's permit of any enrolled student who accumulates 10 or more consecutive absences or 15 or more cumulative unexcused absences in a given semester will be reported and will be subject to revocation.

DOTHAN CITY SCHOOLS SYSTEM-WIDE ATTENDANCE ADDENDUM

Purpose

The purpose for this attendance addendum is to increase student attendance and decrease the number of Chronic Absences for Dothan City Schools.

The following information is a recommendation to addend to the current DCS Attendance policy:

System-Wide Attendance

1) Seven unexcused absences within a school year constitute a student being truant for the purpose of filing a petition with the Court. Once a student has obtained ten (10) unexcused absences, the parent/guardian will be notified and the student will be administratively withdrawn from the school system.
2) The Parent/Guardian will be given three (3) days to re-enroll the student back into DCS (Parent/Guardian, in person, is the only adult(s) that can re-enroll the student).
3) At the time of re-enrollment, the parent/guardian will be given the attendance/chronic absenteeism awareness form (see appx. 1). *** There will be a $25 Administrative Re-enrollment fee.**

Virtual Program Students

1) Students enrolled in DCS virtual program are required to maintain, at least, 20 log-in hours per week.
2) If a student does not meet the minimum log-on hours per week, it will be counted as an unexcused absent for that week.
3) If a student obtains ten (10) unexcused absences, see system wide-attendance section above.

High School Period Roll Count

1) All teachers will take attendance every day in every class period.
2) If students are counted absent first period, and do not check-in, the student is counted absent for the day.
3) If a student is absent for a total of two (2) class periods, the student is marked absent for that day
4) If a student obtains ten (10) unexcused absences, see system-wide attendance section above.

Loss of Credits / Retention for Excessive Unexcused Absences

If a student obtains 13 or more unexcused absences the principal shall evaluate the attendance record and recommend retention for the student. The parent/guardian and student will be notified of this rule once a student reaches 10 unexcused absences

TARDIES

A student may be considered tardy when he/she is not in their assigned seat when the tardy bell rings. Excused tardies (ex. approved physician note, principal or designee approval) do not count against perfect attendance. Patterns of tardiness will be addressed on an individual basis. **Tardies will start over in the second semester.** Also, early checkouts have a negative effect on your child's success, and will be handled in the same manner as tardies. ***Parental Involvement Specialists and/or School Resource Officers will follow up on subsequent and chronic tardies.***

Unexcused tardies result in the loss of perfect attendance for exemption privileges in that class (high school). In Jr. high/high schools, unexcused tardies result in the loss of perfect attendance.

If your child has checked in late or checked out early, you will see ***Tardy*** on the Parent Portal/Attendance. ***Excused or Unexcused*** will depend on the reason.

Consequences for Unexcused Tardies/Early Checkouts for Elementary School Students (K-6):

3rd, 4th, & 5th Tardy/Early Checkouts:	Written/Verbal Communication with Parent/Guardian
6th Tardy/Early Checkouts:	Parent/Guardian Conference and/or a referral issued to the Houston County Truancy Prevention Project and/or direct referral to Early Warning Court
Subsequent/Chronic Tardies/Early Checkouts:	Parent/Guardian Conference and/or a referral issued to the Houston County Truancy Prevention Project. May also result in a referral to the Houston County District Attorney's Office as directed by the Safety, Security, and Attendance Department for Dothan City Schools

Consequences for Unexcused Tardies for Jr. High School Students (7-9):

- 3rd Tardy: Parent/Guardian contact and warning
- 4th Tardy: One day In-School Suspension
- Subsequent Tardies**:** Additional ISS Days

Consequences for Unexcused Tardies for High School Students (10-12):

1st tardy = Teacher warning
2nd tardy = Teacher warning/contact parent
3rd tardy = One day ISS
4th tardy = One day ISS
5th tardy = Two days ISS/loss of parking pass for 5 school days
6th tardy = Three days ISS
7th tardy = One day suspension/loss of parking pass for 45 school days
8th tardy = One day suspension
9th tardy = One day suspension
10th tardy = Two days suspension/loss of parking pass for 90 school days
11th tardy and beyond = Use Class II (275)

CHECK-INS

The approved procedures for entering school after the tardy bell has rung signaling the beginning of school are:

a. The student reports to the Attendance Office for an admission slip to enter the classroom.
b. A student must bring a written statement from his/her doctor or a legal note indicating the reason for the student being late.
c. A student who is absent four (4) periods/two (2) blocks or more will be recorded as absent that day and cannot participate in any school activity scheduled for that day.
d. A student who is enrolled in the co-op program at the high school level and attends school a full period or more shall be permitted to report to work that day after reporting to the coordinator.

Consequences for Unexcused Check-ins for Students Per Semester– Jr.High/High School Students (7-12):

- **4th Unexcused Check-in:** Warning issued to student
- **5th Unexcused Check-in:** One (1) day In-School Suspension
- **6th Unexcused Check-in:** 2 days In-School Suspension
- **Subsequent Unexcused Check-ins:** May result in **suspensions or days at PASS Academy**

***Unexcused check-ins will start over in the second semester.**

CHECK-OUTS

The approval procedures for leaving school after the tardy bell has rung signaling the beginning of school are:

a. A student may be allowed to check out at the high school level with the written consent of Parent/Guardian and the advanced approval of the principal prior to the beginning of school on or before the day of check out.
b. Any student not having advanced written approval may not leave campus unless a Parent/Guardian or designated person comes to the school and checks the student out.
c. Under no circumstances may a student leave campus without the approval of the principal or the designee of the principal.

Consequences for Leaving Campus or Class Per Scholastic Year – Jr. High School (7-9):
Principal will issue one or more of the following:

- Notify Parent/Guardian and one day In-School Suspension
- Notify Parent/Guardian and two days In-School Suspension
- Notify Parent/Guardian and three days In-School Suspension
- Saturday School and/or Suspension.

Failure to report to Saturday School will result in suspension.

Consequences for Leaving Campus or Class Per Scholastic Year – High School (10-12):
Principal will issue one or more of the following:

- Notify Parent/Guardian and two days In-School Suspension
- Three days In-School Suspension
- Saturday School and/or Suspension.

Failure to report to Saturday School will result in suspension.

Consequences for leaving campus on a motor vehicle without permission will result in:
Principal will issue one or more of the following:

- Notify Parent/Guardian and **Lose Driving Privileges** – 5 days
- Notify Parent/Guardian and **Lose Driving Privileges** – 10 days
- Notify Parent/Guardian and **Lose Driving Privileges** – 2 months
- Notify Parent/Guardian and **Lose Driving Privileges** – Indefinitely

A student who leaves campus without permission is also absent and as a result all consequences for unexcused absences shall apply.

ILLNESS AND SCHOOL ATTENDANCE

Some illnesses that require exclusion from school:
~ Chickenpox ~ Influenza ~ Pink eye ~ Strep throat ~ Impetigo ~ Head lice ~ MRSA

When should your child stay at home?

Below are some helpful guidelines which along with your doctor's advice will help you make that decision:

1. Fever 100 degrees or higher, vomiting or diarrhea within the past 24 hours. Must be free of fever, diarrhea or vomiting for 24 hours before returning to school.

2. Persistent cough or runny nose with thick discolored nasal drainage should be evaluated by the doctor.

3. Rashes should be evaluated by the doctor. Medical note is required when returning to school.

4. Red or pink, itchy eyes with crusty green/yellow drainage-may return 24 hours after antibiotic treatment is started.

5. Open sores with drainage should be evaluated by the doctor. Medical note is required when returning to school. Sores should be covered.

6. Ringworm - may attend school after treatment. Cover infected area. When present on the scalp, it should be evaluated by the doctor. Medical notes are required when returning to school.

7. Head lice - To help prevent further outbreaks, please let school know if your child has lice. This will allow the nurse to check other students that have close contact with your child. We have a "No Nit" policy- ALL NITS must be removed before returning to class. Parent should accompany their child when returning to school.

8. Chickenpox - may return to school when the blisters are dried or scabbed over. (5-10 days)

It is important for the health of all students and staff that your child does not attend school when sick. However, if you have any concerns about your child's illness, always contact your doctor.

IMMUNIZATION CERTIFICATE REQUIREMENT

The state of Alabama requires all students in public or private school to provide a valid certificate of immunization (Alabama Code 420-6-1). The certificate may be obtained from the Houston County Health Department (appointment is needed) or your child's physician.

SCHOOL ATTENDANCE AREAS

All students shall reside within the city limits of the City of Dothan.

All students attending the Dothan City Schools shall attend the school for which they are zoned according to the school zone plan currently in effect, except as noted in the Dothan City School Board Policy.

If a student is attending a school other than the school he/she is assigned to by such zone lines, that student will not be allowed to continue in that school. The student will not be allowed to participate in extra-curricular activities, or represent the school to which he/she is zoned for the remainder of that school year.

ATTENDANCE ZONES AND TRANSFERS

Definitions: Grading Period – Nine (9) weeks as adopted in the school calendar.
Change Date – The first day on which the student attends the new school.
Move Date – The first day on which a student's true place of residence changes.

I. Provisions for students who have changed their true place of residence:
   - Students whose Move Date occurs ***during*** the first 9 weeks of a school year may remain at the original school until the end of that grading period. However, Parent/Guardian will be responsible for transportation and must follow the Dothan City Schools Attendance Policy.
   - Students whose Move Date occurs ***after*** the first 9 weeks of a school year may remain at the original school until the end of the grading period in which the move occurs. However, Parent/Guardian will be responsible for transportation and must follow the Dothan City Schools Attendance Policy.
   - Students whose move date occurs during the third 9 weeks of a school year may remain at the original school until the end of the school year. However, Parent/Guardian will be responsible for transportation and must follow the Dothan City Schools Attendance Policy.
   - Students whose Move Date occurs during the summer recess shall attend school corresponding to their new address.

II. Provisions for students who are anticipated to be changing their true place of residence:
   - If a Parent/Guardian states, in writing, to school principal to whose school the child is not zoned prior to the beginning of a school year, that the student and custodial Parent/Guardian will have a true place of residence in that school's zone before the end of the first nine weeks of the school year, the student may attend the school for the first nine weeks only. If at the end of the first nine weeks, the student is not a legal resident of the school zone, the student must transfer to the correct school zone.

III. Provisions for students living outside the City Limits of Dothan:
   - No student may enroll in the Dothan City Schools whose custodial Parent/Guardian does not have a true place of residence within the City Limits of Dothan except as noted below.
   - A student who moves out of the City Limits during any grading period may finish grading period only in the Dothan City Schools.
   - Children of employees of the Dothan City Schools system that live outside of the Dothan City limits may attend Dothan City Schools.

IV. Parent/Guardian with two or more places of residence:
   - Parent/Guardian having two or more places of residence with one or more children in the school system must only use one address for all children.
   - Divorced Parent/Guardian who have joint custody of children must use the address where the children live the majority of the time.

V. Students found to be in violation of a provision of this policy:
   - Any student found to be in violation of this policy shall transfer to the correct school or withdraw within five school days of such discovery. This shall be the case regardless of the reason for such violation, including school employee's error, falsification, or honest mistake.

SCHOOL BUS DISCIPLINE

The principal or his designee has the authority to deny a student the privilege of riding a school bus. This denial, based on the misconduct of the students, will be for a reasonable and specified period of time. The Parent/Guardian(s) will be notified prior to the suspension from the bus. Alternative consequences may be developed by the Principal or designee as circumstances warrant.

All bus drivers have received formal orientation/training on rules and behavioral management of students while students are being transported. Bus drivers are encouraged to explain the rules to students during the first two weeks of school, periodically as necessary, and for new students as they begin riding the bus. **The procedure specified in the Disciplinary Action for school bus offenses may not be followed for serious misconduct. The Code of Conduct, as it applies to Class I, II and III, may be applied as necessary.**

Expectations for Student Behavior on Dothan City School Buses

- Always follow the bus driver's/aide's instructions.
- Show respect for everyone.
- Remain seated in your assigned seat, always facing forward.
- Keep your head and arms inside the bus.
- Keep your feet and backpacks out of the aisle.
- Keep your hands, feet, books, pencils, etc. to yourself.
- Talk with an inside voice using appropriate language.
- No eating or drinking on the bus without driver's permission.
- No talking at railroad crossings.
- The use of electronic devices should be in the silent or vibrate mode.

Disciplinary Consequences for Elementary Students Riding School Bus (Referral to Principal or Designee) (K-6):

First Referral – conference with student by principal or designee, copy of referral to Parent/Guardian, and contact made with Parent/Guardian. **(Severe first referral offenses will be at principal discretion).**
Second Referral – bus privilege denied for 3 days or as designated by the principal or designee.

Third Referral – bus privilege denied for 6 days or as designated by the principal or designee.
Fourth Referral – bus privilege denied for 12 days or as designated by the principal or designee.
Subsequent Referrals – Permanent removal from bus for one (1) full calendar year.

Note: Horse playing (rough or rowdy play) or fighting on the first offense will result in 10 days bus suspension;
Note: Any damages by the student to the bus would require reimbursement by the student's parent/guardian.
Note: If a student is denied bus privileges due to misconduct, Parent/Guardian will be responsible for student's transportation to and from school each day.
Note: Parents/guardians using Dothan City School bus transportation, and living in motels/hotels, will meet elementary age students at the afternoon bus stop. If a parent/guardian is not at the afternoon bus stop to meet the student, the following consequences will be deemed necessary:

- 1st offense – Warning
- 2nd offense – Warning
- 3rd offense – Bus privilege denied for remainder of school year

Disciplinary Consequences for Jr. High/High School Students Riding School Bus (Referral to Principal or Designee) (7-12):

First Referral – conference with student by principal or designee, copy of referral to Parent/Guardian, and contact made with Parent/Guardian.
Second Referral – bus privilege denied for 6 days or as designated by the principal or designee.
Third Referral – bus privilege denied for 12 days or as designated by the principal or designee.
Subsequent Referrals – Permanent removal from bus for one (1) full calendar year.

Note: According to severity of offense, the principal or designee may use discretion in assigning consequences.
Note: Any damages by the student to the bus would require reimbursement by the student's parent/guardian.
Note: If a student is denied bus privileges due to misconduct, Parent/Guardian will be responsible for student's transportation to and from school each day.

In conformance with Board policy, students may be permanently removed from the school bus for fighting on the school bus.

Fighting on the School Bus

Students who ride the buses of Dothan City Schools and who fight create a dangerous situation for themselves and others. Therefore, the Board of Education, in recognition of the dangerous condition, (the possibility of causing a wreck, and physical harm to students) adopts the following as policy:

Fighting Carries a Mandatory Referral to PASS Academy

- First Fight: 90 days at PASS Academy,
- Subsequent Fight: Recommendation for expulsion
- Severe Clause: if the incident is one of assault and/or of a severe nature, the student may immediately be removed for a period of one year from the date of occurrence.

DOTHAN CITY SCHOOLS
STUDENT DRESS/UNIFORM CODE
Grades K – 12

DRESS /UNIFORM CODE

It is the policy of the Board of Education that good grooming and personal appearance are essential, if not critical, elements in the teaching and learning process. Therefore, it is expected that students dress in such a manner that will ensure the health and safety of the school. Furthermore, the dress and personal appearance will not be disruptive or interfere with the legitimate interest and welfare of students. Students are also expected to choose their clothes in good taste, wearing only those clothes, which are appropriate for the educational environment.

All students are expected to comply with the Dress/Uniform Code. For compelling reasons, such as medical requirements, the principal or superintendent, may, at their discretion, review an individual situation to determine whether a modification of a provision is required for the health and safety of a particular student or other compelling reason.

The School Administration will judge the appropriateness of any "fad" or questionable article of apparel.

With this in mind, the following rules concerning dress and grooming are mandatory for all students attending Dothan City Schools. Students who fail to follow these rules will be subject to disciplinary action.

TOPS FOR MALES AND FEMALES

Students may wear any shirt color as long as it is a solid color. If the color of the shirt is perceived by the administrator and/or teacher to be a distraction to others, the student shall be asked to replace it with an approved shirt. The shirt must have at least two buttons and must be: button front oxford, polo, turtleneck, or blouse-type shirts with sleeves (long sleeves or short sleeves).

- All shirts/blouses must have collars. Examples include, but are not limited to: **team promotion, club promotion, extra-curricular promotion, promotion of the school** in general. Only shirts with the approved school logo and/or colors will be allowed. No homemade shirts. School spirit or Dothan High Wolves shirts (t-shirts) may be allowed (per principal discretion).
- Shirts that are not promoting the school attended as described above may have a small unobtrusive logo. All tops must be tucked in as part of the uniform. (K-1st, preferred but optional)
- Undershirts may be worn but must be a solid color with no logo or wording. A t-shirt is considered an undershirt.

BOTTOMS (KHAKI IS DEFINED AS LIGHT TAN IN COLOR)

Males: Khaki, black, or navy blue pants or shorts. Shorts must be no more than four (4) inches above the knee and no more than two inches below the knee. Stretch pants, yoga pants are not permitted.

Females: Khaki, black, or navy blue pants, shorts, skorts, capris, skirts, or jumpers are permitted.

- All pants, shorts, skorts, and capris must be secured at the waist and cannot "sag". Stretch pants and yoga pants are not permitted.
- Shorts, skorts, skirts, and jumpers must be no more than four (4) inches above the knee in the front and back.
- Blouses and shirts must be worn with jumpers.

SHOES

Tennis shoes (sneakers) and/or fully enclosed shoes are required in elementary schools.
Sandals may be worn in grades 7-12, however, straps must be fastened around back of ankle.

- All laces must be tied and laces must be both of the same color.
- The style and color of shoes should be sensible and appropriate for school attire.
- Heels shall be no more than 2 inches in height.

LEGWEAR

- Socks – Any color or style
- Hosiery (to include tights) –hosiery and leggings must be worn with bottoms such as: jumpers, pants, shorts, skirts or skorts.

BELTS

- School Administrators may require belts in grades 2 –12 if he/she deems necessary. This may be required of students who do not comply with the "sagging" rule.
- If belts are worn, they must be in the appropriate length with a small to medium buckle.

OUTERWEAR

Coats, jackets, sweaters, sweater vests and zippered/open front sweatshirts are considered as outerwear, and must be worn with a uniform shirt/blouse. Sweater vests may be any color as long as it is a solid color. If the color of the sweater vest is perceived by the administrator and/or teacher to be a distraction to others, the student will be asked to replace it with an approved sweater vest. Sweatshirts may be any color as long as it is a solid color. If the color is perceived by the administrator and/or teacher to be a distraction to others, the student will be asked to replace it with an approved sweatshirt. Sweaters, sweater vests and sweatshirts must not be oversized (bulky or baggy).

- Sweatshirts and/or jackets may have a hood. The hood may not be worn inside or outside on campus unless permission is given by the administrator. Hoods are not allowed while being transported on school buses.
- Outerwear of school – sponsored organizations is acceptable. (athletic jackets, band jackets, etc.)
- Uniform tops must be worn under all outerwear.

ITEMS NOT ALLOWED TO BE WORN BY STUDENTS

Wind pants/sweatpants, velour pants and tops, over-sized clothing, excessively tight clothing, overalls, bellbottoms, unhemmed clothing, clothing with cuts, slits, holes or slashes, denim or jean fabric bottoms, sleeveless tops, overcoats, trench coats, bicycle shorts, stretch knit/spandex pants, yoga pants, stretch pants, lace or nylon skirts are not to be worn by students.

EXCEPTIONS TO THE STUDENT UNIFORM DRESS CODE

Students will be allowed to "dress up" for the following activities which may include but not be limited to:

- School Picture Day and Spring Picture Day (All Schools)
- Week of High and High School and Homecoming Activities (theme Dress-Up Days)
- School Spirit Days

If students do not participate in the "dress up" activity, the approved school uniform dress will be required.

EACH SCHOOL PRINCIPAL MAY DESIGNATE DAYS OR EVENTS DURING WHICH DEVIATIONS FROM THE APPROVED UNIFORM DRESS CODE WILL BE PERMITTED PROVIDED THE PRINCIPAL DETERMINES THAT SUCH EXCEPTIONS WILL FACILITATE THE EVENT, PROMOTE SCHOOL SPIRIT, OR OTHERWISE SERVE AN EDUCATIONAL INTEREST.

GENERAL INFORMATION

In addition to the uniform dress code requirements previously listed, the following guidelines will also apply.

- All clothing must be properly fitted. Sagging and excessively tight clothing are prohibited.
- Any article that draws undue attention or disrupts classes will not be allowed such as large jewelry.
- Combs and picks are not to be worn in the hair.
- Males and females are not allowed to wear hats, head coverings, hoods, sports headbands, or ear muffs inside the buildings. Bandanas and du-rags of any color are not to be worn on any part of the body nor carried in or tied on book bags or other bags.
- Students who transfer from other school districts will be given five (5) days to come into compliance with the school uniform dress code.
- **Any student's dress or personal appearance that the administration believes is disruptive and interferes with a safe and secure learning environment will be dealt with on an individual basis. School administrators will use their discretion to determine the appropriateness of a student's dress.**

HEALTH and SAFETY

- Students will not wear dark glasses inside the school building, unless required to do so for medical reasons pursuant to doctor's written orders.
- Hair should be clean and out of the student's eyes. Hairstyles should be neat and appropriate. **Unnatural hair** coloring that causes a distraction in the learning environment is prohibited.
- Body piercing jewelry is restricted to ears only for boys and girls.
- No "grills/grillz" on campus or at school sponsored activities.
- No binding pant legs or any other article of clothing.

COMMON COURTESY

- No hats, caps, hoods, or head coverings in the building or on the school bus.
- No bandanas on campus or at school sponsored activities.

DECENCY and MODESTY

- No decals, slogans, or sayings on clothing and/or personal items that contain references to illegal or immoral behaviors. Decals, slogans, or sayings that advertise alcohol, alcoholic beverages, illegal drugs, weapons, gangs, or tobacco products are not allowed. Anything that promotes racial division or violence is not allowed.
- No lewd or vulgar sayings on clothing and/or personal items will be allowed.
- Shirt tails must be tucked in. Pants must be worn at the waist and belts may be required. (Principals have discretion over this rule.)
- Students will not be allowed to wear clothing and/or have any personal items on campus that is part of an organizational initiation.
- **Any other improper or indecent clothing or personal item which in the discretion of the building principal is indecent immodest, distracting, or constitutes a danger will not be allowed.**

Discipline for Dress/Uniforms Code Violations

Elementary

1st Offense	Call parent/change clothes
2nd Offense	Call parent/change clothes
3rd Offense	ISS/Detention 1 Day
4th Offense	Refer to 299

Secondary

1st Offense	Call parent/change clothes; if clothes can't be changed, the student will go to ISS
2nd Offense	Call parent/change clothes; if clothes can't be changed, the student will go to ISS
3rd Offense	Call parent/change clothes; 2 days OSS
4th Offense	Refer to 299

ANONYMOUS ALERTS

Anonymous Alerts contact form can be found on the DCS website: www.dothan.k12.al.us

Anonymous Alerts®

Step 1:

Students or parents in the school community can anonymously submit any suspicious activity, bullying or other student related issues to a school administrator(s). We encourage you to report important issues. Once you complete the contact form below, you will receive a confirmation that your information has been submitted to the school district. False reporting will be taken seriously to the full extent of the law.

Please do not use this system for issues requiring immediate assistance. If this is an emergency requiring immediate assistance, please call 911.

FILE:6:23.1-7

HARASSMENT, VIOLENCE, AND THREATS OF VIOLENCE

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

II. Definitions:

a. The term "harassment" as used in this policy means a continuous pattern of intentional behavior that takes place on school property, on a school bus, or at a school-sponsored function including, but not limited to, written, electronic, verbal, or physical acts that are reasonably perceived as being motivated by any characteristic of a student, or by the association of a student with an individual who has a particular characteristic, if the characteristic falls into one of the categories of personal characteristics set forth in Section 3(b) below. To constitute harassment, a pattern of behavior may do any of the following:

1. Place a student in reasonable fear of harm to his or her person or damage to his or her property.

2. Have the effect of substantially interfering with the educational performance, opportunities, or benefits of a student.

3. Have the effect of substantially disrupting or interfering with the orderly operation of the school.

4. Have the effect of creating a hostile environment in the school, on school property, on a school bus, or at a school-sponsored function.

5. Have the effect of being sufficiently severe, persistent, or pervasive enough to create an intimidating, threatening, or abusive educational environment for a student.

b. The term "violence" as used in this policy means the infliction of physical force by a student with the intent to cause injury to another student or damage to the property of another student.

c. The term "threat of violence" as used in this policy means an expression of intention to inflict injury or damage that is made by a student or directed to another student.

d. The term "intimidation" as used in this policy means a threat or other action that is intended to cause fear or apprehension in a student, especially for the purpose of coercing or deterring the student from participating in or taking advantage of any school program, benefit, activity, or opportunity for which the student is or would be eligible.

e. The term "student" as used in this policy means a student who is enrolled in the Dothan City School system.

III. Description of Behavior Expected of Students:

a. Students are expected to treat other students with courtesy, respect, and dignity and comply with the Code of Student Conduct. Students are expected and required (1) to comply with the requirements of law, policy, regulation, and rules prohibiting harassment, violence, or intimidation; (2) to refrain from inflicting or threatening to inflict violence, injury, or damage to the person or property of another student; and (3) to refrain from placing another student in fear of being subjected to violence, injury, or damage when such actions or threats are reasonably perceived as being motivated by any personal characteristic of the student that is identified in this policy.

b. Violence, threats of violence, harassment, and intimidation are prohibited and will be subject to disciplinary consequences and sanctions if the perpetrator of such action is found to have based the prohibited action on one or more of the following personal characteristics of the victim of such conduct:

1. The student's race;
2. The student's gender;
3. The student's sexual orientation;
4. The student's religion;
5. The student's national origin; or
6. The student's disability.

IV. Consequences Of Violations:

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

V. Reporting, Investigation, and Complaint Resolution Procedures:

a. Complaints alleging violations of this policy must be made on Board-approved complaint forms available at the principal and/or counselor's office. The complaint must be signed by the student alleging the violation or by the student's parent or legal guardian, and delivered to the principal or the principal's designee either by mail or personal delivery. At the request of the complaining student or the student's parent or legal guardian, incidental or minor violations of the policy may be presented and resolved informally.

b. Upon receipt of the complaint, the principal or the principal's designee will, in their sole discretion, determine if the complaint alleges a serious violation of this policy. If the principal or the principal's designee determines that the complaint alleges a serious violation, the principal or the principal's designee will undertake an investigation of the complaint. The investigation will entail the gathering of relevant facts and evidence, and will be conducted in a reasonably prompt time period taking into account the circumstances of the complaint. If the investigation establishes a violation, appropriate disciplinary sanctions will be imposed on the offending student(s). Other measures that are reasonably calculated to prevent a recurrence of the violation(s) may also be imposed by the principal or the school system.

c. Acts of reprisal or retaliation against any student who has reported a violation of this policy or sought relief provided by this policy are prohibited, and are themselves a violation of this policy. Any confirmed acts of reprisal or retaliation will be subject to disciplinary sanctions that may include any sanction, penalty, or consequence that is available to school officials under the Code of Student Conduct. A student who deliberately, recklessly, and falsely accuses another student of a violation of this policy will be subject to disciplinary sanctions as outlined in the Code of Student Conduct.

d. The complaint form developed to report violations of this policy will include a provision for reporting a threat of suicide by a student. If a threat of suicide is reported, the principal or the principal' designee will inform the student's parent or guardian of the report.

Adopted: March 21, 2011 FILE:6.10.1-5

SEXUAL HARASSMENT

I. Prohibited Conduct:

Employees and students shall not engage in conduct constituting sexual harassment. Sexual harassment is illegal and will not be tolerated. The Dothan City Board shall investigate all allegations of sexual harassment and take appropriate action against employees and students who engage in sexual harassment. Sanctions against employees for violation of this policy may include verbal or written warning, transfer, suspension, or termination of employment. Sanctions against students for violation of this policy may include verbal or written warning, in-school suspensions, alternative school placement, suspension, or expulsion as provided in the Code of Student Conduct.

II. Definition:

Sexual harassment is defined to include unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

a. the advances, requests, or conduct have the effect of interfering with performance of duties or creating an intimidating, hostile, or otherwise offensive work environment; or
b. submission to or rejection of such advances., requests, or conduct is explicitly or implicitly a term or condition of employment; or
c. submission of such advances, requests, or conduct is used as a basis for any employment decisions.

III. Grievance Procedure:

This grievance procedure is established to provide recourse for any person who feels that his/her civil rights have been violated as set out in the Civil Rights Act of 1964 (as amended), the Education Amendments of 1972, or Section 504 of the Rehabilitation Act of 1972. This procedure applies to any student, prospective student, employee, or prospective employee:

1. A student who believes he or she has been or is being subjected to any form of sexual harassment shall report the matter to his or her teacher, counselor, assistant principal, principal, or the Superintendent.

2. A student may request the right to make his or her report of sexual harassment to the proper authority of the same gender as the student.

3. No student alleging sexual harassment shall be required to present the matter to the person who is the subject of the complaint if the subject of the complaint is an employee of the Dothan City Board of Education.

4. The supervisor receiving a complaint of sexual harassment from a student or prospective student shall start an immediate investigation into the matter.

5. If, in the opinion of the Supervisor receiving the complaint, the sexual harassment is of such a nature as to be criminal (either from an adult or from a juvenile) the personnel shall immediately notify appropriate law enforcement authorities and in case where it is necessary shall file petitions with Juvenile Court Services.

6. If the sexual harassment is from another student the investigating personnel shall immediately file his investigative report with the superintendent who shall take such action as is appropriate under the Dothan City Schools Code of Student Conduct.
7. If the sexual harassment is from an adult and directed towards a student or juvenile, the individual receiving a complaint of sexual harassment shall start an immediate investigation into the matter.

8. The original and two copies of *Grievance Form A* must be filed with the Superintendent within 30 calendar days following the date of the alleged violation(s). The alleged violation(s) must be clearly and specifically stated. The complainant should keep a copy of all forms used.

9. The completed investigation shall be reviewed by the Superintendent or his designee and legal counsel for prompt and appropriate action, if warranted.

10. A written response to the student's complaint will be provided to the student, Parent/Guardian, and law enforcement personnel, if appropriate, within 15 days of the date the student first registered the complaint.

11. If the grievance is not resolved to the satisfaction of the complainant, he/she may request a conference with the Superintendent. Said conference with the Superintendent will be scheduled within five working days.

12. If this step does not remedy the situation to the student's satisfaction, he/she may file a notice of appeal to the Dothan City Board of Education. Following receipt of a notice of appeal, the Superintendent will present the grievance, investigation, and report of the Superintendent to the Dothan City Board of Education. The Dothan City Board of Education will hold a formal hearing at the next scheduled meeting and will make a written report of findings to student's Parent/Guardian. The report must be mailed to student's Parent/Guardian by certified mail, return receipt requested.

13. Complainant has the right to further appeal to the proper court of the Office of Civil Rights of the U.S. Department of Education. All parties shall have the right to legal counsel and to produce witnesses on their own behalf.

IV. Protection of Complainant:

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

Adopted: November 15, 1993

HARASSMENT GRIEVANCE REPORT
Form A

Victim's Name: _____ School: _____ Tel# of Parent: _____

Name of Alleged Harasser: _____

Date and Place of Incident(s): _____

_____

Description of Incident(s): _____

_____

_____

_____

Names of Witnesses: _____

_____

Evidence of Harassment, e.g., letters, photos: _____

_____

Any Other Information: _____

_____

_____

_____

I agree that all the information on this form is accurate and true to the best of my knowledge.

Name: _____

Signature:_____

Address: _____

Date: _____

Received by: _____ Position:_____

School: _____Date: _____Time: _____

MEDICATION INFORMATION

The goal of the school system regarding the administration of medication during school hours is to assist students in maintaining an optimal state of wellness, thus enhancing the educational experience.

Minor illness should be treated at home by the Parent/Guardian. For example, a student with a cold severe enough to require medication should remain at home.

Medication prescribed for three times a day should be given at home – just before leaving for school, upon returning home in the afternoon, and at bedtime. The only exception to this schedule is medication that must be given before or along with meals.

The Dothan City School System will assist the Parent/Guardian when they delegate administration of medication to the school their child attends. The school nurses will work with schools to set up safe and effective guidelines in medication administration. The school nurses will provide instruction to the person(s) designated to administer the medications.

Parent/Guardian's Responsibility

- ❑ The Parent/Guardian and physician must complete the School Medication/Prescriber Parent Authorization Form each school year granting permission for prescribed medication to be given at school.
- ❑ The Parent/Guardian must provide the school with medication that is in a correctly labels prescription bottle/container.
- ❑ The Parent/Guardian must provide the school with a new signed School Medication/Prescriber Parent Authorization Form if medication orders are changed or discontinued during the school year.
- ❑ The Parent/Guardian or the Parent/Guardian designated responsible adult shall deliver all medication to the designated school personnel.
- ❑ The Parent/Guardian shall pick up student's medication at the end of the school year.
- ❑ The Parent/Guardian shall give the first dose of a new medication at home in case of a possible allergic reaction.
- ❑ The Parent/Guardian must provide the school with a new signed School Medication/Prescriber Parent Authorization Form for over-the-counter medications. The medication must be in the original, unopened, unexpired container, and be age appropriate. The school does not stock over-the-counter medications.

School's Responsibility

- ❑ The School Nurse shall designate specific personnel who shall ensure the right student gets the right medication in the right dosage by the right route at the right time and is documented in the right way.
- ❑ The designated school personnel that are assigned to administer medication will follow the medication protocol, and administer medication in a safe setting.
- ❑ The designated school personnel will count all controlled drugs when they are received.
- ❑ The designated school personnel will not administer oral medication to a student who has recently vomited.
- ❑ In the event of an allergic reaction or an emergency situation involving medication, the school will handle the problem as any other medical emergency.
- ❑ The designated school personnel will administer sample medication provided from the health care provider's office according to the Medication Authorization Forms written directions from the physician or health care provider.

- ❑ The designated school personnel will contact the School Nurse when there are any discrepancies concerning medication administration (i.e. change in medication, discontinuation of medication, dosage, student refusal to take medication, label different from instructions, label is unclear, or label is torn). This medication will not be given until clarification is obtained from School Nurse.

Student's Responsibility

- ❑ Students will not deliver medications to the school.
- ❑ Students may self-medicate only when they have met the criteria for self-administration according to Dothan City School Medication Policy and doctor's orders.
- ❑ Students who have doctor's orders to have medication on their person, i.e. asthma inhaler or EPI-Pen, will not share medication with other students.
- ❑ Students will notify their teacher/school personnel at the onset of any distress or allergic reaction. The student will know where his/her medication is kept and be familiar with personnel action plan for self- medication.

Questions and Answers Regarding Medication

Q. Why should Parent/Guardian/guardian bring student's medication to school?
The Dothan City School System does not want to place any child in a situation where they may be confronted for drugs. Ritalin, as well as other drugs, has a street value. When the Parent/Guardian bring the medication, this ensures no other child will tamper with the medication.

Q. Why can't the school stock over the counter medication?
The school does not need to be in the position of diagnosing and treating your child's illness. That responsibility rests between the Parent/Guardian and their physician.

Q. Why can't my child keep his/her medication?
To protect all children from taking medication belonging to another child – no child may keep medication on their person at school. The only exception would be EPI-Pens or like emergency treatment.

Q. Why does the school need to count medication?
This keeps the Parent/Guardian/guardian and the school informed of the amount of medication the school has on hand.

Q. Why can't I write on my child's prescription bottle?
Prescription bottles can get smeared and very difficult to read. It is never a good practice to write on a prescription bottle.

Q. Why can't the school provide and give medication for minor pain?
The school personnel cannot be placed in the situation to judge between minor or major pain unless they are trained and licensed medical personnel. Most schools do not have full time trained and licensed medical personnel. If the student complains of pain the Parent/Guardian will be notified.

Additional information regarding medications at the elementary schools can be found in the Dothan City Schools System's Policy on Medication.

Adopted July, 1997
Updated October, 2006

STUDENT DISCIPLINARY TRIBUNAL

District level due process hearings are conducted by the Student Disciplinary Tribunal which hears evidence concerning charges of student misconduct, and if proven, may require consequences greater than a nine school-day suspension.

The Student Disciplinary Tribunal will consist of three (3) people with administrative experience who are not from the school of the student being brought before the Tribunal. The Student Disciplinary Tribunal has the authority to issue a short-term suspension, long-term suspension, alternative school placement, virtual program placement, expulsion or permanent expulsion of any student found to have violated the Code of Conduct. If a hearing is called, the student can remain at school so long as the Principal does not consider the student a dangerous threat to the school. If considered a dangerous threat, the student will be suspended from school until the hearing can be held. The hearing should be held no later than two (2) – three (3) working weeks after the beginning of the suspension unless the parent and school mutually agree to an extension or the conduct of the student or parent causes a delay beyond said two (2) – three (3) working weeks. Prior to the hearing, students and parents will receive a notice to include the following:

1. The rules or policies which the student has allegedly violated.
2. A description of the student's acts.
3. The names of the witnesses who may testify against the student (witnesses may be added prior to and during the hearing).
4. The maximum punishment that the student could receive.
5. The time and place for the hearing.
6. That the student is entitled to request witnesses to be present at the hearing and the student will have the right to present evidence, examine any and all witnesses presented and have an attorney, if the parents express to, represent the student at the hearing. School administrators should be notified prior to the hearing if a subpoena is to be issued by the Superintendent.

At the hearing, students and parents will have the right to present witnesses and evidence, to examine any and all witnesses presented, and to have an attorney, at the parent's expense, to represent the student. The decision of the Student Disciplinary Tribunal may be appealed by submitting a written notice of appeal to the Superintendent within twenty (20) calendar days from the date the decision is made. The appeal should be sent to the attention of the Superintendent at 1665 Honeysuckle Rd., Dothan, Alabama 36305.

A student disciplinary hearing is formal, although the strict rules of evidence as applied in a court do not apply in a disciplinary hearing. The Student Disciplinary Tribunal will determine the innocence or guilt of a student accused of violating the Student Code of Conduct. Although the school has the burden of establishing guilt, the student should be prepared to present evidence and witnesses to support their innocence.

Student Disciplinary Tribunal will make a verbatim record of any information orally presented at the hearing. All statements and documentary evidence shall be kept on file by the Superintendent or designee for a period of twenty (20) days after the date of the disciplinary hearing if no appeal is filed and for an additional thirty (30) days after the completion of an appeal.

All parties shall be afforded an opportunity to present and respond to evidence and to examine and cross-examine witnesses about any matters logically relevant to the charge against the student. The Student Disciplinary Tribunal may limit unproductively long or irrelevant questioning. The parents or legal guardian of the student and any victims may give testimony at the hearing and make a statement to the Student Disciplinary Tribunal concerning their feelings about the proper disposition of the case and to answer any questions. The student may be represented by counsel at the student's expense at the hearing. If parents intend to be represented by counsel at the disciplinary hearing, the parents must notify the school forty-eight (48) hours prior to the start of the hearing so that the school district may elect to retain legal counsel to represent its interests.

All parties shall be entitled to subpoena witnesses for the hearing. A student or parent/guardian shall submit all requests for subpoenas to the student's principal at least forty-eight (48) hours prior to the time of the disciplinary hearing.

All student disciplinary proceedings and hearings conducted by either the Student Disciplinary Tribunal or the Board of Education are confidential and are not subject to the open meetings law. Any written records, transcripts, exhibits or other documents assembled or used in any manner with regard to the conduct of any student disciplinary hearing are not public records and are not subject to public inspection.

When a hearing is appealed, the Dothan City Board of Education will review the record of the hearing, make a decision based solely on the record, and notify students and parents, in writing, of the Board's decision. The decision of the Board of Education will be based solely on the record created during the hearing. The Board will not consider any new evidence or hear any oral arguments; however, written arguments concerning the merits of the appeal may be submitted. The Board will make its decision in Executive Session after receipt of the written notice of appeal. The Board has the power to affirm, reverse, or modify the student disciplinary tribunal's decision.

WAIVER OF STUDENT DISCIPLINARY HEARING

A parent/guardian and student may choose to waive the student disciplinary hearing and accept the appropriate consequences for the incident by completing and signing a Hearing Waiver (see page 44). By submitting a waiver, the parent/guardian and student agree to the decision and waive any future challenges and appeals relative to that incident. In such cases, an agreement may be negotiated which would include the parent's or student's waiver of right to hearing before a disciplinary tribunal, the state charge(s) and the agreed upon consequence.

Dr. Phyllis Edwards,
Superintendent
1665 Honeysuckle Rd.
Dothan, AL 36305

WAIVER OF BOARD HEARING FOR EXPULSION FORM
2020-2021 SCHOOL YEAR

I/We, _____, the parent(s)/legal guardian(s) of _____, waive my/our rights to a due process hearing for expulsion before the Board of Education. I/We understand by execution of this Waiver my/our child will be placed at P.A.S.S. Academy for violation of the Code of Student Conduct Manual for Dothan City Schools as follows: (check one)

- Elementary – Class III / Code: _____.
- Secondary – Class III / Code: _____.

I/We agree to the following placement at P.A.S.S. Academy on _____ and may return to his/her home base school _____ provided he/she maintains good behavior, good grades and good attendance.

AGREED to this _____ day of _____, 20____.

_____	_____
*Parent/Guardian – **Print Name***	*Parent/Guardian Signature*
_____	_____
*Parent/Guardian – **Print Name***	*Parent/Guardian Signature*
_____	_____
*Student – **Print Name***	*Student Signature*
_____	_____
*Principal – **Print Name***	*Principal Signature*
_____	_____
*Superintendent—**Print Name***	*Superintendent Signature*

TECHNOLOGY POLICIES AND PROCEDURES
(*PLEASE NOTE: SUBJECT TO CHANGE*)

Dothan City Schools Personal Electronic Communication Device Procedures

a. The use of **personal**, wireless communication devices by K - 12 students is prohibited on school grounds or while students are being transported on a school bus, except as provided for herein. Personal, wireless communication devices include, but are not limited to, cellular telephones, smartwatches, wireless earbuds, email devices, "walkie-talkies", personal tracking devices, recording devices and/or electronic communication devices of any kind, regardless of brand or type, or any other electronic communication device. All students are permitted to keep personal wireless devices only in lockers, the school office, or other locations approved by the principal or his/her designee.

b. Principals or their designees will also have the authority to further restrict or deny the use of personal/wireless communication devices by any student to prevent the misuse, abuse, or violation of school rules regarding the use of such devices. School officials may read, examine, or inspect the content of any such device upon **reasonable suspicion that the device contains evidence of a violation of** (1) Board policy, (2) state testing policies, (3) the Code of Student Conduct, or (4) other school rules.

c. Dothan City Schools assumes no responsibility for theft, loss, or damage to any personal/wireless communication device. All principals or their designees may approve the use of such devices during medical emergencies, natural disasters, after regular school hours, at events or under circumstances in which the use of the devices serves safety and convenience without disrupting academic or school operations.

DOTHAN CITY TECHNOLOGY USAGE POLICY
(PLEASE NOTE: SUBJECT TO CHANGE)

Electronic instructional materials are selected by Dothan City School System to implement, enrich, and support the educational program for students. These materials must serve both the breadth of the curriculum and the needs and interests of individual students and employees. To this end, policies must be in place to assure the selection of materials of the highest quality and appropriateness. **The policies contained within this document are to serve as legal and acceptable use of the Dothan City Schools network, as well as, copyright and acceptable use of video and software within the classroom environment.**

DCS Acceptable Use Policy establishes policies and guidelines for the use of Internet and the Dothan City School System's wide area network for students and Dothan City School System's employees. **The use of this electronic resource is a privilege not a right.** Failure to adhere to the policy will result in the revocation of the user's access privilege. At school, student access to the network and the use of the Internet will be under teacher direction and will be monitored.

A complete copy of the Dothan City School's Acceptable Use Policy can be accessed on our website

https://www.dothan.k12.al.us/cms/lib/AL02209954/Centricity/Domain/1362/DCS_Acceptable_Use_12_8_75.pdf

Parent Information

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1. TAKING CARE OF YOUR DEVICE
Students are responsible for the general care of any Dothan City School supplied digital device (device) they have been issued or are using. Devices that are broken or fail to work properly must be forwarded to the technology office for an evaluation of the equipment.

1.1 General precautions
The device is school property and all users will follow the Digital Device Acceptable Care, Use, and Responsibilities Procedure; and the DCS Acceptable Use Procedure for Technology.

- Cords and cables must be inserted carefully into the device to prevent damage.
- Devices must remain free of any writing, drawing, stickers, or labels that are not the property of DCS.

2. USING YOUR DEVICE AT SCHOOL
Devices are intended for use at school each day. In addition to teacher expectations for device in-class use, textbooks, schools messages, announcements, planners, calendars, and schedules may be accessed using the device.
Students *will not* be allowed to use a *"hot spot"* or *similar* product with any device.

2.1 Devices undergoing repair
Loaner devices may be issued to students when their assigned devices have been sent for repair.

2.2 Device and email passwords
Devices and email accounts will be password protected. During orientation, each student will choose a unique password or the student may be assigned a password for the device and email access. Students are prohibited from sharing their unique passwords with anyone else except their parents.

2.3 Sound, music, games, or programs
Music is to be used to enhance educational video productions and/or class projects.

- Sound must be muted while in class unless permission is obtained from the teacher for instructional purposes.

2.4 Printing
Printing will not be available with devices.

3. MANAGING FILES and SAVING WORK

3.1 Saving work
It is the student's responsibility to ensure that work is not lost due to mechanical failure or accidental deletion. Device malfunctions are not an acceptable excuse for not submitting work; therefore, students should save and backup all work often.

3.2 Network connectivity
DCS makes no guarantee that the school wireless network will be up and running 100% of the time. In the case of network failure, the district will not be responsible for lost or missing data.

4. PROTECTING and STORING YOUR DIGITAL DEVICE

4.1 Device Identification
Student devices will be labeled in the manner specified by the DCS Technology staff as directed by the DCS technology director. Devices will be identified in the following ways: Serial number, DCS label with barcode, asset number, GPS tracking number, and in any other identification procedure deemed reasonable and necessary by DCS Technology staff. Attempting to modify and/or delete such identifying marks and/or labels is a criminal act and may result in filing criminal claims with the appropriate local law enforcement agency.

4.2 Storing your device and its properties
Students should use a secure place to store their device. When students are not using their devices, they should be stored in charging carts. When storing the digital device, nothing should be placed on top of the device. Additionally students will not take any devices home with them.

- Ear buds should be stored in a way to prevent them from being tangled and/or damaged. Ear buds will be at a cost to the student. No loaner ear buds will be provided.

4.3 Password Protection Standards
Do not use the same password for Education accounts as for other non- Education access (e.g., personal ISP account, option trading, benefits, etc.). Where possible, don't use the same password for various Education access needs. For example, select one password for the Education systems and a separate password for lab systems.

Do not share Education passwords with anyone, including administrative assistants, co-workers, or family members. All passwords are to be treated as sensitive, confidential Education information.

If someone demands a password, refer him or her to this document or have him or her call someone in the Technology Center Department.

Do not use the "Remember Password" feature of applications (e.g., Eudora, Outlook, or browsers such as Firefox or Internet Explorer etc.).

If an account or password is suspected to have been compromised, report the incident to the Technology Department.

Password cracking or guessing may be performed on a periodic or random basis by the Technology Department. If a password is guessed or cracked during one of these scans, the user will be required to change the password.

5. SOFTWARE ON DEVICES

5.1 Originally installed software
DCS will synchronize all DCS devices to contain the necessary apps for school work. Students will not synchronize devices through personal accounts.

- DCS owned devices may be inspected by district staff at any time
- DCS staff maintains the right to delete any app, song, video, picture, book, or file that is not deemed school appropriate.
- Storage space on the device and provided in the Cloud is limited. Any non-required songs, videos, pictures, books or files will be subject to removal to preserve storage space.

5.2 Restoring of device
If technical difficulties occur or non-authorized software/apps are discovered, the device may need to be restored. DCS does not accept responsibility for the loss of any software or documents deleted due to a reformat and re-image.

policies and must return the device and accessories in satisfactory condition. The student will be charged a fee for any needed repairs, not to exceed the replacement cost.

6. DAMAGE TO DEVICE (charges applicable to staff and students)

1st Damage - ($50.00)
2nd Damage - ($75.00)
3rd Damage - ($100 plus Principal's discretion)

7. LOST OR STOLEN DEVICE

1st Incident - ($50.00)
2nd Incident - ($100.00)
3rd Incident - ($250.00 plus Principal's discretion)

***All damaged, lost, or stolen devices must be reported immediately to the school's *Help Desk*.**
****The school will file a police report for each lost or stolen device. Intentional damage or abuse to the device will result in a police report being filed.**
*****Unpaid fines will result in non-participation of extracurricular activities and/or graduation ceremonies.**

8. ALTERNATE DEVICES
No outside device may be used to replace the DCS device.

Statement of Responsibilities

The use of the Dothan City School technology resources (hardware, software, etc.) is a privilege, not a right. The privilege of using the technology resources provided by the district is not transferable or extendible by students to people or groups outside the district and terminates when a student is no longer enrolled in the district. These guidelines are provided to make all users aware of the responsibilities associated with efficient, ethical, and lawful use of technology resources. If a person violates any of the guidelines contained within this document, privileges may be terminated, access to the school district technology resources may be denied, and the appropriate disciplinary action may be applied. **Violations may result in disciplinary action up to and including suspension/expulsion for students. When applicable, law enforcement agencies may be contacted.** Disciplinary action will follow district policy and the guidelines contained within the Dothan City Schools Code of Conduct, as well as the guidelines contained within each respective school's Student Handbook.

Yearly Chromebook / Technology Fee
The Dothan City School system requires that a Chromebook / Technology Fee be purchased at the beginning of each school year. The fee will be $20.00 per student paid annually. This fee must be collected by the school that the student is attending at the beginning of each school year.

Device Identification

Technology devices will be labeled in the manner specified by the DCS Technology staff as directed by the DCS Technology Director. Devices will be identified in the following ways: Serial number, DCS label with barcode, asset number, GPS tracking number, and in any other identification procedure deemed reasonable and necessary by DCS Technology staff. Attempting to modify and/or delete such identifying marks and/or labels is a criminal act and may result in filing criminal claims with the appropriate local law enforcement agency

Parent/Guardian Responsibilities

- Discuss with your children the values and the standards you expect your children to follow with regard to the use and care of the device, and the use of the Internet, just as you do on the use of all media information sources such as the television, cell phones, movies, and radio.
- The parents release DCS and its personnel from any and all claims and damages of claims that may arise from the unauthorized use of the device to purchase products or services.
- The parents understand that it is impossible for DCS to restrict access to all controversial materials, and will not hold the school responsible for materials accessed on the network and agree to report any inappropriate device use to the respective building administration.

School Responsibilities

DCS reserves the right to review, monitor and restrict information stored on or transmitted via district owned equipment and to investigate inappropriate use of resources. In addition, the district may at any time utilize tracking software/services in order to track a device if lost or stolen. The school agrees to provide:

- Internet and email access to its students.
- Curricular apps and content.
- Filtering of inappropriate web content as able.
- Support using cloud based storage.
- Staff guidance to aid students in doing research and help assure student compliance of the guidelines contained within this document and those within the district's Code of Conduct.

Students Responsibilities

- Use computer/devices in a responsible and ethical manner.
- Follow the guidelines within this document.
- Report to a building administrator any email containing inappropriate or abusive language or if the subject matter is questionable.
- Return their device at the end of each school year following district procedures.
- Students, whom graduate early, withdraw, are expelled, or terminate enrollment at DCS for any other reason must return the district issued device and all additional items (case, charger and cable) by the date of termination to their respective building office.
- Check in your device for periodic updates. Do not update the device unless you are told to do so.
- Students are prohibited from plagiarizing (using as their own without citing the original creator) content including words or images, from the internet.
- Research conducted via the Internet should be appropriately cited, giving credit to the original authors. Students are prohibited from accessing sites that promote plagiarism. These sites should be reported to school personnel.

Student Activities Strictly Prohibited

- Using the school network for illegal activities such as copyright and/or license violations.
- Using the device as the vehicle for plagiarism.
- Unauthorized downloading of apps and/or jail-breaking of the device.
- Accessing and/or using websites or materials that are not in direct support of the curriculum or are deemed inappropriate for school.
- Vandalizing equipment and/or accessing the network inappropriately. Programs that are capable of hacking the network should not be possessed or used.
- Gaining unauthorized access anywhere on the network.
- Invading the privacy of individuals.
- Using and/or allowing use of another person's login/password to access the network.

- Being a passive observer or active participant with any unauthorized network activity.
- Participate in cyber-bullying of any person.
- Using objectionable language, photos or other content (e.g. racist, terroristic, abusive, sexually explicit, threatening, stalking, demeaning or slanderous).
- Obtaining, modifying, or using username/passwords of others.
- Modifying files belonging to another student.
- Attempting to access or accessing websites blocked by the school's internet filter.
- Downloading apps, streaming media, or playing games without permission of a teacher or administrator.
- Sending and/or forwarding emails that are chain letters, forwards, etc. via school mail.

Cyber-Bullying

The National Crime Prevention Council defines cyberbullying as "When the internet, cell phones, or other devices are used to send or post text or images intended to hurt or embarrass another person."

- Cyber-Bullying will not be tolerated and is strictly forbidden.
- The user should remember that digital activities are monitored and retained.

Report cyber-bullying immediately to school personnel.

Student Discipline

If a student violates any part of the above guidelines and procedures, he or she will be subject to consequences as listed in the ***Dothan City Schools Code of Conduct,*** *the respective school Student Handbook and Board policy.*

Correlation of Digital Device Infractions to the DCS Code of Conduct

Device Infractions	Class I, II, and III Offenses
Inappropriate communication (sending emails or messages)	• 203 - Use of obscene behavior (verbal, written, gesture) toward another person. • 250 - Written or verbal proposition to engage in sexual acts. • 304 - Profanity or Vulgarity – Use of obscene behavior (verbal, written, gesture) toward another person. The intentional, and or unintentional directing of obscene or profane language to a School Board employee.
Resetting a digital device	• 213 - Theft of Intellectual Property and Plagiarism – The unauthorized intentional or reckless removal or alteration of any computer or digital device program or other information contained in the computer system, digital device, or computer network, copying of copyrighted software, taking the ideas or writings of others and using them as your own. • 316 - Unauthorized use of a Computer System or Digital Device – the breaking into or otherwise entering a computer system or digital device to steal, delete files, corrupt data or other unauthorized or illegal purpose which damages computer/digital device hardware, software, records or programs belonging to the school. Including but not limited to entering or attempting to enter into any system, any information, data or command which would damage the system.
Taking or sending inappropriate pictures/video	• 203 - Use of obscene behavior (verbal, written, gesture) toward another person. • 250 - Written or verbal proposition to engage in sexual acts. • 301 - Gang Affiliation/Paraphernalia – Possession of gang paraphernalia, gang related materials or dress, recruitment of gangs (any act/behavior that communicated in any manner the recruitment, initiation, coercion, hazing, intimidation, revenge, retribution, or retaliation for gang membership or gang related activity. This includes disruption of school or school-sponsored activities.) • 304 - Profanity or Vulgarity – Use of obscene behavior (verbal, written, gesture) toward another person. The intentional, and or unintentional directing of obscene or profane language to a School Board employee.

Damaging a digital device	• 113 - Unauthorized Operation – unauthorized operation of a computer program by trial and error or unauthorized use of a school digital device or computer where damage to school property, hardware, software or records does not occur. • 140 - Littering of school property, incidental defacement, computer or digital device abuse • 323 - Vandalism/Property Damage – (Act 94-819) Destruction of and or defacing of staff, student, or district property and equipment.
Disrupting the classroom with a digital device (gaming, playing music)	• 101 - Distraction of other students – any behavior that alters the teaching process of the classroom or educational activity • 201 - Defiance of School Board employee's authority – any verbal or non-verbal overt refusal to comply with a reasonable directive or order of a School Board employee.
Stealing a digital device	• 114 - Unauthorized Searching – searching or browsing without authority on a digital device or computer; any information contained or available through use of the digital device or computer • 210 - Stealing, larceny, petty theft – the intentional, unlawful taking or carrying away of property valued at less than $100 belonging to, or in the possession or custody of another. • 315 - Stealing, larceny, grand theft – the intentional unlawful taking and or carrying away of property valued at $100.00 or more belonging to or in the lawful possession or custody of another. • 312 – Theft, Unauthorized use of school documents (i.e. excuses, grade books and tests) (STEALING A STAFF'S IPAD)
Downloading inappropriate apps	• 111 – Failure to follow specific instructions, disobedience • 201 – Defiance of School Board employee's authority – any verbal or non-verbal overt refusal to comply with a reasonable director or order of a School Board employee. • 216 – Intentionally misusing the computer or digital device so as to disrupt computer or digital device traffic including but not limited to sending excess quantities of date, repeatedly issuing improper and unauthorized commands, accessing and running of unauthorized software or hardware.

Refusing to give an username or password	• 214 - Unauthorized use of a password or an account owned or assigned by another user.
Downloading software to get around filters and firewalls and/or jail breaking the digital device	• 316 - Unauthorized use of a Computer System or Digital Device – the breaking into or otherwise entering a computer system or digital device to steal, delete files, corrupt data or other unauthorized or illegal purpose which damages computer/digital device hardware, software, records or programs belonging to the school. Including but not limited to entering or attempting to enter into any system, any information, data or command which would damage the system.

CELL PHONE/DIGITAL DEVICE IN A TESTING SETTING
(Alabama State Department of Education Policy)

Cell Phone/Digital Device in a Testing Setting By Students:

The possession of a digital device (including but not limited to cell phones, MP3 players, cameras, fitbits, applewatches, wireless ear buds, or other telecommunication devices capable of capturing or relaying information) **is strictly prohibited** during the administration of a secure test. School personnel will collect such devices before students can enter the testing room. If a student is observed in possession of a digital device during the administration of a secure test, the device will be confiscated.

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

** **Please Note**: Electronic Communication Devices will only be returned to the parent/guardian upon the request of said parent/guardian**

State of Alabama
Administrative Code 290-4-1-01(5)

The Alabama State Board of Education has adopted the criteria and procedure to ensure school or school system accountability for policies, rules, laws, and regulations relative to school safety and discipline. The State Board of Education will utilize these to determine if intervention by the State Superintendent is necessary as required by Alabama Code 16-6B-5.

(a) Failure of a school or school system to develop and implement the policies, rules, laws and regulations relative to school safety and discipline as published and disseminated annually by the State Superintendent.

(b) Failure of a school or school system to respond to legitimate and documented school safety and discipline concerns/incidents as determined by the State Superintendent after investigating the concerns/incidents. The State Superintendent will investigate the following requests/incidents to determine if assignment of SDE personnel to a school or school system for safety and discipline assistance is warranted.

1. A written request by official action of a local Parent/Guardian/professional/community organization, (e.g., PTA/PTO; ACSAS; civic club) or by a majority of the employees of a school or school system to the State Superintendent with evidence that a request was first submitted to the school principal; secondly the school system superintendent; and thirdly, the local board of education relative to specific school safety and discipline issues and no action was taken or action was inadequate as determined by the State Superintendent.

2. A written request by official action of a school sanctioned student organization to the State Superintendent with evidence that a request was first submitted to the school principal; secondly, the school system superintendent; and thirdly, the local board of education relative to specific school safety and discipline issues and no action was taken or action was inadequate as determined by the State Superintendent.

3. A written request by a local school principal with evidence that a request was first submitted to the local school superintendent and next, to the local board of education relative to specific school safety and discipline issues and no action was taken or action was inadequate as determined by the State Superintendent.

4. An official request by a local superintendent of education.

5. An official request by a majority vote of a local board of education.

6. A person killed or seriously injured at school or a school related activity as a result of a violent act.

(c) Release from Financial, Academic, or School Safety & Discipline Intervention. Intervention for financial, academic, or school safety and discipline reasons shall remain in place until such time as either condition improves to an acceptable standard as determined by the State Superintendent. A local board may petition the State Board of Education for release from the state intervention by showing acceptable improvement on achievement, financial stability, safety and discipline, or for other just cause. The State Board, following a hearing shall have final determination on the matter of release from state intervention.

CONSEQUENCES AND PROCEDURES

Before and After-School Detention
The principal or designee has the authority to assign students to a designated area (detention hall) on campus prior to the beginning of school or at the end of the regular school day for a reasonable and specified period of time as a disciplinary action. The Parent/Guardian is responsible for providing transportation. A reasonable attempt will be made to notify the Parent/Guardian either by written notice or by phone prior to the assignment of a student to detention. If the Parent/Guardian can be notified on the day of the misbehavior, the student will be assigned on that day. If not, the student will be assigned at a later time.

Parent/Guardian Conferences
In the event of the continued misconduct of a student, Parent/Guardian is required under the laws of Alabama to attend a Parent/Guardian Conference with the teacher and/or school officials to discuss the conduct of the student. (Act 94-782)

Disciplinary Probation
Disciplinary probation is a period of time specified in the probation contract during which a student must correct his/her behavior while abiding by all regulations that govern student behavior. The principal or designee, the superintendent, and the Board of Education have the authority to place a student on disciplinary probation for a reasonable and specified period of time and to require the Parent/Guardian's and student's signature on a contract specifying the conditions of the probation. The staff members involved in the actions will assist in monitoring the student's adjustment to the school environment. School counseling, Parent/Guardian involvement which may include the Parent/Guardian attending school with the student, and other forms of assistance may be part of the probation contract.

Writing Assignments
Repetitive writing of sentences as a consequence for violating school rules will not be used. If writing assignments are used as a part of consequences, they will be used as a teaching and learning tool. For example, students may be required to write an essay on discipline or appropriate behavior in the classroom, or a paper on how to correct their behavior.

Work Assignments
The principal or designee has the authority to assign supervised activities related to the upkeep and maintenance of school facilities as a disciplinary action for a reasonable and specified period of time. Work assignments are not intended to interfere with any student's regular class schedule.

The Parent/Guardian will be responsible for providing transportation in these instances. The Parent/Guardian will be notified prior to the student's placement on a work assignment.

Physical Restraint
The principal or designee has the authority to use reasonable physical force to restrain a student from abusing or attempting to abuse himself, other students, teachers, administrators, Parent/Guardian, or other staff members. This action may be necessary to stop assaultive behavior and to ensure to the extent possible the care, welfare, safety, and security of students and staff members. This must be done in a reasonable manner to protect all parties involved. Law enforcement officials may be called to assist in the enforcement of this action.

Denial of Privileges
Teachers and administrators may deny students privileges from participation in school activities as a punishment for misconduct.

Suspension
Suspension, out of school, is defined as the temporary removal of a student from school for violation of school rules and regulations. The authority to suspend a student from school rests entirely with the principal of the school. All suspensions should be for a specified number of days. Suspensions will be counted as excused absences. However, the student will be given the opportunity to recover zeros through Saturday School. Suspensions are counted as excused absences. **Students may not participate in any school curricular, co-curricular, extra-curricular activities, or be on the school campus during the period of suspension.**

An in-school conference with the Parent/Guardian or other approved representative of the student's family is required prior to the re-entry of a suspended student in school. This conference may be held at the time of suspension or at the time of re-entry

to school. Parent/Guardian who does not attend such conferences may have warrants filed requiring their arrest for failure to attend a school conference and to require the child to properly conduct him/herself in school.

The principal or designee may suspend a student for cause as specified in the Code of Student Conduct. Suspension for criminal acts shall be effective until the date of the administrative hearing. Suspensions shall not accumulate for Truancy Court. Students on suspension are not sent to Truancy Court.

In-School Suspension
In-School Suspension is a structured disciplinary action in which a student is isolated or removed from regular classroom activities but is not dismissed from the school setting. The principal or designee has the authority to assign students to the in-school suspension program for a reasonable and specified period of time. All principals will follow the Board approved in-school suspension procedures.

P.A.S.S. ACADEMY/ Off-School Site Alternative Programs
P.A.S.S. Academy/Off-School Site Alternative Programs assignments are made as a last resort prior to a recommendation for expulsion from the Dothan City Schools. Students assigned to these programs are provided a structured school setting for a specified period of time.

Expulsion
Expulsion is defined as the removal of a student for a period of time longer than allowed by suspension for violation of school rules or regulations. **Only the Dothan City School Board of Education and / or Student Disciplinary Tribunal has the authority to expel a student from the school system**. Any student expelled and desiring to return to school must apply for re-admission by letter to the Superintendent of Schools with a copy to the principal of the school to which the student is applying for re-admission.

Saturday School
Saturday School is a disciplinary alternative open to each school. Students who misbehave in class take time from the learning environment. Saturday School gives the student an opportunity to repay the time owed as a consequence of the misbehavior and time taken from class.

Readmission
If a high school student withdraws during the semester due to failing grades or non-attendance, the student will be required to apply for readmission to Dothan City Schools. To insure academic success, Parent/Guardian should complete readmission request two weeks before beginning of new semester. **Readmission conference with the parent/guardian and a school administrator is required. All applications for readmission will be reviewed.**

Mediation
Mediation is a disciplinary process in which two individuals in conflict choose to use a formal process to discuss the problem and develop solutions to prevent further conflict.

Behavioral Counseling
Behavioral Counseling is an approved disciplinary action. Parent/Guardian may be encouraged to enroll students in off-campus, counseling programs. Students may be required to participate in In-School Behavioral Counseling programs. All students suspended and/or assigned to P.A.S.S. Academy may be required to participate in school-based behavioral counseling as scheduled at the school.

Student Driving Privileges on Campus
Driving a personal vehicle to school and on school campus is a privilege. All students must follow administrators' guidelines. Failure to follow these guidelines could result in revocation of driving privileges.
Students must report any vehicle accident that occurs on school campus to that school's Resource Officer. Accidents not reported to the School Resource Officer could result in revocation of driving privileges on the school campus.

AUTHORITY TO ADMINISTER PROGRAM OF STUDENT CONDUCT

The principal of a school is vested by the Code of Alabama with the authority to administer the program of student conduct in the school of assignment. The principal may:

- take disciplinary actions authorized by the Board of Education,
- suspend students for causes as specified in the ***Code of Student Conduct***,
- may recommend the expulsion of a student, and
- take other actions deemed necessary to maintain order in the school environment.

In matters of school discipline, the decision of the principal is final if decisions are consistent with Board policy and federal and state laws.

In all recommendations for an expulsion, the Parent/Guardian and student must be given the right to a hearing before the Board of Education.

DISCIPLINARY ACTIONS FOR EXCEPTIONAL STUDENTS

Exceptional students and students with handicapping conditions are those students as defined in the Alabama Exceptional Child Education Act (excluding gifted), the Individuals with Disabilities Education Act (IDEA), the Alabama Code for Special Education Service (as published by the Alabama Department of Education), and Section 504 of the Rehabilitation Act of 1973. All rules and regulations governing students as defined above shall be in conformity with applicable regulations. **If a student subject to discipline is identified as exceptional, you must consult and follow the disciplinary procedures outlined by the Department of Exceptional Student Services before imposing discipline involving a change of placement of more than 10 cumulative school days.**

Alicia Hales– IDEA Coordinator	793-1397, ext. 236243
Lee Jacobs – ADA, Title VI	793-1397, ext. 236250
Debra Wright—Title IX Coordinator	793-1397, ext. 236209

PROBLEM SOLVING TEAM (PST)

A designated general education committee is designed to meet the needs of general education students at-risk of failure due to academics, behavior, or drop-out. For more information contact the School Principal or the School PST Chairperson.

STUDENT DISCIPLINE, RULES OF CONDUCT, AND ATTENDANCE

The Dothan City Board of Education requires that all students enrolled in the city schools conduct themselves in a manner that facilitates the educational process. In the ***Code of Student Conduct***, the Board of Education has established specific classifications of misbehaviors and the appropriate disciplinary consequences to deal with these violations of student conduct. The Board in approving the ***Code of Student Conduct*** desires to:

- ensure that the educational process in the schools is not disrupted because of the behavior of enrolled students, and
- provide for the care, welfare, safety, and security of both students and school Board employees, and
- meet all requirements of the Alabama State Board of Education and the laws of Alabama.

Violations are classified into three groups: Class I, II, and III. Those that have an asterisk are violations of the law. It is mandatory that these violations be reported to law enforcement agencies using established procedures.

Class I violations will be handled through individual school and class management plans.

On Class I and II violations, in which the principal has a range of disciplinary consequences, the school principal, working with the school management team will develop a sequence of consequences to be consistently and equitably followed in making disciplinary decisions. A copy of each school's plan for Class I and Class II violations, in which there is a range of disciplinary consequences, shall be filed with the office of the Superintendent of schools.

The described disciplinary consequences are the normally expected consequences. However, in the event a violation is not specifically listed but is commonly known to be unacceptable behavior, against the law, or an extremely severe case of threatening the care, welfare, safety, and security of an individual or the school, the administration may impose and/or recommend more severe punishment as dictated by the circumstances.

DOTHAN CITY SCHOOLS PERSONAL ELECTRONIC COMMUNICATION DEVICE POLICY & CONSEQUENCES

The Dothan City School Board recognizes that students carry personal electronic communication devices. Schools Board Members also recognize that parents provide these devices for their children so they can be in touch in case of emergency.

School requires a students' attention. In recent times, personal electronic devices have become a distraction in the classroom and also a source of concern; especially when used to video or take pictures of other students, or bully using electronic methods.

Please note that in case of extreme emergency, for example, a lockdown situation or active shooter, law enforcement shares that multiple cell phones and calls jam their systems and also false statements of the situation can be shared which often confounds the work of school officials, law enforcement, and emergency services.

For the above reasons, the following is being proposed:
The unauthorized use of personal electronic communication devices will not be allowed during school hours. Students are explicitly prohibited from using any type of electronic device to record audio or video segments at any school function or event, or to have the devices turned on during instructional periods. Transportation will allow cell phones on the bus if the phone is on silent or vibrate. Nothing in the policy shall prohibit a teacher or school official from allowing the use of these devices in a productive manner as part of an instructional lesson, approved specialized project, or for specific research with principal's prior approval per lesson plan. Under extenuating circumstances (health condition of family members, etc.), students may be granted temporary waivers by the local administrators to keep the devices on.

Consequences:

- If a student is guilty of unauthorized use of the device during school hours, the device will be taken and held by the school official. The parent or guardian will be contacted and expected to pick the device up at the school.
- Violation of this policy for the **second** time will result in the seizure of the device and five (5) day Out-of-School Suspension.
- Subsequent violations will result in confiscation of device thirty (30)-day placement at P.A.S.S. Academy.
- Refusal to surrender the device when asked by the school official will be considered a Code of Conduct Class III- Code 399- offense. The student will receive ninety (90) days at PASS Academy as a consequence.
- Devices emitting notifications / sounds while NOT in use (i.e. in purses and or bookbags) during instructional / class time is considered accidental. However, if device emits notification / sound more than once in the same classroom, or in other classrooms, on the same day, this will be considered a violation of the Personal Communication Electronic Device Policy. Therefore, the above consequences will be issued.
- The distribution or presentation of electronic recordings or video material of students that may be construed as illegal, forms of bullying or harassment, or may cause disruptive activities within the school body, will also result in a Code of Conduct Class III-Code 399- offense, and 90 days at PASS Academy as a consequence. Students guilty of this level of offense for violation of this policy shall also lose their privilege to possess any electronic device on campus for the remainder of the school year, and may be subject to random searches of their possessions to ensure compliance with this prohibition. The board also reserve the right to legally prosecute any student suspected of criminal activity through the inappropriate use of electronic devices.

The board assumes no responsibility for loss, theft of any personal cell phone or communication devices.

LEVELS OF INTERVENTION AND CONSEQUENCES

The class levels shown are designed to guide the teacher, school administrator and superintendent in using interventions and consequences based on the student's action with regard to classroom, school and school system rules. The objective is to motivate students to change or reframe from negative behavior.

Class I

Classroom Interventions: Class I behavior is considered minor behavior offenses in which the teacher / school staff attempts to resolve the behavior through classroom management. Keep in mind that the parent / guardian will be contacted if student commits a Class I offense (via telephone, email, text, Parental Involvement Specialist).

- Verbal Correction
- Change in seating chart
- Parent/Guardian Conference (Communication log)
- Loss of classroom privileges
- Teacher / student conference
- Break / recess detention
- Reminders and redirection
- Detention
- Shelter Card
- Loss of school activity privileges
- Silent lunch

Interventions

- Parent / Guardian notification
- Mentoring
- Peer Mediation
- Community organization mediation
- Conflict Resolution
- Referral to after-school program
- Referral to school-based health (S4)
- Referral to IEP or 504 Team
- Restitution
- Positive Behavior Intervention Support Team

Class II

Teacher / School Administration Intervention: Class II behavior is considered behavior offenses that are not severe but do require the attention of the school administration. It needs to be stressed to the student that this behavior, continued, can be considered serious and will not be tolerated at the school. Keep in mind that the parent / guardian will be contacted if student commits a Class II offense (via telephone, email, text, Parental Involvement Specialist).

- Referral to school administration
- In-School Suspension (1 – 5 days)
- Change in class schedule
- Community organization mentoring
- Lunch Detention
- Parent / guardian conference
- Revision of any current behavior plans
- Alternative placement in school during the regular day
- Detention (1 – 5 days)
- Loss of privileges
- Restitution
- Referral to school counselor
- Loss of school activities privileges
- Positive Behavior Intervention Support Team

Class III

School Administration /Superintendent / School Board Intervention: Class III behavior offenses are considered serious offenses. The student needs to be made aware that these offenses will lead to out- of –school suspensions, placement at an alternative school setting and / or removal permanently from the school system. Under the law, some Class III offenses requires school administration and superintendent to contact and involve the School Resource Officer (SRO). Also, it is important to remember that school safety is the main concern when it comes to all children in the school system. Keep in mind that the parent / guardian will be contacted if student commits a Class III offense (via telephone, email, text, Parental Involvement Specialist).

- Parent / Guardian notification
- Short-Term Suspension (1 -5 Days)
- Long – Term Suspension (6 – 10 Days)
- Contact Juvenile Probation Office (JPO)
- Placement at alternative school - P.A.S.S. Academy (see alternative school placement program)
- Permanent placement at alternative school – P.A.S.S. Academy
- Revision to IEP or 504 Plan
- Referral to IEP Team for manifestation determination for students with disabilities
- Permanent expulsion from school system

CLASSIFICATIONS OF VIOLATIONS

Violations of the Code are divided into three Classes: Class I, Class II, and Class III. In the following classes of violations and disciplinary procedures, the student will be provided with due process before any disciplinary action is taken. All factors surrounding each incident may be considered by an administrator in determining the category to be used. Each teacher will deal with general classroom disruption through effective classroom management and involvement of Parent/Guardian, guardians, or school counselors. Only when the action taken by the teacher is ineffective, or the disruption is severe, should the student be referred to the principal or his/her designee.

NOTE: Principal or designee will assign interventions, as needed, to students that repeat infractions of Class I Offenses.

DISCIPLINARY ACTIONS FOR ELEMENTARY SCHOOLS
CLASS I OFFENSES

1st Offense – Violations will be referred/handled through class and school management plans approved by the principal and parent/guardian will be contacted.

2nd Offense – Referral to the principal and parent/guardian will be contacted.
The principal at his/her discretion, may take one or more the of the following actions:

- Alternative placement in school during the regular school day
- Detention or ISS

3rd Offense or Multiple Class I's – same as Class II Incident

Elementary Class I Offenses	
101	Distraction of other students – any behavior that alters the teaching process of the classroom or educational activity
102	Quarreling, harassment, or intimidation of students – the intentional, unlawful threat by word to do violence to another student
103	Nonconformity to dress code
105	Inappropriate public display of affection
110	Minor physical conflict (ex: pushing, shoving which stops upon direction)
111	Failure to follow specific instructions, disobedience
112	Use of profane language
113	Unauthorized Operation – Possession and/or use of a personal tracking device, recording device, and/or electronic communication device. This includes unauthorized operation of a computer program by trial and error or unauthorized use of a school digital device or computer where damage to school property, hardware, software or records does not occur.
114	Unauthorized Searching – searching or browsing without authority on a digital device or computer; any information contained or available through use of the digital device or computer.
140	Littering of school property, incidental defacement, computer or digital device abuse

NO STUDENT WILL BE SUBJECT TO DISCIPLINARY CONSEQUENCES WITHOUT BEING ACCORDED DUE PROCESS BY HAVING AN OPPORTUNITY TO ADMIT, DENY, OR EXPLAIN THE CHARGES.

Note: SIR Codes to be recorded as applicable.

NOTE: Principal or designee will assign interventions, as needed, to students that repeat infractions of Class II Offenses.

DISCIPLINARY ACTIONS FOR ELEMENTARY SCHOOLS
CLASS II OFFENSES

1st Offense – Alternate Placement in school designated by the principal or admin
2nd Offense – 1-3 days out of school suspension
3rd Offense – 3-5 days out of school suspension
4th Offense – Refer to code 300

Elementary Class II Offenses	
200	Multiple Class Offenses - students that have accumulated three (3) Class I referrals within a nine (9) week period or six (6) Class I referrals within a semester.
201	Major Distraction of other students – any behavior that disrupts or interferes with the teaching process of the classroom or educational activity
202	Possession and/or use of tobacco products, lighters, matches, electronic cigarettes, etc. – possession on the person, or in the effects of a student.
203	Use of obscene behavior (verbal, written, gesture) toward another person.
204	Intimidation, harassment, and/or of students – the intentional, unlawful threat by word to another student.
208	Use or possession of obscene and/or pornographic materials
210	Stealing, larceny, petty theft – the intentional, unlawful taking or carrying away of property valued at less than $100 belonging to, or in the possession or custody of another.
212	Sexual misconduct – statements of profane connotation or harassment; or any inappropriate touching of another person.
213	Theft of Intellectual Property and Plagiarism – The unauthorized intentional or reckless removal or alteration of any computer or digital device program or other information contained in the computer system, digital device, or computer network, copying of copyrighted software, taking the ideas or writings of others and using them as your own.
214	Unauthorized use of a password or an account owned or assigned by another user.
216	Intentionally misusing the computer or digital device so as to disrupt computer or digital device traffic including but not limited to sending excess quantities of data, repeatedly issuing improper and unauthorized commands, accessing and running of unauthorized software or hardware.
218	Possession of and/or use of a Laser Device.
220	Physical conflicts (ex. Pushing, shoving, slapping, kicking, spitting) which stops when directed to do so (It should be understood that the principal or his designee shall investigate all fights and make appropriate decisions concerning the roles of each participant.)
230	Threats – gestured, verbal or written or printed communication threatening an injury to the person, property or reputation of another.

235	Trespassing – willfully entering or remaining in any school property without being authorized, licensed, or invited, refusing to depart when warned by an authorized person to do so.
240	Possession of and/or igniting fireworks or firecrackers.
245	Unjustified activation of a fire alarm system or fire extinguisher.
250	Written or verbal proposition to engage in sexual acts.
275	Leaving class, not attending class, or campus without written permission.
280	Possession of a toy gun or water gun that is not used in the commission of an aggressive act toward another person. ➢ **1st Offense** - Parent / guardian will be contacted and one (1) to three (3) days suspension ➢ **2nd Offense** – Parent / guardian will be contacted and refer to Code #308
285	Possession of a small pocketknife on school campus. ➢ **1st Offense** – Referral to the principal and parent/guardian will be contacted. **The Principal, at his/her discretion, may take one or more of the following actions:** • Alternative placement in school during the regular school day • Detention ➢ **2nd Offense** – Parent/Guardian Contacted and One (1) – Five (5) days out-of-school suspension. ➢ **3rd Offense** – Refer to Code #303
299	Any other violation which in discretion of the principal may deem reasonable to fall within this category after consideration of extenuating circumstances – principal must specify on the referral the exact violation. ➢ **1st Offense** - Parent / guardian will be contacted and one (1) to five (5) days suspension ➢ Parent/Guardian Contact and Recommendation of expulsion from the Dothan City Schools – recommendations go to the Student Disciplinary Tribunal for a hearing.

NOTE: Principal or designee will assign interventions, as needed, to students that repeat infractions of Class III Offenses.
NOTE: Infractions in RED indicate immediate recommendation for expulsion.

DISCIPLINARY ACTIONS FOR ELEMENTARY SCHOOLS
CLASS III OFFENSES

Elementary Class III Offenses	
300	Multiple Class II Offenses – students that have accumulated three (3) Class II referrals within a nine (9) week period or six (6) Class II referrals within a semester. **Principal will issue one or more of the following:** • Parent/Guardian Contact and One (1) - Five (5) days Out-of-School Suspension. • Parent/Guardian Contact and Recommendation for Alternative Program/ P.A.S.S. Academy. • Parent/Guardian Contact and Recommendation of expulsion from the Dothan City Schools – recommendations go to the Superintendent and then to the Board of Education Student Disciplinary Tribunal for a hearing.
301	Gang Affiliation/Paraphernalia – Possession of gang paraphernalia, gang related materials or dress, recruitment of gangs (any act/behavior that communicated in any manner the recruitment, initiation, coercion, hazing, intimidation, revenge, retribution, or retaliation for gang membership or gang related activity. This includes disruption of school or school-sponsored activities.) • Parent/Guardian Contact and Recommendation of expulsion from the Dothan City Schools – recommendations go to the Student Disciplinary Tribunal for a hearing.
302	Fighting - Any significant physical conflict, hitting or other contact, exchange of blows between two or more individuals, or physical conflict in which injury occurs or fighting continued. **Principal will issue one or more of the following:** • Parent/Guardian Contact and One (1) - Five (5) days Out-of-School Suspension. • Parent/Guardian Contact and Recommendation for Alternative Program/ P.A.S.S. Academy. • Parent/Guardian Contact and Recommendation of expulsion from the Dothan City Schools – recommendations go to the Superintendent and then to the Board of Education Student Disciplinary Tribunal for a hearing.
303	Small Pocket Knife – Possession of a small pocket knife with intent to threaten or cause harm. • Parent/Guardian Contact and Recommendation of expulsion from the Dothan City Schools – recommendations go to the Student Disciplinary Tribunal for a hearing.
304	Profanity or Vulgarity – Use of obscene behavior (verbal, written, gesture). The intentional directing of obscene or profane language to a School Board employee. **Principal will issue one or more of the following:** • Parent/Guardian Contact and One (1) - Five (5) days Out-of-School Suspension. • Parent/Guardian Contact and Recommendation for Alternative Program/ P.A.S.S. Academy. • Parent/Guardian Contact and Recommendation of expulsion from the Dothan City Schools – recommendations go to the Student Disciplinary Tribunal for a hearing.
305	Unauthorized Activities – Unauthorized activities/organizations – any attempt to use the school day for activities or organizational meetings that are not school-related, school-sponsored, and approved by the school administrator. **Principal will issue one or more of the following:** • Parent/Guardian Contact and One (1) - Five (5) days Out-of-School Suspension. • Parent/Guardian Contact and Recommendation for Alternative Program/ P.A.S.S. Academy. • Parent/Guardian Contact and Recommendation of expulsion from the Dothan City Schools – recommendations go to the Student Disciplinary Tribunal for a hearing.

306	Drugs, drug paraphernalia, to include imitation/simulated drugs, or alcoholic beverages, including prescription medication. (See medication policy pages 40-41) – unauthorized possession of, transfer, or sale of or under the influence of to any degree, use of prior to attending any school sponsored activity subject to the jurisdiction of the Board (Act 94-783) • Parent/Guardian Contact and Recommendation of expulsion from the Dothan City Schools – recommendations go to the Student Disciplinary Tribunal for a hearing.
307	*Assault upon a School Board Employee (Act 94-794) (expulsion recommendation required) The student: ➢ Intentionally causes physical injury to a school Board employee, or ➢ Recklessly causes physical injury to a school Board employee, or ➢ Recklessly, negligently or wantonly causes physical injury to a school Board employee with a weapon or dangerous weapon, or ➢ Intentionally, recklessly or wantonly prevents a school Board employee from performing a lawful duty and physical injury is caused to that school Board employee, or ➢ Intentionally or recklessly assaults a school Board employee. • Parent/Guardian Contact and Recommendation of expulsion from the Dothan City Schools – recommendations go to the Student Disciplinary Tribunal for a hearing.
308	*Handgun, Rifle, Firearm, Explosive, Weapon, Knife, Other - (Any student determined to have brought a weapon/firearms to school shall be expelled for a period of not less than one year. The Superintendent shall be required to make a recommendation of expulsion; however, the expulsion requirement may be modified by the Board for a student on a case-by-case basis) Act 94-817 – Weapon; Act 94-820 – Loss of Driver's License Possession/use/discharge of a firearm or anything manifestly designed, made or adapted for the purposes of inflicting death or serious physical injury, and such term shall include, but is not limited to, firearm as defined below, or a switch-blade knife, gravity knife, stiletto, sword or dagger, or the billy, black-jack, bludgeon or metal knuckles, box cutter and razor blades, all firearms as defined below, whether loaded or unloaded, other guns of all types including pellet, B-B, stun, look-a-like, non-functioning guns that could be used to threaten others, numb chucks, throwing stars or clubs, explosives, poisons, poisonous gas, chemicals or substances capable of causing bodily harm, slingshots, bows and arrows or any other device or instrument used to intimidate, threaten, or inflict harm. The term "firearm" means firearms as defined in 18 U.S.C. 921 as follows: ➢ any weapon which will or is designed to or may readily be converted to expel a projectile by the action of an explosive, ➢ the frame or receiver of any weapon described above, ➢ any firearm muffler or firearm silencer, ➢ any explosive, incendiary or poison gas, (bomb, grenade, rocket having a propellant charge of more than four ounces, missile having an explosive or incendiary charge of more than one-quarter ounce, mine, similar combination or parts either designed or intended for use in converting any device into any destructive device and from which destructive device may be readily assembled). • Parent/Guardian Contact and Recommendation of expulsion from the Dothan City Schools – recommendations go to the Student Disciplinary Tribunal for a hearing.
309	*Bomb Threats – To unlawfully place any person in fear of bodily harm by threat of explosives by any means of communication regardless as to whether or not a bomb actually exists. • Parent/Guardian Contact and Recommendation of expulsion from the Dothan City Schools – recommendations go to the Student Disciplinary Tribunal for a hearing.
310	*Sexual Battery, Sexual Harassment, Sexual Offenses – including, but not limited to harassment, inappropriate touching, intercourse, attempted rape or rape. (see sexual harassment on pages 39-40) • Parent/Guardian Contact and Recommendation of expulsion from the Dothan City Schools – recommendations go to the Student Disciplinary Tribunal for a hearing.

311	*Aggravated battery – intentionally causing serious bodily harm, disability or permanent disfigurement, or the use of a deadly weapon. • Parent/Guardian Contact and Recommendation of expulsion from the Dothan City Schools – recommendations go to the Student Disciplinary Tribunal for a hearing.
312	*Inciting or participating in a major student disorder – leading, encouraging or assisting in major disruptions which may result in destruction or damage of private or public property or personal injury to participants or others. Restitution may be required for damages. **Principal will issue one or more of the following:** • Parent/Guardian Contact and One (1) - Five (5) days Out-of-School Suspension. • Parent/Guardian Contact and Recommendation for Alternative Program/ P.A.S.S. Academy. • Parent/Guardian Contact and Recommendation of expulsion from the Dothan City Schools – recommendations go to the Student Disciplinary Tribunal for a hearing.
313	*Unprovoked assault and/or attack on another individual **Principal will issue one or more of the following:** • Parent/Guardian Contact and One (1) - Five (5) days Out-of-School Suspension. • Parent/Guardian Contact and Recommendation for Alternative Program/ P.A.S.S. Academy. • Parent/Guardian Contact and Recommendation of expulsion from the Dothan City Schools – recommendations go to the Student Disciplinary Tribunal for a hearing.
314	*Threats to a School Board Employee – The intentional, threat by word, whether communicated in person, writing or by telephone or electronic device to do violence to teachers or some other employee. • Parent/Guardian Contact and Recommendation of expulsion from the Dothan City Schools – recommendations go to the Student Disciplinary Tribunal for a hearing.
315	*Stealing, larceny, grand theft – the intentional unlawful taking and or carrying away of property valued at $100.00 or more belonging to or in the lawful possession or custody of another. Restitution may be required for damages. **Principal will issue one or more of the following:** • Parent/Guardian Contact and One (1) - Five (5) days Out-of-School Suspension. • Parent/Guardian Contact and Recommendation for Alternative Program/ P.A.S.S. Academy. • Parent/Guardian Contact and Recommendation of expulsion from the Dothan City Schools – recommendations go to the Student Disciplinary Tribunal for a hearing.
316	Unauthorized use of a Computer System or Digital Device – the breaking into or otherwise entering a computer system or digital device to steal, delete files, corrupt data or other unauthorized or illegal purpose which damages computer/digital device hardware, software, records or programs belonging to the school. Including but not limited to entering or attempting to enter into any system, any information, data or command which would damage the system. **Principal will issue one or more of the following:** • Parent/Guardian Contact and One (1) - Five (5) days Out-of-School Suspension. • Parent/Guardian Contact and Recommendation for Alternative Program/ P.A.S.S. Academy. • Parent/Guardian Contact and Recommendation of expulsion from the Dothan City Schools – recommendations go to the Student Disciplinary Tribunal for a hearing.
318	Medical Excuses – the unauthorized use of, forgery of, and distribution of physician's medical excuses. **Principal will issue one or more of the following:** • Parent/Guardian Contact and One (1) - Five (5) days Out-of-School Suspension. • Parent/Guardian Contact and Recommendation for Alternative Program/ P.A.S.S. Academy. • Parent/Guardian Contact and Recommendation of expulsion from the Dothan City Schools – recommendations go to the Student Disciplinary Tribunal for a hearing.
319	*Intimidation of students – The intentional or unlawful threat by verbal, written or physical communication to do violence intended to endanger the life or health of another student. This includes threat by extortion. **Principal will issue one or more of the following:** • Parent/Guardian Contact and One (1) - Five (5) days Out-of-School Suspension. • Parent/Guardian Contact and Recommendation for Alternative Program/ P.A.S.S. Academy. • Parent/Guardian Contact and Recommendation of expulsion from the Dothan City Schools – recommendations go to the Student Disciplinary Tribunal for a hearing.

320	*Arson – The willful and malicious burning of any part of school property. • Parent/Guardian Contact and Recommendation of expulsion from the Dothan City Schools – recommendations go to the Student Disciplinary Tribunal for a hearing.
321	Theft, Unauthorized use of school documents (i.e., excuses, grade books and tests) **Principal will issue one or more of the following:** • Parent/Guardian Contact and One (1) - Five (5) days Out-of-School Suspension. • Parent/Guardian Contact and Recommendation for Alternative Program/ P.A.S.S. Academy. • Parent/Guardian Contact and Recommendation of expulsion from the Dothan City Schools – recommendations go to the Student Disciplinary Tribunal for a hearing.
322	*Fire Alarm – Rendering a false alarm – knowingly causing a false alarm or fire or other emergency involving danger to person or property – Unjustified activation of a fire alarm system or fire extinguisher. **Principal will issue one or more of the following:** • Parent/Guardian Contact and One (1) - Five (5) days Out-of-School Suspension. • Parent/Guardian Contact and Recommendation for Alternative Program/ P.A.S.S. Academy. • Parent/Guardian Contact and Recommendation of expulsion from the Dothan City Schools – recommendations go to the Student Disciplinary Tribunal for a hearing.
323	*Vandalism/Property Damage – (Act 94-819) Destruction of and or defacing of staff, student, or district property and equipment. • Parent/Guardian Contact and Recommendation of expulsion from the Dothan City Schools – recommendations go to the Student Disciplinary Tribunal for a hearing.
324	*Harassment – A person commits the act of harassment if, with intent to injure, or disturb persistently another person, he/she: • Strikes, shoves, kicks, or otherwise touches a person or subjects him to physical contact. A person commits the crime of harassing communication if, with intent to injure or disturb persistently another person he/she: • Communicates with a person, anonymously or otherwise, by telephone, telegraph, mail, or any other form of written or electronic communication in a manner likely to disturb persistently. • Makes a telephone call, whether or not a conversation ensues, with no purpose of legitimate communication. • Telephones another person and addresses to or about such other person any lewd or obscene words or language. This includes a threat, verbal or nonverbal, made with intent to carry out the threat that would cause a reasonable person who is the target of the threat to fear for his or her safety. **Principal will issue one or more of the following:** • Parent/Guardian Contact and One (1) - Five (5) days Out-of-School Suspension. • Parent/Guardian Contact and Recommendation for Alternative Program/ P.A.S.S. Academy. • Parent/Guardian Contact and Recommendation of expulsion from the Dothan City Schools – recommendations go to the Student Disciplinary Tribunal for a hearing.
333	School-Wide Threat – A threat, verbal or nonverbal, that would cause a reasonable person to fear for his or her safety and results in disruption of the learning environment. (This threat can be made on or off campus). • Parent/Guardian Contact and Recommendation of expulsion from the Dothan City Schools – recommendations go to the Student Disciplinary Tribunal for a hearing.
399	Other incidents – Any other violation which in the discretion of the principal may deem reasonable to fall within this category after consideration of extenuating circumstances - principal must specify on the referral the exact violation. **Principal will issue one or more of the following:** • Parent/Guardian Contact and One (1) - Five (5) days Out-of-School Suspension. • Parent/Guardian Contact and Recommendation for Alternative Program/ P.A.S.S. Academy. • Parent/Guardian Contact and Recommendation of expulsion from the Dothan City Schools – recommendations go to the Student Disciplinary Tribunal for a hearing.

NOTE: Principal or designee will assign interventions, as needed, to students that repeat infractions of Class I Offenses.

DISCIPLINARY ACTIONS FOR SECONDARY SCHOOLS
CLASS I OFFENSES

1st Offense – 1 Day ISS
2nd Offense – 2 Days ISS, parent will be contacted.
3rd Offense – 3 Days ISS, parent will be contacted.
4th Offense – Refer to code 200, parent will be contacted.

Secondary Class I Offenses	
101	Distraction of other students – any behavior that alters the teaching process of classroom/educational activity
102	Quarreling, minor harassment
103	Nonconformity to dress code/uniform policy
105	Inappropriate public display of affection
107	Locker abuse, incidental defacement, littering of school property
109	Sitting in parked vehicle after arriving at school or returning to vehicle during the school day without permission
110	Minor physical conflicts (ex. Pushing, shoving) which stops when directed to do so (It should be understood that the principal or his designee shall investigate all fights and make appropriate decisions concerning the roles of each participant.)
111	Failure to follow specific instructions, disobedience
112	General use of profane or obscene language
113	Unauthorized Operation – unauthorized operation of a digital device, computer program by trial and error, or unauthorized use of a school computer or digital device where damage to school property, hardware, software or records does not occur.
114	Unauthorized Searching – searching or browsing without authority on a computer or digital device; any information contained or available through the use of the computer or digital device.
199	Any other violation, which in the discretion of the principal may deem reasonable to fall within this category after consideration of extenuating circumstances.

NO STUDENT WILL BE SUBJECT TO DISCIPLINARY CONSEQUENCES WITHOUT BEING ACCORDED DUE PROCESS BY HAVING AN OPPORTUNITY TO ADMIT, DENY, OR EXPLAIN THE CHARGES.
***Repeated offenses may result in disciplinary action as specified under Consequences for Class II Violations**.

NOTE: Principal or designee will assign interventions, as needed, to students that repeat infractions of Class II Offenses.

DISCIPLINARY ACTIONS FOR SECONDARY SCHOOLS
CLASS II OFFENSES

1st Offense – 3 Days ISS or 1 day OSS
2nd Offense – 5 Days ISS or 2 days OSS
3rd Offense – 4 Days OSS
4th Offense – Refer to Code 300

Secondary Class II Offenses	
200	Multiple Class I Offenses - students that have accumulated four (4) Class I referrals on a yearly basis. ➢ **1st Offense** – Parent/Guardian Contact and 3 days ISS or 1 day OSS ➢ **2nd Offense** – Parent/Guardian Contact and 5 days ISS or 2 days OSS ➢ **3rd Offense** – Parent/Guardian Contact and 4 days Out of School Suspension and Intervention (PBIS) ➢ **4th Offense –** Parent/Guardian contact and refer to Code 300
201	Failure to follow specific instructions (disobedience).
202	Possession and/or use of lighters or matches
203	Use of obscene behavior (written, verbal, E-mail, gesture, texting) toward another person.
204	Intimidation, harassment and/or bullying of students – the intentional, unlawful threat by verbal, written, or physical communication to do violence to another student.
205	Refusal to give name, forgery or intentionally giving false information to authorized person.
207	Written, E-mail, or verbal proposition or gesture to engage in sexual acts.
208	Use or possession of obscene and/or pornographic materials.
209	Use of racial slurs and/or derogatory statements.
210	*Stealing, larceny, theft – the intentional, unlawful taking or carrying away of property valued less than $100.00 belonging to, or in the possession or custody of another.
211	Intentional defacement of school property
212	Sexual misconduct – statements or profane connotation.
213	Theft of Intellectual Property, Plagiarism, and Cheating/Academic Fraud – The unauthorized intentional or reckless removal or alteration of any computer or digital device program or other information contained in the computer system, digital device or computer network, copying of copyrighted software, taking the ideas or writings of others an using them as your own.
214	Unauthorized use of a password or an account owned or assigned by another user.
218	Possession of and/or use of a Laser Device.
219	Gambling – participation in games of chance for money and/or other things of value.

220	Minor physical conflicts (ex. Kicking, slapping, spitting) which stops when directed to do so (It should be understood that the principal or his/her designee shall investigate all fights and make appropriate decisions concerning the roles of each participant.)
222	Vandalism – intentional and deliberate action resulting in injury or damages of less than $100 to public property, or the real or personal property of another. Restitution may be required for damages.
275	Leaving class, not attending class, or campus without written permission.
280	Possession of a toy gun or water gun that is not used in the commission of an aggressive act toward another person.
285	Possession of a small pocketknife on school campus.
299	Any other violation which in discretion of the principal may deem reasonable to fall within this category after consideration of extenuating circumstances – principal must specify on the referral the exact violation. ➢ **1st Offense** – Parent/Guardian Contact and 3 day ISS or 1 day OSS ➢ **2nd Offense** – Parent/Guardian Contact and 5 days ISS or 2 days OSS ➢ **3rd Offense** – 4 days OSS ➢ **4th Offense**—Refer to Class III 300

NO STUDENT WILL BE SUBJECT TO DISCIPLINARY CONSEQUENCES WITHOUT BEING ACCORDED DUE PROCESS BY HAVING AN OPPORTUNITY TO ADMIT, DENY, OR EXPLAIN THE CHARGES.

Inappropriate behavior while in In-School Suspension may result in extended time in In-School Suspension. Repeated offenses may result in disciplinary actions as specified under Consequences for Class III Violations or the student referred to the Student Disciplinary Tribunal.

NOTE: Parent/Guardian will be contacted for every violation of Class III infractions.
NOTE: Infractions in RED indicate immediate recommendation for expulsion.
NOTE: Infractions in BLACK, the Principal or Designee will:

- **1st Offense – 90 Days P.A.S.S. Academy**
- **2nd Offense – Recommendation for expulsion**

DISCIPLINARY ACTIONS FOR SECONDARY SCHOOLS
CLASS III OFFENSES

Secondary Class III Offenses	
300	Multiple Class II Offenses – students that have accumulated four (4) Class II referrals within a yearly basis.
301	Gang Affiliation/Paraphernalia – Possession of gang paraphernalia, gang related materials or dress, recruitment of gangs (any act/behavior that communicated in any manner the recruitment, initiation, coercion, hazing, intimidation, revenge, retribution, or retaliation for gang membership or gang related activity. This includes disruption of school or school-sponsored activities.)
302	*Fighting – Any significant physical conflict, hitting or other contact, exchange of blows between two or more individuals, or physical conflict in which injury occurs or fighting continued.
303	Small Pocket Knife – Possession of a small pocket knife with intent to threaten or cause harm.
304	Profanity or Vulgarity – Use of obscene behavior (verbal, written, gesture) toward another person. The intentional, and or unintentional directing of obscene or profane language to a School Board employee.
305	Unauthorized Activities – Unauthorized activities/organizations – any attempt to use the school day for activities or organizational meetings that are not school-related, school-sponsored, and approved by the school administrator.
306	Drugs, drug paraphernalia, to include imitation/simulated drugs, or alcoholic beverages, including prescription medication. (See medication policy pages 40-41) – unauthorized possession of, transfer, or sale of or under the influence of to any degree, use of prior to attending any school sponsored activity subject to the jurisdiction of the Board (Act 94-783)
307	*Assault upon a School Board Employee (Act 94-794) (expulsion recommendation required) The student: ➢ Intentionally causes physical injury to a school Board employee, or ➢ Recklessly causes physical injury to a school Board employee, or ➢ Recklessly, negligently or wantonly causes physical injury to a school Board employee with a weapon or dangerous weapon, or ➢ Intentionally, recklessly or wantonly prevents a school Board employee from performing a lawful duty and physical injury is caused to that school Board employee, or ➢ Intentionally or recklessly assaults a school Board employee.

308	*Handgun, Rifle, Firearm, Explosive, Weapon, Knife, Other - (Any student determined to have brought a weapon/firearms to school shall be expelled for a period of not less than one year. The Superintendent shall be required to make a recommendation of expulsion; however, the expulsion requirement may be modified by the Board for a student on a case-by-case basis) Act 94-817 – Weapon; Act 94-820 – Loss of Driver's License Possession/use/discharge of a firearm or anything manifestly designed, made or adapted for the purposes of inflicting death or serious physical injury, and such term shall include, but is not limited to, firearm as defined below, or a switch-blade knife, gravity knife, stiletto, sword or dagger, or the billy, black-jack, bludgeon or metal knuckles, box cutter and razor blades, all firearms as defined below, whether loaded or unloaded, other guns of all types including pellet, B-B, stun, look-a-like, non-functioning guns that could be used to threaten others, numb chucks, throwing stars or clubs, explosives, poisons, poisonous gas, chemicals or substances capable of causing bodily harm, slingshots, bows and arrows or any other device or instrument used to intimidate, threaten, or inflict harm. The term "firearm" means firearms as defined in 18 U.S.C. 921 as follows: ➢ any weapon which will or is designed to or may readily be converted to expel a projectile by the action of an explosive, ➢ the frame or receiver of any weapon described above, ➢ any firearm muffler or firearm silencer, ➢ any explosive, incendiary or poison gas, (bomb, grenade, rocket having a propellant charge of more than four ounces, missile having an explosive or incendiary charge of more than one-quarter ounce, mine, similar combination or parts either designed or intended for use in converting any device into any destructive device and from which destructive device may be readily assembled).
309	*Bomb Threats – To unlawfully place any person in fear of bodily harm by threat of explosives by any means of communication regardless as to whether or not a bomb actually exists.
310	*Sexual Battery, Sexual Harassment, Sexual Offenses – including, but not limited to harassment, inappropriate touching, intercourse, attempted rape or rape. (see sexual harassment on page 39)
311	*Aggravated battery – intentionally causing serious bodily harm, disability or permanent disfigurement, or the use of a deadly weapon.
312	*Inciting or participating in a major student disorder – leading, encouraging or assisting in major disruptions which result in destruction or damage of private or public property or personal injury to participants or others; including but not limited to videoing or taking pictures.
313	*Unprovoked assault and/or attack on another individual
314	*Threats to a School Board Employee – The intentional, threat by word, whether communicated in person, writing or by telephone or electronic device to do violence to teachers or some other employee.
315	*Stealing, larceny, grand theft – the intentional unlawful taking and or carrying away of property valued at $100.00 or more belonging to or in the lawful possession or custody of another.
316	Unauthorized use of a Computer or Digital Device System – the breaking into or otherwise entering a computer system or digital device to steal, delete files, corrupt data or other unauthorized or illegal purpose which damages computer or digital device hardware, software, records or programs belonging to the school. Including but not limited to entering or attempting to enter into any system, any information, data or command which would damage the system.
318	Medical Excuses – the unauthorized use of, forgery of, and distribution of physician's medical excuses.
319	*Intimidation of students – The intentional or unlawful threat by verbal, written or physical communication to do violence intended to endanger the life or health of another student.
320	*Arson – The willful and malicious burning of any part of school property.
321	Theft, Plagiarism, and Unauthorized use of school documents (i.e., excuses, grade books and tests)

322	*Fire Alarm – Rendering a false alarm – knowingly causing a false alarm or fire or other emergency involving danger to person or property – Unjustified activation of a fire alarm system or fire extinguisher.
323	*Vandalism/Property Damage – (Act 94-819) Destruction of and or defacing of staff, student, or district property and equipment.
324	*Harassment – A person commits the act of harassment if, with intent to injure, or disturb persistently another person, he/she: • Strikes, shoves, kicks, or otherwise touches a person or subjects him to physical contact. A person commits the crime of harassing communication if, with intent to injure or disturb persistently another person he/she: • Communicates with a person, anonymously or otherwise, by telephone, telegraph, mail, or any other form of written or electronic communication in a manner likely to disturb presently. • Makes a telephone call, whether or not a conversation ensues, with no purpose of legitimate communication. • Telephones another person and addresses to or about such other person any lewd or obscene words or language.
325	Possession and/or use of tobacco products or electronic smoking devices, including vapes, etc. – possession on the person, or in the effects of a student. (See Pg. 21)
333	Schoolwide Threat – A threat, verbal or nonverbal, that would cause a reasonable person to fear for his or her safety and results in disruption of the learning environment. (This threat can be made on or off campus).
399	Other incidents – Any other violation which in the discretion of the principal may deem reasonable to fall within this category after consideration of extenuating circumstances - principal must specify on the referral the exact violation.

*Asterisks indicate offenses considered crimes under the law. School officials are required to notify the appropriate law enforcement officials when persons violate offenses considered crimes under the law.

NO STUDENT WILL BE SUBJECT TO DISCIPLINARY CONSEQUENCES WITHOUT BEING ACCORDED DUE PROCESS BY HAVING AN OPPORTUNITY TO ADMIT, DENY, OR EXPLAIN THE CHARGES.

***Please detach this page after signing, and have student return it to the Homeroom Teacher**

DOTHAN CITY SCHOOLS
STUDENT/PARENT DIGITAL DEVICE USE AGREEMENT

Student Name: _____ _____
Last First Grade

Parent Name: _____ _____
Last First Driver's License #

Address: _____

Home Phone: _____ Work Phone: _____ Cell Phone: _____

Terms:

1. **I have read and agree to comply at all times with the Dothan City Schools District's Electronic Communication Device Procedures, Technology Usage Policy, and iConnect Digital Device Use Procedures. Any failure to comply may terminate my rights of possession, effective immediately, and the school system may repossess the digital device and its accessories.**
2. **I agree to pay a non-refundable annual use fee of $20.00 for the use of any DCS digital device and its accessories (i.e., protective case, cable, and charger). Also, I agree to pay any damage fees as applicable.**
3. **I agree to practice digital citizenship and responsible social networking.**
4. **I understand that any DCS digital device I use may be monitored online and/or physically inspected at any time without notice.**

Title:
Legal title to any DCS digital device I use and its accessories is in the name of Dothan City Schools and shall at all times remain so. My right of possession and use is limited to and conditioned upon my full and complete compliance with this Digital Device Use Agreement and the Acceptable Use Policy for technology resources.

Repossession:
If I do not timely and fully comply with all terms of this agreement, including the timely return of any DCS digital device and its accessories that I take off premises, the school system or law enforcement shall be entitled to declare me in default and come to my place of residence, or other location of the digital device and its accessories, to take possession of the digital device and its
accessories. Failure to return the digital device will result in a theft report being filed with the Dothan Police Department.

SIGNATURES:

_____ _____ _____
Student Parent/Guardian Date

***Please detach this page after signing, and have student return it to the Homeroom Teacher**

ACKNOWLEDGEMENT

I, _____, enrolled in DOTHAN CITY SCHOOLS, and my Parent/Guardian(s)
(Name of Student)

hereby acknowledge by our signature that we have received and read, or had read to us, the Dothan City Schools Code of Student Conduct Manual and *Truancy Law*. We also acknowledge that we understand that it applies to all students enrolled in the Dothan City Schools and school sponsored activities and events, including but not limited to the following:

- ❑ **Transportation on school buses**
- ❑ **Field trips**
- ❑ **Club or organization meetings**
- ❑ **Occupants in an automobile driven or parked on school property**
- ❑ **School groups representing the school system in educational events**
- ❑ **Other school-sponsored events including but not limited to athletic events (football, baseball, basketball games, etc. on and off campus), dances, plays, etc.**
- ❑ **Usual and customary parking area at facilities used for school-sponsored activities including but not limited to Rip Hewes, Westgate, Recreation Centers, etc.**

It is further understood that, under the laws of Alabama, Parents/Guardians are responsible for the attendance and behavior of their children. If they are unable to control their children, or need assistance, they may also contact the school administration and/or Juvenile Court Services at 334-793-4429.

If you have questions regarding the Code of Student Conduct Manual, please contact:

First: School Principal
Second: Superintendent's Office (334-793-1397)

_____ _____
(Student Signature) **(Date)**

_____ _____
(Parent/Guardian Signature) **(Date)**

This acknowledgment will become a part of the student's cumulative file.

APPENDIX B

ENGLISH LANGUAGE PROGRAM

Revised Spring 2020
Approved by DCS Board August 31, 2015

DOTHAN CITY SCHOOLS
1665 Honeysuckle Road
Dothan, Alabama 36305
Telephone (334) 793-1397
ESL Office: (334) 793-1397 ext. 236229

Dr. Phyllis Edwards, Superintendent
Judith Jacobs, Assistant Superintendent
Maria Johnson, Director of Curriculum & Instruction, ESL
Katie Comeens, ESL Coordinator

BOARD OF EDUCATION
Mike Schmitz, Chairman
Brenda Guilford, District 1
Franklin Jones, District 2
Susan Vierkandt, District 3
Brett Strickland, District 4
Amy Bonds, District 5
Chris Maddox, District 6

Assurance: The DCS ESL Policy and Procedure Manual was designed through consultation of Shelby County Schools' ESL Department and ALSDE. It was reviewed by a council of administrators, teachers (both ESL and regular classroom teachers), counselors, parents, instructional coaches, community representatives, and representatives of the following programs: Special Education and Gifted/Enrichment.

Also referenced in creation of this manual were:

ALSDE ***English Learner Guidebook***, which can be found at https://www.alsde.edu/ under Schools & Systems/ Federal Programs.

The U.S. Department of Education's Office of English Language Acquisition (OLEA) publication of ***The English Learner Toolkit***, which can be found at https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/index.html.

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Part I: Statements of Intent & Non-Discrimination
Mission Statement of Dothan City Schools

Dothan City Schools' mission is to prepare all students for the choices and challenges of the 21st Century. Our goal is to prepare all students to participate productively and responsibly in a rapidly changing society.

BELIEF STATEMENTS

1. All decisions will be made with the best interest of students first.
2. All students will be successful learners.
3. All students will be taught to respect themselves and others.
4. All students will be taught to communicate effectively.
5. All students will meet and exceed high standards.

Assurance Statement

It shall be the policy of the Dothan City Schools Board of Education that no student shall be denied the benefit of any educational program or educational activity on the basis of race, color, national origin, age, sex, disability, limited English proficiency, immigrant status, migrant status or homeless status. All programs offered by schools within the school district shall be open to all students in compliance with statutory and judicial requirements.

A student shall not be admitted to, or excluded from, any federally assisted education program on the basis of a surname or language-minority status [No *Child Left Behind Act of 2001,* Title –III – Language Instruction for Limited English Proficient and Immigrant Students, Pact C, Section 3302(f)].

Students' Equal Educational Opportunities

It is the policy of the Dothan City Board of Education that no person in this District shall, on the basis of handicap, race, color, creed, religion, sex, age, limited English proficiency, or national origin be denied the benefits of, or be subject to discrimination in any education program or activity.

In compliance with federal regulations, 45 CRF 185.43 (d) (2), it is the policy of the Dothan City Board of Education that there be no racially identifiable classes established or permitted to exist in the Dothan City Schools, except as outlined in item "C" on the following page under Instructional Practices and Equality of Educational Opportunities. The Board places an equal emphasis upon nondiscriminatory provision of educational opportunities for children concerning such factors, in addition to race or color, as: (1) handicap, (2) creed, (3) national origin, or (4) sex. All programs offered by schools within the Dothan City School District shall be open to all students regardless of sex in

compliance with Title IX of the Education Amendments of 1972 as later amended by the final regulations for implementation of this legislation.

Admission

Pursuant to the requirements of the Elementary and Secondary Education Act as amended by the No Child Left Behind Act of 2001, the Every Student Succeeds Act of 2015, and the Stewart B. McKinney Homeless Assistance Act, all students homeless, migratory, immigrant, and Limited English Proficient children have equal access to the same free appropriate public education including public preschool education, provided to all other children and youth.

The enrollment of homeless, immigrant, migrant and limited English proficient children and youth shall not be denied nor delayed unduly due to any of the following barriers:

*Lack of birth certificate
*Lack of school records or transcripts
*Lack of immunization or health records
*Lack of Social Security Number
*Lack of proof of residency
*Lack of transportation
*Guardianship or custody requirements

Instructional Practices and Equality of Educational Opportunities

The Board intends that its nondiscriminatory policy includes, but is not necessarily limited to:

A. Assigning students to ability groups, tracks, special education classes, special classes for mentally, emotionally, or socially disturbed, or any curricular or extra-curricular activities on the basis of race, color, or national origin, or the sex of the student;
B. The prohibition of any tests which are considered by experts to be biased to the degree that these tests are discriminatory in nature;
C. The charging of any fees to those students who are unable to pay these fees even though the charge itself may be in accordance with Board policy and State Statute; no grades, report cards, or other benefits of the instructional program shall be denied any student because of his inability to pay the costs of these programs. Students shall be admitted to the programs without charge.

The above regulations shall not be interpreted to bar legitimate homogeneous or ability grouping based upon reliable, objective evidence that such measures are educationally beneficial to involved students and consistent with all Federal, State, and local regulations.

All grading practices, establishment of promotion and retention policies and decisions concerning graduation requirements shall be of a non-discriminatory nature.

Title IX Grievance Procedures

The grievance procedures outlined in regulation coded, GAE-R shall be applicable to student personnel as well as employees. Should grievances not be satisfactorily resolved at the local school level as stipulated in Levels One and Two of the procedure, the complainant shall request a hearing of the grievance in writing. Requests shall be addressed as follows:

Dr. Debra Wright
1665 Honeysuckle Road
Dothan, Alabama 36305

Definition of LEP/EL, Immigrant, & Migrant

Under ESSA, an **English Learner**, means an individual:

(A)who is aged 3 through 21;

(B) who is enrolled or preparing to enroll in an elementary school or secondary school;

(C) who was not born in the United States, or whose native language is a language other than English;

(i) who is a Native American or Alaska Native, or a native resident of the outlying areas; and

(ii) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or

(iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and

(D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual—

(i) the ability to meet the challenging State academic standards;

(ii) the ability to successfully achieve in classrooms where the language of instruction is English; or

(iii) the opportunity to participate fully in society.

Under ESSA, the term "**Immigrant children and youth**", means individuals who—

(A) are aged 3-21;

(B) were not born in any state, including Puerto Rico and Washington D.C.; and

(C) have not been attending one or more schools in any one or more States for more than 3 full academic years

The term "**Migrant**" when used with respect to an individual, means:

(A) the child is younger than 22 and has not graduated from high school or does not hold a high school equivalency certificate (this means that the child is entitled to free public education or is of an age below compulsory school attendance).
(B) the child is a migrant agricultural worker or a migrant fisher or has a parent, spouse, or guardian who is a migrant agricultural worker or migrant fisher.
(C) the child has moved within the preceding 36 months in order to obtain (or seek) or to accompany (or join) a parent, spouse, or guardian to obtain (or seek), temporary or seasonal employment in qualifying agricultural or fishing work.
(D) such employment is a principal means of livelihood.
(E) has moved from one school district to another.
(F) in a State that consists of a single school district, has moved from one administrative area to another within such district.
(G) resides in a school district of more than 15,000 square miles and migrants a distance of 20 miles or more to a temporary residence to engage in a fishing activity. (This provision currently applies only to Alaska.)

Part II: Local, State, & Federal Guidance of ESL Program

The ESL Program will run by guidelines established by Federal and State guidelines and legal policies, in addition to feedback from local stakeholders. The Alabama State Department of Education provides guidance through its ***English Learner Guidebook***, which can be found at https://www.alsde.edu/ under Schools & Systems/ Federal Programs. ALSDE also provides guidance through assigned regional ESL Coaches, the ALSDE Accountability/Assessment Office, and ARI (Alabama Reading Initiative).

The U.S. Department of Education also provides guidance through various publications, including its Office of English Language Acquisition (OLEA) publication of ***The English Learner Toolkit*** (https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/index.html) and the ***Newcomer Tool Kit*** (https://www2.ed.gov/about/offices/list/oela/newcomers-toolkit/ncomertoolkit.pdf).

Dothan City Schools English Language (ESL) Advisory Council

Local guidance and stakeholder representation is important for the success of the ESL Program. To obtain this, and in compliance with requirements set forth by ALSDE, DCS annually hosts an ESL Advisory Council. The ESL Advisory Council of Dothan City Schools consists of a cross-representation of Central Office leaders, school administrators, instructional coaches, counselors, ESL teachers, classroom teachers, parents, and community members.

The ESL Advisory Council meets at least once annually. The ESL staff team informs the committee and assists the committee in reviewing assessment data, budgets, and plans in order to recommend and approve the goals, strategies, and action steps of the ESL program.

The ESL Advisory Council makes recommendations regarding:

- Developing elements of the English language instructional program
- Providing high-quality professional development for staff
- Facilitating successful parental involvement programs to further student success
- Budgeting of state, local, and federal funds
- Evaluating the effectiveness of the DCS Language Instruction Education Program (ESL).

Legal Guidance & Compliance

The following is a synthesis of major legislation, court rulings and administrative regulations addressing language minority students. There is a substantial body of federal law established to ensure the rights of national origin minority students.

Federal Laws

1868 Constitution of the United States Fourteenth Amendment
"No state shall … deny to any person within its jurisdiction the equal protection of the laws."

1964 Civil Rights Act, Title VI
"No person in the United States shall, on the ground of race, color, or national origin … be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance."

1974 Equal Educational Opportunities Act (EEOA)
"No state shall deny equal educational opportunity to an individual on account of his or her race, color, sex, or national origin, by … the failure of an educational agency to take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs."

2001 No Child Left Behind Act
"… ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments."

2015 Every Student Succeeds Act
Advances equity by upholding critical protections for America's disadvantaged and high-need students; Requires that all students in America be taught to high academic standards that will prepare them to succeed in college and careers; Ensures that vital information is provided to educators, families, students, and communities through annual statewide assessments that measure students' progress toward those high standards; Maintains an expectation that there will be accountability and action to effect positive change in our lowest-performing schools, where groups of students are not making progress, and where graduation rates are low over extended periods of time. (https://www.ed.gov/essa)

Supreme Court

1974 Lau V. Nichols
Equality of instruction denied to non-English speaking students if special provisions are not made to aid them in learning English in schools.

1982 Plyler V. Doe
States prohibited from denying free public education to children of undocumented immigrants, regardless of legal status. Schools are not agents for enforcing immigration law.

Federal Courts

1974 Serna V. Portales
Court ordered schools to make a curriculum available to students who lack

English skills.

1978 Cintron V. Brentwood
ESL students are not segregated completely from other students, but included in art, PE, and non-language based classes.

1981 Castañeda vs. Pickard: The 5th Circuit Court established a three-pronged test for evaluating programs serving English language learners. According to the Castañeda standard, schools must:

- Base their program on educational theory recognized as sound or considered to be a legitimate experimental strategy;
- Implement the program with resources and personnel necessary to put the theory into practice; and
- Evaluate programs and make adjustments where necessary to ensure that adequate progress is being made. [648 F. 2d 989 (5th Circuit, 1981)].

Memoranda

May 25, 1970 Memorandum (Department of Health, Education, and Welfare) Where the inability to speak and understand the English language exclude national origin-minority group children from effective participation in the educational program offered by a school district, the district must take affirmative steps to rectify the language deficiency in order to open its instructional program to these students. **Memoranda were also posted by the Office of Civil Rights (U.S. Department of Education) with policy and policy updates in 1985, 1990, and 1991.*

U.S. Department of Education's Office for Civil Rights and the U.S. Department of Justice: Joint Guidance on English Learner Students and Limited English Proficient Parents

January 7, 2015 The U.S. Department of Education's (the Department's) Office for Civil Rights (OCR) and the U.S. Department of Justice (DOJ) released a joint guidance entitled "Dear Colleague Letter: English Learner Students and Limited English Proficient Parents," which outlines the legal obligations of state and local education agencies (SEAs and LEAs) to English learner (ELL) students under civil rights laws and other federal requirements.

The guidance can be found on OCR's resource page on the Department's website:
http://www2.ed.gov/about/offices/list/ocr/letters/colleague-el-201501.pdf

Part III: Identification & Placement

DCS Registration Procedures

Reminder: All language minority students must be allowed to attend school, regardless of their ability to produce a birth certificate, social security number, immigration documentation, or proof of immunization.

Regarding Documents Requested for Registration:

1. **Proof of Age** – acceptable documents include a birth certificate, passport, or other official document listing date and place of birth.

A birth certificate is not required. Other documentation including but not limited to a family Bible (or other religious documentation) sworn affidavit, or notarized statement of birth date must be accepted in the absence of a valid birth certificate. Refer to ALSDE August 17, 2012 Memorandum.

2. **Proof of Immunization** - The State of Alabama Certificate of Immunization is available at the County Health Department or a physician's office.

If a student does not have a blue immunization form, a copy of their previous immunization record can be accepted (from another country or even from another school sending a copy). The school and/or ESL department then helps the family know where to go to receive an Alabama immunization record and time is allowed for the student to submit the immunization record. However, enrollment is not withheld due to not having a blue immunization form. These efforts should be documented for future reference as needed. If appropriate immunization documentation cannot be obtained within a reasonable period of time, the student case should be handled in accordance with approved state and local board of education procedures.

3. **Registration Forms** - School registration forms are to be completed and filed at the school. Registration forms will be available in several languages. No questions regarding immigration status are asked of the parents or students during registration because schools are not agents of the immigration agency (Plyler v. Doe, 1982)

4. **Home Language Survey** - System wide form to be completed and signed at initial enrollment by the parents or guardians of students. This form will be filed in the permanent record of each child in the system.

5. **Proof of Residence** – One proof of residence is requested at the time of enrollment. In the event that families cannot produce this, the school will assist the family in obtaining residency documentation. The LEA can also assist with residency determinations and/or conduct a home visit to help verify residence.

6. **Social Security Card** - is NOT required for enrollment or for school lunch forms. If a social security card is not presented at enrollment, Student Services will assign an

identification number. No school or district documents should request a Social Security Number without a disclaimer included that specifies that such information is not required.

7. **Former School records-** Former school records, report cards, and/or transcripts are requested of the parents or guardians. In most situations, with or without such records, an incoming student's grade will be determined by age-appropriate placement (for K-8).

If parents or students need language assistance during the registration procedure, every effort will be made to provide an interpreter. Every effort should be made by office staff to provide forms in the family's primary language.

Identification of English Language Learners (ELLs): The Home Language Survey

The *Home Language Survey (HLS)* will be the identification tool for potential English Language Learners (ELLs). This survey will be administered to **ALL** new students as part of the registration process by the staff member responsible in each school for registering students (secretary, guidance counselor, teacher, or administrator). All HLSs shall be filed in students' Cumulative Record Folders.

If a language other than English is identified in any of the HLS responses, the student should be identified as a potential ESL.

1. The school official (data manager/registrar, guidance counselor, teacher, or administrator) registering the student should put the original Home Language Survey in the ESL teacher's box **within three (3) school days** of enrollment. The ESL teacher will review every HLS, looking for and making note of information such as other languages spoken, first language learned by the student, country of birth, initial enrollment in U.S. schools, and indications of parents needing communication in a language other than English. After careful review, the ESL teacher will initial the original HLS and return it to office staff.
2. Any student answering with a language other than English to any of the HLS questions will be evaluated under the procedure and criteria developed for assessment of LEP status.
3. An ESL Committee meeting will be held to discuss the assessment results and placement considerations **within ten (10) school days** of enrollment. NOTE: The Ten Day Rule does not apply to students enrolled prior to or on the first day of school. **They are on a thirty (30) day timeline**.
4. The completed ESL Student Referral and Placement (See Appendix) form will be filed in the student's blue ESL folder, which is part of the student's Cumulative Record Folder.
5. In the event that a student transfers into Dothan City Schools and their cumulative record information includes information about ESL/language acquisition services, the information should be forwarded to the ESL teacher

immediately. If parents or students need language assistance during the registration procedure, every effort will be made to provide an interpreter.

Language Proficiency Screener

Once a student has been identified as a potential ESL student based on the Home Language Survey, a language screener will be administered in order to determine the student's proficiency level in English.

Initial assessment of English language proficiency is conducted using *W-APT™, WIDA®/MODEL™*, and *WIDA® Screener Online* to determine the level of English proficiency and to facilitate appropriate instructional and program placement decisions. Language-minority students identified through the HLS during registration before the beginning of the school year must be assessed for English-language proficiency within thirty (30) days of enrollment. Language-minority students who register after the beginning of the school year must be assessed within ten (10) days of enrollment

Alabama is a member of the WIDA® consortium and has adopted the *WIDA® Screener Online* to determine eligibility for placement for students in grades 1-12, and the *WIDA®-ACCESS Placement Test (W-APT™)* or *WIDA®/MODEL™* for students in kindergarten and first semester 1st graders. The *WIDA® Screener Online* assesses English language proficiency in all four domains of language –listening, speaking, reading, and writing–as well as comprehension in all subject areas to ensure students' language needs are properly identified and addressed through the LEA's educational program.

The *WIDA® Screener Online* yields an overall composite score based on the language domains tested. The *WIDA® W-APT™ Kindergarten Screener* and the *WIDA® MODEL™* may be used until the *Kindergarten WIDA® Screener Online* becomes available. The following guidelines determine eligibility for placement in the English language instruction educational program:

Kindergarten students taking the *W-APT™* qualify for ESL services if the student:

- In the first semester of school a composite score less than 25.
- In the second semester of school has a: Listening & Speaking less than 28 and Reading less than 12 and Writing less than 14.

Kindergarten students taking the *WIDA® MODEL™* qualify for ESL services if the student scores less than 4.0.

First grade students taking the *W-APT™* in the first semester of school is: Listening & Speaking less than 29 and Reading less than 14 and Writing less than 17.

First grade students in the second semester of school and students in grades 2-12 taking the *WIDA Screener Online* is less than 5.0.

The *WIDA® MODEL™* can be used as a benchmark assessment during the school year or as a summative evaluation for data purposes. The *WIDA® MODEL™* can be used in lieu of *W-APT™* in kindergarten.

Continued Placement in ESL

Once a student qualifies for services through the English Language Program, yearly English language proficiency testing is required by Federal policy. ELLs remain in the ESL program until a composite score of 4.8 on the ACCESS for ELLs is obtained.

Language Proficiency Assessments

Alabama utilizes the following WIDA® assessments for yearly language proficiency testing.

ACCESS for ELLs Online (ACCESS Online) is a computer-based, adaptive test that responds to student performance and may be administered in group or individual settings. This assessment is given annually to students in Grades 1-12. It tests students' language in four domains: Listening, Reading, Speaking, Writing**.**

Kindergarten ACCESS is a one on one, paper/pencil test that is given by an ESL teacher. It tests students' language in the domains of Listening, Reading, Speaking, and Writing.

Alternate ACCESS for ELLs (Alternate ACCESS) is a large-print, paper-based test individually administered (in place of ACCESS for ELLs Online) to students in Grades 1-12 who are identified as English language learners (ELLs) with significant cognitive disabilities. Alternate ACCESS is intended for ELLs with significant cognitive disabilities who participate, or who would be likely to participate, in their state's alternate content assessment(s). Approval to take the Alternate ACCESS must be obtained from ALSDE.

ACCESS for ELLs Paper (ACCESS Paper) is a paper-based alternative to the ACCESS for ELLs Online. This test allows teachers to place students into tiers based on their language proficiency level and may be administered in group or individual settings. Approval to take ACCESS for ELLs Paper-based in place of ACCESS for ELLs online must be obtained from ALSDE.

Understanding WIDA Assessment Language Proficiency Scores

The *WIDA Screener, ACCESS Online*, *Kindergarten ACCESS*, and *ACCESS for ELLs Paper* assign scores that describe the student's performance in each language domain in terms of the six WIDA English language proficiency levels:

1.0-1.9 Entering English proficiency
2.0-2.9 Beginning English proficiency
3.0-3.9 Developing English proficiency
4.0-4.9 Expanding English proficiency
5.0-5.9 Bridging English proficiency
6.0 Reaching English proficiency



WIDA has many resources to help understand proficiency levels, including the following chart:

At the given level of English language proficiency, English language learners will process, understand, produce, or use:

6 Reaching	• specialized or technical language reflective of the content areas at grade level • a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level • oral or written communication in English comparable to English-proficient peers
5 Bridging	• specialized or technical language of the content areas • a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports • oral or written language approaching comparability to that of English-proficient peers when presented with grade-level material
4 Expanding	• specific and some technical language of the content areas • a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences, or paragraphs • oral or written language with minimal phonological, syntactic, or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic, or interactive support
3 Developing	• general and some specific language of the content areas • expanded sentences in oral interaction or written paragraphs • oral or written language with phonological, syntactic, or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative, or expository descriptions with sensory, graphic, or interactive support
2 Beginning	• general language related to the content areas • phrases or short sentences • oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one- to multiple-step commands, directions, questions, or a series of statements with sensory, graphic, or interactive support
1 Entering	• pictorial or graphic representation of the language of the content areas • words, phrases, or chunks of language when presented with one-step commands, directions, WH-, choice, or yes/no questions, or statements with sensory, graphic, or interactive support • oral language with phonological, syntactic, or semantic errors that often impede meaning when presented with basic oral commands, direct questions, or simple statements with sensory, graphic, or interactive support

Another way to understand the proficiency levels is this:

1 Entering: minimal social and academic language with support

2 Beginning: uses some social and academic language with support

3 Developing: uses social English and SOME academic language with support

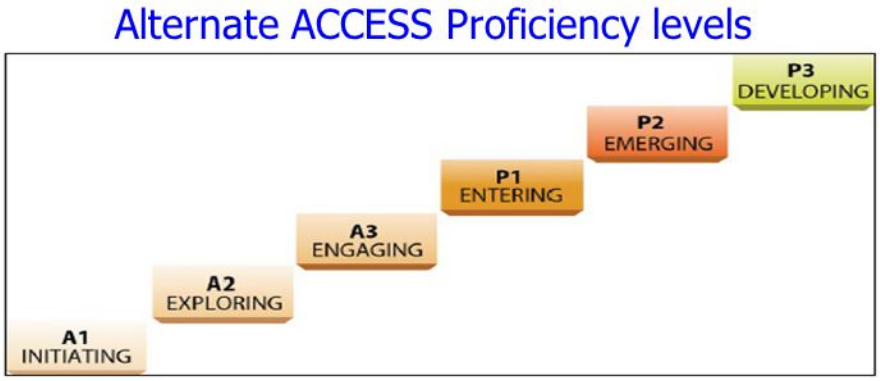
4 Expanding: uses social English and some technical academic language

5 Bridging: uses social and academic language working independently

6 Reaching: uses social and academic language at the highest level

**In the state of Alabama, students can exit the ESL program when they obtain a composite score of 4.8 on the ACCESS for ELLs.*

Alternate ACCESS Scores: The Alternate ACCESS for ELLs aligns with the WIDA Alternate English Language Proficiency Levels. These levels were designed to expand upon Level 1-Entering, by increasing the sensitivity of the measure for students who have significant cognitive disabilities.



Language Minority Students: Language Categories

Generally speaking, students may be categorized as non-English proficient, limited-English proficient, or fluent-English proficient. For educational purposes, students who are other than fluent-English speakers are considered to be English Language Learners (ELLs) and are provided services based on the following codes:

EL1 Limited English Proficient (**Year 1**)
EL2 Limited English Proficient **(Year 2 or more**)
FEL1 Former Limited English Proficient (**Monitoring Year 1**)
FEL2-4 Former Limited English Proficient (**Monitoring Year 2, 3, or 4**)
FEL Former Limited English Proficient
NOMPHLOTE National Origin Minority whose Primary Home Language is Other Than English

EL1 (Year 1) students are those who have entered our system and have attended U.S. schools less than one year. The proficiency of these students may be limited and written test scores are neither valid nor recommended. Some of these students are literate in their primary language. These students receive services from an ESL Resource Teacher or ESL Instructional Aide.

EL2 (Year 2 or more) students usually exhibit good oral skills in English but have difficulty with reading and writing skills. These students will take the norm referenced state tests and remain in the ESL program until they have met exit criteria. They receive support services from the ESL Resource Teacher or ESL Instructional Aide.

Transitional students **(FEL Monitoring Year 1 - Monitoring Year 4)** have met requirements for exiting the ESL program and no longer receive special support services. The ESL Team will monitor their progress for FOUR years. Should these students experience academic failure, the ESL Committee should convene and may recommend re-screening for ESL services using the WIDA MODEL test. Based on the screener results, the student can be re-identified as LEP, and can be served again by the ESL program. At the end of the four-year monitoring phase, these students become Former Limited English Proficient (FLEP) and their scores will no longer be included in the LEP subgroup.

NOMPHLOTE students are those whose Home Language Survey indicated a language used at home other than English. These students are automatically screened with the WIDA Screener or the W-APT. If the student does NOT qualify for ESL services, he/she is labeled NOMPHLOTE. This identification alerts school staff of the possibility of non-English speaking parents who may be in need of translation services.

Part IV: Description of ESL Program & Services

Dothan City Schools ESL Program Synopsis

The Dothan City Schools Board of Education recognizes that within the district there are students who have a primary language other than English. The goal of the English as a Second Language (ESL) program is to have each student become proficient in the use of the English language, however, not to replace the student's primary language.

Purpose of Program: English as a Second Language (ESL) shall be taught to enable English language learners (ELL) to become competent in the comprehension, speaking, reading, and writing of academic English. The program shall emphasize mastery of academic English language skills and content area concepts and skills so students are able to participate effectively in the regular academic program and to reach their full potential.

Home Language Survey: The Home Language Survey will be administered to the parents of all students at the time of initial registration. The survey should be signed by the parent or guardian. Office Staff should ensure that a Home Language Survey is obtained for every student and given to the ESL teacher within three (3) school days. The Home Language Survey for every student should be placed in the ESL teacher's box. The ESL teacher will review and initial the document and then return the document to either the home room teacher or the office staff's box. The initialed Home Language Survey must be placed in the student's permanent record file (and all previous Home Language Surveys should be maintained in the student's permanent files as well).

Potential English Language Learners (ELL): A student with a Home Language Survey indicating any language other than English on any question is a potential ELL. Within 10 days from the date of enrollment, the ESL instructor will gather information on the student and administer the K W-APT (WIDA ACCESS Placement Test) or the WIDA Online Screener to determine the level of English language proficiency. The ESL instructor will convene an ESL Committee Meeting in order for the committee to review data and information and determine appropriate placement. Parents should be notified of and invited to attend the ESL Committee Meeting. (The English language instruction educational program will be referred to as the ESL program hereafter in this document.)

Parent Notification: Parents are to be invited to be involved in every aspect of their children's education, and special consideration must be given to parents who may not understand communication in English. It is the school district's and each school's responsibility to communicate with parents in a language they can understand. School notices should be sent home in requested languages as identified by the Home Language Survey and the ESL staff. School-wide events should include an interpreter, when and where available. The district utilizes an in-district interpreter for Spanish speaking families and a call-in service, TransAct's Language Line, for other languages that may be spoken by families. With regards to the ESL program, parents are to be

notified of their child receiving a language screener, whether or not their child qualifies for services from the ESL program, their right to deny supplemental services, invitations to ESL Committee Meetings, information explaining when and how their child exited from the ESL program, and information about the 4 year monitoring period.

Individualized English Language Plan (I-ELP) Every student identified as an ELL will have an I-ELP written within the 10 or 30 day enrollment window. The I-ELP will include information including but not limited to: the student's date of enrollment, date of ESL program entry, demographic information, initial screener and yearly ACCESS scores, yearly language goals, a list of accommodations, what language should be used to communicate to parents, and a signature portion that includes signatures from the student's ESL Committee (an administrator, ESL teacher, counselor, all general education teachers, special area teachers, translators, and parents.) The I-ELP is generally written by the ESL teacher and presented in a draft version to all members of the ESL Committee. Once changes are agreed upon and made and a final copy is signed, the I-ELP becomes a binding document that teachers are expected to consult and follow. The original signed I-ELP is filed in the blue ESL folder in the student's cumulative record and copies are provided to the ESL Committee chairperson (counselor) and teachers.

English Language Committee: Each school shall form an ESL Committee consisting of a school administrator, a content area teacher, an ESL instructor, the school counselor, and others as designated by the principal. The English Learner's parent will be invited to participate in ESL Committee decisions. The Committee shall review all relevant information and determine appropriate placement and exit from the ESL program for all ELLs.

Program Exit: A student will be exited from the ESL program upon achieving a 4.8 or higher on the ACCESS for ELLs.

Written notice shall be provided to the parents within five (5) school days of the ESL Committee Meeting informing them that their child will be exited from the ESL program. The notice shall be printed in English and the parents' primary language when possible.

Upon exiting the ESL program the student will no longer be classified as LEP. The ESL instructor and the ESL Committee shall monitor the progress of the student for four (4) years. During the first year the student will be monitored at the conclusion of each grading period and will be classified as Former English Learner Monitor Year 1 (FEL1). The student will be monitored at the conclusion of each semester during the second year and will be classified as Former English Learner Monitor Year 2 (FEL2). The student will be monitored for a 3rd (FEL3) and 4th (FEL4) year. After successfully completing the four (4) years of monitoring, the student will be classified as FEL. If the student is not academically successful or does not pass coursework without accommodations while being monitored, the ESL/RTI committee will reconvene to determine whether the student should be reevaluated for ESL services using the WIDA Online Screener. The student may then be reclassified as EL and re-enrolled in the ESL program or other appropriate academic intervention programs.

Language Instruction Educational Program (LIEP)

The instructional goals of the Dothan City Schools ESL Program are as follows:

- To increase the English language proficiency to the degree necessary to allow successful independent functioning in the regular school program.
- To provide the ELL the opportunity to reach his/her full potential.

According to Cummins' research (1979), it takes the average ELL from one to three years to acquire *BICS* (Basic Interpersonal Communication Skills), the social language which is needed to function on a daily basis. Moreover, it takes approximately five to seven years to acquire *CALP* (Cognitive Academic Language Proficiency), the language skills necessary to function in an academic setting. In addition to the need to develop **conversational** and **academic language proficiency**, ELs must also develop language proficiency in the areas of **listening**, **speaking**, **reading**, and **writing**. Understanding the difficulties faced by ELs who are under a dual load to learn **language** and **content**, Dothan City Schools has adopted ESL (English as a Second Language) as their Language Instruction Education Program (LEIP). ALSDE defines ESL in their *EL Guidebook, p.31*:

> English as a Second Language (ESL): Program of techniques, methodology, and special curriculum designed to teach ELs explicitly about the English language, including the academic vocabulary needed to access content instruction, and to develop their English language proficiency in all four language domains (i.e., speaking, listening, reading, and writing). ESL programs teach the following: conversational English, grammar, reading, listening comprehension, writing and vocabulary.

To accomplish these goals, all teachers will be trained in ESL and sheltered instruction strategies. Additionally, all teachers will include activities that focus on listening, speaking, reading, and writing to facilitate second language acquisition (Krashen 1982, Freeman and Freeman 1994, Freeman and Freeman, 2002).

Methods of instruction include but are not limited to:

- **Content-based instruction** (Briton, Snow, and Wesche 1989, Crandall 1992, Met 1991, Anstrom 1997)
- **CALLA-Cognitive Academic Language Learning Approach** (Chamot and O'Malley 1987, Freeman and Freeman 1994)
- **The Natural Approach** (Richards and Rodgers 1986, Rodgers 2001)
- **Communicative Language Teaching** (Freeman and Freeman 1994, Rodgers 2001)
- **Sheltered Instruction Observation Protocol** (SIOP) Model (Echevarria, Vogt, and Short 2004)
- **Total Physical Response** (Freeman and Freeman 1998, Rodgers 2001)

- **Reading instruction methods supported by the Alabama Reading Initiative** (see Closing the Gap available from the Alabama Department of Education, http://www.alsde.edu/html/sections/doc_download.asp?section=50&id=375&sort=70).

The WIDA consortium provides an abundance of resources created for teachers of ELs. Professional Development on the WIDA resources will be provided to mainstream teachers. ESL and Mainstream teachers will use the following WIDA resources to help in their understanding of and implementation of appropriate teaching strategies for ELs:

- WIDA ELP (English Language Proficiency) Standards
- Can-Do Descriptors
- Performance Definitions
- Features of Academic Language
- Guiding Principles of Language Development

ESL and mainstream teachers will work together to provide the most appropriate instruction using best practices to meet the individual language and academic needs of students. The ESL curriculum is based on WIDA – English Language Development Standards for English Language Learners in Kindergarten through grade 12 (2012) in correlation with College and Career Readiness Standards. The district ESL staff is available to provide training in support of effective instruction of ELs.

In addition to assigning ELs to a regular class in which the classroom teacher has received training in teaching ELs, the ELs receive regularly scheduled ESL instruction. Students are placed in the ESL program based upon their performance on an English language proficiency test of listening, speaking, writing, reading, and comprehension. The level of English proficiency determines the amount of specialized instructional time needed for that student.

All teachers providing instruction for ELLs should use a variety of approaches in organizing the classroom, designing a curriculum, and presenting lessons. There are several basic elements underlying all good language instruction:

- Versatility and flexibility
- Expressions of support for the student's efforts and progress
- Attempts to incorporate and express value in the culture, language, and customs of all students
- Interactive lessons with hands-on activities, visual supports, and cooperative learning
- Encouragement and support of the mainstream or regular curriculum, especially the most essential components.
- Opportunities for all students to feel successful by providing appropriate modifications and accommodations for the needs of students' different levels of ability

- Integration of language skills, cognitive challenges, and content knowledge.

ESL and regular classroom teachers should regularly:

- Announce the lesson's objectives and activities
- Reference the WIDA ELP Standard(s) in lesson plans
- Include both a language and content objective for each lesson
- List and review instructions step by step
- Present frequent summations of the main points of the lesson
- Use visual reviews with lists, charts, and other graphic organizers
- Present information and accept responses in multiple and varied ways
- When possible and appropriate, provide materials in the student's home language. Keep in mind that this may not be helpful, depending on the student's age, literacy level in the home language, and academic language proficiency in the home language.
- Build background
- Control rate of speech
- Pre-teach academic vocabulary and mindfully introduce a reasonable amount of new vocabulary
- Utilize frequent checks for comprehension
- Provide additional feedback and correction prior to grading assignments (every assignment is a teaching tool)

English Language Program Services

An English Language Program is provided to all ELs in grades K-12 by ESL instructors in each local school.

ESL instruction at all levels is a combination of English Second Language (ESL) pullout and grade-level content-centered sheltered classroom instruction. ESL instruction at grades K-8 is provided through a "pull-out" program of individual and small group work combined with classroom support services. At the secondary level grades 9-12, ESL students are provided instruction either in a "pull-out" program or in daily ESL classes at either Dothan High School or Dothan Preparatory Academy. Students at the secondary level may receive elective credit for English Language Acquisition courses.

Students in the ESL Program receive from thirty minutes to 4 hours weekly of English language instruction based upon their individual level of English proficiency. The decision concerning appropriate time spent receiving ESL services will be made by the ESL staff (in collaboration with the ESL Committee). As the student's English proficiency increases, ESL instruction decreases.

ESL pullout should not regularly take the place of physical education, art, music, library, or other special area courses. ESL staff and mainstream teachers will work together to determine the best times for pullout services. ESL staff should seek to avoid pulling a student from whole group or core content instruction. Mainstream staff should seek to understand the scheduling difficulties imposed by limited ESL staff. Classroom teachers must provide for missed instruction.

Students should **not** be penalized for class activities and assignments missed while pull out services are being received.

ELLs participate the remainder of the school day in regular academic classes and/or special programs. Content area teachers differentiate instruction and provide accommodations as identified in the student's I-ELP to meet individual EL's needs. Training will be provided to classroom teachers in strategies for appropriate accommodations. Some of these accommodations include oral rather than written assignments, oral testing, extra time to complete assignments, shortened assignments, alternative assignments, and tutoring. The ESL department will provide professional development activities to equip teachers with strategies for instructing and accommodating ELLs.

To appropriately provide accommodations, mainstream teachers should refer to the Accommodations page of the I-ELP, which must be given to all teachers of an ELL by the ESL Committee at the beginning of the year. The Accommodations page is to be kept and referred to frequently by mainstream teachers. Some students will not receive the same accommodations in every content area.

New secondary ELLs are placed in less language dominant classes but not necessarily less challenging classes. A bilingual instructional aide may be used when available. Spanish speaking students may be placed in Spanish classes to maintain or promote a high level of literacy in their first language and to provide additional support for the transition to second language acquisition. High school ELLs may acquire elective credit for ESL classes. ELLs are to be made aware of career-technical courses and extracurricular activities that are available.

School information is provided to parents in a language that they can understand through interpreters and/or forms and letters in the home language.

To determine yearly progress in English language acquisition, ELLs are assessed annually by the ESL staff, using ACCESS for ELLs or the Alternate ACCESS test. All ELLs will participate in the State Assessment Program on assessments including but not limited to ACAP, ACT WorkKeys, ACT Plus Writing, and ACT Quality Core End of Course Assessments. The Special Populations Manual provided by ALSDE should be consulted for guidelines relating to the participation of ELLs. No student shall be excluded from participation in the state's required assessments (with the exception of students in their first academic year in the U.S). These scores are collected and reviewed by the ESL Committee and the ESL Coordinator.

Title III law requires effective instruction that: (1) leads to the timely acquisition of proficiency in English and (2) provides teaching and learning opportunities so that each student can become proficient in the state's academic content and student academic achievement standards within the specified time frame that is expected for all students.

Resources & Materials for Instruction

To reach the goal of English proficiency comparable to that of a native speaker of the same age and intellectual ability, ESL materials are used that stress the development of communication skills - comprehension, speaking, reading, and writing.

Computers, websites, and relevant software, audio and video equipment, language masters, electronic dictionaries/translators, and numerous printed materials are utilized by ESL personnel and shared with regular program instructional staff.

Some of the materials and resources utilized for the implementation of the ESL program include but are not limited to:

- Ellevation Education
- Scott Foresman Reading Street ESL Resources for Grades K-5, including
    - ELL Handbook & *Survival Guides*
- *Reach* by National Geographic
- *Inside* by National Geographic
- Keys for Learning Vocabulary Flashcards
- *Language for Learning* by SRI
- SRA Photo Library: Newcomers Kit
- *Classroom Teacher's ESL Survival #1 & #2*
- Bilingual Dictionaries
- New Oxford Picture Dictionaries & Content Dictionaries
- *ACCESS* Curriculum from Great Source for grades 6-12
    - Math
    - Science
    - American History
    - World History
    - English
    - Newcomer's Program
- *Keys to Learning: Skills and Strategies for Newcomers* (Longman/Pearson)
- *Finish Line for ELLs* for Grades 1-12 (Continental Press)
- QuickStudy Charts: By topic & Common Core by Grade/Subject
    - All Sciences
    - All Histories (World & U.S.)
    - All Maths
    - Language Arts Grades 1-10
    - Math Grades 1-10

- Extra subjects: Computer, ESL/Basic English, Citizenship, Verbs, Spanish

Computer Programs:
- Imagine Learning Reading & Math Intervention
- Burlington English
- Read 180
- Ellevation
- System 44
- Rosetta Stone Foundations
- Rosetta Stone Advantage
- BrainPop, BrainPop Jr., BrainPop ESL

Instructional resources for ELLs are selected utilizing knowledge of research based strategies for the effective instruction of ELLs. Particular emphasis is placed on the curriculum being written by ESL experts who have used their research and expertise in developing the materials. Any additional resources utilized that are not developed specifically for ELLs are selected based upon the recommendation of teachers and their ability to effectively utilize the selected materials to accommodate their instruction for ELLs. ESL materials and resources are high quality and support the district's goal for high academic achievement for all students.

Part V: Procedures & Guidance for District & Schools

ESL Committee

Each school must have an ESL Committee, which should consist of:

- A school administrator
- All classroom teachers of the student
- ESL teacher(s)
- Counselor
- The student's parent(s)
- The student's Special Education or LINC teacher (if applicable)
- Others as designated by the principal

Each school must maintain paperwork documenting the regular meeting of the committee and maintaining the following documentation in individual ESL student files:

ESL Committee Portfolio	Blue ESL file in Cumulative File
Copy of entire I-ELP	Home Language Survey
Initial Placement scores (if applicable)	Initial Placement test
ACCESS scores	Parent Notification of Program Placement (signed)
4 Progress Reports, each accompanied by Classroom Monitoring Form	ACCESS scores
4 Report Cards	Original I-ELP (current & previous)
Work Samples	

The ESL Committee should meet on a regular basis, preferably every grading period, to review the progress of each EL1/2 and monitored (FEL1-4) student. In addition, meetings may be called as needed throughout the year. (A minimum of 2 ESL Committee Meetings a year per school is required by ALSDE.) It is a local procedure that Kindergarten and 1st grade NOMPHLOTES are monitored by the ESL Committee to ensure academic success and to determine if a child needs to be re-screened for ESL services.

The ESL Committee should keep the following documentation at meetings: Agenda with student names, a Sign-in sheet for committee members, and Notes page for documenting something for each student discussed. This documentation will be sent to the ESL Coordinator at the end of each school year, to be kept on file for ALSDE review.

The ESL Committee should gather as much information as possible about the ELL's educational background, including but not limited to other forms of data.

Classroom accommodations are determined by the ESL committee. Every teacher of an ELL, including special area teachers, will receive a copy of the ELL's I-ELP that outlines the appropriate accommodations for that student. As a student gains English proficiency, the ESL committee will make changes to the accommodations.

The ESL Committee should ensure that ALL teachers implement all accommodations and follow all grading directives indicated in the I-ELP in order for EL students to be successful in the content classroom.

The ESL Committee should ensure that classroom teachers complete the appropriate section of the Classroom Monitoring Form at each Progress Report grading period to document/verify that the appropriate designated accommodations have been implemented. Work samples should be provided by classroom teachers to the ESL Committee for all EL1 & EL2 students, and for any struggling FEL1-4 students.

The ESL Committee should review each student's progress each grading period to determine if changes need to be made to the student's I-ELP. In addition, meetings are called as needed throughout the year.

Written documentation justifying low/failing grades at each grading period, including student work samples, must be presented to the ESL committee for review and maintained in the student's ESL portfolio. Verbal discussion via conference or phone with parents in a language they understand should be appropriately documented and filed.

The ESL committee should contact the ESL Teacher and/or ESL Coordinator with any issues of concern. An additional meeting may need to be held.

The ESL Committee at the Secondary level should refer to the following recommendations that address specific situations.

Particular Recommendations for Secondary ESL Committees:

Scenario	Committee Recommendation
An EL comes to enroll with a transcript from another country	Counselor contacts ESL Office to help with transcript evaluation
An EL comes to enroll in school and doesn't bring a transcript or report card	Option 1: Student enrolls in 9th grade to begin to earn credits Option 2: For older students, students may be placed in higher grade classes and set up to earn credit for missing courses through Credit Recovery.
An EL enrolls in your school and needs additional instructional support	Try to schedule classes with more than one certified instructor and/or teaching assistant whenever possible

A non-English proficient student enrolls in your school	1.) Try to schedule the student in an upper level course of the student's Heritage language as a foreign language elective 2.) If possible, place the student with a peer helper who can communicate in the student's language. Exercise caution when doing this. Consult the ESL teacher for efficient pairings.
There is an EL, who has recently enrolled in school, and wishes to participate in one of the school's athletic programs. (There may/may not be transferring grades to establish eligibility)	1.) The ESL Committee should meet and make recommendations for participation in the athletic program. 2.) This ESL Committee recommendation should be submitted to the State Athletic Association for consideration

Grading Policy & Procedures for English Language Learners

**The following pertains to all official progress reports and report cards.*

Traditional procedures for assigning grades to students may not be appropriate for English Language Learners. The same methods and criteria applied to their English-speaking age and/or grade peers cannot always be used to assess students who lack English language proficiency. Teachers should be encouraged to maintain high expectations for student learning and should accommodate and adapt lessons and assignments so that ELLs can progress.

Procedure for K-12 ELL receiving minor accommodations as indicated in I-ELP:
(generally for students at proficiency levels 3.8-4.7)
Any student in the ESL program who maintains a passing average (A,B,C,D) by participating in standard grade level classroom assessments should receive those grades on their report card. This student would be in a pull out support program and could be receiving few or multiple accommodations on assignments. (*This student should not receive F's without proper documentation. See section "Policy for failing subjects and retention of ELLs)
The I-ELP for this student will state the following: Grading: Standard

Procedure for Grades 1-12 ELL receiving major accommodations as indicated in I-ELP: *(**generally** for students at proficiency levels 3.0-3.7)*
Any student in the ESL program whose grade averages are the result of major accommodations made by the classroom teacher and /or the ESL teacher must have this reflected on the report card for each subject that has been highly accommodated. The comment "Working with ESL Supports" **must** be entered in a manner that shows this comment on all printed Progress Reports and Report Cards. Do not use this code if grades were not highly accommodated. This student should not have below a 70/C for any class unless proper documentation is provided.
The I-ELP for this student will state the following: Grading: Accommodated Grading

Procedure for 1-8 ELL at Beginning or Emerging proficiency levels:
(generally for students at proficiency levels 1.0-2.6. The ESL Staff in collaboration with the ESL Committee will consider and determine whether an alternate grading plan is appropriate for an ELL. This decision will be based upon a variety of criteria: the student's English Language Proficiency Level, teacher observation, and other academic data. Students should ideally not need to be in this alternate grading category longer than 1 academic year).

Students at proficiency levels 1 or 2 (W-APT or ACCESS scores) are extremely limited in English proficiency and will struggle significantly to participate successfully in general education classroom activities and assessments. Teachers of Level 1 or 2 students should implement alternative grading and utilize the following grading system:

S for Satisfactory: Grade ranging from 81-100%
P for Progressing: Grade ranging from 65-80%
N for Needs Improvement: Grade ranging from 0-64%

Grades can be entered as normal in iNow (recalling that often accommodated assignments are most appropriate); additionally, the comment "Working with ESL Supports" should be entered for each class. No iNow generated Progress Report or Report Card should be distributed to this student or this student's family. An Alternative Academic Progress Report will be provided by the ESL teacher and manually filled out by the general education teachers.

The I-ELP for this student will state the following: Grading: Alternative Grading

Policy for failing subjects and retention for all ELLs:

ELLs may not fail a course or grade or be retained if lack of English language proficiency is the primary issue. (ELLs include any student in the ESL program, identified as EL1 or EL2 in iNow.) Failing grades on progress reports or report cards should not be issued without significant documentation* by the classroom teacher and ESL Committee. *(see below)*

Retention of ELLs can not be based solely upon level of English language proficiency (*Lau v. Nichols)*. Prior to considering retention of an ELL, the following points should be addressed by the ESL committee:

- What is the student's level of English language proficiency?
- Has an I-ELP been implemented to document classroom modifications and student progress?
- Has the I-ELP been revised throughout the school year as needed?
- To ensure meaningful participation, are classroom accommodations being made in areas of:
  - -Teacher lesson delivery
  - -Activities and assignments
  - -Homework
  - -Formal and informal assessments (quizzes and test)
- How much individual English language development instruction is the student receiving during the school week/day?
- Has an alternate grading strategy been implemented (e.g. a portfolio, checklist, teacher observation, or rubric assessment on content and language objectives)?
- Has the student's classroom teacher been adequately trained with instruction and assessment strategies specifically designed for students learning English?
- Do the report cards indicate that students were graded according to their I-ELPs?

Documentation for Grades

The academic progress for all students in the ESL program will be discussed in the quarterly ESL Committee meetings. The ESL Committee will gather Progress Reports, Report Cards, and a Classroom Monitoring Form completed by teachers. These documents, along with teacher input, will provide partial evidence of a student's progress or lack thereof.

Sufficient evidence must be collected by the teachers and the ESL Committee in order to justify low or failing grades or retention. Such evidence must show that:

- All accommodations listed in the student's I-ELP have been consistently given
- The teacher has made an effort to teach and assess at the student's proficiency level
- Concerns were expressed and documented in the quarterly ESL Committee Meetings.

Evidence may include:

- work samples (which include evidence of accommodations provided)
- notes referencing discussions with parents and/or ESL teachers
- print outs of email communications between the general education teacher and the ESL teacher or between members of the ESL committee
- ESL Committee Notes

ESL Staff

Dothan City will strive to employ educational personnel who have formal training in teaching second language learners to implement the English language instruction educational program (ESL program). All teachers and bilingual instructional aides in the English language instruction educational program are fluent in English as verified in the interview process. Certified teachers in the area of ESL should be recruited. Non-ESL certified teachers will be encouraged to work toward the attainment of ESL certification and supported through professional development opportunities.

ESL services are provided at all DCS school locations. The ESL Staff team is usually comprised of ESL teachers, ESL Teaching Assistants, ESL Tutors, and an ESL Translator/Parent Liaison.

ESL staff is responsible for the English language instruction of ELLs. In addition, they provide assessment, tutoring, and monitoring to EL and FEL students as needed.

All ELLs will receive their primary instruction from certified teachers in the classroom using CCRS State Standards and WIDA ELD Standards.

Professional Development for ESL Staff
Professional development opportunities will be provided for all ESL personnel through ALSDE ESL trainings.

Additional professional development opportunities and training will be provided to address specific areas of need as required. This will be accomplished by providing the opportunity to view relevant videos, attend related workshops, conferences, webinars, podcasts, and/or through contracted consultants.

ESL staff meetings will occur monthly to coordinate the implementation of the ESL program and to work toward the attainment of the program's goals and objectives.

Regular content area program teachers will receive training opportunities in the instruction of second language learners through local professional development, workshops, conferences, and/or through contracted consultants. Individual assistance will be provided by the ESL Teacher and/or Coordinator. Efforts will be made to provide professional development that is sustained, ongoing, and specific. Professional development will seek to:

- Improve the instruction and assessment of limited-English proficient students.
- Enhance the ability of teachers to understand and use curricula, assessment measures, and instructional strategies for English language learners.
- Be of sufficient intensity and duration to have a positive and lasting impact on the teachers' performance in the classroom.

ESL Exit Procedures

Students will be exited from the ESL program upon demonstrating overall proficiency on the ACCESS for ELLs (Composite score of 4.8 or higher).

When a student exits the ESL program, the ESL teacher and the ESL Committee will monitor the student's progress for a period of four years. The student will not be monitored after the fourth year unless he/she is referred back to the ESL Committee.

There is no time limit for participation in the ESL program.

Exited students remain eligible for some ESL accommodations. In light of the abundant information on the nature of second language acquisition, it is recognized that academic learning in languages additional to the heritage language is a life-long process. Exited students may at times still need assistance and/or accommodations in order to succeed. Teachers should consult ESL staff for assistance and advice should this situation arise.

Steps for Exiting

1. The ESL Committee meets and exits a student from the ESL program based on the above stated criteria.

2. Written notice shall be provided to the parents within thirty school days by the ESL Committee that their child is exiting from the ESL Program.

3. If the student is not academically successful, or does not pass course work without accommodations after exiting from the ESL program, the student can be recommended for reclassification, reassessed using the WIDA Screener, and re-enrolled in the ESL

program and/or other appropriate programs which meet the need for English language instruction upon recommendation by the ESL committee.

ESL Monitoring Procedures

- The ESL Committee's Agenda will include all EL students, including exited/monitored students (FEL1-4).

- The ESL Committee will ensure that the classroom teachers complete the Classroom Monitoring Form for Exited/Monitored students at each Progress Report grading period. The Classroom Monitoring Form should be used to document/verify that student is successful in general education classes without the support of the ESL program.

- The ESL Committee should consider each FEL 1-4 student's progress each grading period. Attendance, behavior, and grades should be discussed.

- Written documentation justifying failing grades at each grading period, including student work samples with proof of accommodations being made, must be presented to the ESL committee for review and maintained in the student's ESL portfolio. Verbal discussion with parents in a conference or by phone and appropriate documentation must be on file.

- If the ESL Committee determines that a student is not successful without assistance from the ESL program, they should recommend that the student be re-screened for ESL services.

Special Education Services and Gifted Program

ESL students can be referred for and placed into Special Education and Gifted Education programs by following the same procedures used for all students (Section 3116; Section 3213(2)(2)(G)); OCR Memorandum, September 1991, *Lau v. Nichols*. [See Section 1 pages 4 & 5 of this Manual of Procedures]

Special Education Services
Students who are experiencing academic and behavioral difficulties, not related to their EL status, are initially referred to RTI at their school. The ESL Committee reviews student's progress and performance on a regular basis. In the event that concerns beyond language acquisition arise, the ESL Committee can take the role of the RTI for the ELL or can refer the student to RTI. If the strategies and interventions set forth by RTI are not successful, the student may be referred for special education services.

As a general rule, ELLs who are following normal developmental patterns for learning a new language **SHOULD NOT BE REFERRED**. ELLs, because of their cultural and linguistic backgrounds, have special instructional needs. These needs should not be

confused with disabilities nor should they serve as a basis for referral for a special education evaluation.

Prior to a referral to RTI or for a special education evaluation, efforts must be made to meet the student's needs within the context of the regular education program including English as a Second Language classes and documentation of assessments, accommodations, and interventions. Specific indicators, which validate the need for special education evaluation are:

- Poor communicative proficiency in the home as compared to siblings and age peers in bilingual environments, especially when this deficiency is noted by parents.
- English language development that appears to be significantly different than that of peers who are also learning English as a Second Language.
- Noted developmental delays or other at-risk conditions.

Based on the review of the submitted documentation, the RTI committee and the ESL teacher/specialist will recommend the referral of a student to special education for evaluation after all other avenues have been explored, and after a conclusion has been reached that the student's needs cannot be met by the regular education program.

Should an ELL student qualify for special education services, an ESL staff member should participate in the initial development of the IEP and in subsequent IEPs until the student is exited from the ESL program. An ESL staff member should be included as part of the student's IEP team and should be present at IEP meetings.

Parent participation is a required part of the special education process and to ensure active participation, consideration must be given at all meetings and in all written communications for the non-English speaking parent. These considerations must include the availability of a translator for oral communication, and written communication must be in the parent's native language, when appropriate and possible.

Gifted Programs

English Language Learners are eligible to be considered for participation in the Gifted (LINC) program. Lack of English language proficiency does not mean that a student is not capable of advanced levels of cognitive thinking.

Before any screening test is administered for these programs, the following steps must be taken:

1. The LINC teacher needs to confer with the classroom teacher and check the student's cumulative file to determine the degree of English proficiency (consulting W-APT, MODEL, or ACCESS scores) so that a screener can be given in the appropriate language.

2. The LINC teacher should consult the student's ESL teacher for feedback and input. This includes having ESL teachers submit an additional version of any recommendation paperwork.
3. The LINC teacher needs to make arrangements for the student's ESL Committee to meet to discuss:
    - Student's need for alternative assessments
    - A plan to provide parents with interpretation of all forms needed in the referral/eligibility/placement process

Participation in Other Programs

Regulatory requirements from Title VI of the *Civil Rights Act of 1964* have been interpreted to prohibit denial of equal access to education because of a student's limited proficiency in English.

ELLs have equal access to the full range of district programs and services, including special education, gifted and talented programs, career-technical education, Title I, homeless, and non-academic and extracurricular activities. Every effort is made to notify students and parents of available programs and activities through newsletters, phone calls, and informational meetings for parents (with translations and interpreters available when possible). ESL and mainstream teachers encourage ELLs to participate in extracurricular and non-academic activities.

Title I, Part A, Basic Programs

Dothan City Schools are required by federal law to provide appropriate language acquisition services for students who are limited-English proficient. The language acquisition services are considered an integral part of a free and appropriate public education for all students. Title I, Part A, funds are used to pay part of the salaries of instructional staff to work with students who are limited-English proficient students. Presently 2 ESL Resource Teachers, 3.5 ESL Instructional Aides, and 1 Interpreter/Parent Liaison are employed for the ESL program.

EL students (or English Language Learners) are eligible for programs and services provided by Title I, Part A, on the same basis that non-ESL students are eligible. In schools operating Title I school wide programs, all children, including ELLs, are intended to benefit from the program, and the needs of all students are to be taken into account in the program design. In Title I targeted assistance schools, ESL students are eligible and may be selected for services on the same basis as other children.

Title I, Part C, Migrant Education Program

A student may be eligible for services under Title I, Part C, the Migrant Education Program (MEP), if he/she has traveled with a parent or guardian across school system boundaries to obtain temporary or seasonal work in agriculture, fishing, or chicken

processing. Migrant education services do not replace the need or requirement for an English language instruction educational program.

Dothan City Schools Migrant Education Program is supplemental to the basic, regular education program and addresses needs that may be attributed to the migratory status of the student's family. All migrant students are not language-minority, nor are all language-minority students migrant.

Education of Homeless Children and Youth

Title X, the Program for the Education of Homeless Children and Youth, promotes access to public schools for homeless children and youth. Dothan City Schools ensures that barriers to enrollment and in-school success for homeless students are eliminated.

A student who is limited-English proficient and also meets the federal definition of "homeless" is eligible in Dothan City Schools to receive services provided through the Homeless Education Program, Stewart B. McKinney Act as are other children who meet that definition.

Communication with Parents

Parents who speak a language other than English are invited and encouraged to participate in all programs and activities. These include parent-teacher conferences, Parent-Teacher Organization, and a wide range of other special activities.

Parents are encouraged to offer their input to the local school and to the ESL Program Supervisor for suggestions to improve the overall ESL program that will generate success for their children in school.

Dothan City School System will comply with Alabama Department of Education requirements to:

- Evaluate annually its educational programs to identify and eliminate barriers that may exist in preventing parents of limited-English proficient students from participating in school activities.
- Provide an interpreter to assist in the registration of a limited-English or non-English speaking student.
- Provide an interpreter for parent/teacher conferences.
- Ensure, to the extent possible, that information related to school and parent programs, meetings, and other activities is provided in the child's home language.
- Provide meaningful opportunities for the participation of parents with limited-English proficiency in the education of their children, including providing information and school profiles in a language and form parents can understand.
- Include parents of ELLs to the extent practicable and possible, in the development of system wide or individual school Parent Involvement Plans and Title I School Wide Plans, if possible.

Following is a list of factors that may impact the degree and extent of parent involvement for
ELLs:

- Length of residence in the United States
- English language proficiency
- Availability of support groups and bilingual staff
- Prior experiences of parents
- Economic need of parents

Whenever possible, the school must provide written communication that the parents can understand and/or provide a person who can speak the parent's native language to facilitate understanding. This provision greatly improves the quality and outcomes of the school-home working relationship.

The Alabama State Department of Education provides a free subscription to TransAct. TransACT® provides more than 200 legally-reviewed parent notices, letters and documents that fully support the federal communication mandates of Title I, III, IX, X, FERPA, PPRA and OCR. TransACT offers a collection of notices meeting school district needs in more than 21 languages. TransACT offers forms related to No Child Left Behind (NCLB) notices, Health/Medical, School/Office/Class, Free/Reduced Meals, and ESL.

Parental Notification

The LEA must ensure that appropriate notification is made to parents prior to placing a student in an English language educational program. According to Title III, Part C, Section 3302(a), each
LEA shall, "not later than **thirty (30) days** after the beginning of the school year, inform a parent
or the parents of a limited-English proficient child identified for participation in, or participating in" an English language instruction program, about the following:

- The reasons for the identification of the student as limited-English proficient and in need of placement in an English language instruction educational program.
- The student's level of English proficiency, how such level was assessed, and the status of the student's academic achievement, to the extent known.
- The method of instruction to be used in the English language instruction educational program and how the program differs in content, instructional goals, and use of English from “regular" programs in the school.
- How the program will meet the educational strengths and needs of the student.
- How the program will specifically help the student learn English and meet age-appropriate academic achievement standards for grade promotion and graduation.
- Specific exit requirements for the program, the expected rate of transition from the program into regular classrooms, and the expected rate of graduation from high school, if appropriate.
- If applicable, how the program meets objectives of the student's individualized education plan (IEP).

Specifically, the following information pertaining to parental rights must be provided in writing:

- The right of parents to have their child immediately removed, upon their request, from the English language instruction educational program.
- The options that parents have to decline to enroll their child in an English language educational program or to choose another program or method of instruction if another program or method is available.
- The assistance that will be provided for parents in selecting from among various programs and methods of instruction if more than one program or method is offered by the LEA.

Each local school must implement "an effective means of outreach" so that parents of limited
English proficient students can:

- Be involved in the education of their children.
- Be active participants in assisting their children to learn English, to achieve at high levels in core academic subjects, and to meet the same challenging state content and student achievement standards as all children are expected to meet.

If a student has not been identified for participation in an English language instruction educational program prior to the beginning of the school year, the ESL Committee must carry out the parent notification requirements within ten school days of a student being placed in such a program.

ESL Program Evaluation & Accountability

The instructional goals of the Dothan City Schools ESL Program as stated at the beginning of this document are as follows:

- To increase the English language proficiency to the degree necessary to allow successful independent functioning in the regular school program.
- To provide the ELL the opportunity to reach his/her full potential.

The system will utilize both formal and informal evaluations of the program in order to determine progress in meeting these goals. The evaluation will be an ongoing process. A formal evaluation of the ESL program will be conducted at the end of each school year using ACCESS and State Assessment results. ACCESS results include the stated ESSA goals for the academic year.

This evaluation will consist of data collected from the individual schools and reported to ALSDE. The data will be concerning the following:

General Information
- Number of limited-English proficient students at each school.
- ESL student enrollment by language and grade level.

Identification and Assessment
- The number of students identified as having a primary or home language other than English who are not receiving services (NOM PHLOTE).
- The number of parents/legal guardians who waived English language instruction educational program student services during the year.
- The number of newly identified students assessed for English proficiency during the year.
- The number of new students enrolled in the LEA's English language instruction educational program during the year.

Types of Language Instruction Education Programs Utilized by the LEA
Dothan City Schools utilizes ESL as our Language Instruction Education Program. ESL is a program of techniques, methodology, and special curriculum designed to teach ELs explicitly about the English language, including the academic vocabulary needed to access content instruction, and to develop their English language proficiency in all four language domains.

Program Exit Information
- The number of students who exited the program.
- The number of students who returned to the English language instruction educational program, by school and for the LEA.
- Number of ELLs who are in their first year of school in the United States.
- Number of ELLs who are in their second or higher year of school in the United States.

- Number of students who are in their first year of monitoring as a Former Limited English Proficient student.
- Number of students who are in their second year of monitoring as a Former Limited English Proficient student.
- Number of students who are considered Former Limited English Proficient.

Participation in Other Programs
- The number of ESL and general education students referred for special education evaluation by school and for the LEA.
- The number of ESL and general education students who qualified for placement in special education programs and/or services by school and for the LEA.
- The total number of ESL and general education students currently enrolled in the LEA's special education program.
- The total number of ESL and general education students currently enrolled in the LEA's gifted and talented program.
- The total number of ESL and general education students currently enrolled in the LEA's career-technical education program.
- The number of EL and general education students participating in extracurricular activities, e.g., intramural sports, clubs.
- The number of ESL and general education students who received an honor or award during the school year.
- The number of ESL and general education students being served by Title I.

State Assessment Reporting
- The percentage of Title III Served LEP students scoring proficient or above on the mathematics portion of the annual, state assessment.
- The percentage of Title III Served LEP students scoring proficient or above on the reading/language arts portion of the annual, state assessment.
- The percentage of Title III Served Former LEP (Monitor Year 1) and Former LEP (Monitor Year 2) students scoring proficient or above on the mathematics portion of the annual, state assessment.
- The percentage of Title III Served Former LEP (Monitor Year 1) and Former LEP (Monitor Year 2) students scoring proficient or above on the reading/language arts portion of the annual, state assessment.

Number of Immigrant Children and Youth
- A student qualifies as an immigrant, by federal definition, if he/she is between the ages of 3-21, not born in any State, and has not attended one or more schools in any one or more States for more than 3 full academic years.

Number of LEP students in their first academic year in the United States with limited or no formal schooling

English Language Proficiency
- The number of ELLs making progress in learning English according to the ACCESS for ELs scores.

- The number of ELLs attaining English proficiency by the end of the school year.
- The number of students exiting the ESL program.

Staffing
- The number of ESL certified teachers in the school and LEA.
- The number of certified teachers teaching ESL (certified in a field other than ESL).
- The number of paraprofessionals working in the ESL program.

Training
- A list and brief description of English language instruction educational program training provided for all personnel at each school and in the LEA; including the date, the intended audience and the number of participants.

Communication
- The number and name of the different languages for which the LEA has written school-related documents.
- A list of interpreters who are readily available to assist in parent/guardian communications.
- A description of community activities conducted and resources in the community that are available to provide services.
- A description of efforts and activities to involve parents/guardians in the educational process.

General Comparison Information
- The LEA's number of ESL and General Education dropouts.
- The total number of truancy petitions for ESL and general education students the LEA has issued during the school year.
- The number of ESL and general education seniors that graduated.
- The number of ESLs and general education students who participated in state assessment program.
- The number of ESL and general education students prohibited or excluded from extracurricular activities based on grades.
- The number of high school ELLs using elective credit for ESL services.
- The number of ESL and general education students enrolled by grade level.
- The number of ESL and general education students retained by grade level.

Other ALSDE Accountability:

Interim Progress in Achieving English Language Proficiency

**The following information comes from ALSDE EL Growth Data as given beginning in the 2018 ESSA guidelines.*

Interim progress is defined as: Making annual increases in the percent of children making progress in learning English

Progress in Achieving English Language Proficiency

Title I of ESSA requires long-term goals for English learners for increases in the percentage of students making **Progress** in achieving **English Language Proficiency (PELP)** as measured by the statewide English language proficiency assessment. Alabama will use ACCESS for ELLs 2.0 to evaluate progress toward PELP.

The PELP Indicator Score is determined based on the percentage of Full Academic Year (FAY) students in grades 3-8 and 11, utilizing the ACCESS 2.0 assessment, who met their growth-to-target score. The growth-to-target score is determined based on the 2 most recent consecutive years of ACCESS 2.0 data.

The number of years to achieve proficiency varies based on the student's initial level of proficiency. Students at lower levels of English language proficiency will have more ambitious annual growth targets.

Growth to Target Scores						
Initial Year	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**	**Year 7**
1.0	1.6	2.3	2.9	3.5	4.2	4.8
1.1	1.7	2.3	3.0	3.6	4.2	4.8
1.2	1.8	2.4	3.0	3.6	4.2	4.8
1.3	1.9	2.5	3.1	3.6	4.2	4.8
1.4	2.0	2.5	3.1	3.7	4.2	4.8
1.5	2.1	2.6	3.2	3.7	4.3	4.8
1.6	2.1	2.7	3.2	3.7	4.3	4.8
1.7	2.2	2.7	3.3	3.8	4.3	4.8
1.8	2.3	2.8	3.3	3.8	4.3	4.8
1.9	2.4	2.9	3.6	3.8	4.3	4.8
2.0	2.6	3.1	3.7	4.2	4.8	
2.1	2.6	3.2	3.7	4.3	4.8	
2.2	2.7	3.2	3.8	4.3	4.8	
2.3	2.8	3.3	3.8	4.3	4.8	
2.4	2.9	3.4	3.8	4.3	4.8	

2.5	3.0	3.4	3.9	4.3	4.8	
2.6	3.0	3.5	3.9	4.4	4.8	
2.7	3.1	3.5	4.0	4.4	4.8	
2.8	3.2	3.6	4.0	4.4	4.8	
2.9	3.3	3.7	4.0	4.4	4.8	
3.0	3.5	3.9	4.4	4.8		
3.1	3.5	4.0	4.4	4.8		
3.2	3.6	4.0	4.4	4.8		
3.3	3.7	4.1	4.4	4.8		
3.4	3.8	4.1	4.5	4.8		
3.5	3.8	4.2	4.5	4.8		
3.6	3.9	4.2	4.5	4.8		
3.7	4.0	4.3	4.5	4.8		
3.8	4.1	4.3	4.6	4.8		
3.9	4.1	4.4	4.6	4.8		
4.0	4.3	4.5	4.8			
4.1	4.3	4.6	4.8			
4.2	4.4	4.6	4.8			
4.3	4.5	4.6	4.8			
4.4	4.5	4.7	4.8			
4.5	4.6	4.7	4.8			
4.6	4.7	4.7	4.8			
4.7	4.7	4.8	4.8			
4.8	4.8	4.8	4.8			

Targets were established based on two years of statewide district data. The table shows the percentage of ELs within a district and respective schools that must make the progress target in order to meet the ELP indicator. Each year, the proportion of students in a district expected to make progress in ELP increases.

The following table illustrates the target percentage for all LEAs. Interim Progress is reported as the percentage of students in a district who make progress in their overall

score. The same percentages are used for each school in each district to calculate interim progress.

Progress Targets Based on Previous Year's Data	
Year	**Targets**
2017	40%
2018	47.5%
2019	50%
2020	52%
2021	54%
2022	56%
2023	58%

For example: In the 2019-2020 school year, 52% of ELs in an LEA who took ACCESS for ELLs 2.0 would have to make their growth target to meet the interim progress target.

Forms & Links

Home Language Survey
Grading Policy
I-ELP Accommodations
ESL Committee Documentation
- Sign-in
- Agenda
- Minutes/Notes
- ESL Files Documentation Form (Checklist)
- Classroom Monitoring Form

WIDA
https://wida.wisc.edu/

TransAct
https://www.transact.com/login

ALSDE ESL
https://www.alsde.edu/sec/fp/ell/Pages/home.aspx?navtext=English%20%20Learners

U.S Department of Education, Office of English Language Acquisition
https://www2.ed.gov/about/offices/list/oela/index.html

WIDA ELD Standards
https://wida.wisc.edu/sites/default/files/resource/2012-ELD-Standards.pdf

WIDA Guiding Principles of Language Development
https://wida.wisc.edu/sites/default/files/resource/Guiding-Principles-of-Language-Development.pdf

WIDA Essential Actions
https://wida.wisc.edu/sites/default/files/resource/Essential-Actions-Handbook.pdf

WIDA Features of Academic Language
https://wida.wisc.edu/sites/default/files/resource/Features-of-Academic-Language.pdf

WIDA Performance Definitions, 2012 Version, Listening and Reading
https://wida.wisc.edu/sites/default/files/resource/Performance-Definitions-Receptive-Domains.pdf

WIDA Performance Definitions, 2012 Version, Speaking and Writing
https://wida.wisc.edu/sites/default/files/resource/Performance-Definitions-Expressive-Domains.pdf

WIDA Can Do Descriptors for the Levels of ELP, PreK-12
https://wida.wisc.edu/sites/default/files/resource/CanDo-Booklet-PreK-K.pdf

WIDA Can Do Descriptors: Grade Level Cluster 1-2
https://wida.wisc.edu/sites/default/files/resource/CanDo-Booklet-Gr-1-2.pdf

WIDA Can Do Descriptors: Grade Level Cluster 3-5
https://wida.wisc.edu/sites/default/files/resource/CanDo-Booklet-Gr-3-5.pdf

WIDA Can Do Descriptors: Grade Level Cluster 6-8
https://wida.wisc.edu/sites/default/files/resource/CanDo-Booklet-Gr-6-8.pdf

WIDA Can Do Descriptors: Grade Level Cluster 9-12
https://wida.wisc.edu/sites/default/files/resource/CanDo-Booklet-Gr-9-12.pdf

SIOP Lesson Plan Templates
http://www.cal.org/siop/lesson-plans/

APPENDIX C

EXCEPTIONAL STUDENT SERVICES

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LEA PLAN FOR GIFTED

Dothan City Schools
SCHOOL SYSTEM

2019-2020
SCHOOL YEAR

Dr. Phyllis Edwards
SUPERINTENDENT'S SIGNATURE

Alicia S. Slah
SPECIAL EDUCATION COORDINATOR'S SIGNATURE

SIGNATURE OF STAFF MEMBER RESPONSIBILE FOR GIFTED EDUCATION (IF OTHER THAN COORDINATOR)

4/20/20
DATE SUBMITTED

ERIC G. MACKEY, STATE SUPERINTENDENT OF EDUCATION

FOR SDE USE ONLY

DATE RECEIVED

STATUS: _____APPROVED _____BY _____
DATE SDE OFFICIAL

_____RETURNED FOR CORRECTIONS _____
DATE

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I.
PHILOSOPHY

Intellectually gifted children and youth are those who perform at or have demonstrated the potential to perform at high levels in academic or creative fields when compared with others of their age, experience, or environment. These children and youth require services not ordinarily provided by the regular school program. Children and youth possessing these abilities can be found in all populations, across all economic strata, and in all areas of human endeavor. Gifted students may be found within any race, ethnicity, gender, economic class, or nationality. In addition, some students with disabilities may be gifted.

The Dothan City School System shall prohibit discrimination against any student on the above basis with respect to his/her participation in the gifted program.

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II.
PROGRAM GOALS

Program Goals are statements of what the LEA expects to accomplish over the next three years (or the length of time this plan will be in effect). Each LEA may adopt the goals listed below. LEA's then have the option to add others. Some LEAs will write additional goals to *improve* or *maintain* existing programs. Others may write goals to *establish, develop,* or *implement* a program or additions to a program. For each Program Goal, include the steps that will be taken to achieve the Goal.

Some suggestions for areas that goals might address are:

Enrichment Model Programs (for schools with low-incidence gifted)
Quality of Services
Faculty/Parent Training
Underrepresented Populations
Program Evaluation
Service Delivery Options

I. Goal: To provide training for all staff on the procedures for referring and identifying students for gifted services.

- Develop training and assemble handouts to include forms, procedures, etc.
- Schedule training annually to update procedures and inform new staff.
- Implement training.
- Maintain documentation of training provided.
- Evaluate effectiveness of training.

Dothan City Schools (DCS) developed Learning in Consultation (LinC) in an effort to better meet the needs of high-end learners. LinC provides challenging educational opportunities in grades 3-8 that extend beyond the general curriculum. Teachers engage in the consultation plan, implement and monitor differentiated educational opportunities for high-end learners.

II. Goal: To continue working towards racial equity in the gifted program.

- Provide yearly in-service for all elementary and middle school faculties concerning the issues associated with identifying underrepresented groups.
- Utilize appropriate assessments to make screening/eligibility decisions.
- Strive to allocate gifted teachers for schools with high numbers of minority or low socio-economic students to conduct child find activities and implement enrichment programs to nurture gifted potential.

During the 2003-2004 Focused Monitoring, the Alabama State Department of Education (SDE) recommended that Dothan City Schools (DCS) moved from the state gifted program to our own enrichment program. Data from the last SDE Monitoring indicated that efforts had been made to improve racial equity in the gifted program. The number of Talent Pool students being served was more racially equitable than the number of identified gifted. A move would provide more flexibility and also increase the total number of students that receive enrichment services.

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III. Goal: To continue conducting Child Find Activities

- Implement mandatory Second Grade Child Find Activity
- Review achievement or group aptitude test scores and refer any students who have high aptitude or achievement scores.
- Provide public notice in the handbook or Code of Conduct.
- Schedule gifted teachers into second grade classrooms to conduct lessons that yield gifted behaviors and products.
- Provide yearly staff development for general education teachers concerning the referral process.

In service for second grade screening is provided annually by the resource specialist in each school. The following are critical elements in establishing an enrichment program: 1) multiple criteria must be used for eligibility 2) racial equity must be a goal of the program 3) services at each school must be comparable in quality and duration.

IV. Goal: To ensure that there are comparable services throughout the system.

- Communicate with principals and check teachers' schedules to make sure that students in the same grade level across the system are receiving the same number of hours of service (e.g. 3rd graders – 3 hours, 4th graders 3 to 4 hours, etc.)
- Allocate resource specialists equitably, taking into consideration caseloads and number of schools served.
- Strive to find classroom space for each gifted teacher that is comparable to other programs.

The resource specialist serves as a resource for teachers in meeting the needs of high-end learners. Consultation is an essential component in having a continuum of services. The resource specialist consults and plans with the general education teacher, provides professional development and models differentiation. The resource specialist raises the level of awareness about the differences in learners, provides strategies to address these differences and elevates the general education teachers' expertise in meeting the academic needs of all children. This is systemic change.

V. Goal: To work towards a true continuum of services for high-end learners.

- Provide pullout services for Grades 3-5 or 3-6.
- Provide consultation services for Grades K-2
- Provide advanced courses for Grades 6 or 7-12.
- Consult, as time will allow, with general education teachers across grade levels concerning meeting the needs of high-end learners in the general education classroom.

Concept based units offered in a pullout program are important because a universal, overarching concept is incorporated throughout. DCS resource specialists spend their time in pull out programs, planning with general education teachers, planning and compiling center activities and tiered assignments, planning concept based units as well as consultation/modeling for teachers in general education classrooms.

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VI. Goal: To provide curriculum for gifted learners that is concept and problem based.

- Support resource teachers in attending professional development in the areas of concept and problem-based learning.
- Support resource teachers in meeting with other gifted specialists to work on units of study.

Other training/workshop opportunities have been provided by the SDE (Regional Training). Resource specialists meet monthly for 2 ½ hours to share information, ideas, implementation strategies and other topics related to the LinC Program.

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III.
REFERRALS

A. **Informing the Public** Each LEA should provide the same level of notice to parents and students regarding information about the gifted program as it does with respect to other significant school activities, policies, or procedures. The notice should include information on the definition of gifted, how to refer a student, the basic eligibility criteria (excluding test scores), and whom to contact to make a referral.

The method for providing this notice must be one that reaches all parents and students and should therefore be in the Code of Conduct or Student Handbook.

The notice in the box below or one that is very similar and contains all of the required information as described above is or will be placed in the:

(Check one)
__X__ Code of Conduct
__X__ Student Handbook.

The Dothan City School system will provide annual public notices of services available to high-end learners by:
• LinC Orientation at each school
• A section in each school's handbook about LinC
• Letter to parents
Dothan City Schools LinC Program will provide services for high-end learners through systemic change.

Gifted students are those who perform at or who have demonstrated the potential to perform at high levels in academic or creative fields when compared to others of their age, experience, or environment. These students require services not ordinarily provided by the regular school program. Students possessing these abilities can be found in all populations, across all economic strata, and in all areas of human endeavor.

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

For each student referred, information is gathered in the areas of Aptitude, Characteristics, and Performance. The information is entered on a matrix where points are assigned according to established criteria. The total number of points earned determines if the student qualifies for gifted services.

To make a referral, contact the Resource Specialist at the student's school.

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B. Enrichment Referrals Screening Team (ERST) Each LEA shall establish a team (or a team at each school) to receive and review referrals for gifted services. Each team should consist of at least three people, and members should include someone knowledgeable about the student and someone knowledgeable about gifted education. It is highly recommended that the gifted specialists serve on the ERST.

The ERST will consist of at least three individuals from the following list:
(Please check all that apply)

__X__ resource specialist(s)
__X__ counselor
__X__ administrator
__X__ general education teacher
__X__ psychometrist
_____ other_____

The duties and responsibilities of this team are to:

- Receive all referrals.
- Collect all required information.
- Schedule meetings in a timely manner to review referrals.
- Notify parents when student has been referred, obtain parental consent, and inform them of their rights.
- Notify parents of team's decision.
- Base decisions on multiple criteria; do not exclude any student on the basis of a single test score.
- Exhibit sensitivity to cultural, economic, and/or linguistic differences.
- Make arrangements for any further assessments.
- Deliver the completed assessment information to the Eligibility Determination Team (EDT).
- Other _____

C. Screening Criteria Check One

__X__ LEA automatically accepts each referral for further assessment (administered by psychometrist if needed for placement) to determine eligibility.

_____ LEA uses the State Screening/Eligibility Determination Form to screen students to determine if further assessment is necessary.
_____ points are required to pass screening.

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IV.
EVALUATION

The ERST, the psychometrist, or whomever makes decisions about tests that are administered must make those decisions based on their knowledge of the student and the purpose for which the test was intended.

Information about the student can be obtained from the *Aptitude Test Selection* box on the referral form. This checklist will indicate if there is a need to administer alternative assessments (e.g., non-verbal assessments or creativity assessments) due to cultural, economic, environmental, linguistic, or disability differences. If any items are checked in the *Aptitude Test Selection* box both verbal and nonverbal abilities must be assessed (and creativity if appropriate) before determining student ineligible for gifted services.

For information on specific tests, consult the individual test manuals.

Dothan City School System will select and administer tests and evaluative materials that are sensitive to cultural, economic, and/or linguistic differences and that are appropriate for the special populations such as the sensory impaired, LEP, or physically impaired student. Students from underrepresented groups will have both verbal and nonverbal abilities assessed (and creativity when appropriate) before being determined ineligible.

Independent Evaluation Procedures

There is some evidence to indicate that using test scores from independent evaluators may contribute to racial inequities in gifted populations. School systems must adopt local procedures regarding independent evaluations. Check the statement below that describes the procedures used by Dothan City School System:

_____ Tests from qualified independent evaluators will be treated the same as tests administered by school system personnel or contract personnel.

__X____ Tests from qualified independent evaluators will be considered as a referral but the school system reserves the right to conduct further assessment.

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V.
ELIGIBILITY

LEAs must establish an Eligibility Determination Team (EDT) to implement procedures to determine eligibility of students for gifted services. Members must include someone knowledgeable about the student being assessed, someone knowledgeable about gifted students in general, and someone able to interpret the information gathered. There should be at least three members on the team. The EDT may include the same members as the ERST.

The EDT is:
(*Check one*)

_____ central office based
__X___ school based

The EDT will consist of at least three individuals from the following list:
(Please check all that apply)

__X__ resource specialist(s)
__X__ counselor
__X__ administrator
__X__ general education teacher
__X__ psychometrist
_____ other_____

The duties and responsibilities of the EDT are to:

- Determine if all assessment information has been gathered by the ERST: vision/hearing screening, aptitude/creativity test scores, TABS, and any/all of the following available: achievement test scores, product, portfolio, work sample, teacher narrative, or grades from the last semester.
- Complete the eligibility determination process.
- Inform parents of the decision by sending a *Notification of Eligibility Determination Team Decision* form.
- If eligible, get a signed copy of the *Notification of Eligibility Determination Team Decision* form.
- If eligible, inform the resource specialist; if ineligible, inform the person who referred the student (if other than the parent).
- Exhibit sensitivity to cultural, economic, and/or linguistic differences.

Only the EDT may make a determination to interrupt services due to behavioral or academic issues. Students can be removed from services if the team deems it appropriate.

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VI.
SERVICE DELIVERY OPTIONS

Gifted students may receive services through a variety of service delivery options depending on the age of the student and the resources available to the LEA. Services for students of the same grade level on different campuses must be comparable in quality and duration. This means that if third graders at one school receive 3 hours a week pullout services then third graders at all schools should receive 3 hours a week pullout service. The following are examples of appropriate services for various age groups.

Please check all that apply.

Grades K-2

__X__ Consultative services from the gifted specialist provided in the regular classroom setting (e.g., extra materials. learning centers)
_____ Curriculum compacting
__X__ Cluster grouping with differentiated curriculum in the regular classroom
_____ Cross-age grouping in areas of strength

__X__ Grades 3-6 _____ Grades 3-5
__X__ LinC pullout services for 3 to 5 hours a week
__X__ Cluster grouping with differentiated curriculum in the regular classroom
_____ Cross-age grouping in areas of strength
_____ Curriculum compacting
__X__ Consultative services from the gifted specialist provided in the regular classroom setting (e.g., extra materials. learning centers)

NOTE: Services to grade 6 students depend on whether they are scheduled as middle school or elementary school students.

_____ Grades 6-8 __X__ Grade 7-8

__X__ Advanced core curriculum classes provided by qualified regular or gifted educators.
__X__ Electives in a variety of talent areas (art, music [choral and instrumental], technology, foreign languages) taught by qualified instructors.
_____ Elective class geared for gifted learners taught by a gifted teacher.
_____ Enrichment clusters for students who compact out of the general education curriculum.
__X__ LinC Pullout Services for 1.5 hours per week.

X Grades 9-12

__X__ Advanced core curriculum classes provided by qualified regular or gifted educators.
__X__ Electives in a variety of talent areas (art, music [choral and instrumental], technology, foreign languages) taught by qualified instructors.
_____ Elective class geared for gifted learners taught by a gifted teacher.
__X__ Counseling services for college and career preparation.

ATTACHMENT to Section VI.

If the LEA wants to provide services that are different from the options above a plan must be submitted for approval. The plan should describe how gifted students are served at each grade-level or grade- level cluster. (K-2, 3-5, 6-8, 9-12). Include a statement of assurance that services to all students at each grade level or grade level cluster are of comparable quality and duration.

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VII.
SELF-MONITORING PROCEDURES

Each LEA shall establish and implement a plan for monitoring general education classrooms that are charged with meeting the needs of gifted learners (e.g., K-2 classrooms as well as advanced level/advanced placement classes in the middle school and high schools). In other words, there must be a system in place to monitor the implementation of differentiation in grade levels that utilize indirect services for gifted learners. Monitoring plans should include a review of lesson plans, materials, course offerings, and teaching strategies.

Sample:

I. Principals will collect evidence of the items listed on the *Gifted Service Indicators Form* in the *LEA Gifted Profile Needs Assessment*.
II. Supervisor of principals will collect evidence/artifacts from principals.
III. Supervisor of principals will meet with special education coordinator/gifted supervisor and other staff knowledgeable of the nature and needs of gifted students, and evaluate the level of differentiation being provided for high-end learners.
IV. Recommendations for professional development will be made in response to the evaluation.
V. A summary report and artifacts will be compiled and ready for review during gifted monitoring.

ATTACHMENT to Section VII
If the LEA wants to provide self- monitoring procedures that are different from the procedures above, a plan must be submitted for approval.

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VIII.
POLICIES/PROCEDURES

Procedures should exist that address flexible grouping strategies implemented to facilitate :

Please code the following that are **P Practiced** in your school system, or **NA Not Allowed.**

P **Grade acceleration** – Students with exceptional abilities are moved to the next highest grade.

P **Fluid movement between grades/Subject Acceleration** – Students with exceptional abilities in a particular subject may attend classes at a higher grade level.

P **Clustering** – When the number of gifted students in a grade level is small, the gifted students are grouped together (no more than eight students in a cluster group) in one or two regular classrooms instead of one gifted student in each classroom.

P **Flexible skills grouping** – Students are regularly assessed and grouped for instruction according to skill level.

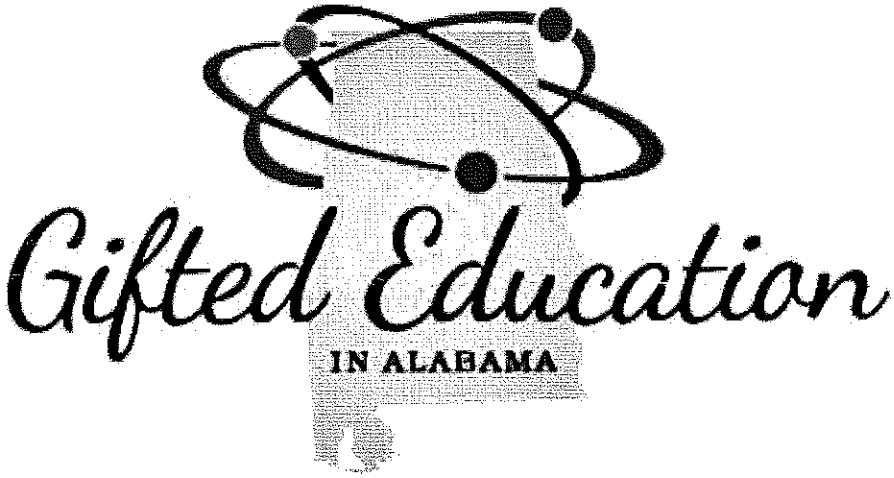
ATTACHMENT to Section VIII
Please attach a copy of any written policy or procedure concerning the above strategies, whether P or NA

THE PRACTICES WILL BE CONSIDERED WHEN APPROPRIATE TO FACILITATE DIFFERENTIATED CURRICULUM INSTRUCTION.

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HELP DOCUMENT FOR

Considering Student Acceleration



Contents:

I. Acceleration Procedures
II. General Information
III. Differentiation Strategies
IV. Forms

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ACCELERATION PROCEDURES

Dothan City Schools adopts the following procedure for the referral, evaluation, and implementation of academic acceleration.

Rationale

The Dothan City School System believes in the philosophy of assisting all students in developing their academic potential. Where potential is concerned, equality resides in providing equally well for the various levels of individual differences. Some of the most cost effective and underutilized interventions to meet the academic needs of high-end learners are the various academic acceleration options such as differentiation, subject acceleration, and grade acceleration. A recent publication entitled, A Nation Deceived, is a compilation of fifty years of research on the effects of acceleration. The authors found that when the decision to accelerate was made based on multiple criteria and was data driven, there were great benefits both academically and socially for high-end learners (Colangelo, Assouline, & Gross, eds., 2004). The *Alabama Exceptional Child Education Act* (Act 106) mandates that, ".....the State of Alabama and the school district associated therewith shall provide not less than twelve years of appropriate instruction and related services for such exceptional children at public expense ..." and for gifted students that includes the right to progress through course of study objectives at a pace commensurate with their abilities. *The Alabama Administrative Code* lists acceleration as an appropriate service delivery option. See §290-8-9-.12 (6)

General Guidelines: Referral for Subject or Grade Acceleration:

1) Any student enrolled in the district may be referred for consideration for acceleration by a general education teacher, administrator, gifted specialist, guidance counselor, or parent/guardian.
2) The district will follow the written procedures outlined below for any student referred beginning with Level I, which includes differentiation at the current grade level. If at all possible, a student will be subject accelerated (Level II) for a grading period before grade acceleration (Level III) is considered (in most instances subject acceleration coupled with differentiation will be successful in meeting the academic needs of high-end learners). The committee may proceed directly to Level III if the curriculum and instruction has already been differentiated or the committee simply feels that they have enough documentation to consider grade acceleration.
3) Principals must ensure that all staff members are aware of the procedures including referral, evaluation, and acceleration options.
4) The process of considering acceleration options will take place in a timely and logical fashion. For instance, if subject or grade acceleration is going to be implemented, the best time for the student to make this move is either at the start of school or the beginning of the second semester. Consequently, the process of gathering the necessary information and subsequent committee meetings will be conducted with these dates in mind.
5) The referral process for subject/grade acceleration will begin at the school site.
6) The principal or special education/gifted coordinator will establish a committee to determine the most appropriate learning environment for the student.

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7) The committee will include a gifted specialist, the current general education teacher, and at least one other individual. Other appropriate possibilities would be the student's parent(s), a counselor, a school and/or central office administrator, a psychometrist, or another teacher in the building who has a proven track record of working with high-ability students. The school administrator (not on the committee) should be kept informed of the committee's recommendations.

Level I: Differentiation Procedures

1) The committee will be charged with conducting a fair and thorough evaluation of the student's educational needs.
2) The committee will consider the areas of concern (math, reading, etc.) utilizing pre-existing information such as: (1) achievement test results; (2) grades; (3) work samples/products; and (4) aptitude.
3) Based on an analysis of the data collected, the committee will provide the general education teacher with differentiation options/strategies (both individual and grouping strategies) to modify the curriculum and instruction in the present grade placement.
4) If the differentiation strategies are successful in meeting the student's academic needs, the student will remain in his/her present placement. The committee (including a teacher from the next grade level) will reconvene at the end of the year to develop a differentiation plan for the upcoming school year. The principal will consider the differentiation needs and ensure that the student is assigned to an appropriate teacher. This teacher will be knowledgeable of gifted learners, trained in differentiation, and demonstrate a willingness to address the needs of diverse learners. (Appropriate professional development will be provided if needed.)
5) The committee will waive Steps 3 and 4 if the student's curriculum and instruction has already been differentiated or the committee simply feels that they have enough documentation to consider subject acceleration.

Level II: Subject Acceleration Procedures

1) If the differentiation strategies are implemented (for a reasonable time such as a grading period) and the student's academic needs are still not being met, the committee will reconvene to consider if subject acceleration is appropriate. The possible receiving teacher (in the next grade level) should be added to the committee at this time.
2) Parent permission will be documented on a referral form if one has not already been completed. After parent permission has been obtained any additional individual assessments (particularly subject specific) will be conducted if needed. If the student has never been referred for gifted services, a gifted referral will also be initiated.
3) If, after considering all collected data and information, the committee decides that subject acceleration is appropriate, a consideration of the student's desire for accelerated placement will be considered, and parents will be notified and permission obtained. If the student or his/her parents are not in favor of the decision the student will not be subject accelerated.
4) The committee will reconvene after a grading period to determine if the student's academic needs are being met. If the student's academic needs are being met the plan will remain in place until the end of the school year when the committee will reconvene to develop a plan for the next school year. The principal will consider the differentiation needs and ensure that the student is assigned to an appropriate teacher. This teacher will be knowledgeable of gifted learners, trained in differentiation, and demonstrate a willingness to address the needs of diverse learners. (Appropriate professional development will be provided if needed.)

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Level III: Grade Acceleration Procedures

1) If the committee determines that subject acceleration has not adequately met the student's academic needs and grade acceleration **should** be considered, the committee will invite a central office staff member (special education coordinator, gifted supervisor, psychometrist, Director of Instruction, etc.) to participate. This individual will ensure that the appropriate steps have been followed.

2) Students being considered for whole grade acceleration will be evaluated using an acceleration assessment process (such as the Iowa Acceleration Scales) approved by the Alabama State Department of Education. The acceleration process should include a review of: (1) all previously collected information listed above (aptitude and achievement test scores, grades, and work samples/products), (2) birth date, (3) physical description, (4) social/emotional maturity, (5) documentation of previous attempts to meet academic needs through differentiated curriculum and instruction and subject acceleration, and (6) input from the student, parents, general education teacher and gifted specialist.

3) The committee will submit a written decision to the principal who will determine how the parent/guardian will be notified (unless the parent/guardian was a member of the committee). If the committee cannot reach a consensus recommendation, a decision will be determined by a majority vote. The ***Acceleration Determination and Approval Form*** will be completed.

4) If the committee determines not to grade accelerate the student, the parent/guardian will be given the opportunity to review the information considered. If the parent/guardian wishes to appeal the decision to the local Superintendent, it should be in writing and within thirty days of the decision. The Superintendent will review the decision and notify the parent of his/her determination within 30 days of receiving the appeal.

5) If the committee determines that the student will be grade accelerated, a written plan will be shared with the parent/guardian. This plan will include the decision, strategies to support a successful transition to the accelerated setting, and parent/guardian permission to implement. This plan will become part of the student's permanent record. If the parent or student is not in favor of the committee's recommendation this will be noted on the ***Acceleration Determination and Approval Form*** and the student will not be grade accelerated.

6) The committee will establish an appropriate transition period for the accelerated placement. At any time before or during the transition period, a parent/guardian of the student may request in writing that the student be withdrawn from the accelerated placement without repercussions. If during the transition period, school personnel decide that the accelerated placement is inappropriate, the committee will be reconvened. The parent/guardian will be included, and a consensus will be obtained before changing the placement.

7) At the end of the transition period, the accelerated placement will become permanent, and the student's records will be revised to reflect the new placement. A committee consisting of at least a gifted specialist, general educator, counselor, and school administrator will continue to meet regularly (at least annually) to review the student's progress and social/emotional adjustment.

8) At an appropriate time, the committee should meet to discuss and plan for any effects a proposed acceleration may have on the student's social-emotional development and academic progression /programming throughout his/her school career. This will include input from the Gifted/Talented Specialist and/or other appropriate representatives from the next level (i.e., Middle School or High School).

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General Information

I. If your system **does not** have a policy that **prohibits** acceleration options, simply adapt the attached procedure to meet your needs. Email the procedure (or one you already have in place) to Emily Hurst at ehurst@alsde.edu. She will contact you when your Acceleration Procedure has been approved. It will then become a section in your LEA Plan for Gifted. You will be responsible for sharing it with all administrators in your system. If you have Board policy prohibiting grade acceleration, please contact Emily Hurst immediately.

II. The ***Referral Form for Considering Acceleration*** does not have to be completed unless subject or grade acceleration is being considered. Committees can review pre-existing information to offer differentiation strategies without obtaining parent permission, and general education teachers can implement differentiation strategies without parent permission.

III. A pre-existing team of school personnel such as the Gifted Referral and Screening Team (GRST) can be used to form the committee as long as a gifted specialist and the current general education teacher are included. If the committee decides that subject/grade acceleration should be considered, a general education teacher in the grade level above the student's present placement must be included.

IV. The person requesting the referral should be very specific in providing a reason for the request. Avoid statements that are too general and difficult to support with evidence. (Ex. The student should be moved ahead because he never has homework and is bored in class.)

V. A suggested list of appropriate individual achievement tests for considering subject and grade acceleration:
   a. Woodcock-Johnson Achievement Scale
   b. Stanford Diagnostic Reading Test
   c. Stanford Diagnostic Math Test

VI. A suggested list of appropriate individual aptitude assessments for considering subject and grade acceleration:
   a. Wechsler Intelligence Scale for Children: most current edition
   b. Stanford Binet Intelligence Scale: most current edition
   c. Differential Ability Scales
   d. Reynolds Intellectual Assessment Scales

VII. Iowa Acceleration Scale is published by Gifted Psychology Press, Inc.

VIII. The ***Acceleration Determination and Approval Form*** should be completed once the committee has made the determination.

IX. Example transition strategies:
   a. Teacher will notify gifted specialist/counselor of any signs of stress.
   b. A classmate will be assigned to the student to assist in learning new procedures etc.
   c. The receiving teacher will conduct individual conferences with the student periodically until the teacher is sure that the student is comfortable with the new environment and procedures.

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Differentiation Strategies

Differentiation strategies that the Acceleration/GRST Committee could suggest before recommending subject or grade acceleration are:

a. Cluster Grouping
b. Flexible Skills Grouping
c. Individualized Programs in Math/Reading such as Accelerated Math
d. Tiered Centers
e. Tiered Assignments
f. Compacting
g. Learning Contracts
h. Literature/Socratic Circles
i. Independent Study Projects
j. Honors/Advanced Classes
k. Advanced Placement Classes
l. Distance Learning
m. Dual Enrollment Programs

DEFINITION OF TERMS

Acceleration Options

Subject Acceleration – Students remain in their normal grade placement for part of the school day, but are assigned to a higher-grade level classroom for particular subjects. This practice helps provide access to appropriately challenging learning opportunities in one or more areas. For instance: A first grade student who is reading well above grade level goes to a second-grade class for reading instruction.

Whole Grade Acceleration – Students with exceptional abilities are moved ahead of normal grade placement. For instance, a student who has completed first grade is placed in a third-grade classroom full time at the beginning of the next school year. In this case, the student will have skipped second grade.

Grouping Strategies That Facilitate Differentiation and Do Not Require a Special Process

Clustering- Cluster grouping is an administrative procedure in which gifted students are assigned together in groups of 5-8 in one general education classroom instead of being distributed across all classrooms. Every classroom at the grade level remains heterogeneously grouped (having a low, middle, and high group) since the next highest ability students are divided between the rest of the classes. Cluster grouping simply reduces the number of levels in a classroom. Many systems actually cluster according to the strengths of the students. For instance, the highest ability math students are clustered together with the strongest math/science teacher while the highest ability language arts students may be clustered together with another teacher. Cluster teachers should be provided training in differentiation for high-end learners. Research suggests that cluster grouping combined with differentiation will (1) raise standardized test scores for all student groups, (2) appropriately challenge high-end learners, and (3) reduce the strain on teachers who are trying to meet the needs of a diverse student population.

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ability level. Research suggests that flexible skills grouping results in substantial achievement gains for all readiness groups.

Differentiation Strategies – (Can be implemented without a special process)
Tiered Centers – Learning centers or stations, which allow the student to work at their readiness level and produce a product commensurate with their ability.

Tiered Assignments – Assignments are given to students based on their ability/readiness levels. All tiers are based on the same standard, but are differentiated according to content, process, or product.

Compacting – Students demonstrate mastery over content through a "pre-test" and are compacted out of the normal lessons to pursue topics more in-depth.

Learning Contract- Student enters into an agreement with a teacher to move through required content at his/her own pace (which is at an accelerated rate). Contracts can also be used to guide students through an independent study.

Literature/Socratic Circles – Students read and discuss text of their choosing (within parameters set by a teacher). Students are not assigned traditional literature circle roles. Analysis and discussion of the text at a conceptual level are the primary goals.

Independent Study Projects – Students study topics in their interest areas with guidance from a general education teacher or gifted specialist.

Acceleration Options for Middle and High School That Do Not Require A Special Process
Honors/Advanced Classes - Academic classes taught at a faster pace, and that focus on developing critical thinking, reading, writing, and problem-solving skills.

Advanced Placement Classes (AP) – An academic program of college level courses, which focus on developing critical thinking, reading, writing, and problem-solving skills. Students have the option of taking the College Board AP Exam, which may earn them college credit and/or advanced standing in college based on their scores on the AP Exam.

Distance Learning – This strategy involves transmitting instructional classes via interactive video conferencing (IVC) equipment or via an on-line e-course. Distance Learning provides an opportunity for students to enroll in courses not offered on their home campuses.

Dual Enrollment/Dual Credit – Students take college courses while still enrolled in high school. If the school system has an agreement with a local postsecondary school the students can earn both high school and college credit.

Dual Enrollment – Students take college courses while still in high school, but the student earns only college credit and not high school credit.

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Referral Form for Considering Acceleration

(To be completed when considering subject or grade acceleration)

Name _____ Present School _____

Grade _____ DOB _____ Age _____ Date of Referral _____

Parent/Guardian _____ Work Phone (Mom) _____ (Dad) _____

Specific grade, subject, or course acceleration recommended by this referral:

_____

Reason for acceleration referral:

_____

_____

_____

Documentation of previous enrichment/differentiation opportunities within normal grade sequence:

1) _____

2) _____

3) _____

4) _____

Signature of person making referral: _____

Relationship to student: _____

Signature of gifted specialist _____

Signature of Building Principal _____

I give my permission to school personnel to conduct a comprehensive evaluation to determine if acceleration would be appropriate for my child. I also understand that I will be informed of the results of this evaluation and will be consulted before any subject or grade acceleration is implemented.

Signature of parent/guardian _____ Date _____

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Acceleration Determination and Approval Form

Name _____ Present School _____ Grade ____

Parent/Guardian _____ Work Phone _____ Date _____

Level of skill development in math and reading:
_____ Percentile Test Used: _____
_____ Percentile Test Used: _____

Based on interviews with the student and information from parent(s)/guardian(s), teachers, and other appropriate personnel, as well as the data listed above, this student:

Yes	No	
___	___	Understands and desires acceleration.
___	___	Has adequate social-emotional development for the accelerated placement.
___	___	Does not have a sibling in the same (current) or next grade level.
___	___	Demonstrates skill proficiency in the top 20% of the subject in question.
___	___	Impact of acceleration on student's long-range plan has been explained to parent(s)/guardian(s) and student.

(For Grade Acceleration Only)

___	___	Student's Full Scale/Composite IQ is at least one standard deviation above the mean.

Other observations by the evaluation team: _____

_____

The committee **DOES/DOES NOT** recommend this student for **SUBJECT/GRADE** acceleration, based on the data collected and the proposed impact on the student's academic, intellectual, and social development.

Committee Members:

_____ Gifted Specialist	_____ Current Classroom Teacher	_____ Parent/Guardian
_____ Receiving Classroom Teacher	_____ Counselor/Psychometrist	_____ Administrator
_____ Other _____	_____ Other _____	_____ Other _____

Agree With Committee Decision _____ **Disagree With Committee Decision** _____

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

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ACCELERATION PLAN

Name _____ Present School _____ Grade ____

Parent/Guardian _____ Work Phone _____ Date _____

Specific grade, subject, or course acceleration recommended:

From _____ to _____

Teachers Involved: _____ _____

Transition Period (If applicable) Begins _____ Ends_____
(This would be appropriate any time that transition issues may arise.) M/D/Y M/D/Y

Strategies to ensure a successful transition:

Strategies to ensure continuous progress following the transition period:

Staff member assigned to monitor the implementation of this plan:

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IX.
PROFESSIONAL DEVELOPMENT

Each LEA shall establish and implement a plan for professional development concerning the nature and needs of gifted students. A two-year plan should be developed which will include a needs assessment and follow-up evaluation. This plan should include steps for on-going staff development to ensure continuous improvement. All levels (K-12) should be addressed. Progress towards implementing the professional development plan will be evaluated during monitoring visits.

A. Professional development for gifted specialists

B. Professional development for general education teachers who are charged with meeting the needs of high-end learners in the regular classroom.

C. Professional development for general education teachers who are serving in the capacity of advanced level or advanced placement classes in the middle and high schools.

D. Professional development for counselors concerning the nature and needs of gifted students.

ATTACHMENT to Section IX
A copy of the plan for professional development should be attached.

IX.
PROFESSIONAL DEVELOPMENT

DCS has established the following plan for professional development concerning the nature and needs of gifted students.

A. Continue to send Resource Specialists to Mega Conference, Regional Gifted Network meetings, professional development provided by the Alabama Department of Education, Alabama Association for Gifted Children Conference, district Resource Specialists' monthly meetings, and other normally attended workshops, etc.

B. Conduct a needs assessment with K-2 teachers to see what their needs are for addressing the needs of high-end learners in the regular classroom. Use the needs assessment data to establish professional development that will address those areas of concern (professional development might be in the form of Resource Specialist led workshop or provision materials).

C. DCS will continue to provide cluster teachers in grades 3-8 via consultative services from the Resource Specialist to provide resources for the continuum of services through differentiated activities and a variety of choices for academic development The Resource Specialist will assess the needs of cluster teachers through regular consultative sessions. Teachers serving advance placement students in grades 9-12 will be given the opportunity to participate in area specific professional development opportunities.

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D. School counselors will attend training provided by the State Department of Alabama to apprise them of options available concerning the nature and needs of gifted students. Resource Specialists will provide information, as needed, to counselors on changes that affects the counselor's role with gifted students.

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X.
GRIEVANCE PROCEDURES

Each LEA shall establish grievance procedures consistent with local policy through which parents may resolve concerns regarding identification, evaluation, eligibility, or services for gifted students. Parents are required to follow this procedure before filing a formal complaint and/or requesting mediation through the SDE.

ATTACHMENT to Section X
Attach a copy of the grievance procedures through which parents may resolve concerns regarding identification, evaluation, eligibility, or services for gifted students.

X.

The Dothan City School System has established grievance procedures consistent with local policies through which parents may resolve concerns regarding the LinC Program. The Dothan City School System recognizes that Harmonious relations with parents can be maintained and improved through effective communications. The interests of all parties can best be served by sincere efforts of all concerned to promote understanding and cooperation. The following "Parental Grievance Procedures" have been established as a means to examine and resolve parental concerns, which relate to the educational program of their child.

Step 1: Parent contacts the teacher to schedule a conference in an effort to resolve parental concern/s or issues.

Step 2: If parent concern/s or issues are not resolved, parent schedules a conference with building principal by presenting grievance in written form.

Step 3: If Parent concern/s or issues are not resolved, parent schedules a conference with the ESS Coordinator by presenting grievance in written form and arranging a conference to discuss said grievance/s.

Step 4: If the grievance is not resolved within five (5) working days, after the aforementioned meeting with the ESS Coordinator, parent sends a copy of the written grievance and documentation (form signed by ESS Coordinator and parent) to the Superintendent. The Superintendent will assign staff member/s to meet with the parent to discuss concern/s and resolve, if possible.

Step 5: If the grievance is not resolved within ten (10) working days, the parent schedules a conference with the Superintendent.

Step 6: If the grievance is not resolved with the Superintendent, the parent makes a written request for a hearing before the Board of Education. The board shall review the original grievance. In addition, the board may, but is not required to, hear directly from any individual with knowledge of any relevant fact relating to the grievance.

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The board of education will either uphold or deny the recommendation of the Superintendent. A copy of the action of the board will be furnished to the parent, whether as a part of the minutes of the board of education or as a separate written statement from the office of the Superintendent. The board shall be the final reviewing authority within the system.

This policy is not intended to deprive any parent of any right they have to file a grievance pursuant to any policy of the local board of education. The parent retains at all times the right to contact the State Department of Education with regard to any allegations that the system has violated the statutes described above.
The above steps are to be followed in securing due process procedures regarding parental grievances.

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XI.
ALTERNATIVE/ENRICHMENT PROGRAMS

Some LEAs have started programs of their own that provide enrichment opportunities to all students, or to students who meet specific criteria, or to students who do not qualify for gifted services according to state standards. If your LEA has such a program, please provide the following information:

Name of program
Brief description of program (target audience, purpose, type of service provided, etc.)
Location of services (which schools and/or where within a school--regular class, resource room)
Number of students currently being served according to grade and race
Contact person

ATTACHMENT to Section XI

X. PROVIDE INFORMATION ON ANY PROGRAM THAT INCLUDES ENRICHMENT OPPORTUNITIES FOR STUDENTS OTHER THAN THE PROGRAM DESCRIBED IN GIFTED STUDENTS' GEPS.

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XII.
VIRTUAL OPTIONS

Please describe below how students will be referred, identified and provided services when enrolled in the virtual options/virtual school.

1. **Identification:** Describe how the LEA will comply with regulations to identify students for gifted services in the virtual school.

The virtual school for Dothan City Schools includes grades 3-12. The current LEA gifted/resource plan will be followed for all students attending Dothan City Virtual School (DCVS). Arrangements are made with parents or guardians for standardized assessments to be given on the school site. Dothan City Schools Virtual School Policy states that parents will provide transportation for any assessments that must be completed.

2. **Professional Development**: Describe how the LEA will comply with regulations to provide professional development to virtual teachers on the nature and needs of gifted learners and differentiation strategies to meet the needs of gifted learners enrolled in the virtual school.

Dothan City Schools will provide professional development by Learning in Collaboration (LinC) teachers to the DCVS facilitator to meet the needs of students in the enrichment program. The LinC teacher will case manage . DCVS services are provided through Odysseyware.

3. **Services:** Describe how the LEA will comply with regulations to provide services for gifted students in the virtual school. (Consider the grade level clusters of K-2, 2-3/6, 6/7-8, and 9-12 when determining comparable services).

Virtual options include Grades 3-12, in alignment with our LEA plan for services. DCVS provides classes through Odyssey ware. Students in grades 6-12 who qualify for LinC services take advanced classes and electives. The gifted class work for pull out services (grades 3-8) can be offered through Edmodo and/or Schoology for virtual students. Gifted teachers will check with students via discussion boards, online journals, emails, Skype and webinars. Services will be synchronous (to provide interaction with other students) and asynchronous (not at the same times as other students). Counseling services through SpectraCare, our community mental health partner, are provided for virtual students. These services are equivalent to those in our traditional setting.

ACCELERATION PROCEDURES

Dothan City Schools adopts the following procedure for the referral, evaluation, and implementation of academic acceleration.

Rationale

The Dothan City Schools believes in the philosophy of assisting all students in developing their academic potential. Where potential is concerned, equality resides in providing equally well for the various levels of individual differences. Some of the most cost effective and underutilized interventions to meet the academic needs of high-end learners are the various academic acceleration options such as differentiation, subject acceleration, and grade acceleration. A recent publication entitled, A Nation Deceived, is a compilation of fifty years of research on the effects of acceleration. The authors found that when the decision to accelerate was made based on multiple criteria and was data driven, there were great benefits both academically and socially for high-end learners (Colangelo, Assouline, & Gross, eds., 2004). The *Alabama Exceptional Child Education Act* (Act 106) mandates that, ".....the State of Alabama and the school district associated therewith shall provide not less than twelve years of appropriate instruction and related services for such exceptional children at public expense ..." and for gifted students that includes the right to progress through course of study objectives at a pace commensurate with their abilities. *The Alabama Administrative Code* lists acceleration as an appropriate service delivery option on page 573.

General Guidelines: Referral for Subject or Grade Acceleration:

1) Any student enrolled in the district may be referred for consideration for acceleration by a general education teacher, administrator, gifted specialist, guidance counselor, or parent/guardian.
2) The district will follow the written procedures outlined below for any student referred beginning with Level I, which includes differentiation at the current grade level. If at all possible, a student will be subject accelerated (Level II) for a grading period before grade acceleration (Level III) is considered (in most instances subject acceleration coupled with differentiation will be successful in meeting the academic needs of high-end learners). The committee may proceed directly to Level III if the curriculum and instruction has already been differentiated or the committee simply feels that they have enough documentation to consider grade acceleration.
3) Principals must ensure that all staff members are aware of the procedures including referral, evaluation, and acceleration options.
4) The process of considering acceleration options will take place in a timely and logical fashion. For instance, if subject or grade acceleration is going to be implemented, the best time for the student to make this move is either at the start of school or the beginning of the second semester. Consequently, the process of gathering the necessary information and subsequent committee meetings will be conducted with these dates in mind.
5) The referral process for subject/grade acceleration will begin at the school site.
6) The principal or special education/gifted coordinator will establish a committee to determine the most appropriate learning environment for the student.
7) The committee will include a gifted specialist, the current general education teacher, and at least one other individual. Other appropriate possibilities would be the student's parent(s), a counselor, a school and/or central office administrator, a psychometrist, or another teacher in the building who has a proven track record of working with high-ability students. If the school administrator is not on the committee s/he should be kept informed of the committee's recommendations.

Level I : Differentiation Procedures

1) The committee will be charged with conducting a fair and thorough evaluation of the student's educational needs.
2) The committee will consider the areas of concern (math, reading, etc.) utilizing pre-existing information such as: (1) achievement test results; (2) grades; (3) work samples/products; and (4) aptitude.
3) Based on an analysis of the data collected, the committee will provide the general education teacher with differentiation options/strategies (both individual and grouping strategies) to modify the curriculum and instruction in the present grade placement.
4) If the differentiation strategies are successful in meeting the student's academic needs, the student will remain in his/her present placement. The committee (including a teacher from the next grade level) will reconvene at the end of the year to develop a differentiation plan for the upcoming school year. The principal will consider the differentiation needs and ensure that the student is assigned to an appropriate teacher. This teacher will be knowledgeable of gifted learners, trained in differentiation, and demonstrate a willingness to address the needs of diverse learners. (Appropriate professional development will be provided if needed.)
5) The committee will waive steps 3 and 4 if the student's curriculum and instruction has already been differentiated or the committee simply feels that they have enough documentation to consider subject acceleration.

Level II: Subject Acceleration Procedures

1) If the differentiation strategies are implemented (for a reasonable time such as a grading period) and the student's academic needs are still not being met, the committee will reconvene to consider if subject acceleration is appropriate. The possible receiving teacher (in the next grade level) should be added to the committee at this time.
2) Parent permission will be documented on a referral form if one has not already been completed. After parent permission has been obtained any additional individual assessments (particularly subject specific) will be conducted if needed. If the student has never been referred for gifted services, a gifted referral will also be initiated.
3) If after considering all collected data and information the committee decides that subject acceleration is appropriate, a consideration of the student's desire for accelerated placement will be considered and parents will be notified and permission obtained. If the student or his/her parents are not in favor of the decision the student will not be subject accelerated.
4) The committee will reconvene after a grading period to determine if the student's academic needs are being met. If the student's academic needs are being met the plan will remain in place until the end of the year when the committee will reconvene to develop a plan for the next school year. The principal will consider the differentiation needs and ensure that the student is assigned to an appropriate teacher. This teacher will be knowledgeable of gifted learners, trained in differentiation, and demonstrate a willingness to address the needs of diverse learners. (Appropriate professional development will be provided if needed.)

Level III: Grade Acceleration Procedures

1) If the committee determines that subject acceleration has not adequately met the student's academic needs and grade acceleration should be considered, the committee will invite a central office staff member (special education coordinator, gifted supervisor, psychometrist, Director of Instruction, etc.) to participate. This individual will ensure that the appropriate steps have been followed.
2) Students being considered for whole grade acceleration will be evaluated using an acceleration assessment process (such as the Iowa Acceleration Scales) approved by the Alabama State Department of Education. The acceleration process should include a review of: (1) all previously collected information listed above (aptitude and achievement test scores, grades, and work samples/products), (2) birth date, (3) physical description, (4) social/emotional maturity, (5) documentation of previous attempts to meet academic needs through differentiated curriculum and instruction and subject acceleration, and (6) input from the student, parents, general education teacher and gifted specialist.
3) The committee will submit a written decision to the principal who will determine how the parent/guardian will be notified (unless the parent/guardian was a member of the committee). If the committee cannot reach a consensus recommendation, a decision will be determined by a majority vote. The ***Acceleration Determination and Approval Form*** will be completed.
4) If the committee determines not to grade accelerate the student, the parent/guardian will be given the opportunity to review the information considered. If the parent/guardian wishes to appeal the decision to the local Superintendent it should be in writing and within thirty days of the decision. The Superintendent will review the decision and notify the parent of his/her determination within 30 days of receiving the appeal.
5) If the committee determines that the student will be grade accelerated, a written plan will be shared with the parent/guardian. This plan will include the decision, strategies to support a successful transition to the accelerated setting, and parent/guardian permission to implement. This plan will become part of the student's permanent record. If the parent or student is not in favor of the committee's recommendation this will be noted on the ***Acceleration Determination and Approval Form*** and the student will not be grade accelerated.
6) The committee will establish an appropriate transition period for the accelerated placement. At any time before or during the transition period, a parent/guardian of the student may request in writing that the student be withdrawn from the accelerated placement without repercussions. If during the transition period, school personnel decide that the accelerated placement is inappropriate, the committee will be reconvened. The parent/guardian will be included, and a consensus will be obtained before changing the placement.
7) At the end of the transition period, the accelerated placement will become permanent, and the student's records will be revised to reflect the new placement. A committee consisting of at least a gifted specialist, general educator, counselor, and school administrator will continue to meet regularly (at least annually) to review the student's progress and social/emotional adjustment.
8) At an appropriate time, the committee should meet to discuss and plan for any effects a proposed acceleration may have on the student's social-emotional development and academic progression /programming throughout his/her school career. This will include input from the Gifted/Talented Specialist and/or other appropriate representatives from the next level (i.e. Middle School or High School).

General Information

I. If your system **does not** have a policy that **prohibits** acceleration options simply adapt the attached procedure to meet your needs. E-mail the procedure (or one you already have in place) to Dr. Nina Pearson at **npearson@alsde.edu** . She will contact you when your Acceleration Procedure has been approved. It will then become a section in your LEA Plan for Gifted. You will be responsible for sharing it with all administrators in your system. If you do have Board policy prohibiting grade acceleration please contact Dr. Nina Pearson immediately.

II. The ***Referral Form for Considering Acceleration*** does not have to be completed unless subject or grade acceleration is being considered. Committees can review pre-existing information to offer differentiation strategies without obtaining parent permission, and general education teachers can implement differentiation strategies without parent permission.

III. A pre-existing team of school personnel such as the Gifted Referral and Screening Team (GRST) can be used to form the committee as long as a gifted specialist and the current general education teacher are included. If the committee decides that subject/grade acceleration should be considered, a general education teacher in the grade level above the student's present placement must be included.

IV. The person requesting the referral should be very specific in providing a reason for the request. Avoid statements that are too general and difficult to support with evidence. (Ex. The student should be moved ahead because he never has homework and is bored in class.)

V. A suggested list of appropriate individual achievement tests for considering subject and grade acceleration:

a. Woodcock-Johnson Achievement Scale
b. Stanford Diagnostic Reading Test
c. Stanford Diagnostic Math Test

VI. A suggested list of appropriate individual aptitude assessments for considering subject and grade acceleration:

a. Wechsler Intelligence Scale for Children: Fourth Edition
b. Stanford Binet Intelligence Scale: Fifth Edition
c. Differential Ability Scales
d. Reynolds Intellectual Assessment Scales

VII. Iowa Acceleration Scale is published by Gifted Psychology Press, Inc.

VIII. The ***Acceleration Determination and Approval Form*** should be completed once the committee has made the determination.

IX. Example transition strategies:

a. Teacher will notify gifted specialist/counselor of any signs of stress.
b. A classmate will be assigned to the student to assist in learning new procedures etc.
c. The receiving teacher will conduct individual conferences with the student periodically until she is sure that the student is comfortable with the new environment and procedures.

Differentiation Strategies

Differentiation strategies that the Acceleration/GRST Committee could suggest before recommending subject or grade acceleration are:

a. Cluster Grouping
b. Flexible Skills Grouping
c. Individualized Programs in Math/Reading such as Accelerated Math
d. Tiered Centers
e. Tiered Assignments
f. Compacting
g. Learning Contracts
h. Literature/Socratic Circles
i. Independent Study Projects
j. Honors/Advanced Classes
k. Advanced Placement Classes
l. Distance Learning
m. Dual Enrollment Programs

DEFINITION OF TERMS

Acceleration Options

Subject Acceleration – Students remain in their normal grade placement for part of the school day, but are assigned to a higher grade level classroom for particular subjects. This practice helps provide access to appropriately challenging learning opportunities in one or more areas. For instance: A first grade student who is reading well above grade level goes to a second grade class for reading instruction.

Whole Grade Acceleration – Students with exceptional abilities are moved ahead of normal grade placement. For instance, a student who has completed first grade is placed in a third grade classroom full time at the beginning of the next school year. In this case he will have skipped second grade.

Grouping Strategies That Facilitate Differentiation and Do Not Require a Special Process

Clustering- Cluster grouping is an administrative procedure in which gifted students are assigned together in groups of 5-8 in one general education classroom instead of being distributed across all classrooms. Every classroom at the grade level remains heterogeneously grouped (having a low, middle, and high group) since the next highest ability students are divided between the rest of the classes. Cluster grouping simply reduces the number of levels in a classroom. Many systems actually cluster according to the strengths of the students. For instance, the highest ability math students are clustered together with the strongest math/science teacher while the highest ability language arts students may be clustered together with another teacher. Cluster teachers should be provided training in differentiation for high-end learners. Research suggests that cluster grouping combined with differentiation will 1) raise standardized test scores for all student groups, 2) appropriately challenge high-end learners, and 3) reduce the strain on teachers who are trying to meet the needs of a diverse student population.

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Differentiation Strategies – (Can be implemented without a special process)

Tiered Centers – Learning centers or stations, which allow the student to work at their readiness level and produce a product commensurate with their ability.

Tiered Assignments – Assignments are given to students based on their ability/readiness levels. All tiers are based on the same standard, but are differentiated according to content, process, or product.

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Learning Contract- Student enters into an agreement with a teacher to move through required content at his/her own pace (which is at an accelerated rate). Contracts can also be used to guide students through an independent study.

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Independent Study Projects – Students study topics in their interest areas with guidance from a general education teacher or gifted specialist.

Acceleration Options for Middle and High School That Do Not Require A Special Process

Honors/Advanced Classes - Academic classes taught at a faster pace, and that focus on developing critical thinking, reading, writing, and problem-solving skills.

Advanced Placement Classes (AP) – An academic program of college level courses, which focus on developing critical thinking, reading, writing, and problem-solving skills. Students have the option of taking the College Board AP Exam, which may earn them college credit and/or advanced standing in college based on their scores on the AP Exam.

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Dual Enrollment/Dual Credit – Students take college courses while still enrolled in high school. If the school system has an agreement with a local post-secondary school the students can earn both high school and college credit.

Dual Enrollment – Students take college courses while still in high school, but the student earns only college credit and not high school credit.

Referral Form for Considering Acceleration

(To be completed when considering subject or grade acceleration)

Name _____ Present School _____

Grade _____ DOB _____ Age _____ Date of Referral _____

Parent/Guardian _____ Work Phone (Mom) _____ (Dad) _____

Specific grade, subject, or course acceleration recommended by this referral:

_____

Reason for acceleration referral:

_____

_____

_____

Documentation of previous enrichment/differentiation opportunities within normal grade sequence:

1) _____

2) _____

3) _____

4) _____

Signature of person making referral: _____

Relationship to student: _____

Signature of gifted specialist _____

Signature of Building Principal _____

I give my permission to school personnel to conduct a comprehensive evaluation to determine if acceleration would be appropriate for my child. I also understand that I will be informed of the results of this evaluation and will be consulted before any subject or grade acceleration is implemented.

Signature of parent/guardian _____ Date _____

Acceleration Determination and Approval Form

Name _____ Present School _____ Grade ____

Parent/Guardian _____ Work Phone _____ Date _____

Level of skill development in math and reading:
_____ Percentile Test Used: _____
_____ Percentile Test Used: _____

Based on interviews with the student and information from parent(s)/guardian(s), teachers, and other appropriate personnel, as well as the data listed above, this student:

Yes	No	
___	___	Understands and desires acceleration.
___	___	Has adequate social-emotional development for the accelerated placement.
___	___	Does not have a sibling in the same (current) or next grade level.
___	___	Demonstrates skill proficiency in the top 20% of the subject in question.
___	___	Impact of acceleration on student's long range plan has been explained to parent(s)/guardian(s) and student.

(For Grade Acceleration Only)

___	___	Student's Full Scale/Composite IQ is at least one standard deviation above the mean.

Other observations by the evaluation team: _____

_____

The committee **DOES/DOES NOT** recommend this student for **SUBJECT/GRADE** acceleration, based on the data collected and the proposed impact on the student's academic, intellectual, and social development.

Committee Members:

_____ Gifted Specialist	_____ Current Classroom Teacher	_____ Parent/Guardian
_____ Receiving Classroom Teacher	_____ Counselor/Psychometrist	_____ Administrator
_____ Other _____	_____ Other _____	_____ Other _____

Agree With Committee Decision _____ **Disagree With Committee Decision** _____

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

ACCELERATION PLAN

Name _____ Present School _____ Grade ____

Parent/Guardian _____ Work Phone _____ Date _____

Specific grade, subject, or course acceleration recommended:

From _____ to _____

Teachers Involved: _____ _____

Transition Period (If applicable) Begins _____ Ends _____
(This would be appropriate any time that transition issues may arise.) M/D/Y M/D/Y

Strategies to ensure a successful transition:

Strategies to ensure continuous progress following the transition period:

Staff member assigned to monitor the implementation of this plan:

SECTION 504

A Reference Manual

Revised May 2020

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Discrimination on the basis of sex, race, age, religious belief, disability, national origin, or ethnic group shall be prohibited in all educational programs and activities of Dothan City Schools. The District's Compliance Coordinator is located at 1665 Honeysuckle Road, Dothan, AL 36305. Telephone: 334-793-1397, extension 236242.

SERVING STUDENTS WITH DISABILITIES UNDER SECTION 504: A REFERENCE MANUAL

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OVERVIEW OF SECTION 504 OF THE REHABILITATION ACT OF 1973

Introduction

Section 504 of the Rehabilitation Act of 1973 (Section 504) is a civil rights statute that prohibits discrimination/harassment on the basis of a disability in any program or activity receiving federal financial assistance. In particular, Section 504 provides that:

> No otherwise qualified individual with a disability in the United States...shall, solely by reason of her or his disability, 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.... 29 U.S.C. § 794(a) (1973).

The Section 504 regulations require a school district to provide a "free appropriate public education" (FAPE) to each qualified student with a disability who is in the school district's jurisdiction, regardless of the nature or severity of the disability. FAPE consists of education, related aids/services, and accommodations designed to meet the student's individual needs. Section 504 requires a school district to provide to students with disabilities appropriate educational services designed to meet the individual needs of such students to the same extent as the needs of students without disabilities are met.

The determination of whether a student has a physical or mental impairment that substantially limits a major life activity must be made on the basis of an individual inquiry. The Section 504 regulations define a physical or mental impairment as any physiological or psychological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory, including speech organs; cardiovascular; reproductive; digestive; genito-urinary; lymphatic; skin; and endocrine; or any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities. The regulations do not set forth an exhaustive list of specific diseases and conditions that may constitute physical or mental impairments because of the difficulty of ensuring the comprehensiveness of such a list.

Major life activities, for purposes of Section 504 eligibility, include functions such as caring for one's self, performing manual tasks, reading, concentrating, thinking, communicating, walking, seeing, hearing, speaking, breathing, learning, and working. This list is not exhaustive. Other functions can be major life activities for purposes of Section 504.

The protections of Section 504 extend to individuals who satisfy the eligibility requirements of Section 504. At the elementary and secondary school level, determining whether a child is a qualified disabled student under Section 504 begins with the evaluation process. Section

504 requires the use of evaluation procedures that ensure that children are not misclassified; unnecessarily labeled as having a disability; or incorrectly placed, based on inappropriate selection, administration, or interpretation of evaluation materials. If a school district re-evaluates a student in accordance with the Section 504 regulation at 34 C.F.R. 104.35 and determines that the student's mental or physical impairment no longer substantially limits his/her ability to learn or any other major life activity, the student is no longer eligible for services under Section 504.

Public elementary and secondary schools must employ procedural safeguards regarding the identification, evaluation, or educational placement of persons, who because of disability, need or are believed to need special instruction or related services.

Definitions to Assist in Understanding Section 504

The United States Department of Education under 34 Code of Federal Regulations (C.F.R.) §104.3 provides the following definitions to assist in understanding Section 504:

A. **"Qualified disabled person"** with respect to a public preschool, elementary, secondary, or adult education services means an individual with a disability who is a resident of the school district and who is (i) of an age during which nonhandicapped persons are provided such services, (ii) of any age during which it is mandatory under state law to provide such services to handicapped persons, or (iii) an individual to whom a state is required to provide a free appropriate public education under the Individuals with Disabilities Education Act.

B. **"Individual with a disability"** means any person who:

- Has a physical or mental impairment which substantially limits one or more major life activities;
- Has a record of such an impairment; or
- Is regarded as having such an impairment.

Environmental, cultural, and economic disadvantages are not considered disabilities under Section 504. Furthermore, sexual orientation and gender identity are also not considered to be disabilities. However, if a person who has any of these characteristics also has a physical or mental disability, the person may be included within the definition of an individual with a disability.

C. **"Physical or mental impairment"** means:

- Any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory, including speech organs; cardiovascular; reproductive; digestive; genito-urinary; skin; and endocrine; or

- Any mental or psychological disorder, such as mental retardation; emotional/behavioral conditions; and mental illness.

D. **"Major life activities"** means functions such as caring for one's self, performing manual tasks, reading, concentrating, thinking, communicating, walking, seeing, hearing, speaking, breathing, learning, and working. For example, an individual with paralyzed legs is substantially limited in the major life activity of walking since the individual's impairment makes him/her unable to walk.

E. **"Has a record of such an impairment"** means has a history of, or has been misclassified as having, a mental or physical impairment that substantially limits one or more major life activities.

F. **"Is regarded as having an impairment"** means:

- Has a physical or mental impairment that does not substantiallylimit major life activities but that is treated by a school district as constituting such a limitation;
- Has a physical or mental impairment that substantially limits major life activities only as a result of the attitudes of others towards such an impairment; or
- Has none of the impairments defined in (j)(2)(i) of this section but is treated by school district as having such an impairment.

G. **"Substantial Limitation"** refers to the extent that a disability impacts the student at school. In determining whether a student has a physical or mental impairment that substantially limits a major life activity, school districts must not consider ameliorating effects of any mitigating measures that a student is using. However, the ameliorative effects of the mitigating measures of ordinary eyeglasses or contact lenses shall be considered in determining if an impairment substantially limits a major life activity. An impairment that is episodic or in remission under Section 504 does not preclude eligibility if the impairment would substantially limit a major life activity when active.

H. **"Educational Placement"** (in the Section 504 context) refers to the general education classroom with the use of supplementary/related aids and services.

I. **"Supplementary/Related Aids and Services"** are generally accommodations ina student's Section 504 Plan. An accommodation is a change in the educational setting, materials, and/or strategies that does not significantly alter the content of the curriculum or level of expectation for a student's performance but which allows the student to access the general education curriculum. Examples of accommodations include seating the student in front of the room, providing extended time for testing, and providing a student with a highlighted critical text.

PART II

PROCESS AND PROCEDURES

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SECTION 504 PROCESS AND PROCEDURES

A. Child Find

Section 504 requires districts to annually "undertake to identify and locate every qualified [individual with a disability] residing in [the district's] jurisdiction who is not receiving a public education." 34 CFR 104.32 (a). The obligation extends to students attending private schools, children residing in hospitals and universities, and homeless children. Section 504 also requires districts to evaluate students "who, because of handicap, need or are believed to need special education or related services

As part of its general Child Find obligations, the District will make reasonable efforts to identify and locate every qualified disabled student residing within the District who is not receiving a public education. The District shall annually publish the Child Find notice in local newspapers, student handbooks, and/or place the Notice in locations likely to be seen by a parent of eligible students (such as supermarkets, pediatrician's offices, etc.). The District shall inform the parent/guardian of these potentially eligible students (who may be attending private or homeschools) of the District's duties under Section 504. As part of the Child Find effort,

B. Pre-Section 504 Referral

A parent/guardian, teachers, and other certified school employees will initiate the process of intervention for any student suspected of having a disability that substantially limits the performance of a major life activity. The process often begins with a referral to the school's designated Response to Intervention ("RTI") program.

1. RTI offers effective strategies for strengthening educational opportunities and servicing students with special needs who might otherwise experience difficulties in school. RTI strategies are often encouraged before Section 504 referrals are initiated. RTI strategies are particularly important since many helpful interventions and services can be made during RTI procedures.

2. After the classroom teacher implements RTI and the student continues to experience limitations in one or more of the major life activities, and needs, or is believed to need, special education or related services, the classroom teacher submits the data collected during the RTI to designated individuals at the school, then the student should be referred for Section 504 evaluation.

3. Following its review of the RTI data collecting, the school may suggest additional interventions, refer the student to the Building Level Section 504 Coordinator, or refer the student to Special Education.

C. Referral or Request for a Section 504 Evaluation

An individual (parent/guardian/school staff member) may make a Section 504 referral for a student by completing a "Referral Form". (Form A). Examples of circumstances that may merit a Section 504 referral include when a student:

- is receiving discipline infractions or suspensions over an extended period of time which are excessive or repetitive;
- is being considered for retention;
- is exhibiting poor academic performance;
- is returning to school after a serious illness or injury;
- has received a written diagnosis by an outside agency as having a disability;
- is referred to an IDEA IEP Team for special education evaluation and does not qualify for an evaluation;
- is evaluated under IDEA and is found not eligible for special education services;
- is exhibiting a chronic health problem; substantially limiting a major life activity;
- is identified as having had substance abuse issues, but is not currently "using" addictive substances;
- or is not successful with pre-referral intervention strategies.

Upon the District's receipt of a Section 504 referral, the parent/guardian will be provided a notice of a Section 504 referral meeting (Form B) as well as the "Parent/Guardian Procedural Safeguards" (Form C). At the initial 504 referral meeting, a decision will be made by the Team as to whether to proceed with a full Section 504 evaluation. If the referral is not deemed appropriate, the parent/guardian will be provided a copy of the "Section 504 Team Decision Regarding Referral or Eligibility". (Form H).

In facilitating a Section 504 referral, the *local school* will:

- Provide notice of the referral meeting. (Form B)
- Provide a copy of the parent/guardian procedural safeguards. (Form C)
- Select the Section 504 referral Team members.
- Obtain consent from parent/guardian for evaluation.
- Consult with referral Team as to what testing or additional records may beneeded.
- Provide the parent/guardian with Notice of Intent of Section 504 Team Decision Regarding Referral or Eligibility if the referral for evaluation is not appropriate. (Form H)

D. Evaluation/Placement Process

If a student is accepted for an evaluation, the evaluation must be completed in a timely manner. The District will undertake an evaluation of the student prior to determining his or her appropriate placement or program of services under Section 504, and also before any significant change of placement. An evaluation will also be conducted prior to any discipline, change of placement for students who have or are suspected of having a disability. Absent unusual circumstances, the District will complete the evaluation process within 60 calendar days.

If formal assessment instruments are used as part of an evaluation, procedures used to administer assessments and other instruments must comply with the requirements of Section 504 regarding test validity, proper method of administration, and appropriate test selection. The District will appropriately consider information from a variety of sources in making its determination, including, for example, aptitude and achievement tests, teacher recommendations, reports of physical condition, social and cultural background, adaptive behavior, health records, report cards, progress notes, parent observations, scores on tests, and mitigating measures, among others.

In facilitating a Section 504 evaluation, the *local school* will:

- Provide notice of the eligibility determination meeting. (Form B).
- Provide a copy of the parent/guardian procedural safeguards. (Form C).
- Provide teacher(s) with the Section 504 input form. (Form E).
- Provide the parent with the Parent Input Form for Section 504 evaluation. (Form F).
- Select the Section 504 Team members.
- Gather documentation necessary to complete "Section 504 Initial Evaluation/ Determination Documentation." (Form G).
- Provide the parent/guardian with "Notice of Intent of Section 504 Team Decision Regarding Evaluation" if the student does not qualify for Section 504. (Form H).

If the Team determines that the student meets the federal definition of disabled under Section 504 and is in need of services and/or accommodations, a Section 504 Plan shall be developed. (Form I). This plan may be developed at the time of the eligibility meeting or at another meeting. Absent unusual circumstances, the plan should be developed within 30 calendar days after the eligibility meeting. The local school shall ensure that a copy of the plan is provided to the student's teachers and service providers. (Form K). Documentation of receipt of the plan shall be obtained.

If the Team determines that the student does not meet the federal definition of disabled under Section 504, the Team shall refer the student back for identification of needed classroom intervention strategies as stated in the District's RTI plan. The parent/guardian should also be provided a copy of the "Notice of Intent Regarding Section 504 Team Decision Regarding Evaluation" (Form N) and the "Parent/Guardian Procedural Safeguards under Section 504 of the Rehabilitation Act of 1973." (Form C).

E. Discipline Procedures for Student Under a Section 504 Plan

A student who has a Section 504 Plan may not be subjected to a disciplinary change in placement for more than 10 school days unless the Section 504 Team first determines that the behavior giving rise to the discipline was not substantially related to the student's disabling condition or due to an inappropriate implementation of the plan. This process is carried out in an evaluation of behavior, including a manifestation determination/evaluation. (Form M). Suspensions for less than 10 school days may be effectuated without holding a Section 504 Team Meeting. However, a series of short suspensions over the course of the school year that would

amount to a total of more than 10 school days may require that a Section 504 manifestation determination meeting be held.

When making the manifestation determination, a Section 504 Team, must meet to address the following:

- Was the misconduct caused by, or directly and substantially related to, the student's disability?
- Was the misconduct a direct result of the District's failure to implement the Section 504 Plan?

If the Section 504 Team determines that there is no substantial relationship between the conduct and the student's disability and that the Section 504 Plan was properly implemented, the school may proceed to discipline the student in the same manner as it would a non-disabled student.

If the Section 504 Team determines that there is a substantial link between the conduct and the student's disability or that the Section 504 Plan was not properly implemented, the Section 504 Team must review and/or revise the Section 504 Plan to address the student's conduct. In such a situation, the student's placement would not be changed without consent of the parent/guardian of the student. An agreed upon change of placement may occur as a result of disciplinary infractions involving drugs, weapons, or behavior that has substantially injured or endangered the safety of the student or others. Notice of the Section 504 Team's decision regarding the manifestation determination will be provided to the parent. (Form M).

Note: A student who is currently using illegal drugs or alcohol, and is to be disciplined by the school for such behavior loses the procedural protections provided by Section 504, including the right to a manifestation determination review prior to a change in placement for disciplinary reasons. This would hold true even if the disabling condition could be related to the misconduct.

F. Transfer Students

In the case of a Section 504 eligible student transferring into the school system, a Section 504 Team will assemble within 10 school days of the student's enrollment to determine if the current Section 504 plan is appropriate and can be implemented as written. The Section 504 Team may revise the student's current Section 504 and/or request further evaluation and/or information. If further evaluation or information is requested, the student will be provided an interim Section 504 plan. Following the implementation of an interim Section 504 plan, the Section 504 Team should generally meet within sixty (60) calendar days so as to review eligibility and the current Section 504 plan.

G. Complaint Procedures

When a parent/guardian disagree with the Section 504 Team's decisions regarding their child's identification, evaluation, educational program, or placement, they have the right to challenge the decisions by filing a grievance, requesting a mediation meeting, or requesting an

impartial due process hearing. (Form O). A parent/Guardian or a student who is disabled may also file a civil rights complaint with the Office for Civil Rights (OCR) if they believe they are being retaliated against because of their efforts to obtain an appropriate education for the student. In the event the parent/guardian's complaint is found credible, the District will take steps to prevent recurrence of any discrimination and to correct discriminatory effects on the complainant and others, if appropriate.

The District also provides options for mediation. A Parent/Guardian may seek relief available under Section 504 and the ADA in a court of competent jurisdiction, generally the closest U.S. District Court.

1. Section 504 Grievance

If a parent/guardian believes their Section 504 rights or their child's Section 504 rights are being violated, they may file a grievance with the Section 504 Compliance Coordinator.

Name: Alicia Hales, DESS Director and 504
Coordinator Address: 1665 Honeysuckle Rd, Dothan, AL 36305
Phone: 334-793-1397, ext 236242
Email: alhales@dothan.k12.al.us

2. Impartial Due Process Hearing

An impartial due process hearing will be utilized to resolve differences between the parent and the District when such differences cannot be resolved by means of a less formal procedure. In this instance, due process is defined as an opportunity to present objections and reasons for the objections to the decision and/or procedures of a Team regarding an issue under ADA/Section 504. An ADA/Section 504 due process hearing may be called at the request of the District or by the parent of an affected student. The proceedings will be presided over and decided by an impartial hearing officer. Impartial hearing officer means a person selected to preside at a due process hearing to assure that proper procedures are followed and to assure the protection of the rights of both parties.

Definitions - In all related hearing matters the following definitions shall apply:

a. "Days" means calendar days.
b. "Placement plan" means the program by which the decision concerning the educational placement of the student is decided.
c. "A parent" means a parent or legal custodian. In the event of a divorce, a parent means the custodial parent.

A parent or the District may initiate a due process hearing on a matter related to (1) eligibility and related procedures, (2) procedural safeguards, and/or (3) whether student is receiving an educational opportunity commensurate with the non-disabled students.

Requests by a parent for due process hearing must be submitted in writing within thirty (30) days of the notice of the action appealed from. Hearing notifications to the parent shall be given at least ten (10) days prior to the date set for the hearing. The notice shall contain:

a. A statement of time, place, and nature of the hearing.
b. A short and plain statement of the matters asserted.
c. A statement of the right to be represented by counsel.

Hearing Procedures - The hearing officer shall provide at the hearing and shall conduct the proceedings in an impartial manner to the end that all parties involved have an opportunity to:

a. Present their evidence.
b. Produce outside expert testimony and be represented by legal counsel.

A parent involved in the hearing will be given the right to have the student present at the hearing.

The hearing officer shall review relevant facts and render a decision on the issue presented for review.

Decision of the Hearing Officer - A copy of the hearing officer's decision shall be delivered to the District and the parent, within thirty (30) days following completion of the hearing. The hearing shall begin no later than sixty (60) days after receipt of the request for a hearing unless extended by agreement by the parent and the District.

Record of Hearing – A recording of the ADA/Section 504 due process hearing shall be maintained at the District office for at least six (6) months after the hearing and will be available for review upon request from the Parent/Guardian.

Review of Procedure – If the Parent/Guardian is not satisfied by the decision of the Hearing Officer, a Parent/Guardian may request a review of the hearing decision within thirty (30) days of the date of the Hearing Officer's decision. The request for review should be in writing to the District's Section 504 Coordinator and it should include a brief description of the basis of the request. Following such a request for review by a Parent/Guardian, the District's Section 504 Coordinator will provide a review procedure to ensure that the Section 504 hearing was properly conducted pursuant to the requirement of the Section 504 procedural safeguards and the District's hearing procedures. Within 15 days of a request for a review of the hearing decision, the District's Section 504 Coordinator shall issue a written decision to the Parent/Guardian. The review by the District's Section 504 Coordinator shall be based on the Hearing Officer's written decision, the District's procedures, information provided by the Parent/Guardian to include the request for review, information deemed relevant by the District, as well as the Section 504 procedural safeguards and the District's hearing procedures.

A Parent/Guardian may seek relief available under Section 504 and the ADA in a court of competent jurisdiction, generally the closest U.S. District Court.

3. Section 504 Mediation

Mediation is a less formal and less adversarial method of resolving disputes than a due process hearing. During mediation, a parent/guardian and school representatives voluntarily meet with an impartial mediator to resolve disagreements with the school's decisions or actions regarding identification, evaluation, educational program, or placement of the student. Any agreements reached between the school and the parent/guardian during the mediation process will be set forth in a written mediation agreement. A parent/guardian may request mediation by writing or by calling the School District's 504 Compliance Coordinator/Designee. The Office of Civil Rights (OCR) in some complaint matters may also offer a mediation process.

Name: Alicia Hales, DESS Director and 504
Coordinator Address: 1665 Honeysuckle Rd, Dothan, AL 36305
Phone: 334-793-1397, ext 236242
Email: alhales@dothan.k12.al.us

4. Office of Civil Rights Complaint

A parent may file a formal complaint with the Office of Civil Rights (OCR) if they believe that the District is not in compliance with Section 504. A Section 504 due process hearing is not required prior to filing an OCR complaint. The filing of a complaint with OCR does not affect the timelines or the provisions of the District's grievance and due process hearing processes. The address of the Office of Civil Rights is: Office for Civil Rights, 61 Forsyth Street, SW, Suite 19T10, Atlanta, Georgia 30303.

PART III

SECTION 504 FORMS

LISTING OF SECTION 504 FORMS

Form A - **Referral**

Form B - **Notice of Proposed Section 504 Meeting**

Form C - **Notice of Procedural Safeguards Under Section 504**

Form D - **Notice and Consent for Section 504 Evaluation/Reevaluation**

Form E - **Section 504 Teacher Input Form**

Form F - **Section 504 Parent Questionnaire/Input Form**

Form G - **Evaluation and Eligibility Determination Form**

Form H - **Section 504 Team Decision Regarding Evaluation/Eligibility**

Form I - **Section 504 Plan**

Form J - **Behavior Intervention Plan**

Form K - **Acknowledgement of Receipt of Section 504 Plan**

Form L - **Parental Consent, Refusal, or Revocation of Section 504 Plan**

Form M - **Manifestation Determination Review**

Form N - **Notice of Proposal or Refusal to Take Action**

Form O - **Section 504 Complaint Form**

FORM A

SECTION 504 REFERRAL

(This Form is to be completed by the school personnel, parent, or other individual referring the student for an evaluation to determine the student's eligibility under Section 504 of the Rehabilitation Act of 1973. The individual completing this form should provide the requested information to the best of his or her ability. Additional pages may be added to this Form if needed. Any questions regarding the completion of this Form should be directed to the below designated Section 504 Coordinator.)

Date: _____ **Person Referring**: _____

Student's Complete Legal Name: _____

Date of Birth: _____ **Sex:** _____ **Grade**: _____

Student's School: _____

Parent or Legal Guardian: _____

Address: _____ **Phone**: _____

_____ **Email**: _____

Describe the Reason(s) for the Referral

Describe the Student's physical or mental impairment(s) and resulting limitations.

List the Major Life Activity (or Activities) of Student impacted by his or her impairment.

Identify any mitigating measures currently in use or provided for the Student's benefit.

(Mitigating measures may include medication; medical supplies; equipment or appliances; low-vision devices, which do not include ordinary eyeglasses or contact lenses; prosthetics, including limbs and devices; hearing aids and cochlear and other hearing devices; mobility devices; oxygen therapy equipment and supplies; use of assistive technology; reasonable accommodations or auxiliary aids or services; and learned behavioral or adaptive neurological modifications medication.)

Signature of Person Initiating Referral _____ **Date** _____

Received by _____ **Date Received by School** _____

Upon completion, please return this form to:

Name: Alicia Hales, DESS Director and 504 Coordinator
Address: 1665 Honeysuckle Rd, Dothan, AL 36305
Phone: 334-793-1397, ext 236242
Email: alhales@dothan.k12.al.us

FORM B

NOTICE OF PROPOSED SECTION 504 MEETING

This notice is to invite you to a meeting for: _____
(Name of Student)

Meeting Date: _____ **Time**: _____

Meeting Location: _____

To: _____ **Date Notice Sent**: _____
(Name of Parent or Guardian)

The purpose of the meeting is to:

	Determine if the referral requires evaluation		Develop or review a Section 504 Plan
	Discuss the need for additional data collection		Conduct a Manifestation Determination Review
	Determine initial or continued eligibility		Other:

The following people will be invited to the meeting:

	Local Section 504 Coordinator		Parent
	Administrator		Student
	General Education Teacher		Other:

Please bring any and all information you want considered by the team as well as:

_____
Local School Section 504 Coordinator

Attachment: ***Parent/Guardian Procedural Safeguards Under Section 504 of the Rehabilitation Act of 1973***

Please check one of the following boxes, sign, date, and return the form to Ms. Tara Wilson, Section 504 Coordinator, before_____(*date)*.

_____ I will be able to meet with you.

_____ I cannot meet at the time/date indicated. Please contact me to reschedule the meeting.

_____ I do not want to attend this meeting. The meeting may proceed without me.

_____ _____
Parent/Guardian Signature **Date**

FORM C

NOTICE OF PARENT/GUARDIAN PROCEDURAL SAFEGUARDS UNDER SECTION 504 OF THE REHABILITATION ACT OF 1973

The Rehabilitation Act of 1973, sometimes referred to as "Section 504," is a federal law that prohibits discrimination against students who have disabilities. Section 504 provides that eligible disabled students are provided with educational benefits and opportunities equal to those provided to non-disabled students.

A student is eligible under Section 504 if the student (i) has a physical or mental impairment, (ii) has a record of having a physical or mental impairment, or (iii) is regarded as having a physical or mental impairment which substantially limits a major life activity such as for example learning, self-care, walking, seeing, hearing, speaking, breathing, working and performing manual tasks. Section 504 also protects students with a record of impairment, or, who are regarded as having an impairment, from discrimination on the basis of disability.

Students can be considered disabled and receive services under Section 504, including regular or special education and related aids and services, even if they do not qualify for or receive special education services under the Individuals with Disabilities Education Act (IDEA).

The regulations of the United States Department of Education for Section 504 provide the following procedural safeguards to you:

1. Your child has the right to an education designed to meet his or her individual educational needs as adequately as the needs of non-disabled students are met, and to free educational services except for those fees that are imposed on non-disabled students or their parents. You have the right to refuse consent for Section 504 services at any time.

2. Your child has a right to an educational program in the least restrictive appropriate environment, as well as facilities, services and activities that are comparable to those provided for non-disabled students.

3. Your child also has a right to participate in any extracurricular or afterschool activity sponsored by the school.

4. Your child has a right to a Section 504 evaluation prior to an initial Section 504 eligibility determination; if eligible under Section 504, your child has a right to periodic re-evaluations at least every three years.

5. In providing an evaluation/reevaluation, the school district's Section 504 team may consider information from a variety of sources, including aptitude and achievement tests, teacher recommendations, physical condition, social or cultural background, and adaptive behavior. Testing and other procedures completed as part of the Section 504 evaluation must have been validated for the specific purpose for which they are used and be administered by trained personnel in conformance with the instructions provided by their producer.

6. Placement decision regarding your child must be made by a group of persons (a Section 504 team) knowledgeable about your child, the meaning of the evaluation data, possible placement options, and the requirement that to the maximum extent appropriate, disabled children should be educated with non-disabled children.

7. You have the right to be notified by the District prior to any action regarding the identification, evaluation, or placement of your child.

8. You have the right to examine relevant documents and records regarding your child (generally documents relating to identification, evaluation, and placement of your child under Section 504).

9. If you disagree with the actions of the school district's Section 504 team in regard to your child's educational program, you may pursue a local grievance through the District's local grievance process. The District will investigate the concerns you raise and respond appropriately to you within a reasonable time. Parents may contact the District's Section 504 Coordinator for more information about the District's grievance process.

10. You have the right to an impartial hearing if you wish to contest any action of the District with regard to your child's identification, evaluation, or placement under Section 504. You also have the right to an impartial hearing if you believe that your child, solely by reason of her or his disability, has been excluded from participation in, been denied the benefits of, or been subjected to discrimination under any of the district's educational programs or activities. You may participate in the hearing and be represented by an attorney. If you disagree with the decision from the hearing, you have a right to seek a review of the decision by making a written request to the District's Section 504 Coordinator, and/or you may seek relief in state or federal court as allowed by law.

11. You also have a right to file a complaint with the Office for Civil Rights (OCR) of the Department of Education. The address of the OCR Regional Office that covers this school district is: Office for Civil Rights, 61 Forsyth Street SW, Ste. 19T10, Atlanta, GA 30303-8927. Telephone: (800) 368-1019.

_____ _____

PARENT/GUARDIAN **DATE RECEIVED**

If you have questions or need further assistance in understanding your procedural safeguards under Section 504, please contact:

Name: Alicia Hales, DESS Director and 504 Coordinator
Address: 1665 Honeysuckle Rd, Dothan, AL 36305
Phone: 334-793-1397, ext 236242
Email: alhales@dothan.k12.al.us

FORM D

NOTICE AND CONSENT FOR SECTION 504 EVALUATION/REEVALUATION

STUDENT:_____ **DATE OF BIRTH**: _____

☐ Initial Referral: A Section 504 team met to discuss the referral for an evaluation of your child to determine his or her initial eligibility under Section 504. The Section 504 team, after reviewing existing information, has determined than an individual evaluation under Section 504 is needed to determine your child's initial eligibility under Section 504.

☐ Reevaluation: A Section 504 team met to discuss a reevaluation of your child under Section 504. The Section 504 team, after reviewing existing information, has determined than an individual reevaluation of your child under Section 504 is needed for the following purpose(s).

☐	To determine the need for Section 504 plan revisions
☐	To determine continued Section 504 eligibility
☐	Other:

The Section 504 evaluation or reevaluation may involve the Section 504 team reviewing and interpreting existing school records, observations, testing, grades, standardized test scores, and other available information. In addition to reviewing such information, the Section 504 team may provide new assessments or gather additional information in the following areas:

☐	Vision	☐	Behavior
☐	Hearing	☐	Other:
☐	Academic Achievement	☐	Other:
☐	Other:		

Please check one of the following boxes, sign, and date this form.

☐ I give permission to the above proposed evaluation/reevaluation under Section 504.

☐ I do not give permission for the above proposed evaluation/reevaluation under Section 504.

_____ _____

PARENT/GUARDIAN SIGNATURE **DATE**

Upon completion, please return this Form to the Local School Section 504 Coordinator:

Name: Alicia Hales, DESS Director and 504 Coordinator Address: 1665 Honeysuckle Rd, Dothan, AL 36305
Phone: 334-793-1397, ext 236242
Email: alhales@dothan.k12.al.us

FORM E

SECTION 504 TEACHER INPUT FORM

STUDENT: _____ **DATE OF BIRTH**: _____

TEACHER: _____ **CLASS:** _____

(This Teacher Input Form is being requested from you to assist the Section 504 team in determining eligibility and/or services for the above Student. Please provide the information requested by this Form based upon your personal knowledge of the Student as his or her classroom teacher. If needed, you may attach additional pages.)

STUDENT'S COMPARISON WITH NON-DISABLED PEERS

As compared with non-disabled students in your classroom, please rate this Student's performance level in the below indicated areas. Please indicate whether the Student generally performs (1) "Above"; (2) "Similar to"; or (3) "Below" the level of his or her non-disabled peers as to the following concerns.

AREAS OF CONCERN	COMPARISON TO NON-DISABLED PEERS
Reading Skills	_____
Math Skills	_____
Written Expression Skills	_____
Homework	_____
Attendance	_____
Difficulty following directions	_____
Social Skills	_____
Adaptive Behavior	_____
Non-compliance	_____
Organization	_____
Attention/Staying on Task	_____
Hyperactivity	_____
Code of Conduct Violations	_____

PRE-REFERRAL INTERVENTIONS, ACCOMMODATIONS, AND/OR SERVICES

Please describe any pre-referral interventions, accommodations, and or services provided in your classroom to the Student. Please provide information as to the duration of implementation and effectiveness of any such pre-referral interventions, accommodations, and or services provided to the Student.

Please provide an additional comments or information regarding this Student that you feel may be relevant to the Section 504 team.

SIGNATURE OF CLASSROOM TEACHER **DATE**

FORM F

SECTION 504 PARENT QUESTIONNAIRE/INPUT FORM

(The information requested by this Parent Questionnaire/Input form is to assist the Section 504 team in determining your child's eligibility and/or needed services and accommodations under Section 504. Please attach additional pages to this form if needed. If you have questions or difficulties in completing this form, please contact the below designated Section 504 Coordinator.)

STUDENT:_____ **DATE OF BIRTH**: _____

PARENT OR GUARDIAN: _____

ADDRESS:_____ **PHONE**: _____

_____ **EMAIL**: _____

1. Please discuss any physical or mental impairment for which your child receives medical or psychological/mental health services.

2. Please list all medications utilized by your child to include prescription and over-the-counter medications.

3. Please describe any past hospitalizations of your child.

4. Has your child had a serious medical condition in the past which is currently not symptomatic? If so, please provide additional information that in your opinion may be relevant to the Section 504 team.

5. Please discuss the instructional or academic concerns that you have regarding your child.

6. How long have you observed such instructional or academic behavioral concerns in regard to your child? Please indicate any interventions or services that you or any other non-school individual have provided.

7. Please indicate anyone at your child's school that you have spoken to or communicated with in any manner as to your instructional or academic concerns.

8. Has your child previously been retained? If so, please provide additional information that in your opinion may be relevant to the Section 504 team.

9. Please discuss any behavioral concerns that you have regarding your child at school and at home.

10. How long have you observed such behavioral concerns in regard to your child? Please indicate any interventions or services that you or any other non-school individual have provided in response to any such behavioral concerns.

11. Please indicate anyone at your child's school that you have spoken to or communicated with in any manner as to behavioral concerns.

12. Is English the primary language spoken in your child's home? ☐ Yes ☐ No

13. Have there been any important changes within the family within the last three years such as births, deaths, moves, separations/divorces, etc.? Please explain if so.

14. Please provide any additional information regarding your child that you feel may be appropriate for a Section 504 team to consider in determining your child's eligibility and series under Section 504.

In returning this form with your input, please attach any of your child's medical or mental health records relevant to your responses to the above questions. Such records will provide the Section 504 team will additional information to consider in determining your child's eligibility status and/or accommodations/services under Section 504.

Upon completion, please return this Form to:

Name: Alicia Hales, DESS Director and 504 Coordinator Address: 1665 Honeysuckle Rd, Dothan, AL 36305
Phone: 334-793-1397, ext 236242
Email: alhales@dothan.k12.al.us

FORM G

SECTION 504 EVALUATION/REEVALUATION & ELIGIBILITY DETERMINATION

STUDENT: _____ **DATE OF BIRTH:** _____

SCHOOL: _____

Indicate the Reason for the Section 504 Evaluation/Reevaluation

☐ Initial Section 504 Evaluation
☐ 504 Manifestation Determination
☐ Re-evaluation
☐ Other: _____

PART ONE - SUMMARY OF EVALUATION/REEVALUATION DATA

A. CURRENT GRADES

Subject	Grade

Compared with the Student's grades from the previous school year, the Student's current grades have**:**

☐
☐ improved
☐ stayed the same
☐ dropped suddenly
data not available

Compared with other students, this Student's current grades:

☐
☐ are higher
☐ are about the same
☐ are lower
data not available

Has this Student been retained? ☐ Yes ☐ No If YES, at which grade level(s): _____

B. DISCIPLINE HISTORY (See attached discipline records of Student)

Compared with the Student's disciplinary infractions from the previous school year, the Student's disciplinary infractions in the current school year have:

- ☐ decreased
- ☐ stayed the same
- ☐ increased suddenly
- ☐ data not available

C. TEACHER INPUT (See attached Section 504 Teacher Input Form)

Summarize relevant aspects of the Section 504 Teacher Input Form in the box below.

D. PARENTAL INPUT: (See attached Section 504 Parent Input Form)

Summarize relevant aspects of the Section 504 Parent Input Form in the box below.

E. <u>ASSESSMENTS:</u> Summarize the Student's most recent local school and state-wide curriculum based assessments in the box below. If available, also summarize any additional standardized testing of the Student.

Compared with prior scores of the Student, the Student's current assessment scores**:**

- ☐ have stayed about the same each year
- ☐ have stayed about the same each year
- ☐ have improved
- ☐ have decreased
- ☐ have suddenly dropped
- ☐ data not available

Compared with other students, this Student's current assessment scores are:

- ☐ higher
- ☐ about the same
- ☐ lower
- ☐ data not available

F. <u>ENGLISH LANGUAGE LEARNER/HOME LANGUAGE:</u>

Is a lack of proficiency in the English language a contributing factor to the Student's reported limitations at school?

☐ Yes ☐ No

G. <u>VISION AND HEARING SCREENING</u> (if available).

	Vision	**Hearing**
Screening Date:		
Screening Results:		

H. PHYSICAL OR MENTAL IMPAIRMENT(S) DOCUMENTATION

YES ☐ **NO** ☐ Is there a documentation of a physical or mental impairment(s) of the Student? If YES, list the impairment(s) and the source for the documentation of the impairment(s).

I. NURSING OR HEALTH CARE PLAN

YES ☐ **NO** ☐ Is the Student currently provided a nursing plan at school? If YES, please summarize the relevant aspects of the Plan.

J. RESPONSE TO INTERVENTION/INSTRUCTION PLAN

YES ☐ **NO** ☐ Has the Student been provided any type of a Response to Intervention/Instruction Plan? If YES, please summarize the relevant aspects of the Plan to include the Student's progress and current implementation status.

K. MEDICATION

YES ☐ **NO** ☐ Is the Student currently on medication at home or at school? If YES, list the medication used by the Student and the date the medication was initiated.

L. ATTENDANCE:

Out of_____school days for year to date, the Student has been:

Absent	_____days
Tardy	_____times
Checked out early	_____times

Compared with the last school year, the Student's attendance:

- ☐ is better
- ☐ is about the same
- ☐ is lower
- ☐ data not available

Compared with other students, the Student's school attendance:

- ☐ is better
- ☐ is about the same
- ☐ is worse
- ☐ data not available

PART TWO - SECTION 504 ELIGIBILITY ANALYSIS AND DETERMINATION

A. SECTION 504 - ELIGIBILITY ANALYSIS

QUESTION ONE

YES ☐ **NO** ☐ Does the Student have a physical or mental impairment? If YES, please identify the impairment(s) in the box below.

QUESTION TWO

YES ☐ **NO** ☐ Does the physical or mental impairment affect one or more major life activities (including major bodily functions)? If YES, identify the major life activity/activities or major bodily function in the box below.

QUESTION THREE

YES ☐ **NO** ☐ Does the physical or mental impairment substantially limit a major life activity?

- Compare the Student to the average student in the general population in determining the presence of a substantial limitation.
- Make an educational determination without considering the effects of mitigating measures, such as medication; medical supplies; equipment or appliances; low-vision devices, which do not include ordinary eyeglasses or contact lenses; prosthetics, including limbs and devices; hearing aids and cochlear and other hearing devices; mobility devices; oxygen therapy equipment and supplies; use of assistive technology; reasonable accommodations or auxiliary aids or services; and learned behavioral or adaptive neurological modifications medication.
- For an impairment that is episodic or in remission, the determination of a substantial limitation must be based upon whether the impairment would substantially limit a major life activity when active.

B. SECTION 504 - ELIGIBILITY DETERMINATION

Based upon the answers provided to the above questions and the team's determination as to the Student's need for a formal Section 504 Plan, please check one of the below options. If any of the answers to the first three above answers is "NO", the Student is not eligible for Section 504 nondiscrimination protection and is not eligible for a Section 504 Plan. If all three above questions are answered "Yes" and the team determines that the Student is not in need of a formal Section 504 Plan, the Student is eligible for the nondiscrimination protections of Section 504 Plan only. If all three above questions are answered "Yes" and the team determines that the Student is in need of a formal Section 504 Plan, the Student is eligible for both the nondiscrimination and FAPE protections of a Section 504 Plan.

☐ The Student is not eligible under Section 504.

☐ The Student is eligible under Section 504. But the team determined that the Student is not in need of a formal Section 504 Plan. Accordingly, the Student is eligible for the nondiscrimination protections of Section 504, together with manifestation determination, procedural safeguards, and periodic reevaluation or more often as needed. The Student will not be provided a formal Section 504 Plan.

☐ The Student has been deemed eligible under the IDEA and is receiving a free and appropriate public education through special education. Accordingly, the Student does not require a Section 504 Plan and is not eligible under the District's formal Section 504 program. The Student will continue to receive the nondiscrimination protections of Section 504 in light of the Student's current eligibility status under the IDEA.

☐ The Student is eligible under Section 504 and requires a Section 504 Plan.

I **AGREE** with the conclusions written in this report.

Position	**Signature**	**Date**
Parent		
Parent		
General Education Teacher		
Local School Section 504 Coordinator		
Local School Administrator		
Student		
Other		

I **DO NOT AGREE** with the conclusions written in this report. The attached statement represents my conclusions in this area.

Position	**Signature**	**Date**

You are fully protected under the rights addressed in your copy of the Parent/Guardian Procedural Safeguards Under Section 504 of the Rehabilitation Act of 1973. If you want another copy of your rights, have any questions, or wish to arrange a conference, please contact:

Name:_____ Telephone: _____

_____
Signature

FORM H

SECTION 504 TEAM DECISION REGARDING EVALUATION/REEVALUATION OR ELIGIBILITY

STUDENT:	
DATE:	
TO (Parent/Guardian):	
RE: The Section 504 Team Meeting held on:	

☐ The Section 504 Team met to determine whether the Section 504 referral for your child is appropriate.

☐ The Team determined to not proceed with a Section 504 evaluation.

☐ The Team determined to proceed with a Section 504 evaluation.

☐ The Section 504 Team met to evaluate/reevaluate your child to determine if he/she has a mental/physical impairment that substantially limits a major life activity. The attached "Section 504 Evaluation/Eligibility Determination Documentation" summarizes the result of the evaluation and eligibility determination. The decision of the Section 504 Team as to your child is that he/she is:

☐ Eligible under Section 504 ☐ Not Eligible under Section 504

You are fully protected under the rights addressed in your copy of the *Parent/Guardian Procedural Safeguards Under Section 504*. If you want another copy of this document or have any questions regarding this Notice, please contact:

_____ _____

Name **Telephone**

_____ _____

Signature of Local School Section 504 Coordinator **Date Provided/Sent**

FORM I

SECTION 504 PLAN

STUDENT:_____ **DATE OF BIRTH**: _____

SCHOOL:_____

PARENT OR GUARDIAN: _____

SECTION 504 PLAN - IMPLEMENTATION

(Please select the appropriate option below.)

☐ This Section 504 plan will be implemented from_____to_____.

☐ This Section 504 plan will not be implemented due to parent's refusal to provide consent for Section 504 services and accommodations or due to parent's subsequent revocation of consent for Section 504 services and accommodations.

Indicate here the Student's (1) mental/physical impairment, (2) major life activity impaired, and (3) nature of the substantial limitation resulting from the impairment. ***(Refer to Form G if needed.)***

SECTION 504 SERVICES AND ACCOMMODATIONS

This section is used to document a student's services and accommodations to be provided under Section 504. Eligibility for a Section 504 plan does not mean that any of the services or accommodations listed below are appropriate and needed for every student. Moreover, the options listed below are not the only services and accommodations available under Section 504. The individual needs of a student should guide the Section 504 team's decision.

Please indicate below the services and accommodations to be provided. Utilize the last page of Form I to provide additional information as needed.	
Oral testing	
Note-taking assistance	
Extended time (by %)	
Shortened assignment (by %)	
Repeat testing when initial score is below_____.	
Peer assistance/tutoring	
Reduced paper/pencil tasks	
Use of calculator	
Preferential seating	
Assignment notebook	
Organizational Strategies	
Re-teach difficult concepts	
Supplemental materials	
Cooling-off period	

ADDITIONAL SECTION 504 TEAM CONSIDERATIONS

1. **Does the Student currently have a Health Care Plan?** **Yes** ☐ **No** ☐

   (*If so, please, attach the Health Care Plan to this Section 504 Plan*.)

2. **Does the Student have behavior interfering with learning?** **Yes** ☐ **No** ☐

3. **Does the Student require a Behavior Intervention Plan?** **Yes** ☐ **No** ☐

   (*If a BIP is required, complete Form J "Functional Behavioral Assessment and Behavioral Intervention Plan".)*

STATEMENT REGARDING LEAST RESTRICTIVE ENVIRONMENT

(Please select the appropriate option below.)

☐ The 504 Committee has determined that the services and accommodations required by the student to receive a Free Appropriate Public Education (FAPE) can be provided in the general education environment.

☐ The 504 Committee has determined that the listed services are necessary for FAPE, cannot be provided in the regular classroom, and that the location where these services are provided offers the student maximum exposure to nondisabled peers while still meeting his/her educational needs.

THE FOLLOWING PEOPLE ATTENDED AND PARTICIPATED IN THE MEETING TO DEVELOP THE SECTION 504 PLAN FOR THE STUDENT

Position	Signature	Date
Parent		
Parent		
General Education Teacher		
LEA Representative		
Student		
Local School Section 504 Coordinator		
Other		
Other		

INFORMATION FROM PEOPLE NOT IN ATTENDANCE

Name	Information Reviewed

Was a copy of the Section 504 Plan provided to the Parent or Guardian at the Section 504 Team meeting?

Yes ☐ No ☐ If no, date sent to Parent or Guardian: _____

Section 504 Plan

Additional Notes and Information Page

This page should be used to explain or provide detail for any item or issue where an entry on the Section 504 Plan needs further clarification or explanation. Add additional pages if needed.

FORM J

FUNCTIONAL BEHAVIORAL ASSESSMENT AND BEHAVIORAL INTERVENTION PLAN

(*Form J is to be utilized by the Section 504 team in the development or review of a Student's Section 504 plan if the team determines that the Student's behavior interferes with his or her learning or the learning of others.)*

STUDENT:_____ **DATE OF BIRTH**: _____

SCHOOL: _____

THE FOLLOWING DATA AND INFORMATION WERE REVIEWED IN CONDUCTING AND PROVIDING THIS FUNCTIONAL BEHAVIORAL ASSESSMENT AND BEHAVIORAL INTERVENTION PLAN		
☐ Observations	☐ Parent Interview/Input	☐ Behavior Rating Scales
☐ Section 504 Records/File	☐ Discipline Reports	☐ Student Interview/Input
☐ Cumulative Records	☐ Information from outside sources	☐ Other:

I. FUNCTIONAL ASSESSMENT OF BEHAVIOR

Describe the specific behavior(s) of the Student that impedes learning.

Describe the intensity, duration, and locations of the specific behavior(s) of the Student impeding learning. Include information as to impact of behavior(s) on other students, staff, and the instructional environment.

Describe the events that occur immediately before (antecedents) and following the behavior(s) (consequences).

Provide a summary of any previous or ongoing behavioral interventions utilized with the Student to include information as to the effectiveness of such interventions.

Summarize the function of the Student's behavior(s) such as for the Student to gain something (attention, a tangible item, sensory stimulation, etc.) or to avoid something (a task/activity, school, a specific classroom or individual, etc.).

II. BEHAVIORAL INTERVENTION PLAN

Behavioral Interventions. (State the positive interventions, strategies, environmental changes, reinforcers, etc., to be utilized to address the targeted behavior(s) of the Student.)

THE FOLLOWING PEOPLE ATTENDED AND PARTICIPATED IN THE MEETING TO PROVIDE AND DEVELOP THE FUNCTIONAL BEHAVIORAL ASSESSMENT AND BEHAVIORAL INTERVENTION PLAN

Position	Signature	Date
Parent		
Parent		
General Education Teacher		
LEA Representative		
Student		
Local School Section 504 Coordinator		
Other		
Other		

INFORMATION FROM PEOPLE NOT IN ATTENDANCE

Position	Signature	Date

Was a copy of the Section 504 FBA/BIP provided to the Parent or Guardian at the Section 504 Team meeting?

☐ Yes ☐ No If no, date sent to Parent or Guardian: _____

FORM K

ACKNOWLEDGEMENT OF RECEIPT OF SECTION 504 PLAN

DATE:	
TO:	
FROM:	

(Local School Section 504 Coordinator)

Attached is a copy of the Section 504 plan (or relevant parts thereof) regarding the following Student:

STUDENT:		**DOB:**	
SCHOOL:			

It is imperative that the accommodations written in the Section 504 plan be fully implemented so that the District is in compliance with Section 504, a federal law that establishes protections for students with disabilities. Your signature below documents that you have been provided a copy of the Section 504 plan (or relevant parts thereof) of the above Student and that you have been informed as to your responsibilities under the Section 504 Plan.

NAME	**POSITION**	**DATE**
NAME	**POSITION**	**DATE**
NAME	**POSITION**	**DATE**
NAME	**POSITION**	**DATE**
NAME	**POSITION**	**DATE**
NAME	**POSITION**	**DATE**

FORM L

PARENTAL CONSENT, REFUSAL, OR REVOCATION OF SECTION 504 PLAN

PARENT OR GUARDIAN: _____

STUDENT:_____**DATE OF BIRTH**: _____

STUDENT'S SCHOOL: _____

I have been provided a copy of the proposed Section 504 Plan for my child along with a copy of the "Parent/Guardian Procedural Safeguards Under Section 504 of the Rehabilitation Act Of 1973". My signature below documents that I understand my Section 504 procedural safeguards and the provisions of the proposed Section 504 Plan.

☐ I CONSENT to my child's receipt of services offered in the attached Section 504 Plan.

☐ I REFUSE CONSENT for my child's receipt of services offered in the attached Section 504 Plan. I understand that because I have refused consent for the Section 504 Plan offered, the attached Section 504 will not be implemented for my child.

☐ I REVOKE CONSENT for my child's continued receipt of services offered in the current or proposed Section 504 Plan. I understand that because I have revoked consent for continued Section 504 services, the attached Section 504 will not be implemented for my child.

_____ _____

PARENT/GUARDIAN **DATE**

If you have questions or need further assistance in understanding your child's Section 504 Plan or your procedural safeguards, please contact the below designated Section 504 Coordinator. If not, please return this completed form to:

Name: Alicia Hales, DESS Director and 504 Coordinator Address: 1665 Honeysuckle Rd, Dothan, AL 36305
Phone: 334-793-1397, ext 236242
Email: alhales@dothan.k12.al.us

FORM M

SECTION 504 MANIFESTATION DETERMINATION REVIEW/EVALUATION

STUDENT: _____ **DATE OF BIRTH:** _____

SCHOOL: _____

THE FOLLOWING DATA AND INFORMATION WERE REVIEWED IN CONDUCTING AND PROVIDING THIS FUNCTIONAL BEHAVIORAL ASSESSMENT AND BEHAVIORAL INTERVENTION PLAN					
☐	Observations	☐	Parent Interview/Input	☐	Behavior Rating Scales
☐	Section 504 Records	☐	Discipline Reports	☐	Student Interview/Input
☐	Cumulative Records	☐	Information from outside sources	☐	Other

Code of Conduct Violation(s): _____

Date(s) of Code of Conduct Violation(s): _____

Describe the specific actions of the Student which served as the basis for the Student's code of conduct violation(s).

Based upon a review of the above designated information and Section 504 team input/discussion, the Section 504 team makes the following determinations.

Question #1: Was the conduct in question caused by or does it have a direct and substantial relationship to the Student's disability.	Yes ☐	No ☐
Question #2: Was the conduct in question a direct result of the school's failure to implement the Student's Section 504 Plan?	Yes ☐	No ☐

(If the answer to either of the above two questions is "YES", then the determination of the Section 504 team must be that the conduct in question is a manifestation of the Student's disability. If the answers to both questions are "NO", then the conduct in question is not to be considered as a manifestation of the Student's disability.)

☐ The Section 504 Team has determined that the conduct being considered for disciplinary action ***is not a manifestation of the Student's disability*** and the Student may be disciplined in the same manner as students who are non-disabled. The Section 504 team will determine the educational services to be provided to the Student during the disciplinary change of placement so that the Student continues to receive a free appropriate public education consistent with the requirements of Section 504. The Section 504 Team will also consider the appropriateness or need to conduct a functional behavioral assessment and develop a behavioral intervention plan designed to address the conduct in question.

☐ The Section 504 Team has determined that the conduct being considered for disciplinary action ***is a manifestation of the Student's disability***. The Student will return to the placement as specified in his or her current Section 504 Plan (unless the school and Parent agree to a change of placement through the Section 504 process). The Section 504 team will also review and revise the Student's current Section 504 Plan and behavioral intervention plan to provide revisions to address the conduct in question. If the Student is not currently provided with a behavioral intervention plan, the Section 504 team will conduct a functional behavioral assessment (through the reevaluation process) and a provide a behavioral intervention plan designed to address the conduct in question.

I **AGREE** with the conclusions written in this report.

Position	**Signature**	**Date**
Parent		
Parent		
General Education Teacher		
Section 504 Coordinator/Designee		
Local School Section 504 Coordinator		
Student		
Other		

I **DO NOT AGREE** with the conclusions written in this report. The attached statement represents my conclusions in this area.

Position	**Signature**	**Date**

You are fully protected under the rights addressed in your copy of the Parent/Guardian Procedural Safeguards Under Section 504 of the Rehabilitation Act of 1973. If you want another copy of your rights, have any questions, or wish to arrange a conference, please contact:

_____ _____

Local School Section 504 Coordinator Telephone

_____

Signature

FORM N

NOTICE OF PROPOSAL OR REFUSAL TO TAKE ACTION

The Section 504 Team has met to consider the following regarding the educational program for:

STUDENT:_____ **DATE OF BIRTH**: _____

☐ Identification/Eligibility	☐ Evaluation	☐ Placement
☐ Section 504 Plan	☐ Other:	☐ Other:

DECISION REGARDING SPECIFIC ACTION PROPOSED OR REFUSED
If action is required by the education agency regarding this decision, it will be implemented immediately or without unnecessary delay after the date of this form.
BASIS FOR DECISION
DESCRIPTION OF OTHER OPTIONS CONSIDERED AND WHY THE OPTIONS WERE REJECTED

THE FOLLOWING EVALUATION PROCEDURES, ASSESSMENTS, RECORDS, AND/OR REPORTS WERE USED IN MAKING THE DECISION			
☐ Grades	☐ Behavior	☐ Academic Testing	☐ Medical Records
☐ Discipline	☐ Other:	☐ Other:	☐ Other:

You are fully protected under the rights addressed in your copy of the *Parent/Guardian Procedural Safeguards Under Section 504.* If you want another copy of this document or have any questions regarding this Notice, please contact:

_____ _____

Name **Telephone**

_____ _____

Signature of Local School Section 504 Coordinator **Date Provide/Sent**

FORM O

SECTION 504 COMPLAINT FORM

Last Name:			**First Name:**		
Street Address/Apt. No.:					
City:		**State:**		**Zip Code:**	
Home Phone:			**Work Phone:**		
Email:					
Concerning:	**Student:**		**School:**		

Please check below – This complaint concerns allegations of:

☐ A violation of Section 504 policy/procedure.

☐ A disagreement with the Section 504 Team's decision to identify, evaluate, and/or to make accommodations for a student (This form must be completed within 30 days of receiving the decision notice).

☐ Disability-based discrimination/harassment.

1. **Please provide facts about the complaint. Provide details such as names of those involved, dates whether witnesses were present, etc., that might be helpful to the complaint investigator.**

2. **Please attach copies of any written documents that may be relevant to or supportive of your complaint. I have attached such documents: ☐ Yes ☐ No**

3. Please explain or summarize the resolution you are seeking.

4. Have you discussed with or brought your complaint to any District personnel? If so, to whom and what was the result?

*I certify that to the best of my knowledge the above statements and information are true and correct.

Signature **Date**

If you have questions or need further assistance in completing Form O, please contact:

Name: Alicia Hales, DESS Director and 504 Coordinator Address: 1665 Honeysuckle Rd, Dothan, AL 36305
Phone: 334-793-1397, ext 236242
Email: alhales@dothan.k12.al.us

FORM P
Group Transfer of Section 504 Confidential Folders

Name of Student(s)	Originating School	Receiving School

Signature _____ **Date** _____

Form Q

AUTHORIZATION FOR RELEASE OF INFORMATION REGARDING SECTIO

Dothan City Schools Department of Exceptional Student Services
1665 Honeysuckle Road, Dothan, AL. 36305 Phone: (334) 793-1397 Fax: (334) 792-7213
Attention:_____

Student's Full Name: _____Date of Birth: _____/_____/_____
Street Address: _____ City, State, Zip _____
Home Phone: _____ Grade: _____ School: _____

1. THIS AUTHORIZATION APPLIES TO THE FOLLOWING INFORMATION

___X__ALL information, including diagnosis, treatment, hospitalization, discharge treatment needs, and/or outpatient care for the child's condition; including psychological or psychiatric impairment, drug and/or alcohol abuse, or Acquired Immunodeficiency Syndrome (AIDS), or tests for or infection with Human Immunodeficiency Virus (HIV): intellectual test results; cumulative record information; and due process forms (all Special Education records).

__X___Please include the following records or types of information: Section 504 Records, Most current 504 Plan, *Eligibility Report, Signed Placement, Any Evaluations
***Please ensure that most current testing results are included in this eligibility information**

2. THE INFORMATION MAY BE RELEASED BY (enter school, clinic, hospital, or other person or agency to whom this is to be submitted; indicate address, city and/or state if needed for clarity):
PREVIOUS SCHOOL/DOCTOR:

3. THE INFORMATION MAY BE RELEASED TO (check all that apply):

___X____District 504 Coordinator (DESS) __X_____School 504 Chairperson __X_____School Principal of Designee
__X_____Other teachers of this student __X____Central Office Personnel
_____Other:
_____

4. PURPOSE OF THE RELEASE OF INFORMATION:

The information regarding this student will be released for the following purpose (example: at request of parent/legal guardian):
To provide information to assist in planning for Section 504 services or Special Education Services.
The information released will be limited to information necessary to fulfill the need or purpose for the disclosure. As a result of my signing this authorization, I understand that an individual or organization that receives this information may not be covered, and therefore the information is no longer protected under the Health Insurance Portability and Accountability ACT (HIPAA), a federal privacy law.

This authorization is valid for 90 days from the date of signature, unless otherwise noted. This authorization only applies to treatment and occurrences occurring before the date of signature.

I may be charged reasonable copy fees as indicated under state law for this request.

I may decline to sign this authorization. I understand that I may revoke this authorization at any time in writing by notifying the Dothan City Schools and the agencies named in item 2. If I revoke this authorization, the Dothan City Schools and other named agencies will not take any action on it, except to the extent that action has already been taken.

I understand that if Dothan City Schools or other named agencies are authorized to release this information for marketing activities, I will be informed if any of the agencies receive direct or indirect payment for releasing this information.

I understand that the services provided by the named agencies and any payments that may be due such agencies will not be affected if I
do not sign this form. I understand that I may see and copy the information described on this form if I ask for it, and I may receive a copy
of this form after I sign it.

I hereby have the authority to and voluntarily grant permission for the information to be released as described above.

_____ _____ _____
Parent/Legal Guardian/Patient Printed Name **Parent/Legal Guardian Signature** **Date**

_____ _____ _____
Patient Signature (if 14 or older) **Date** **Witness Signature**

Section 504 of the Rehabilitation Act

Occupational Therapy/Physical Therapy/Adapted PE Pre-Assessment Information

Date _____
SECTION I – STUDENT INFORMATION

Student's Name:	**Date of Birth:**	**Age:**	**Grade:**
School:	**Teacher:**		
Person Making the Referral:	**Requested Services:** Occupational Therapy ☐ Physical Therapy ☐ Adapted PE ☐		

SECTION II—Please explain the reason for the referral and please describe any medical condition(s) that may be affecting the student's performance. (Use additional pages, if needed.)

Remember:

In addition to this form, copies of the following forms should also be submitted to your school 504 chairperson.

- **Form A: Referral Form**
- **Form D: Notice and Consent for Section 504 Evaluation/Re-evaluation**
- **Form E: Techer Input Form**
- **Form F: Parent Input Form**
- **For occupational therapy referrals, a minimum of three work samples are needed**

Form S

504 PROCESS COMPLIANCE VERIFICATION FORM

System **Dothan City Schools** **Date of Review** _____

Student's Name _____ **Grade to Go Into** _____

504 DOCUMENTS MUST BE TURNED IN USING THE ORDER LISTED BELOW TO COMPILE THE FOLDER TO BE STORED AT ESS. You will only be using the section that applies to this process for this student.

REQUIREMENTS -- INITIAL REFERRAL AND EVALUATION	YES
Form I: Section 504 Plan	
Form J: Section 504 Behavior Intervention Plan (if necessary)	
Appropriate Testing Accommodations Forms (PART IV-504 Manual)	
Form B: Proposed Meeting Notices—(minimum of 2 with most current on top)	
Form C: Signed Copy of Parent/Guardian Procedural Safeguards	
Form D: Notice and Consent for Initial Section 504 Evaluation	
Form E: Teacher Input Form for Section 504	
Form F: Parent Input Form for Section 504	
Form G: Evaluation Eligibility OR 3 year Reevaluation Eligibility Determination and Documentation	
Form H: Section 504 Team Decision Regarding Referral or Eligibility	
Attach any other Required Criteria including intervention tracking, work samples, info release, records, etc. utilized in making eligibility determination	
Form L: Parental Consent for Provision of Section 504 Services	
Form A: Section 504 Student Referral	
Form N: Notice of Intent Regarding Section 504 Services (completed if Referral not accepted for evaluations OR if student was found eligible and a 504 plan has been written.)	
Form K: Acknowledgement of Receipt of Section 504 Plan for previous school year	
Form W: Check off to show that you have each form and sign.	

REQUIREMENTS -- THREE YEAR REEVALUATION	YES
Form I: Section 504 Plan	
Form J: Section 504 Behavior Intervention Plan (if necessary)	
Appropriate Testing Accommodations Forms (PART IV-504 Manual)	
Form B: Proposed Meeting Notices—(minimum of 2 with most current on top)	
Form C: Signed Copy of Parent/Guardian Procedural Safeguards	
Form D: Notice and Consent for Initial Section 504 Evaluation	
Form E: Teacher Input Form for Section 504	
Form F: Parent Input Form for Section 504	
Form G: Evaluation Eligibility OR 3 year Reevaluation Eligibility Determination and Documentation	
Form H: Section 504 Team Decision Regarding Referral or Eligibility	
Attach any other Required Criteria including intervention tracking, work samples, info release, records, etc. utilized in making eligibility determination	
Form L: Parental Consent for Provision of Section 504 Services	
Form N: Notice of Intent Regarding Section 504 Services (completed if Referral not accepted for evaluations OR if student was found eligible and a 504 plan has been written.)	
Form K: Acknowledgement of Receipt of Section 504 Plan for previous school year	
Form W: Check off to show that you have each form and sign.	

Signature of School 504 Chairperson

_____

PART IV

OVERVIEW OF SELECTED SECTION 504 FORMS

Dothan City Schools Board of Education
Section 504 of the Rehabilitation Act

PART IV

Overview of Selected Section 504 Forms

1. **Referral Form (Form A):** This is a document that begins the process of Section 504 for a child. It gathers basic information on the child's academic, behavioral, and social progress at school, and serves as the basis for the determination of whether a Section 504 evaluation should be sought.

2. **Notice of Proposed Section 504 Meeting (Form B):** This document is sent to the parent prior to each Section 504 meeting, describing what will occur and giving the time and place of the meeting.

3. **Parent/Guardian Procedural Safeguards Under Section 504 of the Rehabilitation Act of 1973 (Form C):** A document to inform parents of their rights under Section 504. This document is provided to the parent after referral, regardless of whether the decision is made to evaluate under Section 504 and at least on an annual basis otherwise.

4. **Notice and Consent for Section 504 Evaluation/Reevaluation (Form D):** Following the receipt of the referral and the decision that a Section 504 evaluation should be pursued, this form is provided to the parents to gain consent for the initial evaluation.

5. **Teacher Input Form (Form E):** A document designed to seek information from a student's teacher or teachers about classroom performance and behavior.

6. **Parent Input for Section 504 Evaluation/Reevaluation (Form F):** A document designed to seek information from the parent about the child's functioning and activities at home. It also provides the parents an additional opportunity to be involved in the process.

7. **Section 504 Evaluation/Eligibility Determination and Documentation (Form G):** This form is used by the Section 504 Team to determine eligibility in Section 504, and to fulfill the regulatory requirement for periodic reevaluation (at least every three (3) years). The form prompts the Team to ask the right questions and to review the required data and includes the Notice of Section 504 Evaluation results.

8. **Section 504 Plan (Form I):** Should the Section 504 Team determine that the student is eligible and in need of a Plan, it uses this form to create the plan. A copy of the plan is provided to the parent, school personnel, and third-party contractors who have the duty to implement the plan. A behavior management form is part of the Plan form and is completed if necessary.

9. **Parental Consent for Section 504 Services (Form L):** Consistent with OCR guidance in the *Frequently Asked Questions about Section 504 and the Educational of Children with Disabilities*, this form documents the parent's consent for Section 504 services, refusal to consent for initial Section 504 services, as well as a parent's decision to revoke consent for continued Section 504 services.

10. **Section 504 Manifestation Determination/Evaluation (Form M):** When disciplinary removals trigger a change of placement, this document walks the Team through the required questions.

11. **Accommodations in Extracurricular Athletics (Form P):** This form is designed to address the dynamic created by OCR's 2013 guidance on extracurricular athletics. That guidance recognized that accommodations for Section 504 students in extracurricular athletics did not have to be determined in a Section 504 meeting. The form provides pertinent pieces of the OCR guidance and may serve to document in writing the accommodations agreed to outside of a Section 504 meeting.

PART V

FREQUENTLY ASKED QUESTIONS ABOUT SECTION 504

Dothan City Schools Board of Education
Section 504 of the Rehabilitation Act

PART V

Frequently Asked Questions About Section 504

INTRODUCTION

An important responsibility of the Office for Civil Rights (OCR) is to eliminate discrimination on the basis of disability against students with disabilities. OCR receives numerous complaints and inquiries in the area of elementary and secondary education involving Section 504 of the Rehabilitation Act of 1973, as amended, 29 U.S.C. § 794 (Section 504). Most of these concern identification of students who are protected by Section 504 and the means to obtain an appropriate education for such students.

Section 504 is a federal law designed to protect the rights of individuals with disabilities in programs and activities that receive Federal financial assistance from the U.S. Department of Education (ED). Section 504 provides: "No otherwise qualified individual with a disability in the United States . . . shall, solely by reason of her or his disability, 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. . ."

OCR enforces Section 504 in programs and activities that receive Federal financial assistance from ED. Recipients of this Federal financial assistance include public school districts, institutions of higher education, and other state and local education agencies. The regulations implementing Section 504 in the context of educational institutions appear at 34 C.F.R. Part 104.

The Section 504 regulations require a school district to provide a "free appropriate public education" (FAPE) to each qualified student with a disability who is in the school district's jurisdiction, regardless of the nature or severity of the disability. Under Section 504, FAPE consists of the provision of regular or special education and related aids and services designed to meet the student's individual educational needs as adequately as the needs of nondisabled students are met.

This resource document clarifies pertinent requirements of Section 504. For additional information, please contact the Office for Civil Rights.

INTERRELATIONSHIP OF IDEA AND SECTION 504

1. What is the jurisdiction of the Office for Civil Rights (OCR), the Office of Special Education and Rehabilitative Services (OSERS) and state departments of education/instruction regarding educational services to students with disabilities?

OCR, a component of the U.S. Department of Education, enforces Section 504 of the Rehabilitation Act of 1973, as amended, (Section 504) a civil rights statute which prohibits discrimination against individuals with disabilities. OCR also enforces Title II of the Americans with Disabilities Act of 1990 (Title II), which extends this prohibition against discrimination to the full range of state and local government services, programs, and activities (including public schools) regardless of whether they receive any Federal financial assistance. The Americans with Disabilities Act Amendments Act of 2008 (Amendments Act), effective January 1, 2009, amended the Americans with Disabilities Act of 1990 (ADA) and included a conforming amendment to the Rehabilitation Act of 1973 (Rehabilitation Act) that affects the meaning of disability in Section 504. The standards adopted by the ADA were designed not to restrict the rights or remedies available under Section 504. The Title II regulations applicable to free appropriate public education issues do not provide greater protection than applicable Section 504 regulations. This guidance focuses primarily on Section 504.

Section 504 prohibits discrimination on the basis of disability in programs or activities that receive Federal financial assistance from the U.S. Department of Education. Title II prohibits discrimination on the basis of disability by state and local governments. The Office of Special Education and Rehabilitative Services (OSERS), also a component of the U.S. Department of Education, administers the Individuals with Disabilities Education Act (IDEA), a statute which funds special education programs. Each state educational agency is responsible for administering IDEA within the state anddistributing the funds for special education programs. IDEA is a grant statute and attaches many specific conditions to the receipt of Federal IDEA funds. Section 504 and the ADA are antidiscrimination laws and do not provide any type of funding.

2. How does OCR get involved in disability issues within a school district?

OCR receives complaints from a parent, students or advocates, conducts agency initiated compliance reviews, and provides technical assistance to school districts, a parent or advocates.

3. Where can a school district, parent, or student get information on Section 504 or find out information about OCR's interpretation of Section 504 and Title II?

OCR provides technical assistance to school districts, a parent, and students upon request. Additionally, regulations and publicly issued policy guidance is available on OCR's website, at http://www.ed.gov/policy/rights/guid/ocr/disability.html.

4. What services are available for students with disabilities under Section 504?

Section 504 requires recipients to provide to students with disabilities appropriate educational services designed to meet the individual needs of such students to the same extent as the needs of students without disabilities are met. An appropriate education for a student with a disability under the Section 504 regulations could consist of education in

regular classrooms, education in regular classes with supplementary services, and/or special education and related services.

5. Does OCR examine individual placement or other educational decisions for students with disabilities?

Except in extraordinary circumstances, OCR does not review the result of individual placement or other educational decisions so long as the school district complies with the procedural requirements of Section 504 relating to identification and location of students with disabilities, evaluation of such students, and due process. Accordingly, OCR generally will not evaluate the content of a Section 504 plan or of an individualized education program (IEP); rather, any disagreement can be resolved through a due process hearing. The hearing would be conducted under Section 504 or the IDEA, whichever is applicable.

OCR will examine procedures by which school districts identify and evaluate students with disabilities and the procedural safeguards which those school districts provide students. OCR will also examine incidents in which students with disabilities are allegedly subjected to treatment which is different from the treatment to which similarly situated students without disabilities are subjected. Such incidents may involve the unwarranted exclusion of disabled students from educational programs and services.

6. What protections does OCR provide against retaliation?

Retaliatory acts are prohibited. A recipient is prohibited from intimidating, threatening, coercing, or discriminating against any individual for the purpose of interfering with any right or privilege secured by Section 504.

7. Does OCR mediate complaints?

OCR does not engage in formal mediation. However, OCR may offer to facilitate mediation, referred to as "Early Complaint Resolution," to resolve a complaint filed under Section 504. This approach brings the parties together so that they may discuss possible resolution of the complaint immediately. If both parties are willing to utilize this approach, OCR will work with the parties to facilitate resolution by providing each an understanding of pertinent legal standards and possible remedies. An agreement reached between the parties is not monitored by OCR.

8. What are the appeal rights with OCR?

OCR is committed to a high quality resolution of every case. OCR affords the complainant an opportunity to appeal OCR's letters of finding(s) issued pursuant to Section 303(a) of the *Case Processing Manual*, and to request reconsideration of administrative closures or dismissals. The appeal/reconsideration process provides an opportunity for complainants to bring information to OCR's attention that would change OCR's decision. The complainant may send an appeal to the Deputy Assistant's Secretary for Enforcement within 60 days of the date of OCR's letter of finding(s). The complainant must explain

why he or she believes the factual information was incomplete, the analysis of the facts was incorrect, and/or the appropriate legal standard was not applied, and how this would change OCR's determination in the case.

9. What does noncompliance with Section 504 mean?

A school district is out of compliance when it is violating any provision of the Section 504 statute or regulations.

10. What sanctions can OCR impose on a school district that is out of compliance?

OCR initially attempts to bring the school district into voluntary compliance through negotiation of a corrective action agreement. If OCR is unable to achieve voluntary compliance, OCR will initiate enforcement action. OCR may: (1) initiate administrative proceedings to terminate Department of Education financial assistance to the recipient; or
(2) refer the case to the Department of Justice for judicial proceedings.

11. Who has ultimate authority to enforce Section 504?

In the educational context, OCR has been given administrative authority to enforce Section 504. Section 504 is a Federal statute that may be enforced through the Departments administrative process or through the Federal court system. In addition, a person may at any time file a private lawsuit against a school district. The Section 504 regulations do not contain a requirement that a person file a complaint with OCR and exhaust his or her administrative remedies before filing a private lawsuit.

STUDENTS PROTECTED UNDER SECTION 504

Section 504 covers qualified students with disabilities who attend schools receiving Federal financial assistance. To be protected under Section 504, a student must be determined to: (1) have a physical or mental impairment that substantially limits one or more major life activities; or (2) have a record of such an impairment; or (3) be regarded as having such an impairment. Section 504 requires that school districts provide a free appropriate public education (FAPE) to qualified students in their jurisdictions who have a physical or mental impairment that substantially limits one or more major life activities.

12. What is a physical or mental impairment that substantially limits a major life activity?

The determination of whether a student has a physical or mental impairment that substantially limits a major life activity must be made on the basis of an individual inquiry. The Section 504 regulatory provision at 34 C.F.R. 104.3(j)(2)(i) defines a physical or mental impairment as any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory, including speech organs; cardiovascular; reproductive; digestive; genito-urinary; hemic and lymphatic; skin; and

endocrine; or any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities. The regulatory provision does not set forth an exhaustive list of specific diseases and conditions that may constitute physical or mental impairments because of the difficulty of ensuring the comprehensiveness of such a list.

Major life activities, as defined in the Section 504 regulations at 34 C.F.R. 104.3(j)(2)(ii), include functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working. This list is not exhaustive. Other functions can be major life activities for purposes of Section 504. In the Amendments Act (see FAQ 1), Congress provided additional examples of general activities that are major life activities, including eating, sleeping, standing, lifting, bending, reading, concentrating, thinking, and communicating. Congress also provided a non-exhaustive list of examples of "major bodily functions" that are major life activities, such as the functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions. The Section 504 regulatory provision, though not as comprehensive as the Amendments Act, is still valid — the Section 504 regulatory provision's list of examples of major life activities is not exclusive, and an activity or function not specifically listed in the Section 504 regulatory provision can nonetheless be a major life activity.

13. Does the meaning of the phrase "qualified student with a disability" differ on the basis of a student's educational level, i.e., elementary and secondary versus postsecondary?

Yes. At the elementary and secondary educational level, a "qualified student with a disability" is a student with a disability who is: of an age at which students without disabilities are provided elementary and secondary educational services; of an age at which it is mandatory under state law to provide elementary and secondary educational services to students with disabilities; or a student to whom a state is required to provide a free appropriate public education under the Individuals with Disabilities Education Act (IDEA).

At the postsecondary educational level, a qualified student with a disability is a student with a disability who meets the academic and technical standards requisite for admission or participation in the institution's educational program or activity.

14. Does the nature of services to which a student is entitled under Section 504 differ by educational level?

Yes. Public elementary and secondary recipients are required to provide a free appropriate public education to qualified students with disabilities. Such an education consists of regular or special education and related aids and services designed to meet the individual educational needs of students with disabilities as adequately as the needs of students without disabilities are met.

At the postsecondary level, the recipient is required to provide students with appropriate academic adjustments and auxiliary aids and services that are necessary to

afford an individual with a disability an equal opportunity to participate in a school's program. Recipients are not required to make adjustments or provide aids or services that would result in a fundamental alteration of a recipient's program or impose an undue burden.

15. Once a student is identified as eligible for services under Section 504, is that student always entitled to such services?

Yes, as long as the student remains eligible. The protections of Section 504 extend only to individuals who meet the regulatory definition of a person with a disability. If a recipient school district re-evaluates a student in accordance with the Section 504 regulatory provision at 34 C.F.R. 104.35 and determines that the student's mental or physical impairment no longer substantially limits his/her ability to learn or any other major life activity, the student is no longer eligible for services under Section 504.

16. Are current illegal users of drugs excluded from protection under Section 504?

Generally, yes. Section 504 excludes from the definition of a student with a disability, and from Section 504 protection, any student who is currently engaging in the illegal use of drugs when a covered entity acts on the basis of such use. (There are exceptions for persons in rehabilitation programs who are no longer engaging in the illegal use of drugs).

17. Are current users of alcohol excluded from protection under Section 504?

No. Section 504's definition of a student with a disability does not exclude users of alcohol. However, Section 504 allows schools to take disciplinary action against students with disabilities using drugs or alcohol to the same extent as students without disabilities.

EVALUATION

At the elementary and secondary school level, determining whether a child is a qualified disabled student under Section 504 begins with the evaluation process. Section 504 requires the use of evaluation procedures that ensure that children are not misclassified, unnecessarily labeled as having a disability, or incorrectly placed, based on inappropriate selection, administration, or interpretation of evaluation materials.

18. What is an appropriate evaluation under Section 504?

Recipient school districts must establish standards and procedures for initial evaluations and periodic re-evaluations of students who need or are believed to need special education and/or related services because of disability. The Section 504 regulatory provision at 34 C.F.R. 104.35 (b) requires school districts to individually evaluate a student before classifying the student as having a disability or providing the student with special education. Tests used for this purpose must be selected and administered so as best to ensure that the test results accurately reflect the student's aptitude or achievement or other

factor being measured rather than reflect the student's disability, except where those are the factors being measured. Section 504 also requires that tests and other evaluation materials include those tailored to evaluate the specific areas of educational need and not merely those designed to provide a single intelligence quotient. The tests and other evaluation materials must be validated for the specific purpose for which they are used and appropriately administered by trained personnel.

19. How much is enough information to document that a student has a disability?

At the elementary and secondary education level, the amount of information required is determined by the multi-disciplinary Team gathered to evaluate the student. The Team should include persons knowledgeable about the student, the meaning of the evaluation data, and the placement options. The Team members must determine if they have enough information to make a knowledgeable decision as to whether or not the student has a disability. The Section 504 regulatory provision at 34 C.F.R. 10435(c) requires that school districts draw from a variety of sources in the evaluation process so that the possibility of error is minimized. The information obtained from all such sources must be documented and all significant factors related to the student's learning process must be considered. These sources and factors may include aptitude and achievement tests, teacher recommendations, physical condition, social and cultural background, and adaptive behavior. In evaluating a student suspected of having a disability, it is unacceptable to rely on presumptions and stereotypes regarding persons with disabilities or classes of such persons. Compliance with the IDEA regarding the group of persons present when an evaluation or placement decision is made is satisfactory under Section 504.

20. What process should a school district use to identify students eligible for services under Section 504? Is it the same process as that employed in identifying students eligible for services under the IDEA?

School districts may use the same process to evaluate the needs of students under Section 504 as they use to evaluate the needs of students under the IDEA. If school districts choose to adopt a separate process for evaluating the needs of students under Section 504, they must follow the requirements for evaluation specified in the Section 504 regulatory provision at 34 C.F.R. 104.35. 21.

21. May school districts consider "mitigating measures" used by a student in determining whether the student has a disability under Section 504?

No. As of January 1, 2009, school districts, in determining whether a student has a physical or mental impairment that substantially limits that student in a major life activity, must not consider the ameliorating effects of any mitigating measures that student is using. This is a change from prior law. Before January 1, 2009, school districts had to consider a student's use of mitigating measures in determining whether that student had a physical or mental impairment that substantially limited that student in a major life activity. In the Amendments Act (see FAQ 1), however, Congress specified that the ameliorative effects

of mitigating measures must not be considered in determining if a person is an individual with a disability.

Congress did not define the term "mitigating measures" but rather provided a non-exhaustive list of "mitigating measures." The mitigating measures are as follows: medication; medical supplies, equipment or appliances; low-vision devices (which do not include ordinary eyeglasses or contact lenses); prosthetics (including limbs and devices); hearing aids and cochlear implants or other implantable hearing devices; mobility devices; oxygen therapy equipment and supplies; use of assistive technology; reasonable accommodations or auxiliary aids or services; and learned behavioral or adaptive neurological modifications.

Congress created one exception to the mitigating measures analysis. The ameliorative effects of the mitigating measures of ordinary eyeglasses or contact lenses shall be considered in determining if an impairment substantially limits a major life activity. "Ordinary eyeglasses or contact lenses" are lenses that are intended to fully correct visual acuity or eliminate refractive error, whereas "low-vision devices" (listed above) are devices that magnify, enhance, or otherwise augment a visual image.

22. Does OCR endorse a single formula or scale that measures substantial limitation?

No. The determination of substantial limitation must be made on a case-by-case basis with respect to each individual student. The Section 504 regulatory provision at 34 C.F.R. 104.35 (c) requires that a group of knowledgeable persons draw upon information from a variety of sources in making this determination.

23. Are there any impairments which automatically mean that a student has a disability under Section 504?

No. An impairment in and of itself is not a disability. The impairment must substantially limit one or more major life activities in order to be considered a disability under Section 504.

24. Can a medical diagnosis suffice as an evaluation for the purpose of providing FAPE?

No. A physician's medical diagnosis may be considered among other sources in evaluating a student with an impairment or believed to have an impairment which substantially limits a major life activity. Other sources to be considered, along with the medical diagnosis, include aptitude and achievement tests, teacher recommendations, physical condition, social and cultural background, and adaptive behavior. As noted in FAQ 22, the Section 504 regulations require school districts to draw upon a variety of sources in interpreting evaluation data and making placement decisions.

25. Does a medical diagnosis of an illness automatically mean a student can receive services under Section 504?

No. A medical diagnosis of an illness does not automatically mean a student can receive services under Section 504. The illness must cause a substantial limitation on the student's ability to learn or another major life activity. For example, a student who has a physical or mental impairment would not be considered a student in need of services under Section 504 if the impairment does not in any way limit the student's ability to learn or other major life activity, or only results in some minor limitation in that regard.

26. How should a recipient school district handle an outside independent evaluation? Do all data brought to a multi-disciplinary Team need to be considered and given equal weight?

The results of an outside independent evaluation may be one of many sources to consider. Multi-disciplinary Teams must draw from a variety of sources in the evaluation process so that the possibility of error is minimized. All significant factors related to the subject student's learning process must be considered. These sources and factors include aptitude and achievement tests, teacher recommendations, physical condition, social and cultural background, and adaptive behavior, among others. Information from all sources must be documented and considered by knowledgeable Team members. The weight of the information is determined by the Team given the student's individual circumstances.

27. What should a recipient school district do if a parent refuses to consent to an initial evaluation under the Individuals with Disabilities Education Act (IDEA), but demands a Section 504 plan for a student without further evaluation?

A school district must evaluate a student prior to providing services under Section 504. Section 504 requires informed parental permission for initial evaluations. If a parent refuses consent for an initial evaluation and a recipient school district suspects a student has a disability, the IDEA and Section 504 provide that school districts may use due process hearing procedures to seek to override the a parent' denial of consent.

28. Who in the evaluation process makes the ultimate decision regarding a student's eligibility for services under Section 504?

The Section 504 regulatory provision at 34 C.F.R.104.35 (c) (3) requires that school districts ensure that the determination that a student is eligible for special education and/or related aids and services be made by a group of persons, including persons knowledgeable about the meaning of the evaluation data and knowledgeable about the placement options. If a parent disagrees with the determination, he or she may request a due process hearing.

29. Once a student is identified as eligible for services under Section 504, is there an annual or triennial review requirement? If so, what is the appropriate process to be used? Or is it appropriate to keep the same Section 504 plan in place indefinitely after a student has been identified?

Periodic re-evaluation is required. This may be conducted in accordance with the IDEA regulations, which require re-evaluation at three-year intervals (unless the parent and public agency agree that re-evaluation is unnecessary) or more frequently if conditions warrant, or if the child's parent or teacher requests a re-evaluation, but not more than once a year (unless the parent and public agency agree otherwise).

30. Is a Section 504 re-evaluation similar to an IDEA re-evaluation? How often should it be done?

Yes. Section 504 specifies that re-evaluations in accordance with the IDEA is one means of compliance with Section 504. The Section 504 regulations require that re- evaluations be conducted periodically. Section 504 also requires a school district to conduct a re-evaluation prior to a significant change of placement. OCR considers an exclusion from the educational program of more than 10 school days a significant change of placement. OCR would also consider transferring a student from one type of program to another or terminating or significantly reducing a related service a significant change in placement.

31. What is reasonable justification for referring a student for evaluation for services under Section 504?

School districts may always use regular education intervention strategies to assist students with difficulties in school. Section 504 requires recipient school districts to refer a student for an evaluation for possible special education or related aids and services or modification to regular education if the student, because of disability, needs or is believed to need such services.

32. A student is receiving services that the school district maintains are necessary under Section 504 in order to provide the student with an appropriate education. The student's parent no longer wants the student to receive those services. If the parent wishes to withdraw the student from a Section 504 plan, what can the school district do to ensure continuation of services?

The school district may initiate a Section 504 due process hearing to resolve the dispute if the district believes the student needs the services in order to receive an appropriate education.

33. A student has a disability referenced in the IDEA, but does not require special education services. Is such a student eligible for services under Section 504?

The student may be eligible for services under Section 504. The school district must determine whether the student has an impairment which substantially limits his or her ability to learn or another major life activity and, if so, make an individualized determination of the child's educational needs for regular or special education or related

aids or services. For example, such a student may receive adjustments in the regular classroom.

34. How should a recipient school district view a temporary impairment?

A temporary impairment does not constitute a disability for purposes of Section 504 unless its severity is such that it results in a substantial limitation of one or more major life activities for an extended period of time. The issue of whether a temporary impairment is substantial enough to be a disability must be resolved on a case-by-case basis, taking into consideration either the duration (or expected duration) of the impairment and the extent to which it actually limits a major life activity of the affected individual.

In the Amendments Act (see FAQ 1), Congress clarified that an individual is not "regarded as" an individual with a disability if the impairment is transitory and minor. A transitory impairment is an impairment with an actual or expected duration of 6 months or less.

35. Is an impairment that is episodic or in remission a disability under Section 504?

Yes, under certain circumstances. In the Amendments Act (see FAQ 1), Congress clarified that an impairment that is episodic or in remission is a disability if it would substantially limit a major life activity when active. A student with such an impairment is entitled to a free appropriate public education under Section 504.

PLACEMENT

Once a student is identified as being eligible for regular or special education and related aids or services, a decision must be made regarding the type of services the student needs.

36. If a student is eligible for services under both the IDEA and Section 504, must a school district develop both an individualized education program (IEP) under the IDEA and a Section 504 plan under Section 504?

No. If a student is eligible under IDEA, he or she must have an IEP. Under the Section 504 regulations, one way to meet Section 504 requirements for a free appropriate public education is to implement an IEP.

37. Must a school district develop a Section 504 plan for a student who either "has a record of disability" or is "regarded as disabled"?

No. In public elementary and secondary schools, unless a student actually has an impairment that substantially limits a major life activity, the mere fact that a student has a "record of' or is "regarded as" disabled is insufficient, in itself, to trigger those Section 504 protections that require the provision of a free appropriate public education (FAPE). This is consistent with the Amendments Act (see FAQ 1), in which Congress clarified that an

individual who meets the definition of disability solely by virtue of being "regarded as" disabled is not entitled to reasonable accommodations or the reasonable modification of policies, practices or procedures. The phrases "has a record of disability" and "is regarded as disabled" are meant to reach the situation in which a student either does not currently have or never had a disability, but is treated by others as such.

As noted in FAQ 34, in the Amendments Act (see FAQ 1), Congress clarified that an individual is not "regarded as" an individual with a disability if the impairment is transitory and minor. A transitory impairment is an impairment with an actual or expected duration of 6 months or less.

38. What is the receiving school district's responsibility under Section 504 toward a student with a Section 504 plan who transfers from another district?

If a student with a disability transfers to a district from another school district with a Section 504 plan, the receiving district should review the plan and supporting documentation. If a group of persons at the receiving school district, including persons knowledgeable about the meaning of the evaluation data and knowledgeable about the placement options determines that the plan is appropriate, the district is required to implement the plan. If the district determines that the plan is inappropriate, the district is to evaluate the student consistent with the Section 504 procedures at 34 C.F.R. 104.35 and determine which educational program is appropriate for the student. There is no Section 504 bar to the receiving school district honoring the previous IEP during the interim period. Information about IDEA requirements when a student transfers is available from the Office of Special Education and Rehabilitative Services at http://idea.ed.gov/explore/view/p/%2Croot%2Cdynamic%2CQaCorner%2C3%2c.

39. What are the responsibilities of regular education teachers with respect to implementation of Section 504 plans? What are the consequences if the district fails to implement the plans?

Regular education teachers must implement the provisions of Section 504 plans when those plans govern the teachers' treatment of students for whom they are responsible. If the teachers fail to implement the plans, such failure can cause the school district to be in noncompliance with Section 504.

40. What is the difference between a regular education intervention plan and a Section 504 plan?

A regular education intervention plan is appropriate for a student who does not have a disability or is not suspected of having a disability but may be facing challenges in school. School districts vary in how they address performance problems of regular education students. Some districts employ Teams at individual schools, commonly referred to as "building Teams." These Teams are designed to provide regular education classroom teachers with instructional support and strategies for helping students in need of assistance. These Teams are typically composed of regular and special education teachers who provide

ideas to classroom teachers on methods for helping students experiencing academic or behavioral problems. The Team usually records its ideas in a written regular education intervention plan. The Team meets with an affected student's classroom teacher(s) and recommends strategies to address the student's problems within the regular education environment. The Team then follows the responsible teacher(s) to determine whether the student's performance or behavior has improved. In addition to building Teams, districts may utilize other regular education intervention methods, including before- school and after-school programs, tutoring programs, and mentoring programs.

PROCEDURAL SAFEGUARDS

Public elementary and secondary schools must employ procedural safeguards regarding the identification, evaluation, or educational placement of persons who, because of disability, need or are believed to need special instruction or related services.

41. Must a recipient school district obtain parental consent prior to conducting an initial evaluation?

Yes. OCR has interpreted Section 504 to require districts to obtain parental permission for initial evaluations. If a district suspects a student needs or is believed to need special instruction or related services and parental consent is withheld, the IDEA and Section 504 provide that districts may use due process hearing procedures to seek to override the a parent' denial of consent for an initial evaluation.

42. If so, in what form is consent required?

Section 504 is silent on the form of parental consent required. OCR has accepted written consent as compliance. IDEA, as well as many state laws, also requires written consent prior to initiating an evaluation.

43. What can a recipient school district do if a parent withholds consent for a student to secure services under Section 504 after a student is determined eligible for services?

Section 504 neither prohibits nor requires a school district to initiate a due process hearing to override a parental refusal to consent with respect to the initial provision of special education and related services. Nonetheless, school districts should consider that IDEA no longer permits school districts to initiate a due process hearing to override a parental refusal to consent to the initial provision of services.

44. What procedural safeguards are required under Section 504?

Recipient school districts are required to establish and implement procedural safeguards that include notice, an opportunity for a parent to review relevant records, an

impartial hearing with opportunity for participation by the student's a parent or guardian, representation by counsel and a review procedure.

45. What is a recipient school district's responsibility under Section 504 to provide information to a parent and students about its evaluation and placement process?

Section 504 requires districts to provide notice to a parent explaining any evaluation and placement decisions affecting their children and explaining the a parent' right to review educational records and appeal any decision regarding evaluation and placement through an impartial hearing.

46. Is there a mediation requirement under Section 504?

No. However, the District provides and encourages mediation in order to resolve Section 504 disputes.

TERMINOLOGY

The following terms may be confusing and/or are frequently used incorrectly in the elementary and secondary school context.

Equal access: equal opportunity of a qualified person with a disability to participate in or benefit from educational aid, benefits, or services

Free appropriate public education (FAPE): a term used in the elementary and secondary school context; for purposes of Section 504, refers to the provision of regular or special education and related aids and services that are designed to meet individual educational needs of students with disabilities as adequately as the needs of students without disabilities are met and is based upon adherence to procedures that satisfy the Section 504 requirements pertaining to educational setting, evaluation and placement, and procedural safeguards

Placement: a term used in the elementary and secondary school context; refers to regular and/or special educational program in which a student receives educational and/or related services

Reasonable accommodation: a term used in the employment context to refer to modifications or adjustments employers make to a job application process, the work environment, the manner or circumstances under which the position held or desired is customarily performed, or that enable a covered entity's employee with a disability to enjoy equal benefits and privileges of employment; this term is sometimes used incorrectly to refer to related aids and services in the elementary and secondary school context or to refer to academic adjustments, reasonable modifications, and auxiliary aids and services in the postsecondary school context

Reasonable modifications: under a regulatory provision implementing Title II of the ADA, public entities are required to make reasonable modifications in policies, practices, or procedures when the modifications are necessary to avoid discrimination on the basis of disability, unless the public entity can demonstrate that making the modifications would fundamentally alter the nature of the service, program, or activity

Related services: a term used in the elementary and secondary school context to refer to developmental, corrective, and other supportive services, including psychological, counseling and medical diagnostic services and transportation.

Learning in Consultation (LinC)

Dothan City Schools

Enrichment Program

Resource Specialist Handbook

2019
Revised

VISION STATEMENT

Learning in Consultation (LinC) is designed to provide challenging educational opportunities that extend beyond the general education program. LinC's mission is to provide consultation between general education teachers and resource specialists to meet the needs of high-end learners in the general education classroom and improve education for all learners.

Resource Specialist Responsibilities

- Provide consultative services to general education teachers
- Conduct Second Grade Child Find
- Provide pull-out services
- Provide professional development
- Develop concept based curriculum
- Conduct standard referrals
- Collaborate with fellow resource specialists
- Coordinate and lead the Enrichment Referrals Screening Team

Please note: The ALSDE mandates the use of a form to verify:

- services across the system are comparable in quality and duration,
- teachers are serving overloads either in the case of total students served or individual class sizes
- Scheduling is blocked for maximum teaching impact.

Documentation of your time is vital. Keep a calendar and note the time you spend doing various activities unrelated to provide direct or indirect services

Resource specialists should also carefully document time you spend doing activities that are not directly defined as resource specialist's duties and responsibilities. For example, keeping another teacher's class for some reason, special programs not related to your curriculum, assigned duties, etc. The ALSDE monitors comparability in services for quality and duration.

Important Vocabulary

- LinC = Learning in Consultation
- Resource Consultation = Providing assistance to the general education teacher with ways to deepen the regular curriculum to meet the needs of high-end learners
- Service Delivery = Ways that the resource specialists provide service to high-end learners; both directly and indirectly
- Demonstration Lessons/Teaching = The resource specialist goes into the general education
- Classroom and models how the lesson could be taught to meet the needs of high-level learners.
- Second Grade Child Find = A process mandated by the ALSDE that helps to identify potential high-end learners. All second graders in Alabama public schools are included in the child find process.
- Gifted/Talented/High-end Learner - ***Alabama's Definition***: *"Intellectually gifted children and youth are those who perform or who have demonstrated the potential to perform at high levels in academic or creative fields when compared with others of their age, experience, or environment. These children and youth require services not ordinarily provided by the regular school program. Children and youth possessing these abilities can be found in all populations, across all economic strata, and in all areas of human endeavor."*
- Service Delivery -Ways that the resource specialists provide service to high-end learners; both directly and indirectly

SERVICE DELIVERY – Elementary

Direct Services:

- Resource Room Pullout program for grades 3-6 for 3 consecutive hours per week, minimum
- 15 students, maximum per pullout class
- Utilization of concept based curriculum

Indirect Services:

Consultative Services

- Provide demonstration lessons for curriculum extension upon teacher request.
- Develop differentiation ideas/curriculum for general education teacher use
- Provide resources to cluster teacher Co-plan with general education teachers
- Interest center/learning center/tiered lesson development

Criteria for Student Selection for Elementary Pull-out Services

To better meet the needs of high-end learners, LinC is designed to integrate collaborative services and a pull-out program. The ALSDE considers the pull-out program to be the first priority of the resource specialist. Students are selected to be pulled out of the general education classroom and participate in the resource classroom using the following process.

1. According to Alabama Code, all second grade students will be screened for enrichment services through second grade child find procedures.

2. Students in grades 3-6 must be referred (see appendix). Teachers, counselors, administrators, parents or guardians, peers, self, or any other individuals with knowledge of the student's

abilities may refer a student (per the LEA). A one year time frame must be implemented for reevaluation for LinC services.

3. A matrix will be used to identify the students with the greatest need for enrichment program services from grades 3-6. A total score of 13 points or higher on the matrix is required for participation.

4. Permission to participate letters will be sent home for parental consent to be given. This will provide documentation that confirms parents acknowledge and consent to their child being pulled out of their homeroom classes for three hours per week.

Timeline for Second Grade Child Find and 2GCF Folder Requirements

- **August:** Resource Specialist meet with Second Grade Teachers to
  - provide professional development on the six required lessons
  - explanation of the specific behaviors on the TABS
  - instructions on completing the TABS
  - administration of the NNAT
  - scheduling of the lessons and to schedule the final meeting to complete the TABs and Quadrant forms.
  - Make a copy of the agenda along with the teacher's signatures and send to ESS office.

- **September to December:**
  - Resource Specialist will conduct the required six 2GCF lessons which will consist of at least three transformations, two writing activities, and a figural analogy.
  - More lessons can be given if needed.
  - The resource specialist will create a folder for each child to include scored products with attached rubrics in folders

- **January:**
  - Resource teachers will give and score the NNAT to each second grade student. Make a copy of the NNAT3 Scoring Report on BLUE copy paper, fill out and place in the student's cumulative folder.
  - Meet with the second grade teacher to finish TABS and to place students in the quadrants.
  - Students who are placed in the top two quadrants will be listed on the Second Grade Child Find School Report Form and that form will be sent to the ESS office.

- **March to May:**
  - Send Notification and Consent for Enrichment Screening along with the cover letter to parents (be sure to use Spanish copy for those needed)
  - Complete the Eligibility Matrix
  - Meet with Enrichment Team.

- **May:**
  - Send Permission to Participate or non-qualifying letter to parents.
  - Create a grid with 2GCF information of scores either in Microsoft Excel or Google Sheets.

2GCF Folder Requirements

- Record of Access sheet must be stapled or attached to the inside cover of folder.
    - This is to be signed whenever anyone has access to the folder.
- The 3 required transformations as indicated by the ALSDE along with attached rubrics.
- At least 2 writing samples along with attached rubrics.
- Figural Analogy product along with attached rubric.
- TABs Observation Form
- NNAT3 answer document
- A copy of the NNAT3 Score Record
    - A blue copy of this will be placed in the students cumulative folder

For the students referred as indicated in the two top quadrant boxes, the additional information is required.

- Notification and Consent for Enrichment Form signed and dated by the parents.
- The most recent completed state approved Matrix
- The signed permission to participate letter or indication of non-qualification letter.

Standard Referral all grades 3-8

- Notification and Consent for Enrichment Screening and Participation
- Parent letter to accompany Notification and Consent
- Notification of Referral Team Decision
- Aptitude – see Enrichment Eligibility Determination Form
- Characteristics – TABs or see Enrichment Eligibility Determination Form
- Achievement – Placed under indicators. see Enrichment Eligibility Determination Form
- Indicators – 1 writing sample (teacher choice), 1 figural analogy, 1 Draw Start
- Other Products
- Rubrics attached to work samples

Middle School Consultative and Collaborative Services

In middle school, the resource specialist serves in a consultative role by collaborating and assisting the general education teachers of high-end learners in differentiating instruction and by adding depth and breadth to the curriculum.

Indirect Service Delivery

A continuum of services for high-end learners should be provided within the school to support the needs of the student. Services may include the following:

- Cluster grouping, flexible skills grouping, individualized programs in Math/Reading (Accelerated Math)
- Tiered Centers, Tiered Assignments
- Lesson Compacting, Learning Contracts, Socratic Circles, Independent Study Projects
- Honors/Advanced Classes and Advanced Placement Classes.

In mixed ability classes (classes in which high-end learners are not grouped), the resource specialist will work with the general education teacher to provide differentiated activities, anchor activities and to demonstrate the use of high level questioning techniques ensuring that learners' needs are met within the classroom. The resource specialist's objective is to develop the strengths of high-end learners, not to work on weaknesses.

Direct Service Delivery

LinC is designed to integrate collaborative services with a pull-out program. The pull-out program is the first priority of the resource specialist. Students who qualify for LinC services are pulled out of the general education classroom to study Concept-based Curriculum Units; students may be grouped by interests. Competition based projects should not drive the program. Pull-out time in middle school should be 1.5 hours per week and classes should consist of no more than 15 students. The resource specialist must not be responsible for grading.

Student Referrals to the LinC program

1. Teachers, counselors, administrators, parents or guardians, peers, self or any other individuals with knowledge of the student's abilities may refer a student.
2. A permission to screen letter must be sent home for parental consent to be given before beginning the screening process. This will provide documentation that confirms parents' acknowledgement and consent to their child being pulled out of their classes for 1.5 hours per week.

3. A matrix is used to identify students from 7th and 8th grade with the greatest need for the enrichment program services. New students who are referred during the school year are subject to the criteria as outlined. Students who have been identified as gifted in Alabama (according to Alabama state guidelines) will be served through the LinC program. Students who have been identified out of state must meet the LinC criteria for the enrichment program services.
4. The ERST (Enrichment Referral Screening Team) should review all information to identify those students who are served in LinC and should document the decision of the team. The ERST team should include the resource specialist, an administrator, a counselor, a general educator and other faculty as deemed necessary.

Standard Referral all grades 3-8 Requirements

- Notification and Consent for Enrichment Screening and Participation
- Parent letter to accompany Notification and Consent
- Notification of Referral Team Decision
- Aptitude – see Enrichment Eligibility Determination Form
- Characteristics – TABs or see Enrichment Eligibility Determination Form
- Achievement – Placed under indicators. see Enrichment Eligibility Determination Form
- Indicators – 1 writing sample (teacher choice), 1 figural analogy, 1 Draw Start
- Other Products
- Rubrics attached to work samples

Professional Development

Resource Specialists are responsible for providing professional development for the faculty on the LinC program which includes:

- *Second Grade Child Find*-The Resource Specialist must meet with 2nd Grade Teachers in August of each year to inform teachers of the Second Grade Child Find process, including the characteristics of gifted/high-end learners and the paperwork needed for 2nd grade referrals.
- The LinC Program Resource Specialist will conduct training in August with the certified faculty members to familiarize them with the LinC program, the resource specialist's responsibilities, and the process for new referrals. A Google slides presentation is accessible in our team Google Drive.
- Nature and Needs/Social Emotional of Gifted and High-End Learners-This training is provided in conjunction with the above training. An online webinar on the nature and needs of gifted and high-end learners is available.

Resource Specialists are responsible for attending…

- Monthly LinC meetings
    - Each resource specialists will host a monthly meeting at their school. The contributions of each resource specialist (i.e. differentiation, curriculum compacting, field trips, etc.) and ideas concerning the program or LinC students will be discussed.
- Gifted Regional Training
    - This training is held at the start of the school year and is led by the gifted coordinator from the state department. The training is mandatory for all resource specialists.
- Gifted Network Meetings/AAGC conference (optional)
    - There are two gifted network meetings located in Troy in the Fall and Spring of each year. The AAGC conference is held in Birmingham in October of each year. Registration, travel, and food is covered by gifted funds.

Resource Specialist Orientation Responsibilities

- **Parents**

The resource specialist should conduct at least one parent orientation session at the beginning of each school year. This might be done at the first Parent Teacher Organization (PTO) meeting, at scheduled times in the room, etc. Parents should be informed of the components of LinC, selection criteria, etc.

- **Students**

The resource specialist should conduct orientation sessions for all LinC students in the school to inform them of what the program is, opportunities available within the program, selection process, etc.

- **Faculty**

The resource specialist is responsible for conducting orientation sessions for new 3-5 grade level teachers at their school. As part of the second grade screening process the elementary resource specialists will conduct annual orientations for second grade teachers prior to beginning the screening process.

The resource specialist should take a leadership role in providing information to faculty and staff about changes in LinC, strategies for better serving the needs of high-end and gifted learners within the school, etc. throughout the year. This role can be accomplished via professional development or orientation sessions, regular email or newsletter contact, etc.

The Duties of the Enrichment Referral Screening Team (ERST)

The Enrichment Referral Screening Team (ERST) receives and evaluates all referrals for enrichment services. The team should consist of at least three members. Members should be knowledgeable about the students being referred, the referral process and gifted education.

The ERST will consist of at least three individuals from the following list:

- ➔ Gifted/resource specialist
- ➔ Counselor
- ➔ Administrator
- ➔ General education teacher
- ➔ Psychometrist
- ➔ Special Area teachers (band, choral, etc)

The Duties and Responsibilities of this team are to:

- ➔ Receive all referrals.
- ➔ Collect all required information.
- ➔ Schedule meetings in a timely manner to review referrals.
- ➔ Notify parents when a student has been referred, obtain parental consent, and inform them of their rights.
- ➔ Evaluate data, understanding that, as a "rule of thumb," a normal range of intelligence equates to 90-110 SAI.
- ➔ Exhibit sensitivity to cultural, economic, and/or linguistic differences.
- ➔ Make arrangements for any further assessments.
- ➔ Deliver the completed assessment information to the Eligibility Determination Team (EDT).
- ➔ Document the decision of the committee.
- ➔ Notify parents of the team's decision.

APPENDIX

ACTIVITIES, FORMS AND LETTERS

REFERRAL FORM FOR GIFTED/ ENRICHMENT SERVICES

School:_____ **Teacher:**_____
Grade:____

Complete the boxes below for each student referred (includes 2nd grade referrals and standard referrals).
Date consent was sent home:_____ Date consent received:_____

Student's Legal Name: _____ Source of Referral _____

Date of Birth: _____ Race: _____ Gender:____

Aptitude Test Selection

The purpose of this list is to assist the team in determining the appropriate assessments for this student. Students from different cultural or language backgrounds, the economically disadvantaged, and students with sensory impairments or other disabilities are often underrepresented in programs for the gifted. Research suggests that this may be due to problems associated with standardized testing. To ensure that the abilities of students from underrepresented groups are accurately assessed, they should be evaluated with instruments that cover a broad range of aptitudes such as verbal, nonverbal, and creativity.
Check all factors that apply to this student.

_____ Limited developmental experiences or family unable to afford enrichment materials and/or experiences.
_____ Transiency in elementary school (at least 3 moves) or irregular attendance (23% of the time during a grading period).
_____ Geographic isolation.
_____ Residence in a depressed economic area and/or low family income at a subsistence level.
_____ Home responsibilities/necessary pupil employment interfering with learning activities.
_____ Limited opportunity to acquire depth in English (English not spoken in home, transiency due to migrant employment of family, dialectical differences acting as a barrier to learning).
_____ Disabling condition which adversely affects testing performance (e.g., clinically significant focusing difficulties, physical or sensory disability, any disability that interferes with educational performance).
_____ Member of a group that is underrepresented in the gifted program (Note: in Alabama, African American and Hispanic students are underrepresented in the gifted program).
_____ Other:_____

Check One:

_____ None of the above factors apply

_____ One or more of the factors above were checked therefore this student should have both verbal and nonverbal abilities assessed before determining him/her ineligible. (NOTE: Creativity should be assessed if there is compelling evidence that this is the student's strength area.)

Gather information for the matrix such as: Aptitude test scores (group or individual), achievement tests scores (Stanford, STAR tests, etc.), behavior rating scale, products/portfolios or work samples showing outstanding or above grade-level work.

SYSTEMS THAT DO NOT SCREEN STUDENTS BEFORE DOING FURTHER TESTING SHOULD SIGN BELOW AND THEN PROCEED TO THE ELIGIBILITY MATRIX.

SYSTEMS THAT SCREEN STUDENTS SHOULD PROCEED TO THE MATRIX AND PLOT THE DATA THEN CONTINUE BELOW

Plot the data on the matrix. Then record the team decision below:

_____The matrix score was less than 13 points therefore the student does not pass the screening.
(Send the *Notification of Gifted Referral Screening Team Decision)*
_____The matrix score was 13 points or greater, therefore the eligibility matrix should be applied.

Signatures of team members: **Date above decision was made:_____**
(Three signatures required)

NAME **POSITION**

_____ _____

_____ _____

NOTIFICATION AND CONSENT FOR GIFTED/ENRICHMENT SCREENING and PARTICIPATION

Student's Legal Name/First_____Middle_____Last_____

Student's Current Address _____City _____ Zip _____

Date of Birth _____/_____/_____ Race _____ Home Phone #_____

Mother's Name _____Work Phone #_____

Father's Name _____Work Phone #_____

Language Spoken at Home_____ Does your child wear glasses? YES____ NO___

Has your child ever been referred or tested for gifted services? NO____ YES____

If yes, when and where?_____

Has your child ever been referred or tested for special education services? NO____ YES____

What type?_____

Please check the items that characterize your child.

____1. Walked or talked earlier than most age mates

____2. Has a well-developed sense of humor

____3. Displays a great deal of curiosity, asks many questions

____4. Enjoys the friendship of older children or adults

____5. Shows a great deal of interest in moral/ethical choices

____6. Has a need to understand

____7. Demands a high standard of personal achievement

____8. Has an unusually large vocabulary

_____9. Has a wide range of interests

_____10. Seeks logical, common sense answers

_____11. Showed an early interest in reading or cause/effect

_____12. Showed an interest in how things work, mechanical

_____13. Is an alert observer, sees more in a story or film

_____14. Likes to organize and bring structure to things, peop

_____15. Generates many ideas, solutions

_____16. Has an unusual memory for past experiences

On the back of this page please list any activities your child is involved in such as music/art/dance lessons, hobbies, etc. or any other information you think should be considered.

My signature indicates that:

_____ ***I give permission for my child to be screened for the enrichment program and participate if accepted***. I understand that if my child does not pass screening, I will be informed in writing. If my child does pass screening but cannot be determined eligible with existing information, I give permission for further assessments.

_____***I do not give permission for my child to be screened for the LinC Enrichment Program***.

Parent/Guardian
Signature_____Date_____

Dear Parent,

Your child has been referred to the Learning in Consultation (LinC) program. LinC includes enrichment services that Dothan City Schools provides for high-end learners. It is a three-hour (per week) pull-out program that focuses on higher order thinking skills . The referral is for your child to be screened for LinC. The results of the screening will determine whether your child is eligible for enrichment services. Please find a "Notification and Consent for Enrichment," form attached to fill out and return to the school. This form gives permission to further screen your child and your consent for them to participate if they are eligible. You will be notified about the results. Please sign and return the attached form to his/her teacher.

Thank you,

LinC Teacher

DIRECTIONS FOR USING THE MATRIX

You will use 1 APTITUDE TEST (NNAT3 or Torrance) write in the NAI score they received on the NNAT3 or the Torrance and the corresponding points they earned on the matrix (i.e., 1-5). For the Characteristics, write in the TABS total and the corresponding points on the matrix (i.e. 1-5). You will use three (performance indicators) along with the aptitude test and the characteristics. The three products are your indicators and include transformations/draw starts, writing samples, and figural analogy.

Before placing TABS on the Matrix be certain it reflects the data collected from the NNAT and Transformation/Draw Starts. For example, be sure that if the NNAT3scores is high that the TABS has high scores in the areas of reasoning and problem solving. If you have to adjust the TABS sub-scale score put your initial and then document by writing NNAT3 score or transformation/draw start score.

Choose the 3 highest performance indicators from different domains. Example: 1 transformation/draw start, 1 writing sample, figural analogy. Compare transformation/draw start to TABS also. High draw start scores should mean that the student has a high score on the subscale score for creativity on the TABS.

Remember your indicators do not weigh as much as your characteristics and aptitude scores.

To score everything add up your **indicator points** and **convert** those using the **Performance Point Conversion Chart on the side.** *It is important that you do this first so that you can add in the next column AFTER you have your points rounded from the conversion chart. Now you can add your Characteristics (TABS) matrix score (1-5) and your Aptitude (NNAT3)score back to your indicator points.*

Transformations

1 – incomplete
2 – incomplete in some way
3 – indicative of what a student at that grade level would do
4 – more advanced than the rest
5 – ideas that are more advanced or complex, advanced planning, unique or clever, detail that enriches or clarifies content

Transformations

1 – incomplete
2 – incomplete in some way
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Figural Analogies Answer Key

Book One pgs. 148-151 (used with 2GCF or students who enter in 3rd from out of state)	4th & 5th Grade Book Two pgs. 134-138	6th Grade Book 3 pgs. 236-237
E-8 C	E-1 C	D-10 G
E-9 C	E-2 D	D-11 E
E-10 B	E-3 C	D-12 C
E-11 A	E-4 D	D-13 I
E-12 C	E-5 C	D-14 H
E-13 B	E-6 D	D-15 A
E-14 C	E-7 D	D-16 A
E-15 B	E-8 B	D-17 B
E-16 A	E-9 B	D-18 A
E-17 D	E-10 C	D-19 B
E-18 C	E-11 A	D-20 E
	E-12 B	
	E-13 C	
	E-14 D	

Figural Analogies

1 – greatly below the norm
2 – slightly below the norm
3 – normal response
4 – slightly better than the norm
5 – greatly above the norm

Figural Analogies

1 – greatly below the norm
2 – slightly below the norm
3 – normal response
4 – slightly better than the norm
5 – greatly above the norm

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5 – greatly above the norm

Figural Analogies

1 – greatly below the norm
2 – slightly below the norm
3 – normal response
4 – slightly better than the norm
5 – greatly above the norm

Project Rubric

1 – incomplete
2 – complete, vague and/or unorganized, wrong approach or strategy
3 – complete, organized with only brief digressions, correct approach or strategy
4 – complete, elaborated and developed ideas, organized, effective vocabulary and language application
5 – complete, elaborated and developed ideas, effective and consistent organization, fluent language or advanced thought or creative thought

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The Referral Team carefully spent many hours collecting and carefully reviewing the information about your child. Data was collected from a variety of sources in the areas of grades, characteristics and performance indicators, etc. According to the State Matrix Eligibility Form, your child **does not** meet the requirements at this time. We may monitor your child throughout the year to determine possible eligibility at a later date.

The fact that your child was referred for screening indicated that he/she is recognized as having potential.

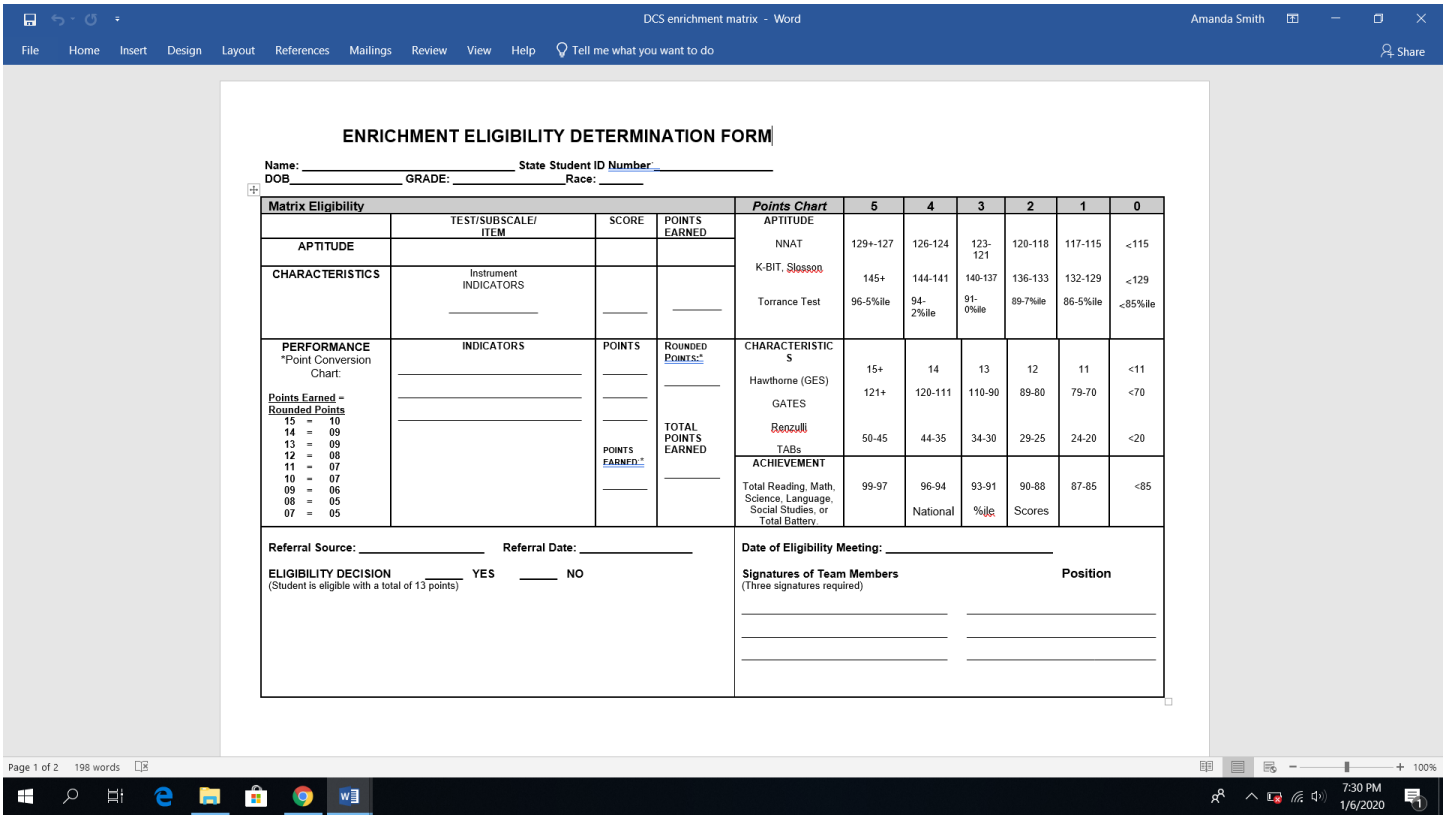
If you have any questions or want to discuss the results of the screening, please contact.

Thank you,

Resource Specialist

https://drive.google.com/open?id=1Mrunvn2k5NeHHQr-2KmINjCbdJ5MRRtuktpjMxc46KY

(State 2GCF Procedures)



DCS enrichment matrix - Word — Amanda Smith

File Home Insert Design Layout References Mailings Review View Help Tell me what you want to do — Share

ENRICHMENT ELIGIBILITY DETERMINATION FORM

Name: _____ State Student ID Number: _____
DOB_____ GRADE: _____Race: _____

Matrix Eligibility	TEST/SUBSCALE/ ITEM	SCORE	POINTS EARNED
APTITUDE			
CHARACTERISTICS	Instrument INDICATORS		
PERFORMANCE *Point Conversion Chart: Points Earned = Rounded Points 15 = 10, 14 = 09, 13 = 09, 12 = 08, 11 = 07, 10 = 07, 09 = 06, 08 = 05, 07 = 05	INDICATORS	POINTS	ROUNDED POINTS:* TOTAL POINTS EARNED POINTS EARNED:*

Points Chart	5	4	3	2	1	0
APTITUDE						
NNAT	129+-127	126-124	123-121	120-118	117-115	<115
K-BIT, Slosson	145+	144-141	140-137	136-133	132-129	<129
Torrance Test	96-5%ile	94-2%ile	91-0%ile	89-7%ile	86-5%ile	<85%ile
CHARACTERISTICS						
Hawthorne (GES)	15+	14	13	12	11	<11
GATES	121+	120-111	110-90	89-80	79-70	<70
Renzulli						
TABs	50-45	44-35	34-30	29-25	24-20	<20
ACHIEVEMENT						
Total Reading, Math, Science, Language, Social Studies, or Total Battery.	99-97	96-94 National	93-91 %ile	90-88 Scores	87-85	<85

Referral Source: _____ Referral Date: _____

ELIGIBILITY DECISION _____ YES _____ NO
(Student is eligible with a total of 13 points)

Date of Eligibility Meeting: _____

Signatures of Team Members (Three signatures required) — Position

Page 1 of 2 198 words — 100%

7:30 PM 1/6/2020

Homebound Instructional Services Manual

Last Revision April 2020

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Introduction

PREFACE

The information in this handbook will assist Dothan City Schools in making appropriate referrals to the homebound program by defining who will be served along with qualifying information, application and withdrawal procedures, a program description, and duties and responsibilities for school and district personnel.

Introduction

This section of the handbook provides information to schools and families about the temporary provision of homebound instruction. The goal of homebound instructional services is to keep the student current with classroom instruction and facilitate the student's return to the current classroom setting.

Dothan City Schools seeks to provide homebound instruction in a seamless manner for students whose needs require this service. Students are expected to attend school to the fullest extent possible, but homebound services may be provided to students who are confined to home or a health care facility and are unable to attend school based upon certification of need by a licensed physician. A homebound or hospital student is a regular or exceptional education student who has a medically diagnosed physical or mental condition that confines the student to the home for a minimum of 30 consecutive school days (6 weeks). The student may still be involved in standardized group testing and the graduation ceremony.

Homebound is a part-time program. Therefore, the school program will be modified to address only the core courses during the homebound program. This change in programming must have signature approval by the school's principal and parent/legal guardian.

Homebound instruction is not intended to supplant school services and is, by design, temporary. It is not a remediation program and is not designed to provide students with time to make up previously missed assignments. The goal of homebound instruction is to keep the student as current as possible with classroom instruction. It is expected that the family and school will minimize academic work missed due to absences prior to the initiation of the homebound instructional services.

Communication among the school, the family, homebound teachers, and the Department of Exceptional Student Services is vital to the success of homebound instruction. This manual provides a description of responsibilities for each individual involved in the implementation of services. The homebound program serves as a liaison between the classroom and the home through the transporting of assignments, tests, and materials. When all parties work together, students are able to benefit from the provision of services and return to the school environment when services are no longer needed.

Questions about homebound instruction may be directed to the school's homebound coordinator by calling the school, or by contacting the DESS Homebound Instruction Coordinator at 334-793-1397, extension 236242.

Section 1

HOMEBOUND INSTRUCTIONAL SERVICES

HOMEBOUND INSTRUCTIONAL SERVICES

Referral for Homebound Instruction

When a student is identified by a parent, legal guardian, or school staff member as missing an excessive number of school days due to a medical condition, the school homebound coordinator should be notified immediately. If the student is eligible for special education services, the special education department chair or the special education case manager should also be notified. These individuals work with the family to determine if a referral requesting homebound instructional services is appropriate and, if so, help those involved complete the referral.

Eligibility

A student must be enrolled the student must be enrolled in Dothan City Schools prior to the referral for homebound. Eligibility for homebound instruction is determined on the basis of medical certification of need submitted by a licensed physician. A diagnosis with an explanation of how symptoms affect school attendance is **required**. A specific treatment plan and a plan for returning the student to school is requested; however, this information is required if the student is expected to miss more than nine weeks of school. The certification must be fully completed, including parental permission to contact the treating physician, in order for the student to be considered for homebound services. In no case will full homebound instruction be provided when a student can participate in a less restrictive school setting.

- Physical condition: Students with physical conditions causing them to be unable to attend school may include those with serious or terminal illnesses, those undergoing treatments that compromise their immune systems, those undergoing surgery, or those in postpartum recovery (up to six weeks). The student must be free of infectious or communicable disease. To request services for physical conditions, a licensed physician/psychiatrist must certify in writing the medical condition specifying the diagnosis, treatment plan, treatment modalities, and the time frame (minimum of 30 consecutive school days/6 weeks) in which the student is expected to be absent from school.
- Pregnancy status does not qualify a student for homebound. To qualify for homebound because of pregnancy, a licensed physician must certify in writing that the student's medical condition is severe enough to justify confinement to the home or hospital as a result of being placed on bed rest for a minimum of 30 consecutive school days. Exceptions to the qualifying criteria for placement may be made for unusual circumstances (rape, inappropriate age/grade level placement). After delivery, the homebound student will be expected to return to school after 6 weeks. If additional recovery time is needed *due to medical complications of the mother*, a doctor's letter stating the specific medical reason will be required.
- A student being treated or recuperating at area hospitals within the Dothan City School zone may be assigned homebound services upon the request of the attending physician. *Hospitals with in-house schools will serve students during hospitalization.*
- Homebound services will be provided while there is a continuing medical need. *A student is not eligible for homebound or may not continue on homebound in order to get "caught up" with missed school work, regardless of the number of absences due to illness in the past.* To extend homebound services beyond the initially requested duration date, the referring physician/psychiatrist must provide an updated medical form. *It is the responsibility of student and parent/legal guardian to secure, complete, and return to the school's office any assigned/completed work that may accrue during an extension interim period.*

- Mental health condition: In order to consider homebound instruction for students with psychiatric disorders, a mental health professional must be treating the student, and a psychiatrist or clinical psychologist must provide the medical documentation. It should be noted that is some instances when a student is experiencing psychiatric difficulties, homebound instruction may exacerbate the student's condition and would, therefore, not be approved. Other school-based alternatives may be more appropriate. To request homebound services for psychiatric/mental health reasons, a psychiatrist must certify in writing that the nature and extent of the emotional/mental health problem is severe enough to justify confinement to the home for a minimum of 30 consecutive school days. *Documentation of ongoing therapy and the treatment schedule must be provided for homebound services to continue*.

The DESS Homebound Instruction Coordinator determines eligibility approval for homebound instruction based on the Alabama Administrative Code and Section 504. Approval of students for homebound instruction is based on medical documentation submitted by a licensed physician and information provided by school staff members. This documentation should indicate that the student is predicted to miss more than 30 consecutive days of classroom instruction. DESS requests that the parent or legal guardian sign a release of information form allowing the medical professional to share information or clarify information provided for approval of homebound students.

Homebound Instructional Services

Full Instruction: A student who will miss more than 30 consecutive days of classroom instruction because of a medical condition, either physical or psychiatric, may be considered for full homebound instruction.

Courses Supported

Instructional support is provided for core academic classes: English, Mathematics, Science, and Social Studies. Other courses required for graduation requirement will be addressed through a virtual learning management system. These courses must be coordinated with the student's school. Homebound teachers do not provide instruction in these subjects. The decision concerning the completion of these courses rests with the school. Parents or legal guardians may discuss this with the student, school counselor, and/or the school administrator, when appropriate. The core subjects for each level are as follows:

Elementary Level (grades K-6) – reading, language arts (spelling will be addressed within language arts and not separate from), math, and social studies. *Social Studies in grades K-2 will be addressed to a limited degree.

Middle Level (grades 7-9) – language arts, math, science, and social studies.

Secondary Level (grades 10-12) – language arts, math, science, and social studies.

Hours of Homebound Instructional Services

The number of hours of instruction per week per student is based on a student's individual needs. Based on a five-day school week, students are generally provided with three hours of instruction per

week while being allowed to work between teacher visits on the virtual program or a special designed program.

Every effort is made to ensure academic progress. Course credit must still be earned according to class requirements.

Homebound instruction is delivered following the school calendar, usually in the late afternoon or early evening on days school is in session and may not take place before the teacher's contract hours for a regular school day ends. The teacher and parent/legal guardian may mutually agree on weekend days. Instruction will not be provided to homebound students when DCS students are not in attendance (i.e., in cases of inclement weather, teacher work days, winter break, spring break, and student holidays). Under special circumstances, exceptions may be approved by the DESS Homebound Instruction Coordinator.

When scheduling sessions, homebound teachers take into consideration parent/legal guardian requests but not all requests can be accommodated.

Location of Homebound Services

Homebound services may be provided in the student's home. If services are to take place at a site other than the student's home due to extenuating or disagreeable circumstances, the District Homebound Coordinator must approve it. This site must be located within the Dothan City School zone. The student must be able to receive services without endangering the health and/or safety of the homebound teacher or other homebound students with whom the instructor may come in contact.

Student Rights and Responsibilities

Homebound instruction is considered a school-sponsored activity. The *Student Rights and Responsibilities* apply to all students regardless of venue. These documents are provided to all students and parents at the start of each new school year.

Missed Sessions

Make-up sessions are only allowed for sessions missed due to illness or family emergencies, and when cancellations are made 24 hours prior to scheduled sessions. If possible, make up for missed sessions must be completed within the same week the session is cancelled. Requests for make-up sessions, other than those stated, will require prior approval from the DESS Homebound Instruction Coordinator. The homebound teacher notifies the DESS Homebound Instruction Coordinator after each cancellation when there is no prior notification by the parent or legal guardian. An excessive number of cancellations, i.e., three or more in the course of a nine-week period, may result in termination of homebound services.

Sessions missed due to cancellation by the homebound teacher will be made up. Sessions missed due to cancellation of DCS school activities are **not** made up.

Homebound Services Plan of Action

For All Students

- When it is anticipated that a student will be absent in excess of thirty consecutive school days due to an illness or other temporary medical condition, the principal, school counselor, nurse, parent, special education teacher, or school homebound coordinator should contact the DESS Homebound Instruction Coordinator.
- A ***Homebound Services Referral Form*** should be given to the parent and/or physician to complete. A completed referral, including a parent signature and appropriate physician documentation is required prior to any homebound services beginning.
- Once the referral is completed, the Homebound Instruction/504 Committee shall meet and review the referral. The committee shall consist of the pertinent member as described in the ***DCS 504 Manual.***
- If the committee approves the referral, the principal, or his/her administrative designee, or the school homebound coordinator shall complete in consultation with the parent of the student a ***Homebound Services Plan*** and provide a copy to the parent. This person will also provide a copy of the ***Section 504 Parental Rights*** to the parent. The ***Homebound Services Plan*** will fall under the procedural requirements of the ***DCS Section 504 Policy***.
- The principal shall decide with a teacher from the school who can deliver homebound services to the student. If no teacher from the student's school is available to serve as the homebound instructor, the DESS Homebound Instruction Coordinator will assist in helping the principal locate a homebound instructor. The homebound instructor will complete a Contract for Provision of Homebound Services with the Department of Exceptional Student Services secretary prior to delivery of any instructional services. The packet should be turned in to ESS no later than 2 weeks after receiving notice from the parent.

Students with IEP or 504 Plan (and/or those for whom a disability is suspected)

- All procedures listed in the previous section apply.
- For these students, the Homebound Committee may be those who make up the IEP/504 Team.
- All deliberations regarding students who are eligible, or anticipated to need evaluation to determine if they are eligible, under IDEA or Section 504 will follow district policies and procedures as well as all state and federal statutes.
- If a student is eligible for special education services, the special education department chair coordinates instructional accommodations, related services, or additional services with the school's homebound coordinator and the DESS Homebound Coordinator.
- The student's IEP/504 Plan delineates the number of homebound instruction hours, the special education services to be delivered while the student is homebound, the goals to be pursued while the student is homebound, the service delivery option, and the placement continuum option: "homebound."
- When the student is able to return to school, the team must amend the IEP/504 Plan to terminate homebound services in order to return the student to the school setting.
- Once homebound services have been approved for a special education student, the case manager should set up a meeting to amend the IEP or 504 Plan to reflect homebound

services. **For students who are being placed Homebound by the IEP team, the IEP needs to be AMENDED to address Least Restrictive Environment (LRE).**

- Send home a proposed meeting notice to invite parents to a meeting.
- In the PROFILE in the OTHER section, state the following and complete:
  - Date of the Amendment
  - State beside date: _____ will receive homebound services due to _____. This meeting is to amend the IEP to reflect appropriate Least Restrictive Environment (Put LRE code).
  - Change the LRE code to (08) on signature page. (The LRE code does NOT auto-populate in SETS to the student folder, so you must put 08 in the student folder manually.)
  - Justification for the change of LRE—Use the wording the doctor has provided in his/her recommendation for homebound services. Sometimes, you may not have access to this statement; you may call ESS, and we can look that up for you.
- The whole LRE section on the signature page must be amended:
  - Does the student attend the school he/she would attend if non-disabled?
    - No. Explain. "_____ is receiving homebound services."
  - Does the student receive all special education services with nondisabled peers?
    - No. Explain. "_____'s doctor is requesting homebound services due to _____. Per the doctor, _____ has diagnosis/diagnoses of _____.
- New Date and New Signatures
- Give a copy of Parental Rights OR provide the date that the copy of the amended IEP provided was sent to the parent/student (age 19).
- Complete *Notice of Proposal or Refusal to Take Action*

Technology

Online courses may be used in place of, or to supplement some homebound instruction for available classes. Online classes may be beneficial for students who are able to work well independently. For additional information, contact the student's school counselor. The use of available technology for the student to participate in some classroom activities from home and to support instruction will be considered when appropriate.

Grading

The student remains on the classroom teacher's roll, and the classroom teacher remains the teacher of record. Therefore, the classroom teacher is responsible for assigning the quarter, semester, and final grades to the student. In order for the classroom teacher to be informed regarding student progress, weekly communication is required between the classroom and homebound teachers (and special education case managers, when applicable). It is the responsibility of the homebound teacher and the zone-based school and/or special education case manager involved to maintain this weekly communication.

Since not all classroom activities will be appropriate in a homebound setting, some assignments may be eliminated, altered, or replaced for the student in the homebound setting. While course requirements for the individual student may be accommodated by the classroom teacher or homebound teacher, the critical standards must be taught in order for the student to earn course credit.

State Testing

The school homebound coordinator, the school testing coordinator, classroom teachers, special education case manager (if applicable), and homebound teachers will collaborate to arrange for the administration of any state testing required.

Extension or Early Termination of Homebound Services

In order to continue homebound instruction beyond the specified termination date, it is the responsibility of the parent/legal guardian to submit a completed Physician's Request stating reasons why the student would best be served at home. This extension must be approved by the DESS Homebound Instruction Coordinator. This submission must be within five school days prior to the termination of services. The parent/legal guardian may contact the school homebound coordinator for this form.

If the student will not require homebound services for the initially specified period of time, it is the responsibility of the parent/legal guardian to obtain a release statement from the medical professional who requested the services so that the student may return to school. This information should be provided to the DESS Homebound Instruction Coordinator at least five days prior to the student's anticipated return to school.

For special education students, it is necessary for a parent/legal guardian to give proper notification to the school homebound coordinator, the DESS Homebound Instruction Coordinator, and the special education case manager for an IEP team to reconvene, review the student's educational needs, and amend the student's IEP.

Termination of Homebound Services

In the event that the student may return to school, a letter from the physician must be sent to the school and a copy forwarded to the homebound supervisor at Central Office.
Homebound instruction for general education students terminates on the last day of school.
Homebound instruction for special education students follows the schedule delineated by the student's IEP.

RESPONSIBILTIES

The successful provision of homebound instructional services depends on the cooperation and collaboration of a number of individuals. The responsibilities of these individuals are outlined below.

District Homebound Coordinator

- Documents the receipt of requests for homebound instruction.
- Approves requests for homebound instruction accompanied by appropriate documentation.
- Communicates status of the request to all concerned parties when homebound instruction has been approved.
- Communicates with school personnel if additional information is required in order to consider request.
- Assigns teachers appropriate to the student's educational needs to provide homebound instruction.
- Provides IEP information to homebound teachers when appropriate.
- Communicates to all parties when teachers are assigned.
- Coordinates overall provision of services in a timely manner.
- Considers the possibility of available technology to encourage the student to participate in certain classroom activities from home or to support instruction.
- Provides oversight of instruction provided.

School Homebound Coordinator

- This key individual is identified by the principal of each school.
- Assists parent/legal guardian when inquiring about homebound instruction.
- Coordinates referral process with the special education department chair or case manager when appropriate.
- Ensures that the student receiving homebound instruction is maintained on the class roll.
- Provides the classroom teachers with the list of responsibilities assigned to their area during this process.
- Encourages school staff members to be actively engaged with the student receiving homebound instruction services.
- Encourages communication between classroom teachers and homebound teachers, including making appointments, facilitating the exchange of assignments and materials when necessary, and coordinating state testing with the building test coordinator.
- Determines a designated location for all homebound materials and/or assignments to be located for pick-up by the homebound teacher (if student is not using virtual means of instruction).
- Immediately contacts the District Homebound Coordinator if concerns arise.
- Monitor attendance, identify potential homebound students, and complete the application process.

- Count the student present in the student tracking system with the indication (**HB**) on the date the service begins.

Student's School

Homebound begins when the homebound supervisor approves the application.

- Provide textbooks and/or Chromebooks and the student's class schedule. *The parent/legal guardian will obtain and return student's books and/or personal property.*
- Assist with decisions regarding schedule changes, course options, attendance appeals, grades, credits, graduation requirements, exams, etc.
- Accept homebound student's completed assignments and tests. The school will determine if an incomplete is justified and when the incomplete is to be terminated.
- Issue grades and credits for work completed while on homebound services and determine promotion/retention.

Special Education Teacher/Case Manager

(if student is eligible for special education services)

- Coordinates referral process with the school homebound coordinator.
- May receive referral from the parent/legal guardian for homebound services.
- Assists the parent/legal guardian in gathering appropriate documentation for the homebound instruction.
- Provides the family information about homebound instruction.
- Conducts IEP meeting to delineate services after the request for homebound instruction is approved.
- Encourages communication between classroom teacher(s), homebound teacher, and special education staff, including making appointments, supporting instruction, facilitating the exchange of assignments and materials between the teachers as needed, and coordinating state testing with the building test coordinator.
- Adds the homebound teacher to Persons Responsible page.
- Conducts IEP meeting to return the student to school-based services when homebound services are no longer required.
- Immediately contacts the school homebound coordinator and the District Homebound Coordinator if concerns arise.

Parents/Legal guardians

- Contact school staff members when homebound services may be required.
- Provide required medical documentation to support the homebound referral. Upon request, parent/legal guardian will provide an updated written medical report from the referring physician/psychiatrist.
- Sign an *Information Release*, included with the *Physician's Request for Homebound Instructional Services* Form allowing the medical professional to share information or clarify information provided for approval of homebound instruction.
- Complete parental signature forms in order to begin homebound instruction.
- If appropriate, participate in the IEP/504 team decision to delineate homebound services.

- Obtain assignments from the classroom teachers until the homebound teachers are assigned.
- Plan the schedule of instruction with the homebound teacher. Make every effort to see that the student completes school assignments in between homebound teacher visits.
- Provide a quiet, clean, well-ventilated, non-smoking, pet-free setting where the teacher and student can work.
- Make sure the student is ready for instruction at the time designated by the homebound teacher.
- Ensure that an adult (18 years of age or older) is in the home (or agreed upon location) during the entire period of instruction. If an adult is not in the home (or agreed upon location) at time of instruction, the teacher will cancel the session. Even though a student may be 18 years old and/or married, it is required, and absolutely necessary, that there be a third person (adult) in the home (or agreed upon location) during the entire teaching time.
- Review and sign completed Homebound Teacher Timesheet (i.e., with date and number of hours of instruction given) after each instructional session. Students may not sign the timesheet. Parents should not sign for sessions in advance.
- Keep all appointments with the homebound teacher. However, if necessary, notify the homebound teacher at least 24 hours prior to the scheduled session if the student is unavailable due to illness or an emergency.
- Notify the District Homebound Coordinator of an excessive number of missed appointments or of excessive tardiness by the homebound teacher.
- Immediately contact the District Homebound Coordinator if concerns or change in student's status arise. Questions regarding grading are to be directed to the school staff members.

Homebound Teacher

- Communicate in a timely manner with the student's family in order to arrange for instructional times and locations.
- Immediately contact the parent/legal guardian if an appointment must be cancelled and reschedule with the parent as quickly as possible. Document this.
- Communicate with the student's teacher(s) on a weekly basis regarding assignments, grades, and progress.
- Provide all student assignments to the student in a timely manner, (within one week of classroom assignment) unless student is using virtual means.
- Return all completed student work to the school or teacher of record as soon as possible, unless student is using virtual means.
- Report any concerns to the school nurse if student presents changes in his/her condition that should need further review.
- Keep a timesheet with proper documentation and parent signatures.

Classroom Teacher

- Works collaboratively with the homebound teacher and special education teacher, if applicable, to exchange information, strategies, grades, and instructional materials, when necessary.
- Communicates weekly with homebound teacher and special education teacher, if applicable.
- Maintains gradebook for the student.

Student

- Be prepared with materials for the instructional period at the scheduled times.
- Participate actively during instruction.
- Communicate clearly with the homebound teacher, parent, and school.
- Complete assignments during the allotted time frame.
- Seek help or clarification when needed as soon as possible. The student may email the classroom teacher and/or the homebound teacher when needing assistance.
- A student placed on homebound must comply with procedural guidelines outlined in this handbook.
- The student must be capable of participating in and benefiting from homebound services.
- The student must be able to receive homebound services without endangering the health of the instructor or other students with whom the instructor may come in contact.

Homebound Review Team

The principal will appoint a *School Homebound Coordinator* who will be responsible for working with the homebound review team to coordinate the homebound needs for students at the local school level. **The Homebound Review Team will include, but not be limited to, the following persons: principal, counselor, and school homebound coordinator**. *The principal will ensure that the school homebound coordinator has been trained on the homebound intake/application procedures*. The team will follow the steps below:

1. The parent/legal guardian contacts the zoned school to schedule a *Homebound Intake Meeting*.
2. The Homebound Intake Process includes the following procedures:
   - *Dothan City Schools Homebound Instructional Program Referral and Intake Procedures* form - To be completed in cooperation with the parent/legal guardian.
   - Homebound *Program Information for Parents* and *Section 504 Procedural Rights* have been reviewed with the parent/legal guardian.
   - *Physician's Request for Homebound Services* - Give copy to parent. **Referring physician must make request for homebound services on this form**. Once completed, parent will return form to the School Homebound Coordinator.
   - *Dothan City Schools Application for Homebound Instructional Services* - To be completed in cooperation with the parent/legal guardian.
   - *Homebound/Parental Cooperation Agreement* - To be completed in cooperation with the parent/legal guardian.

3. Once the "Homebound Intake Process" has been completed at the local school level, a **copy** of all completed paperwork will be forwarded to the District Homebound Coordinator (Director of Exceptional Student Services) via interoffice mail**. The <u>original application file</u> will be kept at the local school level in the student's cumulative folder as per state regulation.**
4. The school's Homebound Review Team will convene and review the student's homebound application and physician's request and then make a recommendation for services. See *Homebound Program Information for Parents*.
5. The District Homebound Coordinator will review the application and notify the school when the application is approved or denied. The School Homebound Coordinator will contact the homebound teacher, parent/legal guardian and provide appropriate information.
6. Secretary: An Exception Form has to be done and turned into the Exceptional Student Services Department along with the timesheet. All Teachers are to be paid **$25.00/hr**, and be sure to use the following codes students on the Exception Form:
   For special education students in Kindergarten: **12-5-1100-199-8221-3210-0-2200-0000**
   For special education students in Grades 1-6: **12-5-1100-199-8221-3210-0-2300-0000**
   For special education students in Grades 7-12: **12-5-1100-199-8221-3210-0-2400-0000**
   For general education students, please contact the Accounting Department for the codes.

   Also, on the Exception Form at the top, under *Purposes* you will need to type in "<u>Homebound Services</u>." If you have any questions about this process, contact the Accounting Department, 793-1397 x 236215.
7. Homebound teachers must be approved by the Board of Education prior to services being provided.

Section 2

Homebound Instruction Application and Process Forms

Dothan City Schools Homebound Instructional Program
Referral and Intake Procedures

To begin the Homebound application process, the parent/legal guardian requesting Homebound Services must complete a referral and schedule a *Homebound Intake meeting* at the student's school**.** The school's **Homebound Review Team** will meet with the parent/legal guardian to discuss and review the student's course selection and class schedule. If the student is a special education student, the special education teacher must be a member of the Homebound Review Team.

_____ _____ _____
School **Date** **Date of Birth**

_____ _____ _____ _____ _____ _____/NA
Student **Grade** **Age** **Sex** **Race** **Exceptionality**

_____ _____ _____
Name of Parent/Legal guardian **Home Phone** **Cell Phone**

_____ _____ _____ _____
Student's Home Address **City** **State** **Zip**

_____
Referring Physician

_____ _____ _____
Name of Responsible Adult to be Present During Instruction **Signature** **Date**

<u>Purpose of Homebound Services:</u>

Homebound Services do not replace classroom instruction in any way. *The primary purpose of homebound is to provide transitory support to a student while he/she is confined to the home due to a medically diagnosed physical or mental condition.* Since the Homebound program is a part-time program, qualified students in grades K-12 may receive services three hours per week.

Directions: The Homebound Intake questions below are to be completed in cooperation with parent/legal guardian. Once completed, send via interoffice mail, along with the other homebound application forms, to homebound supervisor at Central Office.

Homebound Intake Questions	Circle Answer:
Only core subjects (English, Math, Science, Social Studies) will be covered with students receiving homebound. Has the school talked with parent/legal guardian about possible arrangements to cover or change elective options?	**YES or NO**
Homebound is a part-time program. For assignments given to the student between teacher visits, does the parent/legal guardian agree to schedule a time for student study and agree to be responsible for the	**YES or NO**

completion of all assigned work?	
During the period of time prior to approval of homebound services or during an extension interim period, it is the responsibility of student and parent/legal guardian to secure, complete, and return to the school's office all assigned/completed work. Has the school discussed with parent/legal guardian a plan/process for completing and returning work missed prior to request/approval of homebound?	**YES or NO**
Homebound Qualifying Criteria and Homebound Information for Parents (p.2-3 & 7-8 in Handbook): Has the school reviewed and discussed with parent/legal guardian homebound information and criteria for services?	**YES or NO**
Middle and High Schools Only: Has the school discussed, with parent/legal guardian and student, course requirements, credit requirements, requirements for Honors and/or AP courses, and diploma options, as they apply to students receiving homebound services?	**YES or NO**

Standardized Test Administration	**"Parents Initial"**
The school will be responsible for administering applicable standardized tests to students receiving homebound services during the testing window. ***If student is not able to come to school for testing due to illness, parent/legal guardian(s) must provide doctor's note to the school stating the reason student cannot take the test(s) in the school setting.***	**____ Standardized tests will be administered in the school setting.** ***Parents by initializing this box, you understand you are responsible for getting your child to school at specified times to take any standardized tests, unless the Homebound Review Team has determined an alternative setting.**

The school's Homebound Review Team explained to the parent/legal guardian all homebound service policies/procedures/guidelines, and the parent/legal guardian was made aware of the purpose of the homebound program. **_____ YES** **_____ NO**

Signatures of Homebound Review Team Members:

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
Signature	**Position**	**Date**

****

I have been informed of all homebound policies/guidelines. I understand that the homebound program is a part-time program and that homebound services will not replace classroom instruction. **I agree to comply with all homebound program guidelines, and I am requesting homebound services for my child.**

_____ YES **_____ NO**

_____ _____

Parent's/legal guardian's signature **Date**

****Parent will provide a Physician's Request for Homebound Instructional Services****

Dothan City Schools Department of Exceptional Student Services
1665 Honeysuckle Road, Dothan, AL 36305 Phone: (334) 793-1397 Fax: (334) 792-7213

AUTHORIZATION FOR RELEASE OF INFORMATION

Student's Full Name: _____ Date of Birth: _____/_____/_____

Street Address: _____ City, State, Zip _____

Home Phone: _____ Grade: _____ School: _____

1. THIS AUTHORIZATION APPLIES TO THE FOLLOWING INFORMATION

___X__ALL information, **including diagnosis**, treatment, hospitalization, discharge treatment needs, and/or outpatient care for the child's condition; including psychological or psychiatric impairment, drug and/or alcohol abuse, or Acquired Immunodeficiency Syndrome (AIDS), or tests for or infection with Human Immunodeficiency Virus (HIV): intellectual test results; cumulative record information; and due process forms (all Special Education records).

__X___Please include the following records or types of information: **Special Education Records, Most current IEP, *Eligibility Report, Signed Placement, Psychological Evaluation, Other Diagnostic Testing**

*Please ensure that most current IQ/Achievement/Behavior Scale test results are included in this eligibility information

2. THE INFORMATION MAY BE RELEASED BY (enter school, clinic, hospital, or other person or agency to whom this is to be submitted; indicate address, city and/or state if needed for clarity):

PREVIOUS SCHOOL/DOCTOR:

_____

3. THE INFORMATION MAY BE RELEASED TO (check all that apply):

___X____Director of Exceptional Student Services __X_____I.E.P. Committee Members __X_____School Principal of Designee

___X____Special Education teacher(s) of this student __X_____Other teachers of this student __X____Central Office Personnel

_____Other: _____

4. PURPOSE OF THE RELEASE OF INFORMATION:

The information regarding this student will be released for the following purpose (example: at request of parent/legal guardian):

To provide information to assist in planning for special education services.

The information released will be limited to information necessary to fulfill the need or purpose for the disclosure. As a result of my signing this authorization, I understand that an individual or organization that receives this information may not be covered, and therefore the information is no longer protected under the Health Insurance Portability and Accountability ACT (HIPAA), a federal privacy law.

This authorization is valid for 90 days from the date of signature, unless otherwise noted. This authorization only applies to treatment and occurrences occurring before the date of signature.

I may be charged reasonable copy fees as indicated under state law for this request.

I may decline to sign this authorization. I understand that I may revoke this authorization at any time in writing by notifying the Dothan City Schools and the agencies named in item 2. If I revoke this authorization, the Dothan City Schools and other named agencies will not take any action on it, except to the extent that action has already been taken.

I understand that if Dothan City Schools or other named agencies are authorized to release this information for marketing activities, I will be informed if any of the agencies receive direct or indirect payment for releasing this information.

I understand that the services provided by the named agencies and any payments that may be due such agencies will not be affected if I do not sign this form. I understand that I may see and copy the information described on this form if I ask for it, and I may receive a copy of this form after I sign it.

I hereby have the authority to and voluntarily grant permission for the information to be released as described above.

_____ _____ _____

Parent/Legal Guardian/Patient **Printed Name** Parent/Legal Guardian **Signature** Date

_____ _____ _____

Patient Signature (if 14 or older) Date Witness Signature

Physician's Request for Homebound Instructional Services

A homebound student is a student who has a medically diagnosed physical or mental condition that confines the student to the home for a minimum of 6 weeks. A homebound student is a student whose activities are restricted because of a medical/mental condition that prohibits the student from attending school and school activities. The primary purpose of homebound is to provide transitory support to a student while he/she is confined to the home due to the medically diagnosed physical or mental condition.

****Doctor's request for homebound services must be made on this form. ****

REQUEST FOR HOMEBOUND SERVICES
(***To be completed by a licensed physician/psychiatrist only***.)

Physician's Name: _____ Phone#_____ Fax# #_____
Print legibly or type **(required)**

Address: _____ City: _____ State: ____ Zip: _____

I request you place _____ on Homebound Services.
Student's legal name (required)

Illness, Injury, or Surgery (*print legibly or type*)
The undersigned certifies that the above named student is unable to attend school for the following reason(s): (GIVE SPECIFIC DIAGNOSIS)

_____
_____

Treatment Plan Information
The following treatment approaches are being implemented:

Type of Therapy	**Frequency (Weekly, Biweekly, Monthly)**

For Psychiatric Homebound Request:
If a therapist other than the referring psychiatrist is serving the student, please include the following:
Therapist's Name _____
Phone # _____ Fax # _____
Address: _____
For Homebound Services to continue for ***psychiatric/mental health reasons,*** *documentation of on-going therapy must be provided.*

Communicable Status Information **(Required)**

Is this student contagious at this time? _____ **Yes** _____ **No**
Can this illness be transmitted by the homebound teacher to another homebound student?
_____ **Yes** _____ **No**

If yes, for either question, please explain: _____

Duration of Homebound Services

(To be completed by a licensed physician/psychiatrist only.)

In order for services to be implemented, the expected duration of the medical/mental condition that prohibits school attendance must be a minimum of 6 weeks, not to extend beyond the last day of the calendar school year.

Specify the number of requested weeks on the line below. (Homebound services cannot be implemented unless a specific amount of time is requested.)

The expected duration of the condition that prevents school attendance: _____ weeks.
If the expected duration is more than 18 weeks, a new Physician's Request for homebound services
(FORM 2-A) must be submitted at that time.

_____ _____
Physician's/Psychiatrist's Signature (Rubber stamp signatures are not acceptable) **Date**

**** Parent/Legal guardian: Please return this Physician's Request to the School Homebound Coordinator at your child's school.****

Dothan City Schools Application for Homebound Instructional Services

_____ _____ _____
Student Name **Date of Referral/Intake** **Date Physician's Request Received**

Grades K-12	Core Subject		Teacher Name	Teacher Email Address

HOMEBOUND APPROVAL (School Level):

****This section is to be completed by the local school Homebound Review Team.****

On _____, the _____ Homebound Review Team determined
Date **School name**
homebound instructional services are necessary and reviewed the following completed forms.

Check off that the team has received and reviewed the following:

- ☐ ***Dothan City Schools Homebound Instructional Program Referral and Intake***
- ☐ ***Procedures Physician's Request for Homebound Instructional Services***
- ☐ ***Dothan City Schools Application for Homebound Instructional Services***
- ☐ The parent was made aware of all Dothan City Schools' guidelines for Homebound Services.
- ☐ The parent was given a copy of the ***Section 504 Procedural Rights.***

HOMEBOUND REQUEST APPROVED AT SCHOOL LEVEL **YES _____** **NO _____**

Comments

_____
_____
_____

_____ _____
Assigned Homebound Teacher **Projected Beginning Date**

_____ _____
Principal's Signature **Date**

HOMEBOUND PARENTAL AGREEMENT:

The primary purpose of homebound is to provide transitory support to a student while he/she is confined to the home due to a medically diagnosed physical or mental condition. *Homebound Services do not replace classroom instruction in any way.* Every student is given assignments to complete between teacher visits. The parent/legal guardian will schedule a time for study between teacher visits and will be responsible for ensuring completion of the assigned work. During the period of time prior to approval of homebound services or during an extension interim period, it is the responsibility of student and parent/legal guardian to secure, complete, and return to the school's office all assigned/completed work

On _____, I _____ reviewed with the Homebound Review
Date **Parent name**
Team at _____School all guidelines and responsibilities required of me and my child in order to receive homebound instructional services should it get approved by the District Homebound Coordinator. I have participated in the team to complete the following which I have initialed below.

_____***Dothan City Schools Homebound Instructional Program Referral and Intake***
_____***Procedures Physician's Request for Homebound Instructional Services***
_____***Dothan City Schools Application for Homebound Instructional Services***
_____I have been made aware of all Dothan City Schools' guidelines for Homebound Services.
_____I have been given a copy of the ***Section 504 Procedural Rights.***

Homebound Services may be temporarily suspended or withdrawn for the following reasons:

- Failure to comply with any item referenced in this agreement.
- The physician/psychiatrist recommends termination of homebound services.
- Parent's/legal guardian's refusal to provide updated written medical information from the referring physician/psychiatrist.
- Student is unable to participate in or benefit from instruction as determined by the homebound
- teacher/supervisor. Possible reasons for dismissal will include, but not be limited to, the following reasons:
  - student consistently misses scheduled appointment times,
  - student fails to complete assignments, and/or
  - student refuses to participate during homebound service period.

_____

The School Homebound Coordinator/designee explained the above-mentioned homebound guidelines. I understand that I must comply with all guidelines or homebound services may be temporarily suspended or withdrawn. I agree to cooperate with all homebound program guidelines.

YES _____ NO _____

_____ _____
Parent's/legal guardian's signature **Date**

HOMEBOUND APPROVAL (District Level):

****This section to be completed by the District Homebound Coordinator at Central Office.****

_____
Date Application Received from School

HOMEBOUND REQUEST APPROVED AT DISTRICT LEVEL YES _____ NO _____

Comments

_____
_____
_____

_____ _____
District Homebound Coordinator's Signature **Date**

_____ _____
Beginning Date of Services **Ending Date of Services**

Assigned Homebound Teacher: _____

Dothan City Schools Homebound Teacher Agreement and Contract

****This section is to be completed by Homebound Teacher.****

On _____, I _____ reviewed with the Dothan City Schools
Date Teacher name
Homebound Coordinator at all guidelines and responsibilities required of me in order to provide homebound instructional services. I have reviewed the following which I have initialed below.

_____***Dothan City Schools Homebound Instructional Program Referral and Intake***
_____***Procedures Physician's Request for Homebound Instructional Services***
_____***Dothan City Schools Application for Homebound Instructional Services***
_____I have been made aware of all Dothan City Schools' guidelines for Homebound Services.
_____I have reviewed a copy of the ***Section 504 Procedural Rights.***

_____ _____
Homebound teacher's signature **Date**

This contract, entered into in duplicate between the **Dothan City Board of Education,** the party of the first part, _____, the party of the second part **WITNESSETH:**
teacher name

ITEM 1. That the party of the first part herby contracts with the party of the second part, as a homebound teacher in and said City Board of Education at a rate of **$25.00 per hour.**

ITEM 2. That the amount of time for homebound services shall be **three (3) hours** and/or **one hundred eighty (180) minutes** per week**,** as provided by the party of the second part commencing **as soon as possible,** unless otherwise specified by the IEP/504 Team.

ITEM 3. That a decision to discontinue homebound services may be made by the Dothan City Schools at any time, if the eligibility committee feels that the student involved can function in a school setting or homebound services would be inappropriate.

ITEM 4. That the party of the second part agrees to make all necessary reports, and faithfully comply with all such rules and regulations as may be required by the Dothan City Board of Education.

ITEM 5. That the party of the second part agrees to fulfill all responsibilities of this contract serving _____, child of _____ residing at
Student's Name Parent's Name
_____ unless excused from such fulfillment by
Student's Home Address
the Superintendent of the Dothan City Board of Education.

_____ _____ _____
Homebound Teacher's Name **Homebound Teacher's Signature** **Date**

_____ _____ _____
Homebound Teacher's Home Street Address **City** **State**

Recommended Committee Approval:

_____ _____
Chief School Financial Officer Signature **Date**

_____ _____
Superintendent **Director of Exceptional Student Services**

***After this form has been completed and signed by the homebound teacher, please send to the Exceptional Student Services Department at Central Office for signatures of the Superintendent and Director of Exceptional Student Services. A copy will be returned to the schools for them to keep on file and to give to the homebound teacher for his/her files.**

Dothan City Schools Homebound Services Timesheet

Name of Student: _____ Month: _____

Timesheets will be turned in as outlined by Dothan City School payroll periods. These are updated each year with secretaries. Timesheets must be brought in to the ESS office by the due date above for each pay period. You will be paid at the end of each month just like your normal check. No timesheets will be accepted via email, interoffice mail, or fax. All must be submitted in person.

Date	Teacher Signature	Signature of Parent/Legal Guardian	Hours Worked
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			
		Total Monthly Hours Worked:	

_____ _____ _____

Homebound Teacher's Signature **Homebound Teacher's Social Security Number** **Date**

_____ _____

DESS Director Signature **Date**

Section 3

Homebound Program Information for Parents

HOMEBOUND PROGRAM INFORMATION FOR PARENTS

Homebound Instructional Services

Full Instruction: A student who will miss more than 30 consecutive days of classroom instruction because of a medical condition, either physical or psychiatric, may be considered for full homebound instruction.

Courses Supported

The core subjects for each level are as follows:
Elementary Level (grades K-6) – reading, language arts (spelling will be addressed within language arts and not separate from), math, and social studies. *Social Studies in grades K-2 will be addressed to a limited degree.
Middle Level (grades 7-9) – language arts, math, science, and social studies.
Secondary Level (grades 10-12) – language arts, math, science, and social studies.

Hours of Homebound Instructional Services

The number of hours of instruction per week per student is based on a student's individual needs. Based on a five-day school week, students are generally provided with three hours of instruction per week while being allowed to work between teacher visits on the virtual program or a special designed program.

Homebound instruction is delivered following the school calendar, usually in the late afternoon or early evening on days school is in session and may not take place before the teacher's contract hours for a regular school day ends.

Location

Mutually agreed upon and approved location within the Dothan City Schools district.

Missed Sessions

Make-up sessions are only allowed for sessions missed due to illness or family emergencies, and when cancellations are made 24 hours prior to scheduled sessions. If possible, make up for missed sessions must be completed within the same week the session is cancelled. Sessions missed due to cancellation by the homebound teacher will be made up. Sessions missed due to cancellation of DCS school activities are **not** made up.

Grading

Parents may contact the student's zone-based school to receive updates in grades.

State Testing

The school homebound coordinator, the school testing coordinator, classroom teachers, special education case manager (if applicable), and homebound teachers will collaborate to arrange for the administration of any state testing required.

Extension or Early Termination of Homebound Services

In order to continue homebound instruction beyond the specified termination date, it is the responsibility of the parent/legal guardian to submit a completed Physician's Request stating reasons why the student would best be served at home. This extension must be approved by the DESS Homebound Instruction Coordinator. This submission must be within five school days prior to the termination of services. The parent/legal guardian may contact the school homebound coordinator for this form.

If the student will not require homebound services for the initially specified period of time, it is the responsibility of the parent/legal guardian to obtain a release statement from the medical professional who requested the services so that the student may return to school. This information should be provided to the DESS Homebound Instruction Coordinator at least five days prior to the student's anticipated return to school.

For special education students, it is necessary for a parent/legal guardian to give proper notification to the school homebound coordinator, the DESS Homebound Instruction Coordinator, and the special education case manager for an IEP team to reconvene, review the student's educational needs, and amend the student's IEP.

Termination of Homebound Services

In the event that the student may return to school, a letter from the physician must be sent to the school and a copy forwarded to the homebound supervisor at Central Office.
Homebound instruction for general education students terminates on the last day of school.
Homebound instruction for special education students follows the schedule delineated by the student's IEP.

Responsibilities

The successful provision of homebound instructional services depends on the cooperation and collaboration of a number of individuals. The responsibilities of these individuals are outlined below.

Parents/Legal guardians

- Contact school staff members when homebound services may be required.
- Provide required medical documentation to support the homebound referral. Upon request, parent/legal guardian will provide an updated written medical report from the referring physician/psychiatrist.
- Sign an Information Release, included in the Medical Homebound Referral Form allowing the medical professional to share information or clarify information provided for approval of homebound instruction.
- Complete parental signature forms in order to begin homebound instruction.
- If appropriate, participate in the IEP/504 team decision to delineate homebound services.
- Obtain assignments from the classroom teachers until the homebound teachers are assigned.
- Plan the schedule of instruction with the homebound teacher. Make every effort to see that the student completes school assignments in between homebound teacher visits.
- Provide a quiet, clean, well-ventilated, non-smoking, pet-free setting where the teacher and student can work.
- Make sure the student is ready for instruction at the time designated by the homebound teacher.
- Ensure that an adult (18 years of age or older) is in the home (or agreed upon location) during the entire period of instruction. If an adult is not in the home (or agreed upon location) at time of

instruction, the teacher will cancel the session. Even though a student may be 18 years old and/or married, it is required, and absolutely necessary, that there be a third person (adult) in the home (or agreed upon location) during the entire teaching time.

- Review and sign completed Homebound Teacher Timesheet (i.e., with date and number of hours of instruction given) after each instructional session. Students may not sign the timesheet. Parents should not sign for sessions in advance.
- Keep all appointments with the homebound teacher. However, if necessary, notify the homebound teacher at least 24 hours prior to the scheduled session if the student is unavailable due to illness or an emergency.
- Notify the District Homebound Coordinator of an excessive number of missed appointments or of excessive tardiness by the homebound teacher.
- Immediately contact the District Homebound Coordinator if concerns or change in student's status arise. Questions regarding grading are to be directed to the school staff members.

Homebound Teacher

- Communicate in a timely manner with the student's family in order to arrange for instructional times and locations.
- Immediately contact the parent/legal guardian if an appointment must be cancelled and reschedule with the parent as quickly as possible. Document this.
- Communicate with the student's teacher(s) on a weekly basis regarding assignments, grades, and progress.
- Provide all student assignments to the student in a timely manner, (within one week of classroom assignment) unless student is using virtual means.
- Return all completed student work to the school or teacher of record as soon as possible, unless student is using virtual means.
- Report any concerns to the school nurse if student presents changes in his/her condition that should need further review.
- Keep a timesheet with proper documentation and parent signatures.

Classroom Teacher

- Works collaboratively with the homebound teacher and special education teacher, if applicable, to exchange information, strategies, grades, and instructional materials, when necessary.
- Communicates weekly with homebound teacher and special education teacher, if applicable.
- Maintains gradebook for the student.

Student

- Be prepared with materials for the instructional period at the scheduled times.
- Participate actively during instruction.
- Communicate clearly with the homebound teacher, parent, and school.
- Complete assignments during the allotted time frame.
- Seek help or clarification when needed as soon as possible. The student may email the classroom teacher and/or the homebound teacher when needing assistance.
- A student placed on homebound must comply with procedural guidelines outlined in this handbook.

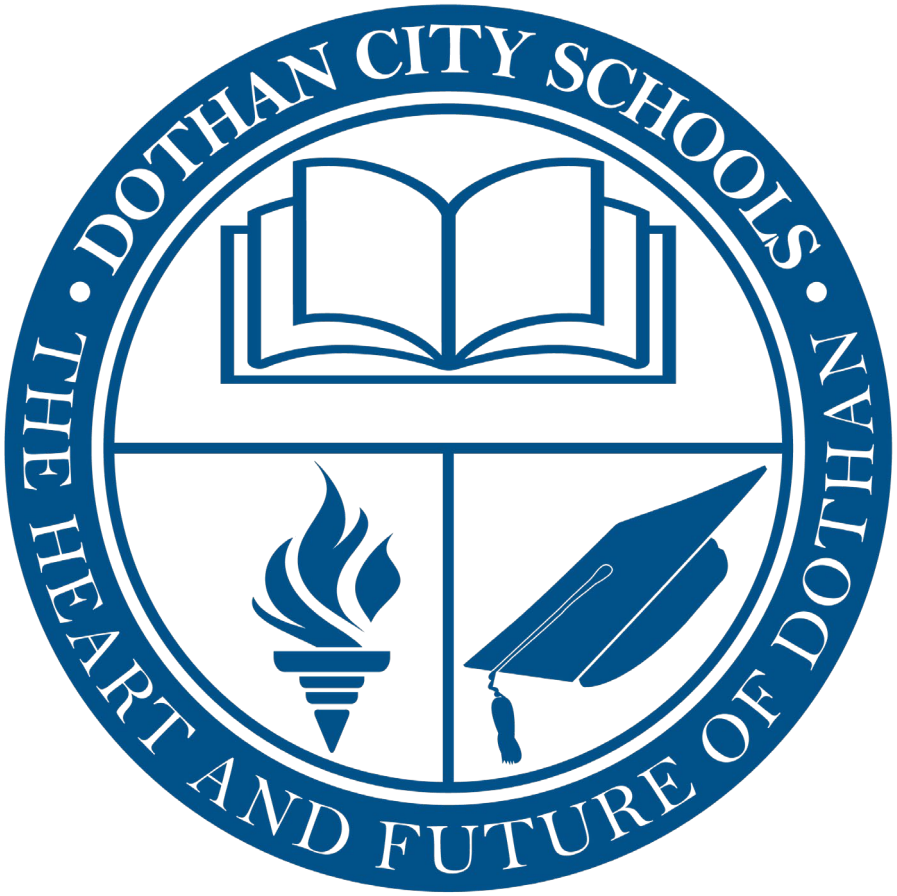
- The student must be capable of participating in and benefiting from homebound services.
- The student must be able to receive homebound services without endangering the health of the instructor or other students with whom the instructor may come in contact.

Homebound Review Team

The principal will appoint a *School Homebound Coordinator* who will be responsible for working with the homebound review team to coordinate the homebound needs for students at the local school level. **The Homebound Review Team will include, but not be limited to, the following persons: principal, counselor, and school homebound coordinator**. *The principal will ensure that the school homebound coordinator has been trained on the homebound intake/application procedures*. The team will follow the steps below:

1. The parent/legal guardian contacts the zoned school to schedule a *Homebound Intake Meeting*.
2. The Homebound Intake Process includes the following procedures:
   - *Dothan City Schools Homebound Instructional Program Referral and Intake Procedures* form - To be completed in cooperation with the parent/legal guardian.
   - Homebound *Program Information for Parents* and *Section 504 Procedural Rights* have been reviewed with the parent/legal guardian.
   - *Physician's Request for Homebound Services* - Give copy to parent. **Referring** p**hysician must make request for homebound services on this form**. Once completed, parent will return form to the School Homebound Coordinator.
   - *Dothan City Schools Application for Homebound Instructional Services* - To be completed in cooperation with the parent/legal guardian.
   - *Homebound/Parental Cooperation Agreement* - To be completed in cooperation with the parent/legal guardian.
3. The school's Homebound Review Team will convene and review the student's homebound application and physician's request and then make a recommendation for services.
4. The District Homebound Coordinator will review the application and notify the school when the application is approved or denied. The School Homebound Coordinator will contact the homebound teacher, parent/legal guardian and provide appropriate information.

Section 504 Procedural Safeguards



Section 504 of the Rehabilitation Act

Parent/Legal guardian Procedural Safeguards Under Section 504 of the Rehabilitation Act of 1973

The Rehabilitation Act of 1973, commonly known in the schools as "Section 504," is a federal law passed by the United States Congress with the purpose of prohibiting discrimination against disabled persons who may participate in, or receive benefits from, programs receiving federal financial assistance. In the public schools specifically, Section 504 applies to ensure that eligible disabled students are provided with educational benefits and opportunities equal to those provided to non-disabled students.

Under Section 504, a student is considered "disabled" if he or she suffers from a physical or mental impairment that substantially limits one or more major life activities. Section 504 also protects students with a record of impairment, or, who are regarded as having an impairment, from discrimination on the basis of disability. Students can be considered disabled, and can receive services under Section 504, including regular or special education and related aids and services, even if they do not qualify for, or receive, special education services under the IDEA.

The purpose of this Notice is to inform parents and students of the rights granted them under Section 504. The federal regulations that implement Section 504 are found at Title 34, Part 104 of the Code of Federal Regulations (CFR) and entitle eligible students and their parents, to the following rights:

1. You have a right to be informed about your rights under Section 504. [34 CFR 104.32]. The School District must provide you with written notice of your rights under Section 504 (this document represents written notice of rights as required under Section 504). If you need further explanation or clarification of any of the rights described in this Notice, contact appropriate staff persons at the District's Section 504 Office and they will assist you in understanding your rights.

2. Under Section 504, your child has the right to an appropriate education designed to meet his or her educational needs as adequately as the needs of non-disabled students are met. [34 CFR 104.33]. You have the right to refuse consent for services at any time.

3. Your child has the right to free educational services, with the exception of certain costs normally also paid by the parents of non-disabled students. Insurance companies and other similar third parties are not relieved of any existing obligation to provide or pay for services to a student that becomes eligible for services under Section 504. [34 CFR 104.33].

4. To the maximum extent appropriate, your child has the right to be educated with children who are not disabled. Your child will be placed and educated in regular classes, unless the District demonstrates that his or her educational needs cannot be adequately met in the regular classroom, even with the use of supplementary aids and services. [34 CFR 104.34].

5. Your child has the right to services, facilities, and activities comparable to those provided to non-disabled students. [34 CFR 104.34].

6. The School District must undertake an evaluation of your child prior to determining his or appropriate educational placement or program of services under Section 504, and also before every subsequent significant change in placement. [34 CFR 104.35]. You have the right to refuse consent for initial evaluation.

7. If formal assessment instruments are used as part of an evaluation, procedures used to administer assessments and other instruments must comply with the requirements of Section 504 regarding test validity, proper method of administration, and appropriate test selection. [34 CFR 104.35]. The District will appropriately consider information from a variety of sources in making its determinations, including, for example: aptitude and achievement tests, teacher recommendations, reports of physical condition, social and cultural background, adaptive behavior, health records, report cards, progress notes, parent observations, statewide assessment scores, and mitigating measures, among others. [34 CFR 104.35].

8. Placement decision regarding your child must be made by a group of persons (a Section 504 committee) knowledgeable about your child, the meaning of the evaluation data, possible placement options, and the requirement that to the maximum extent appropriate, disabled children should be educated with non-disabled children. [34 CFR 104.35].

9. If your child is eligible under Section 504, he or she has a right to periodic reevaluations. A reevaluation must take place at lease every three years. [34 CFR 104.35].

10. You have the right to be notified by the District prior to any action regarding the identification, evaluation, or placement of your child. [34 CFR 104.36]

11. You have the right to examine relevant documents and records regarding your child (generally documents relating to identification, evaluation, and placement of your child under Section 504). [34 CFR 104.36].

12. You have the right to an impartial due process hearing if you wish to contest any action of the District with regard to your child's identification, evaluation, or placement under Section 504. [34 CFR 104.36]. You have the right to participate personally at the hearing, and to be represented by an attorney, if you wish to hire one.

13. If you wish to contest an action taken by the Section 504 Committee by means of an impartial due process hearing, you must submit a Notice of Appeal or a Request for Hearing to the District's Section 504 Coordinator. You must submit the required notice or request in writing within 30 calendar days of the action or omission giving rise to your complaint. Failure to make a timely request will result in the loss of your opportunity to pursue a due process hearing on that action or omission. A date will be set for the hearing and an impartial hearing officer will be appointed. You will then be notified in writing of the hearing date, time, and place.

14. If you disagree with the decision of the hearing officer, you have a right to seek a review of the decision by making a written request to the District's Section 504 Coordinator, and/or you may seek relief in state or federal court as allowed by law.

15. You also have the right to present a grievance or complaint through the District's local grievance process. The District will investigate the situation, take into account the nature of the complaint and all necessary factors, and respond appropriately to you within a reasonable time. Parents may contact the District's Section 504 Coordinator for more information about the District's grievance process.

16. You also have a right to file a complaint with the Office for Civil Rights (OCR) of the Department of Education. The address of the OCR Regional Office that covers this school district is: **United States Department of Education**, **U.S. Department of Education, Region IV**, **61 Forsyth Street SW, Ste. 19T10**, **Atlanta, GA 30303. Telephone: (800) 368-1019**

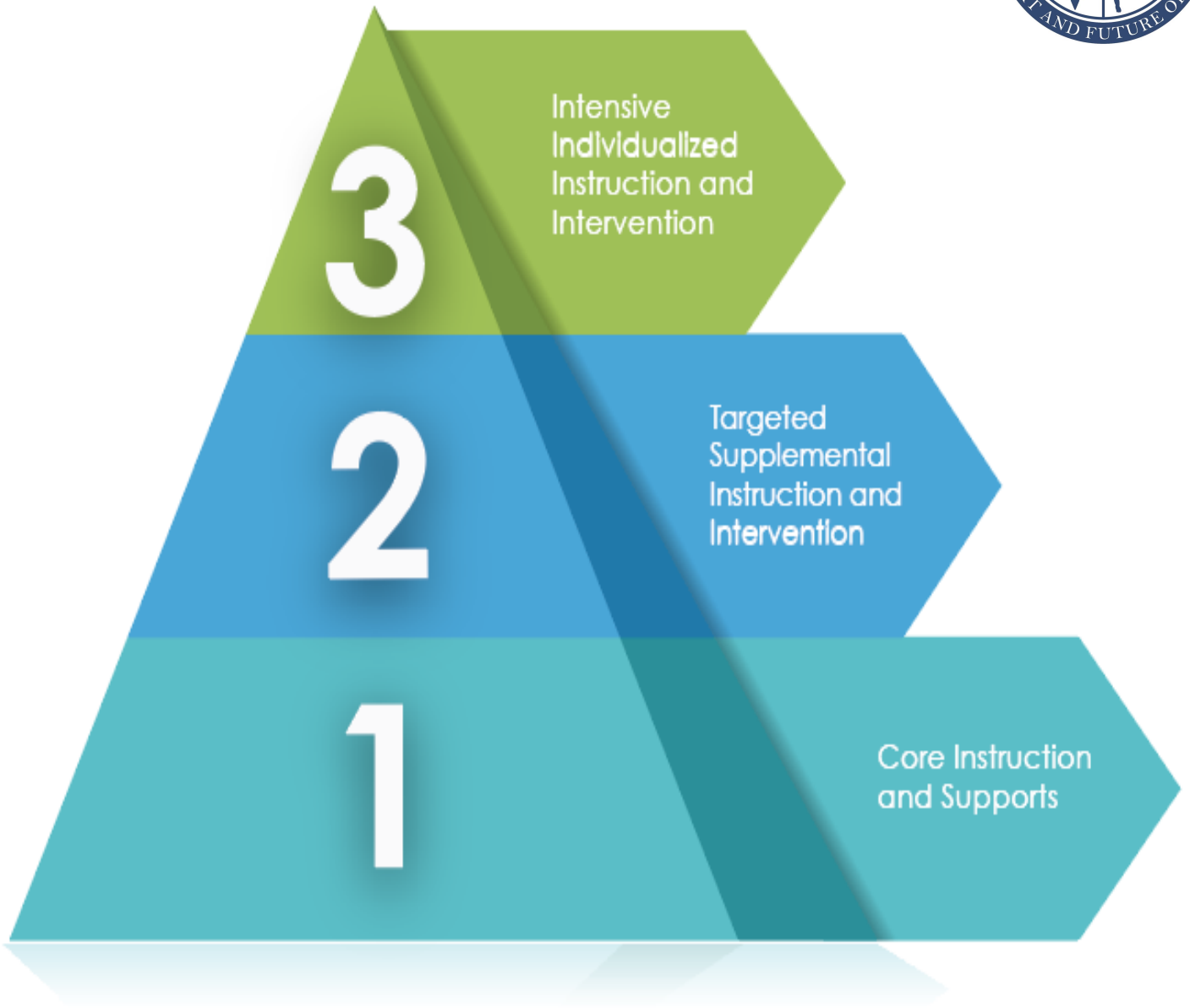
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Parent/Legal guardian **Date**

APPENDIX D

RESPONSE TO INSTRUCTIONS

(MTSS RtI)



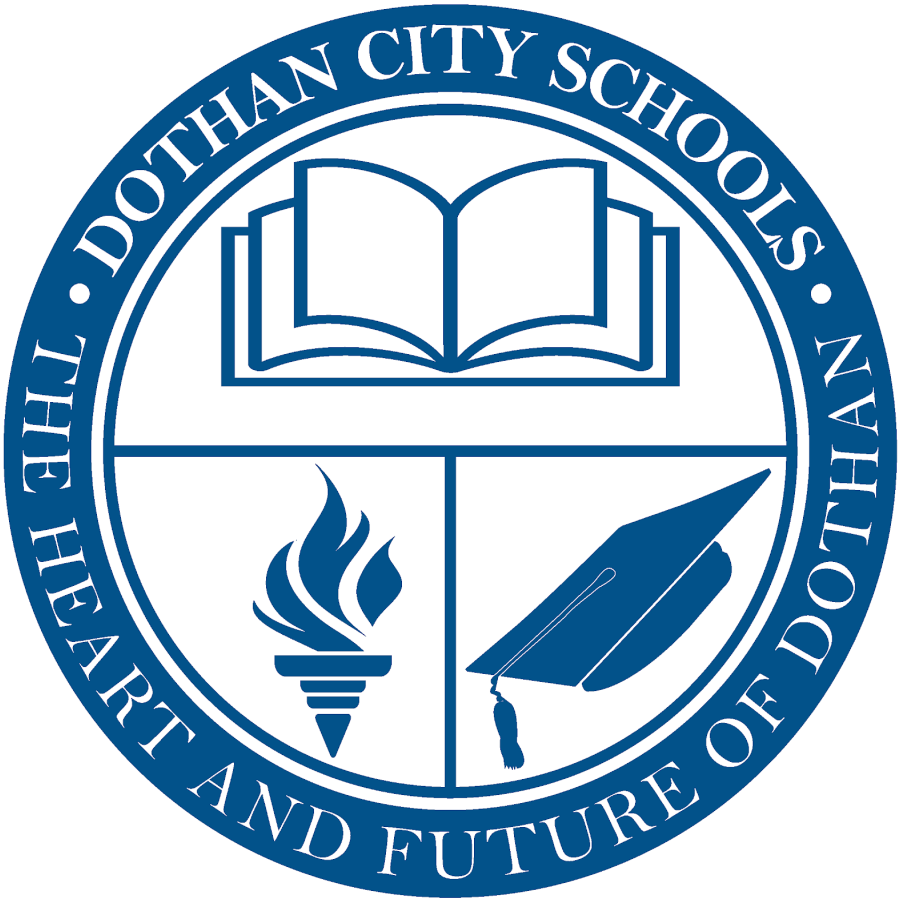
Multi-Tiered Systems of Support Framework

2020-2021

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What is MTSS (RTI)?



MTSS (RtI) in Dothan City Schools

MTSS (RtI), Multi-Tiered System of Supports (MTSS) is a framework that helps educators provide academic and behavioral strategies for students with various needs. It grew out of the integration of two other intervention-based frameworks: Response to Intervention (RtI) and Positive Behavioral Intervention and Support (PBIS). Response to Instruction, will continue to be implemented at Dothan City Schools and will operate interchangeably using both names MTSS and RtI as directed by the State Department of Education. Each Local Education Agency was directed to develop its own MTSS (RtI) Plan based on the framework provided in the Response to Instruction: *Alabama's Core Support for All Students* and *PBIS Rewards*. Dothan City Schools will focus first and foremost on instruction – solid, strategic core instruction, and systematic, focused interventions. As we work through this implementation, a district MTSS (RtI) Team will refine screening tools, progress monitoring tools, goal setting forms, and data management systems that complete the MTSS (RtI) process for DCS. MTSS (RtI) tiers help schools to organize levels of support based on intensity so that students receive necessary instruction, support, and interventions based on need.

The necessary forms for documentation included in this packet are the most currently revised forms. These forms, in turn, can then be provided as PST documentation toward a Special Education referral should MTSS prove unsuccessful for any student.

What is MTSS (RtI)?

The practice of providing high-quality research-based instruction/intervention matched to student needs and using learning rate over time and level of performance to inform educational decisions. MTSS provides a method of early identification and intervention that can help struggling students to catch up with their peers. As such, MTSS uses three tiers of support to assist all students at various levels.

MTSS (RtI) and Legal Mandates

- NCLB (*No Child Left Behind*) and IDEA (*Individuals with Disabilities Education Act*) established MTSS (RtI) parameters which center on scientific, research-based **instruction** and intervention AND student outcomes.
- IDEA eligibility requirements dictate that schools are able to document use of research-based instruction and interventions along with progress monitoring prior to a referral to special education in most cases.
- Included in *Alabama Administrative Code* as interventions to be tried in the general education process

Minimum Requirements of MTSS (RtI)

Each of our schools now has one or more problem solving teams designed to address the unique and individual needs of our students. In addition to addressing the typical challenges faced by many students, these teams are also designed to address instruction for such issues as generalized or specific learning problems, characteristics of dyslexia, characteristics of ADHD, and generalized or specific behavior problems, etc. These teams meet at least once, every five weeks to review progress of ALL students in the school. General procedures to address the needs of the students are as follows:

Screening Tools –
DIBELS, ACT, SCANTRON Data, ACAP data, Curriculum-based Measures, Benchmark Tests
Also see *Alabama Dyslexia Resource Guide* .
To effectively employ MTSS (RtI) schools should seek successful educational and behavioral outcomes for all students, regardless of challenges. This may involve significant interventions for a segment of the student population, with the goal of moving these individuals into reduced interventions as they progress. The flexibility of this framework allows students to move from tier to tier as needed, without prescribed timelines. The elements of MTSS include:

- Multiple tiers of instruction, intervention, and support
    - Includes learning standards and behavioral expectations
    - Increasing levels of intensity
- Problem-solving process
    - Collaborative and team-based decision making to determine which students need interventions
- Data evaluation
    - Interpretation of data to determine student progress and action steps
- Communication and collaboration
    - Teamwork focused on building relationships and using data to improve those relationships
- Capacity building infrastructure
    - Professional development and coaching along with written plans
- Leadership
    - Active involvement and administration of practices

What does it look like?

Screening and Overall View of MTSS (RtI)
Within the first 3 weeks of school, teachers participate in a data meeting to review data for their students. Teachers compile a list of students who performed below proficiency as measured by that particular assessment/screener. The teacher may begin TIER 2 folders and tracking sheets for each student at that point.

- TIER 1- Teacher teaches a strategic lesson for the first time to the whole class/group.
- TIER 2 - Teacher assesses students to check for understanding. (teacher observation, exit-slip, short objective quiz, etc.) The teacher notes which students did not understand the instruction in the first lesson. The teacher pulls those students into a small group and teaches the lesson/concept again in a new way or elaborates on the previous lesson one-on-one.
- TIER 3 - Teacher notes that with approximately 40 days (consecutive or nonconsecutive) of TIER 2 instruction (This could be fewer, depending on if this is a student who has transferred in or if the student simply is not progressing in about 4 weeks of consistent TIER 2 instruction), student still does not understand concepts and is performing poorly in class as reflected by low/failing grades.
- PST reviews the referral and schedules an appointment with the teacher to discuss the student at the next PST meeting.

PST Process for Schools

Problem Solving Teams

Multi-Tiered System of Supports (MTSS (RtI)—2009) refers to Alabama's instructional framework created to promote a well-integrated system in which general, gifted, supplemental, and special education services collaborate to provide high quality, standards-based instruction and intervention that is matched to students' academic, social-emotional, and behavioral needs. MTSS (RtI) combines core instruction, assessment, and intervention within a multi-tiered system to increase student achievement and reduce behavior problems. This process is designed to gather a variety of professionals involved with the student. The ultimate purpose of the MTSS (RtI) process is to enhance the success of students with a variety of academic and/or behavior needs. Multi-Tiered System of Supports (MTSS (RtI) are available for students who have been identified as academically "at-risk". A student who is identified as "at-risk" has tested significantly below grade level expectations on his/her assessments, has demonstrated that he/she is struggling with the current curriculum he/she is enrolled in, or he/she has been identified with some type of need on universal screenings.

The **Problem Solving Team** works in conjunction with the MTSS (RtI) in that it pulls these professionals together to use a problem-solving approach to identify student needs and implement targeted interventions. The team analyzes data to determine appropriate intervention, measure progress of instruction, and monitor the effectiveness and integrity of the process. Students, who are referred to the PST, are already part of a tiered system. The tiered referral process is a critical component of our model and helps us to meet our goal of helping each student be successful through any type of education presentation. Students will remain in the process until satisfactory progress is made, the situation is resolved otherwise, and/or their case is closed.

The **PST-Problem Solving Team** is required through MTSS (RtI) adoption to manage and instruct the MTSS (RtI) process. The primary goal of the PST is to support teachers and parents by generating effective research-based academic and behavioral strategies for individual targeted students. In addition, PSTs can use school-wide and class-wide data to monitor the success and difficulties of groups of students and can offer academic and behavioral interventions to be applied to class or school-wide issues.

This team can be made up of administrative personnel, academic teachers, a counselor, and representatives from special areas. Problem solving is a research-based strategy that seeks to ensure that individual, class-wide, and school-wide problems are addressed systematically and that important educational decisions are based on data that is collected frequently over time. The foundation of problem solving is to develop positive solutions for every child, not just for those students being considered for Special Education. Within this context, Problem Solving Teams (PST) examines all factors within Instruction, Curriculum, Environment, and the Learner that may be impacting academic success for students.

Four-step Problem Solving/Response to Intervention Model (PAIR)

- Problem Identification: What is the problem?
- Analyzing the problem/hypothesis statement: Why is it occurring?
- Intervention Design and Implementation: What do we do about it?
- Response to Intervention/monitoring of progress Is the plan working?

Regarding Student Attendance

Students who are exhibiting a pattern of non-attendance must be referred to the Problem Solving Team (PST) for assistance with the remediation of the problem. Nonattendance typically negatively impacts academic performance.

Teachers should take every opportunity to notify parents of developing patterns of non-attendance and determine the cause. Parent contact must be made or attempted prior to referral to the Problem Solving Team. If the teacher or the designated school staff member has exhausted all attempts to contact the parent (i.e., phone calls, phone messages, letters, notes, etc.), an S4 (SpectraCare) referral requesting assistance may be generated and faxed to SpectraCare. This information should be recorded in tracking or RAILS. If interventions to improve attendance, including parent/teacher conferences, are unsuccessful and further support is needed, the teacher or designated person (i.e., teacher, school parent involvement specialist) may refer the student to the Problem Solving Team.

If academic or behavioral concerns also exist, data is to be reviewed in order to hypothesize if the poor academic performance is the result of lack of exposure to instruction (i.e., from lack of attendance) or from other factors that would be appropriately addressed with other relevant professionals.

If the parent is not in attendance at the PST meeting, the PST Chair will provide the parent with a copy of the PST forms, indicating recommended strategies.

After the initial PST meeting, the student's attendance should be monitored by the school designee. If attendance continues to be a concern despite the interventions, a referral to the Juvenile Services may be in order. The parent involvement specialist needs to be alerted to begin/continue the process. Parent Involvement Specialists and SpectraCare (if a referral was sent and parent agreed to services) will follow-up to assist parents in complying with the recommended interventions and offer additional services, if needed (i.e., individual case management, parent/student education, group work, referrals to appropriate agencies). If further PST involvement is needed, the problem solving process should continue, including implementation and progress monitoring of additional interventions that best address the problem.

Problem Solving Team and Homeless Students

The McKinney-Vento Homeless Act ensures educational rights and protections for children and youth experiencing homelessness. Upon identification of a student who appears to meet the definition of a homeless student, school personnel should refer the situation to the designated homeless education school contact and to the appropriate members of the School Staff (guidance counselor, administrator, teachers). PST is an appropriate tool to use for determining areas of concern and need, and should be used for this purpose. For students who are having academic and/or behavioral concerns, targeted interventions should be implemented.

Assisting Parents with the Problem Solving Team Process

When the legislature mandated that the PST take the lead in resolving attendance, behavior, social, and academic issues, it became a certainty that more and more parents

would become involved in this process. With the expanded number of parents interacting with the PST committee, it is very likely that school staff will have to take a more active role in helping parents to understand the process. Staff can be instrumental in helping parents to have a positive experience with this process by: helping them be informed about the MTSS (RtI) process, their child's education, their child's developmental and educational needs and expand their knowledge base of MTSS (RtI) practices and strategies.

Problem Solving Team Purpose

The PST will ensure that: students receive interventions matched to their identified needs; appropriate progress monitoring tools are utilized to provide evidence of students' response to intervention; and progress monitoring data are used to make timely instructional decisions which maximize student outcomes. Important things PSTs need to ensure include: utilization of screening data; provision of research-based tiers of instruction and intervention; specific intervention selection and goal setting; consistent progress monitoring; consistent data review and change of strategies; and transitions out of interventions.

Number of Problem Solving Teams

The number of PSTs needed per school will be determined by the number of students receiving interventions. No PST should be expected to manage more students than can be responsibly and effectively reviewed and monitored. All teachers should be a part of the process

Problem Solving Team Members

(At least four of the members below and the classroom teacher)

- Classroom teachers.
- Intervention teachers (Title teachers, SPED, Paraprofessionals, etc).
- Instructional Coaches (Reading, Literacy, Math, Graduation, etc).
- Special Education teachers.
- School Counselor
- Administrator (principal or assistant principal).

Problem Solving Team Member Roles

- Chairperson- This person identifies which students will be discussed and in what order. He/she organizes meetings and notifies members.
- Secretary- This person notes decisions made and generates parent letters.
- Timekeeper- This person keeps discussions on track and timely.
- Data person- This person presents and explains graphs.

Problem Solving Team Guidelines

- Schools must provide an agenda for student discussions.
- Schools must provide a set of ground rules to be used in meetings.
- Have these pieces of information accessible upon observation by ESS.
- Provide dates of PST meetings scheduled for the upcoming school year.
- Depending on success of interventions, discussions should include a change of strategies, interventions, and/or accommodations for the student.
- If strategies have been unsuccessful, create new ones immediately at the meeting from all the minds on your team, resources given to you, or that you find on the Internet. Strategies/Interventions do not include stating the student's grades.

Grades are how the student is doing in the class. They may not particularly pertain to the specific skill with which the student needs assistance.

- Provide research-based intervention tools you will be using school-wide.

Special Education Referrals

If a student has been in TIER 3 for 40 days and is not improving, the team maydecide to call for evaluations by the school psychometrist/psychologist. If this is the case, gather the paperwork and observations as mentioned in the previous pages in this MTSS (RtI) manual (See *Psychometrist Checklist for Referral*). Then follow the steps as identified later in this handbook for a PST referral or a Parent referral. **All paperwork should be completed by PST and teachers who represent that student.** Once this is done, it becomes a special education process. The special education teacher can then take over regarding SETS input, meeting notice generation, and meeting coordination. If the referral is accepted and the student qualifies for services, he or she will no longer be reviewed by the team. If the student does not qualify, the team will continue to monitor, change instruction, and implement TIER 3 interventions as long as they are needed for student success.

If a referral comes from the 504 committee:

- At this time, the 504 chair needs to be sure to **document a face-to-face conference with the parents** to discuss the lack of sufficient progress for their child and concerns that the school has in regard to a need for a special education referral.
- Obtain vision and hearing screening consent using the *Intervention Parent Letter and Request for Vision and Hearing* and explain that 504 accommodations will continue. The 504 chair needs to explain to the parent that the student will be placed on the next available eligibility date with the school psychometrist/psychologist for your school.
- The 504 Chair/team should complete a **referral** for special education evaluations, and give it to your special education representative, or designated person, on your team. Forward a copy of the 504 plan, all progress monitoring documents, and all MTSS (RtI) documentation along with a completed referral to the PST chair so he/she will be aware of the referral. All paperwork should be completed by the teachers who represent that student. Once this is done, it becomes a special education process. The special education teacher can then take over regarding SETS input, meeting notice generation, and meeting coordination. This person will let the school psychometrist/psychologist know about the referral. Everything should be in the hands of the psychometrist/psychologist no less than one week before the referral date. A referral MUST HAVE these pieces to be considered for evaluations.
- If the referral is accepted and the student qualifies for services, he or she will no longer be reviewed by the team. If the student does not qualify, the student will be referred to the PST and 504 teams will continue to monitor, change instruction, and implement TIER III interventions as long as they are needed for student success.
- The special education representative (or other appointed person) will complete the referral in SETS). This requires the 504 chair to know who the designated special education person is in your school so he/she can give this person the proper information to enter the referral into SETS in a timely manner to give to DESS.

PST's Responsibility to MTSS (RtI) in Dothan City Schools Virtual Intervention Program (DCS-VIP):

Know which students enrolled at your school are also enrolled in DCS-VIP. Have procedures in place for acknowledgement of these students. For example, when these students are enrolled at the zone-based school, the person who is in charge of enrollment must be responsible to alert the PST chairperson so that the student can begin to be monitored as described below.

The students' virtual school teacher(s) are actively involved in the referral and engagement process. Students who are deemed non-compliant, do not respond to teacher support, or are in need of extra interventions will be referred to the PST for extra support.
Students can also be referred for the following reasons:

- Failure to communicate (emails, phone calls), or attend conferences
- Failure to log attendance/maintain required attendance, or submit accurate attendance
- Failure to make sufficient progress in courses
- Failure to complete required assessments or course assignments
- Failure to attend required State testing and/or screenings requested by the school
- Failure to attend required Zoom Interactive Meetings
- Failure to comply or respond successfully with the MTSS (RtI) Plan
- Failure to complete work samples, assignments, or use appropriate interventions

There are three, clearly defined tiers in place for students in the PST process. A description of each tier is provided below:

- **Tier 1:** All students enter DCS-VIP here. Students in Tier I do not need the services of the PST. School-wide prevention and programming, along with teacher support; provide the first level of service to all students and families. Teacher(s) follow appropriate communication and support protocols and may identify students who need a PST referral.
- **Tier 2:** DCS-VIP teacher(s) and/or parents will share any concerns with the PST Chair at the base school. At this point, a need has been identified, and a PST referral has been made due to unresponsiveness to standard school and teacher interventions/support. The PST Chair will set up an initial meeting with DCS-VIP staff and the regular education teacher to review the needs of the student. The PST begins supporting the student/family toward a plan of action and Intervention Plan for the student. The PST Chair at the base school will facilitate the process, monitor the plan, and provide regular, formal follow-up and review. After 30 school days (or sooner), the PST will decide if sufficient progress has been made.
- In review of the plan, the following actions may occur:
  - **Excellent Progress** (meets MOST of the directives of the PST)-the student is monitored for 30 school days (or sooner). If progress continues, the student is **moved back to Tier 1.**
  - **Moderate Progress**- (Meets some of the directives of the PST)-the student continues to receive Tier 2 support for **up to 30 more days** while being monitored.
  - **No/Little progress** (Meets very few of the directives of the PST)-the student is moved to Tier 3. At this point, the PST Chair should contact the parent to conference with them regarding MTSS (RtI) and possible next steps.
  - **No contact**-if the PST member is unsuccessful in contacting the student **after 48 hours, students are automatically moved to Tier 3.**
- **Tier 3**: Students who continue to be non-compliant or are unsuccessful with implemented interventions are moved to Tier 3. At this point, a student's educational needs are not being

met and further actions are implemented unless students/families comply with the expectations of the PST member(s) set forth in the plan. After 30 days in Tier 3 (or sooner), the PST will review the case after the student has had ample time to work through the intervention plan to determine whether the student will need ongoing interventions or a referral for special education testing.

- The process for MTSS (RtI) requires the student to move through three tiers of intervention (for a minimum of 30 days in each tier).
- **Referral/Return to School Building**: All available resources and interventions have been exhausted at this point. The student/family is non-compliant, disengaged, or the student has been unsuccessful after implementing interventions. The student's name is given to the DCS Curriculum Director and the Coordinator for DCS-VIP with recommendations from the PST. At this point, a meeting with school administration and the base school PST will be held to determine the appropriate course of action. School administration determines the course of action in compliance with school board, state, and local laws, based on the recommendation from the PST. **IF** the PST has determined a referral for evaluations is needed, the school psychometrist for that school will be contacted and provided a referral packet.
- In the event a student is already identified as a student with a disability receiving specialized instruction, an IEP team meeting may be called at any time during the student's DCS VIP enrollment to modify the IEP as determined by the consensus of the team.

Academic Noncompliance
Success Academy
Dothan City Schools Virtual Program Pacing Intervention Guide

Students who are failing to maintain adequate progress in DCS-VIP, may be required to attend on-site classes 201 East Wilson Street, Dothan, Al until the student has made satisfactory progress for independent study. Parents will be responsible for transporting the student to the location. The DCS-VIP facilitators will be responsible for assisting the student with academic progress and/or make recommendations for participation in MTSS (RtI) (Response to Instruction) beginning with the PST (Problem Solving Team).

Percentage Off Pace	Intervention
Five (5%) Percent	If the student is 5% behind in the course (evident by lack of attendance via logging into the system and working the suggested daily hours), the teacher will communicate directly with the student and parent(s)/guardian to develop a plan for getting the student back on track.
Ten (10%) Percent	If the student is 10% behind in the course (evident by lack of attendance via logging into the system and working the suggested daily hours) the DCS-VIP Facilitator (in collaboration with the DCS District Virtual Instructional Plan Coordinator and the Director of Safety, Security, and Attendance) will send a written notice to the student and parent(s)/guardian(s) concerning the students lack of progress in coursework and/or attendance requirements. Enrollment in the DCS Success Academy will be discussed and offered (based on space availability).

Fifteen (15%) Percent	If the student is 15% behind in coursework (evident by lack of attendance via logging into the system and working the suggested daily hours), the staff in collaboration with the District Coordinator of DCS-VIP will send (upon recommendation of the DCS-VIP facilitators) an official notification to parent(s)/guardian(s) notifying all parties that the student is truant and in violation of Alabama's Compulsory School Attendance Law. Additionally, the Director of Safety, Security, and Attendance will be notified and will follow DCS policies and procedures for attendance. Enrollment in the DCS-VIP Success Academy will be offered (based on space availability).

Recognition & Response: MTSS (RTI) for Preschool

Overview

Preschool MTSS (RtI) focuses on prevention rather than intervention. This is an opportunity for Dothan City Schools to support adults who are learning what each child needs to learn and providing these necessary experiences in a manner that maximizes success to prevent delays from becoming learning disabilities. Preschool MTSS (RtI) is effective for identifying these children at risk and providing specialized interventions.

Recognition and Response

Recognition and Response is a project designed to develop a multi-tiered approach for use with children ages 3 to 5 years of age in preschool settings. It is designed to help early childhood teachers and parents recognize children who show signs of learning difficulty and respond in ways that help them experience early school success. It consists of four components:

1. Recognition: screening, assessment, and progress monitoring
2. Response: research-based curriculum and instruction for all children and validated interventions for individual children who need additional supports
3. Tiered Interventions
4. Collaborative Problem Solving Process that involves teachers, specialists, and parents

Recognition and Response is an emerging practice in early childhood and Dothan City Early Education Center (DCEEC) is at the forefront of implementation. DCEEC stresses the importance that new practices being established for the early childhood field are anchored in existing practices of RtI while developing an early intervention system that is tailored to the unique needs of very young children.

http://www.rtinetwork.org/learn/what/pre-kmodelforrti

Pre-K MTSS (RtI)

Tier 1. Tier 1 provides a foundation of high quality early childhood programming for all children. Elements include a comprehensive, evidence based curriculum and intentional teaching. Universal screening, assessment, and progress monitoring are used to obtain baseline information about each child and to determine whether a child would benefit from additional support.

Tier 2. Tier 2 consists of more intensive learning opportunities that are provided to large or small groups of children who have been found to need additional support. Progress monitoring is conducted more frequently and is used in conjunction with the collaborative problem-solving process to guide and refine interventions. Parents and family members are included as part of the collaborative problem-solving team.

Tier 3. Tier 3 focuses on the children who do not make expected progress through the support of Tier 2 interventions. In Tier 3, interventions are more intensive and individualized and may be conducted one-on-one with the child. Progress monitoring and the collaborative problem-solving processes are used to guide decisions about the child's program.

Core early childhood beliefs that shape the application of RTI in pre-k settings include:	The early childhood practices that provide starting points for Pre-K RTI include:
• the holistic view of child development (i.e., cognitive, communicative, social–emotional, motor, and language); • the importance of early intervention to enhance the child's success; • the importance of providing supports and services in naturalistic settings; • the critical contributions of parents and families to the success of the child; and • the need for multi-dimensional authentic assessments that can identify the child's strengths and needs over time.	• a focus on quality child care settings; • the use of tiered service delivery models; • learning standards that guide instruction; • the use of intentional teaching methods that include embedded and explicit instruction; and • the emerging use of progress monitoring measures and data driven decision making models.

http://www.rtinetwork.org/images/roadmaptoprekrti.pdf

Steps to Implementing a Program-wide Model of RTI in Early Childhood Settings*

1 Ensure Administrative Support and Commitment — Every program will need a "champion" to make this work. It is important to recognize that across different types of pre-k settings, administrators will have differing levels of training and experience related to the educational and social/emotional needs of young children.

2 Establish an RTI Team — The team should include classroom teachers, administrators, family members, related service providers, and behavior support specialists. This team will be responsible for guiding the adoption and implementation of the program-wide model. Many pre-k programs will not have behavior support staff available. As part of this process, the programs will need to identify a consultant or staff member who can serve in this role. This person may need significant training prior to beginning implementation.

3 Develop a Plan for Getting Commitment from Program Stakeholders — Support of all individuals involved in the initiative should be garnered, including administrators, general and special education teachers, related services professionals (e.g., speech-language pathologists), paraprofessionals, and others related to the program.

4 Develop Opportunities for Family Involvement in All Aspects of the Initiative — Ensure that families are involved in the plan for adopting the model, identifying strategies for sharing the information with families, and evaluating the success of the model. When working with families of young children, it is important to recognize that this may be the family's first experience with the educational system and therefore may need more information on the team's role.

5 Identify Program-wide Learning and Behavior Expectations for Children — Identify a small set of realistic expectations that can be implemented across settings within the school. Ensure that they are appropriate for the developmental levels of the children in the program. These expectations should be understandable for teachers, staff, parents, and children.

6 Develops Instructional Strategies for Achieving Learning Expectations — Select strategies that are developmentally appropriate and that can be used throughout the program. Strategies should be embedded into ongoing classroom activities such as circle time and centers.

7 Develop a Process for Addressing the Needs of Children — Develop a problem-solving process that is efficient, effective, and accessible to teachers and others actively involved in the children's learning. Consider who will facilitate this process and the training needed to develop the expertise of this individual(s).

8 Design a Plan for Professional Development and Supporting Faculty/Staff/Families — This effort should include strategic start-up and ongoing professional development and technical assistance in the classroom that is based on an understanding of participants' prior training and expertise. Sustained and continued professional development is essential for successful Pre-K RTI implementation and collaboration.

9 Collect and Use Data for Decision Making — The RTI team should identify how and when data will be collected to guide implementation efforts, make decisions about child and program needs, effectiveness, and outcomes (i.e., what has happened based on expectations) associated with the model. This process may be complex given the extent to which data are generally collected in early childhood settings. Further, most pre-k settings do not have a common measure that can be used as a gauge of overall program success.

*Adapted with permission form Hemmeter, Ostrosky, & Fox (2006). Social and emotional foundations for early learning: A conceptual model for intervention. *School Psychology Review*, 35(4), 583-601.

Step-by-Step Process for Referrals for Special Education Evaluations

STEP by STEP

Parent Referral

If a parent contacts you to ask for IEP, special education evaluations, or a referral:

1. Ask the parent to sit with you and speak to them about MTSS (RtI) and things you would like for teachers to try before going to referral if they agree. Use the **PARENT CONFERENCE FORM** to document your meeting. Have parent sign. If they insist on a referral at this point, then go to next step. Start a file for the student for all the necessary paperwork for this MTSS (RtI) packet.
2. Ask parent to complete the **DCS PARENT REQUEST**. Fax this to your psychometrist at DESS. (792-7213)
3. Ask parent to sign **VISION/HEARING CONSENT TO SCREEN**. Get those results and put in your MTSS (RtI) packet for referral for that student.
4. Ask parent if we need information regarding medical diagnoses. Have them sign an **INFORMATION RELEASE** and ask for doctor information to whom we need to send release.
5. Ask SLP or Nurse to do **VISION SCREENING** and **HEARING SCREENING**. Get those results and put in your MTSS (RtI) packet for referral for that student.
6. You or a guidance counselor needs to complete a **BASC SOS OBSERVATION**.
7. PST needs to complete the **ECEC** checklist. This is easily answered with your team sitting there.
8. PST needs to complete **DOCUMENTATION OF APPROPRIATE INSTRUCTION.** This is easily answered with your team sitting there.
9. PST or teacher(s) needs/need to complete the **DOCUMENTATION OF ADVERSE EFFECT** form.
10. One of the teachers needs to complete **DOCUMENTATION OF ACCOMMODATIONS/INTERVENTIONS**. (You may like for all of the student's teachers to contribute to this form.)
11. Ask student's teachers to collect work samples. One or all need to complete the **WORK SAMPLE ANALYSIS** and provide you with **WORK SAMPLES**.
12. The teachers need to work together to complete one **CLASSROOM TEACHER INPUT FORM**.
13. If you have MTSS (RtI) Rails, **PRINT OFF THE TIER 2 and/or TIER 3 *INTERVENTIONS* AND TRACKING** you have so far and any that needs to be documented up through one week PRIOR TO THE ELIGIBILITY SCHEDULED DATE. If you do not have MTSS (RtI) Rails, then collect **TIER II and/or TIER III INTERVENTIONS AND TRACKING** you have so far and any that needs to be documented up through one week PRIOR TO THE ELIGIBILITY SCHEDULED DATE.
14. You most likely will not need the **DYSLEXIC PROFILE** unless this is a student with a decoding/phonics problem or reading comprehension problem.
15. Provide documentation that you have **informed the parent** of participation in MTSS (RtI), a **PROGRESS REPORT OF MTSS (RtI) (if you have had time to implement)** every few weeks, and an **INTERVENTION PLAN**---(This may be in MTSS (RtI) Rails or even uploaded into Rails). If student is being referred due to behavior, then documentation must be provided to determine if this is an issue that has needed interventions to support a referral. If the student was in **Tier 3 when parent requested, you should have a BEHAVIOR INTERVENTION PLAN** that has been implemented and tracked.
16. PST needs to complete a **DATA SUMMARY SHEET** using cumulative folder information, State testing information, screening and monitoring, etc.
17. Print out **attendance, grades, and discipline** from INOW.
18. The PST needs to handwrite the information for the **REFERRAL** form that your special education teacher will input into SETS. She/He will also invite the parent to the meeting.
19. Deliver this entire MTSS (RtI) packet to your psychometrist at a minimum of <u>one week prior</u> to the scheduled date.

STEP by STEP

PST Referral

If your PST determines that a referral to special education is needed:

1. You need to be able to show where you have asked the parent to sit with you and speak to them about MTSS (RtI) and things you would like for teachers to try before going to referral. (Probably need to do this after student is referred to Tier III). Use the **PARENT CONFERENCE FORM** to document your meeting. Have parent sign. Proceed to next steps. Start a file for the student for all the necessary paperwork for this MTSS (RtI) packet.
2. A **DCS PARENT REQUEST is <u>not</u> needed**. <u>Email your psychometrist</u> and tell her about the students you wish to refer.
3. Ask parent to sign **VISION/HEARING CONSENT TO SCREEN**. Get those results and put in your MTSS (RtI) packet for referral for that student.
4. Ask parent if we need information regarding medical diagnoses. Have them sign an **INFORMATION RELEASE** and ask for doctor information to whom we need to send release.
5. Ask SLP or Nurse to do **VISION SCREENING** and **HEARING SCREENING**. Get those results and put in your MTSS (RtI) packet for referral for that student.
6. You or a guidance counselor needs to complete a **BASC SOS OBSERVATION**. It is preferable that a guidance counselor do this.
7. PST needs to complete the **ECEC** checklist. This is easily answered with your team sitting there.
8. PST needs to complete **DOCUMENTATION OF APPROPRIATE INSTRUCTION.** This is easily answered with your team sitting there.
9. PST or teacher(s) needs/need to complete the **DOCUMENTATION OF ADVERSE EFFECT** form.
10. One of the teachers needs to complete **DOCUMENTATION OF ACCOMMODATIONS/INTERVENTIONS**. (You may like for all of the student's teachers to contribute to this form.)
11. Ask student's teachers to collect work samples. One or all need to complete the **WORK SAMPLE ANALYSIS** and provide you with **WORK SAMPLES**.
12. The teachers need to work together to complete one **CLASSROOM TEACHER INPUT FORM**.
13. If you have MTSS (RtI) Rails, **PRINT OFF THE TIER 2 and TIER 3 *<u>INTERVENTIONS</u>* AND TRACKING** you have so far and any that needs to be documented up through one week PRIOR TO THE ELIGIBILITY SCHEDULED DATE. If you do not have MTSS (RtI) Rails, then collect **TIER 2 and TIER 3INTERVENTIONS AND TRACKING (p. 20 form)** you have so far and any that needs to be documented up through one week PRIOR TO THE ELIGIBILITY SCHEDULED DATE.
14. You most likely will not need the **DYSLEXIC PROFILE** unless this is a student with a decoding/phonics problem or reading comprehension problem.
15. Provide documentation that you have **informed the parent** of participation in MTSS (RtI), a **PROGRESS REPORT OF MTSS (RtI)** every few weeks, and an **INTERVENTION PLAN**---(This may be in MTSS (RtI) Rails or even uploaded into Rails). If student is being referred due to behavior, then a **BEHAVIOR PLAN must be implemented in Tier 3.**
16. PST needs to complete a **DATA SUMMARY SHEET** using cumulative folder information, State testing information, screening and monitoring, etc.
17. Print out **attendance, grades, and discipline** from INOW.
18. The PST needs to handwrite the information for the **REFERRAL** form that your special education teacher will input into SETS. She/He will also invite the parent to the meeting.
19. Deliver this entire MTSS (RtI) packet to your psychometrist at a minimum of <u>one week prior</u> to the scheduled date.

MTSS (RTI) Process

TIER 1 - UNIVERSAL INSTRUCTION- As the largest tier, and the foundation for the entire framework, Tier 1 encompasses the entire school with core instructions and basic interventions. This structure helps to build positive relationships between staff and students. It includes proactive classroom management strategies aimed at creating a supportive atmosphere. Students who do not respond to these interventions may move into Tier II. Instruction includes such strategies as modeling, re teaching, general remediation, corrective feedback, multiple opportunities for student practice, flexible grouping of students, student engagement, use of pacing guides, differentiated instruction, accommodations to level the playing field for all students, and participation in a screener assessment to identify student needs that will be addressed through the MTSS (RtI) process.

TIER 2 - SECONDARY INTERVENTION - Some students need a little extra assistance in meeting academic and behavioral goals, and it is in Tier 2 that these individuals receive that help. Often these interventions and supports are delivered in small group settings, such as reading groups. Check-In/Check-Out (CICO) interventions are often a part of Tier 2 as well. This targeted support allows students to work toward catching up with their peers and continues to build relationships. This is usually done through an additional 15-30 minutes of individual or small group instruction every day targeted to specific needs of your child using research-based strategies. The classroom teacher determines which students need TIER 2 interventions and will carry them out. Teachers should keep parents abreast of what is happening in the classroom and that their child is currently receiving TIER 2 interventions. Students in TIER 2 will participate in a "progress monitoring" assessment to determine success of these interventions a minimum of once every two to three weeks. Parents will be notified of that success, or lack thereof, with a graph of their child's progress attached to the progress report/report card. During TIER 2 intervention, teachers should communicate with parents and share research-based strategies that they can use at home to help their child with reviews, homework, etc. TIER 2 interventions may be short term and stop once the student has obtained adequate progress toward the targeted skill. Tier 2 continues if the student is moved to Tier 3.

TIER 3- TERTIARY INTERVENTION - A small subset of students has significant challenges that do not respond to the interventions and supports in Tier 1 or Tier 2. (in addition to TIER 2) Additional 30-45 minutes of individual or small group instruction every day targeted to specific needs of students using research-based strategies and programs; these programs are taught by highly qualified and/or trained teachers/tutors. The problem solving team determines which students need additional TIER 3 interventions and will notify parents of that decision. These students are typically 2 to 3 grade levels behind, depending on the age of the student. Students in TIER 3 will participate in weekly/bi-weekly "progress monitoring" assessments to determine the success of these interventions. Four data points are needed to provide a line of progress. Parents will be notified of that success, or lack thereof, with a graph of their child's progress attached to the progress report/report card. A vision and hearing screening is conducted, as well as the possibility of other assessments and observations, during TIER 3 intervention to help identify any additional problems that may be hindering the success of current interventions. TIER 3

interventions are intensive and long term. However, TIER 3 interventions may stop once the student has obtained adequate progress toward the targeted skills. Lack of progress over time using universal instruction, TIER 2, and TIER 3 interventions may result in a referral for an evaluation for special education eligibility. Many of the goals for these interventions can be found in the curriculum guides for each subject at https://www.alsde.edu/sec/ses/pages/curriculumguides-all.aspx . These guides provide the scaffolding needed for skills that align in each grade level.

PST Documentation Forms

PARENT LETTER EXPLAINING INTERVENTION INITIATION

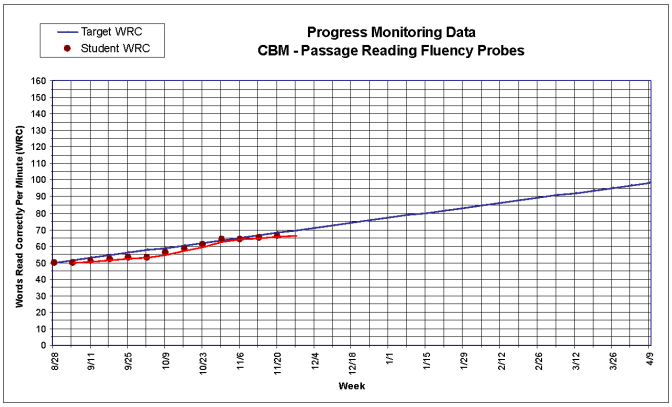
Date _____

Dear Parent/Guardian,

All students in Alabama schools are provided with standards-based, research-validated core academic instruction accompanied by classroom behavioral supports. A tiered system of academic and/or behavioral assistance or intervention is provided based upon identified student needs. Interventions typically include specialized, research-based teaching strategies provided within the classroom or in small-group settings. As required by the Alabama Department of Education, a problem solving team consisting of teachers, administrators, and other support personnel reviews student data regarding need for assistance; recommends the type of assistance to be provided; reviews data reflecting progress being made by students; and informs parents of this progress and of any recommendations regarding needed changes in interventions.

Dothan City Schools is using DIBELS, ACT, ACAP, and/or CURRICULUM-BASED MEASURES to check student performance in reading and math so we can provide help to students as needed. Based on the first assessment, we have decided that your child would benefit from assistance or intervention. We will be providing this assistance daily and will be checking your child's progress weekly and quarterly. We will be sharing this information with you by sending you a progress chart with the report card and with the mid-grading period progress report.

The chart below is similar to the one which you will receive. The straight line represents the goal for the student and the dotted line represents how the student is performing. In this example the student is doing very well.



As a school staff, we look forward to working with your child and are pleased to be able to provide this additional help. If you have any questions, please feel free to contact your child's classroom teacher.

If, at any time, you wish to request a referral for evaluations for special education or Section 504 services, you may do so by contacting your child's school.

PROGRESS REPORT

Date _____

Dear _____,

We are providing _____ with extra assistance daily by using intervention strategies which target:

___ reading comprehension skills
___ word-level reading skills
___ math computation skills
___ math reasoning and problem-solving skills
___ behavior skills
___ other _____

We measure the progress being made weekly/quarterly, and the results of these progress measurements are graphed in the chart which is attached. Based on our progress measurements, we believe that, at this time, your child is:

____ making good progress and we plan to continue the intervention at this time.

____ making some progress and we plan to continue the intervention at this time.

____ making limited progress and we plan to consider changes in the intervention we are providing.

____ making insufficient progress and we are changing the intervention in an effort to assist your child achieve academic success.

As a school staff, we are pleased to have this opportunity to provide your child with this needed help. If you have any questions, please feel free to contact your child's classroom teacher.

If, at any time, you wish to request an evaluation for special education or Section 504 services, you may do so by contacting our school.

Thank you!

(Attach this letter to the graph of the progress monitoring data which was most recently reviewed by the PST. A convenient schedule for notifying parents would be to send this letter and graph with the report card and with the mid-grading period progress report. Maintain copies of these letters and attached graphs in the Student Intervention Folder.)

PROBLEM SOLVING TEAM (PST) STUDENT INTERVENTION PLAN

SECTION I. FACTORS CONSIDERED IN DETERMINING NEED FOR INTERVENTION

Student's Name: _____ Sex: _____ Race: _____ Date: _____

School:_____ Grade: _____ Age: ____ Birth date:_____

Specific Concern(s):

Specific Screening Data:

Teacher(s) Responsible for Intervention Implementation:

Identified Concern(s) to be Addressed:

Types of Interventions:

Tier 2 **Date Began:**	**Tier 3** **Date Began:**
[ ] reading: word-level intervention [ ] reading: dyslexic specific intervention [ ] reading: comprehension intervention [ ] math: computation intervention [ ] math: reasoning/problem solving intervention [ ] behavior intervention [ ] other intervention	[ ] reading: word-level intervention [ ] reading: dyslexic specific intervention [ ] reading: comprehension intervention [ ] math: computation intervention [ ] math: reasoning/problem solving intervention [ ] behavior intervention [ ] other intervention
Duration:	**Duration:**

Intervention goal: In____ weeks, the student will:

Weekly Progress Monitoring Rate of Improvement Goal:

Progress Monitoring Tool:

Intervention Strategies:
(Attach additional goal sheets if multiple intervention goals are established by the PST)

SECTION III INTERVENTION PLAN REVIEW (plan to be reviewed at least monthly)

Signatures of PST:
PST Chair: _____
Teacher: _____
Member: _____
Member: _____

Date of Initial Meeting: _____
Date and Decision at Review Meeting:

Date and Decision at Review Meeting:

Date and Decision at Review Meeting:

*Student Tracking Information demonstrating all strategies implemented should be maintained in RTI RAILS or PowerSchool.

Parent Request for Testing

_____
Date of Request

_____ _____ _____
Student's Name Date of Birth State ID #

_____ _____
Teacher's Name Grade

Repeated a grade? ____Yes ____No
If so, which grade _____

Has student ever been referred for testing before? _____Yes _____No
If so, when? _____

_____ _____
Name of Parent that is requesting Contact # for Parent

Please indicate how parent contacted you:
____ in person (_____ _____)
Date Time
____ by phone (_____ _____)
Date Time
____ by email (please forward the email to PST and DESS and keep a copy for your records)
____ by letter (please send the letter to PST and DESS and keep a copy for your records)

Reason for request: (Please be specific.)

_____

_____

_____

_____

_____

**Please send this completed form to PST and DESS as soon as you get the request. Be sure to keep a copy for your records.

Intervention Parent Letter and Request for Vision and Hearing

Date:

Dear Parent,

Your child has been referred to our school's Problem Solving Team for academic and/or behavioral concerns. This team will work collaboratively with your child's teacher to address the specific needs of your child. The purpose of the Problem Solving Team is to identify effective, research-based strategies and interventions to help your child experience academic success. Your child will be monitored by the PST, and decisions will be made whether to continue interventions, dismiss from PST, or recommend further evaluation by Special Education Services; depending on your child's progress. In the event that data is gathered to support a referral for evaluations, you will be invited to serve on the Team for this process.

This referral has been made due to deficiencies in one or more of the following areas:

_____Reading _____Math _____Behavior

We are required to rule out hearing and/or vision deficiencies as a contributing factor to school related concerns. We would like your consent to conduct a vision/hearing screening. Please complete the section below and return it to your child's teacher tomorrow.

Child's name_____
Teacher_____

_____ I GIVE permission for my child to be given a vision/hearing screening at school.
_____ I DO NOT give permission for my child to be given a vision/hearing screening at school.

Parent Signature:_____Date:_____

If you have any questions concerning this process; please feel free to contact your child's teacher, principal, or Program Specialist/Assistant Principal.

Sincerely,

PST chair

VISION SCREENING FORM

STUDENT'S NAME _____ SCHOOL YEAR

SCHOOL GRADE

INITIAL EXAMINER: _____ DATE: _____

KEY: P = PASS F = FAIL

SCREENING DATE:			RECHECK DATE:	
	FAR	**NEAR**	FAR	NEAR
BOTH EYES				
RIGHT EYE				
LEFT EYE				

Examiner:

Instrument used:

REMARKS:

[ ] Within Normal Limits
[ ] Needs Recheck
[ ] With Glasses
[ ] Needs Referral

Examiner:

Instrument used:

REMARKS:

[ ] Within Normal Limits
[ ] Needs Recheck
[ ] With Glasses
[ ] Needs Referral

Resolution of Problem:

If the child cannot be conditioned to traditional vision screening, a functional vision screener may be used.

Date:
[ ] Pass [ ] Fail
Examiner:

Optional Form for Required Procedure/Evaluation.

HEARING SCREENING FORM

STUDENT'S NAME _____ SCHOOL YEAR _____

SCHOOL _____ GRADE _____

HEARING CRITERIA: Puretone Audiometry-Tympanometry. A student fails the screening test if he/she does not respond to any one tone (frequency) at 20db hearing level in either ear.

KEY: P = PASS F = FAIL

Screening Date:					Recheck Date:				
EAR	HL	FREQUENCY HZ			EAR	HL	FREQUENCY HZ		
		1000	2000	4000			1000	2000	4000
RE	20				RE	20			
LE	20				LE	20			

Examiner:

Audiometer:

Last Calibration Date:

Tympanometry: RE
LE

REMARKS:

Within Normal Limits
Needs Rescreen (within two weeks)

Examiner:

Audiometer:

Last Calibration Date:

Tympanometry: RE
LE

REMARKS:

Within Normal Limits
Needs Rescreen (within two weeks)

Resolution of Problem:

If the child cannot be conditioned to pure-tone audiometry, an auditory response screener may be used.

Date:
Pass: Fail:
Examiner:

WORK SAMPLE ANALYSIS

Name _____ **Grade**_____ **Date** _____
School _____ **Teacher** _____
You must provide TWO READING SAMPLES, TWO MATH SAMPLES, and ONE WRITING SAMPLE.

Completeness of work:
□ Work is always complete □ Work is less than 50% complete □ Other _____
□ Work is 50% complete □ Work is never complete

Effort displayed:
□ Student tries very hard □ Student tries on work he/she likes □ Other _____
□ Little or no effort □ Student tries but gives up easily

For each work sample provided, provide analysis using the guide below:
READING:
1st Sample: This sample demonstrates (check the following that apply)
_____ lack of understanding of phonics _____lack of reading comprehension
_____lack of skills pertaining to any of the following:
_____ context clues _____ use of prior knowledge or _____ inference
_____lack of vocabulary knowledge _____ lack of fluency and automaticity
_____lack of attention and focus

2nd Sample: This sample demonstrates (check the following that apply)
_____ lack of understanding of phonics _____lack of reading comprehension
_____lack of skills pertaining to any of the following:
_____ context clues _____ use of prior knowledge or _____ inference
_____lack of vocabulary knowledge _____ lack of fluency and automaticity
_____lack of attention and focus

MATH:
1st Sample: This sample demonstrates (check the following that apply)
_____ lack of understanding of concepts as evidenced by _____choice of incorrect processes
_____lack of skills pertaining to any of the following:
_____ reading comprehension (of word problems) _____ calculation or _____ math fluency
_____lack of math vocabulary knowledge
_____lack of attention and focus

2nd Sample: This sample demonstrates (check the following that apply)
_____ lack of understanding of concepts as evidenced by _____choice of incorrect processes
_____lack of skills pertaining to any of the following:
_____ reading comprehension (of word problems) _____ calculation or _____ math fluency
_____lack of math vocabulary knowledge
_____lack of attention and focus

WRITING:
Sample: This sample demonstrates (check the following that apply)
_____lack of skills pertaining to any of the following:
_____ grammar _____ mechanics or _____ syntax _____ reading skills
_____lack of math vocabulary knowledge
_____lack of attention and focus

***PLEASE ATTACH REPRESENTATIVE WORK SAMPLES**

ENVIRONMENTAL, CULTURAL, AND/OR ECONOMIC CONCERNS

Name _____ Grade _____ Date _____

School _____

Name of Person Completing Form _____

Position of Person Completing Form _____

Use this checklist:

(1) To determine factors impacting a student's learning and therefore excluding him/her from being identified as a student with a disability.
(2) To determine whether or not a student needs to be administered a non-traditional intelligence test if there is environmental, language, cultural, and/or economic concerns checked.
(3) To consider if there has been a lack of appropriate instruction in reading and/or math

Check each that applies to students.

[ ] Limited experiential background

[ ] Irregular attendance (for reasons other than verified personal illness)

[ ] Transiency in school years

[ ] Home responsibilities interfering with learning activities

[ ] Lack of proficiency in any language (a discrepancy of two or more grade levels or years between the student's grade level or age in language and ability).

[ ] Nonstandard English constituting a barrier to learning (only a foreign language or nonstandard English spoken at home, the language of the home exhibits strong dialectal differences)

[ ] Limited opportunity to acquire depth in English (English not spoken in the home, transience due to migrant employment of family, dialectal differences acting as a barrier to learning).

[ ] Limited cultural experiences (student does not paMTSS (RtI)cipate in community activities).

[ ] The student receives other services such as Title I, Migrant, 504, ESL, etc.

[ ] Limited participation in supplemental organized learning opportunities, e.g., preschool, Head Start, after school programs

[ ] **NONE OF THE ABOVE APPLY.**

DOCUMENTATION OF APPROPRIATE INSTRUCTION - PRESCHOOL

STUDENT'S NAME: _____DATE:_____

CHECK ALL ITEMS THAT APPLY TO THE STUDENT.

_____ The student is currently attending a preschool program for nondisabled _____ year old children.

How long has the student attended this preschool program? _____months/years

_____ The student is currently attending a preschool program and has access to a research based curriculum by a highly qualified teacher.

How long has the student attended this preschool program? _____months/years

_____ The student attends a certified daycare program.

How long has the student attended this certified daycare program? _____months/years

_____ The student attends a home daycare program.

How long has the student attended this home daycare program? _____months/years

_____ Parent reports the student has had access to age appropriate activities for a preschooler such as: play dates with peers, Sunday school class, story time at the public library.

_____ The student has received instruction and/or therapy through Early Intervention.

_____ The student has received private speech therapy services.

_____ The student has the opportunity to participate in age-appropriate activities through interactions with peers and siblings.

_____ The parent reports that he/she reads to the student daily.

_____ The parent reports that the child has progressed according to research based developmental normative charts.

_____ Other _____

Name of person completing this form: _____

DOCUMENTATION OF APPROPRIATE INSTRUCTION:

Primary Grades (K-6)

STUDENT'S NAME: _____DATE:_____

CHECK ALL ITEMS THAT APPLY TO THE STUDENT

_____ The student has participated in a reading intervention program.

_____ The student has participated in a math intervention program.

_____ The student has participated in a drop-out intervention program.

_____ The student has received standards based instruction by a highly qualified teacher.

_____ The student's data has been reviewed and appropriate instructional strategies have been implemented in the classroom based on the student's needs.

_____ Other

Prong I: Data is available to support the documentation that the child was provided appropriate instruction in regular education settings and that instruction was delivered by qualified personnel.

For students K-6
DELIVERY OF INSTRUCTION: The following instructional strategies and programs have been provided in the general education setting to ensure that appropriate instruction was provided prior to the student being evaluated. The student was provided appropriate instruction in regular class settings delivered by qualified personnel. The student has participated in scientifically research based resources such as: reading (Scott Foresman Reading Series, Reading Horizons, Engage NY-Reading, and/or My Sidewalks) and math (Houghton Mifflin GO MATH! Series, Engage NY-Math, or Voyager Math) programs which may also include small group and tutorial instruction. Student data was reviewed and appropriate instructional strategies have been implemented in the classroom based on student needs.

Prong II: Data supports that data-based documentation of repeated assessments of achievement at reasonable intervals reflecting formal assessment of student progress during instruction were given and results were provided to the parents.

For students K-6
RESPONSE TO INSTRUCTION/INTERVENTION AND PARENTAL NOTIFICATION OF THAT PROGRESS: The following baseline data and benchmark evaluations are provided in the general education curriculum to ensure that the Appropriate Instruction is provided in the general curriculum prior to the student being evaluated for special education. Data based documentation of repeated assessments of achievement at reasonable intervals reflecting formal assessment of student progress during instruction was provided to parents. This data was provided through periodic progress reports, graded work samples, standards checklists, and benchmark assessments such as (K-2) DIBELS Next; (K-6) Reading Horizons or Scott Foresman Reading Street; (6th) HRW Elements of Literature; (K-6) Go Math; (3-6) SCANTRON Performance Series.

Data Summary:
SCANTRON: Date given: _____ Score: _____ Date given: _____ Score: _____ Date given: _____ Score: _____
DIBELS: Last Date given: _____ ISF: _____ LNF: _____ PSF: _____ NWF: _____ WPM: _____
ACAP Date given: _____ Score: _____
Classroom Assessments Math : Date given: _____ Score: _____ Date given: _____ Score: _____
Classroom Assessments Reading : Date given: _____ Score: _____ Date given: _____ Score: _____
AT REEVALUATION: Data supports the documentation that instruction was delivered by qualified personnel.

Name of person completing this form:___Completed by the IEP Team._____

DOCUMENTATION OF APPROPRIATE INSTRUCTION: SECONDARY GRADES (7-9)

STUDENT'S NAME: _____ **DATE:**_____

CHECK ALL ITEMS THAT APPLY TO THE STUDENT

_____ The student has participated in a reading intervention program.

_____ The student has participated in a math intervention program.

_____ The student has participated in a drop-out intervention program.

_____ The student has received standards based instruction by a highly qualified teacher.

_____ The student's data has been reviewed and appropriate instructional strategies have been implemented in the classroom based on the student's needs.

_____ Other

Prong I: Data is available to support the documentation that the child was provided appropriate instruction in regular education settings and that instruction was delivered by qualified personnel.
For students 7-9
DELIVERY OF INSTRUCTION: The following instructional strategies and programs have been provided in the general education setting to ensure that appropriate instruction was provided prior to the student being evaluated. The student was provided appropriate instruction in regular class settings delivered by qualified personnel. Based on Robert Marzano's Elements of Effective Instruction, the student has participated in scientifically research based A+ College Ready strategies using resources such as: reading (Holt Elements of Literature, Reading Horizons) and math (Glencoe Math Series Common Core Edition) programs which may also include small group and tutorial instruction. Student data was reviewed and appropriate instructional strategies have been implemented in the classroom based on student needs.
Prong II: Data supports that data-based documentation of repeated assessments of achievement at reasonable intervals reflecting formal assessment of student progress during instruction were given and results were provided to the parents.

PRONG 2
For students 7-9
RESPONSE TO INSTRUCTION/INTERVENTION AND PARENTAL NOTIFICATION OF THAT PROGRESS: The following baseline data and benchmark evaluations are provided in the general education curriculum to ensure that the Appropriate Instruction is provided in the general curriculum prior to the student being evaluated for special education. Data based documentation of repeated assessments of achievement at reasonable intervals reflecting formal assessment of student progress during instruction was provided to parents. This data was provided through periodic progress reports, graded work samples, standards checklists, and benchmark assessments s**uch as:** SCANTRON Performance and Achievement Series; Scott Foresman Reading Series, and the Glencoe Math Series.

Data Summary:

SCANTRON: Date given: _____ Score: _____ Date given: _____ Score: _____ Date given: _____ Score:_____
ACAP Date given: _____ Score: _____
Classroom Assessments Math : Date given: _____ Score: _____ Date given: _____ Score: _____
Classroom Assessments Reading : Date given: _____ Score: _____ Date given: _____ Score: _____

AT REEVALUATION: Data supports the documentation that instruction was delivered by qualified personnel.

Name of person completing this form:___Completed by the IEP Team._____

DOCUMENTATION OF APPROPRIATE INSTRUCTION:
SECONDARY GRADES (10-12)

STUDENT'S NAME:_____ **DATE:**_____

CHECK ALL ITEMS THAT APPLY TO THE STUDENT

_____ The student has participated in a reading intervention program.

_____ The student has participated in a math intervention program.

_____ The student has participated in a drop-out intervention program.

_____ The student has received standards based instruction by a highly qualified teacher.

_____ The student's data has been reviewed and appropriate instructional strategies have been implemented in the classroom based on the student's needs.

_____ Other

Prong I: Data is available to support the documentation that the child was provided appropriate instruction in regular education settings and that instruction was delivered by qualified personnel.

For students 10-12
DELIVERY OF INSTRUCTION: The following instructional strategies and programs have been provided in the general education setting to ensure that appropriate instruction was provided prior to the student being evaluated. The student was provided appropriate instruction in regular class settings delivered by qualified personnel. Based on Robert Marzano's Elements of Effective Instruction, the student has participated in scientifically research based A+ College Ready strategies using resources such as: reading (McDougal Littell Literature and Reading Horizons) and math programs (Voyager Math, Pearson Common Core Algebra 1, 2, and Geometry, Cengage Learning for Algebra with Finance) which may also include small group and tutorial instruction. Student data was reviewed and appropriate instructional strategies have been implemented in the classroom based on student needs.

Prong II: Data supports that data-based documentation of repeated assessments of achievement at reasonable intervals reflecting formal assessment of student progress during instruction were given and results were provided to the parents.

PRONG 2
For students 10-12
RESPONSE TO INSTRUCTION/INTERVENTION AND PARENTAL NOTIFICATION OF THAT PROGRESS: The following baseline data and benchmark evaluations are provided in the general education curriculum to ensure that the Appropriate Instruction is provided in the general curriculum prior to the student being evaluated for special education. Data based documentation of repeated assessments of achievement at reasonable intervals reflecting formal assessment of student progress during instruction was provided to parent. This data was provided through periodic progress reports, graded work samples, ACT assessments, and curriculum based assessments such as: SCANTRON Performance and Achievement Series, Unit and Benchmark (Nine Weeks) Tests, Skills Assessments, and Exams

Data Summary:
SCANTRON: Date given: _____ Score: _____ Date given: _____ Score: _____ Date given: _____ Score: _____
PRE-ACT Date given: _____ Score: _____ ACT: Date given: _____ Score: _____
Classroom Assessments Math : Date given: _____ Score: _____ Date given: _____ Score: _____
Classroom Assessments Reading : Date given: _____ Score: _____ Date given: _____ Score: _____
AT REEVALUATION: Data supports the documentation that instruction was delivered by qualified personnel.

Name of person completing this form:___Completed by the IEP Team._____

Documentation of Accommodations/Interventions Implemented

Name _____ Grade _____ Date_____

School _____ Teacher _____

1. _____ Tier II instruction provided in smaller group
2. _____ Tier III instruction provided in smaller group
3. _____ Instruction provided one-to-one
4. _____ Additional opportunities for practice and review
5. _____ Additional opportunities for correction and feedback
6. _____ Additional opportunities for time on task, engaged in instruction and practice
7. _____ Additional opportunities for drill repetition and/or practice review
8. _____ Opportunities for completing tasks in smaller steps
9. _____ Additional curriculum strategies that focus on accelerating learning
10. _____ Individually tailored instruction to meet the student's learning needs
11. _____ Behavior plan/modifications
12. _____ Reinforcement for target behaviors (i.e. verbal/visual cues, praise, proximity)
13. _____ Small group behavioral session with counselor (or other qualified personnel)
14. _____ Additional interventions: _____

_____

_____

DOCUMENTATION OF ADVERSE EFFECT

Name _____ **Grade** _____ **Date** _____

School _____ **Teacher** _____

Evidence of How Impairment (Learning Difficulties, Specific Learning Disability, Suspected/or Diagnosis of _____,etc.) Adversely Affects Educational Performance in the General Curriculum

Dothan City Schools – Department of Exceptional Student Services

CLASSROOM TEACHER INPUT

Student _____ **Teacher** _____ **Date** _____

School _____ **Grade** _____ **Subject** _____

lease complete the following teacher input information and return this form within five (5) days to assist the IEP team in evaluating your student.

Teacher Observations – Based on your knowledge and observation, please rate this student's performance in the following areas:

OBSERVATIONS	UNSATISFACTORY < - - - - - - - - - - - - - - - - -> EXCELLENT				
Classroom Work	1. ☐	2. ☐	3. ☐	4. ☐	5. ☐
Homework	1. ☐	2. ☐	3. ☐	4. ☐	5. ☐
Tests	1. ☐	2. ☐	3. ☐	4. ☐	5. ☐
Reading Performance	1. ☐	2. ☐	3. ☐	4. ☐	5. ☐
Math Performance	1. ☐	2. ☐	3. ☐	4. ☐	5. ☐
Written Performance	1. ☐	2. ☐	3. ☐	4. ☐	5. ☐
Listening Comprehension	1. ☐	2. ☐	3. ☐	4. ☐	5. ☐
Oral Expression	1. ☐	2. ☐	3. ☐	4. ☐	5. ☐
Following Directions	1. ☐	2. ☐	3. ☐	4. ☐	5. ☐
Attendance/Timeliness to Class	1. ☐	2. ☐	3. ☐	4. ☐	5. ☐
Attention Span	1. ☐	2. ☐	3. ☐	4. ☐	5. ☐
Organizational Skills	1. ☐	2. ☐	3. ☐	4. ☐	5. ☐

ACTIONS TAKEN (Check only those that apply)		RESULTS
☐	Sent reports home	
☐	Talked with counselor	
☐	Rearranged Seating	
☐	Preferential/Isolated Seating	
☐	Ignored Behavior	
☐	Referred to Administrator	
☐	Contracts	
☐	Assignment Notebook	
☐	Alternative Assignment	
☐	Reduced work w/o eliminating core content	
☐	Additional Time for assignments	
☐	Small group instruction	
☐	Cooperative learning	
☐	Parent Conferences	
☐	Other:	

Behavior Assessment System for Children, Second or Third Edition-Student Observation System (BASC-SOS)

Observation must be completed in area(s) of weakness. This is done during MTSS (RtI) as a determination of why the problem is happening and if interventions are working.

Ordering information: Pearson Company, 5601 Green Valley Drive, Bloomington, MN 55437, 800-627-7271, Product Number 30060.

Parent Conference Form
Documentation of MTSS (RTI)/PST Conference with Parent

Date of Conference: _____

Student's Name: _____

Teacher: _____

Requested by: _____

Parent/Guardian's Name: _____

Reason for Conference:

_____

_____

Discussed Response to Instruction with Parent and PST process

_____

Outcome/Notes:

_____

_____

_____

Parent Signature: _____

Dothan City Schools
DYSLEXIA SCREENING AND NEEDS ASSESSMENT PROFILE

Student:_____ Date of Birth:_____ Grade:_____

School:_____ Date of Screening:_____
Participants in Team Meeting:_____
Date of Team Meeting: _____ Date Results Shared with Parents: _____

Kindergarten (mid-year and end of year) with student data

TOOL	Early Literacy Skill	Well-Below Benchmark	Below Benchmark	At or Above Benchmark
DIBELS 6th ed	**Letter Naming Fluency**			
DIBELS 6th ed	**Letter Sound Fluency**			
DIBELS 6th ed	**Phoneme Segmentation Fluency**			
DIBELS 6th ed	**Nonsense Word Fluency**			

If the student's scores are below benchmark or well-below benchmark (gray boxes) in three of these screening indicators, the student should be referred to the PST for determination of needed intervention services including dyslexia specific intervention, accommodations, and assistive technology as appropriate.

Grades 1-12

Tool	Skill Assessed	High Risk (SS Below 80 or Percentile ≤ 10 or ≥1 grade levels below or Intensive)	Moderate Risk (SS 80-89 or Percentile 11-24 or <1 grade level below or Strategic)	Low Risk (SS ≥90 or Percentile ≥25 or On grade level or Benchmark)
	Sight Word Efficiency			
	Phonemic Decoding Efficiency			
	Written Spelling			
	Skill Assessed	**Frustration Reading Level <92%**	**Instructional Reading Level (92-98%)**	**Independent Reading Level 99-100%**
Grade Level Passage	Reading Accuracy			

If the student's scores are in or below the moderate risk or Frustration Reading Level column (gray boxes above) for three of the four screening indicators, the student should be referred to the PST for determination of needed intervention services including dyslexia specific intervention, accommodations, and assistive technology as appropriate

Evidence-Based Dyslexia-Specific intervention	Name of Intervention	Level	Schedule	Group Size
Dyslexia-Specific Intervention				

Accommodations: _____
Assistive Technology: (Name/describe app or software needed)
Text to Speech: _____ **Speech to Text:** _____ **Note Taking:** _____ **Organization:** _____

Dothan City Schools Behavior Management Plan

Student Name _____ **Grade** _____ **Date** _____

School _____ **Teacher** _____

1. Description of target behavior(s)

A. Behaviors that interfere with learning	**B. Replacement behaviors to be taught and practiced:**
1.	1.
2.	2.
3.	3.

2. Details of Plan

A. Preventative Interventions:	**B. Directive teaching strategies:**
1.	1.
2.	2.
3.	3.
4.	4.
Schedule Modifications:	
C. Reinforcers for appropriate behavior:	**D. Consequences for inappropriate behavior:**
1.	1.
2.	2.
3.	3.
4.	4.

3. Documentation of Behavioral Progress:

__Behavior Chart	__Behavior Log	__Contract	__Point Sheet	_Monitoring Schedule
__Weekly Report	__Daily Report	__Anecdotal Record	__Work Samples	

4. Personnel Responsible for implementation and monitoring progress:

__ Resource Teacher ___General Education teacher ____ Other: _____

Understands and actively participated in the development of the behavior management plan as a part of the IEP. Participants:

_____ Teacher

_____ PST Chair

_____ Principal

_____ Parents

_____ Parents

Dothan City Schools Department of Exceptional Student Services
1665 Honeysuckle Road, Dothan, AL. 36305 Phone: (334) 793-1397 Fax: (334) 792-7213
Attention: _____ (School Psychometrist/Psychologist for your school)

AUTHORIZATION FOR RELEASE OF INFORMATION

Student's Full Name: _____ Date of Birth: _____/_____/_____

Street Address: _____ City, State, Zip _____

Home Phone: _____ Grade: _____ School: _____

1. THIS AUTHORIZATION APPLIES TO THE FOLLOWING INFORMATION
___X__ALL information, **including diagnosis**, treatment, hospitalization, discharge treatment needs, and/or outpatient care for the child's condition; including psychological or psychiatric impairment, drug and/or alcohol abuse, or Acquired Immunodeficiency Syndrome (AIDS), or tests for or infection with Human Immunodeficiency Virus (HIV): intellectual test results; cumulative record information; and due process forms (all Special Education records).
__X___Please include the following records or types of information: **Special Education Records, Most current IEP, *Eligibility Report, Signed Placement, Psychological Evaluation, Other Diagnostic Testing**
*Please ensure that most current IQ/Achievement/Behavior Scale test results are included in this eligibility information

2. THE INFORMATION MAY BE RELEASED BY (enter school, clinic, hospital, or other person or agency to whom this is to be submitted; indicate address, city and/or state if needed for clarity):
PREVIOUS SCHOOL/DOCTOR:

3. THE INFORMATION MAY BE RELEASED TO (check all that apply):
___X____Director of Exceptional Student Services __X_____I.E.P. Committee Members __X_____School Principal of Designee
___X____Special Education teacher(s) of this student __X_____Other teachers of this student __X____Central Office Personnel
_____Other: _____

4. PURPOSE OF THE RELEASE OF INFORMATION:
The information regarding this student will be released for the following purpose (example: at request of parent/legal guardian):
To provide information to assist in planning for special education services.
The information released will be limited to information necessary to fulfill the need or purpose for the disclosure. As a result of my signing this authorization, I understand that an individual or organization that receives this information may not be covered, and therefore the information is no longer protected under the Health Insurance Portability and Accountability ACT (HIPAA), a federal privacy law.

This authorization is valid for 90 days from the date of signature, unless otherwise noted. This authorization only applies to treatment and occurrences occurring before the date of signature.

I may be charged reasonable copy fees as indicated under state law for this request.

I may decline to sign this authorization. I understand that I may revoke this authorization at any time in writing by notifying the Dothan City Schools and the agencies named in item 2. If I revoke this authorization, the Dothan City Schools and other named agencies will not take any action on it, except to the extent that action has already been taken.

I understand that if Dothan City Schools or other named agencies are authorized to release this information for marketing activities, I will be informed if any of the agencies receive direct or indirect payment for releasing this information.

I understand that the services provided by the named agencies and any payments that may be due such agencies will not be affected if I
do not sign this form. I understand that I may see and copy the information described on this form if I ask for it, and I may receive a copy
of this form after I sign it.

I hereby have the authority to and voluntarily grant permission for the information to be released as described above.

_____ _____ _____
Parent/Legal Guardian/Patient **Printed Name** Parent/Legal Guardian **Signature** Date

_____ _____ _____
Patient Signature (if 14 or older) Date Witness Signature

PSYCHOMETRIST CHECKLIST FOR REFERRAL

Documentation needed from PST for a Referral for Special Education

*These items should have been gathered during the General Education PST process and should only need to be delivered to the Special Education Teacher to enter into SETS.

**The Psychometrist should receive all of the items below no later than one week prior to the referral date.

Initials	ITEMS REQUESTED
	Vision/Hearing consent to screen
	Vision Screening/ Record
	Hearing Screening/ Record
	BASC SOS Observation in area of weakness
	ECEC Checklist
	Documentation of Appropriate Instruction
	Work Sample Analysis and Work Samples
	Statement of Adverse Effect of suspected disability
	Documentation of Accommodations/Interventions
	Classroom Teacher Input Form
	Documentation of at least one conference with parent(s) prior to this referral, explaining MTSS (RtI)/PST process or documentation of attempts to contact parent(s)
	Completion of MTSS (RtI) and PST forms: **Parent Letter Explaining Implementation Initiation; MTSS Progress Report; Intervention Plan**
	All MTSS (RtI) tracking data for TIERS 2 AND 3 RAILS
	Dyslexic profile if applicable to this student
	• **Cumulative Folder with all Educational History** • **Last 3 years test scores of state testing, ACT** • **Last 3 Screeners/Monitoring for Curriculum-Based Measures** • **All Progress Monitoring Data for TIER 2 and TIER 3** • **All behavior tracking data and behavior intervention plans**
	Any relevant medical information or history, attendance problems, or discipline problems; signed information release
	Parent letter, DCS Parent Request, if a parent referral
	Attendance -Parent Notification Form(s), Parent Involvement Contacts, if necessary
	REFERRAL given to Special Education Teacher to input into SETS

REFERRAL FOR EVALUATION Date Received: _____

STUDENT INFORMATION

Student's Complete Legal Name: _____

SSID#: _____ Sex: _____ Grade: _____ Race: _____ Date of Birth: _____

School/Service Provider: _____

Parent Name(s): _____

Address: _____ Primary Phone: _____

_____ Phone Contact Name: _____

_____ Other Phone (Opt.): _____

Primary Language in Home: _____ Phone Contact Name: _____

Type of Referral: (Select one that represents the type of referral for the student.)

[ ] From Early Intervention [ ] Parent [ ] School Based

Person Referring: _____ Position: _____

Reason for Referral (List specific concerns):

_____

_____

The referral is based on concerns checked below and/or continuing concerns following interventions:

INSTRUCTIONAL CONCERNS	BEHAVIORAL CONCERNS
[ ] Poor progress acquiring pre-literacy skills	[ ] Poor attention and concentration
[ ] Poor progress acquiring basic reading skills	[ ] Noncompliance with teacher directives
[ ] Poor progress acquiring pre-numeracy skills	[ ] Excessively high/low activity level
[ ] Poor progress acquiring basic math skills	[ ] Difficulty following directions
[ ] Difficulty producing written work	[ ] Easily frustrated
[ ] Few appropriate cognitive learning strategies	[ ] Extreme mood swings
[ ] Poor progress acquiring communication skills	[ ] Difficulty working with peers
[ ] Other _____	[ ] Difficulty staying on task
[ ] Other _____	[ ] Limited adaptive behavioral skills
[ ] Other _____	[ ] Inappropriate social interaction skills
[ ] None	[ ] Other _____
	[ ] None

MEDICAL INFORMATION

1. Does the student exhibit any signs of health, orthopedic, or medical problems? If yes, what? [ ] Yes [ ] No

2. Does this student exhibit any behaviors in the classroom which might indicate vision or hearing problems? If yes, what? [ ] Yes [ ] No
   _____
   _____

3. Does student currently wear glasses? [ ] Yes [ ] No
4. Does student currently wear a hearing aid? [ ] Yes [ ] No
5. Is the student receiving any medication at school and/or at home? If yes, what? [ ] Yes [ ] No

6. Does this student currently use an assistive technology device? If yes, what? [ ] Yes [ ] No

HISTORICAL INFORMATION

Have the following been considered?

1. Latest report card. [ ] Yes [ ] No [ ] NA
2. Cumulative records containing grades and attendance. [ ] Yes [ ] No [ ] NA
3. Current work samples. [ ] Yes [ ] No [ ] NA
4. Current interventions and suppoMTSS (RtI)ng documentation. [ ] Yes [ ] No [ ] NA
5. Other relevant information (from parent/school/other agencies). [ ] Yes [ ] No [ ] NA

6. Relevant evaluations including state assessment results. [ ] Yes [ ] No [ ] NA

7. Student's grades have:
   - [ ] Improved each year
   - [ ] Stayed about the same each year
   - [ ] Declined each year
   - [ ] Dropped suddenly
   - [ ] Data not available

8. Student's grades in the indicated area(s) of concern are:
   - [ ] Above Average
   - [ ] Average
   - [ ] Below Average
   - [ ] Data not available

9. Compared to last year, this student has been absent: [ ] More [ ] Less [ ] About the same [ ] NA

10. Out (school days for year to date, the student has been:
    - Absent _____ days
    - Tardy _____ times
    - Checked out _____ times
    - Failing to attend class(es) _____ times

11. Has this student ever repeated a grade? If yes, which one(s)/how many times? [ ] Yes [ ] No [ ] NA

12. Has this student been suspended or expelled for disciplinary reasons during the current school year? If yes, explain. [ ] Yes [ ] No [ ] NA

_____

_____

13. Has this student been previously referred for special education services? If yes, note previous referral date. _____ [ ] Yes [ ] No [ ] NA

14. Did this student qualify for special education services? [ ] Yes [ ] No [ ] NA

15. Has the student received ~~other services such as, Title I, Migrant, 504, ESL, etc.? If~~ yes, which ones? [ ] Yes [ ] No [ ] NA

ENVIRONMENTAL, CULTURAL, AND/OR ECONOMIC CONCERNS

Use this checklist:

(4) To determine factors impacting a student's learning and therefore excluding him/her from being identified as a student with a disability.

(5) To determine whether or not a student needs to be administered a non-traditional intelligence test if there is environmental, language, cultural, and/or economic concerns checked.

(6) To consider if there has been a lack of appropriate instruction in reading and/or math

Check each that applies to students.

[ ] Limited experiential background

[ ] Irregular attendance (for reasons other than verified personal illness)

[ ] Transience in school years

[ ] Home responsibilities interfere with learning activities.

[ ] Lack of proficiency in any language (a discrepancy of two or more grade levels or years between the student's grade level or age in language and ability).

[ ] Nonstandard English constituting a barrier to learning (only a foreign language or nonstandard English spoken at home, the language of the home exhibits strong dialectal differences)

[ ] Limited opportunity to acquire depth in English (English not spoken in the home, transience due to migrant employment of family, dialectal differences acting as a barrier to learning).

[ ] Limited cultural experiences (student does not paMTSS (RtI)cipate in community activities).

[ ] The student receives other services such as Title I, Migrant, 504, EL, etc.

[ ] Limited paMTSS (RtI)cipation in supplemental organized learning opportunities, e.g., preschool, Head Start, after school programs

[ ] **NONE OF THE ABOVE APPLY**

FOR IEP TEAM USE ONLY

1. Does data-based documentation support that the child was provided appropriate instruction in regular education settings and the reason for referral has a direct impact on the child's educational performance (severity of the reason for referral), or for a preschool child, paMTSS (RtI)cipation in age-appropriate activities? Does the child make sufficient progress to meet age or State-approved grade-level standards in areas of suspected disability?
   (Prong 1 - include details of documentation on Eligibility Report) [ ] Yes [ ] No

2. Does data-based documentation support that the child was delivered appropriate instruction in the regular setting that was delivered by qualified personnel?
   (Prong 1 - include details of the documentation on Eligibility Report) [ ] Yes [ ] No

3. Does data-based documentation that supports valid implementation of interventions of repeated assessments of achievement at reasonable intervals from multiple sources reflecting formal assessment of student progress during instruction (progress monitoring) for the referral concern(s)?
   (Prong 2 - include details of the documentation on Eligibility Report) [ ] Yes [ ] No [ ] NA

4. Does data-based documentation support that progress monitoring reflect(s) ineffectiveness of the intervention(s) for the referral concern(s) that was provided to the child's parents? Include dates.
   (Prong 2 - include details of the documentation on Eligibility Report) [ ] Yes [ ] No [ ] NA

5. Does the documented data overall support referral concerns? [ ] Yes [ ] No

IEP TEAM RECOMMENDATIONS

[ ] ACCEPTED FOR EVALUATION. Education agency must obtain a signed *Notice and Consent for Initial Evaluation* prior to conducting the evaluation.

[ ] NOT ACCEPTED FOR EVALUATION. Education agency must provide the parent with *Notice of Proposal or Refusal to Take Action*.

POSITION IEP TEAM MEMBER'S	DATE	IEP TEAM MEMBER'S SIGNATURE	DATE
Parent			
Parent			
General Education Teacher			
Special Education Teacher			
LEA Representative			
Someone Who Can Interpret The Instructional Implications Of The Evaluation Results			
Student			

APPENDIX E

TEXTBOOK *AND* *INSTRUCTIONAL MATERIALS PROCEDURE* MANUAL

The School Board Members of Dothan City Schools
Dothan, Alabama

Mr. Mike Schmitz
Board Chairman

Mrs. Brenda Guilford
District 1

Mr. Franklin Jones
District 2

Mrs. Susan Vierkandt
District 3

Mr. Brett Strickland
District 4

Mrs. Amy Bonds
District 5

Mr. Chris Maddox
District 6

Dr. Phyllis Edwards

Superintendent of Schools

Revised 4/2020

Dothan City Schools Committee

Dr. Debra Wright

DCS Textbook Coordinator

Steve Lewis, Assistant Principal

Kendall Deloney, Media Specialist

Marsha Nowell, Media Specialist

Kimberly Smith, Assistant Principal

Samantha Garrett, Media Specialist

Sherry Corbitt, Program Specialist

James Williams, Principal

LaVonda Senn, Program Specialist

Lindsey Hicks, Program Specialist

Tina Garst, Program Specialist

Tana Griffith, Instructional Coach

Alison Holley, Media Specialist

Barbara Bateman, Secretary

Candace Hanners, Media Specialist

Carey Dix, Media Specialist

Deanna Tucker, Media Specialist

Emily Dean, Media Specialist

Jodie Ream, Media Specialist

Kelly Dawson, Media Specialist

Kit Childree, Media Specialist

Monica Loftin, Media Specialist

Mrs. Connie Thompson, Media Specialist

Phyllis Medley, Media Specialist

Tracy Grant, Media Specialist

Maria Johnson, Director Curriculum Services

Kimberly McNealy, Secretary Curriculum Services

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Appendices

Process for Ordering Textbooks and Instructional Materials

Ordering Instructional Materials

I. New Adoptions and Consumable Instructional Materials

1. Orders for newly adopted instructional materials and replacement of textbooks should be generated in the spring by the inventory personnel on each school site. This person is the Principal's designee.
2. Site Administrators, with the approval of the Principal, will forward any new requests for new inventory for the upcoming school year to the DCS District Textbook Coordinator by the 3rd week of March each year.
3. Orders for consumable instructional materials are generated in the spring (April of each year) and materials are delivered to schools prior to the closing of the school year.
4. Instructional materials orders for elementary schools are generated based on projected grade level enrollment.
5. Instructional materials orders for secondary schools are generated based on projected course enrollment.

II. Requesting Additional Instructional Materials

1. In the event the enrollment figures increase after the shipment of textbooks and/or instructional materials is received at the school, the inventory personnel at each school site will forward the request to the District Textbook Coordinator via appropriate form- REQUESTING ADDITIONAL INSTRUCTIONAL MATERIALS (found in the appendices).

III. Transferring Instructional Materials and Textbooks between Schools

1. In the event of increased enrollment in a school and to optimize the instructional materials resources available in the district, schools with excess materials may receive an email requesting that materials be transferred to other schools.
2. The transferring school site administrator inventory personnel is responsible for updating the site location in Book Tracks and completing the TRANSFER OF INSTRUCTIONAL MATERIALS FORM (found in the appendices).
3. The receiving school is responsible for ensuring that the site location has been updated and the inventory is "checked out" to the school personnel through Book Tracks (Media Specialists have the login) at your site and send a copy of the form TRANSFER OF INSTRUCTIONAL MATERIALS FORM to the transferring school.
4. The forms should be signed by the appropriate site administrator inventory personnel and the school principal at each site.
5. The form should be scanned (with signatures) and sent to each school with a copy sent to the District Textbook Coordinator for recordkeeping.
6. Physical exchange of materials must be coordinated by school staff from the transferring and the receiving schools.
7. **Please be certain that you have updated your inventory in BookTracks i.e. location of materials.**

Management of Instructional Materials

School Inventory Personnel assigned to textbooks i.e. assistant principals, program specialists, or media specialists at each school site is responsible for ensuring that instructional materials are provided to teachers.

- School administrators are responsible for ensuring that teaching materials are used for the purpose of providing instruction to students enrolled in Dothan City Schools at each grade level and in each course.
- The use of materials MUST be adopted by the local Board of Education and approved by the ALSDE (Alabama State Department of Education) through the adoption process.
- Site administrators are responsible for maintaining sufficient instructional materials that will support the instructional program in all courses offered by each school.

INSPECTION OF MATERIALS

- To support the upkeep and maintenance of sufficient materials, school administrators should inventory and inspect instructional materials and textbooks annually. The purpose of such inspections are to ensure that materials issued to the school, whether in the hands of pupils or in storage, are cared for properly.
- Material inventory should include recordkeeping of student enrollment to ensure that each student in all courses has access to textbooks and instructional materials purchased by Dothan City Schools and that such materials remain usable. Procedures for disposal of unusable materials is found in the appendices and noted in this document.

RECEIPT OF INVENTORY

- Each school should have a designated location for deliveries of instructional materials. School personnel in charge of inventory must verify receipt of materials by matching the quantity of materials delivered to the quantities of materials received on the packing list.
- Materials should be inventoried using the packing list provided with the shipment. Any discrepancies must be reported immediately to the Textbook Coordinator via cell phone and email with a copy of the packing list and description (picture) of the item in dispute (damaged, missing, etc).
- All materials should be stamped PROPERTY OF DOTHAN CITY SCHOOLS. Please do NOT stamp your school name to the materials. ALL textbooks and instructional materials are the property of DCS.

- All new materials should be barcoded and entered into the Book Tracks system for inventory. **Please remember to write the last five (5) digits of the barcode label on the binding of each book at the bottom of the book.**
- For Teaching Units to include readers, manipulatives, etc:
    - Please inventory your materials (the packing list/inventory list is most helpful) and barcode ONLY the teacher manuals. All other instructional materials associated with that set under the teacher manual should be given the same barcode number as the teacher manual and written on the binding of the materials and/or inside the materials.
    - For example, Teacher A teaching manual receives barcode #34256743 and is scanned into the BookTracks system by the media specialist. Teacher A will receive additional materials for that manual i.e. readers, manipulatives, handbooks, etc. Each of these materials will also have the barcode number of #34256743 written on them but not scanned into the system. The inventory sheet will serve as accountability for the materials. Please add the barcode number to the inventory sheet for that item and submit a copy to the Textbook Coordinator for district record keeping.
- Instructional materials are to be stored in secure areas prior to being issued to department heads, grade level chairs, individual teachers, and students. All excess materials should be stored in a secure room in one designated location at each school site. Please avoid storing excess materials in individual teachers' classrooms.

DISTRIBUTION OF INVENTORY

- The inventory personnel at each site is responsible for distributing materials to teachers and/or students. The site administrator will determine the method of distribution at each site.
- All materials should have barcode labels and entered into BookTracks. Materials can be checked out to persons using the BookTracks system. The inventory personnel with the log in information for Book Tracks is ultimately responsible for keeping the inventory accurate, i.e. check in/out, location of materials, condition reporting of materials through the system.

MONITORING OF INVENTORY

- It is the responsibility of the site based inventory personnel along with the site administrator to maintain a current inventory of instructional materials provided

by the district and verify this inventory through quarterly inventory checks and end-of-year inventory counts.

- Each school is responsible for conducting inventory checks quarterly i.e. August, November, February, May using the appropriate form for reporting to the District Textbook Coordinator. See Appendices.
- Each school should utilize the Book Tracks system for circulation of materials issued to students and print overdue/lost notices once all instructional materials have been scanned.
- Teachers should complete the Lost Student Textbook Form (See Appendices) if a student has lost or damaged instructional materials/textbooks provided by Dothan City Schools.
- The chart below lists the proposed charges to be assessed for lost/damaged textbooks/instructional materials:

Condition of Textbook	Assessment Fees
Written language and/or symbols that promote vulgarity or contains profanity	Full Replacement Cost
Lost Book (new or used)	Full Replacement Cost
Damaged Book (beyond use)	Full Replacement Cost
Damaged or ripped cover	50% of replacement cost
Torn or wet pages (usable)	50% of replacement cost
Defaced book (with writing/drawing - but does not contain vulgarity or profanity and cannot be erased)	$10.00

- All communications with parents to collect fees must be documented and records kept at school site with a copy sent to the District Textbook Coordinator.
- School site administrators have the discretion to determine collection process (i.e. community service or other approved activity to satisfy the debt) and/or fee waivers on a case by case basis. All documentation must be kept on site with a copy forwarded to the District Textbook Coordinator.
- If previously reported missing textbooks are found, then the student/parent can return the item to the school and be issued a refund. All refunds must following accounting procedures set forth by the DCS Accounting Department.

END OF YEAR COLLECTION OF INSTRUCTIONAL MATERIALS AND INVENTORY

- Collection of materials from teachers and students should be done following the procedures listed below:
    - Elementary student materials should not be collected before the last week of school.
    - Secondary student materials should not be collected before final exam administration in the course.
    - Teacher instructional materials should also be collected for the summer. If a school chooses to allow teachers to keep materials over the summer for preparation and/or professional development, these materials should be checked out to the teacher using the BookTracks system.
    - A physical count of all textbooks and instructional materials should be conducted by the last day of school for teachers. This count should reflect accurate accounting in the Book Tracks system for materials located at the school site.
- Once the physical counts are confirmed accurately with the inventory count records in Book Tracks, a report of textbooks should be submitted to the school principal. The principal should then sign the report verifying its accuracy and submit the report to the District Textbook Coordinator. When the principal submits the report via fax or email to the District Textbook Coordinator, then the textbook inventory is complete.
- **Collection of Fees for Lost/Damaged Instructional materials - At the end of the school year, all monies collected for lost or damaged instructional materials must be submitted to the Dothan City Schools Accounting department via CFO for Textbook Fund Account.**

Revised 4/2020

Selection and Adoption of Instructional Materials

Duties of District School Board regarding K-12 instructional materials

As per Dothan City Schools Board policy Section VII. Instructional Program 7.2, *Textbooks will be purchased and distributed in accordance with State Department of Education regulations. Only textbooks recommended by the local textbook committee will be approved by the Board, upon the recommendation of the Superintendent. The local textbook committee will be appointed by the Board and will consist of twenty (20) members, including parents, teachers, and administrators, who will serve a term of three years. Students are loaned textbooks for the duration of the course that requires the textbook and are responsible for the care of the textbook. Students must reimburse the Board for the cost of any textbooks that are lost or damaged beyond reasonable wear and tear.* *[Reference: ALA. CODE §16-36-62 (1975)]*

In addition, the School Board has the duty and responsibility, upon the recommendation of the Superintendent, to provide adequate instructional materials, aligned with the Alabama State Board of Education instructional services curriculum standards for each student in the core subject areas of mathematics, language arts, social studies, science, reading and literature. The Dothan City School School Board is also responsible for the content of all instructional materials used in a classroom, whether adopted and purchased from the state approved adopted instructional materials list, adopted and purchased through Dothan City Schools District office or otherwise purchased or made available in the classroom.

Per The Code of Alabama, Local School Districts are responsible to provide adequate textbooks for students.

Section 16-36-70 *(Act 98-320, p. 544, §11)*

Adequate textbooks.

(a) The Legislature finds that textbooks and other instructional materials are among the basic tools of learning that must exist if Alabama students are to succeed.

(b) All students in the public schools shall be provided with adequate and current textbooks and other necessary instructional supplies for use in their education. Textbooks and other supporting materials shall be appropriate for their course work and shall be in suitable condition. Where textbooks are issued pursuant to Section 16-36-69, every student shall have his or her own copy of the issued textbook of the correct edition, which he or she shall be permitted to take home each day for home study for the entire school year or for the portion of the year when the book is issued.

(c) It is the intent of the Legislature that it is the student's responsibility, as well as the student's parent or guardian, to care for the textbooks and instructional supplies provided by the state in a manner so that the materials are not damaged to the point of being unusable.

DCS Board Policy Section VII, 7.1 Curriculum: *The Superintendent will coordinate the design and development of a comprehensive curriculum plan in accordance with state law and any requirements of the State Department of Education for approval by the Board.*

All instructional materials and resources provided will meet the standards set forth by the Dothan City School Textbook Committee instructional review panel, selected to serve as the DCS Textbook Committee, outlined by the DCS Board Policy and the procedures set forth in this document. Materials chosen will be in a variety of formats, appropriate and essential to the attainment of specified educational objectives and are free of bias, stereotypes, distortions, and prejudices.

Selection of instructional materials are determined by a committee decision based on the DCS Board Policy **consisting of not less than twenty members appointed for three year terms.** Selection of materials will include site licenses or sets of materials that have intellectual content, bound, unbound, kit or package form, hardback or soft backed textbooks, electronic content, consumables, learning laboratories, manipulatives, electronic media, computer courseware or software.

ADOPTION CYCLE PER ALABAMA STATE BOARD OF EDUCATION

The Alabama State Department of Education will determine the cycle for textbook adoption. The Superintendent is responsible for the District's participation in the State adoption of instructional materials. The Textbook Coordinator, appointed by Dothan City Schools Superintendent, will hold responsibility for overseeing the adoption of textbooks per the Alabama State Department of Education guidelines. Adopted materials will be used during the adoption cycle until replaced with newly adopted materials.

DOTHAN CITY SCHOOLS INSTRUCTIONAL MATERIALS REVIEW

Dothan City Schools will begin its review of instructional materials at the start of each school term following the Alabama State Department review completion per subject as noted on the Textbook Adoption Cycle.

The DCS Instructional Review team (Textbook Committee) will review materials on the state adopted lists either by subject area staff or full committee review. The decision for reviewing of instructional standards for the purpose of selecting appropriate evaluation criteria for textbook selection remains with the District Textbook Coordinator and District Curriculum Director.

For evaluation of instructional materials that are to be considered for textbook adoption:

1. In August, the District Textbook Coordinator will request the site administrators to submit names of **individuals who will review standards (needs assessment based on school signatures) for the purpose of developing a criteria for textbook review**. Sample criteria will be provided by the District Textbook Coordinator. (See appendices)
2. Materials review team members shall be selected by the site administrators. These appointees must be actively providing instruction and/or actively involved in the instruction for the subject area under review (certified to teach in the subject area or grade level).
3. Each school site must provide no less than 3 members reviewing content in the subject area (i.e. classroom teacher, instructional coach, media center specialist, special education teacher, etc)
4. Each school site must submit the appropriate review of instructional standards for the purpose of textbook selection criteria form (Appendices)
5. Once all the forms are received in the office of District Textbook Coordinator (due by November 1), then a Textbook Committee team will be convened to discuss these criteria and begin the textbook selection process.

For the evaluation of textbook materials,

1. The District Textbook Committee will convene in November to discuss the criteria for evaluating textbooks based on the school review teams' recommendations.
2. By January 31, the District Textbook Committee will finalize its criteria for textbook evaluation as the State Textbook Team will release the State Approved Textbook List.

3. The District Textbook Coordinator will request textbook samples (See Appendices for State request form).
4. Sample textbooks will be delivered to the District Textbook Coordinator's office.
5. The District Textbook Coordinator will convene the Textbook Committee for the purpose of reviewing textbooks in the months of February and March.
6. In the month of April, the District Textbook Committee will call for a vote. The District Textbook Coordinator will submit a recommendation to the Superintendent for DCS Board approval. After the Board approval, then the District Textbook Coordinator will send the appropriate form to the Alabama State Department of Education Textbook Coordinator. (See Appendices)

APPENDICES

REQUESTING ADDITIONAL INSTRUCTIONAL MATERIALS AND/OR TEXTBOOKS

SCHOOL: _____

Site Administrator for Textbook Inventory: _____

Date: _____

Adoption year	
Grade	
Subject	
Name of Textbook	
ISBN #	
Publisher	
Copyright date	
Quantity	

TRANSFER OF INSTRUCTIONAL MATERIALS FORM

SCHOOL: _____

Transferring Site Administrator for Textbook Inventory: _____

Date: _____

Receiving Site Administrator for Textbook Inventory: _____

Adoption year	
Grade	
Subject	
Name of Textbook /Instructional Materials	
ISBN #	
Publisher	
Copyright date	
Quantity	

Revised 4/2020

QUARTERLY INVENTORY CHECK OF TEXTBOOKS AND INSTRUCTIONAL MATERIALS FORM

SCHOOL: _____

Site Administrator for Textbook Inventory: _____

Date: _____ AUGUST _____ NOVEMBER _____ FEBRUARY _____ MAY

SCHOOL YEAR: _____

CODING	Quantity	CODING	Quantity
Lost with reimbursement		Stolen	
Lost without reimbursement		Vandalized	
Damaged		Transfer In	
		Transfer Out	

List the textbooks Here. You may add more sheets as needed:

Subject	Name of Textbook & Publisher	ISBN #	Cost

DOTHAN CITY SCHOOLS

PARENT/STUDENT TEXTBOOK AGREEMENT FORM

School: _____

The Board of Education of the City of Dothan is eager for the pupils in this system to secure the greatest possible benefit from the textbooks furnished at State expense. To that end a pupil will be permitted to use State owned textbooks, if the parent or guardian has signed an agreement to be responsible for the books which are checked out to this pupil.

EXCERPT FROM STATE TEXTBOOK LAW

"...The parent, guardian, or other person having custody of a child to whom...textbooks are issued shall be held liable for any loss, abuse, or damage in the loss or damage of a textbook which has been in use for a year or more, the basis of computation shall be a variable of fifty to seventy-five percent of the original cost of the book to the State. If such parent, guardian or person having custody of such child to whom the textbook was issued fails to pay such assessed damages within 30 days after notification, such student shall not be entitled to further use of such textbooks until remittance of the amount of loss or damage shall be made." **Use of textbooks. Chapter 36 Article 3 Sections 16-36-60** ***(Act 98-320, p. 544, §10.)***

NOTE: The original cost of the book to the State shall be charged for loss or damage beyond use of a book which has been in use for less than a full school year.

If you are willing to take this responsibility to avail your child the use of the State textbooks, please sign the statement below and return this entire sheet to the teacher or principal of the school.

I desire that _____ *(student name) be permitted to use State owned textbooks and I agree to pay for any book, or books, which are lost, or ruined while in his or her possession.*

Parent or Guardian signature _____

Date of Signature _____

SAMPLE: Evaluation Criteria Used by Instructional Review Committee

Instructional materials should provide quality learning experiences for students, enrich and support the curriculum, and be consistent with the Alabama State Standards. Teachers, staff, and administrators shall evaluate instructional materials by following the State and District guidelines for the review of instructional materials.

Adequate A	Limited L (Note: Provide examples to support this rating.)	No Evidence N (Note: Provide examples to support this rating.)
Criterion 1 – Textbook is presented in an organized, logical manner and is appropriate for the age, grade, and maturity of the students.		
Textbook is logically organized and grade/age appropriate for students.	Textbook lacks consistency in organization and appropriateness for the grade/age of students.	Textbook is not reasonably organized and is inappropriate for the grade/age of the students.
Criterion 2 – Textbook is organized appropriately within and among units of study.		
Scope and sequence is easy to read and understand.	Scope and sequence is confusing and not easy to understand.	Scope and sequence is difficult to read and understand.
Criterion 3 – Format design includes titles, subheadings, and appropriate cross-referencing for ease of use.		
Organizational properties of the textbook assist in understanding and processing content.	Organizational properties of the textbook offer limited assistance in understanding and processing content.	Organizational properties of the textbook do not assist in understanding and processing content.

Criterion 4 – Writing style, syntax, and vocabulary are appropriate.		
Readability is appropriate for the grade level. Writing style and syntax are varied and appropriate to enhance student understanding. Vocabulary consists of both familiar and challenging words.	Readability may be appropriate but is inconsistent throughout the text. Writing style and syntax may be inappropriate or lack variety, offering limited support for student understanding. Vocabulary may be too challenging or too familiar.	Readability is not appropriate for the grade level. Writing style and syntax are often inappropriate and lack variety to enhance student understanding. Vocabulary is too challenging or unfamiliar.
Criterion 5 – Graphics and illustrations are appropriate.		
Visuals are accurate, support the text, and enhance student understanding.	Visuals are somewhat unclear and offer limited support for the text and student understanding.	Visuals are inaccurate, do not support the text, and do not enhance student understanding.
Criterion 6 - Sufficient instructional strategies are provided to promote depth of understanding.		
Materials provide students with opportunities to integrate skills and concepts.	Materials provide students with limited opportunities to integrate skills and concepts.	Materials provide students with no opportunities to integrate skills and concepts.
Comments or Concerns related to content accuracy, bias, or editing:		
Total Score:		

SAMPLE: Evaluation Criteria Used by Instructional Review Committee

Directions: Review the instructional materials circling the appropriate category. List specific strengths/weaknesses in the Comment Section.

1= unacceptable 2= weak 3= acceptable 4= exemplary

Instructional materials must also be evaluated for content and assure quality selection in the following areas:

1. Content – free of bias, stereotyping, historical distortions and omissions, language
2. Presentation – informational or recreational interest, arrangement and organization, artistic quality, user appeal
3. Instruction – educational significance; reputation and significance of the author; readability levels, appropriate for subject area, age, social development, special needs, learning styles, interests, represent various viewpoints on controversial issues to support intellectual judgement

Content – The textbook presents information in an appropriate manner for all learners. The treatment of topics involves integration and appropriate balance of skill and concept development. The textbook focuses on meaningful and appropriate content. Learning expectations are aligned with the learning expectations of the district.

There is an appropriate balance of skill development and conceptual understanding.	1	2	3	4
The ideas are connected and interwoven across strands instead of studied in isolation.	1	2	3	4
The content is reinforced and reviewed appropriately.	1	2	3	4
The topics are presented in depth and in contextual problems.	1	2	3	4
The materials maintain high expectations for all students.	1	2	3	4
The materials maintain high student interest and are student friendly.	1	2	3	4
Comments: Total Score				

Instructional Focus – Textbook lessons, activities, and problems are likely to engage students in content.

Lessons promote classroom conversation and depth of thought.	1	2	3	4
Worthwhile tasks are offered to engage, motivate, and challenge all students	1	2	3	4
Where appropriate, lessons involve the use of instructional technology, or other tools so that students can visualize complex concepts, acquire and analyze information, and communicate.	1	2	3	4
The activities promote student inquiry, reflection, critical thinking, problem-solving and reasoning in context.	1	2	3	4
Comments: Total Score				

Teacher Support – The textbook provides a variety of support materials to help teachers plan for instruction.

There are a variety of assessment tools (tasks, open-ended questions, tests).	1	2	3	4
There are provisions for adapting instructional activities to accommodate both remedial and enrichment needs of students.	1	2	3	4
The materials provide useful diagrams, charts, data sets, and/or models to help students conceptualize complex ideas.	1	2	3	4
Publisher provides adequate/ongoing professional development for implementation of the program for both print materials and technology integration.	1	2	3	4
Teacher materials are presented in a manner that allows for ease of use.	1	2	3	4
Comments: Total Score Complete Score				

Review of Instructional Standards (Needs Assessment based on school Signatures) for the purpose of Textbook Selection Criteria Form

Directions: Review the State approved Standards for the subject under review. Identify the needs assessment for each schools' signature and align your criteria for textbook review using the rubric below.

Area: Content (specific cross cutting subject concepts needed)

Major Topic #1 _____

Major Topic #2 _____

Major Topic #3 _____

Major Topic #4 _____

Area: Presentation (graphics, charts, design, flow of information needed)

Major Topic #1 _____

Major Topic #2 _____

Major Topic #3 _____

Major Topic #4 _____

Area: Instructional Practices (effective practices to meet the standards needed)

Major Topic #1 _____

Major Topic #2 _____

Major Topic #3 _____

Major Topic #4 _____

Revised 4/2020

Oath of Office

STATE OF ALABAMA,

HOUSTON COUNTY

I, _____, do solemnly swear that I will faithfully and honestly discharge the duties imposed upon me as a member of the local textbook committee, to the best of my ability; so help me God.

I do further swear that I have no interest, directly or indirectly, in any contract that may be made under the State Textbook Law, Title 16, Chapter 36, Code of Alabama, 1975; that I have no interest as author, as associate author, as publisher, or as representative of author or publisher of any textbooks; that I have no pecuniary interest, directly or indirectly, in the business or profits of any persons, firms, or corporations engaged in manufacturing, publishing, or selling textbooks; that I will not accept any emolument or promise of future reward of any kind from any publisher of textbooks, his agent or anyone interested in or intending to bias my judgment in any way in the selection of any textbook for adoption.

_____

Member, Local Textbook Committee

Sworn to and subscribed before me this

_____ day of _____ 20_____.

Dothan City Schools

Ballot

For the purpose of textbook adoption for:

_____

Directions:

Please make your selection for the adoption of textbooks. Please submit this document via scanned with your choice and signature (not electronic).

_____ I chose to adopt the entire approved textbook adoption list provided by the Alabama State Department of Education.

_____ I choose to adopt the following item from the approved textbook adoption list provided by the Alabama State Department of Education.

Textbook Title	Publisher	Copyright Date	ISBN#	Cost

_____ I choose to request the adoption of the following item (which is not part of the textbook adoption list provided by the Alabama State Department of Education but can be approved by the local Superintendent for use within our school system and accepted by the Alabama State Department of Education per Alabama Textbook Law.

Textbook Title	Publisher	Copyright Date	ISBN #	Cost

I certify by my signature that I have had the opportunity to participate in the selection and adoption process and am making my selection as noted above.

_____ _____

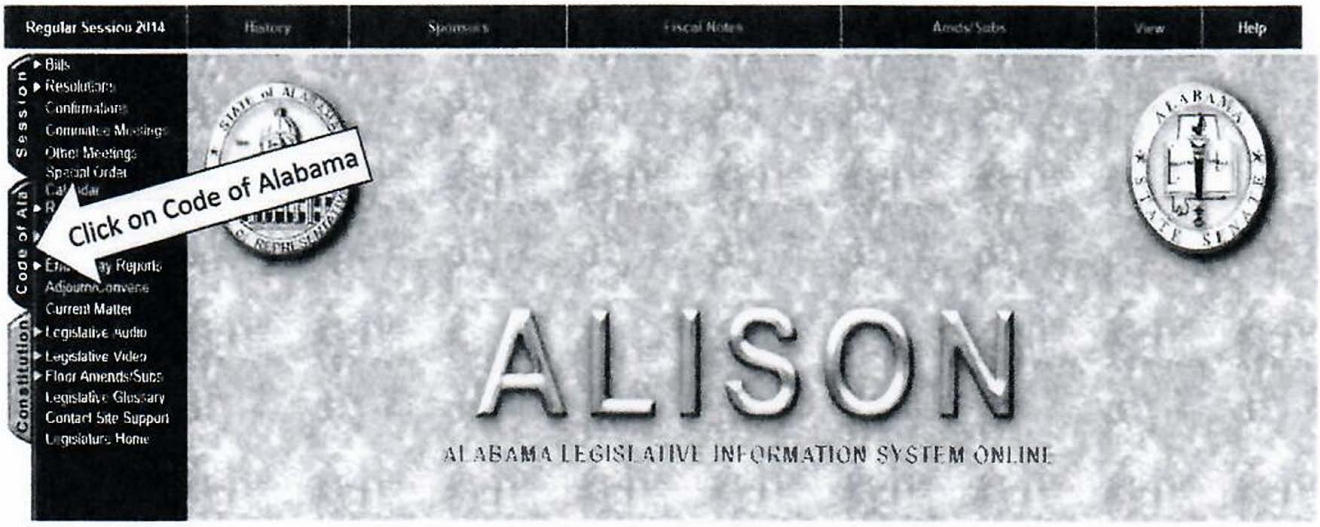
Signature Date

_____ (Printed Name)

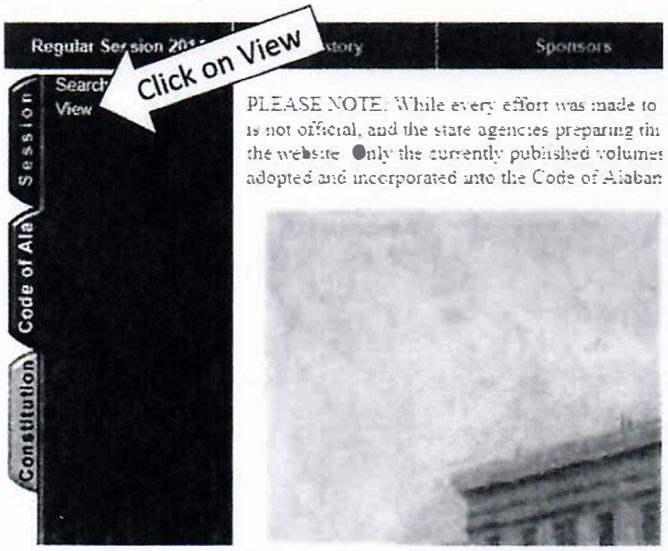
How to access textbook law found in ***The Code of Alabama 1975***

1. http://alisondb.legislature.state.al.us/acas/ACASLoginie.asp

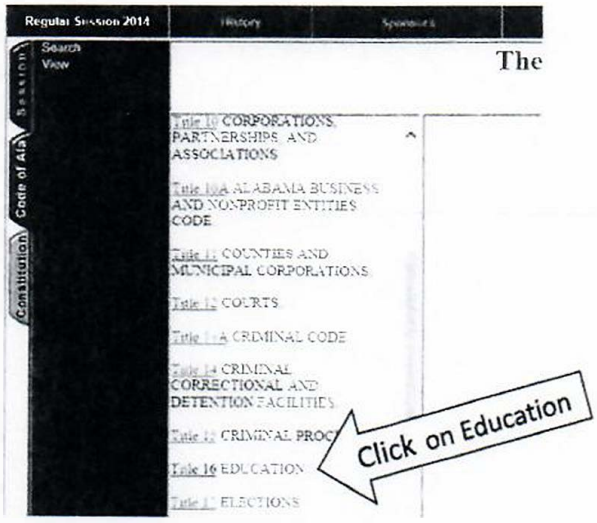
2.



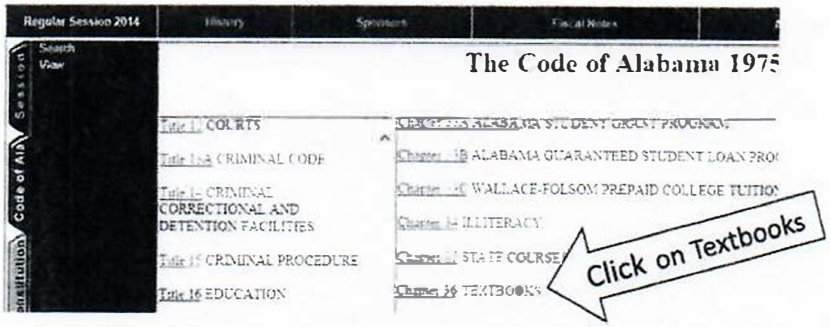
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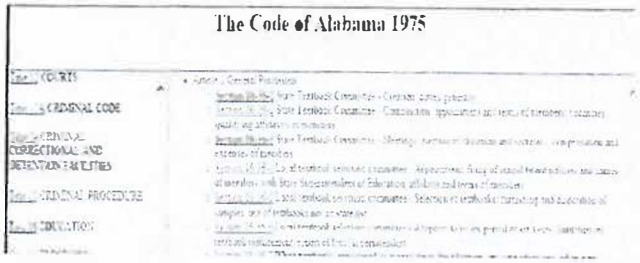
4.



5.



6.



Scroll down to find applicable law.

ALABAMA STATE BOARD OF EDUCATION
STATE DEPARTMENT OF EDUCATION
DIVISION OF INSTRUCTIONAL SERVICES
ADMINISTRATIVE CODE

CHAPTER 290-2-3
ALABAMA TEXTBOOK PROGRAM

TABLE OF CONTENTS

290-2-3-.01 Definitions
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290-2-3-.07 Inventory System And Storage

290-2-3-.01 Definitions.

(1) Textbook. Systematically organized materials, such as hardbound books, softcover books, or technology based programs, comprehensive enough to cover the primary objectives outlined in the standard course of study for a grade or course.

(2) Committee. State Textbook Committee.

(3) Office. State Textbook Office.

Author: Dr. Ed Richardson
Statutory Authority: Code of Ala. 1975, Title 16, Chapter 36.
History: **New** October 5, 1945. **Amended** July 8, 1982. **Repealed and New Rule:** Filed September 19, 1997; effective October 24, 1997.

290-2-3-.02 Purchase Of Other Instructional Materials.

(1) Local boards of education may purchase readiness materials and softcover worktexts which have been recommended by the Committee and approved by the Board.

(2) Local boards of education which have certified to the Superintendent that all students are provided with adequate and current textbooks as prescribed in Chapter 36, Code of Ala.

1975, may purchase teacher's editions, workbooks and other materials which accompany adopted textbooks and have been recommended by the Committee and approved by the Board.
Author: Dr. Ed. Richardson
Statutory Authority: Code of Ala. 1975, Title 16, Chapter 36.
History: **New** October 5, 1945. **Amended** May 14, 1992 effective June 22, 1992. **Amended:** Filed: January 12, 1996; effective February 16, 1996. **Repealed and New Rule:** Filed September 19, 1997; effective October 24, 1997.

290-2-3-.03 **Sample Textbooks.** Each publisher shall send:

(1) One copy of the student text only to one library site in each of the Board districts;

(2) Two copies of the student text, one copy of the accompanying teacher's edition, and one copy of all other materials being bid to the Department; and

(3) One copy of the student text and one copy of all other student materials to three library sites designated by the Superintendent.
Author: Dr. Ed Richardson
Statutory Authority: Code of Ala. 1975, Title 16, Chapter 36.
History: **New** October 5, 1945. **Amended** May 14, 1992 effective June 22, 1992. **Amended:** Filed: January 12, 1996; effective February 16, 1996. **Repealed and New Rule:** Filed September 19, 1997; effective October 24, 1997.

290-2-3-.04 **Public Hearing.**

(1) In July, the Superintendent shall advertise in nine (9) of the largest daily newspapers in Alabama that a public hearing will be held in Montgomery two months hence (in September). At the same time, notice of the hearing shall also be sent to all local boards of education and to each of the library sites as prescribed in .03.

(2) In September, a public hearing shall be held as announced in .04(1) above.

(3) In October or November, the chairman of the Committee shall present a brief report of the results of the public hearings to the Board, alerting Board members to any

critical issues related to books being considered and presenting the recommendations of the Committee.
Author: Dr. Ed. Richardson
Statutory Authority: Code of Ala. 1975, Title 16, Chapter 36.
History: October 5, 1945, July 8, 1982. **Amended** May 14, 1992 effective June 22, 1992. **Repealed and New Rule**: Filed September 19, 1997; effective October 24, 1997.

290-2-3-.05 Textbook Substitution. Each publishing company under contract shall follow the rules set forth below for substituting new materials, including new editions and technology versions, for those under contract and on the state-adopted textbook list:

(1) Each substitution shall be made each year from October 1 through December 31, or at a time determined by the Superintendent.

(2) All materials submitted for substitution shall be compatible with the materials under contract.

(3) The price of each item shall be the same as the price of the old item that is under contract with the State of Alabama.

(4) Each publisher requesting a substitution must send one copy of the old and one copy of the new material(s) with a list of changes to the Office.

(5) Publishers shall not submit materials for substitution during the year that the curriculum area is to be considered by the Committee.

(6) All materials submitted for substitution shall be reviewed by specialists from the Department. If the specialist(s) in the content area of the material being reviewed certifies that the substitution is compatible to the adopted material, then the material shall be submitted to the Board for action.

(7) Each publisher requesting substitution(s) shall be notified by the Office of the Board approval or disapproval.

(8) Each substitution that is approved will become effective on the July 1 following approval.

(9) Each local board of education shall be notified by the Office of any substitutions approved by the Board.

Author: Dr. Ed Richardson
Statutory Authority: Code of Ala. 1975, Title 16, Chapter 36.
History: Revised April 22, 1981, July 8, 1982. **Amended** May 14, 1992 effective June 22, 1992. **Amended:** Filed: January 12, 1996; effective February 16, 1996. **Repealed and New Rule:** Filed September 19, 1997; effective October 24, 1997.

290-2-3-.06 Local Textbook Adoptions. No textbook shall be adopted for use in any public school of this state unless the textbook is adopted by the local textbook committee and, upon the recommendation of the local superintendent, adopted by the local board of education.
Author: Dr. Ed Richardson
Statutory Authority: Code of Ala. 1975, Title 16, Chapter 36.
History: **New** August 22, 1973. **Amended** May 14, 1992 effective June 22, 1992. **Repealed and Replaced:** Filed: January 12, 1996; effective February 16, 1996. **Repealed and New Rule:** Filed September 19, 1997; effective October 24, 1997.

290-2-3-.07 Inventory Systems And Storage.

(1) **Inventory Systems.** An inventory system which provides an accurate system of accounting for all textbooks must be maintained at the local board level. The local board must account for all materials which have been:

(a) Distributed to local schools;

(b) Stored;

(c) Given or exchanged with other local school systems; and/or

(d) Worn out or disposed of in accordance with Chapter 36, Code of Ala. 1975.

(2) **Storage.** Each local board shall provide safe and dry storage facilities for textbooks.
Author: Dr. Ed. Richardson
Statutory Authority: Code of Ala. 1975, Title 16, Chapter 36.
History: **New** March 25, 1975. **Amended** May 14, 1992 effective June 22, 1992. **Repealed and Replaced:** Filed: January 12, 1996; effective February 16, 1996. **Repealed and New Rule:** Filed September 19, 1997; effective October 24, 1997.

Ed. Note: The Department of Education has repealed the entire old Chapter 290-020-030, Textbook Program, and replaced it with the new Chapter 290-2-3, Alabama Textbook Program, as per certification filed September 19, 1997, effective October 24, 1997. Rule titles and the Chapter title were amended also.

The Code of Alabama 1975

Regarding Textbooks – Chapter 36 Article 3 Section 16-36-60 to 72 A link is provided on the ALSDE website > Instructional Services> Textbooks: Legal Documents

- Article 3 Textbooks for Public Schools; State and Local Textbook Committees.
  - Section 16-36-60 State Textbook Committee.
  - Section 16-36-60.1 Definitions.
  - Section 16-36-61 Adoptions.
  - Section 16-36-62 Local textbook committee.
  - Section 16-36-63 Bids for statewide textbook contracts.
  - Section 16-36-64 Statewide textbook contracts.
  - Section 16-36-65 Use of statewide textbook contracts.
  - Section 16-36-66 Required affidavits for the State Board of Education and local boards of education.
  - Section 16-36-67 Special textbooks.
  - Section 16-36-68 Purchasing textbooks and accountability for textbooks.
  - Section 16-36-69 Use of textbooks.
  - Section 16-36-70 Adequate textbooks.
  - Section 16-36-71 Qualified depository for textbooks.
  - Section 16-36-72 Digital Depository Study Commission.

Section 16-36-68

Purchasing textbooks and accountability for textbooks.

(a) The local boards of education, county commissions, and municipal councils or other governing boards of a municipality may appropriate funds for the purpose of creating local revolving funds to be used in securing and distributing textbooks and for the purpose of contributing to the expense of furnishing textbooks. These revolving funds shall be reimbursed from moneys received from sales of textbooks.

(b) Local boards of education, county commissions, and other like governing bodies of the counties or municipalities may appropriate funds for the purpose of purchasing textbooks for free distribution or for rental to the patrons of its public schools under such rules and regulations as shall be prescribed by the respective local boards of education.

(c) All books contracted for shall be shipped upon purchase orders of the local boards of education. The publisher or publishing company shipping the books shall prepare triplicate invoices or bills for the books shipped. These invoices or bills shall be mailed to the local superintendent of education to whom the books are shipped.

(d) The local superintendent of education, upon receipt of any shipment of books as provided herein, shall forthwith determine if the shipment is in accordance with the invoices or bills. Payment shall be made by the local board of education for such purchase and charged against the Foundation Program funds distributed to the local board of education for such purposes or other funds available to the local board of education for such purposes.

(e) Each local board of education shall provide for the safe and dry storage and distribution of all new and used textbooks and, in the case of used textbooks, provide for the collection, storage, and maintenance, including necessary repairs, renovation, and fumigation. The local boards of education shall also provide for the repair of used textbooks and, in compliance with the advice of the State Board of Health, the occasion for and manner of fumigation of used textbooks so as to protect pupils from any diseases which may be transmitted through the reissue of such textbooks.

(f) The local superintendent shall maintain at all times an accurate and up-to-date inventory and shall keep on file such accounting records as may be required or as necessary.

(g) The state Department of Examiners of Public Accounts shall make periodic audits of all accounting books and records pertaining to the textbooks which

have been so furnished at state or local expense, requiring a complete accounting for all such textbooks as shown by the records.

(Act 98-320, p. 544, §9.)

Section 16-36-69

Use of textbooks.

(a) All textbooks furnished free of charge to pupils shall be the property of the local board of education, as long as textbook funds are expended as prescribed by law.

(b) When distributed to pupils the textbooks shall be retained for normal use only during the period they are engaged in a course of study for which the textbooks are selected. At the completion of each course of study or otherwise at the instructions of the principal or teacher in charge, the textbooks shall be returned as directed. A receipt shall be required from each pupil, parent, or guardian upon issuance of any textbook, which receipt shall be retained until the return of the textbook.

(c) The parent, guardian, or other person having custody of a child to whom textbooks are issued shall be held liable for any loss, abuse, or damage in excess of that which would result from the normal use of the textbooks. In computing the loss or damage of a textbook which has been in use for a year or more, the basis of computation shall be a variable of 50 to 75 percent of the original cost of the book to the local board of education. If the parent, guardian, or person having custody of the child to whom the textbook was issued fails to pay the assessed damages within 30 days after notification, the student shall not be entitled to further use of the textbooks until remittance of the amount of loss or damage has been made.

(d) All remittances for damages or from the sale of textbooks shall be deposited to the credit of the local textbook fund and shall be used for the repair, maintenance, and replacement of textbooks.

(e) The respective local boards of education may waive the payment as provided in this section if in their judgment the respective parent or guardian is not financially able to make the payment. The local system shall contribute from local funds sums equal to the amount waived.

(f) Pupils enrolled in the public schools or any parent or guardian of the pupil may buy textbooks at the price paid for them by the local board of education. All contracts made with publishers shall so provide. Each local board of education may provide for the sale of such textbooks as may be needed by pupils for whose grades or courses free textbooks are not furnished. Sale of these textbooks may be made by the local board of education in the school system of which the pupil is enrolled. The local board of education may make such sales through a designated employee or agent thereof. No handling charge allowed from the sale shall inure to any member, officer, or employee of any local board of education.

(g) All books issued by the separate schools and school systems may be used by pupils to whom issued in the same manner and to the same extent as though the books were owned by the pupils, their parents, or guardians as the case may be, except that such pupils, parents, or guardians shall be liable for such loss or damage to books as provided in this section and for the return of the textbook.

(h) Any local agent, dealer, clerk, or other person handling or selling the books adopted as school textbooks, who shall demand or receive for any copy of any of the books so adopted more than the contract price shall be guilty of a misdemeanor and, upon conviction, shall for each offense be punished by a fine of not less than fifty dollars ($50) nor more than five hundred dollars ($500).

(Act 98-320, p. 544, §10.)

Section 16-36-70

Adequate textbooks.

(a) The Legislature finds that textbooks and other instructional materials are among the basic tools of learning that must exist if Alabama students are to succeed.

(b) All students in the public schools shall be provided with adequate and current textbooks and other necessary instructional supplies for use in their education. Textbooks and other supporting materials shall be appropriate for their course work and shall be in suitable condition. Where textbooks are issued pursuant to Section 16-36-69, every student shall have his or her own copy of the issued textbook of the correct edition, which he or she shall be permitted to take home each day for home study for the entire school year or for the portion of the year when the book is issued.

(c) It is the intent of the Legislature that it is the student's responsibility, as well as the student's parent or guardian, to care for the textbooks and instructional supplies provided by the state in a manner so that the materials are not damaged to the point of being unusable.

(d) The State Department of Education has a continuing obligation to provide systems and schools with information about textbooks and other instructional materials, including computer software and technology-related materials. The State Textbook Committee shall ensure that textbooks recommended to the State Board of Education for approval support the appropriate course or courses of study.

(e) Instructional supplies, including library books and media resources, science equipment, classroom furniture, audiovisual equipment, maps and globes, chalkboards, art and music supplies, and other educational materials shall be provided in all schools in adequate form and quantity. It shall not be necessary for teachers to make personal expenditures to provide the materials described in this section. *(Act 98-320, p. 544, §11)*

STATE DEPARTMENT OF EDUCATION
Montgomery, Alabama 36130

Form TB-1A

REPORT OF LOCAL ADOPTION OF TEXTBOOKS

FROM THE STATE-ADOPTED TEXTBOOK LIST

(Must Be Filed Within 30 Days of Local Adoption)

COUNTY/CITY BOARD OF EDUCATION: _____

DATE OF ADOPTION BY LOCAL BOARD OF EDUCATION: _____

SUBJECT(S): _____

Check (✔) One:

☐ ***The attached list of textbook(s) from the state-adopted textbook list for the subject(s) indicated above has been recommended by the local textbook committee and, upon the recommendation of the local superintendent, adopted by the local board of education.***

OR

☐ ***The entire list of state-adopted textbook(s) for the subject(s) indicated above has been recommended by the local textbook committee and, upon the recommendation of the local superintendent, adopted by the local board of education.***

I hereby certify that the above report has been prepared in accordance with regulations set forth by the State Textbook Law. I also certify that the attached list does not include any textbook rejected by the State Board of Education.

_____ _____

Signature of Local Textbook Committee Chairperson **Date**

_____ _____

Signature of Local Superintendent of Education **Date**

STATE DEPARTMENT OF EDUCATION
Montgomery, Alabama 36130

May 2017

PROCEDURES FOR ADOPTION OF TEXTBOOKS OUTSIDE THE STATE-APPROVED LIST

The State Textbook Law, Code of Alabama, §16-36-62(d), gives local school systems the flexibility to choose textbooks/materials that are not on the state adopted list. However, the law does ***not*** allow school systems to consider textbooks/materials that have been rejected by the State Board of Education. The process for choosing textbooks outside the state list is as follows:

1. The textbooks/materials must be recommended by the local textbook committee, and, upon the recommendation of the local superintendent, adopted by the local board of education. The fact that this has been done should be reported on *Form TB-1B, Report of Local Adoption of Textbooks Outside State-Adopted List*. This form is available from the State Textbook Office and is also on our Web site (www.alsde.edu).

2. The company should provide the local school system with a letter explaining why the textbooks/materials were not submitted to the state for adoption. One valid reason would be that the materials were not ready by the bid deadlines set by the state because they were in the process of being revised.

3. A reason from the publisher for not submitting a textbook for state adoption is not necessary if the reason is self-explanatory. One such instance would be that the science adoption was held in 2015 and the local board of education in a later year adopted an additional science textbook with a copyright date that was not available at the time of state adoption.

4. Acceptance of the reason for not submitting textbooks/materials is determined by the local board of education.

5. The local board of education should obtain a "local contract" from the publishing company for the textbook/materials. This is a contract between the publisher and the local school system to supply textbooks/materials for six years, or for the longest term possible. This contract would then have the same terms as state approved textbooks/materials. The price should be net wholesale f.o.b. county or city board of education. In some instances, the publisher issues a "statewide local contract" that covers all school systems provided from the publisher through the Publishers' Warehouse in Birmingham.

STATE DEPARTMENT OF EDUCATION
Montgomery, Alabama 36130

Form TB-1B

REPORT OF LOCAL ADOPTION OF TEXTBOOKS

OUTSIDE STATE-ADOPTED LIST

(Must Be Filed Within 30 Days of Local Adoption)

COUNTY/CITY BOARD OF EDUCATION: _____

DATE OF ADOPTION BY LOCAL BOARD OF EDUCATION: _____

SUBJECT(S): _____

The attached list of textbook(s) outside the state-adopted list for the subject(s) indicated above has been recommended by the local textbook committee and, upon the recommendation of the local superintendent, adopted by the local board of education.

Any textbook publisher that solicits a local textbook committee or local board to adopt their textbooks and has not participated in the state adoption process shall provide the reason for not participating in the state adoption process in writing to the local textbook committee and local board at the time of the solicitation. A copy of the document submitted to the local textbook committee and the local board of education shall also be sent to the State Superintendent of Education. Code of Alabama §16-36-62(g)

I hereby certify that the above report has been prepared in accordance with regulations set forth by the State Textbook Law. I also certify that the attached list does not include any textbook rejected by the State Board of Education.

_____ _____

Signature of Local Textbook Committee Chairperson **Date**

_____ _____

Signature of Local Superintendent of Education **Date**

ALABAMA STATE DEPARTMENT OF EDUCATION
Montgomery, Alabama 36130

Please submit the following information to textbook publishers or representative.

LEA SAMPLE TEXTBOOK FORM

School System: _____

NUMBER OF SAMPLE SETS OF TEXTBOOKS NEEDED:

Elementary _____ ***Middle*** _____ ***Secondary***_____

Please send sample sets of textbooks for local textbook committee members to the following person charged with the responsibility of carrying out the functions of the local textbook committee at the central address listed below:

Name _____

Title _____

Street Address _____

_____

City State Zip Code

_____
Signature of Superintendent

_____
Date

STATE DEPARTMENT OF EDUCATION
Montgomery, Alabama 36130

PROCEDURES FOR TEXTBOOK DISPOSAL

The State Textbook Law, *Code of Alabama*, §16-36-69, provides that textbooks purchased with public textbook monies become the property of the local board of education. Care must be taken to insure that items purchased with public monies are properly disposed of. The following are the recommended steps that should be taken to dispose of worn-out and/or unusable textbooks.

1. Textbooks purchased with public textbook monies must be designated as worn-out and/or unusable and must be removed from your local inventory of textbooks. These books must then be declared as surplus property.

2. Textbooks declared as surplus property must first be offered on a bid basis for purchase by used book companies, recycling companies, and/or any other interested parties. After receiving bids, all or part of the surplus textbooks must be sold to the highest bidder if the local board deems the textbooks have monetary value. Consideration when determining monetary value may be given to the cost at the local level of collecting, separating, transporting, preparing, storing, etc. the surplus textbooks. All monies collected from the sale of surplus textbooks must be deposited to the credit of the local textbook fund and shall be used for the repair, maintenance, and replacement of textbooks.

3. If the local board determines that there is no monetary value for the surplus textbooks, with the approval of the local board of education, these textbooks may be given to students presently in attendance at a public school, donated to a nonprofit charitable organization, or donated to third world countries. As a last resort, they may be burned or buried. They may ***not*** be donated to a private educational agency.

4. Documentation should be kept at the local level regarding all steps taken to dispose of textbooks purchased with public textbook monies.

APPENDIX F

VIRTUAL INSTRUCTION PROGRAM *(DCS-VIP)* *GUIDELINES*

Welcome

Hello Dothan City Schools Virtual Program Students and Parents,

It is with great pleasure that we welcome you to the Dothan City Schools Virtual Instruction Program (DCS-VIP), where academically talented students thrive and are uniquely situated to prepare for their future in the Information Age! We are excited that you are joining us in this online educational experience. The following pages have been carefully created to provide you with information about DCS-VIP. This handbook will answer many of the questions you may have about DCS-VIP. Moreover, this handbook provides quick access to information. DCS-VIP embodies multiple hallmarks of excellence; a curriculum aligned with the Alabama College and Career Readiness Standards for high school students, unique Learning Management Systems, and teachers who are Alabama certified, highly qualified, and specifically trained to help your student excel in a virtual environment. We want our students to succeed therefore we go the extra mile to support their online learning experience. Through the hard work and dedication of our staff, students at DCS-VIP grow and achieve academic success in school, which will help them become successful in life. DCS-VIP is a great choice for students who want an alternative education that meets their individual learning needs. Thank you for your desire to become a part of Dothan City Schools Virtual Program -- a community of learners and scholars where the academically talented thrive!

Sincerely,
Faculty and Staff
Dothan City Schools Virtual Program

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MISSION

Our mission is to educate and empower all students to be college and career ready graduates - prepared to make positive contributions to our global society. Dothan City Schools' mission is to prepare all students for the choices and challenges of the 21st Century (the future). Our goal is to prepare all students to participate productively and responsibly in a rapidly changing society.

PURPOSE

The purpose of Dothan City Schools Virtual Program (DCS-VIP), in meeting the state requirements noted in Section 16-46A-1 of The Code of Alabama 1975, is to provide students a "... virtual education option for eligible students in grades nine to 12…" by completing a program of study designed to lead to graduation and diploma through an online, virtual platform. Courses will follow the Alabama Courses of Study developed by the Alabama Department of Education, as well as meet the standards established by the State Board of Education. **Virtual schooling offers students many benefits as they relate to flexibility with time and program customization. Students also assume increased responsibility in personal time management, organization, self-direction, and personal discipline to complete the course and school requirements.** Other than daily physical attendance at the school and any other requirements removed by Act 2015-89, students who otherwise meet the eligibility requirements for extracurricular participation may do so at their zoned school as if they were in attendance on campus each day.

METHOD

Students attending DCS-VIP will be required to have daily access to a computer with internet access. All courses will be web-based (accessed through the Internet). Students will also be required to agree to and sign the DCS-VIP Integrity Contract. Students are required to remain on-pace and complete all assignments with an expectation of 60% to progress in the course to achieve the predetermined goals. However, students are not limited by those guidelines. They may work and complete course work at a faster pace and, if requirements are met, earn a diploma at a faster pace.

Location - Site Office

The site office for Dothan City Schools Virtual Program is 201 East Wilson Street, Dothan, Alabama 36301. The site is used for parent/student orientation, course assessments, and academic conferences.

Office Hours

Dothan's Virtual Program site office is open Monday through Friday from 7:30 a.m. until 3:30 p.m.

Curriculum Lab Hours

- Monday, Wednesday, and Friday 8:00 a.m. - 11:30 a.m.
- Tuesday and Thursday 11:30 a.m. - 3:30 p.m.
- Students must be signed in one hour prior to the closing of the lab. To prevent students from rushing through a test, no student will be allowed to start a test one hour prior to closing the lab unless special permission has been given by the DCS-VIP staff.
- General Office Phone Number (334) 793-1397 ext 236294
- General Fax Number (334) 699-3646
- Do not hesitate to leave a voicemail if someone is unable to answer the phone. We are committed to responding to all messages as quickly as possible. Remember to leave a first and last name along with a phone number.

Faculty and Staff

District Coordinator - Debra Wright, PhD. dewright@dothan.k12.al.us
Dothan High School Counselor - Michelle Little milittle@dothan.k12.al.us
Dothan Preparatory Counselor - Celeste Morehead cejohnson@dothan.k12.al.us
Facilitator - Jessica Bradshaw jebradshaw@dothan.k12.al.us
Facilitator - Eve Fabbrini evfabbrini@dothan.k12.al.us
Program Secretary - Kim Cook kicook@dothan.k12.al.us
Program Aide - Danny Youngblood dayoungblood@dothan.k12.al.us
Any contact initiated after business hours will be answered on the following business day.

Contacting Teachers

Students communicate with teachers in four ways:

A. Electronically completing assignments
A. E-mailing
B. Phone (if applicable)
C. In-Person (if applicable)

Students must take the responsibility to contact the teacher when something is not understood. Contacting the teacher for additional support or instruction is the responsibility of the student/parent/learning coach. The teacher has 48 hours to respond to the student. If a teacher does not respond within the 48 hour allotted time, the initial email sent to the teacher should be forwarded to the DCS-VIP staff to assist with mediation.

If a student is using ACCESS (Alabama Connecting Classrooms, Educators, & Students Statewide) for his/her coursework, the student will be able to email the teacher within the learning management system. Moreover, the teacher will communicate with individual students through the email system within the learning management system, as well.

If a student is using the district software learning management system, the student will email the designated teacher for the course. Students communicate with the DCS-VIP Staff in three ways:

1. E-mail
2. Phone
3. In-Person

Communication is essential in the virtual environment. Because students are not on campus daily for announcements, reading all written communication sent is essential to stay abreast of events that pertain to Dothan City Schools Virtual Program.

Technical Support

Should a student require technical assistance with the ACCESS program, the student can email the ACCESS IT Department.

A. Casey Mack cbmack@troy.edu
B. Jason Clifford jaclifford@troy.edu

Should a student require technical assistance in the district software program, the student can visit 201 East Wilson Street, Dothan, Alabama 36301. Should a student require technical assistance with INOW Parent Portal, or any other technical concerns, the student can email

Angie Love alove@dothan.k12.al.us. Keep in mind DCS-VIP's office hours (Monday - Friday 7:30 a.m. - 3:30 p.m.) If a student contacts anyone for technical support after office hours, the student will be contacted the following business day.

Program Overview

Objectives:

To facilitate academic achievement for students in Dothan City who reside under the jurisdiction of Dothan City Schools and who desire an alternative to the traditional classroom setting. To provide a cutting-edge, virtual approach that offers an alternative pathway to academic success for students who are self-motivated, independent learners.

Target Population: Grades 9-12 - special circumstances grades 7 and 8

Program Description:

As a high-quality, highly accountable school without walls, Dothan City Schools embodies innovation while implementing educational strategies proven effective for increasing student achievement and meeting the urgent educational needs of students throughout Dothan City and the surrounding area. This pathway offers students in grades 9-12 (grades 7-8 special circumstances) a virtual school experience that allows students to learn using an alternative method rather than the traditional school setting. Although students must maintain the required pacing goals of each course, students may select the time of day to work online, which allows for flexibility and choice.

Leadership:

Teachers for each course are Alabama licensed, highly qualified, and experienced teachers specifically trained in the curriculum and instructional methods for utilizing the online learning management system. Teachers work with students using innovative technology tools.

Curriculum:

A 4-year Educational Plan that focuses on the needs of the individual student will be discussed with each student and parent. The curriculum will align with local, state, and national standards. Courses will be selected to meet high school graduation requirements and the needs of each individual student.

Extra-Curricular

Students who are interested in athletics will be able to participate in an athletic program through their zoned high school. Moreover, all athletes must follow the guidelines of the Alabama High School Athletic Association:

- A virtual school student must follow all policies and procedures of the Alabama Department of Education.
- The student must take the physical education course at the zoned school that is associated with the sport being played, which means attending the class on a daily basis.
- A virtual school student's practice time must be equivalent to but not to exceed practice that of a traditional student during a school day.
- A student must meet the academic eligibility requirements of maintaining a 70 or above average to play a sport. This grade is computed based on 4 core courses and 2 elective courses. Moreover, the average is not rounded.
- A student must have a current physical on file, as well as other documents, with the athletic director.

Students who desire to participate in extracurricular activities will have the option of participating in these activities through their zoned high school. If the extracurricular activity requires the student to take a course, the student will be required to take the course at the zoned school, which means attending the class on a daily basis. For example, if a student would like to participate in the JROTC program, the student will have to take the JROTC course at the zoned school.

Academics and Eligibility for Extra-Curricular

Students must have passed, during the last two semesters in attendance and summer school, if applicable, at least six (6) new Carnegie units with a minimum composite numerical average of 70 in those six(6) units.

- Four core curriculum courses must be included in those units passed and averaged (English, mathematics, science, and social studies are core curriculum courses. Any combination of these courses is acceptable.)
- Only one unit of physical education per year may be counted.

Enrollment - Requirements

Students who are interested in enrolling in Dothan City Schools Virtual Program must be self-motivated, independent learners. Students must meet the following prerequisites:

- DCS-VIP enrollment shall align with the enrollment period of the traditional school program.
- Must be enrolled in Dothan City Schools.
- Students must have a minimum GPA of 2.5 to be accepted into the program.
- Must maintain consistent, reliable daily access to the Internet, either at their home or other location available to them. **Lack of internet access is not a valid excuse for unsatisfactory progress.**
- Students and parents must attend a required orientation meeting before starting classes. This will be scheduled by staff at the beginning of school and/or the beginning of each semester during open enrollment if applicable.
- *Add/Drop: Students can drop/add DCS-VIP classes per the DCS Progression Guide procedures.*
    - *After the close of enrollment per the DCS Progression Guide, a student will remain in the DCS-VIP program until the end of each semester.*
    - *Enrollment is opened at the beginning of each semester within a two week window.*
    - *Students coming from out of the system will be allowed to enroll in DCS-VIP but must enroll in Dothan City Schools at the zoned, base school prior to applying for application with DCS-VIP.*
- Must maintain a passing grade in each course taken at DCS-VIP, determined at the traditional grade reporting periods as approved by the Dothan City Schools Board of Education.
- Must maintain a record of progress consistent with the pacing guidelines developed for each course, as developed by DCS-VIP administration established in the DCS Progression Guide. Failure to do so may result in a recommendation of a change in placement of the student into the Success Academy until satisfactory progress has been made.

- Must remain in good standing in the DCS-VIP, adhering to all Dothan City Schools Board of Education policies, including attendance, academic integrity, and student Code of Conduct.
- Students must adhere to the Dothan City Schools Board of Education's attendance policy and attend class daily in accordance with the adopted Board calendar. **Student attendance requirement is met by daily logging into the DCS-VIP program.**
- ***All DCS-VIP students are required (by the Alabama State Department of Education) to participate in the Alabama State Student Assessment Program. These state required assessments i.e. Alabama Comprehensive Assessment Program (ACAP) Summative and Alternate (as applicable) grades 2-8; PreACT grade 10; ACT+Writing grade 11; ACT WorkKeys grade 12; Civics Test grade 12; Alabama ACCESS for ELL grades K-12 (if applicable).***
- The DCS-VIP calendar with specific dates will be provided to students and parents upon enrollment.
- Students whose education program and pathway is determined by an Individualized Education Plan (IEP) may apply for enrollment if the IEP team determines DCS-VIP is the least restrictive environment (LRE) for that student. In doing so, DCS-VIP will follow the guidelines published by the Alabama State Department of Education "Virtual Schools (and Programs) Guidance for Students with Disabilities."
- Students who are learning English through the English Second Language (ESL) program may apply for enrollment in Virtual School. The ESL Committee for the student will make a recommendation regarding enrollment in Virtual School and will assist the student and his or her family if the decision is made to enroll in Virtual School. The ESL program will provide translations of Virtual School informational documents. An I-ELP (Individualized English Language Plan) will be developed for the student and shared with all teachers and stakeholders. It is strongly recommended that only students with proficiency levels of Expanded, Bridging, or Reaching (WIDA Levels 4-6) enroll in the Virtual School program.

Admission Procedures

➔ Step 1: The parent/guardian will meet with the base school guidance counselor and complete the application to submit to Dothan City Schools Virtual Instruction Program. Applications will be submitted by the base school guidance counselor to be forwarded to

DCS-VIP office 201 East Wilson Street, Dothan, Alabama 3630 and are accepted continuously throughout the school year. Open enrollment is restricted to the first week of school each semester (Fall- August and Spring - January)

- ◆ At this meeting, the guidance counselor will advise the student and parent of the eligibility for the virtual instructional program. The parent/guardian and student, along with the guidance counselor will create a proposed educational plan identifying specific courses for grade continuity per the DCS Progression Guide procedures.
- ◆ A completed application will be forwarded to the DCS-VIP office for next steps.

➔ Step 2: DCS-VIP will obtain a copy of the student's cumulative records. If a student is transferring from a non-accredited school or program, the student's coursework must be validated through the DCS Curriculum Department.

➔ Step 3: Parents and students are required to attend the DCS-VIP orientation meeting with DCS-VIP staff members.

- ◆ DCS-VIP will contact the parent/guardian to schedule the student interview. During this interview, the DCS-VIP staff will provide specific academic information for the student obtained from the zoned school counselor and/or lead teacher to determine the student's eligibility for the virtual program.
- ◆ At this meeting, it is advised that the parent/guardian and student determine if virtual school is a good fit.

➔ Step 4: Once the student is placed in the courses, the student can begin courses on the first day of school per semester (August or January).

NOTE: All student placements are assigned on a first come, first served basis.

Enrollment Status

1. Full Time Student
    a. All courses are taken via DCS-VIP.
2. Blended Student
    a. Some courses are taken via DCS-VIP and some courses are taken in a traditional school setting.
    b. Only a student in grades 9-12 will be eligible for the blended program.
    c. Students in the blended program must provide their own transportation.

Withdrawal

Students can withdraw/transfer from DCS-VIP at the end of the semester by submitting a request to transfer. The student and parent must meet with the base school guidance office to discuss the transfer and re-enrollment process to the brick and mortar school site. However, the staff of DCS-VIP may withdraw the students under the following circumstances:

- If a student has inactivity, less than 20 hours per week login for a consecutive 2 week period, without communication or parent conference, the student will be reported to the base school's parental involvement specialist, counselor, or principal who will follow procedures for attendance outlined by the DCS Office of Safety, Security and Attendance. Based on findings, a student may be withdrawn from the program.
- Failing two or more courses (1 core class or 2 elective classes) at the end of the semester and/or year. Follow DCS Progression Guide.
- If a student is in academic noncompliance.

Special Education

To accommodate students who have a disability, we work closely with the DCS Office of Exceptional Student Services. In the event that a student with an identified special education disability applies to the Dothan City Schools Virtual Program, the student's application process will follow the same procedures outlined for any student. Once the student's application has been submitted, an Individualized Education Plan (IEP) meeting will be held by the Special Education Resource team to determine if placement at Virtual Program will enable the student to be involved in and make progress in the general education curriculum through a Virtual platform. Upon the determination of the IEP team, placement in DCS-VIP, the student's IEP goals and services will be closely monitored by the assigned DESS (DCS Department of Exceptional Student Services) staff member.

Responsibilities

DCS-VIP School Facilitators

DCS-VIP shall provide a certified professional to serve as facilitator for the virtual school program. Responsibilities of the DCSVP facilitator shall include, but not be limited to, the following:

- Serves as liaison between the learning management software (LMS) provider, DCS-VIP student, and parents

- Answers any technical problems and/or provides contact information for IT support.
- Maintains weekly communication with students
- Monitors student attendance and academic progress through LMS dashboard.
- Maintains help desk, email address, telephone number, and office hours
- Collects and submits student forms required by DCS-VIP
- Retrieves and provides school system with student grades on locally designated dates
- Implements disciplinary procedures outlined in the DCS Code of Conduct

Profile/Responsibilities of a Successful Online Student

A successful virtual school student will possess and/or exhibit the following characteristics:

- ➢ Student practices effective study skills and habits.
- ➢ Student completes assignments in a timely manner.
- ➢ Student completes assignments ethically and honestly.
- ➢ Student plans time appropriately to remain current in class activities by logging in and attending to announcements and assignments from the teacher.
- ➢ Student responds to instructor feedback on assignments.
- ➢ Students must provide own computer/tablet, updated software, and internet access to participate in classes.
- ➢ Students must be able to perform basic computer skills such as e-mailing, downloading documents, utilizing the Internet for research and/or data collection and using productivity software (i.e. Microsoft Office)
- ➢ Student communicates with instructor (ACCESS) and/or DCS-VIP facilitator when problems arise.
    - Maintains continuous contact with the DCS-VIP staff
- ➢ Student follows all procedures as set forth by the Dothan City Schools Code of Conduct when attending classes or extracurricular activities.

Responsibilities of the Virtual School Parent/Guardian

The parent/guardian of a DCS-VIP student shall work in partnership with the DCS-VIP to help his/her child to reach maximum academic potential to achieve academic success. The parent/guardian is responsible to:

- ➢ Provide computer/tablet, updated software, and Internet access for students to participate in classes.

- ➢ Create and maintain a schedule for instructional time and educational opportunities.
- ➢ Ensure his/her child's individual academic needs are met.
- ➢ Ensure his/her child is engaged in virtual classes on a regular basis.
- ➢ Assist his/her child to maintain academic success.
- ➢ Maintain open and frequent communication with instructors.
- ➢ Monitor his/her child's academic progress by reviewing grades and responding to electronic communication in a timely manner.

Student - Parent Agreement Documentation

Parents/Guardians and students MUST sign the DCS-VIP contract prior to enrolling in DCS-VIP. A copy of the contract is located in the Appendix section of the handbook.

Email Accounts

All DCS-VIP parents/guardian(s) and students must have an email account. Parents/Guardians and students will receive weekly announcements, monthly newsletters, and pertinent information via their email account, and they will be responsible for all communication sent electronically.

Discipline

The Dothan City Schools Student Code of Conduct Handbook provides the rules and regulations that will help students reach their goals. Students are expected to abide by any and all established codes of conduct, board policies, and conduct/behavior as outlined by the student handbook. Consequences for violations of Dothan City Schools policies are found in the Student Code of Conduct. This document is posted on the Dothan City Schools website.

Plagiarism

Simply put, plagiarism is using someone else's words and ideas in a paper and acting as though they were your own. This definition includes copying someone else's ideas, graphs, pictures, or anything that you borrow without giving credit to the originator of the words and ideas. It definitely includes anything you download from an Internet site or copy out of a book, a newspaper, or a magazine. It also includes stealing the ideas of another person without giving her or him proper credit.

Some obvious examples of plagiarism include:

- Copying someone else's paper
- Taking short or long quotations from a source without identifying the source

- Turning in a paper you bought or retrieved over the Internet

Some less-obvious examples include:

- Changing a few words around from a book or article and pretending those words are your own
- Rearranging the order of ideas in a list and making the reader think you produced the list
- Borrowing ideas from a source and not giving proper credit to the source
- Turning in a paper from another class

Whether this is plagiarism or not depends on your instructor - ask first!

- Using information from an interview or an online chat or email, etc., without properly citing the source of the information
- Using words that were quoted in one source and acting and citing the original source as though you read it yourself

The ironic thing about committing plagiarism is that most teachers prefer that you use quoted material and properly cite it. They want you to come up with your own ideas in a paper, but will usually give you a good deal of credit for the quality and quantity of outside sources you use as well. (granted permission Copyright 1995-2014, Pearson Education, Inc., publishing as Pearson Prentice Hall Legal and Privacy Terms)

Student Academic Attendance

Attendance in online courses is based on active participation in the learning management system. It is measured not only by logging onto the computer program but also by successfully completing and submitting assignments; participating in course activities such as discussions and projects; and communicating with online teacher(s).

Testing

The following is a list of tests available to students in Dothan City Schools.

Alabama Comprehensive Assessment Program (ACAP) Summative and Alternate (if applicable)

- ★ Administered to students grades 2-8 as required by the Alabama State Department of Education.
- ★ Measures performance in mathematics, reading, writing, and science
- ★ Administered in the month of April. Students will receive the test date during the beginning of the school year and will receive monthly reminders.

PreACT (Pre American College Testing)

- ★ Administered to all 10th grade students as required by the Alabama State Department of Education.
- ★ Measures performance in English, mathematics, reading, writing, science
- ★ Administered in the Fall of each school year. Students will receive the test date during the beginning of the school year and will receive monthly reminders.

ACT+Writing (American College Testing)

- ★ Required administration to all 11th grade students in Alabama in the areas of English, mathematics, reading, science reasoning, and writing
- ★ Administered in the Spring Semester of each school year
- ★ The state test is free to all 11th grade students in the state of Alabama.
- ★ Students who wish to register for the national ACT must register online at www.act.org Fees will apply.

ACT WorkKeys

- ★ Administered to all 12th grade students required by Alabama State Department of Education.
- ★ The testing window is December - January of the student's senior year. Students will receive the test date prior to the scheduled administration and will receive monthly reminders.

Civics Test

- ★ Administered to all 12th grade students per Alabama Law
- ★ The testing window is Fall and Spring Semester each school year.
- ★ This is a required Alabama State Department of Education test.

AP (Advanced Placement) Examination

- ★ Administered to students who are enrolled in an AP course
- ★ The test is given in the Spring semester of each school year and is required as part of the course requirements for Dothan City Schools students.
- ★ College credit can be earned with a qualifying score and upon acceptance by the university.

ACCESS for ELLs

- ★ Administered to students who qualified for the ESL (English Second Language) program
- ★ The test is given each spring and is a Federal and State required test.
- ★ Students must take the ACCESS test yearly until a composite score of 4.8 is obtained.

ASVAB (Armed Services Career/Technical Aptitude Battery

- ★ Aptitude test
- ★ Given to juniors and seniors who are interested in enlisting in the Armed Forces
- ★ This test is free for students
- ★ This test is not required by the Alabama State Department of Education

PSAT/NMSQT (Preliminary Scholastic Aptitude Test and National Merit Scholarship Qualifying Test)

- ★ Used to measure academically talented students who would like to compete for National Merit Scholarship Semi-finalist standing.
- ★ Administered in October in Mathematics and English for college-bound students
- ★ Students interested in taking the PSAT must inform the DCS-VIP teachers prior to September 1 of the school year

SAT (Scholastic Aptitude Test 1 or 2 of College Board Tests)

- ★ May be taken by college-bound students as part of college-entrance requirements
- ★ Required for consideration as National Merit Scholarship Finalist
- ★ Measures performance in Mathematics and English
- ★ Given in October, November, December, January, March, May, and June
- ★ Students who wish to register for the SAT must do so online at https://collegereadiness.collegeboard.org/sat/register.
- ★ Requires a fee

Academics Program

Grades

Assignments are graded just like they are in a face-to-face course. Some assignments are graded automatically within the course while the online teacher grades other submitted work. The student will receive comments from the teacher on completed assignments. There is a gradebook within the learning management system for the students/parents to access at any time for student progress.

Grade Scale

The following grading scale is used in all public schools in Dothan City Schools:

Letter Grade	Numerical Percentage
A	90-100
B	80-89
C	70-79
D	60-69
F	0-59

Progress Reports

Progress reports will be administered 4.5 weeks each grading period of 9 weeks. Reports will be emailed to the student/parent/guardian. Parents/students have access to the gradebook continuously through the Learning Management System.

Learning Management System

A learning management system (LMS) is a software application for the administration, tracking and delivery of electronic curriculum and instruction. All DCS-VIP students will take their coursework through an LMS. DCS-VIP will utilize a DCS Board approved purchased software program and ACCESS.

Academic Noncompliance

Success Academy aka

Dothan City Schools Virtual Program Pacing Intervention Guide

Students who are failing to maintain adequate progress in DCS-VIP, may be required to attend on site classes at 201 East Wilson Street, Dothan, Al until the student has made satisfactory progress for independent study. **Parents will be responsible for transporting the student to the location.** The DCS-VIP facilitators will be responsible for assisting the student with academic progress and/or make recommendations for participation in RTI (Response to Instruction) beginning with the PST (Problem Solving Team).

Percentage Off Pace	Intervention
Five (5%) Percent	If the student is 5% behind in the course (evident by lack of attendance via logging into the system and working the suggested daily hours), the teacher will communicate directly with the student and parent(s)/guardian to develop a plan for getting the student back on track.
Ten (10%) Percent	If the student is 10% behind in the course (evident by lack of attendance via logging into the system and working the suggested daily hours) the DCS-VIP Facilitator (in collaboration with the DCS District Virtual Instructional Plan Coordinator and the Director of Safety, Security, and Attendance) will send a written notice to the student and parent(s)/guardian(s) concerning the students lack of progress in coursework and/or attendance requirements. Enrollment in the DCS Success Academy will be discussed and offered (based on space availability).
Fifteen (15%) Percent	If the student is 15% behind in coursework (evident by lack of attendance via logging into the system and working the suggested daily hours), the staff in collaboration with the District Coordinator of DCS-VIP will send (upon recommendation of the DCS-VIP facilitators) an official notification to parent(s)/guardian(s) notifying all parties that the student is truant and in violation of Alabama's Compulsory School Attendance Law. Additionally, the Director of Safety, Security, and Attendance will be notified and will follow DCS policies and procedures for attendance. Enrollment in the

	DCS-VIP Success Academy will be offered (based on space availability).

Curriculum Lab Testing

Midterm Exams and End of the Quarter (Final) Exams

The Curriculum Lab is open from 8 a.m. until 11:30 a.m. on Mondays, Wednesdays, and Fridays and from 11:30 a.m. until 3:30 p.m. on Tuesdays and Thursdays. These are designated times that students can come on campus to take **Midterm Exams and End of the Quarter (Final) Exams**.

Prior to attending a curriculum lab, check the website and/or email for emergency closings. All students must adhere to the following rules while attending the curriculum lab:

- ➔ Students must report immediately to the Curriculum Lab. Students cannot be loitering in any part of the building for any reason.
- ➔ Students must be signed in one hour prior to the Curriculum Lab closing (2:30 p.m.).
- ➔ Students cannot have a cell phone while testing in the lab. If a student must bring a cell phone, the student must turn in the cell phone to the DCS-VIP Facilitator prior to being seated for the test.
- ➔ Once a test is unlocked, the test must be completed in the same test session. Students will not be allowed to save the test.
- ➔ No test can be started one hour prior to closing (2:30 p.m.).
- ➔ No test can be taken at home under ANY circumstances. (A student will be subject to removal from the program if a test is taken outside of the Curriculum Lab's office hours.)

Academic Program Graduation Requirements

The DCS-VIP standards and curriculum are designed to prepare students for college and the workforce while providing flexibility in terms of pacing, time, and location. Full-time students are required to take, at a minimum, six (6) credits to eight (8) credits per year. Students must complete the minimum state requirements of twenty-four (24) credits to graduate until 2022. Per the Alabama State Department requirements, credits for graduation will increase to 26 credits beginning with the graduating class of 2023. Students may receive "graduate" status upon meeting all requirements of the Dothan City Schools Board of Education and the Alabama State Department of Education requirements for graduation.

Subject Area	Traditional, Blended, or Virtual Courses	Credits Required
Mathematics	Algebra I, Algebra II, Geometry, & (1) additional Math	4 credits
English	English 9, 10, 11, 12	4 credits
Science	Biology, Physical Science and two science electives	4 credits
Social Studies	World History, US History I & II, Economics & Government	4 credits
Other Required Courses	Life PE (1) or one JROTC	1 credit
	Career Preparedness	1 credit
	Health	0.5 credit
	Career Technical Education and/or Art and/or Foreign Language (3) Students are encouraged to complete two courses in sequence.	3 credits
Electives		2.5 credits
	Total Credits Required to Graduate	24 credits

Ensuring Credit

DCS-VIP grading policies and procedures follow DCS Board policy on student grading procedures. In order to receive credit for virtual courses, **students are required to take all Midterm Exams and End of the Quarter (Final) exams on campus.** Students must turn in all electronic devices including cell phones or any Internet enabled device to the DCS-VIP staff before taking exams. No exam exemptions are allowed for virtual school students. If a student does not complete coursework through the school year or during summer school, the score to date grade from the online course after the target completion date will be recorded on the student's transcript.

Participation of Non-Public School and Home-Based Private Educational Program Students in Dothan City Schools Virtual Program

Upon satisfaction of full-time requirements at the DCS-VIP, Dothan City Board of Education allows students to participate in the courses and programs of the DCS-VIP as a fulltime student, notwithstanding such students' enrollment in non-public schools or participation in home-based private educational programs. Transportation to and from the DCS-VIP classes, programs, or activities shall be the responsibility of the student's parent(s)/guardian(s), except as otherwise specifically provided. Authority/References Ala.Code 16-11-9 (1975); Ala.Code 16-1-11.2 (1975)

DCS-VIP Frequently Asked Questions (FAQ's)

Q. What are the enrollment criteria for the DCS-VIP?

- ❏ The requirements for student enrollment are that the student:
  - ❏ Be a rising 9th - 12th grade student, special circumstances for 7th - 8th grades.
  - ❏ Have consistent, daily access to a computer with Internet access
  - ❏ Be on track to graduate with an Alabama High School diploma in accordance with the requirements mandated by the Alabama State Department of Education.
  - ❏ A minimum GPA of 2.5 in previous coursework.

Q. What does on track for graduation mean?

- ❏ A student who is on track for graduation has earned at least 1 credit toward the Alabama High School standard diploma in each of the core areas - English, Math, Science, and Social Studies and required electives - for each year of school attendance beginning in the 9th grade.
- ❏ Should the student make an application to the DCS-VIP at midterm (January), on track for graduation also includes the condition that the student has passing grades in all currently enrolled core courses at his or her base school. The director of the DCS-VIP may make decisions on an individual basis for mid-year admission.

Q. What curriculum does the DCS-VIP use?

- ❏ The DCS-VIP courses are offered using a learning management system, board approved software program and/or ACCESS. The base school counselors will determine the courses and program best for each student entering DCS-VIP following the DCS Progression Guide. (See credit requirements section of the Progression Guide)

Q. What type of diploma does the DCS-VIP offer?

- ❏ The DCS-VIP offers the Alabama High School Diploma, Alabama High School Diploma with Honors, Alabama High School Diploma with Advanced Academic Endorsement and Honors.

Q. Do DCS-VIP students have face-to-face requirements?

- ❏ Yes, DCS-VIP students have face-to-face obligations for orientation, midterm and final exams, state-mandated assessments. All face-to-face obligations for testing will be proctored by DCS-VIP staff. Students and parents must attend an orientation at the beginning of the program. State mandated tests are taken on the campus of the school for which the student is zoned.

Q. Is transportation provided for students to DCS-VIP?

- ❏ Transportation is not provided. Upon submitting a signed Transportation Agreement, students holding a valid Alabama drivers license may drive themselves to the DCS-VIP site 201 East Wilson Street, Dothan, Al 36303.

Q. How is attendance recorded for DCS-VIP students?

- ❏ DCS-VIP students must attend class daily in accordance with the DCS calendar. Students fulfill attendance requirements when they stay “on pace” with course content and make satisfactory progress. DCS-VIP students are required to abide by Dothan City Schools attendance policies and procedures. **Lack of Internet access is not a valid excuse for unsatisfactory progress.**

Q. How are grades recorded on the transcript for DCS-VIP students?

- ❏ When students finish their classes, documentation regarding the student’s final grades is sent to the base school counselor. The counselor posts the grades to the student’s transcripts and places the documentation into the student’s cumulative folders.

Q. Are DCS-VIP students required to take state assessments?

- ❏ All DCS-VIP students are required to take all state mandated assessments on site at theizoned school.

Q. How many credits per year are DCS-VIP students required to take?

- ❏ Students should take eight (8) credits per year to remain on track for graduation as the number of credits increases to 26 in year 2023. Four of the 8 credits must be core classes (math, science, English, and social studies) unless the student has accumulated

more core credits than is required for the student to remain on track for graduation. Students may be allowed to earn additional credits per year.

Q. Does the DCS-VIP follow the Dothan City Schools' academic calendar?

- ❏ The DCS-VIP operates on a standard semester system in accordance with the Dothan City Schools academic calendar. Most classes are offered in a full year format or a "block" format. Online courses correspond with the system's academic calendar as well.

Q. Are DCS-VIP students permitted to graduate early?

- ❏ Students are permitted to accelerate their high school course progression. The DCS-VIP operates as a 9-month school (Fall and Spring terms). Students are allowed to take additional courses under the condition that they maintain the minimum pace across all currently enrolled courses.

Q. Does DCS-VIP have any extracurricular or sports programs?

- ❏ DCSVP students may participate in athletic programs at their zoned school. If the high school requires its athletes to take specific athletic or weight training classes, then a participating DCS-VIP student will be required to take these classes as well at the school site. All rules of the AHSAA should be followed.

Q. What happens if a student fails a course?

- ❏ Students who fail one class may elect to attend summer school, if available.
- ❏ If a student does not complete coursework through the school year or during summer school, the relative grade from the course at the end of the year will be recorded on the student's transcript.
- ❏ Students will be responsible for transportation to and from summer school and for paying all summer school fees.
- ❏ Students are expected to adhere to Dothan City Schools expectations, procedures and policies regarding summer school and credit recovery.
- ❏ If a student fails a class and retakes the class in summer school, then upon the successful completion of summer school, the student GPA for the academic year just completed will be recalculated.
- ❏ If the student's GPA is at least a 2.5 and the student is still on track for graduation, and he or she meets all other requirements and expectations of DCS-VIP, then the student will be permitted to continue his/her enrollment in the Virtual program.
- ❏ Students who fail more than one course per academic year will be withdrawn from the DCS-VIP.

- ❏ Students who are not on track for graduation by the end of summer school will be withdrawn from the DCS-VIP. These students may be candidates for the DCS-VIP Success Academy.

Q. What types of student support services are offered?

- ❏ Orientation - A period of online and face-to-face activities for online learning preparation to include face-to-face meetings (as needed) and days of online experiences (virtual) as determined by DCS-VIP staff.
- ❏ Guidance and Counseling - Academic and guidance counseling to include the development of a 4-year high school plan.
- ❏ Monitoring - Tracking of student attendance, course progression, grades, and exam proctoring.
- ❏ Tutoring - Face-to-face tutoring in addition to the supports provided by the online teacher. Participation in the Success Academy as needed.
- ❏ Assessment - All state mandated tests are administered at the zoned school. All Midterm and Final exams are administered at 201 East Wilson Street, Dothan, Al 36303.

Q. What are the minimum requirements to remain enrolled in the DCS-VIP?

- ❏ The minimum requirements to maintain enrollment in the DCS-VIP are:
  - ❏ Maintain consistent, daily access to the Internet. Lack of Internet access is not a valid excuse for unsatisfactory progress.
  - ❏ Remain on track for graduation throughout the program.
  - ❏ Maintain consistent transportation to the DCS-VIP site for testing and other services.
  - ❏ Follow DCS-VIP and DCS attendance policy.
  - ❏ Maintain appropriate course progression as measured by the completion of weekly assignments, quizzes, and tests.
  - ❏ Adhere to the Academic Integrity Contract.
  - ❏ Remain in good standing as a student of the DCS-VIP by adhering to all expectations and procedures, and policies of the DCS-VIP, Dothan City Schools, the Alabama State Department of Education, and any online class/course program used by the DCS-VIP.
  - ❏ Students who fail more than one class per academic year (includes Fall, Spring, and if held, Summer term) may be removed from the DCS-VIP.

Q. Are students whose education is guided by an Individualized Education Plan (IEP) eligible for DCS-VIP?

- ❏ Decisions regarding enrolling students with an IEP will be made on a case-by-case basis, as determined by each student's particular IEP team. Having an IEP is not an obstacle to enrollment in the DCS-VIP. This is also true for students who have other individualized plans, such as a 504 plan, I-ELP, or GEP.

Q. How do I apply for enrollment to the DCS-VIP?

- ❏ For applicants not currently enrolled in a Dothan City Public School
  - ❏ If you are not currently enrolled in a DCS school, then a New Student Registration Packet (DCS/DCS-VIP application) form with all supporting documentation (reside in the DCS school district zone) should be completed.
  - ❏ Applications are available in the office of DCS-VIP 201 East Wilson Street, Dothan, Alabama 36303 or Dothan Preparatory School, Guidance office or Dothan High School Counselor's Office as well as online at www.dothan.k12.al.us.
  - ❏ Applications may also be faxed to 334-677-7480.

Q. How will I know if my application has been accepted?

- ❏ Once your application receives e-mail confirmation of admittance, the student and parent/guardian will:
  - ❏ Meet with a member of the DCS-VIP staff to sign the required paperwork, discuss goals for graduation, and build the student's course schedule.
  - ❏ Attend a required orientation session that will include guidance in virtual learning and an introduction to navigating the course management system.

Q. When are applications for enrollment accepted?

- ❏ Applications for enrollment are accepted throughout the academic year and during the summer.
- ❏ Open enrollment is during the beginning of each semester (August or January).
- ❏ Transfer requests during a semester will be considered on a case-by-case basis.

Q. I have more questions. How should I contact the Dothan City Schools Virtual Program?

- ❏ If you have additional questions, please email or call 334-793-1397 ext 236294.

APPENDICES

Dothan City Schools Virtual Program
Academic Contract

Student Last Name _____

Student First Name _____

Date of School year for the Contract Term _____

There are three parties involved in the education of each child: the school, the student, and the parent/guardian. This academic contract is designed to detail the responsibilities of the parent/guardian and student during the academic year. This signed Academic Contract will remain on file for the remainder of the school year as a reference that parents and students have read and understood the items mentioned below.

1. I will abide by all of the rules and procedures set forth by the DCS' Student Handbook and the DCS-VIP handbook. **Initial _____ Parent Initial _____**
2. I understand that attendance at DOTHAN CITY SCHOOLS VIRTUAL PROGRAM is calculated based on a REQUIRED minimum of 20 hours per week of active participation in the ODYSSEYWARE/ACCESS LMS. Each week will begin on Sunday and end on Saturday. **Student Initial _____ Parent Initial _____**
3. I will stay on pace for each course that I take. **Student Initial _____**
    - I understand that my child will have to remain on pace for each course that is taken. **I understand that if my student is off pace, I am required to attend an academic meeting with the DCS-VIP staff. Parent Initial _____**
    - I understand that if I (my child) do(es) not meet my required pacing, the steps of Non-Compliance will be implemented.
      Student Initial _____ Parent Initial _____

4. I will ensure that my child has the required materials (computer/laptop, Internet access, and supplies) on a daily basis. I also understand that a tablet/notebook will not take the place of a computer/laptop. Parent Initial _____

5. I understand that the primary method of communication will be electronic mail; therefore, I will be responsible for accessing and reading all communication.

Student Initial _____ Parent Initial _____

6. I understand that If I (my student) do(es) not earn enough credits by the end of the school year to be promoted to the next grade level, I (my student) cannot return to DOTHAN CITY SCHOOL VIRTUAL PROGRAM (DCS-VIP) for the following school year.

Student Initial _____ Parent Initial _____

7. I understand that I must attend scheduled academic conferences to discuss my child's progress in Dothan City Schools VIRTUAL program. Parent Initial _____

8. While on campus, I will take care of all the equipment and materials provided to me by Dothan City Schools VIRTUAL Program. **Student Initial _____**

- **I understand that if my child deliberately damages any equipment while on campus, I will be liable for the restitution of the damaged equipment. Parent Initial _____**

9. I understand that all tests and any locked quiz must be taken on campus under the supervision of the Dothan City Schools VIRTUAL Program. **Student Initial _____**

10. I understand that my child must take Midterm Exam and Final Exam and any locked quiz on campus under the supervision of the Dothan City Schools VIRTUAL program staff. Midterm and Final Exams MUST be taken on campus, therefore any test taken at home will result in a "0" and has the potential for my child to be removed from the program. Parent Initial _____

11. I also understand that I will have to provide transportation to and from campus. Parent Initial _____

12. I understand that I must attend my zoned school on the designated days for state mandated assessments. **Student Initial _____ Parent Initial _____**

13. I understand that I will be contacted by the school counselor and/or VIRTUAL school facilitator (in addition to the calendar provided at enrollment) concerning testing dates, times, location. **Student Initial _____ Parent Initial _____**

****My signature denotes my acknowledgement and acceptance of the terms of this contract.

_____ _____

Parent Signature Student Signature

Dothan City Schools
Virtual Schools
Application for Enrollment

Date: _____

Student Last Name: _____ Student First Name: _____

School of Current Enrollment: _____

Contact Information

(* Student(s) must reside or be eligible to reside in Dothan City School district zone.)

Student Home Address: _____

Home Phone Number: _____ Cell number: _____

Email Address: _____

Parent/Guardian Name: _____

Parent/Guardian email (if different from student) _____

Parent/Guardian home phone number (if different from student) _____

Parent/Guardian cell number (if different from student)

_____

Program Participation Expectations

Enrollment in Dothan City Schools Virtual Program is a commitment by both student and family. A successful experience will include meeting all obligations outlined in the procedures manual and discussed at the orientation as well as the individual student/parent meeting with the DCS-VIP Facilitators. The signatures below acknowledge understanding of the commitment necessary as well as your agreement with the program policies and expectations. *A separate application is required for each student.*

_____ _____

Parent/Guardian Signature Student Signature

Dothan City Schools
VIRTUAL Program
Placement Waiver

Student Name: _____

Grade: _____ School Year: _____

- I understand the school's recommendation that my academic needs will best be served in the brick and mortar classroom setting instead of the DCS Virtual Program. After carefully considering this recommendation, I prefer to be given the opportunity to enroll in the DCS Virtual Program. I believe I am capable of succeeding in this program and it will help me accomplish my personal and academic goals.
- If placed in the DCS Virtual Program, I understand I am making a commitment to put forth the time and effort required to be successful in meeting the rigorous course expectations. Based on my performance, I may be asked to return to my base school at the end of the semester.

Student Signature: _____ Date: _____

- I support my student in making this decision. We have thoughtfully considered and discussed his/her work habits, motivation, individual learning style, and academic needs as they pertain to his/her potential for success in the DCS Virtual Program.

Parent Signature: _____ Date: _____

- I have met with the above named student and parent(s) to discuss the expectations of the DCS Virtual Program and the student's ability and motivation to meet those expectations. My signature signifies that I have advised them as an expert in the field of education that it would be significantly better, pertaining to the student's academic success, for him/her to remain in the brick and mortar classroom setting.

Counselor's Signature: _____ Date: _____

(This form must be completed if a student does not meet academic criteria but does meet other eligibility criteria.)

Dothan City Schools Virtual Program
Success Academy Pacing Intervention Recommendation

Dear Parent,

Your student _____, has not made adequate progress in the course expectations (attendance, assignments, achievement). He/She is required to attend *Success Academy* beginning _____ (date).

He/She will be dismissed from Success Academy upon satisfactorily meeting all expectations for completing course requirements at the minimum grade point average of 70%.

- Students who are failing to maintain adequate progress in DCS-VIP, may be required to attend on site classes at 201 East Wilson Street, Dothan, Al until the student has made satisfactory progress for independent study.
- Parents will be responsible for transporting the student to the location.
- The DCS-VIP facilitators will be responsible for assisting the student with academic progress and/or make recommendations for participation in RTI (Response to Instruction) beginning with the PST (Problem Solving Team).

Please contact the DCS-VIP Facilitators

- Monday - Friday 8 a.m. - 3:30 p.m.
- General Office Phone Number (334) 793-1397 ext 236294
- General Fax Number (334) 699-3646
- Do not hesitate to leave a voicemail if someone is unable to answer the phone. We are committed to responding to all messages as quickly as possible. Remember to leave a first and last name along with a phone number.

Faculty and Staff

Program District Coordinator - Dr. Debra Wright dewright@dothan.k12.al.us

Facilitator - Mrs. Jessica Bradshaw jebradshaw@dothan.k12.al.us

Facilitator - Mrs. Eve Fabbrini evfabbrini@dothan.k12.al.us

Program Secretary - Ms. Kim Cook kicook@dothan.k12.al.us

Program Aide - Mr. Danny Youngblood dayoungblood@dothan.k12.al.us

Any contact initiated after business hours will be answered on the following business day.

APPENDIX G

CREDIT RECOVERY

Alabama State Department
Credit Recovery

School systems may choose to offer students who have been unsuccessful in mastering content or skills required to receive course credit the opportunity to apply for Credit Recovery. Credit Recovery study is based on deficiencies rather than a repeat of the entire course. Students who have not achieved a baseline average of 40 or above (on a 100-point scale), or its equivalent on a locally adopted grading scale must repeat the entire course.

LEAs should be aware that the National Collegiate Athletic Association (NCAA) does not recognize Credit Recovery for course credit and advise athletes accordingly or prohibit their participation.

LEAs offering Credit Recovery shall develop program rules, regulations and explanations of limitations, and processes and shall provide them in writing to students, parents/guardians, and the Alabama State Department of Education (ALSDE). At a minimum, they must address the following guidelines for admission and removal, instruction, content and curriculum, grading policy and an explanation of limitations:

1. **Admission and Removal**

   LEA rules and regulations, or procedures for admission to and removal from Credit Recovery programs, may include but not be limited to, attendance, discipline, availability of coursework, availability of space, appropriate progress, and grades. At a minimum, these procedures should:

   a. Require students to complete the Credit Recovery Application Form (Attachment A).
   b. Require parent/guardian consent.
   c. Require students to have earned a baseline average of 40 or above on a 100-point scale or the equivalent on a locally adopted grading scale.

2. **Instruction**

   All Credit Recovery classes should be under the supervision of a trained teacher/facilitator.

   A. Teachers of teacher-based programs shall be certified in the core academic area they are teaching.
   b. Facilitators of computer-based programs:
      i. Shall be certified teachers.
      ii. Shall receive training pertaining to course organization, online/computer-based instruction management, and related technology.
   c. Facilitators of online ACCESS courses provided by the ALSDE and which have a certified teacher in the core academic area being recovered shall:
      i. Be adults approved by the local school board.
      ii. Receive professional development in online methodology and technical aspects of Web-based instruction.
   d. Content standards and concepts to be addressed in Credit Recovery courses may be determined by the following criteria:
      i. The teacher who assigned the failing grade to the student identifies the course of study content standards that were not met by the student.
      ii. A course and skill-specific diagnostic tool provided by the software vendor may

be used to identify the standards for instruction.

iii. A comprehensive school or school system test such as a semester exam, a final exam, or a test designed specifically for the Credit Recovery program shall be used to identify unmet standards in a course.

3. **Content and Curriculum**
   a. Credit Recovery content may be delivered by a certified teacher in the core academic area.
   b. Credit Recovery content may be delivered by computer-based programs under the supervision of a trained facilitator approved by the local school board or a certified teacher.
   c. Credit Recovery may be delivered through ALSDE instructional technology (ACCESS) under the supervision of a trained facilitator approved by the local school board.
   d. Credit Recovery curriculum shall be aligned with the Alabama academic content standards approved by the Alabama State Board of Education.

4. **Grades**
   a. LEAs are responsible for establishing specific uniform procedures for evaluation of student progress and awaiting of final grades in Credit Recovery programs not to exceed a final score of **70** on a 100-point scale.
   b. Options available for Credit Recovery programs include the following:
      i. LEAs shall establish a grading formula that may or may not include the original failing grade in the calculation of the final Credit Recovery grade.
      ii. LEAs may choose the option of grade forgiveness in which an original grade of F may be replaced - **for calculation of grade point average** - with a grade of D or C dependent upon the student's performance in Credit Recovery. **A student's failing grade should never be removed from the permanent record.**
      iii. The Credit Recovery grade shall be included in computing the student's overall Grade Point Average.

5. **Limitations**
   a. LEAs should advise students that the National Collegiate Athletic Association (NCAA) does not Recognize Credit Recovery for course credit and advise athletes accordingly or prohibit their participation.
   b. A student will not receive higher than a 70 for Credit Recovery.
   c. The original failing grade must remain on the permanent record.

Dothan City Schools
Credit Recovery Plan

In accordance with the guidelines of the Alabama Department of Education (ALSDE), the Dothan City School System will offer students who have received failing grades in courses that are required for graduation an opportunity to recover the lost credit through a standards-based approach that will target specific knowledge and skill deficits instead of requiring the student to repeat the entire course. Such students must meet eligibility requirements to apply, and the Credit Recovery Program must be operated under the guidelines established by the ALSDE and the local education agency (LEA).

Student Failure Reports

Teachers that have students with failing grades in courses that are necessary for graduation will be required to submit a student-specific report which identifies course standards that were not met in the applicable grading term. These documents are housed with the guidance department at Dothan High School. These reports may be used in combination with course and skill-specific diagnostic tools provided through software vendors and/or school or school-system assessments, **all of which must be aligned with the Alabama Course of Study content standards for the course being pursued through Credit Recovery.**

Student Eligibility, Admission, and Removal

Students are eligible to apply for Credit Recovery if the final grade earned in a course required for graduation was between 40 or above. Alternatively, such a student can choose to repeat a course in its entirety during the next regular school term.

Students must complete an application (Attachment A) to request placement in a Credit Recovery Program. The student and parent/guardian must sign the application to consent to placement in the program and to acknowledge agreement with the terms of admission, program requirements and limitations.

Students may be removed from a Credit Recovery Program at the discretion of the administrator supervising the program for circumstances involving serious or repeated misbehavior, failure to adhere to program attendance requirements, or failure to make adequate progress towards meeting remediation requirements.

Credit Recovery Program Authorization and Operation

Credit Recovery programs operating during the summer term or outside the normal school hours must be supervised by an administrator.

Teachers working with students in Credit Recovery programs must be certified in the content area they are teaching or in one content area if they are facilitating a software-based program. In situations

where online courses are being utilized, an approved adult employee of the school system may be used as a facilitator.

Credit Recovery Program offerings may be limited by the availability of space, teachers, or appropriate computer-based content for specific courses.

Instructional Content and Curriculum

Instruction may be delivered through a combination of computer-based instructional software and targeted small-group instruction supervised and managed by a certified teacher or through direct instruction from a teacher who is certified in the subject area of the course being recovered. Credit Recovery teachers will receive training pertaining to effective course organization and operational management of the applicable computer-based instructional software.

An individual student prescription will be developed by the Credit Recovery teacher based on failure reports completed by the student's teacher of record and skill-specific diagnostic tools which are offered by the computer-based instructional software or other approved assessments. The Credit Recovery teacher will use his or her professional judgment of this data along with any further diagnostic device deemed necessary to develop a prescriptive plan for specific standards for remediation targeted to individual students.

The student must complete his or her individual remediation plan within the published operating dates and hours of the Credit Recovery Program. Students may attempt to recover multiple credits, but one credit must be completed before attempting the next.

Instructional assignments, whether computer-based or teacher-based, will be aligned with the Alabama academic content standards approved by the Alabama State Board of Education.

Students will be released from the Credit Recovery Program upon successful completion of individual remediation plans regardless of the number of hours of instruction.

Grades and Credit

A maximum grade of 70 may be awarded in a Credit Recovery course.

Grade forgiveness will be used, whereby the original failing grade is replaced by the Credit Recovery grade for computing grade-point averages. The original failing grade must remain on the transcript.

Attachment A

Attachment A

Dothan City School Credit Recovery Plan
Student Registration Form

(Please Print)

Student Name:_____ Grade Level: _____

Gender: M ____ F ____ Student#: _____ Date of Birth: _____/ _____ / _____

Home Address:

_____

Street City State Zip Code

Home Telephone: _____ Parent/Guardian Work Telephone:

_____

Parent/Guardian
Name(s):_____

Parent/Guardian Address/Telephone Number (if different from student):

_____

Emergency Contacts:
Name: Relationship to Student: Telephone Number:

_____

_____

List any prescription medication that the student must take during school or the hours of operation listed for the Credit Recovery Program:

_____

****

Step #1: Read the information regarding Dothan City School System's Credit Recovery Program's eligibility and guidelines for participation.

Step #2: I am aware that a maximum grade of 70 is available through Credit Recovery and that should I desire a higher grade, I will be required to take the entire course through traditional methods. I understand that the National Collegiate Athletic Association (NCAA) does not recognize Credit Recovery for course credit and that my original failing grade will remain on my permanent record. My signature and that of my parent/guardian convey our understanding of this grading procedure and all other requirements associated with the Credit Recovery program.

Step #3: Please list the course(s) requested for Credit Recovery and the numerical grade received in that course:

_____ _____

_____ _____

Signature of Counselor from student's home school: _____

Step #4: Return this completed and signed form to your high school principal.

I have read and met all requirements for the _____ School System's Credit Recovery Program. I have received the rules/regulations/expectations/procedures/limitations for the Credit Recovery Program and I agree to abide by all guidelines of the program.

Student Signature:_____ Date: _____

I understand that if my child does not follow all rules/regulations/expectations/procedures of the Credit Recovery Program, he/she may be dismissed from the program and will lose the opportunity to regain the lost credit through the Credit Recovery Program.

Parent/Guardian Signature: _____ Date: _____

****

APPENDIX H

ACCELERATED RECOVERY CENTER

Accelerated Recovery Center

201 E. Wilson Street Dothan, Alabama 36301
334-793-1397 ext 236294
334-699-3646 FAX

Dothan City Schools is committed to ensuring students receive educational opportunities to successfully earn academic credit for graduation. The Accelerated Recovery Center (ARC) is offered as an alternative pathway for students who meet specific criteria for enrollment and are dedicated to earning a high school diploma.

Goals of the ARC Program:

- Support students in remaining in school and successfully completing requirements for graduation
- Encourage regular attendance and punctuality
- Prepare students in college and career readiness future educational opportunities
- Provide general education and response to instruction/intervention as needed
- Provide academic counseling and behavioral counseling i.e. conflict resolution
- Provide social skills development and career counseling support

ARC is a nontraditional school that serves secondary (middle/high school) students who meet any of the following criteria:

- Have been disengaged from the traditional system by
    - Middle school grade level over-aged (16+ years) and/or behind in academic credits for graduation per grade level pacing requirements
- Demonstrate creativity, honesty, courage and hopefulness in pursuit of a high school diploma

Students at the ARC will receive academic assessment and core academic instruction in *M*athematics, Science, English, Reading and Social Studies, through a computer based instruction program with direct teacher support.

All students are provided test prep opportunities for the state required assessments and will test at their base schools. Students will participate in career preparatory opportunities, career assessments and inventories, and job-shadowing opportunities through community agencies as applicable.

Enrollment Procedures

- Students will complete an application obtained from their school counselor.
- Students, parent/guardian, administrator, and counselor will be involved in an intake conference where a plan of services will be developed and a contract signed.
- Each contract will detail required attendance, behavior and conditions of enrollment. The contracts will be signed by all stakeholders and must be followed at all times to remain a part of ARC..
- Students will not participate in extracurricular activities at their home base school while attending ARC.
- Students assigned will be subject to the Code of Conduct for Dothan City Schools.
- Students will remain on roll at home base school and attendance will be reported daily to home base schools.

Application Requirements and Review

Nomination from the middle or high school principal or tribunal recommendation is required before an applicant will be considered for Accelerated Recovery Center *(*ARC)..

Accelerated Reco*v*ery Center is recognized by the Dothan City Schools as an "alternative school of choice" and is designed to accommodate at-risk or non-traditional students.

Students must be capable of success in an accelerated, self-paced computerized, independent learning environment.

A completed application is required. Applications can be obtained from the guidance department of either the middle school or high school respectively and should be returned to the students' base school guidance office. **All applications, upon approval by the base school's principal and the district coordinator providing oversight of this program will be forwarded to the ARC department at 201 E. Wilson Street.**

Incomplete Applications will **be returned** to the base school guidance office. Filing an application does NOT automatically ensure acceptance.

Staff Members

District Coordinator - Debra Wright, PhD. dewright@dothan.k12.al.us

Dothan High School Counselor - Michelle Little milittle@dothan.k12.al.us

Dothan Preparatory Counselor - Celeste Morehead cejohnson@dothan.k12.al.us

Facilitator - Jessica Bradshaw jebradshaw@dothan.k12.al.us

Facilitator - Eve Fabbrini evfabbrini@dothan.k12.al.us

Program Secretary - Kim Cook kicook@dothan.k12.al.us

Program Aide - Danny Youngblood dayoungblood@dothan.k12.al.us

Dothan City Schools Accelerated Recovery Center
Principal / Counselor Nomination Form

Student Name _____

Student School ID # _____ Grade Level _____

Parent Name _____

Address _____

Contact phone number _____

Student/Parent Email address _____

Does this student require any special services?

Number of credits needed for graduation: _____

Name of Base School: _____

Please state your reason for recommending this student:

Principal/Counselor Signature: _____

Date of signature _____

Dothan City Schools Accelerated Recovery Center
Student Application for Enrollment

First Name: _____ Last name: _____

Student ID# _____

Home address _____

City _____ Zip Code _____

Home phone # _____ Cell Phone # _____

Parent/Guardian Contact Information

Name: _____

Phone/Cell # _____

Address _____

School Currently Attending: _____

Accelerated Recovery Center has two sessions from which to choose.

- You must select one of the two choices.
- When making your selection, please choose carefully because attendance for the full four hours per day is critical.
    - Consider work schedules, day-care schedules, transportation limitations, and any other issues that might prevent you from attending school for the full allotted time..

Again, please circle one and choose carefully:

- 7:30 AM – 11:30 AM
- 12:00 PM – 4:00 PM
- No Preference / First available opening

ASSURANCES

ARC Procedures and Guidelines
Dothan City Schools Code of Student Conduct Initials: _____

Student signature below indicates that I have read and will abide by the district's expectations for Student Behavior i.e. DCS Student Code of Conduct and Acceptable Use Policy for computers, electronic mail, and Internet use. Parent/Guardian's signature provides permission for student participation in prevention program surveys during the year.

Medical Release Authorization Initials: _____

I hereby authorize the person(s) listed on the DCS Health Form as Emergency Contact and the doctor listed on this form to be notified at the school's discretion, and do authorize the named doctor to render such treatment as may be deemed necessary in an emergency for the health of said child and assume the responsibility for payment of any professional emergency service required.

Field Trip Permission Initials: _____
I hereby consent to designated personnel of DCS for my child to participate in field trips and any other school related activity that is deemed appropriate to their educational/instructional experience.

***I consent and have given authorization for all the areas detailed above* on behalf of my student.**

Student Signature: _____

Parent Signature: _____

Date: _____

Dothan City Schools Accelerated Recovery Center

Student Eligibility Form

Student Name: _____

Current Grade Level: _____ Age: _____

Anticipated Graduation Year: _____

This section is very important in getting to know your needs and to determine priority of acceptance. Please circle "YES" or "NO" to the following questions and explain any "YES" answers.

	Please circle your answer choice for each question.	
Have you ever had a truancy petition filed on you?	YES	NO
Have you ever attempted to withdraw/drop out of school?	YES	NO
Have you had discipline issues at school?	YES	NO

Please explain any "YES" answers circled above:

Please tell us about your previous experiences in middle/high school that have led you to apply to the ARC.

We want you to be successful at ARC. Please list changes and commitments you are willing to make to **achieve success?**

Dothan City Schools Accelerated Recovery Center
Parent Commitment for Student Enrollment

Admissions Eligibility Criteria:

- At least 16 years of age
- 1-2 years over-age for grade
- Unique circumstances that would prevent the student from graduating on time with their cohort class (the class group a student enters high school).

To be successful at ARC, parents and students should be aware that

- The coursework and textbooks are all computerized and differ from those used in a traditional high school setting.
- The curriculum is designed to be self-paced so students may control their own educational timelines.
- Academic Credits are not given but earned.
- Academic Credit is awarded as soon as a course is completed.
- Completed credits can transfer but incomplete course grades do not transfer to their campuses.
- Students are required to earn a minimum of three credits per semester or six per year.
- Our expectation is that each student will earn ten or more credits per year.

Teachers and aides are instructional resources available for immediate support. The maximum student/teacher ratio is 7/1 to ensure that students receive more individualized time with the teacher.

- Students must attend and be on time every day.
- Students must work diligently while at school.
- Students must follow the DCS Student Code of Conduct.
- Students must follow the DCS Dress Code i.e must be appropriately and modestly dressed.

Student Responsibilities

- Self-motivation and good work habits are essential.
- Students take ownership of his/her own education and ultimately control when he/she will graduate.

TRANSPORTATION IS NOT PROVIDED TO THIS CAMPUS

Our signatures on the agreement indicate that we understand that enrollment in the Accelerated Recovery Center requires daily attendance for four hours per day.

- If the student does not meet the minimum attendance requirements he/she will be **referred** for truancy or potentially lose their place in the program.
- We further understand the student will complete their high school graduation requirements at the Accelerated Recovery Center and must adhere to the Dothan City School Student Code of Conduct.

Parent/Guardian Signature _____

Student Signature _____

Date _____

APPENDIX I

COURSE DESCRIPTION GUIDE

FOR GRADES 9-12

Approved by DCS Board *January 27, 2020*

SUPERINTENDENT'S OFFICE
1665 Honeysuckle Road
Dothan, Alabama 36305
Telephone (334) 793-1397

Dr. Phyllis Edwards, Superintendent
Mrs. Lee Jacobs, Assistant Superintendent of Instruction & Accountability
Mrs. Maria Johnson, Director of Curriculum & Instruction
Mr. Christopher Duke, Director of CTE/Workforce Development
Mrs. Carol Cunningham, Director of Exceptional Student Services

BOARD OF EDUCATION
Mr. Mike Schmitz, Chairman
Mrs. Brenda Guilford, Vice-Chairperson District 1
Mr. Franklin Jones District 2
Mrs. Susan Vierkandt District 3
Mr. Brett Strickland District 4
Mrs. Amy Bonds District 5
Mr. Chris Maddox District 6

DOTHAN PREPARATORY ACADEMY
1236 South Oates Street
Dothan, Alabama 36301-3598
Telephone (334) 794-1400

ADMINISTRATORS
Darius McKay, Principal
Erica Hall, Assistant Principal
Chris Payne, Assistant Principal
Kim Smith, Assistant Principal
David Tice, Assistant Principal
Latesha Weatherington, Assistant Principal

COUNSELORS
Alicia Baker
Sheronda Baum
Sidra Coleman
Celeste Morehead

DOTHAN TECHNOLOGY CENTER
3165 Reeves Street
Telephone (334) 794-1436
Joey Meigs, Principal
Scott Childers, Assistant Principal
Emily Peluso, Counselor

DOTHAN HIGH SCHOOL
3209 Reeves Street
Dothan, Alabama 36303-2357
Telephone (334) 794-1410

ADMINISTRATORS
Bill Singleton, Principal
Virginia Brookins, Assistant Principal
Roy Dawkins, Assistant Principal
Steve Lewis, Assistant Principal
Todd Mitchell, Assistant Principal
Kary Roberts, Assistant Principal

COUNSELORS
Courtney Bratcher
Lauren Buchanan
Michelle Little
Brooke McCarthy
Sylvia Quattlebaum

PASS ACADEMY
201 East Wilson Street
Telephone: (334) 671-1474
Charles Corbitt, Principal
Betty Marshall, Assistant Principal
Stephanie Long-Truitt, Counselor

FOREWORD

This publication is designed as a guide for parents, students, counselors and teachers to assist in planning high school courses and graduation. Included you will find course requirements, graduation requirements, Diploma Pathways and other course information. Consistent with the requirements of the Alabama State Board of Education, Dothan City Schools offers the following diploma:

- Alabama High School Diploma with the following endorsements
  - Advanced Academic Endorsement
  - Alternate Achievement Standards
  - Essentials Skills
  - General Education

Only those students earning the diploma with the Advanced Academic Endorsement will be considered for valedictorian. **Local Board decisions, changes in State Department guidelines, and changes in State Courses of Study overrule the guidelines and course offerings listed in this book.**

Dothan City Schools will offer, in addition to the required Academic courses set forth by the State Board of Education, elective courses that will satisfy both diploma requirements as well as meet the needs of students and communities. **Many of the courses offered in Dothan City Schools are dependent on human resources, facilities, and demand.** No class will be opened with less than 15 students without the Director of Curriculum and Instruction approval. Designated schools may participate in innovative pilot programs and offer courses which may not be described in this guide.

Because the Dothan City Board of Education wishes to meet the needs of all students, Advanced Placement (AP) classes and online learning classes have been implemented in grades 9-12 as well as Dual Enrollment classes for grades 10-12 are offered through Wallace Community College, Troy University Dothan Campus, Alabama Aviation College located at Enterprise State Community College, and University of Alabama Early College.

Careful steps should be taken in planning the student's high school courses. **All students in grades 9-12 will have a full schedule each year regardless of the amount of credits already obtained.** After a diploma option has been chosen, students and parents still need to review progress on a yearly basis ensuring that the student is on track to graduate and to reschedule should the student's goals change. This information is contained in the student's individual portfolio.

Students may Drop/Add a course if the student has a 60 average or below by the first progress report, has no more than two unexcused absences and all assignments are complete.

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Disability and 504 Notification

Section 504:34 CFR 104.4(a)
Title II: 28 CFR 35.130 (a)
Guidelines IV-N

"No qualified person with a disability is excluded from, denied benefits of, or subjected to discrimination in any course, program, service, or activity solely on the basis of disability."

Section 504: 34 CFR 104.34(a)(b)
Title II: 28 CFR 35.130(d)
OCR Guidelines VI-A, 44FR 17167

"Disabled secondary students with disabilities must be placed in the regular environment of any vocational, academic, or other school program or activity to the maximum extent appropriate to their needs with the use of supplementary aids and services."

Dothan City Schools is an equal opportunity employer and does not discriminate on the basis of race, color, religion, sex, national origin, ancestry, age, marital status, or disability in its programs and activities. Dothan City Schools provides equal access to the Boy Scouts and other designated youth groups. A disability will not bar you from employment, if you are able to perform the essential functions of the job for which you apply, with or without reasonable accommodation. The following people have been designated to handle inquiries regarding the non-discrimination policies:

Lee Jacobs, Titles II & VI
Debra Wright, Title IX
Carol Cunningham, Section 504 Coordinator & ADA Specialist
1665 Honeysuckle Road – Dothan, AL 36305
(334) 793-1397

ACADEMICS

Alternative Achievement Standards

These courses apply to students with significant cognitive disabilities who are working towards the Alabama High School Diploma following the Alternate Achievement Standards Pathway and are using alternate achievement standards (Extended Standards). A special education teacher will be considered properly certified to teach students with disabilities who take AAS courses at any grade level if valid Alabama certification is held in one of the following – Collaborative Special Education K-6; Collaborative Special Education 6-12; Early Childhood Special Education P-3; or Special Education P-12, excluding gifted.

600439 AAS: English Language Arts-9 (1 Credit)

600440 AAS: English Language Arts-10 (1 Credit)

600441 AAS: English Language Arts-11 (1 Credit)

600442 AAS: English Language Arts-12 (1 Credit)

600459 AAS: Mathematics-9 (1 Credit)

600460 AAS: Mathematics-10 (1 Credit)

600461 AAS: Mathematics-11 (1 Credit)

600462 AAS: Mathematics-12 (1 Credit)

600479 AAS: Science-9 (1 Credit)

600480 AAS: Science-10 (1 Credit)

600481 AAS: Science-11 (1 Credit)

600482 AAS: Science-12 (1 Credit)

600499 AAS: Social Studies-9 (1 Credit)

600500 AAS: Social Studies-10 (1 Credit)

600501 AAS: Social Studies-11 (1 Credit)

600502 AAS: Social Studies-12 (1 Credit)

600503 AAS: Health-10th Grade (½ Credit)

600512 AAS: Career Preparedness (1 Credit)

650202 AAS: Reading Beyond - 12th Grade (1 Credit)

650602 AAS: Mathematics Beyond - 12th Grade (1 Credit)

651112 AAS: Community-Based Instruction Beyond - 12th Grade (1 Credit)

651612 AAS: Life Skills Beyond - 12th Grade (1 Credit)

653205 AAS: Vocational Beyond - 12th Grade (1 Credit)

654207 AAS: Elective Beyond - 12th Grade (1 Credit)

Required Career Preparedness Courses

(see Career Technical Ed. section for additional CTE courses)

400025 Career Preparedness (1 Credit)
A course that is taught in Grades 10-12. The course prepares students with content knowledge and skills in the areas of career development and academic planning, computer skill application, and financial literacy. Also, this course is designed to meet the required 20-hour online experience.

Distance Learning through ACCESS

Website Address: http://accessdl.state.al.us/

ACCESS Distance Learning, an education initiative of the Alabama Department of Education, provides opportunities during the school day for Alabama high school students to engage in courses to which they may not otherwise have access. The web and interactive video-based courses are aligned with the Alabama Courses of Study, and Credits earned through ACCESS are accepted by the Dothan City Schools. Fees/costs may apply. Interested students should speak with their school principal and counselor.

Drivers Education

290001 Driver and Traffic Safety Education (½ Credit)
Fee: $ 40.00
Safe driving theory; in class study; driving hazards; boating safety; behind the wheel experience; safety practices.

Dual Enrollment
Wallace Community College

The following courses are offered on the campus of Dothan High/Dothan Tech:

ENG 101: English Composition I
English Composition I provides instruction and practice in the writing of at least six (6) extended compositions and the development of analytical and critical reading skills and basic reference and documentation skills in the composition process. English Composition I may include instruction and practice in library usage. This class satisfies the 11th or 12th grade English graduation requirement. **Prerequisite:** Successful completion of ENR 098, or a score of 5-8 or higher or the writing section of the ACCUPLACER test, or a score of 20 or better on the ACT test (or equivalent SAT score)
Credits: 3 Lab hours : 0 Lecture Hours: 3

ENG 102: English Composition II
English Composition II provides instruction and practice in the writing of at least six (6) formal, analytical essays, at least one of which is a research project using outside sources and/or references effectively and legally. Additionally, English Composition II provides instruction in the development of analytical and critical reading skills in the composition process. English Composition II may include instruction and practice in library usage. This class satisfies the 11th or 12th grade English graduation requirement.
Prerequisite: A grade of C or better in ENG 101 or equivalent.
Credits: 3 Lab hours : 0 Lecture Hours: 3

HIS 201: United States History I
This course surveys United States history during Colonial, Revolutionary, Early National and Antebellum periods. It concludes with the Civil War and Reconstruction. This class satisfies the 10th grade US History I graduation requirement. **Prerequisite:** Appropriate placement scores.
Credits: 3 Lab hours : 0 Lecture Hours: 3

HIS 202: United States History I
This course is a continuation of HIS 201: it surveys United States history from the Reconstruction era to the present. This class satisfies the 11th grade US History II graduation requirement.
Prerequisite: Appropriate placement scores.
Credits: 3 Lab hours : 0 Lecture Hours: 3

Other Dual Enrollment courses may be available on campus as demand and resources permit. Please check with your high school counselor for more information.

Continuous Eligibility for Dual Enrollment

Students who meet the criteria for initial admission for a Dual Enrollment for Dual Credit program will maintain continuous eligibility so long as they earn a grade of C or better in all attempted college courses. Students who fail to meet this minimum grade requirement or who withdraw from a course will be suspended from the program for a minimum of one term. The one-term suspension may not be served during the summer. The student may not re-enroll until the suspension has been severed. For re-entry, the student must reapply to the program and must meet the minimum grade point average requirements.

English/Language Arts

The English/Language Arts Department has required courses at each grade level, to ensure that each student masters the core curriculum essential to the Language Arts Program.

200005 English 9 (1 Credit)
This course provides foundational instruction in English language skills including reading, critical thinking, writing, and speaking in the content areas of literature, grammar, and vocabulary. The literary curriculum consists of world literature (novels, plays, short stories, and poetry) from a variety of eras and cultures.
Note: This course has a mandatory summer reading assignment. Students may be required to purchase texts.

200006 Honors English 9 (1 Credit)
This course is intended for students who have demonstrated an aptitude in the areas of reading and writing and who have mastered basic grammatical principles. The purpose of this course is to help students further develop their reading, critical thinking, speaking, and composition skills in preparation for future upper-level course work and success in college. As in the general-level course, the literary curriculum consists of world literature (novels, plays, short stories, and poetry) from a variety of eras and cultures. Students who take Honors English 9 should expect to take AP Language in the eleventh grade and AP Literature in the twelfth grade. **Recommendation:** "C" average or higher in the previous English course and teacher recommendation.
Note: This course has a mandatory summer reading assignment. Students may be required to purchase texts.

200009 English 10 (1 Credit)
This course provides instruction in English language skills including reading, critical, thinking, speaking, and composition through the study of fiction and nonfiction, primarily from American works. Students will also continue to refine grammar skills and improve vocabulary, as well as analyze and evaluate print and non-print sources. **Note:** This course has a mandatory summer reading assignment. Students may be required to purchase texts.

200010 Honors English 10 (1 Credit)
This course is intended for students who have demonstrated an aptitude in the areas of reading, critical thinking, and composition and who have mastered basic grammatical principles. The purpose of this course is to help students further develop their language skills in preparation for future upper-level course work and success in college. The literary curriculum in Honors English 10 consists of fiction and nonfiction texts, primarily from American authors. Students who take Honors English 10 should expect to take AP Language in the eleventh grade and AP Literature in the twelfth grade. **Recommendation:** "C" average or higher in the previous English course and teacher recommendation. **Note:** This course has a mandatory summer reading assignment. Students may be required to purchase texts.

200013 English 11 (1 Credit)
This course provides instruction in English language skills including reading, critical, thinking, speaking, and composition through the study of fiction and nonfiction, primarily (but not exclusively) from American works. Students will continue to refine grammar skills, improve vocabulary, as well as analyze and evaluate print and non-print sources and various forms of media. **Note:** This course has a mandatory summer reading assignment.

200014 Honors English 11 (1 Credit)
This course is intended for students who have demonstrated an aptitude in the areas of reading, critical thinking, composition, and research and who have mastered grammatical principles. The purpose of this course is to help students further develop their language skills in preparation for future upper-level course work and success in college. The literary curriculum in Honors English 11 consists of fiction and nonfiction texts, primarily (but not exclusively) from American authors. **Recommendation:** "C" average or higher in the previous English course and teacher recommendation. **Note:** This course has a mandatory summer reading assignment. Students may be required to purchase texts.

200016 AP English Language and Composition 11th & 12th Grade (1 Credit)
Fee: AP Exam
This college level course is designed to help students become skilled readers of prose as well as writers who can compose for a variety of purposes. Completion of this course, and a score of 3 or better on the AP exam, may earn the student college credit. **Recommendation:** Placement in this course is dependent on test scores, grades, teacher recommendation, and student motivation. **Requirement:** Students must take the Advanced Placement Exam at the end of the year. **Note:** This course has a significant summer reading assignment. Students who wish to take AP Language and Composition are responsible for procuring a copy of this assignment when they enroll in the course. Students may be required to purchase texts.

200017 English 12 (1 Credit)
This course provides instruction in English language skills including reading, critical, thinking, speaking, research, and composition through the study of fiction and nonfiction, primarily (but not exclusively) from British works. Students will continue to refine grammar skills, improve vocabulary, analyze and evaluate print and non-print sources and various forms of media. Students will also explore career options and develop technical writing skills. **Note:** This course has a mandatory summer reading assignment. Students may be required to purchase texts.

200018 Honors English 12 (1 Credit)
This course is designed for the student with more advanced skills in reading and writing. Emphasis will be placed on composition and literary interpretation through the study of British Literature; geared toward the college bound student. **Note:** This course has 2 mandatory summer reading requirements. **Recommendation**: "C" average and/or teacher recommendation. This course has 1 mandatory summer reading requirement. Students may be required to purchase texts.

200020 AP English Literature and Composition 11th & 12th Grade (1 Credit)
Fee: AP Exam
This college level course is designed to help students become analytical readers of fiction as well as skilled writers of expository, analytical, and argumentative essays. Completion of this course and a score of 3 or better on the AP exam may earn students college credit. **Recommendation:** Placement in this course is dependent on test scores, grades, teacher recommendation and student motivation. **Requirement:** Students must take the Advanced Placement Exam at the end of the year. **Note:** This course has a mandatory summer reading assignment. Students may be required to purchase texts. Students who wish to take AP Literature and Composition are responsible for procuring a copy of this assignment when they enroll in the course.

English Language Arts Electives

200025 Bible as Literature (1 Credit - Elective Credit Only)
Study of the Old Testament; New Testament; heroes; prophecies; poetry and prose style. (Grades 11–12).

200033 Creative Writing (1 Credit - Elective Credit Only)
NOTE: DOES NOT FULFILL ANY OF THE FOUR ENGLISH CREDITS REQUIRED FOR GRADUATION.
Composing poetry, short stories, and critical responses

200036 English Lab (1 Credit)
NOTE: DOES NOT FULFILL ANY OF THE FOUR ENGLISH CREDITS REQUIRED FOR GRADUATION.
Courses developed locally; an English elective not described in this listing of English elective courses.
Prerequisite: Required for students whose final english grade was less than 60. Highly recommended for students whose final english grade was 60-69.

200039 Creative Writing (½ Credit - Elective Credit Only)
NOTE: DOES NOT FULFILL ANY OF THE FOUR ENGLISH CREDITS REQUIRED FOR GRADUATION.
Composing poetry, short stories, and critical responses

230089 AP SEMINAR 11th & 12th Grade (1 Credit)
Fee: AP Exam
A college-level foundational course following the curriculum established by the College Board Advanced Placement (AP) Program; provides students with opportunities to think critically and creatively, research, explore, pose solutions, develop argument, collaborate, and communicate using various media; facilitates the exploration of real-world issues through cross-curricular lens; considers multiple points of view to develop a deep understanding of complex issues and topics as connections are made between issues and students' own lives.
Prerequisite: Approval of the Instructor or School Counselor

230088 AP RESEARCH 12th Grade (1 Credit)
Fee: AP Exam
This course requires students to design, plan, and conduct a year-long research based investigation to address a research question on an academic topic, problem, or issue of individual interest. Students further their skills acquired in the AP Seminar course by understanding research methodology; employing ethical research practices; and accessing, analyzing, and synthesizing.
Prerequisite: AP Seminar

Essential Skills

This pathway is limited to a student with an Individualized Education Program (IEP). A student with an IEP who takes four or more Essentials core classes must complete all requirements of the pathway including the work component. This pathway is designed to allow a student to participate in career/competitive employment. Since the content of the Essentials courses is not fully aligned to the Alabama Courses of Study, this diploma will be accepted by most state community colleges, but may not be accepted by most four-year institutions, and will not be accepted by the National Collegiate Athletic Association (NCAA) for
eligibility purposes.

600301 Transition Services (1 Credit)
This course is designed to teach beginning transition skills to junior high/high school students. This course will prepare students to become self-advocates, participate in postsecondary education and/or training to gain meaningful employment and support community participation as they plan for life after high school. This course meets the requirement for the Essentials Pathway. Teachers for this course do not have to meet the highly qualified teacher status.

700005 English Essentials-9 (1 Credit)
This ninth grade course provides students with a practical knowledge of language and literature. The course also includes the refinement of reading, writing, editing and speaking skills. It is designed to prepare students for Postsecondary education and employment. Teachers must meet highly qualified teacher status for the appropriate course and grade.

700006 English Essentials-10 (1 Credit)
This tenth grade course provides students with a practical knowledge of language and literature. The course also includes the refinement of reading, writing, editing and speaking skills. It is designed to prepare students for Postsecondary education and employment. Teachers must meet highly qualified teacher status for the appropriate course and grade.

700007 English Essentials-11 (1 Credit)
This eleventh grade course provides students with a practical knowledge of language and literature. The course also includes the refinement of reading, writing, editing and speaking skills. It is designed to prepare students for Postsecondary education and employment. Teachers must meet highly qualified teacher status for the appropriate course and grade.

700008 English Essentials-12 (1 Credit)
This twelfth grade course provides students with a practical knowledge of language and literature. The course also includes the refinement of reading, writing, editing and speaking skills. It is designed to prepare students for Postsecondary education and employment. Teachers must meet highly qualified teacher status for the appropriate course and grade.

750601 Algebraic Essentials (1 Credit)
This course combines Algebraic Essentials A and B into a one year, one-credit course. The Curriculum Guide to the Alabama Course of Study: Mathematics contains the course content for students following the Essentials pathway. This course provides students with foundational skills identified in the general education Algebra I course. The course includes essential concepts to equip students with the algebra skills necessary for employment and independent living. Teachers must meet highly qualified teacher status for the appropriate course and grade.

700016 Algebraic Essentials-A (1 Credit)
The Curriculum Guide to the Alabama Course of Study: Mathematics contains the course content for students following the Essentials/Life Skills Pathway. This course provides students with foundational skills identified in the first half of the general education Algebra I course. The course includes essential concepts to equip students with the algebra skills necessary for employment and independent living. Teachers must meet highly qualified teacher status for the appropriate course and grade.

700017 Algebraic Essentials-B (1 Credit)
The Curriculum Guide to the Alabama Course of Study: Mathematics contains the course content course content for students following the Essentials/Life Skills Pathway. This course provides students with foundational skills identified in the second half of the general education Algebra I course. The course includes essential concepts to equip students with the algebra skills necessary for employment and independent living. Teachers must meet highly qualified teacher status for the appropriate course and grade.

750651 Geometry Essentials (1 Credit)
This course combines Algebraic Essentials A and B into a one year, one-credit course. The Curriculum Guide to the Alabama Course of Study: Mathematics contains the course content for students following the Essentials pathway. This course provides students with foundational skills identified in the general education Algebra I course. The course includes essential concepts to equip students with the algebra skills necessary for employment and independent living. Teachers must meet highly qualified teacher status for the appropriate course and grade.

700018 Geometry Essentials-A (1 Credit)
The Curriculum Guide to the Alabama Course of Study: Mathematics contains the course content for students following the Essentials/Life Skills Pathway. This course provides students with foundational skills identified in the first half of the general education Geometry course. The course includes essential concepts to equip students with the geometry skills necessary for employment and independent living. Teachers must meet highly qualified teacher status for the appropriate course and grade.

700019 Geometry Essentials-B (1 Credit)
The Curriculum Guide to the Alabama Course of Study: Mathematics contains the course content for students following the Essentials/Life Skills Pathway. This course provides students with foundational skills identified in the second half of the general education Geometry course. The course includes essential concepts to equip students with the geometry skills necessary for employment and independent living skills. Teachers must meet highly qualified teacher status for the appropriate course and grade.

750701 Essentials Algebra II (1 Credit)
The Curriculum Guide to the Alabama Course of Study: Mathematics contains the course content for students following the Essentials pathway. This course provides students with foundational skills identified in the general education Algebra II course. The course includes algebra concepts to equip students with more advanced algebra skills necessary for employment and independent living. Teachers must meet highly qualified teacher status for the appropriate course and grade.

750801 Essentials Algebra with Finance (1 Credit)
The Curriculum Guide to the Standards: Algebra with Finance contains the course content for students following the Essentials pathway. This course integrates foundational algebra, probability and statistics, and geometry to solve financial problems that occur in everyday life. These skills are identified in the general education Algebra with Finance course. The course includes real-world problems in investing, credit, banking, auto insurance, mortgages, employment, income taxes, budgeting, and planning for retirement in order to equip students with the skills necessary for employment and independent living. Teachers must meet highly qualified teacher status for the appropriate course and grade.

700031 Essentials I: World History (1 Credit)
This course is a study of world history from 1500 to the present. Students are able to apply and utilize their knowledge to develop informed opinions about issues such as the quest for peace, human rights, trade, global ecology and the impact each has on everyday life situations. Teachers must meet highly qualified teacher status for the appropriate course and grade.

700032 Essentials II: U.S. History to 1877 (1 Credit)
This course follows a chronological study of major events, issues, movements, leaders, and groups of people of the United States through Reconstruction from a national and Alabama perspective. Teachers must meet highly qualified teacher status for the appropriate course and grade.

700033 Essentials III: U.S. History from 1877 (1 Credit)
This course begins with the post-Reconstruction United States and its shift into a more industrialized society and continues through the twentieth century to the present. Teachers must meet highly qualified teacher status for the appropriate course and grade.

700034 Essentials IV: Economics (½ Credit)
This course is a one-semester course that focuses on the functions and institutions of modern-day economic systems and theory. Students gain skills that will enable them to anticipate changes in economic conditions and how to adjust to the changes to improve their lives and their communities. Teachers must meet highly qualified teacher status for the appropriate course and grade.

700035 Essentials IV: U. S. Government (½ Credit)
This course is a one-semester course that focuses on the origins, structure, and functions of government at all levels. It also includes a detailed study of the constitution of the United States and its provisions. Teachers must meet highly qualified teacher status for the appropriate course and grade.

750101 Essentials: Physical Science (1 Credit)
This course is designed to provide students with practical knowledge of Physical Science including scientific process and application skills; periodic table; solutions; bonding; chemical formulas; physical and chemical change; gravitational, electromagnetic, and nuclear forces; motion; energy; energy transformation; electricity and magnetism; nuclear science; metric units. Teachers must meet highly qualified teacher status for the appropriate course and grade.

750201 Essentials: Biology (1 Credit)
This course is designed to provide students with practical knowledge of Biology including process and application skills; cell processes; cell theory; photosynthesis and cellular respiration; genetics; classification; plants; animals; ecology; biogeochemical cycles. Teachers must meet highly qualified teacher status for the appropriate course and grade.

750301 Essentials: Earth and Space Science (1 Credit)
This course is designed to provide students with practical knowledge of Earth and Space Science including scientific process and application skills; energy in the Earth system; weather; seasons; theories for the origin and age of the universe; stars, pulsars, quasars, black holes, and galaxies; Earth and space scientists; space exploration. Teachers must meet highly qualified teacher status for the appropriate course and grade.

750401 Essentials: Environmental Science (1 Credit)
This course is designed to provide students with a practical knowledge of Environmental Science including scientific process and application skills; natural and human impacts; carrying capacity; renewable and nonrenewable energy resources; properties and importance of water; land use practices; composition and erosion of soil. Teachers must meet highly qualified teacher status for the appropriate course and grade.

700043 Essentials Career Preparation (1 Credit)
This code applies to teachers teaching work-based experience to high school students. Work-based experiences can be an apprenticeship (paid) or an internship (unpaid). The student should have a minimum of 140 successful hours under the supervision of a workplace mentor and the special education teacher and/or a representative of vocational rehabilitation services. This course meets the requirement of the Essentials/Life Skills Pathway. Teachers for this course do not have to meet the highly qualified teacher status.

Fine Arts

Art

280101 AP ART HISTORY 11th & 12th Grade (1 Credit)
Fee: $40.00 and AP Exam
This course is designed to provide the same benefits to secondary school students as those provided by an introductory college course in art history. Students examine major forms of artistic expression from the ancient world to the present and from a variety of cultures. **Prerequisite:** Visual Arts, Introduction to Visual Arts I.

280102 AP STUDIO ART, DRAWING 11th & 12th Grade (1 Credit)
Fee: $40.00 and AP Exam
Studio art courses are designed for students who are seriously interested in the practice of art. Those who plan to continue their education in the visual arts at an art institute, college, or university may wish to take this course.

280103 AP Studio Art, 2-D Design 11th & 12th Grade (1 Credit)
Fee: $40.00 and AP Exam
AP 2D is an introductory college level two dimensional design course. Students refine and apply skills and ideas they develop through the course. Framework is composed of course skills, big ideas, essential questions and enduring understandings, learning objectives, and essential knowledge. AP Art and Design skills categories delineate overarching understandings central to the study and practice of art and design. Each of the three skill categories consists of skills that encompass foundational to advanced learning over the span of the course. Students need to develop, practice, and apply these skills in a variety of contexts. The AP 2-D Art and Design course framework is made up of three big ideas. Big Idea 1: Investigate materials, processes, and ideas. Big Idea 2: Make art and design. Big Idea 3: Present art and design.

286009 Visual Arts, Elements of Arts Literacy (½ Credit)
Fee: $16.00
This half credit course will provide instruction on the basic elements of art and principles of design of visual arts. Students will explore how to create and produce visual arts products, relating and connecting them to historical, current and personal events. Students will have an introduction to the history of visual arts, and appropriate use of the visual arts medium.

286102 Visual Arts, Introduction to Photography I (1 Credit)
Fee: $20.00
This one credit course, novice level, it is the first of a sequential high school course focusing on photography. Creating, presenting, responding and connecting drive critical thinking, meaning, reflection, production and assessment to understand how photography communicates ideas and allows for self-expression. Through exploration and experimentation, this course provides students with a general foundation of analog photography, elements and principles of design; aesthetics; criticism; art/photography history; evaluation of photographic artwork; proper care and storage of analog photography supplies; integration of appropriate media and techniques; communication of ideas; solution of artistic problems; minimal use of digital photography may be incorporated.

286100 Visual Arts, Introduction to Visual Arts I (1 Credit)
Fee: $25.00
This course, novice level, it is the first of a sequential high school course. Creating, presenting, responding and connecting drive critical thinking, meaning, reflection, production and assessment to understand how visual arts communicate ideas and allows for self-expression. Through exploration and experimentation, this course provides students with a general foundation in studio processes, art criticism, aesthetics, and art history. Students respond to personal experiences and express ideas using a variety of traditional and contemporary media while effectively applying the elements of art and principles of design to create original works of art. Safe practices and proper use of tools and materials are emphasized.

286210 Visual Arts, Drawing (II) (1 Credit)
Fee: $40.00
This course, intermediate level, is the first of a sequential high school course focusing on the medium of drawing. Creating, presenting, responding and connecting drive critical thinking, meaning, reflection, production and assessment to understand how drawing communicates ideas and allows for self-expression. Through exploration and experimentation, this course provides students with a more formal foundation in the drawing studio processes, art criticism, aesthetics, and art history. Students will respond to personal experiences and express ideas using a variety of traditional and contemporary drawing process, while effectively applying the elements of art and principles of design. Safe practices and proper use of tools, equipment and materials are emphasized. **Prerequisite:** Introduction to Visual Arts or approval of the Instructor.

286310 Visual Arts, Drawing (III) (1 Credit)
Fee: $20.00
This course, accomplished level, is the second of a sequential high school course focusing on the medium of drawing. Creating, presenting, responding and connecting drive critical thinking, meaning, reflection, production and assessment to understand how drawing communicates ideas and allows for self-expression. Through exploration and experimentation, students are enabled to communicate concepts and intentions by manipulating subject matter, organizational components, media and processes. They are able to explore issues in art criticism and aesthetics, as well as analyze their own works of art and the works of others. Students cultivate skills to be successful in art-related careers, college programs, and life-long artistic interest. Safe practices and proper use of tools, equipment, and materials are emphasized. **Prerequisite:** Introduction to Visual Arts and Drawing Level II or approval of the Instructor.

286208 Visual Arts, Painting (II) (1 Credit)
Fee: $20.00
This course, intermediate level, is the first of a sequential high school course focusing on the medium of painting. Creating, presenting, responding and connecting drive critical thinking, meaning, reflection, production and assessment to understand how painting communicates ideas and allows for self-expression. Through exploration and experimentation, this course provides students with a more formal foundation in the painting studio processes, art criticism, aesthetics, and art history. Students will respond to personal experiences and express ideas using a variety of traditional and contemporary painting process, while effectively applying the elements of art and principles of design. Safe practices and proper use of tools, equipment, and materials are emphasized. **Prerequisite:** Introduction to Visual Arts or approval of the Instructor.

286308 Visual Arts, Painting (III) (1 Credit)
Fee: $20.00
This course, accomplished level, is the second of a sequential high school course focusing on the mediums used for painting. Creating, presenting, responding and connective drive critical thinking, meaning, reflection, production and assessment of understand how painting communicates ideas and allows for self-expression. Students apply the elements and principles of design in an on-going process of creating a portfolio of accomplished works. Students will respond to personal experiences and express ideas using a variety of traditional and contemporary painting process, This course prepares students who wish to continue in the arts for AP level 2D. Safe practices and proper use of tools, equipment, and materials are emphasized.
Prerequisite: Introduction to Visual Arts and Painting Level II or approval of the Instructor.

286207 Visual Arts, Ceramics (II) (1 Credit)
Fee: $20.00
This course, intermediate level, is the first of a sequential high school course focusing on the medium of ceramics. Creating, presenting, responding and connecting drive critical thinking, meaning, reflection, production and assessment to understand how ceramics communicates ideas and allows for self-expression. Through exploration and experimentation, this course provides students with a more in depth foundation in the ceramic studio processes, art criticism, aesthetics, and art history. Students will respond to personal experiences and express ideas using a variety of traditional and contemporary ceramic process, while effectively applying the elements of art and principles of design. Safe practices and proper use of tools, equipment and materials are emphasized. **Prerequisite:** Introduction to Visual Arts or approval of the Instructor.

286307 Visual Arts, Ceramics (III) (1 Credit)
Fee: $20.00
This accomplished ceramics course directs students towards skills proficiency and dynamics in individual expression, artistic presentation, and ceramic portfolio development. Students become aware of cohesive bodies of work and the process of exploring a concept or technique for extended periods of time over a number of works. They are able to explore issues in art criticism, and aesthetics as well as analyze their own works for art and the work of others. This course cultivates ceramic skills to be successful in art-related careers, college programs, and life-long artistic interests. Safe practices and proper use of tools, equipment, and materials are emphasized.
Prerequisite: Introduction to Visual Arts and Ceramics Level II or approval of the Instructor.

Music

280024 AP Music Theory 11th & 12th Grade (1 Credit)
Fee: AP Exam
This course will provide basic instruction in music. Students will explore how to create and produce music, responding and connecting them to historical, current and personal events. Students will have an introduction to the history of music, and the ethical and appropriate use of the medium.

283009 Music, Elements of Arts Literacy (½ Credit)
This course will provide basic instruction in music. Students will explore how to create and produce music, responding and connecting them to historical, current and personal events. Students will have an introduction to the history of music, and the ethical and appropriate use of the medium.

283102 Introduction to Marching Band I (1 Credit)
Fee: $20.00
This course, novice level, is designed for students to experience instrumental music in a marching band setting. Students will develop a characteristic tone and engage in the processes of creating, performing, and responding as related to instrumental music, while employing the concepts of timbre, rhythm, melody, harmony, form, and expression. Students will develop coordination skills associated with marching while playing instruments and learn to connect musical experiences to other cultures and disciplines within and outside of the arts.

283202 Introduction to Marching Band II (1 Credit)
Fee: $20.00
This course, novice level, is designed for students to experience instrumental music in a marching band setting. Students will develop a characteristic tone and engage in the processes of creating, performing, and responding as related to instrumental music, while employing the concepts of timbre, rhythm, melody, harmony, form, and expression. Students will develop coordination skills associated with marching while playing instruments and learn to connect musical experiences to other cultures and disciplines within and outside of the arts.

283302 Introduction to Marching Band III (1 Credit)
Fee: $20.00
This course, novice level, is designed for students to experience instrumental music in a marching band setting. Students will develop a characteristic tone and engage in the processes of creating, performing, and responding as related to instrumental music, while employing the concepts of timbre, rhythm, melody, harmony, form, and expression. Students will develop coordination skills associated with marching while playing instruments and learn to connect musical experiences to other cultures and disciplines within and outside of the arts.

283402 Introduction to Marching Band IV (1 Credit)
Fee: $20.00
This course, novice level, is designed for students to experience instrumental music in a marching band setting. Students will develop a characteristic tone and engage in the processes of creating, performing, and responding as related to instrumental music, while employing the concepts of timbre, rhythm, melody, harmony, form, and expression. Students will develop coordination skills associated with marching while playing instruments and learn to connect musical experiences to other cultures and disciplines within and outside of the arts.

283112 Percussion (1 Credit)
Fee: $20.00
This is a one credit course, novice level, designed for students to experience instrumental music in a setting of only percussion instruments. Students will develop a characteristic tone and engage in the processes of creating, performing, and responding as related to instrumental music, while employing the concepts of timbre, rhythm, melody, harmony, form, and expression. Students will study works of quality literature, and learn to connect musical experiences to other cultures and disciplines within and outside of the arts.

283212 Percussion II (1 Credit)
Fee: $20.00
This is a one credit course, novice level, designed for students to experience instrumental music in a setting of only percussion instruments. Students will develop a characteristic tone and engage in the processes of creating, performing, and responding as related to instrumental music, while employing the concepts of timbre, rhythm, melody, harmony, form, and expression. Students will study works of quality literature, and learn to connect musical experiences to other cultures and disciplines within and outside of the arts.

283312 Percussion III (1 Credit)
Fee: $20.00
This is a one credit course, novice level, designed for students to experience instrumental music in a setting of only percussion instruments. Students will develop a characteristic tone and engage in the processes of creating, performing, and responding as related to instrumental music, while employing the concepts of timbre, rhythm, melody, harmony, form, and expression. Students will study works of quality literature, and learn to connect musical experiences to other cultures and disciplines within and outside of the arts.

283412 Percussion IV (1 Credit)
Fee: $20.00
This is a one credit course, novice level, designed for students to experience instrumental music in a setting of only percussion instruments. Students will develop a characteristic tone and engage in the processes of creating, performing, and responding as related to instrumental music, while employing the concepts of timbre, rhythm, melody, harmony, form, and expression. Students will study works of quality literature, and learn to connect musical experiences to other cultures and disciplines within and outside of the arts.

283600 Introduction to Mixed Chorus I (1 Credit)
Fee: $20 and $15 Tshirt
This course, novice level, is designed for students to explore choral music from a wide variety of cultures and time periods through academic study and performance. By creating, performing, and responding, students will develop basic vocal skills and sight-reading techniques. Allowing musical experiences to other cultures and disciplines within and outside of the arts, music history and theory are embedded so students may connect these experiences to historical relevance, contemporary issue, and self-reflection.

283700 Mixed Chorus II(1 Credit)
Fee: $20.00 and $15 Tshirt
This course, novice level, is designed for students to explore choral music from a wide variety of cultures and time periods through academic study and performance. By creating, performing, and responding, students will develop basic vocal skills and sight-reading techniques. Allowing musical experiences to other cultures and disciplines within and outside of the arts, music history and theory are embedded so students may connect these experiences to historical relevance, contemporary issue, and self-reflection.

283800 Mixed Chorus III (1 Credit)
Fee: $20.00 and $15 Tshirt
This course, novice level, is designed for students to explore choral music from a wide variety of cultures and time periods through academic study and performance. By creating, performing, and responding, students will develop basic vocal skills and sight-reading techniques. Allowing musical experiences to other cultures and disciplines within and outside of the arts, music history and theory are embedded so students may connect these experiences to historical relevance, contemporary issue, and self-reflection.

283900 Mixed Chorus IV (1 Credit)
Fee: $20.00 and $15 Tshirt
This course, novice level, is designed for students to explore choral music from a wide variety of cultures and time periods through academic study and performance. By creating, performing, and responding, students will develop basic vocal skills and sight-reading techniques. Allowing musical experiences to other cultures and disciplines within and outside of the arts, music history and theory are embedded so students may connect these experiences to historical relevance, contemporary issue, and self-reflection.

283601 Traditional and Emerging Ensembles: Introduction to Women's Chorus I (1 Credit)
Fee: $20.00 and $15 Tshirt
This course, novice level, is designed for students to explore treble choral music from a wide variety of cultures and time periods through academic study and performance. By creating, performing, and responding, students will develop basic vocal skills and sight-reading techniques. Allowing musical experiences to other cultures and disciplines within and outside of the arts, music history and theory are embedded so students may connect these experiences to historical relevance, contemporary issue, and self-reflection.

283701 Women's Chorus II (1 Credit)
Fee: $20.00 and $15 Tshirt
This course, novice level, is designed for students to explore treble choral music from a wide variety of cultures and time periods through academic study and performance. By creating, performing, and responding, students will develop basic vocal skills and sight-reading techniques. Allowing musical experiences to other cultures and disciplines within and outside of the arts, music history and theory are embedded so students may connect these experiences to historical relevance, contemporary issue, and self-reflection.

283801 Women's Chorus III (1 Credit)
Fee: $20.00 and $15 Tshirt
This course, novice level, is designed for students to explore treble choral music from a wide variety of cultures and time periods through academic study and performance. By creating, performing, and responding, students will develop basic vocal skills and sight-reading techniques. Allowing musical experiences to other cultures and disciplines within and outside of the arts, music history and theory are embedded so students may connect these experiences to historical relevance, contemporary issue, and self-reflection.

283906 Women's Chorus IV (1 Credit)
Fee: $20.00 and $15 Tshirt
This course, novice level, is designed for students to explore treble choral music from a wide variety of cultures and time periods through academic study and performance. By creating, performing, and responding, students will develop basic vocal skills and sight-reading techniques. Allowing musical experiences to other cultures and disciplines within and outside of the arts, music history and theory are embedded so students may connect these experiences to historical relevance, contemporary issue, and self-reflection.

283602 Traditional and Emerging Ensembles: Introduction to Men's Chorus I (1 Credit)
Fee: $20.00 and $15 Tshirt
This course, novice level, is designed for students to explore treble choral music from a wide variety of cultures and time periods through academic study and performance. By creating, performing, and responding, students will develop basic vocal skills and sight-reading techniques. Allowing musical experiences to other cultures and disciplines within and outside of the arts, music history and theory are embedded so students may connect these experiences to historical relevance, contemporary issue, and self-reflection.

283604 Introduction to Chamber Chorus I (1 Credit)
Fee: $20.00 and $15 Tshirt
This course, novice level, is designed for students to explore choral music from a wide variety of cultures and time periods through academic study and performance. By creating, performing, and responding, students will develop basic vocal skills and sight-reading techniques. Allowing musical experiences to other cultures and disciplines within and outside of the arts, music history and theory are embedded so students may connect these experiences to historical relevance, contemporary issue, and self-reflection. This course is designed for a small ensemble, such as Madrigals or Chamber Choir.

283704 Chamber Chorus II (1 Credit)
Fee: $20.00 and $15 Tshirt
This course, novice level, is designed for students to explore choral music from a wide variety of cultures and time periods through academic study and performance. By creating, performing, and responding, students will develop basic vocal skills and sight-reading techniques. Allowing musical experiences to other cultures and disciplines within and outside of the arts, music history and theory are embedded so students may connect these experiences to historical relevance, contemporary issue, and self-reflection. This course is designed for a small ensemble, such as Madrigals or Chamber Choir.

283804 Chamber Chorus III (1 Credit)
Fee: $20.00 and $15 Tshirt
This course, novice level, is designed for students to explore choral music from a wide variety of cultures and time periods through academic study and performance. By creating, performing, and responding, students will develop basic vocal skills and sight-reading techniques. Allowing musical experiences to other cultures and disciplines within and outside of the arts, music history and theory are embedded so students may connect these experiences to historical relevance, contemporary issue, and self-reflection. This course is designed for a small ensemble, such as Madrigals or Chamber Choir.

283904 Chamber Chorus IV (1 Credit)
Fee: $20.00 and $15 Tshirt
This course, novice level, is designed for students to explore choral music from a wide variety of cultures and time periods through academic study and performance. By creating, performing, and responding, students will develop basic vocal skills and sight-reading techniques. Allowing musical experiences to other cultures and disciplines within and outside of the arts, music history and theory are embedded so students may connect these experiences to historical relevance, contemporary issue, and self-reflection. This course is designed for a small ensemble, such as Madrigals or Chamber Choir.

283605 Traditional and Emerging Ensembles: Introduction to Show Choir I (1 Credit)
Fee: $20.00 and Costume Fee approximately $200
This course, novice level, is designed for students to explore popular music from a wide variety of cultures and time periods through academic study and performance. By creating, performing, and responding, students will develop basic vocal skills, choreography and movement and sight-reading techniques. Allowing musical experiences to other cultures and disciplines within and outside of the arts, music history and theory are embedded so students may connect these popular vocal style experiences to historical relevance, contemporary issue, and self-reflection.

283705 Show Choir II (1 Credit)
Fee: $20.00 and Costume Fee approximately $200
This course, novice level, is designed for students to explore popular music from a wide variety of cultures and time periods through academic study and performance. By creating, performing, and responding, students will develop basic vocal skills, choreography and movement and sight-reading techniques. Allowing musical experiences to other cultures and disciplines within and outside of the arts, music history and theory are embedded so students may connect these popular vocal style experiences to historical relevance, contemporary issue, and self-reflection.

283805 Show Choir III (1 Credit)
Fee: $20.00 and Costume Fee approximately $200
This course, novice level, is designed for students to explore popular music from a wide variety of cultures and time periods through academic study and performance. By creating, performing, and responding, students will develop basic vocal skills, choreography and movement and sight-reading techniques. Allowing musical experiences to other cultures and disciplines within and outside of the arts, music history and theory are embedded so students may connect these popular vocal style experiences to historical relevance, contemporary issue, and self-reflection.

283905 Show Choir IV (1 Credit)
Fee: $20.00 and Costume Fee approximately $200
This course, novice level, is designed for students to explore popular music from a wide variety of cultures and time periods through academic study and performance. By creating, performing, and responding, students will develop basic vocal skills, choreography and movement and sight-reading techniques. Allowing musical experiences to other cultures and disciplines within and outside of the arts, music history and theory are embedded so students may connect these popular vocal style experiences to historical relevance, contemporary issue, and self-reflection.

284102 Introduction to Piano I (1 Credit)
Fee: $10.00
This course, novice level is designed for students to experience instrumental music through instruments capable of producing both melody and harmony such as piano, keyboard and synthesizer. Students will develop a characteristic tone and engage in the processes of creating, performing and responding as related to instrumental music, while employing the concepts of accompaniment, timbre, rhythm, melody, harmony, form and expression. Additionally, exposure to music from other cultures, music history and theory are embedded so students may connect these experiences to historical relevance, contemporary issues, and self-reflection.

284202 Piano II (1 Credit)
Fee: $10.00
This is a one credit course, intermediate level, designed for students with at least one year of experience to experience instrumental music through instruments capable of producing both melody and harmony such as piano, keyboard and synthesizer. Students will continue to develop a characteristic tone and engage in the processes of creating, performing and responding as related to instrumental music, while employing the concepts of accompaniment, timbre, rhythm, melody, harmony, form and expression. Additionally, exposure to music from other cultures, music history and theory are embedded so students may connect these experiences to historical relevance, contemporary issues, and self-reflection.

284302 Piano III (1 Credit)
Fee: $10.00
This is a one credit course, proficient level, designed for students to increase artistry through reinforced experiences in an instrumental music setting through instruments capable of producing both melody and harmony such as piano, keyboard and synthesizer. Students will continue to develop a characteristic tone and engage in the processes of creating, performing and responding as related to instrumental music, while employing the concepts of accompaniment, timbre, rhythm, melody, harmony, form and expression. Additionally, exposure to music from other cultures, music history and theory are embedded so students may connect these experiences to historical relevance, contemporary issues, and self-reflection.

284402 Piano IV (1 Credit)
Fee: $10.00
This is a one credit course, accomplished level, designed for students with multiple years of high school study to experience instrumental music through instruments capable of producing both melody and harmony such as piano, keyboard and synthesizer. This level is designed to extend students' technical skills and artistry and to provide a deeper understanding and appreciation of the study of music. Students will continue to develop a characteristic tone and engage in the processes of creating, performing and responding as related to instrumental music, while employing the concepts of accompaniment, timbre, rhythm, melody, harmony, form and expression. Additionally, exposure to music from other cultures, music history and theory are embedded so students may connect these experiences to historical relevance, contemporary issues, and self-reflection.

283009 Music, Elements of Arts Literacy (½ Credit)
This course will explore arts literacy through theatre. Creating, performing, responding and connecting drive critical thinking, meaning, reflection, performing and assessment to understand how theatre communicates ideas and allows for self-expression. Students will explore how to create and perform informal and formal theatrical works, relating and connecting them to historical, current and personal events. Students will have an introduction to play structure and analysis. Students will be introduced to the technical elements of theatre production. Students will have an introduction to the history of theatre, and appropriate etiquette for theatre.

Theatre

285009 Theatre, Elements of Arts Literacy (½ Credit)
Fee: $10
This course will explore arts literacy through theatre. Creating, performing, responding and connecting drive critical thinking, meaning, reflection, performing and assessment to understand how theatre communicates ideas and allows for self-expression. Students will explore how to create and perform informal and formal theatrical works, relating and connecting them to historical, current and personal events. Students will have an introduction to play structure and analysis. Students will be introduced to the technical elements of theatre production. Students will have an introduction to the history of theatre, and appropriate etiquette for theatre.

285100 Introduction to Theatre I (Acting) (1 Credit)
Fee: $10.00
This course, proficient level, explores beginning theatre. Creating, performing, responding and connecting drive critical thinking, meaning, reflection, production and assessment to understand how theatre communicates ideas and allows for self-expression. Students will study, write and/or perform scenes and monologues. Students will also be introduced to basic history of theater and technical theatre.

285101 Introduction to Musical Theatre (1 Credit)
Fee: $10.00
This course, proficient level, explores beginning theatre. Creating, performing, responding and connecting drive critical thinking, meaning, reflection, production and assessment to understand how theatre communicates ideas and allows for self-expression. Students will study, write and/or perform scenes and monologues. Students will also be introduced to basic history of theater and technical theatre.

285102 Introduction to Technical Theatre (Stagecraft) (1 Credit)
Fee: $20
This course, proficient level, explores beginning technical theatre. Creating, performing, responding and connecting drive critical thinking, meaning, reflection, production and assessment to understand theater through a technical theatre experience. Students will learn beginning design principles, scenery, lighting, costuming and sound design for theatre productions. Students will study the history of theatre and an emphasis will be placed on the safe practices and proper use of tools, equipment and materials.

285200 Theatre II (1 Credit)
Fee: $15.00
This course, proficient level, explores beginning theatre. Creating, performing, responding and connecting drive critical thinking, meaning, reflection, production and assessment to understand how theatre communicates ideas and allows for self-expression. Students will study, write and/or perform scenes and monologues. Students will also be introduced to basic history of theater and technical theatre.

285203 Acting Technique II (1 Credit)
Fee:15.00
This course, accomplished level, focuses on specific acting techniques. Creating, performing, and connecting drive critical thinking, meaning, reflection, production and assessment through specific acting techniques. Self-expression and an understanding of how methods of acting may be used to communicate artistic ideas. Students will study, write and/or perform scenes and monologues, use text analysis as well as character analysis to perform informal and formal productions.
Prerequisite: Introduction to Theatre I, Musical Theatre I or approval of the Instructor.

Foreign Language

The study of a foreign language enables the student to develop abilities and skills which will be functional in daily living. Foreign language study can enable the student to make a genuine contribution toward the development of good citizenship in the best and broadest sense. The course fosters international understanding, tolerance, good will, and appreciation of other peoples and their cultures, including their language. **Students are encouraged to complete Foreign Language courses in sequence.**

270153 Spanish I (1 Credit Honors Weight)
Designed to give a speaking knowledge of the language, as well as an introduction to the Spanish culture. Emphasis is placed on listening and speaking. **Highly Recommended:**"C" average or higher in the last English course.

270154 Spanish II (1 Credit Honors Weight)
Provides more advanced study of Spanish with emphasis on the development of reading and writing skills. **Prerequisite**: "C" or higher in Spanish I.

270155 Spanish III (1 Credit Honors Weight)
Advanced study of Spanish grammar and usage with emphasis on literature and writers in Spanish.
Prerequisite: "C" or higher in Spanish II.

270156 Spanish IV (1 Credit Honors Weight)
Advanced study of Spanish grammar and usage with emphasis on literature and writers in Spanish.
Prerequisite: "C" or higher in Spanish II.

270157 Spanish AP 11th & 12th Grade (1 Credit)
Fee: AP Exam
Advanced study of Spanish grammar and usage with emphasis on literature and writers in Spanish.
Prerequisite: "C" or higher in Spanish II.

Foreign Languages offered through ACCESS Distance Learning are:

French I
French II
French III
Latin I
Latin II
Latin III
German I
German II
German III
Mandarin Chinese I
Mandarin Chinese II

Health Education

250002 Health Education (½ Credit)
Designed to provide opportunities for students to acquire knowledge and form attitudes which will result in living a quality life. Concepts and practices are covered which will enable students to make wise decisions regarding such topics as nutrition, drugs, ecology, consumer health, and parenting. First Aid and CPR are also included. A required course for graduation and recommended for 10th graders.

Mathematics

The mathematics program is designed to provide sufficient mathematical background for students planning a technical career or who plan a career in mathematics or science. Both applied mathematics and a sequential program of pure mathematics is offered. The student's math teacher will be integral to the registration of students in the next course. Post-secondary schools are expecting stronger math preparation than in the past. All students will complete at least Algebra II. To be best prepared, students should complete Trigonometry/Pre-Calculus. Four years of high school mathematics is required. At least one class must be taken each year.

The State Department has adopted a new math pathway. The following classes apply to graduating classes 2021, 2022 and 2023.

210005 Algebra I (1 Credit)
This course builds on foundational mathematics content learned by students in Grades K-8 by expanding mathematics understanding to provide students with a strong mathematics education. Topics include, but are not limited to, operations and functions, and solutions of linear and special quadratic equations. Content is designed to engage students in a variety of mathematical experiences that include the use of reasoning and problem-solving skills.

210006 Honors Algebra I (1 Credit)
This course is an advanced study of algebraic concepts contained in the Algebra1 course, and is designed to prepare students for more advanced math courses.
Prerequisite: "B" average or higher in 8th grade Advanced Math class and teacher recommendation.

210015 Algebraic Connections (1 Credit)
This course for 11th grade students provides them with a bridge to courses beyond the level of Algebra I and Geometry and to the mathematical empowerment needed to make responsible financial and economic decisions. It is designed for students who need additional mathematical experiences prior to enrollment in Algebra II, with or without Trigonometry, and for students for whom this will be a culminating high school mathematics course.

210016 Algebra II (1 Credit)
This course is designed to extend student knowledge and skills beyond Algebra 1. Students are encouraged to solve problems using a variety of methods that promote the development of improved communication skills and foster a deeper understanding of mathematics. In order to provide students with an appreciation of the power of algebra, application involving real-life situations are incorporated throughout the course. The use of appropriate technology is also encouraged. Algebra II required to complete the graduation requirements for the Alabama High School Diploma. **Prerequisite:** "D" or higher in Geometry and Algebra I.

210017 Algebra II with Trigonometry (1 Credit)
This course is designed to extend students' knowledge of Algebra 1 with additional algebraic and trigonometric content. This course will provide sufficient background to prepare students to pursue higher-level mathematics courses such as Pre-Calculus, Analytical Mathematics, and Discrete Mathematics. The use of appropriate technology is encouraged for numerical and graphical investigations that enhance analytical comprehension. Algebra II with Trigonometry is required for all students seeking the *Alabama High School Diploma with Advanced Academic Endorsement.* **Prerequisite:** "C" or higher in Honors Geometry and Honors Algebra I.

210018 Discrete Mathematics (1 Credit)
Discrete Mathematics is a course designed for students who have successfully completed Algebra II with Trigonometry course and who choose not to continue mathematics study in the Precalculus or Analytical mathematics courses. This course may be offered as an elective for students who have completed the four mathematics requirements for graduation. Discrete mathematics expands upon the topics of matrices, combinational reasoning, counting techniques, algorithms, sequences, series, and their applications. Students are expected to work in both individual and group settings to apply problem-solving strategies and to incorporate technological tools that extend beyond traditional instructional practices. **Note:** Fulfills one of the four mathematics credits required for graduation. **Prerequisite:** Algebra I, Geometry, and Algebra II with Trigonometry

210019 Mathematical Investigations (1 Credit)
Mathematical Investigations is a course designed for students who have successfully completed Algebra II or Algebra II with Trigonometry course and who choose not to continue mathematics study in the Precalculus or Analytical Mathematics courses. This course may be offered as an elective for students who have completed the four mathematics requirements for graduation. Mathematical Investigations is intended to extend students' knowledge of mathematical development. Beginning with ancient numeration systems, students explore the relationships between mathematics and nature, music, art, and architecture as well as the contributions of well-known mathematicians. It extends the scope of prerequisite courses, integrating topics with an emphasis on application-based problem solving. The wide range of topics and applied problems may lend itself to organizing the content into thematic units. **Note:** Fulfills one of the four mathematics credits required for graduation. **Prerequisite:** Algebra I, Geometry, and Algebra II with Trigonometry

210020 Pre-Calculus (1 Credit)
This course is designed primarily for those 11th and 12th grade students considering careers in mathematical or scientific fields of study. Following the successful completion of Algebra II with Trigonometry, students are prepared for this challenging curriculum that includes an expanded study of polynomial functions, conic sections, logarithmic and exponential equations, and the real-life applications of these topics. Students are challenged to defend and support their conclusions from problematic situations. Working in both individual and group settings, students apply a variety of problematic situations. **Prerequisite:** "C" or higher in Honors Algebra II with Trigonometry.

210023 Calculus (1 Credit)
This course is designed primarily for those 11th and 12th grade students considering careers in mathematical or scientific fields of study. Following the successful completion of Algebra II with Trigonometry, students are prepared for this challenging curriculum that includes an expanded study of polynomial functions, conic sections, logarithmic and exponential equations, and the real-life applications of these topics. Students are challenged to defend and support their conclusions from problematic situations. Working in both individual and group settings, students apply a variety of problematic situations.

210025 AP Calculus AB 11th & 12th Grade (1 Credit)
Fee: AP Exam
This course offers the advanced student an opportunity to participate in a college level course. Topics will include functions, graphs, limits, derivatives, integrals, polynomial approximations and series. Completion of the course and a score of 3 or better on the AP Exam may earn college credit. **Recommendation:** Placement is dependent on test scores, grades, teacher recommendation and student motivation. **Requirement:** Students must take the Advanced Placement Exam at the end of the year. **Prerequisite:** "C" or higher in Pre-Calculus.

210026 AP Calculus BC 11th & 12th Grade (1 Credit)
Fee: AP Exam
This course offers the advanced student an opportunity to participate in a college level course. Topics will include functions, graphs, limits, derivatives, integrals, polynomial approximations and series. Completion of the course and a score of 3 or better on the AP Exam may earn college credit. **Recommendation:** Placement is dependent on test scores, grades, teacher recommendation and student motivation. **Requirement:** Students must take the Advanced Placement Exam at the end of the year. **Prerequisite:** Approval of AP Calculus Teacher

210027 AP Statistics 11th & 12th Grade (1 Credit)
Fee: AP Exam
This Advanced Placement class is a college level advanced math course following the curriculum established by the College Board Advanced Placement (AP) Program for statistics. This course will be an introductory, non-calculus based course to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Completion of the course and a score of 3 or better on the AP Exam may earn college credit. **Recommendation:** Placement is dependent on test scores, grades, teacher recommendation and student motivation. **Requirement:** Students must take the Advanced Placement Exam at the end of the year. **Prerequisite:** "C or higher in Honors Algebra II with Trigonometry.

210032 Mathematics Electives, Grades 9-12 (1 Credit)
This course may not be used for one of the four required mathematics credits for graduation.

210034 Analytical Math (1 Credit)
NOTE: FULFILLS ONE OF THE FOUR MATHEMATICS CREDITS REQUIRED FOR GRADUATION. This course provides a structured introduction to important areas of emphasis in most postsecondary studies that pursue a concentration in mathematics. It is considered to be parallel in rigor to Pre-Calculus. Topics include linear algebra, logic, vectors, and matrices that are given a more in-depth coverage than in previous courses. **Prerequisite:** Algebra II with Trigonometry.

210036 Algebra with Finance 10-12 Grade (1 Credit)
NOTE: FULFILLS ONE OF THE FOUR MATHEMATICS CREDITS REQUIRED FOR GRADUATION. Algebra with Finance is a college and career preparatory course that integrates algebra, precalculus, probability and statistics, calculus and geometry to solve financial problems that occur in everyday life. Real-world problems in investing, credit, banking, auto insurance, mortgages, employment, income taxes, budgeting and planning for retirement are solved by applying the relevant mathematics that are taught at a higher level.

210051 Geometry with Data Analysis (1 Credit)
2020-2021 TRANSITION YEAR COURSE FOR MATHEMATICS; OPTIONAL. Geometry with Data Analysis is the first of three required courses in high school mathematics. In Geometry with Data Analysis, students incorporate knowledge and skills in Geometry and Measurement, Algebra and Functions, and Data Analysis, Statistics, and Probability, leading to a deeper understanding of fundamental relationships within the discipline and building a solid foundation for further study. **Prerequisite:** Grade 8 Mathematics or Grade 8 Accelerated Mathematics. For students who opt to accelerate their mathematical pathways in the 9th grade, Geometry with Data Analysis may also be taken concurrently with Algebra I with Probability.

210052 Honors Geometry with Data Analysis (1 Credit)
2020-2021 TRANSITION YEAR COURSE FOR MATHEMATICS; OPTIONAL. Honors Geometry with Data Analysis is the first of three required courses in high school mathematics. In Honors Geometry with Data Analysis, students incorporate knowledge and skills in Geometry and Measurement, Algebra and Functions, and Data Analysis, Statistics, and Probability, leading to a deeper understanding of fundamental relationships within the discipline and building a solid foundation for further study. **Prerequisite:** Grade 8 Mathematics or Grade 8 Accelerated Mathematics. For students who opt to accelerate their mathematical pathways in the 9th grade, Honors Geometry with Data Analysis may also be taken concurrently with Algebra I with Probability.

210056 Algebra I with Probability(1 Credit)
2020-2021 TRANSITION YEAR COURSE FOR MATHEMATICS; OPTIONAL. Algebra I with Probability builds upon algebraic concepts studied in Grade 7 and Grade 8 Mathematics. It provides students with the necessary knowledge of algebra and probability for use in everyday life and in a subsequent study of mathematics. Algebra I with Probability is the second of three courses required for all students. Students may enroll in this course after completing Geometry with Data Analysis in Grade 9 or by completing both Grade 7 Accelerated Mathematics and Grade 8 Accelerated Mathematics. Students who wish to accelerate their mathematics pathways in high school may also elect to enroll in Algebra I with Probability concurrently with Geometry with Data Analysis in the 9th grade.

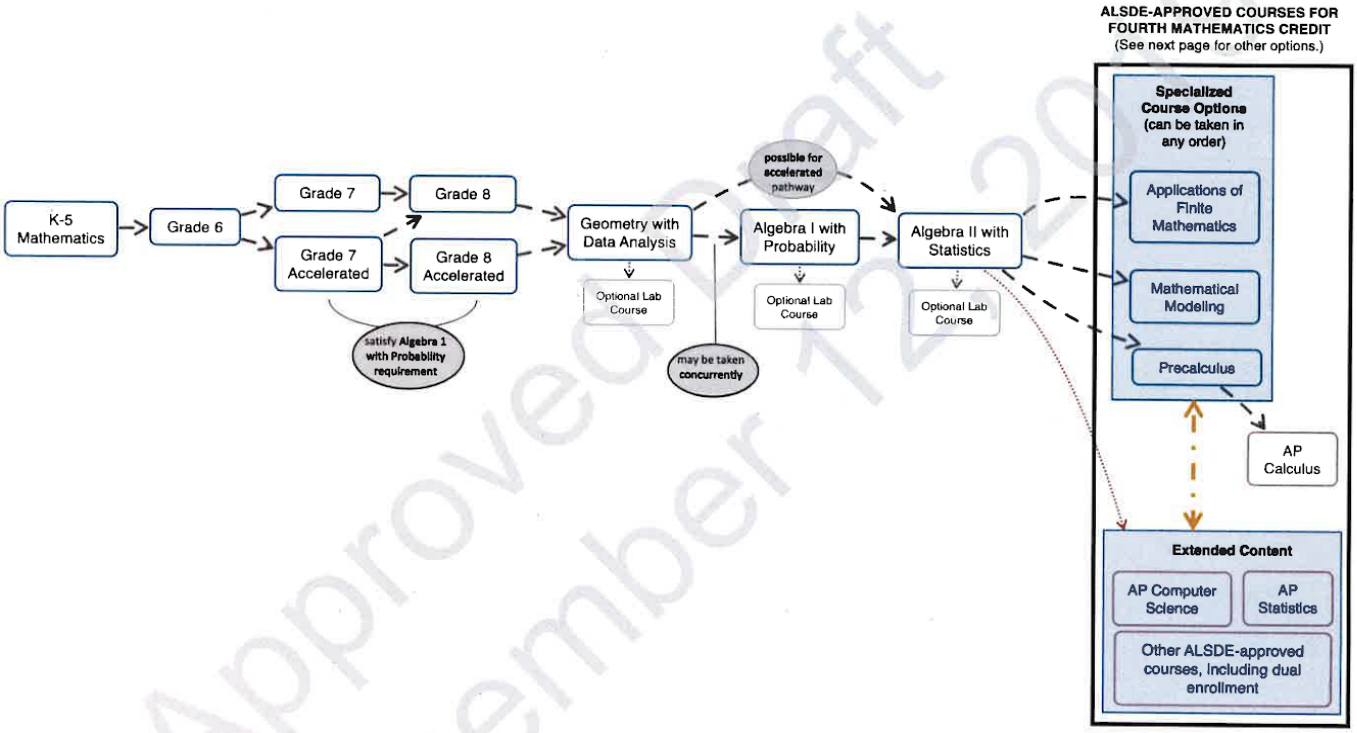
210057 Honors Algebra I with Probability (1 Credit)
2020-2021 TRANSITION YEAR COURSE FOR MATHEMATICS; OPTIONAL. Honors Algebra I with Probability builds upon algebraic concepts studied in Grade 7 and Grade 8 Mathematics. It provides students with the necessary knowledge of algebra and probability for use in everyday life and in a subsequent study of mathematics. Honors Algebra I with Probability is the second of three courses required for all students. Students may enroll in this course after completing Geometry with Data Analysis in Grade 9 or by completing both Grade 7 Accelerated Mathematics and Grade 8 Accelerated Mathematics. Students who wish to accelerate their mathematics pathways in high school may also elect to enroll in Honors Algebra I with Probability concurrently with Geometry with Data Analysis in the 9th grade.

210066 Math Elective Lab Course (1 Credit)
2020-2021 TRANSITION YEAR COURSE FOR MATHEMATICS; OPTIONAL. School systems should provide instructional support (labs or intervention periods) for students in Geometry with Data Analysis, Algebra I with Probability, and Algebra II with Statistics. Student assignment to this class period and the length of this class period are at the LEA's discretion. **Note:** Credit for this class period would count as elective credit, not mathematics credit. **Prerequisite:** Required for students whose final math grade was less than 60. Highly recommended for students whose final math grade was 60-69.

The State Department has adopted a new math pathway. The following chart applies to graduating classes 2024 and beyond.

Appendix B

Chart 1: Pathways through K-12 Mathematics



Approved Draft December 12, 2019

Physical Education

The Physical Education Division strives to provide students with the knowledge and skills that can be used for leisure time activities later in life.

Physical education is an essential element in the educational preparation of Alabama students. The purpose of the physical education curriculum is to reinforce the need for students to become better informed regarding health issues and to become more physically active. Individuals who are physically active and who practice healthy life choices are better prepared to meet personal health and physical fitness challenges throughout their lives.

Note: Students must receive one full year of Physical Education curriculum. Waivers are offered through one year of JROTC and 2 years of marching band, athletics or cheerleading. Students are granted credit when they pass the end of course test for the Physical Education course administered by a certified physical education teacher.

Students participating in athletics will be scheduled by their respective coach.

240011 Sports Officiating (1 Credit)
This course is an elective course that focuses on the professional philosophy, and professional requirements for officiating sports for athletic contests. This course will cover officiating football, basketball, wrestling, volleyball, soccer, baseball, track and field, and softball. Upon completion of the course students will be afforded the option to take certification exams for any of the sport components to become a restricted certified official with the Alabama High School Athletic Association at the middle/junior high school level. The prerequisite for this course is Lifelong Individualized Fitness Education (LIFE) or its equivalent. The student must be age 16 or older, or turn age 16 during the academic school year. The teacher of this course must hold current registration as an Alabama High School Athletic Association official (any sport).

240014 Strength and Conditioning (1 Credit)
Elective course that will give students the tools and resources needed to be physically fit and healthy for a lifetime. This course is a stand-alone course open to all students. It is not part of, nor may it be combined with, varsity athletics. **Prerequisite:** Beginning Kinesiology.

240016 Life Sports: Individual, Dual, and Team (1 Credit)
Elective course that gives students basic knowledge of individual, dual, and team sports. Students will progressively learn skills and game strategies for each sport, as well as historical background and terminology. **Prerequisite:** Beginning Kinesiology

240017 Varsity Baseball (1 Credit)
This course covers baseball techniques. Emphasis is placed on refining skills and developing more advanced strategies and techniques. Upon completion, students should be able to play baseball at a competitive level. **Prerequisite:** Completion of the required Beginning Kinesiology course or an approved waiver substitution from the ALSDE Superintendent and coaches approval.

240021 Varsity Basketball (1 Credit)
This course covers the fundamentals of basketball. Emphasis is placed on skill development, knowledge of the rules, and basic game strategy. Upon completion, students should be able to participate in competitive basketball. **Prerequisite:** Completion of the required Beginning Kinesiology course or an approved waiver substitution from the ALSDE Superintendent and coaches approval.

240025 Varsity Cheerleading (1 Credit)
This course covers cheerleading techniques. Emphasis is placed on developing skills, strategies, and techniques. Upon completion, students should be able to participate on a cheerleading squad. **Prerequisite:** Completion of the required Beginning Kinesiology course or an approved waiver substitution from the ALSDE Superintendent and coaches approval.

240029 Varsity Cross Country (1 Credit)
This course covers cross country techniques. Emphasis is placed on developing skills and strategies and techniques. Upon completion, students should be able to participate in competitive cross country.
Prerequisite: Completion of the required Beginning Kinesiology course or an approved waiver substitution from the ALSDE Superintendent and coaches approval.

240033 Varsity Football (1 Credit)
This course covers fundamentals of football. Emphasis is placed on skill development, knowledge of the rules, and basic game strategy. Upon completion, students should be able to participate in competitive football.
Prerequisite: Completion of the required Beginning Kinesiology course or an approved waiver substitution from the ALSDE Superintendent and coaches approval.

240037 Varsity Golf (1 Credit)
This course covers fundamental phases of golf. Emphasis is placed on refining the fundamental skills and learning more phases of the game such as club selection, trouble shots, and course management. Upon completion, students should be able to demonstrate the knowledge and ability to play competitive golf.
Prerequisite: Completion of the required Beginning Kinesiology course or an approved waiver substitution from the ALSDE Superintendent and coaches approval.

240041 Varsity Soccer (1 Credit)
This course covers the fundamentals of soccer. Emphasis is placed on skill development, knowledge of the rules, and basic game strategy. Upon completion, students should be able to participate in competitive soccer.
Prerequisite: Completion of the required Beginning Kinesiology course or an approved waiver substitution from the ALSDE Superintendent and coaches approval.

240045 Varsity Softball (1 Credit)
This course covers the fundamentals of soccer. Emphasis is placed on skill development, knowledge of the rules, and basic game strategy. Upon completion, students should be able to participate in competitive soccer.
Prerequisite: Completion of the required Beginning Kinesiology course or an approved waiver substitution from the ALSDE Superintendent and coaches approval.

240049 Varsity Swimming (1 Credit)
This course covers the fundamentals of swimming. Emphasis is placed on skill development, knowledge of the rules, and basic game strategy. Upon completion, students should be able to participate in competitive swimming.
Prerequisite: Completion of the required Beginning Kinesiology course or an approved waiver substitution from the ALSDE Superintendent and coaches approval.

240053 Varsity Tennis (1 Credit)
This course covers the fundamentals of tennis. Emphasis is placed on skill development, knowledge of the rules, and basic game strategy. Upon completion, students should be able to participate in competitive tennis.
Prerequisite:: Completion of the required Beginning Kinesiology course or an approved waiver substitution from the ALSDE Superintendent and coaches approval.

240057 Varsity Track and Field (1 Credit)
This course covers fundamentals of track and field. Emphasis is placed on skill development, knowledge of the rules, and basic game strategy. Upon completion, students should be able to participate in competitive track and field. **Prerequisite:** Completion of the required Beginning Kinesiology course or an approved waiver substitution from the ALSDE Superintendent and coaches approval.

240061 Varsity Volleyball (1 Credit)
This course covers the fundamentals of volleyball. Emphasis is placed on skill development, knowledge of the rules, and basic game strategy. Upon completion, students should be able to participate in competitive volleyball.
Prerequisite: Completion of the required Beginning Kinesiology course or an approved waiver substitution from the ALSDE Superintendent and coaches approval.

240065 Varsity Wrestling (1 Credit)
This course covers the fundamentals of wrestling. Emphasis is placed on skill development, knowledge of the rules, and basic game strategy. Upon completion, students should be able to participate in competitive wrestling. **Prerequisite:** Completion of the required Beginning Kinesiology course or an approved waiver substitution from the ALSDE Superintendent and coaches approval.

240074 Varsity Bowling (1 Credit)
This course covers bowling techniques. Emphasis is placed on refining skills and developing more advanced strategies and techniques. Upon completion, students should be able to participate in competitive Bowling. **Prerequisite:**Completion of the required Beginning Kinesiology course or an approved waiver substitution from the ALSDE Superintendent and coaches approval.

240090 Beginning Kinesiology (1 Credit)
Beginning Kinesiology is the physical education course required for graduation. It is a stand-alone course which encompasses the basic concepts of athletics and fitness, and introduces students to the basic physiological, psychological, sociological, and mechanical principles of human movement. Students will be empowered to make choices, meet challenges, and develop positive behaviors in fitness, wellness, and movement activity for a lifetime. It is highly recommended that students take Beginning Kinesiology in Grade 9. It is the prerequisite for all physical education elective courses and coaches approval.

240091 Advanced Kinesiology (1 Credit)
Elective course that covers the knowledge base of kinesiology, the importance of physical activity in daily life, and the different career paths associated with a degree in kinesiology. This class is for students who wish to pursue a career as a physical education teacher, athletic trainer, physical therapist, personal trainer, movement-related research specialist, or other careers related to health, fitness, and sports. **Prerequisite:** Beginning Kinesiology

Psychology

230071 Psychology (1 Credit)
This course is an introduction and broad view of the basic theories, concepts, principles and research findings in the analysis of behavior. It places emphasis on individual differences, motivation, personality, learning, the world of work, biological influences and abnormal psychology.

230072 AP Psychology 11th & 12th Grade (1 Credit)
Fee: AP Exam
This course is an introduction and broad view of the basic theories, concepts, principles and research findings in the analysis of behavior. It places emphasis on individual differences, motivation, personality, learning, the world of work, biological influences and abnormal psychology.

Sociology

230081 Sociology (1 Credit)
This course presents a study of society with emphasis on structure and function of the basic social institutions. Students will use current periodicals to focus on current issues in society from a sociological perspective.

Science

The science program is designed to relate science to everyday living and to provide extensive concentration for those students whose future plans dictate a broader background in science. All classes involve laboratory practice and will provide both academic and vocational/technical preparation.

Forensics (1 Credit)
Pending approval from the Alabama State Department of Education.

220051 Physical Science (1 Credit)
This course provides an overview of chemistry and physics with emphasis on topics that relate to everyday life. The course is intended for the student who does not intend to pursue advanced studies in science or a science-related career.

220011 Biology – 9th Grade (1 Credit)
This course is a study of the characteristics and relationships of living organisms. It provides an overview of the Six Kingdoms and ends with the invertebrates of the Animal Kingdom. The course is intended for the student who does not plan to take advanced science courses.

220012 Honors Biology – 9th Grade (1 Credit)
Lab Fee: $20.00
This course provides an in-depth study of the structure and function of living things. It will include cellular structure and function, genetics, energy transformations and organisms and their environment. This course emphasizes mastery through lecture, laboratory and discussion. It is a prerequisite for Honors Anatomy, Physiology, and AP Biology.

220061 Chemistry (1 Credit)
Lab Fee: $20.00
NOTE: FULFILLS THE "PHYSICAL SCIENCE" GRADUATION REQUIREMENT
Investigation of empirical concepts central to biology, earth science, environmental science, and physiology; in-depth investigations on the properties and interactions of matter including matter and its interactions, concentration of forces and motion, types of interactions, stability and instability in chemical systems, conservation of energy, energy transformations, and applications of energy to everyday life. Due to this emphasis, a strong background in Algebra I is essential for successful completion of this course.**Prerequisite:** Biology

220062 Honors Chemistry (1 Credit)
Lab Fee: $20.00
NOTE: FULFILLS THE "PHYSICAL SCIENCE" GRADUATION REQUIREMENT
Advanced investigation of empirical concepts central to biology, earth science, environmental science, and physiology; in-depth investigations on the properties and interactions of matter including matter and its interactions, concentration of forces and motion, types of interactions, stability and instability in chemical systems, conservation of energy, energy transformations, and applications of energy to everyday life. Honors Chemistry is designed for students who are highly motivated and interested in seeking a career in a science-related field. This course moves at a much faster pace than the regular chemistry class and, as a result, a greater range and depth of material will be covered. **Prerequisite:** "C" average or above in Honors Biology, and should be taken in conjunction with Algebra II with Trigonometry or with Honors Geometry.

220027 Honors Anatomy and Physiology (1 Credit)
Lab Fee: $20.00
(*Honors Human Body Systems-PLTW can take the place of Honors Anatomy and Physiology*)
This course provides a systematic approach to the study of the human body. The structure and function of each of the body's systems is studied in detail, using lecture, discussion, and laboratory experiences. This is an excellent introductory course for those students planning a career in medicine or a health-related field.
Prerequisite: Honors Biology and taken in conjunction with Honors Geometry or teacher recommendation.

220081 Earth and Space Science (1 Credit)
NOTE: DOES NOT FULFILL THE GRADUATION REQUIREMENT FOR BIOLOGY OR "A PHYSICAL SCIENCE". Comprehensive application of all science disciplines with focus on concepts of the universe and its stars, Earth and the solar system, history of planet Earth, Earth's materials and systems, plate tectonics, large-scale system interactions, the roles of water in Earth's surface processes, weather and climate, and biogeology, includes integration of engineering, technology and application of science core ideas.

220082 Honors Earth and Space Science (1 Credit)
NOTE: DOES NOT FULFILL THE GRADUATION REQUIREMENT FOR BIOLOGY OR "A PHYSICAL SCIENCE". Advanced comprehensive application of all science disciplines with focus on concepts of the universe and its Stars, Earth and the solar system, history of planet Earth, Earth's materials and systems, plate tectonics, large-scale system interactions, the roles of water in Earth's surface processes, weather and climate, and biogeology; includes integration of engineering, technology and application of science core ideas.

220029 Environmental Science (1 Credit)
Environmental Science is a multidisciplinary field that draws from all the sciences, as well as other fields, to help us better understand the relationship between humans, and the world in which we live. It is an applied science that focuses on three main areas: 1) conservation and protection of natural resources 2) environmental education and communication 3) environmental research. This course is designed for eleventh and twelfth grade students in general studies. **Prerequisite**: General Chemistry

220057 AP Physics I 11th & 12th Grade (1 Credit)
Lab Fee: $20.00 and AP Exam
NOTE: FULFILLS THE "PHYSICAL SCIENCE" GRADUATION REQUIREMENT
This course is a college-level, algebra-based physics course with an emphasis on mechanics, waves and sound, and electric circuits with an emphasis on fluids, thermodynamics, electrostatics, magnetism, optics, and modern physics. The course will focus on mastering the concepts within these topics while developing skills of problem solving and experimental design. Completion of the course, and a score of 3 or better on the AP Exam, may earn college credit. **Prerequisite**: "C" average or above in Honors Algebra II with Trigonometry, Honors Biology ~~or~~ and Instructor Approval.

220064 AP Chemistry 11th & 12th Grade (1 Credit)
Lab Fee: $20.00 and AP Exam
This course offers the advanced student an opportunity to participate in a college level course. This class is required both Fall and Spring terms, with sufficient enrollment, in order to receive AP credit. This course covers atomic theory and structure; chemical bonding; nuclear chemistry; gases; liquids and solids; solutions; reaction types; stoichiometry; equilibrium; kinetics; thermodynamics. Completion of the course, and a score of 3 or better on the AP Exam, may earn college credit. **Recommendation**: Placement is dependent on test scores, grades, teacher recommendation, and student motivation. **Prerequisite**: "C" average or above in Honors Chemistry and Algebra II with Trigonometry and Instructor Approval.

220014 AP Biology 11th & 12th Grade (1 Credit)
Lab Fee: $20.00 and AP Exam
AP Biology is a college-level course that follows the guidelines of The College Board. It will differ significantly from the usual high school biology regarding the kind of textbook used, the range and depth of topics covered, the kind of lab work done, and the time and effort required of students. The main goals of AP Biology are to help students develop a conceptual framework of modern biology, to help students gain an appreciation of science as a process, and to prepare the students for the national exam. Completion of the course and a score of 3 or better on the AP exam may earn college credit**. Prerequisite:** "C average or above in Honors Biology, Honors Chemistry and Instructor approval.

220032 AP Environmental Science 11th & 12th Grade (1 Credit)
Lab Fee: $20.00 and AP Exam
This course is designed to be equivalent to a college introductory course in environmental science. Emphasis is placed on scientific principles and analysis. Lab work and field work with scientific equipment will be included. Students completing this course will understand the interrelationships of the natural world, be able to identify environmental problems, and have knowledge of alternative solutions to these problems. Completion of the course and a score of 3 or better on the AP Exam may earn college credit. **Prerequisite:** "C" average or above in Honors Biology and Honors Chemistry and Instructor Approval. **AP Environmental Science can be taken in conjunction with Honors Chemistry or another AP Science Course.**

220043 Research and Design in Biology 9th Grade (1 Credit)
NOTE: DOES NOT FULFILL THE GRADUATION REQUIREMENT FOR BIOLOGY, A "PHYSICAL SCIENCE", OR THE 2 ADDITIONAL SCIENCE REQUIREMENTS. Scientific process and application skills; independent study; safety issues and research protocols; controlling/manipulating variables; statistical analysis and display of data; design and completion of inquiry project; scientific paper; competition in fairs and paper symposia; computer application; laboratory-based; technology.

Speech, Communication, Academic Team

200035 Mass Media (1 Credit)
This is a production class for students in grades 9-12. This course emphasizes learning the fundamental skills of newspaper writing and production. Students will produce a newspaper for distribution to the student body. Students will also work with publicity of school events and will study writing as used in television, advertising, and communications. **Prerequisite:** Teacher approval/recommendation.

200042 Public Speaking (1 Credit)
Designed for students to prepare themselves for careers in public relations, law, politics, teaching, theater and television, as well as in any area of work environments where the spoken and written word is essential. Course content will center around interpersonal communications, voice and diction, various types of public speaking presentations, oral interpretation of literature, and as time permits, introduction to argumentation and debate.

200051 Journalism/Yearbook I (1 Credit)
NOTE: DOES NOT FULFILL ANY OF THE FOUR ENGLISH CREDITS REQUIRED FOR GRADUATION.
Newspaper study; newspaper production; news information gathering; proofreading; journalistic writing.

200052 Journalism/Yearbook II (1 Credit)
NOTE: DOES NOT FULFILL ANY OF THE FOUR ENGLISH CREDITS REQUIRED FOR GRADUATION.
Newspaper study; newspaper production; news information gathering; proofreading; journalistic writing

200053 Journalism/Yearbook III (1 Credit)
NOTE: DOES NOT FULFILL ANY OF THE FOUR ENGLISH CREDITS REQUIRED FOR GRADUATION.
Newspaper study; newspaper production; news information gathering; proofreading; journalistic writing.

200054 Journalism/Yearbook IV (1 Credit)
NOTE: DOES NOT FULFILL ANY OF THE FOUR ENGLISH CREDITS REQUIRED FOR GRADUATION.
Newspaper study; newspaper production; news information gathering; proofreading; journalistic writing.

Social Studies

The department offers a program which provides factual knowledge of events and encourages an inquiring attitude as a basis for understanding and appreciating the past and its influences on the present.

230013 World History: 1500 to Present (1 Credit)
This course directs students to think critically about the various forces that combined to shape the world today. Emphasis needs to be placed on geographic impact, development of civic knowledge/responsibilities, and emerging economic systems within a chronological context.

230014 Honors World History: 1500 to Present (1 Credit)
This course begins with the Renaissance and continues to the present day. Topics will be geographic impact, development of civic knowledge/responsibilities, and emerging economic systems within a chronological context. Emphasis is placed on reading, writing, vocabulary, sequence, logic and critical thinking skills.
Prerequisite: "C"average or higher in last History class and teacher recommendation.

230016 United States History to 1877 (1 Credit)
This course covers the historic development of American ideas and institutions from the Age of Exploration to the present. While focusing on political and economic history, the standards provide students with a basic knowledge of American culture through a chronological survey of major issues, movements, people, and events in the United States and Alabama History.

230017 Honors United States History to 1877 (1 Credit)
This course is a detailed chronological study of U.S. History with geography, economics and government. Through American Literature in each of the disciplines, relationships are shown; accurate, meaningful content is presented, and past and present events/conditions are interpreted.
Prerequisite: "C" average or higher in last history class and teacher recommendation.

230019 United States History from 1877 to the Present (1 Credit)
This course is a continuation of United States History from the tenth grade course. It focuses on twentieth century America and beyond. Knowledge and understanding gained during previous years of study provide the foundation for the critical analysis required in this course.

230020 Honors United States History from 1877 to the Present (1 Credit)
This course integrates U.S. History and Alabama History with the progressive movement, territorial expansion, and the impact on world conflict as well as foreign, domestic, and cultural policies within the period. Students will be asked to analyze events and effects and relate the significance to U.S. History.
Prerequisite: "C"average or higher in last history class and teacher recommendation.

230022 AP United States History 11 & 12 Grade (1 Credit)
Fee: AP Exam
This course offers the advanced student an opportunity to participate in a college level course. This class is required both fall and spring terms, with sufficient enrollment in order to receive AP credit. Completion of the course, and a score of 3 or better on the AP Exam, may earn college credit. **Recommendation**: Placement is dependent on test scores, grades, teacher recommendation and student motivation.
Requirement: Students must take the Advanced Placement Exam at the end of the year.

230027 AP World History 11 & 12 Grade (1 Credit)
Fee: AP Exam
The course will develop a greater understanding of the evolution of global processes and contacts, in interaction with different types of human societies. The course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies. The course emphasizes relevant factual knowledge deployed in conjunction with leading interpretive issues and types of historical evidence. The course builds on an understanding of cultural, institutional, and technological precedents that, along with geography, set the human stage. Completion of the course, and a score of 3 or better on the AP Exam, may earn college credit. **Recommendation**: Placement is dependent on test scores, grades, teacher recommendation and student motivation. **Requirement:** Students must take the Advanced Placement Exam at the end of the year. **Prerequisite**: Teacher approval.

230051 Economics (1/2 Credit)
This course provides knowledge of the structure and workings of government at all levels in the nation. The course introduces the study of representative democracy, federalism, the role of the citizen in American government, and international relations. The class also studies modern day economic systems and economic theory including the use and interpretation of charts, graphs, tables, and other expressions of statistical data.

230052 Honors Economics (1/2 Credit)
Basic elements of economics; comparative economic systems and economic theories; role of the consumer; business and labor issues; functions of government; structure of U. S. banking system; role of Federal Reserve Bank. **Prerequisite:** "C" or higher in Honors U.S. History II.

230054 AP Macroeconomics (½ Credit)
Fee: AP Exam
College-level advanced course following the curriculum established by the College Board Advanced Placement (AP) Program for macroeconomics; basic economic concepts; measurement of economic performance; national income and price determination; financial sector; inflation, unemployment, and stabilization policies; economic growth and productivity; open economy; international trade and finance **Prerequisite:** "C" average or higher in Honors U.S. History II.

230041 Government (1/2 Credit)
This course provides a basic understanding of our system of government with emphasis on the individual's responsibility in government and introduces a practical approach to current living conditions and problems encountered while earning and spending money.

230042 Honors Government (1/2 Credit)
This course provides a basic understanding of our system of government with emphasis on the individual's responsibility in government and introduces a practical approach to current living conditions and problems encountered while earning and spending money. **Prerequisite:** "C" average or higher Honors U.S. History II.

230047 AP Government 11 & 12 Grade (1/2 Credit)
Fee: AP Exam
Accelerated in rigor and pace, this course is designed to give students a critical perspective on government and politics within the United States. The course involves generalized political science concepts and political theories Critical thinking and analysis skills are used to interpret the American political system.
Prerequisite: "C" or higher Honors Government.

230029 AP European History 11 & 12 Grade (1 Credit
Fee: AP Exam
Accelerated in rigor and pace, this course begins with the Renaissance and ends with present day. All areas of history are covered including political, economic, intellectual, cultural, social, and art history. Emphasis placed on analytical writing, class discussions, use of primary sources, and critical reading.
Prerequisite: "C" or higher Honors U.S. History II.

230062 AP Human Geography 9th - 12th Grade (1 Credit)
Fee: AP Exam
This course serves as an introduction to geography as the science of location, with emphasis on spatial patterns of human activities. The concepts of population, cultural patterns and processes, political organization of space, agriculture, and rural land use, industrialization and economic development, cities and urban land use form the core of the course. **Prerequisite:** "C" or higher Honors World History.

230201 Contemporary World Issues and Civic Engagement (1/2 Credit)
NOTE: DOES NOT FULFILL ANY OF THE FOUR SOCIAL STUDIES CREDITS REQUIRED FOR GRADUATION. Current issues from historical and geographical perspectives; knowledge of key contemporary personalities and events that impact lives

CAREER TECHNICAL EDUCATION

Career and Technical Education (CTE) provides students of all ages with the academic and technical skills, knowledge and training necessary to succeed in future careers and to become lifelong learners. CTE prepares these learners for the world of work by introducing them to workplace competencies, and makes academic content accessible to students by providing it in a hands-on context. In fact, the high school graduation rate for CTE concentrators is about 90% – 15 percentage points higher than the national average. (careertech.org/cte)

Dothan Technology Center is a Simulated Workplace environment. Simulated Workplace has not only enhanced instructional delivery of career education, but has created a more engaged career and technical student. The simulated workplace environment permits students the opportunity to take ownership of their individual performance as it impacts the overall success of their education while thriving in an authentic workplace culture. Simulated Workplace also encourages local business and industry experts to join onsite review teams to assist schools in meeting their workforce needs and expectations.

Registering for Classes at Dothan Technology Center

Dothan Technology Center is a simulated workplace environment. All students are required to complete an application for Dothan Technology Center before being considered for enrollment in a CTE program. The application will be completed during the registration process. Due to the increasing student demand of the CTE programs a waitlist may be established or a second/third choice may be afforded to the student.

Career Tech Student Organizations (CTSO'S)

Career and technical student organizations are integral, co-curricular components of each career and technical education course. These organizations serve as a means to enhance classroom instruction while helping students develop leadership abilities, expand workplace-readiness skills, and broaden opportunities for personal and professional growth. The following list the CTSO associated with each Career Tech Pathway offered in Dothan City Schools:

- SkillsUSA, Welding, Drafting, Graphic Arts, TV Production, Cosmetology, Construction, Automotive CTSO Fee: $15.00
- HOSA Future Health Professionals - Health Science/Biomedical Science, CTSO Fee: $20.00
- FFA, Agricultural Education, CTSO Fee: $15.00 plus t-shirt
- FBLA, Future Business Leaders of America - Business/Marketing, CTSO Fee: $20.00
- FCCLA, Family, Career and Community Leaders of America, Culinary Arts, CTSO Fee: $12.00
- JROTC, Junior Reserve Officer Training Corps, CTSO Fee: None
- TSA, Technology Student Association, Pre-engineering, Robotics, CTSO Fee: $20.00

Career Tech Courses at Dothan Preparatory Academy – 9th Grade

410016 Multimedia Design (1 Credit)
Multimedia Design is a one-credit course designed to provide students with hands-on skills involving graphic design, digital photography, web publishing, and digital video production. Students use various hardware peripherals and software for completing documents.

410017 Multimedia Publications (1 Credit)
Multimedia Publications is a one-credit course designed to provide students with the ability to utilize digital equipment and multimedia digital imaging software, produce interactive media projects, and develop publication layouts. Students use various hardware peripherals as well as the internet for integrating skills to create a variety of publications.

480041 Army JROTC Leadership Education and Training I (LET 1) (1 Credit)
This is a course which includes basic introductions and instruction in subject areas such as leadership theory, drill and ceremonies, first aid, map reading and land navigation, oral and written communication, rifle marksmanship and safety, personal hygiene, military history, and service orientations.

490024 Orientation to Health Science (1 Credit)
Orientation to Health Science is a one credit course to assist students in making informed decisions regarding their college and career goals. Students will be given the opportunity to apply knowledge and skills related to the Health Science cluster. The course also includes information concerning the practices for promoting health, wellness, and disease prevention. Instruction and learning activities are provided in a classroom laboratory setting using hands-on experiences with the equipment, materials and technology appropriate to the course content and in accordance with current practices.

520046 PLTW Computer Science Essentials (1 Credit)
This course provides an excellent entry point for students to begin or continue the PLTW Computer Science K-12 experience. Computer Science Essentials will expose students to a diverse set of computational thinking concepts, fundamentals, and tools, allowing them to gain understanding and build confidence. Students will use visual, block-based programming and seamlessly transition to text-based programming with languages such as Python to create apps and develop websites, and learn how to make computers work together to put their design into practice. They'll apply computational thinking practices, build their vocabulary, and collaborate just as computing professionals do to create products that address topics and problems important to them.
Prerequisite: Teacher Recommendation, previous 7th and/or 8th grade computer classes preferred

540031 Honors Introduction to Robotics (1 Credit)
Introduction to Robotics course is designed to provide students with the fundamental knowledge and skills of robotics. Emphasis is placed on fundamentals of electrical current, digital circuits, electronic control systems, and the design and operation of robotic systems. **Prerequisite:** High achievement in previous 7th and 8th grade courses recommended.

Agriscience Pathway

Year 1	Year 2
Semester 1: Fundamentals of Agriscience Semester 2: Intermediate Agriscience	Semester 1: Advanced Agriscience Semester 2: Greenhouse Production & Management
Year 3 (These classes must be approved by Instructor/Counselor/Admin)	
Option 1: Work Based Learning (CO-OP) *See Work Based Learning Section*	Option 2: Senior Agriscience Classes Semester 1: CTE Lab in Agriscience Semester 2: Senior Career Pathway Project

Course Descriptions

420101 Fundamentals of Agriscience (1 Credit)
Fee: $20.00
This is a course that provides students with a fundamental overview of the Agriculture, Food and Natural Resources cluster, which contains five pathways—Power, Structure, and Technical Systems; Environmental and Natural Resources Systems; Animal Systems; Plant Systems; and Agribusiness Systems. Students are involved in classroom and laboratory activities in each of the five pathway areas. The emphasis for Fundamentals of Agriscience is based around the NCCER Core Curriculum including basic safety, construction math, hand tools, power tools, construction drawings, basic rigging, communication skills, employability skills, and materials handling.

420102 Intermediate Agriscience (1 Credit)
Fee: $20.00
This is a course that provides students with an intermediate understanding of the Agriculture, Food and Natural Resources cluster, which contains five pathways—Power, Structure, and Technical Systems; Environmental and Natural Resources Systems; Animal Systems; Plant Systems; and Agribusiness Systems. Students are involved in classroom and laboratory activities in each of the five pathway areas. The emphasis for Intermediate Agriscience is plant systems. The curriculum will provide opportunities for Career Readiness Indicators utilizing resources from the Alabama Green Industry Training Center, Landscape Management Technician, and NCCER. **Prerequisite:** Fundamentals of Agriscience

420103 Advanced Agriscience (1 Credit)
Fee: $20.00
This is a course that provides students with an intermediate understanding of the Agriculture, Food and Natural Resources cluster, which contains five pathways—Power, Structure, and Technical Systems; Environmental and Natural Resources Systems; Animal Systems; Plant Systems; and Agribusiness Systems. Students are involved in classroom and laboratory activities in each of the five pathway areas. The emphasis for Intermediate Agriscience is plant systems. The curriculum will provide opportunities for Career Readiness Indicators utilizing resources from the Youth Beef Quality Assurance, Youth Pork Quality Assurance, and NCCER.
Prerequisite: Intermediate Agriscience

420054 Greenhouse Production and Management (1 Credit)
Fee: $20.00
This course relates to the production of greenhouse crops. Topics include career opportunities, safety, plant propagation, growing media, plant identification, greenhouse production, pest control, business management, and equipment and facilities. The hands-on approach to learning is a key component in this course; therefore, making this a labor-intensive, participation based course that requires students to be in shop, greenhouse, and garden settings. Students also develop career readiness skills by conducting and operating a horticulture business. The skills developed in this course are designed to prepare students for careers and/or college. A Supervised Agricultural Experience, a project outside of the classroom will be required, which will account for a large portion of the student's grade. **Prerequisite:** Agriscience

420077 Senior Pathway Project-Agriculture, Food, & Natural Resources (1 Credit)
Fee: $20.00
Prerequisite: Agriscience

420078 CTE Lab in Agriculture, Food and Natural Resources (1 Credit)
Fee: $20.00
Prerequisite: Agriscience

Industry Credential Opportunity: NCCER Core

ARMY JROTC PATHWAY

Year 1	Year 2
Leadership Education & Training I (LET 1)	Leadership Education & Training II (LET 2)
Year 3	**Year 4**
Leadership Education & Training III (LET 3) and/or Leadership Education & Training (Leadership Class)	Leadership Education and Training IV (LET 4) and/or Leadership Education & Training (Leadership Class)

At DHS a student can take two courses in one school year with instructor approval. (Ex. LET 3 & LET 4)

Course Descriptions

480041 Army JROTC Leadership Education and Training I (LET 1) (1 Credit)
This is a course which includes basic introductions and instruction in subject areas such as leadership theory, drill and ceremonies, first aid, map reading and land navigation, oral and written communication, rifle marksmanship and safety, personal hygiene, military history, and service orientations.

480042 Army JROTC Leadership Education and Training II (LET 2) (1 Credit)
This course includes the study of wellness, fitness and first aid, drug awareness, ethical values and principles of good citizenship in American history and Government. Demonstrate knowledge of drill, map reading and physical training, with emphasis on methods of instruction. **Prerequisite:** Army JROTC I

480043 Army JROTC Leadership Education and Training III (LET 3) (1 Credit)
This course includes the study of leadership strategies, foundation of success, managing conflict, career planning, financial planning, citizenship in American history and government with continued practical work in leadership, drill, technology awareness, and methods of instruction. map reading and physical training.
Prerequisite: Army JROTC II

480044 Army JROTC Leadership Education and Training IV (LET 4) (1 Credit)
This course cadets must demonstrate leadership potential as a role model, coach, counselor, management skill and assistant instructor. Study service to the Nation and financial planning, with continued practical work in drill, technology awareness, physical training and command and staff principles. Cadets may only take Level IV course with the approval of the Senior Army Instructor and Army Instructor.
Prerequisite: JROTC III and Instructor Approval

480074 Army JROTC Leadership Education and Training (JROTC Leadership Class) (1 Credit)
This course is primarily for senior cadets in a leadership position. Their Roles and Responsibilities is an integral part of the planning and execution of classes and upcoming events. Assist instructor in teaching, managing of cadet drill, physical training, and inspections with a requirement to teach a minimum of one class for each subject taught for the LET level class assigned, with emphasis placed on proper teaching methods and preparation of lesson plans. The leadership position and the responsibilities of command functions (Command and Staff Personnel) will continue in practical work in drill, technology awareness, and physical training.
Prerequisite: JROTC III and Instructor Approval

480076 Army JROTC Senior Career Pathway Project (1 Credit) 12th Grade Only
Prerequisite: JROTC III and Instructor Approval

Industry Credential Opportunity: JROTC Certification of Completion - ARMY JROTC

Automotive Services Pathway

(DUAL ENROLLMENT - WALLACE COMMUNITY COLLEGE)

Year 1	Year 2
Semester 1: ASE 101 Fundamental of Auto Tech. Semester 2: ASE 112 Electrical Fundamentals All Year: ASE 124 Automotive Engines	Semester 1: ASE 130 Drive Trains & Axles Semester 2: ASE 239 Engine Performance All Year: ASE 121 Braking Systems
Year 3	
Option 1: Go to Wallace Community College to continue in ASE program and take courses available	Option 2: Work Based Learning (CO-OP) *See Work Based Learning Section*

Summer (After Year 1) Location - WCC	Summer (After Year 2) Location - WCC
ASE 133 Motor Vehicle Air Conditioning ASE 122 Steering and Suspension	ASE 191 CO-OP WKO 106 Workplace Skills

By enrolling in 10th grade a student may have the possibility of taking all 10 courses listed to complete the Basic Automotive, Truck and Tractor Service and Repair Short Certificate with Wallace Community College. This would require the student to travel to Wallace Community College during two summer terms. Student must meet all dual enrollment requirements set by Wallace Community College. The Year 1 and Year 2 courses are offered on the campus of Dothan Tech.

Course Descriptions

ASE 101: FUNDAMENTALS OF AUTOMOTIVE TECHNOLOGY (922201)
This course provides basic instruction in Fundamentals of Automotive Technology. This is a CORE course.
Prerequisite: Minimum 2.0 GPA; Preferred GPA is 2.5
Credits: 3 Lab Hours: 4 Lecture Hours: 1

ASE 112: ELECTRICAL FUNDAMENTALS (922202)
This course introduces the principles and laws of electricity. Emphasis is placed on wiring diagrams, test equipment, and identifying series, parallel and series-parallel circuits. Upon completion, students should be able to calculate, build, and measure circuits. This is a CORE course.
Credits: 3 Lab Hours: 4 Lecture Hours: 1

ASE 124: AUTOMOTIVE ENGINES
This course provides instruction on the operation, design, and superficial repair of automotive engines. Emphasis is placed on understanding the four stroke cycle, intake and exhaust manifolds and related parts, engine mechanical timing components, engine cooling and lubrication system principles and repairs, and basic fuel and ignition operation. This is a CORE course and supports CIP code 47.0604 and 15.0803.
Credits: 3 Lab Hours: 6 Lecture Hours: 1

ASE 130: DRIVE TRAIN AND AXLES
This course provides basic instruction in automotive drive trains and axles. Emphasis is placed on the understanding and application of basic internal and external operation relating to proper operation and driveability. ABR 223 Automotive Mechanical Components is a suitable substitute for this course. This is a CORE course.
Credits: 3 Lab Hours: 4 Lecture Hours: 1

ASE 133: MOTOR VEHICLE AIR CONDITIONING (TAKEN DURING SUMMER TERM AT WCC)
This course provides basic instruction in theory, operation, and repair of automotive heating and air conditioning systems. Emphasis is placed on the understanding and repair of vehicle air conditioning and heating systems, including but not limited to air management, electrical and vacuum controls, refrigerant recovery, and component replacement. ABR 258 - Heating and AC in Collision Repair is a suitable substitute for this course.
Credits: 3 Lab Hours: 6 Lecture Hours: 1

ASE 121: BRAKING SYSTEMS
This course provides instruction in automotive technology or auto mechanics. Emphasis is placed on the practical application of brakes. ABR 223 Automotive Mechanical Components is a suitable substitute for this course. This is a CORE course.
Credits: 3 Lab Hours: 6 Lecture Hours: 1

ASE 122: STEERING AND SUSPENSION
This course provides instruction in automotive technology or auto mechanics. Emphasis is placed on the practical application of steering and suspension. This is a CORE course. ABR 255 - Steering & Suspension is a suitable substitute for this course.
Credits: 3 Lab Hours: 6 Lecture Hours: 1

ASE 191: Co-op (Taken during summer term at WCC)
This course constitutes a series wherein the student works on a part- time basis in a job directly related to automotive mechanics. In these courses the employer evaluates the student's productivity and the student submits a descriptive report of his work experiences. Upon completion, the student will demonstrate skills learned in an employment setting.
Credits: 2 Lab Hours: 10 Lecture Hours: 0

ASE 239: ENGINE PERFORMANCE
This course provides basic instruction in engine performance with emphasis on fuel and ignition systems relating to engine operation. This is a CORE course. Supports CIP code 15.0803 and 47.0604.
Credits: 3 Lab Hours: 4 Lecture Hours: 1

WKO 106: Workplace Skills
This course is an overview of issues relevant to the general workforce. The course is designed to enhance students' communication, lifelong learning, interpersonal, and decision-making skills in preparation for employment and should be taken during the students' last term.
Credits: 3 Lab Hours: 0 Lecture Hours: 3

Industry Credential Opportunity: ASE (Automotive Service Excellence) Certifications

Aviation Maintenance Technology
(Alabama Aviation College - A division of Enterprise State CC)

Year 1	Year 2
Semester 1: AMT 100 Semester 2: AMT 102	Semester 1: AMT 101 Semester 2: AMT 111
Year 3 (These classes must be approved by instructor/counselor/admin)	
Option 1: Continue coursework at the Alabama Aviation College	

The following four courses can be completed in any order. These courses require a completed Enterprise State Community College application along with principal and counselor recommendation. These courses are a Dual Enrollment opportunity through Enterprise State Community College's Aviation Division. Funding for Dual Enrollment technical courses are based on state Workforce Development grant money and may change without notice. Students that complete these courses are eligible to receive 1 high school credit and 5 college semester hours per course. Attendance is extremely important in these courses as required by the FAA (Federal Aviation Administration).

Course Descriptions

AMT 100 - Technical Preparation (921601)
This course introduces basic information necessary for students entering the aviation maintenance field. Math and physics aircraft weight and balance and Federal Aviation Administration (FAA) and manufacturers' technical and legal publications are emphasized. Upon completion, students should be able to make basic computations, apply principles of physics, compute weight and balance, use maintenance forms and records, state mechanics' privileges and limitations, and interpret maintenance publications. This course requires a minimum of 140 hours. (A student cannot miss more than 8 days in this course and receive college credit due to FAA regulations). **Prerequisite:** Strong science and math background recommended. Students must have a 2.5 GPA, good attendance, and no disciplinary referrals

AMT 101 - Basic Electricity (921602)
This course provides a study of electricity. Alternating current (AC) and direct current (DC) circuits and controls, electrical measurements, electrical test equipment, aircraft batteries, fundamental electronics, and semiconductor devices are emphasized. Upon completion, students should be able to solve problems associated with electrical measurements, use basic electrical test equipment, and service aircraft batteries. This course requires a minimum of 140 hours. (A student cannot miss more than 8 days in this course and receive college credit due to FAA regulations.) **Prerequisite:** Strong science and math background recommended. Students must have a 2.5 GPA, good attendance, and no disciplinary referrals

AMT 102 – Materials and Processes (921603)
This course provides an opportunity for high school students to pursue and receive credit for college-level coursework at the same time high school graduation requirements are completed. In this course, the student will be introduced to aircraft hardware and materials, precision measuring and non-destructive testing, aircraft ground operations, fuels, cleaning and corrosion control methods, and the use of aircraft drawings. Identification and selection of aircraft hardware, performance of non-destructive testing, fabrication and inspection of flexible fluid lines, identification of fuels, use of cleaning materials, and corrosion control programs are emphasized. Upon completion students should be able to perform non-destructive tests, use precision measuring tools, fabricate and install rigid and flexible fluid lines, select hardware and fuels, handle and secure an aircraft, and identify, read, create, and interpret aircraft drawings. This course requires a minimum of 140 hours. (A student cannot miss more than 8 days in this course and receive college credit due to FAA regulations).
Prerequisite: Strong science and math background recommended. Students must have a 2.5 GPA, good attendance, and no disciplinary referrals

AMT 111 – Aircraft Sheet Metal Structures (921605)
This course introduces aircraft sheet metal repairs. Emphasis is placed on the use of proper procedures, tools, and materials to complete sheet metal repairs. Upon completion, students should be able to install conventional rivets; form, layout, and bend sheet metal; install special rivets and fasteners; and, inspect and repair sheet metal structures. This course requires a minimum of 140 hours. (A student cannot miss more than 8 days in this course and receive college credit due to FAA regulations). **Prerequisite:** Strong science and math background recommended. Students must have a 2.5 GPA, good attendance, and no disciplinary referrals.

Biomedical Science - Project Lead the Way

Year 1	Year 2
Semester 1: Honors Principles of Biomedical Science Semester 2: Honors Introduction to Biotech	Semester 1: Honors Body Systems Semester 2: Honors Human Body Structure/Function
Year 3	
Semester 1: Honors Medical Interventions Semester 2: Honors Biomedical Innovation	

Course Descriptions

490042 Honors Principles of Biomedical Science-PLTW (1 Credit)
Fee: $25.00
Students explore concepts of biology and medicine to determine the factors that led to the death of a fictional person. While investigating the case, students examine autopsy reports, investigate medical history, and explore medical treatments that might have prolonged the person's life. The activities and projects introduce students to human physiology, basic biology, medicine, and research processes while allowing them to design their own experiments to solve problems.
Prerequisite: Highly recommended student be enrolled in honors science

490041 Honors Introduction to Biotechnology (1 Credit)
Fee: $25.00
Students are introduced to the scientific concepts and laboratory research techniques currently used in the field of biotechnology. Students attain knowledge about the field of biotechnology and a deeper understanding of the biological concepts used. In addition, students develop the laboratory, critical thinking, and communication skills currently used in the biotechnology industry. **Prerequisite**: Principles of Biomedical Science

490043 Honors Human Body Systems-PLTW (1 Credit)
Fee: $25.00
Students examine the interactions of body systems as they explore identity, communication, power, movement, protection, and homeostasis. Exploring science in action, students design experiments, investigate the structures and functions of the human body, build organs and tissues on a skeletal manikin, and often take on the role of biomedical professionals to solve real-world medical cases. (Honors Human Body Systems can count as an Honors Anatomy Credit)
Prerequisite: Principles of Biomedical Science

490015 Human Body Structures & Functions (1 Credit)
Fee: $25.00
A course designed to help students learn care content that emphasizes the structure and functions of cells, tissues, organs, organization of the human body systems, and medical terminology. Scientific processes, problem-based learning and critical thinking are integral parts of the course.
Prerequisite: Principles of Biomedical Science

490044 Honors Medical Interventions-PLTW (1 Credit)
Fee: $25.00
Students follow the life of a fictitious family as they investigate how to prevent, diagnose, and treat disease. Students explore how to detect and fight infection; screen and evaluate the code in human DNA; evaluate cancer treatment options; and prevail when the organs of the body begin to fail. Through real-world cases, students are exposed to a range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics.
Prerequisite: Principles of Biomedical Science

490001 Honors Biomedical Innovation-PLTW (1 Credit)
Fee: $25.00
Students build on the knowledge and skills gained from previous courses to design innovative solutions for the most pressing health challenges of the 21st century. Students address topics ranging from public health and biomedical engineering to clinical medicine and physiology. They have the opportunity to explore and evaluate career opportunities in the field of healthcare through lab experiences, class discussions, research projects, guest speakers, and workplace visits.
Prerequisite: Principles of Biomedical Sciences

Industry Credentials: Pharmacy Tech, others to be determined

Building Construction Pathway

Year 1	Year 2
Semester 1: Architecture, Construction & Manf. Semester 2: NCCER Building Construction 1	Semester 1: NCCER Building Construction 2 Semester 2: NCCER Building Construction 3
Year 3 (These classes must be approved by instructor/counselor/admin)	
Option 1: Work Based Learning (CO-OP) *See Work Based Learning Section*	Option 2: Senior Construction Classes Semester 1: CTE Lab in Architecture & Construction Semester 2: Senior Career Pathway Project

Course Descriptions

430004 Architecture, Construction and Manufacturing (1 Credit)
Fee: $20.00
Architecture, Construction, and Manufacturing is the foundation course for the Architecture and Construction career cluster, which contains three pathways—Construction, Design and Preconstruction, and Maintenance and Operations. Students who choose to complete a pathway in the Architecture and Construction cluster are engaged in challenging curricula and develop technical skills in the areas of safety, related mathematics, usage of hand and power tools, blueprint reading, basic rigging, and basic employability skills.

412101 NCCER Building Construction 1 (1 Credit)
Fee: $20.00
Construction Framing is a course designed to provide students with an understanding of the framing phase of a structure, including framing components. Topics include career opportunities, safety, lumber, material estimation, floor systems, wall framing, ceiling framing, stair construction, roof framing, and roof materials in various structures. **Prerequisite:** Architecture, Construction and Manufacturing

412102 NCCER Building Construction 2 (1 Credit)
Fee: $20.00
Construction Site Preparation and Foundations is a course designed to facilitate student understanding of the first phases of construction, including types of structures and their uses. Topics include career opportunities, safety, planning, location, layout, concrete and masonry, and foundations of various structures.
Prerequisite: NCCER Building Construction 1

412103 NCCER Building Construction 3 (1 Credit)
Fee: $20.00
Construction Finishing and Interior Systems is a course designed to facilitate student understanding of the finishing phase of a structure. Students become familiar with the exterior and interior finishing of a structure. Topics include career opportunities, safety, windows, doors, plumbing, electrical wiring, insulation, wall coverings, storage, and finishes. **Prerequisite:** NCCER Building Construction 2

432910 CTE Lab in Building Construction (1 Credit)
Fee: $20.00
Prerequisite: Instructor Approval

430129 Senior Career Pathway Project Building Construction (1 Credit)
Fee: $20.00
Prerequisite: Instructor Approval

Industry Credential Opportunity: NCCER Core, NCCER Construction Technology

Business Pathway

Courses
Business Technology Applications Advanced Business Technology Applications Entrepreneurship Personal Finance

Course Descriptions

400017 Entrepreneurship (1 Credit)
This course is designed to provide students with skills needed to effectively organize, develop, create, and manage a business. This course includes business management and entrepreneurship, communication and interpersonal skills, economics, and professional development foundations. Instructional strategies may include the development of a business plan, a school-based enterprise, computer and technology applications, real and simulated occupational experiences, or projects related to business ownership.

450006 Business Technology Applications (1 Credit)
This foundation course is designed to assist students in developing technological proficiencies in word processing, spreadsheets, databases, presentations, communications, Internet use, ethics, and careers using technology applications.

450031 Advanced Business Technology Applications (1 Credit)
This course provides students with project-based applications of concepts learned in Business Technology Applications or Career Preparedness. Students will use various software applications to prepare documents for publication and generating information.
Prerequisite: Career Preparedness and/or Business Technology Applications

400021 Personal Finance (1 Credit)
This course is designed to introduce students to the management of personal and family resources to achieve personal goals and financial literacy. Content provides opportunities for students to explore consumer behavior, laws and legislation, consumer protection, consumer rights and responsibilities, consumer decision making, advertising and promotional techniques, individual and family money management, banking services, use of credit, income tax, technology, and careers in providing financial services to individuals and families.

Credentials: Microsoft Office Products

Students interested in Work Based Learning (CO-OP) please *see Work Based Learning Section.*

Computer Technician Short Certificate
Wallace Community College Dual Enrollment

Year 1 Fall Semester	Year 1 Spring Semester
CIS 146 - Microcomputer Applications CIS 161- Introduction to Network Communication	CIS 268 - Software Support CIS 269 - Hardware Support
Year 2	
Option 1: Work Based Learning (CO-OP) *See Work Based Learning Section*	Option 2: Go to Wallace Community College to continue in CIS program and take courses available

Student must meet all Dual Enrollment requirements set by Wallace Community College. These classes are offered on the campus of Dothan Tech.

Course Descriptions

CIS 146: Microcomputer Applications (925607)
This course is an introduction to the most common microcomputer software applications. These software packages should include typical features of applications, such as word processing, spreadsheets, database management, and presentation software. Upon completion, students will be able to utilize selected features of these packages. This course will help prepare students for the MOS and IC3 certification.
Credits: 3 Lab Hours: 0 Lecture Hours: 3

CIS 161: Introduction to Networking Communications (925616)
This course is designed to introduce students to basic concepts of computer networks. Emphasis is placed on terminology and technology involved in implementing selected networked systems. The course covers various network models, topologies, communications protocols, transmission media, networking hardware and software, and network troubleshooting. Students gain hands-on experience in basic networking. This course further helps prepare students for certification. **Note:** This course is a suitable substitute for CIS 199. Additionally, CIS 170 may be used as a suitable substitute for this course. However, CIS 161 will not substitute for CIS 270.
Credits: 3 Lab Hours: 0 Lecture Hours: 3

CIS 268: Software Support (925664)
This course provides students with hands-on practical experience in installing computer software, operating systems, and troubleshooting. The class will help to prepare participants for the A+ Certification sponsored by CompTIA. This course is a suitable substitute for CIS 239, Networking Software. **Prerequisites:** CIS 146
Credits: 3 Lab Hours: 0 Lecture Hours: 3

CIS 269: Hardware Support (925665)
This course provides students with hands-on practical experience in installation and troubleshooting computer hardware. The class will help to prepare participants for the A+ Certification sponsored by CompTIA. This is a suitable substitute for CIS 240, Networking Hardware. **Prerequisites:** CIS 146
Credits: 3 Lab Hours: 0 Lecture Hours: 3

Industry Credential: To Be Determined

Cosmetology Pathway

Year 1	Year 2
Semester 1: Introduction to Cosmetology Semester 2: Introduction to Spa Techniques	Semester 1: Natural Hairstyling Theory Semester 2: Advanced Spa Techniques Application
Year 3	
Option 1: Work Based Learning (CO-OP) *See Work Based Learning Section*	Option 2: Senior Cosmetology Courses Semester 1: CTE Lab in Cosmetology Semester 2: Senior Career Pathway Project Or Semester 1: Natural Hairstyling Practicum Semester 2: Salon Practices and Management

Course Descriptions

510060 Introduction to Cosmetology (1 Credit)
Fee: $20.00 plus $65.00 Cosmetology Starter Kit
Introduction to Cosmetology is a course that provides students with a study of concepts related to the cosmetology profession. Specific topics include cosmetology history and opportunities, professional image, infection control, and basic fundamentals and principles of hair care and design. Students also gain initial practical experience in sanitation, shampooing, hair shaping, and hairstyling. Upon successful completion of this course, students are able to practice safety and sanitary precautions as they perform basic cosmetology procedures.

510075 Natural Hairstyling Theory (1 Credit)
Fee: $20.00
Natural Hair Styling Theory is a course designed to provide instruction on scientific concepts and natural hair care and services. Theory scope of content includes infection control, safety practices, human anatomy and physiology, client consultation, analysis, documentation, services, and procedures.
Prerequisite: Introduction to Cosmetology

510063 Introduction to Spa Techniques (1 Credit)
Fee: $20.00
Introduction to Spa Techniques is a course that focuses on the structure and function of various systems of the body, massage techniques, skin care, and hair removal. Upon successful completion of this course, students are able to assemble sanitized materials, follow procedures for product application, recognize skin disorders, and demonstrate facial massage movements and hair removal. Safety and sanitary precautions are emphasized in the performance of these services. **Prerequisite:** Introduction to Cosmetology

510064 Advanced Spa Techniques (1 Credit)
Fee: $20.00
Advanced Spa Techniques Application is a course that provides students with study and experience in advanced hair removal, cosmetic application, skin care, and massage techniques. Upon successful completion of this course, students are able to practice safety and sanitary precautions as they apply to the performance of advanced techniques and applications. **Prerequisite:** Introduction to Spa Techniques

510076 Natural Hairstyling Practicum (1 Credit)
Fee: $20.00
Natural Hair Styling Practicum is a course designed to provide instruction on natural hair care services and techniques for styling and grooming natural hair. Core domain service areas include work area and client preparation, set-up of supplies, safe work practices, procedures related to services and design, and blood exposure procedure. **Prerequisite:** Introduction to Cosmetology

510065 Salon Practices and Management (1 Credit)
Fee: $20.00
Salon Practices and Management is a course that enables students to develop entry-level management skills for the cosmetology industry. Students practice all phases of cosmetology in a salon setting. Upon successful completion of this course, students are able to demonstrate professional work ethics and communication skills, job-seeking and management skills, and exhibit knowledge of the technology used in salons.
Prerequisite: Introduction to Cosmetology

510077 CTE Lab in Cosmetology (1 Credit)
Fee: $20.00
Prerequisite: Introduction to Cosmetology

510070 Senior Career Pathway Project-Human Services-Cosmetology (1 Credit)
Fee: $20.00
Prerequisite: Cosmetology Instructor's approval

Culinary Arts Pathway

Year 1	Year 2
Semester 1: Hospitality and Tourism Semester 2: Culinary Arts I	Semester 1: Culinary Arts II Semester 2: Baking and Pastry Arts
Year 3 (These classes must be approved by instructor/counselor/admin)	
Option 1: Work Based Learning (CO-OP) *See Work Based Learning Section*	Option 2: Semester 1: CTE Lab in Culinary Arts Semester 2: Senior Career Pathway Culinary

Course Descriptions

500011 Hospitality and Tourism (1 Credit)
Fee: $35.00
Major topics include introduction to hospitality and tourism, recreation, travel and tourism, lodging, restaurant and food and beverage services, safety and sanitation, customer relations, and quality services. The required school-based laboratory for the Hospitality and Tourism cluster is a commercial food service kitchen with a food-serving and dining area. School-based laboratory experiences are essential for students to develop skills in the hospitality and tourism industry. Career and technical student organizations are integral, co curricular components of each career and technical education course. These organizations serve as a means to enhance classroom instruction while helping students develop leadership abilities, expand workplace-readiness skills, and broaden opportunities for personal and professional growth.

500012 Culinary Arts I (1 Credit)
Fee: $35.00
Culinary Arts I introduces students to basic food production, management, and service activities in both the back- and front-of-the-house. Emphasis is placed on sanitation, safety, and basic food preparation. Skills in mathematics, science, and communication are reinforced in this course. The required school based laboratory for the Hospitality and Tourism cluster is a commercial food service kitchen with a food serving and dining area. School-based laboratory experiences are essential for students to develop skills in the hospitality and tourism industry. **Prerequisite:** Hospitality and Tourism

500013 Culinary Arts II (1 Credit)
Fee: $35.00
Culinary Arts II provides advanced experiences in food production, management, and service. Topics include food service operations, advanced food production, and professionalism. Skills in mathematics, communication, creative thinking, and entrepreneurship are reinforced in this course. The required school-based laboratory for the Hospitality and Tourism cluster is a commercial food service kitchen with a food-serving and dining area. School-based laboratory experiences are essential for students to develop skills in the hospitality and tourism industry. **Prerequisite:** Culinary I

500014 Baking and Pastry Arts (1 Credit)
Fee: $35.00
Baking and Pastry Arts is a course taught in grades 10-12. This course is designed to provide students with the principles of baking and pastry techniques. The course includes baking technologies, equipment, preparation procedures, production methods, pastry methods, science of bread baking, confections and desserts, showpieces, cost control, food safety, and presentation techniques to create fundamental baking to the latest baking and pastry trends. If seeking articulated credit, the Hospitality and Tourism, Culinary Arts I, and Culinary Arts II courses are required prerequisites for this course. If Baking and Pastry Arts is not being used for articulated credit, Hospitality and Tourism and Culinary Arts I are required prerequisites to the course.
Prerequisite: Culinary II

500041 CTE Lab in Culinary Arts (1 Credit)
Fee: $35.00
Prerequisite: Instructors Approval

500040 Senior Career Pathway Project - Culinary (1 Credit)
Fee: $35.00
Prerequisite: Instructors approval

Industry Credential: ServSafe Manager

Education and Training Pathway

Year 1	Year 2
Semester 1: Education and Training Semester 2: Early Childhood Education I	Semester 1: Early Childhood Education II Semester 2: Education & Training Internship
Year 3 (Internship - These classes must be approved by instructor/counselor/admin)	
Semester 1: Senior Career Pathway Project: Education & Training Semester 2: CTE Lab in Education & Training	

Course Descriptions

460009 Education and Training (1 Credit)
Fee: $15.00 plus t-shirt fee
Course content includes the organizational structure of education, careers, the role of the teacher, characteristics of effective teachers, communication skills, the teaching and learning processes, learning styles, research, characteristics of positive classroom environments, human growth and development, curriculum development, student characteristics, teaching techniques, learning activities, educational initiatives, technology, and careers. Observational experiences are a required component of this course.

460013 Early Childhood Education I (1 Credit)
Fee: $15.00 plus t-shirt Fee
Course content is designed to help students learn ways to direct and operate an early childhood education program. Major topics are organizational structure; personnel policies, rules, and regulations; liability issues; principles of human growth and development; human development theories; observation techniques; interpersonal skills for promoting positive and productive relationships with children and their families; developmentally appropriate activities; individual and group activities; organization of teaching materials and supplies; learning activity centers; lesson plans; smooth transitions between routines and activities; teaching aides; operating equipment; play and recreational activities; dietary needs of children; preparation of snacks and meals; child health and safety; parental involvement; community resources; technology; and careers. An early childhood education facility with children is required and essential for students to develop skills in teaching children.
Prerequisite: Education and Training

460014 Early Childhood Education II (1 Credit)
Fee: $15.00 plus t-shirt fee
The course provides students with advanced knowledge and skills used in the field of education. Major topics are the impact of caregivers on the development of children, personnel tasks and responsibilities, legal issues and liability, licensure standards, policies for providing early childhood education programs, physical facility layout, management systems, facility maintenance, scheduling, child growth and development theories, brain research, risk management, factors contributing to at-risk children, observation records, guidance techniques, curriculum development, age-appropriate learning activities, children with exceptionalities, motivational techniques, special events and field trips, recreational activities, dietary needs of children, food choices, professionalism, health screening and health assessment, emergency evacuation procedures, rules and regulations, technology, and careers. An early childhood education facility is required and essential for students to develop skills in teaching children. **Prerequisite**: Early Childhood Education I

460015 Education and Training Internship (1 Credit)
Fee: $15.00 plus t-shirt fee
The internship course is for students who are interested in pursuing careers in the education field. The internship allows students to spend time in a classroom or school setting on a regular basis with a teacher within the school system who teaches the subject-matter area of interest to the student intern, a staff member in the appropriate professional support services area, or a principal or vice-principal. This course provides students with a context in which they can make a personal assessment of their commitment to pursue a teaching, professional support services, or educational leadership career. The school based laboratory for the internship is an actual classroom or school that provides instruction in the subject-matter area or career area related to the student's interest. **Prerequisite:** Early Childhood Education I and Early Childhood Education II

460032 Senior Career Pathway Project-Education & Training (1 Credit)
Fee: $15.00 plus t-shirt fee
Prerequisite: Instructor Approval

460043 CTE Lab in Education & Training
Fee: $15.00 plus t-shirt fee
Prerequisite: Instructor Approval
Industry Credential: To Be Determined

Graphic Arts Pathway

Year 1	Year 2
Semester 1: Introduction to Graphic Arts Semester 2: Digital File Preparation	Semester 1: Advanced Digital File Preparation & Output Semester 2: Introduction to Advertising Design
Year 3	
Option 1: Semester 1: CTE Lab in Arts AV, TV, & Communication Semester 2: Senior Career Pathway Project - Arts, AV Tech & Communications	Option 2: Work Based Learning (CO-OP) *See Work Based Learning Section*

Course Descriptions

440011 Introduction to Graphic Arts (1 Credit)
Fee: $25.00
This is a course that provides students with information regarding safety, image preparation, press operations, and finishing operations in a laboratory setting. Mathematics skills are evaluated and reinforced as needed. Upon successful completion of the course, students exhibit skills enabling them to enter specialized advanced graphic arts courses.

440012 Digital File Preparation (1 Credit)
Fee: $25.00
This is a course providing practical application of skills in desktop publishing, page layout, and graphics. Upon completion of this course, students are able to prepare layouts for newsletters and other publications, solve related problems using appropriate mathematics skills, and demonstrate manipulation of text and graphics to meet the standards of the graphic arts industry. **Prerequisite:** Introduction to Graphic Arts

440013 Advanced Digital File Preparation and Output (1 Credit)
Fee: $25.00
This is a course that provides students with industry-focused laboratory experiences. Emphasis is placed on digital photography and imaging, file storage and transfer, and computer-to-plate operations. Upon completion of the course, students are able to create logo designs; digital page layouts; and multiple-page jobs with pagination, folds, and guides. **Prerequisite:** Introduction to Graphic Arts and Digital File Preparation

440031 Introduction to Advertising Design (1 Credit)
Fee: $25.00
This is a course that provides students with orientation experiences and laboratory safety for working in an advertising design studio environment. Topics of study include art history, art production, art criticism, design elements and principles, and materials and media utilized in the field of visual communication. Particular emphasis is placed on related academic skills. Successful completion of this course prepares students for the next course in the Advertising Design program, Digital Design. This course or an equivalent visual arts credit is a prerequisite for other courses in the Advertising Design program.
Prerequisite: Advanced Digital File Preparation and Output

440055 CTE Lab in Arts AV, TV, & Communication (1 Credit)
Fee: $25.00
Prerequisite: Graphic Arts Instructor approval

440054 Senior Career Pathway Project - Arts, AV Tech & Communications (1 Credit)
Fee: $25.00
Prerequisite: Graphic Arts Instructor approval

Industry Credential Opportunity: Adobe InDesign Certified Associate, Adobe Photoshop Certified Associate, Adobe Illustrator Certified Associate

Health Science Pathway

Year 1	Year 2 - Option 1 (Juniors/Seniors)
Semester 1: Honors Foundations of Health Science Semester 2: Honors Therapeutic Services	Semester 1: Honors Diagnostic Services Semester 2: Honors Sports Medicine Fundamentals
Year 2 - Option 2 and/or Year 3 (These classes must be approved by instructor/counselor/admin)	
Honors Health Science Internship (2 Credits) - This class is for seniors only.	

Course Descriptions

490007 Honors Foundations of Health Science (1 Credit)
Fee: $15.00
This is a required course that integrates academics combined with health care knowledge and skills that provide the framework for a strong health care delivery system in the twenty-first century. It is recommended for students who want to prepare for further study in an array of health-related fields at the postsecondary level.
Prerequisite: Highly recommended student be enrolled in honors science

490023 Honors Therapeutic Services (1 Credit)
Fee: $15.00
This is a course designed to inform students of the rapid changes in business and industry through a rigorous array of coursework and work-based experiences that prepare them for advanced learning and a wide range of health career opportunities. This course is designed to provide the local education agency flexibility to meet the health care demands in the community. Students are introduced to careers in therapeutic services including, but not limited to, nursing, medicine, physical therapist, surgical technologist, respiratory therapist, emergency medical technician, and others. **Prerequisite:** Honors Foundations of Health Science

490017 Honors Diagnostic Services (1 Credit)
Fee: $15.00
This is a course designed to inform students of the rapid changes in business and industry by offering a rigorous array of course work and work-based experiences to help prepare them for advanced learning and a wide range of health career opportunities. This course is designed to provide the local education agency flexibility to meet healthcare demands in the community. Students are introduced to careers in diagnostic services including, but not limited to, electrocardiograph technician, medical laboratory technologist, radiography technician, pathologist, cardiovascular technician, and others. **Prerequisite:** Honors Therapeutic Services

490028 Honors Sports Medicine Fundamentals (1 Credit)
Fee: $15.00
This is a rigorous course that will provide an overview of the field of Sports Medicine and expose students to fundamental skills of Athletic Training. The importance of Legal and Ethical concerns will be emphasized. Students will learn about career opportunities, medical terminology related to orthopedics, safety in the training room and various sports venues, assessment of sports injuries, and Emergency Preparedness in Sports Medicine. **Prerequisite:** Honors Therapeutic Services

490014 Honors Health Science Internship (2 Credits)
Fee: $15.00 per class credit
This is a one or two-credit course designed for students in Grades 11 or 12. This course provides students with the knowledge and skills necessary for becoming a healthcare worker or for preparing students for postsecondary health care education programs. Theory and laboratory components comprise at least ten percent of the course. Health Science Internship is designed to be completed in a hospital, extended care facility, rehabilitation center, medical office, imagery laboratory, or other health care facility. **Prerequisite:** Instructor Approval
Credentials: Patient Care Technician (Internship)
Stackable Credentials: American Heart Association HeartSaver CPR/First Aid - Therapeutic Services, American Heart Basic LIfe Support - Internship

Logistics

Year 1	Year 2
Business/Logistics Essentials	Business/Logistics Management Principles
Year 3	
Option 1: Work Based Learning (CO-OP) *See Work Based Learning Section*	Option 2: CTE Business Management Logistics Lab

Course Descriptions

450007 Business/Logistics Essentials (1 Credit)
A foundation course where students develop an understanding of how academic skills in mathematics, economics, and written and oral communications are integral components of success in commerce and information technology careers.

480011 Business/Logistics Management Principles (1 Credit)
A course designed to provide students with an understanding of the organizational functions of businesses, including quality concepts, project management, and problem solving. Specific content standards to be included in each of the courses are indicated in the Course of Study chart.
Prerequisites: CTE Admin/Counselor approval

450033 CTE Lab in Business/Logistics (1 Credit)
This course is an extended laboratory experience to address the advancement and specialization of careers within Business Management & Administration through individualized or small group instruction. This course allows students to enhance the essential and intermediate skills learned through program courses within the career cluster and prepare for industry credentialing opportunities. This is the workplace simulation lab component to the Workforce Essentials course.

Prerequisites: CTE Admin/Counselor approval

Credentials: Microsoft Office Products

Logistics 12th Grade Ready to Work

Semester 1	Semester 2
Workforce Essentials	Workforce Essentials Logistics Lab

Essential Program Information:

Prerequisite: 12th Grade student on track to graduate. CTE Admin/Counselor Approval. No Prior CTE classes required.

This is a great opportunity for a senior student who is:

- On track to graduate
- Looking to improve workforce readiness skills needed to obtain employment in most industries in Alabama
- Wanting to demonstrate a positive work ethic
- Interact with local industries in the Dothan area

Course Descriptions

400016 Workforce Essentials (1 Credit)
Workforce Essentials is a course that provides 12th grade students with higher-level academic and occupational skills that are transferable across jobs and occupational areas. Emphasis is placed on academic foundations for careers, applied technology, career development and employment, entrepreneurship and business economics, social and ethical responsibility, leadership, and teamwork, safety and health, and technical knowledge and skills. Students build on prior knowledge, strengths, interests, and needs that enhance preparation for future employment and continuing education and training. The curriculum used for this course will be the “Ready to Work” training modules. Each student has the opportunity to earn an Alabama Certified Worker Certificate and the National Career Readiness Certificate.

450032 Workforce Essentials Logistics Lab (1 Credit)
This course is an extended laboratory experience to address the advancement and specialization of careers within the Business/Marketing and Logistics through individualized or small group instruction. This course allows students to enhance the essential and intermediate skills learned through program courses within the career cluster and prepare for industry credentialing opportunities. This is the workplace simulation lab component to the Workforce Essentials course.

Credentials: To Be Determined

Pre-Engineering (Project Lead The Way)

Year 1	Year 2
Semester 1: Honors Robotic Applications Semester 2: Honors Engineering Essentials	Semester 1: Honors Introduction to Engineering Design Semester 2: Honors Computer Integrated Manuf.
Year 3 (These classes must be approved by instructor/counselor/admin)	
Option 1: Work Based Learning (CO-OP) *See Work Based Learning Section*	Option 2: Senior Engineering Classes Semester 1: CTE Lab in Engineering Semester 2: Senior Career Pathway Project

Course Descriptions

540032 Honors Robotics Applications (1 Credit)
Fee: $20.00
This course is designed to provide students with the fundamental knowledge and skills of robotics. Emphasis is placed on the applications of a variety of robotic systems. Upon successful completion of this course, students construct a robotic system with peripheral devices. **Prerequisite:** Highly recommend honors math course

Honors Engineering Essentials (1 Credit)
Fee: $20.00
Engineering Essentials will offer a multidisciplinary approach to teaching and learning foundational concepts of engineering practice, providing students opportunities to explore the breadth of engineering career opportunities and experiences, and solve engaging and challenging real-world problems through engineering essentials. By inspiring and empowering students with an understanding of engineering and career opportunities, Engineering Essentials will broaden participation in engineering education and the engineering profession.
Prerequisite: Honors Robotics Applications or Honors Intro to Robotics

560015 Honors Introduction to Engineering Design -PLTW (1 Credit)
Fee: $20.00
This is an introductory course for students. The major focus of IED is the design process and its application. Through hands-on projects, students apply engineering standards and document their work. Students use industry standard 3-D modeling software to help them design solutions to solve proposed problems, document their work using an engineer's notebook, and communicate solutions to peers and members of the professional community. Students can earn a credential and become a certified Autodesk Inventor user by successfully passing the Autodesk Inventor Computer Aided Design Examination.
Prerequisite: Highly recommend honors math course

560021 Honors Computer Integrated Manufacturing-PLTW (1 Credit)
Fee: $20.00
Manufactured items are part of everyday life, yet most students have not been introduced to the high-tech, innovative nature of modern manufacturing. This course illuminates the opportunities related to understanding manufacturing. At the same time, it teaches students about manufacturing processes, product design, robotics, and automation. **Prerequisite:** Introduction to Engineering Design

Industry Credential: Autodesk Inventor Certified User

Television Production Pathway

Year 1	Year 2
Semester 1: Introduction to Television Production Semester 2: Television Production Studio Oper.	Semester 1: Television Production-Photography/Editing Semester 2: Advanced Television Production
Year 3 (These classes must be approved by instructor/counselor/admin)	
Option 1: Work Based Learning (CO-OP) *See Work Based Learning Section*	Option 2: Semester 1: CTE Lab in Arts AV, TV, & Communication Semester 2: Senior Career Pathway Project - Arts, AV Tech & Communications

Course Descriptions

440017 Introduction to Television Production (1 Credit)
Fee: $10.00 plus Production staff shirt fee
This is a course that provides students with a basic overview of television production skills and professions. Students participate in classroom and laboratory activities regarding all aspects of television performance, production, and operations. Upon successful completion of this course, students are prepared for a specialized high school course or for further study in television, film and communications at the college level.

440019 Television Production -Studio Operations (1 Credit)
Fee: $10.00 plus Production staff shirt fee
This is a course that provides students with opportunities to participate in real-world laboratory experiences. They perform specialized roles in a regularly scheduled television program with students specializing in Television Production— Writing, Producing, and Performing and Television Production—Photography and Editing. Students who successfully complete this course are prepared for Advanced Television Production; further study in television, film, and communications industries at the college level; or for entry-level positions in television, film and communications industries. **Prerequisite:** Introduction to Television Production

440020 Television Production-Photography and Editing (1 Credit)
Fee: $10.00 plus Production staff shirt fee
This is a course that provides students with a variety of real-world learning opportunities through laboratory experiences in photography and editing. Students perform specialized roles in a regularly scheduled television program together with students specializing in Television Production—Writing, Producing, and Performing, and Television Production—Studio Operations. Students who successfully complete this course are prepared for Advanced Television Production; further study at the college level; or for entry-level positions in television, film, and communications industries. **Prerequisite:** Television Production -Studio Operations

440021 Advanced Television Production (1 Credit)
Fee: $10.00 plus Production staff shirt fee
This is a course that provides students with the opportunity to create and market video productions. Students work independently or in groups to create special long-term projects. Students who successfully complete this course are prepared for further study at the college level or for entry-level positions in the television, film, and communications industry. **Prerequisite:** Television Production-Photography and Editing

440055 CTE Lab in Arts AV, TV, & Communication (1 Credit)
Fee: $25.00
Prerequisite: Graphic Arts Instructor approval

440054 Senior Career Pathway Project -Arts, AV Tech & Communications (1 Credit)
Fee: $25.00
Prerequisite: Graphic Arts Instructor approval
Industry Credential Opportunity: Adobe Certification Premiere Pro - Certified Associate (Year 1)

Welding Pathway

Year 1	Year 2
Semester 1: Architecture, Construction & Manuf. Semester 2: NCCER Welding 1	Semester 1: NCCER Welding 2 Semester 2: NCCER Welding 3
Year 3 (These classes must be approved by instructor/counselor/admin)	
Option 1: Work Based Learning (CO-OP) *See Work Based Learning Section*	Option 2: Senior Welding Classes Semester 1: CTE Lab in Architecture & Construction Semester 2: Senior Career Pathway Project

Course Descriptions

430004 Architecture, Construction and Manufacturing (1 Credit)
Fee: $20.00
This is the foundation course for the Architecture and Construction career cluster, which contains three pathways—Construction, Design and Preconstruction, and Maintenance and Operations. Students who choose to complete a pathway in the Architecture and Construction cluster are engaged in challenging curricula and develop technical skills in the areas of safety, related mathematics, usage of hand and power tools, blueprint reading, basic rigging, and basic employability skills.

432901 NCCER Welding 1 (1 Credit)
Fee: $20.00
This is the first of 4 required courses in the Welding Technologies Pathway. It is designed to complete all core requirements for NCCER Core credentialing and to provide students with fundamental knowledge and skills emphasizing use of hand tools, power tools, welding theory and practice for use in the manufacturing and construction industry. This entry-level course is required for NCCER Welding Level I credentialing and may be taken as one of the optional technical courses with credit applied to the Industrial Maintenance Technology area.
Prerequisite: Architecture, Construction & Manufacturing

432902 NCCER Welding 2 (1 Credit)
Fee: $20.00
This is the second of 4 required courses in the welding Technologies pathway. Topics include: basic shielded metal arc welding, blueprint reading, weld symbols and joint identification and print reading. Emphasis is placed on fundamental knowledge guided practice and NCCER Welding Level I requirements.
Prerequisite: NCCER Welding 1

432903 NCCER Welding 3 (1 Credit)
Fee: $20.00
This is the third of 4 required courses in the Welding Technologies pathway. It is designed to provide students with theory, practice, and skills development. Emphasis is placed on application and operation of shielded metal arc welding (SMAW) equipment in the vertical, 3-F and overhead, 4-F positions leading to NCCER Welding Level I Credentialing. **Prerequisite:** NCCER Welding 2

432910 CTE Lab in Architecture & Construction (1 Credit)
Prerequisite: Welding Instructor approval

430129 Senior Career Pathway Project-Architecture and Construction (1 Credit)
Prerequisite: Welding Instructor approval

Industry Credential Opportunity: NCCER Core, NCCER Welding

Work Based Learning (CO-OP)
Grades 11-12

Course Descriptions

400122 Work Based Learning (CO-OP)
1 Credit - 1st Credit

400133 Work Based Learning (CO-OP)
1 Credit - 2nd Credit

400144 Work Based Learning (CO-OP)
1 Credit - 3rd Credit

400212 Work Based Learning (CO-OP)
1 Credit - 4th Credit

The course provides students with the opportunity to evaluate and develop a career plan and update a career portfolio. Students are dismissed early from school to work in local businesses and schools. Positions are earned through job interviews. Students must work a minimum number of hours per week and are required to keep a record of hours worked. Students must provide their own transportation. Applications can be obtained from the instructor. Once the student application is approved by the instructor and students have secured a work placement, he/she will work with guidance to adjust student schedules.

Prerequisite: Completion of Career Preparedness or any other career technical credit. Student application is required.

DIPLOMA PATHWAY CHECKLIST

Advanced Academic Endorsement Pathway Diploma Checklist (Applies to Graduating Classes 2021 and 2022 only)			
Content Area	**Number of Credits Required**	**Courses Offered**	
English	4 Credits	Honors English 9	
		Honors English 10	
		Honors/AP/DE English 11	
		Honors/AP/DE English 12 or any AP/DE	
Mathematics	4 Credits	Honors Algebra I	
		Honors Geometry	
		Honors Algebra II with Trigonometry	
		Honors/AP math elective. See Course Description Guide for a list of possible courses.	
Social Studies	4 Credits	Honors World History	
		Honors US History to 1877	
		Honors US History from 1877	
		½ credit Honors US Government ½ credit Honors/AP/DE Economics	
Science	4 Credits	Honors/AP Biology	
		An Honors Physical Science course to include Honors Chemistry and Honors Physics.	
		2 Honors/AP electives. See Science section/options from the Course Description Guide for a list of possible courses.	
Physical Education	1 Credit	LIFE (Personal Fitness)	
		One JROTC credit may be used to meet this requirement. Two years of Marching Band will equate to one Physical Education credit.	
Health Education	½ Credit		
Career Technical Education (CTE) and/or Foreign Language and/or Arts Education	3 Credits	Students choosing CTE, arts education, and/or foreign language courses are encouraged to complete two courses in sequence.	
Career Preparedness Course	1 Credit		
Electives	2 ½ Credits		
Total	**24 Credits**		

Alternate Achievement Standards Endorsement Pathway Diploma Checklist (Applies to Graduating Classes 2021 and 2022 only)			
Content Area	**Number of Credits Required**	**Courses Offered**	
English/Language Arts	4 Credits	English Language Arts 9	
		English Language Arts 10	
		English Language Arts 11	
		English Language Arts 12	
Mathematics	4 Credits	Mathematics 9	
		Mathematics 10	
		Mathematics 11	
		Mathematics 12	
Social Studies	4 Credits	Social Studies 9	
		Social Studies 10	
		Social Studies 11	
		Social Studies 12	
Science	4 Credits	Science 9	
		Science 10	
		Science 11	
		Science 12	
Required Electives	2.5 Credits	LIFE PE	
		Health ½ Semester	
		Career Preparedness	
Vocational & Community-based	3 Credits	Vocational Beyond 12th Grade	
		Community Based Instruction 12th Grade	
		Life Skills 12th Grade	
Additional Electives	2.5 Credits		
Total	**24 Credits**		

Essentials Skills Endorsement Pathway Diploma Checklist (Applies to Graduating Classes 2021 and 2022 only)			
Content Area	**Number of Credits Required**	**Courses Offered**	
English/Language Arts	4 Credits	English 9 or English Essentials 9	
		English 10 or English Essentials 10	
		English 11 or English Essentials 11	
		English 12 or English Essentials 12	
Mathematics (Algebra I or Geometry can be split into an A course and B course and earn two credits for either Algebra or Geometry)	4 Credits	Algebra I or Algebraic Essentials	
		Algebra IA or Algebraic Essentials A, and Algebra IB or Algebraic Essentials B	
		Geometry A or Geometry Essentials A, and Geometry B or Geometry Essentials B	
		Algebra II w/Trig/Algebra II/Algebra w/Finance/Career Math or Essentials Algebra II/Essentials Algebra II w/Trig/Essentials Algebra w/Finance	
Social Studies	4 Credits	World History or Essentials I: World History	
		US History I or Essentials II: US History to 1877	
		US History II or Essentials III: US History from 1877	
		½ credit US Government or Essentials IV: US Government ½ credit Economics or or Essentials IV: Economics	
Science	4 Credits	Biology or Essentials Biology	
		Physical Science or Essentials Physical Science	
		Additional Science Credit or Essentials Earth and Space Science	
		Additional Science Credit or Essentials Human Anatomy & Physiology	
Required Electives	2.5 Credits	LIFE PE	
		Health Education	
		Career Preparedness	
Career Technical Education	4 Credits	Career & Technical Education (two credits)	
		Workforce Essentials or Transition Services II	
		Cooperative Education/Work-Based Learning or Essentials Career Preparation	
Additional Electives	1.5 Credit		
Total	**24 Credits**		

General Education Endorsement Pathway Diploma Checklist (Applies to Graduating Classes 2021 and 2022 only)			
Content Area	**Number of Credits Required**	**Courses Offered**	
English	4 Credits	English 9	
		English 10	
		English 11	
		English 12 or any AP/post-secondary option of theses or courses.	
Mathematics	4 Credits	Algebra I (could be taken in grade 8 for credit)	
		Geometry	
		Algebra II with Trigonometry or Algebra II, or their equivalent.	
		Additional course(s) to complete four credits in mathematics must be chosen from math electives or AP/CTE/post-secondary equivalent courses.	
Social Studies	4 Credits	World History	
		US History to 1877	
		US History from 1877	
		½ credit US Government ½ credit Economics or AP/post-secondary equivalent courses	
Science	4 Credits	Biology	
		A Physical Science Course	
		Two additional Science credits. See Science section from the Course Description Guide for a list of possible courses.	
Physical Education	1 Credit	LIFE (Personal Fitness)	
		One JROTC credit may be used to meet this requirement. Two years of Marching Band will equate to one Physical Education credit.	
Health Education	½ Credit		
Career Technical Education (CTE) and/or Foreign Language and/or Arts Education	3 Credits	Students choosing CTE, arts education, and/or foreign language courses are encouraged to complete two courses in sequence.	
Career Preparedness Course	1 Credit		
Electives	2.5 Credits		
Total	**24 Credits**		

Advanced Academic Endorsement Pathway Diploma Checklist (Applies to Graduating Classes after 2022)			
Content Area	**Number of Credits Required**	**Courses Offered**	
English	4 Credits	Honors English 9	
		Honors English 10	
		Honors/AP/DE English 11	
		Honors/AP/DE English 12 or any AP/DE	
Mathematics	4 Credits	Honors Algebra I	
		Honors Geometry	
		Honors Algebra II with Trigonometry	
		Honors/AP math elective (See Course Description Guide for a list of possible courses)	
Social Studies	4 Credits	Honors World History	
		Honors US History to 1877	
		Honors US History from 1877	
		½ credit Honors US Government ½ credit Honors/AP/DE Economics	
Science	4 Credits	Honors/AP Biology	
		~~Honors Earth and Space Science~~	
		An Honors Physical Science course to include Honors Chemistry and Honors Physics.	
		~~One~~ Two additional Science credit. See Science section from the Course Description Guide for a list of possible courses.	
Physical Education	1 Credit	Beginning Kinesiology	
		One JROTC credit may be used to meet this requirement. Two years of Marching Band will equate to one Physical Education credit.	
Health Education	½ Credit		
Career Technical Education (CTE) and/or Foreign Language and/or Arts Education	3 Credits	Students choosing CTE, arts education, and/or foreign language courses are encouraged to complete two courses in sequence.	
Career Preparedness Course	1 Credit		
Electives	4.5 Credits		
Total	**26 Credits**		

Alternate Achievement Standards Endorsement Pathway Diploma Checklist (Applies to Graduating Classes after 2022)			
Content Area	**Number of Credits Required**	**Courses Offered**	
English/Language Arts	4 Credits	English Language Arts 9	
		English Language Arts 10	
		English Language Arts 11	
		English Language Arts 12	
Mathematics	4 Credits	Mathematics 9	
		Mathematics 10	
		Mathematics 11	
		Mathematics 12	
Social Studies	4 Credits	Social Studies 9	
		Social Studies 10	
		Social Studies 11	
		Social Studies 12	
Science	4 Credits	Science 9	
		Science 10	
		Science 11	
		Science 12	
Required Electives	2.5 Credits	Beginning Kinesiology	
		Health ½ Semester	
		Career Preparedness	
Additional Electives	4.5 Credits		
Vocational & Community-based	3 Credits	Vocational Beyond 12th Grade	
		Community Based Instruction 12th Grade	
		Life Skills 12th Grade	
Total	**26 Credits**		

Essentials Skills Endorsement Pathway Diploma Checklist (Applies to Graduating Classes after 2022)			
Content Area	**Number of Credits Required**	**Courses Offered**	
English/Language Arts	4 Credits	English 9 or English Essentials 9	
		English 10 or English Essentials 10	
		English 11 or English Essentials 11	
		English 12 or English Essentials 12	
Mathematics (Algebra I or Geometry can be split into an A course and B course and earn two credits for either Algebra or Geometry)	4 Credits	Algebra I or Algebraic Essentials	
		Algebra IA or Algebraic Essentials A, and Algebra IB or Algebraic Essentials B	
		Geometry A or Geometry Essentials A, and Geometry B or Geometry Essentials B	
		Algebra II w/Trig/Algebra II/Algebra w/Finance/Career Math or Essentials Algebra II/Essentials Algebra II w/Trig/Essentials Algebra w/Finance	
Social Studies	4 Credits	World History or Essentials I: World History	
		US History I or Essentials II: US History to 1877	
		US History II or Essentials III: US History from 1877	
		½ credit US Government or Essentials IV: US Government ½ credit Economics or or Essentials IV: Economics	
Science	4 Credits	Biology or Essentials Biology	
		Physical Science or Essentials Physical Science	
		Additional Science Credit or Essentials Earth and Space Science	
		Additional Science Credit or Essentials Human Anatomy & Physiology	
Required Electives	2.5 Credits	Beginning Kinesiology	
		Health Education	
		Career Preparedness	
Career Technical Education	4 Credits	Career & Technical Education (two credits)	
		Workforce Essentials or Transition Services II	
		Cooperative Education/Work-Based Learning or Essentials Career Preparation	
Additional Electives	3.5 Credit		
Total	**26 Credits**		

General Education Endorsement Pathway Diploma Checklist (Applies to Graduating Classes after 2022)			
Content Area	**Number of Credits Required**	**Courses Offered**	
English	4 Credits	English 9	
		English 10	
		English 11	
		English 12 or any AP/post-secondary option of theses or courses.	
Mathematics	4 Credits	Algebra I (could be taken in grade 8 for credit)	
		Geometry	
		Algebra II with Trigonometry or Algebra II, or their equivalent.	
		Additional course(s) to complete four credits in mathematics must be chosen from math electives or AP/CTE/post-secondary equivalent courses.	
Social Studies	4 Credits	World History	
		US History to 1877	
		US History from 1877	
		½ credit US Government ½ credit Economics or AP/post-secondary equivalent courses	
Science	4 Credits	Biology	
		Earth Space Science	
		A Physical Science Course to include Chemistry or Physics	
		One additional Science credit. See Science section from the Course Description Guide for a list of possible courses.	
Physical Education	1 Credit	Beginning Kinesiology	
		One JROTC credit may be used to meet this requirement. Two years of Marching Band will equate to one Physical Education credit.	
Health Education	½ Credit		
Career Technical Education (CTE) and/or Foreign Language and/or Arts Education	3 Credits	Students choosing CTE, arts education, and/or foreign language courses are encouraged to complete two courses in sequence.	
Career Preparedness Course	1 Credit		
Electives	4.5 Credits		
Total	**26 Credits**		

APPENDIX J

PROVIDING ALTERNATIVE STUDENT SERVICES

P.A.S.S. ACADEMY MANUAL

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Mission: Providing **A**lternative **S**tudent **S**ervices that focuses on positive behavior modifications that will give our students the opportunity to improve both academically and socially every day.

Vision: Providing **A**lternative **S**tudent **S**ervices that promotes academic and behavioral instructions in an environment conducive to building students' overall confidence in personal, social, and workplace interactions in their communities.

Who Are We? Providing **A**lternative **S**tudent **S**ervices is a school that provides intervention programs for our students in the area of social, emotional/behavioral and academic support.

Who Attends? Any student in grades K-12 who does not adhere to the Dothan City Schools' Code of Conduct can be placed at P.A.S.S. Academy. Any student who is returning/coming from a Department of Youth facility, Boot camp, or Group Home may be placed at P.A.S.S. Academy before returning to their zoned school.

Placement Options:

Permanent Placement: Board Approved or Tribunal Hearing Approved only. General education students and Special needs students (per I.E.P. team decision) may be placed for the entire school year.

Long-Term Placement: Students placed at P.A.S.S. Academy from 45 or more days.

Short-Term Placement: Students placed at P.A.S.S. Academy from 1 to 20 days.

Curriculum Plan

Students at P.A.S.S. Academy will receive individualized and small group instruction in English, Reading, Mathematics, Science, and History.

- All students are placed into classes/courses based on the class schedule that is received from their base school.
- Teachers at P.A.S.S. will also use a standards-based computerized curriculum/google classroom to supplement and reinforce direct instruction from certified teachers.
- Our teachers have been Trauma Informed trained for the purpose of helping students develop better relationships/skills.
- Provide our students with the opportunity to develop their time management, positive behavior skills, and employability techniques all throughout the day with a positive behavior point system.

Grading Procedures

All short-term, long-term, and permanent placement students must complete the required assignments, quizzes, and tests for all courses.

1. P.A.S.S. Academy will be responsible for the direct instruction, monitoring student progress, supplemental computerized program, and grades for **long-term, and permanent placement students.**
2. Short-term students will only receive assignments from their base school for the number of days that they are assigned P.A.S.S.
    a. These students will be responsible for completing their assignments and those assignments will be returned to the home base school to be graded when student(s) are dismissed from P.A.S.S. Academy.

Promotion/Retention of Students assigned to P.A.S.S. Academy – long-term, and short term

- Grades will be reported to the students' base school according to the DCS Progression Guide at scheduled reporting periods.
- The students' base school is responsible for awarding high school credit and assigning promotion/retention of students' assigned to P.A.S.S. Academy.
- Students' academic progress while at P.A.S.S. Academy will align with the base school pacing guide.
- P.A.S.S. Academy reserves the right and privilege to offer additional classes in social/emotional learning, career preparation, and mentoring during a students' enrollment.
    - Students will not receive academic credit for these courses but are expected to complete requirements for certificates of successful completion.

P.A.S.S. Academy will use the Dothan City Schools approved Grading Scale.

Letter/Numerical Grade Point	Grade Point Averages
A 90-100	**4.00**
B 80-89	**3.00**
C 70-79	**2.00**
D 60-69	**1.00**
F 59 or Below	**0.00**

Depending on the time frame for a student enrolling into P.A.S.S. Academy, that student will be responsible for completing a percentage of the computerized course(s) based on the school's pacing of each course completion. **For example, see chart below:**

- For Permanent students and Long-Term students who successfully complete a course while attending P.A.S.S. Academy, a progress report will be sent to the home base school for final approval by the base school principal. The base school is responsible for updating the students' schedule/transcript to reflect the progress made while in attendance at P.A.S.S. Academy.

High School, Permanent, or Long-Term Placement students who enter P.A.S.S. Academy 1st Nine Weeks	**Students will be responsible for completing 100% of the course(s) or only the standards that have not been taught.**
High School, Permanent, or Long-Term Placement Students who enter P.A.S.S. Academy 2nd Nine Weeks	**Students will be responsible for completing 50% of the course(s) or only the standards that have not been taught.**
High School, Permanent, or Long-Term Placement Students who enter P.A.S.S. Academy 3rd Nine Weeks	**Students will be responsible for completing 100% of the course(s) or only the standards that have not been taught.**
High School, Permanent, or Long-Term Placement Students who enter P.A.S.S. Academy 4th Nine Weeks	**Students will be responsible for completing 50% of the course(s) or only the standards that have not been taught**

Master Schedule:

- All students will have 7 periods per day which will include
  - core subjects (Reading, Math, Science, Social Studies)
  - physical education
  - elective (time management, advisory, career prep and social skill development, etc).

Teachers transition for the core courses and students transition to Physical Education and Lunch only.

	P.E. K-12 Teacher E	HS - Class A Teacher A	DPA - Class A Teacher C	DPA – Class B Teacher D	HS – Class B Teacher B	ELE- K-3	ELE- 4-6	SPE. K-12 Teacher F
7:55	**Planning**	**Science/ Teacher A** Advisory -Wed.	**History/ Teacher C** Advisory -Wed.	**Eng/ Teacher D** Advisor y-Wed.	**Math/ Teacher B** Advisory-Wed.	**TBA** Self-Con/ ELE	**TBA** Self-Con/ ELE	ELE Resource Room/ Collaborative
9:00	Class B P.E.	**Math/ Teacher B**	**Eng/ Teacher D**	**His/ Teacher C**	**Teacher A Planning**	**TBA** Self-Con/ ELE	**TBA** Self-Con/ ELE	**Planning**
10:00	Class A P.E.	**Eng/ Teacher D**	**Teacher C Planning**	**Math/ Teacher B**	**Science/ Teacher A**	**TBA** Self-Con/ ELE	**TBA** Self-Con/ ELE	Dothan Prep Collaboration
11:00	**P.E. Lunch 11:15-11:35**	**Lunch Dothan High 11:15-11:35**	**LUNCH Dothan Prep 11:40-12-00**	**LUNCH Dothan Prep 11:40-12:00**	**LUNCH Dothan High 11:15-11:35**	**LUNCH ELE. 10:50 - 11:10**	**LUNCH ELE. 10:50 - 11:10**	**SPE. LUNCH 11:40-12:00**

12:00	Class A P.E.	**Teacher B Planning**	**Career Prep Teacher C**	**Science /** Teacher A	**English/ Teacher D**	**TBA** Self-Con/ ELE	**TBA** Self-Con/ ELE	Dothan Prep Resource Room
1:00	Class B Grades P.E.	**His/Teacher C**	**Science/ Teacher A**	**Teacher D Planning**	**Career Prep Watson**	**TBA** Self-Con/ ELE	**TBA** Self-Con/ ELE	H.S. Resource Room
2:00	**ELE. P.E.**	**Career Prep Teacher A**	**Math/ Teacher B**	**Career Prep Teacher D**	**History/ Teacher C**	**TBA** Self-Con/ ELE	**TBA** Self-Con/ ELE	H.S. Collaboration
3:00 **3:10**	ELE. P.E. **Dismissal**	**Remediation Teacher A**	**Remediation Teacher B**	**Remediation Teacher D**	**Remediation Teacher C**	ELE. **Dismissal**	ELE. **Dismissal**	SPE. Remediation

Revised 4-21-2020 Advisory every Wed. at 8:00. Teachers change classes for core subjects.

Intervention Programs:

- **Mentorship:** We have community leaders and organizations who come and speak to our students about careers, decision making, and social skills etc.
- **Advisory:** P.A.S.S. Academy teachers use our Advisory time to teach time management, career prep, and conflict resolution etc.
- **Counseling:** Students receive small group/one on one counseling from our school counselor, mental health counselor, and support our DCS social worker.
- **P.A.S.S. Academy teachers are trained in using Reading Horizons and A+ College Readiness to ensure a smooth transition with the Dothan City Schools Intervention programs.**

Re-admit Hearing:

- Any student returning/coming from an Alabama Department of Youth facility i.e. Boot camp, group home, etc. must attend a Re-admit Hearing with the Principal at P.A.S.S. Academy.
- The base school principal/designee should contact P.A.S.S. Academy secretary/designee to schedule a date and time for the Re-admit Hearing at P.A.S.S. Academy.
- The Base school Principal/Designee should bring all enrollment documents and previous school/facility documents (grades, discipline, etc.) to the Re-admit Hearing.
- The Re-admit Hearing Committee will determine eligibility and enrollment timeframe (between 15-30 days) at P.A.S.S. Academy before the student can attend classes at their base school.

Positive Behavior Support:

This is a school-wide positive behavior point system that is used to monitor students' social and academic progress with a positive approach that will ultimately improve students' behaviors. All faculty members document points on every student at P.A.S.S. Academy in the following areas:

1. Academics

2. Dress Code

3. Attendance

4. Behavior in the classroom

5. Behavior on campus

- Teachers submit weekly point sheets so students will receive immediate feedback on their social/academic progress.
- We announce the students who are at the Gold, Silver, and Bronze levels. The different levels are determined by the number of points students earn each week.
- We also place students on the school-wide bulletin board to identify those students who have earned a certain number of points.
- Students have the ability to earn days toward completion of assigned days, leadership opportunities, and participation in field trips, etc.

P.A.S.S. ACADEMY SCHOOL-WIDE BEHAVIOR MANAGEMENT SYSTEM

WEEKLY POINTS	LEVELS	INCENTIVES
200-225 Points Per Week	**GOLD**	**Field Trips, Early Release with approval, CO-OP/Work Adjustment Training, Pass Academy Ambassador, Mentor/Leader, Free snacks**
151-199 Points Per Week	**SILVER**	**Earn an additional Day of Completion with approval, Free snack.**
125-150 Points Per Week	**BRONZE**	**Earn 5 Days of Completion per week.**

Created by Dr. Corbitt/Revised: 9/19/18

P.A.S.S. ACADEMY SCHOOL-WIDE BEHAVIOR MANAGEMENT SYSTEM

AREAS OF IMPORTANCE	Daily Points Needed To Earn 1 day of completion	Weekly Points Needed To Earn 5 Days of completion
Attendance	**5 to 10**	**125-225**
Academics	**5 to 10**	**125-225**
Campus (Hallway, café, Before and After School etc.)	**5 to 10**	**125-225**
Classroom behavior	**5 to 10**	**125-225**
Social Skills/Dress	**5 to 10**	**125-225**

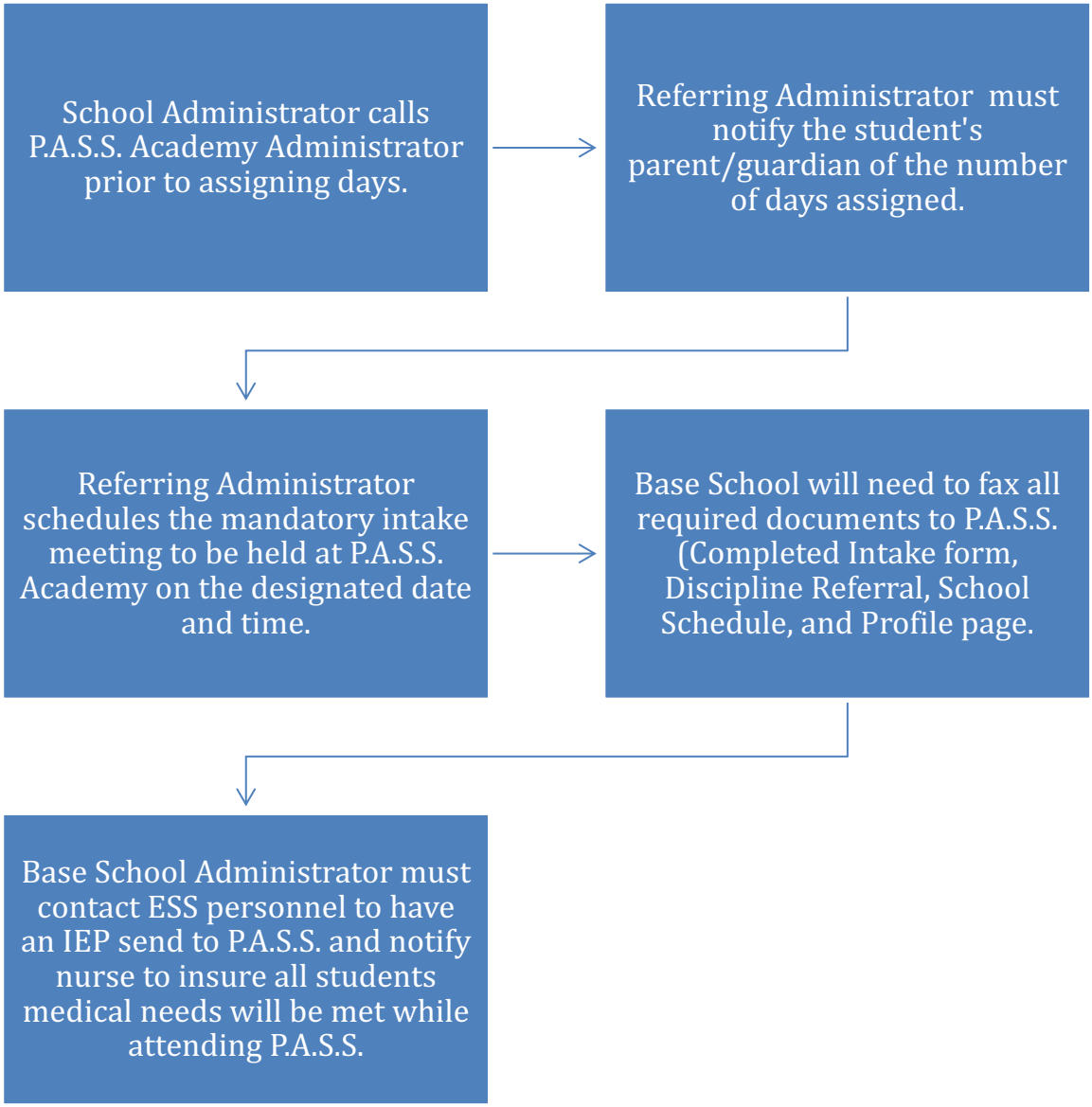
P.A.S.S. ACADEMY SCHOOL EXPECTATIONS

- Always stay quiet in the halls.
- Always stay quiet in the cafeteria.
- Always raise your hand for permission to speak.
- Always raise your hand for permission to get out of your seat.
- Always raise your hand to ask for permission to enter and exit the classroom.
- Always get permission (have hall pass/sign out) to go to the restrooms with supervision.

CONSEQUENCES:

1. Warning
2. Warning and contact parents
3. Warning and conference with administrator
4. Office Referral

Intake Procedures: Flow Chart



IN-TAKE MEETINGS

In-take meeting are scheduled weekly on Tuesdays and Thursdays at 7:30 a.m. - 8:30 a.m. or 1:00 p.m. - 2:00pm only.

- The base school should fax all required documents to P.A.S.S. Academy **before** the student can attend the Intake meeting.
    - Required Documents: Completed Intake Form, Discipline Referral, and Student Course Schedule.
- Student and parent/guardian must attend the Intake meeting **before** the student can begin their P.A.S.S. Academy assigned days.
- Before a student with an I.E.P or 504 plan is referred to P.A.S.S. Academy, the base school must contact Exceptional Student Services (DESS) to request a copy of the student's I.E.P. (Individualized Education Plan)/504 plan. For students with an i-ELP (ELL students), check with Katie Comeens, ELL Coordinator.
    - Base school administration must also check to see if a Manifestation hearing (for students with an I.E.P.) is needed before the student is referred to P.A.S.S. Academy.
- The Base school's nurse must be notified immediately upon placement of the student at P.A.S.S. Academy to ensure all medical needs are addressed (medications, health plans, etc.).

Behavior Contract:

All students are required to follow the contract of rules, procedures and to successfully complete the required number of days at P.A.S.S. Academy before dismissal and return to their base school. At the conclusion of the Intake meeting, the student and parent/guardian must sign the behavior contract explaining all expectations.

APPENDIX

P.A.S.S. Academy

Intake Packet

2019-2020

******Administrators PLEASE contact Dr. Corbitt prior to assigning DAYS*****

******REFERRING ADMINISTRATOR: _____**

Number of days recommended: _____

Returning student? _____ (Y/N)

Student name: _____Grade: _____ Base school: _____

Student ID #: _____

Birthdate: ___-_____ Sex: p Male p Female Ethnic Origin_____

Address: _____ Zip code: _____

Representative PRESENT at INTAKE: _____ Relationship to Student_____

Home #: _____ Place of Employment _____Work #: _____
Emergency #: _____

Guardian: _____ Relationship to student: _____

Home #: _____ Work #: _____ Emergency #: _____

Persons who may check student out of school:

1. _____ Relationship to student: _____

Home # _____ Work # _____ Other # _____

2. _____ Relationship to student: _____

Home # _____ Work # _____ Other # _____

******FOR SCHOOL ADMINISTRATION ONLY******

Required Procedures *before* a student is referred to PASS Academy:

¨ The base school has contacted PASS Academy at (**334) 671-1474** of the student being referred.

¨ **The student's guardian has been notified of the of the required intake meeting at PASS Academy on Tuesday and Thursdays at 7:30 a.m. or 1:00 p.m. Also, the meeting will last approximately twenty minutes.**

¨ The base school has faxed all required documents to PASS at **(334) 677-7480** or **727100:**
Completed Intake Form, Discipline referral(s), copy of school schedule

¨ The base school has contacted the Exceptional Education office at **(334) 793-1397 (ext 236241)** of the special education student being referred to PASS Academy and to request an IEP be sent to PASS Academy.

¨ The school nurse has been contacted to be made aware of the student being referred to PASS Academy.

Student Background Information:

Does this student have any health concerns? p Yes p No ……If yes, contact the school nurse!!!
Does this student take medication while at school? p Yes p No…….Contact school nurse immediately!!!
Has the student received special services in any capacity to date (i.e. IEP, 504, Health Plan, etc.)? p Yesp No
If yes, explain: _____

· Is this student currently on probation or under court supervision? p Yes p No
If yes, name **Probation officer**: _____

P.A.S.S. Academy
Intake Packet
2019-2020
Behavior Contract

I, _____, agree to the following contract of rules

(Student's name)

and procedures in order to return to my base school having successfully completed my required number of days at PASS Academy.

CONTRACT REQUIREMENTS

- **Respect all teachers and staff at all times.**
- **There is no bus transportation to PASS Academy. It is the guardian's responsibility to provide transportation for his/her child while his/her child attends PASS Academy.**
- **School begins at 7:40 a.m. for elementary and 7:50 a.m. for secondary. Breakfast is offered beginning at 7:15 a.m. for elementary and 7:30 am for secondary.**
- **School ends at 2:30 p.m. for elementary, 3:10 p.m. for high school and 3:15pm for middle school students.**
- **Students must be present for the entire day for the day to count towards his placement at PASS**.
- **No one is allowed to enter the building after 7:55 a.m. unless checked in by a parent or guardian.**
- **All absences are required to be made up in order for the student to be dismissed.**
- **No book bags allowed.**
- **No money, candy, cell phones, electronic devices, or jewelry allowed (only lunch money will be allowed). If parents refuse to pick up personal items, those items will be discarded or donated.**
- **Paper and pencil will be provided.**
- **Full Dothan City School Board approved dress code is required, to include wearing a belt every day (solid color collared shirt and khaki, blue, black bottoms only).**
- **Students can *EARN DAYS COMPLETED* based on P.A.S.S. Academy's school wide Behavior Point System.**
- **DOTHAN CITY SCHOOLS CODE OF CONDUCT and DRESS CODE STRICTLY ENFORCED.**

_____ _____

(Student) (DATE)

_____ _____

(DATE)

(Parent/Guardian)

APPENDIX K

ADDITIONAL DOCUMENTS

School of Choice

1. **School of Choice for Signature Schools**
   In April of each year the school Principal will determine the number of slots available and provide them to the Superintendent and/or the designee for School Choice.

   Each school will advertise (by social media, website, and/or letters/flyers):

   A. The dates of the application period opening and closing.
      a. **May 4, 2020 – May 15, 2020**
   B. The number of slots available.
      a. State the overall number available.
      b. No matter what the grade level of the student that is drawn the school will have to accept.
   C. Where the applications can be obtained and submitted.
      a. Due to COVID-19 there will be no face to face exchange. These applications should be posted on social media and your website.
      b. They can be submitted by email, a drop box outside of the school, and/or by mail.
   D. The date a lottery will be held, if required.
      a. Lotteries should be held the week of **May 18th – May 22nd**. Please notify Meagan by **May 5th** the date and time of your lottery so she can help advertise. Once all numbers are submitted they should be sent to Meagan as well.
      b. Normally parents would be allowed to attend in person however due to our recent circumstance the lottery be done virtually. Set up a zoom meeting and send the link to all applicants so they have the opportunity to attend.
      c. Example, if the lottery was required: If there are only 10 slots and 15 applications, then a lottery will be held to seat the students. Siblings will be counted in the lottery draw keeping families together. Example, if the lottery want not required: If there is only 10 slots and only 10 applications then no lottery is necessary. Advertise if the lottery is cancelled.
      d. All applicants must be placed in the lottery and all applicants must be drawn. Even if you are past your allowed number of seats during the lottery you will continue drawing to create the waiting list and the order in which the names will be placed on the waiting list.
   E. Transportation **will not** be provided.

   Once the slots have been filled:

   A. The day of your lottery the acceptance list and waiting list needs to be submitted to Lee Jacobs. A Google Sheet will be created so principals can see if duplicates are being drawn.
   B. A letter will be sent to parents/legal guardians letting them know if their child was selected or not.

C. An acceptance list will be sent to each home base school notifying them of the students that will be transferring by School Choice. Student records will then be forwarded to each student's new school.
D. A waiting list will be kept.
E. The assignment will be made for the duration of the grade levels at that school site (6th grade).
F. The parent **will not** need to submit additional requests.

2. Hardship – 6.2.1 Transfers

Due to the implementation of School Choice, there will be limited opportunity for movement between schools. Hardship Requests may be submitted. The Superintendent will review student attendance, behavior and academic history and will have the discretion to approve or deny. The Superintendent will consult the Principal of each school prior to making a decision. **All decisions are final**.

2020-2021 School of Choice Option for Signature Schools

(This applies to students that live within the Dothan City Schools District and currently enrolled ONLY.)

If a parent/legal guardian wishes for their child(ren) to attend a Dothan City Schools Signature School they are NOT zoned for, he/she should complete this form. It must be submitted to the Principal of the School of Choice by May 15, 2020, for approval. Transportation will not be provided.

PARENT INFORMATION:

Parent/Guardian: _____

Street Address/City/State/Zip Code: _____

Home Phone: _____ Cell Phone: _____ Work Phone: _____

E-Mail Address: _____

STUDENT "1" INFORMATION:

Name: _____ Current Grade Level: _____

Does student receive any of the following services (please check):

☐ IEP (Individual Education Plan) ☐ 504 Plan ☐ EL Services

Current School Zone (check box):

The Arts:

☐ Hidden Lake Primary (K-2)
☐ Beverlye Intermediate (3-6)

International Baccalaureate (IB):

☐ Girard Primary (K-2)
☐ Girard Intermediate (3-6)
☐ Kelly Springs Elementary (K-6)

Expeditionary Learning (EL):

☐ Heard Elementary (K-6)
☐ Highlands Elementary (K-6)
☐ Selma Street Elementary (K-6)
☐ Slingluff Elementary (K-6)

STEM:

☐ Faine Elementary (K-6)

School of Choice Option (check box):

The Arts:

☐ Hidden Lake Primary (K-2)
☐ Beverlye Intermediate (3-6)

International Baccalaureate (IB):

☐ Girard Primary (K-2)
☐ Girard Intermediate (3-6)
☐ Kelly Springs Elementary (K-6)

Expeditionary Learning (EL):

☐ Heard Elementary (K-6)
☐ Highlands Elementary (K-6)
☐ Selma Street Elementary (K-6)
☐ Slingluff Elementary (K-6)

STEM:

☐ Faine Elementary (K-6)

STUDENT "2" INFORMATION:

Name: _____ Current Grade Level: _____

Does student receive any of the following services (please check):

☐ IEP (Individual Education Plan) ☐ 504 Plan ☐ EL Services

Current School Zone (check box):

The Arts:

☐ Hidden Lake Primary (K-2)
☐ Beverlye Intermediate (3-6)

International Baccalaureate (IB):

☐ Girard Primary (K-2)
☐ Girard Intermediate (3-6)
☐ Kelly Springs Elementary (K-6)

Expeditionary Learning (EL):

☐ Heard Elementary (K-6)
☐ Highlands Elementary (K-6)
☐ Selma Street Elementary (K-6)
☐ Slingluff Elementary (K-6)

STEM:

☐ Faine Elementary (K-6)

School of Choice Option (check box):

The Arts:

☐ Hidden Lake Primary (K-2)
☐ Beverlye Intermediate (3-6)

International Baccalaureate (IB):

☐ Girard Primary (K-2)
☐ Girard Intermediate (3-6)
☐ Kelly Springs Elementary (K-6)

Expeditionary Learning (EL):

☐ Heard Elementary (K-6)
☐ Highlands Elementary (K-6)
☐ Selma Street Elementary (K-6)
☐ Slingluff Elementary (K-6)

STEM:

☐ Faine Elementary (K-6)

OFFICE USE ONLY:

Date Received: _____ Received by: _____

☐ Approved
☐ Denied Date: _____ Principal Signature: _____

500 Dusy Street
Dothan, Alabama 36301

334-793-1397

www.dothan.k12.al.us

Dr. Phyllis A. Edwards
Superintendent

Mike Schmitz
Chairman

Brenda Guilford
Vice-Chair/District 1

Franklin Jones
District 2

Susan Vierkandt
District 3

Brett Strickland
District 4

Amy Bonds
District 5

Chris Maddox
District 6

Dothan City Schools mission is to prepare all students for the choices and challenges of the 21st Century (the future). Our goal is to prepare all students to participate productively and responsibly in a rapidly changing society.

March 2, 2020

Re: 2020 – 2021 Zoning Protocols for Students of Employees

To: All DCS Staff

In order to maintain continuity among the schools, procedures have been implemented regarding zoning for students of Dothan City Schools (DCS) employees. The information below is necessary in order to calculate staff and capacity needs. It will assist the schools in determining the number of seats available for School Choice.

If a child attends a school other than the school they are zoned for, the employee must complete and submit the attached form. Employees will need to have the form submitted by March 30, 2020, to the Assistant Superintendent for Instruction and Accountability.

DCS employees, who live within the DCS district, will have the option to send their child(ren) to their zoned school or they may attend the school where the employee works.

DCS employees, who live outside of the DCS district and want their child(ren) to attend, have the following options:

- Enroll their child into the school where they are employed, if applicable.
- Enroll their child into the school that is geographically closer to their home address or into the school that is geographically closer to their school of employment.
    - Example: If a parent was employed at the Dothan High School and their child was within the grade span of K-6 the closest elementary school would be Morris Slingluff. This is where the child would attend unless they choose to attend the school that is geographically closer to their address.

In the case of both options, the school will need to document in the Student Information System (iNow/Chalkable), why they are allowed to attend that school. Dothan City Schools has the right to revoke enrollment of the student based on the following conditions.

- Inappropriate behavior or poor disciplinary record
- Excessive tardiness to school or poor school attendance
- Unsatisfactory academic performance

The school system has the right to have the child attend the school with the most available seats.

Please note the Out of Zone Request is for one school year only and must be filled out every year to ensure a spot for your child(ren). Once a determination has been made a copy of the Out of Zone Request Form will be returned to you via email and or interoffice mail.

Phyllis A Edwards

Dr. Phyllis A. Edwards
Superintendent

FY 2020-2021 Out of Zone Request Form
This applies to the Employees of Dothan City Schools only.

If the employee wishes for their child(ren) to attend a Dothan City School that they are NOT zoned for, then he/she should complete the form. It must be submitted to Lee Jacobs by March 30, 2020, for approval.

STUDENT INFORMATION:

Child #1

First Name:_____ Last Name: _____

Address: _____ City/State: _____

Zip Code:_____ Home Phone of the Child:_____ Current Grade Level: _____

Where is your child currently enrolled? _____

Where would your child be zoned for the next school year? _____

What school are you requesting for your child to attend? _____

Are you the legal guardian of this child? YES or NO Does the child live with you? YES or NO

If not, who?_____

Child #2

First Name:_____ Last Name: _____

Address: _____ City/State: _____

Zip Code:_____ Home Phone of the Child:_____ Current Grade Level: _____

Where is your child currently enrolled? _____

Where would your child be zoned for the next school year? _____

What school are you requesting for your child to attend? _____

Are you the legal guidance of this child? YES or NO Does the child live with you? YES or NO

If not, who?_____

Child #3

First Name:_____ Last Name: _____

Address: _____ City/State: _____

Zip Code:_____ Home Phone of the Child:_____ Current Grade Level: _____

Where is your child currently enrolled? _____

Where would your child be zoned for the next school year? _____

What school are you requesting for your child to attend? _____

Are you the legal guidance of this child? YES or NO Does the child live with you? YES or NO
If not, who?_____

PARENT INFORMATION:

Employee's First and Last Name: _____

Employees' Home Address: _____ City/State: _____

Employee's Home Phone: _____ Email Address:_____

What school are you currently employed at? _____

Do you anticipate a changing school for the next school? _____

OFFICE USE ONLY:

Date Received: _____ Received by: _____

☐ Approved
☐ Denied Date: _____ Superintendent Signature: _____

Superintendent Comments:

Dothan City Schools

Field Trip Application Form

NOTE: Submission of an application does not guarantee approval; approval does not guarantee availability of transportation.

PLEASE PRINT

Date Submitted: _____ Purchase Order #: _____

School: _____ Grade(s) _____ Team/Group_____

Trip destination: _____

Address: _____

Leaving Date: _____ Return Date: _____

Departure Time: _____ Return Time: _____

Purpose of trip: _____

Number of Passengers: Capacity 68 Elementary/ 48 Middle & High School

Class/Bus #1: _____
Class/Bus#2: _____
Class/Bus #3: _____
Class/Bus #4: _____

Print name of Teacher/Sponsor_____ Cell Number _____

Principal's Signature: _____ Nurse's Signature: _____

Superintendent's signature is required for out-of-state trips, over-night trips, or over 300 miles.

Superintendent's Signature: _____

Please select one of the two following options:

_____ Spare Bus without a Driver _____ Bus with a Driver

Comments/Request: _____

****Unless unforeseen circumstances exist, forms must be submitted to the Transportation Department 15 days in advance.

Extra-Curricular Trips

The Dothan City Board of Education has authorized the use of buses for field trips.

Buses may not be used by any organization other than the schools under the jurisdiction of the Dothan City Board of Education.

The fuel charge for bus use is dictated by the State Department of Education on a per mile cost each year. There is also an hourly fee for the driver. The drivers' time starts and ends at Transportation with a 30 minute pre-trip/ post-trip time. If the bus is significantly dirty extra time may be charged.

The 2020-2021 charges are $1.25 per mile and $14.35 an hour for the driver. Please use these amounts to calculate fees at this time. There will be a memo from the State Department if this amount increases.

Departments/schools will be billed for the use of the bus and/or the driver at the end of each payroll.

All principals are reminded that any person who drives a bus with students on board must possess an Alabama Commercial Drivers' License with a passenger and school bus endorsement and a current State Department of Education School Bus Certificate, which must be renewed each year. All employees of Dothan City Schools who drive a bus must also have a current physical on file at transportation that has been signed by a licensed physician.

Any employee wishing to drive a field trip out of state must have a DOT physical on file with Dothan City Schools.

Any employee who drives a bus must be on Transportation's random drug/ alcohol testing list. After notification of your name being selected for drug/alcohol testing, you have 2 hours to comply.

Availability for Field Trips

We are currently using one activity bus with a driver. It is available upon request. First person to get their paperwork in with a PO number is the person who gets the activity

bus. If the activity driver is scheduled for an overnight trip a room must be provided for the driver. Also, meals must be provided or reimbursed to the driver for overnight trips. Route buses, during school hours, are available from 8:30 AM to 2:15 PM. DCS buses are not to be used on field trips over 300 miles from Dothan to the final destination.

Procedure for Securing Buses for Field Trips

Persons wishing to use school buses for field trips should contact the transportation office to verify that the buses will be available on the dates requested. Requests should be submitted at least 15 days prior to the field trip. All field trip application forms should have a PO number on it and a copy of the purchase order should accompany the field trip application form. There is a no charge 24 hour cancellation policy. All trips that require a driver from the Transportation Department must be cancelled within 24 hours of the trip or a minimum 2 hour charge will be billed to the school. Field trips that were estimated to last more than 6 hours will result in a 3 hour charge if there is a failure to cancel a trip within 24 hours.

Field trip application forms should be signed by the principal and school nurse. The principal's signature denotes his/her approval of the trip. Requests made for out of state, overnight, or over 300 miles requires the superintendent's signature. Requests made without the proper signatures will be denied.

Students should be informed prior to the trip that no food or drink is allowed on the buses. Sack lunches in boxes and drinks in coolers are permitted provided they are not consumed on the bus, unless approved by the transportation supervisor. It is the teacher/coach's responsibility to enforce this policy.

Spare buses are on a first-come, first-serve basis. Even after calling, paperwork should follow stating whether a driver is needed or not. The driver must fuel, sweep, clean seats, wipes windows and empty garbage after a field trip. Drop your keys and paperwork in the back door if Transportation is closed. A mechanic checks the bus behind each field trip and if you do not clean the bus, it will affect the person who needs the bus after you. A fee will be incurred after 2 attempts to reach you and a phone call to your principal if the bus is found to be dirty.

Parent/Teacher Conference Form

School:_____ Date:_____

Student Name:_____ Grade:_____

Conference was initiated by:

Teacher _____ Administrator _____ Parent _____
Current Grades: L.A. _____ Math _____ Social Students _____ Science _____
Attendance: Absences _____ # Tardy _____
Behavior-None Noted _____

Concerns: _____
_____

Concerns/Topics for Discussion:

_____
_____
_____
_____

Next Steps:

_____
_____
_____
_____

_____ _____
Parent Signature Teacher Signature

_____
Others Present

RETENTION LETTER

Date:_____

Parent or Guardian's Name and Address (please print):

_____

_____

_____

RE: _____

Student's Name and Current Grade Level

Dear _____,

This letter is to inform you that your child _____ is performing below the minimum standards for promotion to the next grade level. Your child's schoolwork and performance on teacher-designed assessments in the most fundamental courses are also below the minimum standards promotion.

After reviewing your child's progress this year, we have determined that retention at this time may be the most appropriate intervention for your child's academic deficiencies.

Respectfully,

_____ _____

Name of Teacher (please print) Signature of Teacher

_____ _____

Name of Principal (please print) Signature of Principal

****

Please sign below and return this form to your child's teacher to confirm your receipt of this information.

I, _____ have been informed that my child _____ is performing below minimum standards designated for promotion, and I support his/her retention in the _____ grade.

_____ _____

Signature Parent/Guardian Date

Retention Warning Letter

Date:_____

Parent or Guardian's Name and Address (please print):

_____

_____

_____

RE: _____
Student's Name and Current Grade Level

Dear _____,

There is a possibility that your son/daughter _____ will not be promoted at the end of the _____-_____ school year if his/her school work and/or proficiency test scores do not met or exceed local and state requirements.

Respectfully,

_____ _____
Name of Teacher (please print) Signature of Teacher

_____ _____
Name of Principal (please print) Signature of Principal

****

Please sign below and return this form to your child's teacher to confirm your receipt of this information.

_____ _____
Name of Parent/Guardian (please print) Signature of Parent/Guardian and Date

Please indicate if a parent-teacher conference is desired:_____ Yes _____ No
If yes please provide a telephone number: _____