

2023-2024

Information Guide

for
Students and Parents

“One Vision, One Voice, One Victory...Inspiring Every Student to Succeed as a Prepared College and Career Ready Graduate!”



Dr. Corey L. Jones, Superintendent
Greene County Board of Education
220 Main Street
Eutaw, Alabama 3542
205-372-3109
www.greene.k12.al.us

“We believe that all children can learn and that an educator's purpose is to maximize the effectiveness of the academic and social process to prepare them to be college and career ready graduates.”

GREENE COUNTY BOARD OF EDUCATION

220 Main Street

Eutaw, Alabama 35462

Office Phone: (205) 372-3109

Office Hours: 8:00 A.M. – 4:00 P.M. Monday thru Friday

SUPERINTENDENT

Dr. Corey L. Jones

BOARD OF EDUCATION

Mr. Leo Branch, President

Mrs. Veronica Richardson, Vice-President

Ms. Carrie Dancy, Member

Mr. Robert Davis, Member

Mr. Brandon Meriwether, Member

Board Meetings

The Greene County Board of Education meets regularly on the third Monday of each month at 4:30 p.m. at the Central Office.

Our Mission Statement

The mission of the Greene County School System is to inspire confident, knowledgeable, prepared students who have the attitude, skills and ability to graduate college- and career-ready.

Equal Education and Employment Opportunity Statement

It is policy of the Greene County Board of Education that no person in the school system shall, on the basis of race, color, creed, religion, sex, age, national origin, or disability be denied employment, be excluded from participation in, be denied the benefits of, or be subjected to discrimination in any program or activity as identified and defined by Section 504 or Rehabilitation Act of 1973 (P. L. 93-122) and The American with Disabilities Act of 1990. For more information, contact: Ms. Wanda Blakely, 504 Coordinator or, Dr. Corey L. Jones, Title IX Coordinator, 220 Main Street Eutaw, Alabama 35462, (205) 372-3109.

Equal Educational Opportunities

The Greene County Board of Education does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. For more information, contact: Ms. Wanda Blakely, 504 Coordinator or Dr. Corey L. Jones, Title IX Coordinator, 220 Main Street Eutaw, Alabama 35462, (205) 372-3109.

Questions from parents and students are always welcome. Contact your school building principal for answers to questions regarding concerns at the local school level. You may contact the superintendent at the Greene County Board of Education at (205) 372-3109.

Message from the Superintendent of Greene County Schools, Dr. Corey L. Jones

A warm welcome to a new school year. Thanks so much for your dedication and enthusiasm as we educate our Greene County Schools' scholars.

As we embark upon this new year, it is my hope that all stakeholders will reflect then act upon the mission and vision of Greene County Schools. It is also my hope that each entity desires that all of our scholars are provided with the experiences, resources, and instruction that will result in those scholars entering academia or the workforce college- and career-ready. This plays a vital role in the world-class school system in which we seek to establish. Though we have made progress towards our goal of developing a world-class school system, indeed, there is some ways to go. Join me in accepting the challenge. We begin by putting laws, processes and procedures in place that will ensure a solid foundation.

The wealth of information in this guide serves as policy that is necessary to effectively govern Greene County Schools. To enhance academic and behavioral growth, it is imperative that we commit assiduously to our obligation of enforcing and adhering to policies adopted by the Greene County School Board. This year, as we collectively and diligently strive to advance towards the mark, it is essential that we honor and maintain compliance with local, state and federal policies that have been established to help each student reach maximum potential. Indeed, it is an honor to serve you. I look forward to working with educators, parents, students and all of the Greene County Schools' communities in order to make this the most remarkable school year thus far!

Sincerely


Superintendent

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WE ACCEPT THE RESPONSIBILITY AND CHALLENGE

Each school under the umbrella of the Greene County School System accepts the responsibility and challenge of educating young minds. We spend at least six hours daily, 180 days a year, with students who are willing and capable of completing their education. During these precious hours, we teach students important skills ranging from reading, mathematics, science, language and social studies to writing, speaking, listening and performing. Our ultimate goal is to prepare our students for a world, which demands self-discipline, appropriate social skills, and college and career readiness skills.

The information Guide for Students and Parents is designed to assist you in better understanding the daily routines and operations as well as the policies that govern our system. We are soliciting the cooperation and resources of the citizens of this country to effectively develop our children. You may review copies of the Greene County Board Policy Manual in your local school office, library and at www.greene.k12.al.us.

GENERAL SCHOOL INFORMATION

Central Office Administration Directory

Superintendent of Education	Dr. Corey L. Jones	205-372-3109
Accreditation	Dr. Corey L. Jones	205-372-3109
Alternative School	Mr. Frederick Square	205-336-9200
Attendance Officer	Ms. Cindy Taylor	205-372-2052
Career/Technical Education	Ms. Teresa Atkins	205-372-4636
504 Coordinator	Mrs. Wanda Blakely	205-372-3109
Counseling and Guidance	Ms. Barbara Martin	205-372-3109
Chief Financial Officer	Mrs. Marquita Lennon	205-372-3109
Child Nutrition Program Director	Ms. Shirley Stewart	205-372-3109
Curriculum & Instruction	Ms. Barbara Martin	205-372-3109
Drug Education	Ms. Marshae Pelt	205-372-9200
Director of Federal Programs	Dr. Charlayne' J. Riley	205-372-3109
English Learners	Dr. Charlayne' J. Riley	205-372-3109
Foster Care	Dr. Charlayne' J. Riley	205-372-3109
HIV/AIDS Education	Mrs. Jacqueline Raby	205-372-9200
Homeless	Dr. Charlayne' J. Riley	205-372-3109
LEAD and Educate Alabama	Dr. Corey L. Jones	205-372-3109
Library Media/Instructional Supplies	Mrs. Rebecca Coleman	205-372-3109
Maintenance	Mrs. Sharon Hardwick	205-315-1088
Mathematics Instruction	Mr. Gary Rice	205-372-3269
Pupil Health Services	Mrs. Jaqueline Raby	205-372-1051
Public Information	Dr. Corey L. Jones	205-372-3109
Special Education	Mrs. Wanda Blakely	205-372-3109
Student Assessment/Testing	Ms. Marshae Pelt	205-372-3109
Technology Coordinator	Mrs. Rebecca Coleman	205-372-3109
Textbooks	Mrs. Rebecca Coleman	205-372-3109
Title IX	Dr. Corey L. Jones	205-372-3109
Transportation	Mr. James Gaines	205-372-3160
Response to Instruction(Rti)/MTSS	Ms. Barbara Martin	205-372-3109
Parent Involvement	Ms. Tyesha Weeks	205-372-3109
At-Risk Coordinator	Ms. Marshae Pelt	205-372-9200

Greene County Schools' Directory

SCHOOL	ADMINISTRATOR	PHONE
Eutaw Primary	Dr. Brittany Harris	205-372-1051
Robert Brown Middle	Mrs. Tammy Anderson	205-372-3269
Greene County High	Ms. Andrea Perry	205-372-2052
Greene County Career Center	Ms. Teresa Atkins	205-372-4904
Alternative Learning Center	Mr. Frederick Square	205-346-3819

Contact the school building principals for answers regarding concerns at the **LOCAL SCHOOL LEVEL**.

EMERGENCY SCHOOL CLOSINGS

In the event of school closing for any reason, the Greene County School System's Central Office will notify the parents/guardians utilizing the current contact numbers from the **PowerSchool** database through our automated **SchoolCast** emergency notification system in addition to contacting the media to broadcast or televise details of the situation. Please **DO NOT CALL** the Central Office, individual schools, or radio or television stations. Necessary details will be broadcast or televised as information is available.

NATIONAL WEATHER BUREAU

205-664-3010

TELEVISION STATIONS

*Alabama ABC 33/40	205-403-3340
*WBRC FOX6 (Birmingham)	205-583-4314
WVTM Channel 13 (Birmingham)	205-933-1313
CBS 42 (Birmingham)	205-322-4665
*ABC WTOK Channel 11 (Meridian, Mississippi)	601-693-1441
	601-693-6397
*WCBI Channel 4 (Columbus, Mississippi)	662-327-4444

RADIO STATIONS

*WTUG – Tuscaloosa	92.9	205-345-7200
*WTSK – Tuscaloosa	93.3	205-345-7200
*WXAL – Demopolis		334-289-1400
*WYLS – York	670	205-392-5234
*WNPT – Tuscaloosa	102.9	205-758-5523
*WWPG – Tuscaloosa	104.3	205-345-4787
*Notify in case of bad weather.		

SHERIFF'S OFFICE

Sheriff Joe Nathan Benison 205-372-3242

GREENE COUNTY COMMISSION

Commissioner Tennyson Smith..... 205-372-9301

2023-2024 Academic Calendar



July 2023						
S	M	T	W	T	F	S
						1
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9	10	11	12	13	14	15
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August 2023						
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September 2023						
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October 2023						
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November 2023						
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December 2023						
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31						

Jul 4	Independence Day (System Closed)
Aug 2	Institute/Employees Return
Aug 3	Professional Development Day
Aug 4, 7	Teacher Work Days
Aug 8	First Day for Students
Sept 4	Labor Day
Oct 9	Professional Development Day
Oct 10	Parent Visitation Day/E-Learning Day
Oct 13	Quarter 1 Report Card Distribution
Nov 10	Veterans Day-Observed (System Closed)
Nov 20-24	Fall Break
Dec 15	End of Semester
Dec 16-Jan 2	Winter Break
Jan 3	Employees Return/PD Day
Jan 4	Students Return
Jan 8	Quarter 2 Report Card Distribution
Jan 15	Dr. MLK Holiday (System Closed)
Feb 19	Presidents' Day (Schools Closed)
Feb 20	E-Learning Day
Mar 15	Quarter 3 Report Card Distribution
Mar 18-22	Spring Break (System Closed)
May 23	Quarter 4 Report Card Distribution
May 23	End of Term/Last Day for Students
May 24	Last Day for Teachers
May 27	Memorial Day (System Closed)
Jun 19	Juneteenth Holiday (System Closed)

State Assessments (Subject to Change)	
Oct 17-18	Pre ACT (10th Grade)
Oct 24-25	ACT Workkeys (12th Grade)
Feb 6-26	ACCESS (WIDA) for ELLs
Feb 12-Mar 7	Alternate ACCESS
Mar 5-6	ACT Workkeys Online-RETAKE
Mar 12-13	ACT w/Writing (11th Grade)
Apr 9-11	ACT w/Writing-MAKE UP
Mar 5-15	ACAP Alternate (2nd-8th Grades)
Mar 26-April 4	ACAP Alternate (10th-11th Grades)
Mar 26-Apr 12	ACAP Summative (2nd-3rd Grades)
Apr 2-5	ACAP Summative (4th-5th Grades)
Apr 9-12	ACAP Summative (6th Grade)
Apr 16-19	ACAP Summative (7th-8th Grades)

January 2024						
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February 2024						
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March 2024						
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April 2024						
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May 2024						
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June 2024						
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Reporting Periods	
Quarter 1	Aug -Oct 6
Quarter 2	Oct 10-Dec 15
Quarter 3	Jan 4-Mar 8
Quarter 4	Mar 11-May 23

Progress Report Dates	
Sept 8	
Nov 9	
Feb 9	
Apr 19	

Exam Dates	
Oct 2-6	Quarter 1 Exams
Dec 11-15	Quarter 2 & Term 1 Exams
Mar 4-8	Quarter 3 Exams
May 14-20	Quarter 4 & Term 2 Exams

- Schools Closed
- E-Learning Day
- Teacher Work Day

- Professional Development Day- (No School for Students)
- Institute/Employees Return



- Parent Visitation Day
- First & Last Day of Term/School for Students
- Report Card Distribution Date

CHANGES IN VITAL INFORMATION

School personnel must have accurate student information. Parents/guardians should provide correct and reliable information such as names, address, telephone numbers, emergency telephone numbers, custody rights, etc. at the beginning of the school year when enrollment forms are filled out. Parents/guardians should contact school officials when vital information changes during the school year.

SCHOOL OPENING AND CLOSING TIMES

The times established for the opening and closing of the schools of the school system are fifteen (15) minutes prior to the time students are to report to homeroom/first class and fifteen minutes (15) after the last class period each day. Between these times and throughout the school day, school personnel will be on duty and available to supervise and care for students.

By presentation of this policy, the Board hereby notifies parent(s)/guardian that school personnel are not available to assume responsibility for students who arrive on a school campus before and remain after the times noted above, except that school personnel shall be on duty to assume responsibility for students transported via school system-owned buses.

PARENT'S RESPONSIBILITY

Parents/guardians are expected to take responsibility for assuring that their child arrives before the opening of school and is picked up after the closing of school within the time frame noted above. If, for any reason, parents are not able to comply with the time noted, a conference should be scheduled with the principal to discuss the matter.

PARENT-TEACHER CONFERENCES

Parents are urged to contact the child's teacher or school office to arrange a time for a conference. Conferences will be scheduled when the teacher is free of classroom duties.

SCHOOL VISITORS

All school visitors are required to report to the principal's office upon arrival at a school campus. All visitors will be required to sign in and secure a visitor's pass.

STUDENT VISITORS

Students enrolled in the schools of the school system are not permitted to bring student visitors to school during the regular school hours without prior approval by the principal.

CHECKING OUT OF SCHOOL

All parents, guardians or other authorized persons coming to school to check a student out of school must do so through the principal's office via the school approved checkout plan. Such persons are not to go directly to the classrooms for this purpose.

ENROLLING IN GREENE COUNTY SCHOOLS

AGE REQUIREMENTS

Children entering **KINDERGARTEN** must be **FIVE YEARS OLD ON OR BEFORE SEPTEMBER 2**. Children entering **FIRST GRADE** must be **SIX YEARS OLD ON OR BEFORE SEPTEMBER 2**. A child enrolling in school for the first time in kindergarten or 1st grade must present to the principal the following prior to enrollment:

- An official birth certificate (voluntary); religious, hospital or physician's documents showing date of birth
- Valid social security number (voluntary)
- Current immunization form
- Proof of residence (utility bill, residential lease, driver license, etc.)

All students seeking to enroll in the school system for the first time must present the following:

- Proof of residence (utility bill, residential lease, driver license, etc.)
- Recent report card release from the last school attended
- Copy of immunization form
- Valid social security number (voluntary)
- Guardianship papers, in applicable
- Principal of receiving school will verify that the student is not currently suspended or expelled.

RESIDENCY REQUIREMENTS

A parent(s) **MUST** have a legal residence within the area served by the school system for his or her children to be eligible for enrollment in a school in the school system. An ADULT STUDENT (at least 19 years of age) may establish a legal residence based on applicable state laws.

IMMUNIZATION

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

DPT SERIES OF THREE PLUS TWO BOOSTERS	ONE MUMPS AND ONE RUBELLA
TWO DOSES OF MEASLES VACCINE	POLIO SERIES OF THREE PLUS ONE BOOSTER
PERTUSIS	Tdap (Required for students entering grades 6-8)

Only students presenting a Certificate of Medical Exemption or a Certificate of Religious Exemption are excused from this requirement.

IMPORTANT INFORMATION ON MENINGOCOCCAL DISEASE AND VACCINE

What is meningococcal disease?

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

How do you catch the disease?

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

What are the symptoms of the disease?

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

Meningococcal vaccine: Who should get the vaccine and when?

MCV4, or the **meningococcal vaccine**, is recommended for all children 11-12 years of age and for unvaccinated adolescents at high school entry (15 years of age). High school seniors should also consider obtaining the vaccine prior to entering college, especially if they are planning on living in a dormitory. Please consult your physician or local health department for more information. For more information on this and other vaccine recommendations go to: www.adph.org/immunization

WITHDRAWAL FROM THE SCHOOL SYSTEM

When a student's parent(s) moves, and establishes residence in another school district, the student shall withdraw in accordance with such rules and regulations as may be prescribed by the School System and the local school. It shall be the responsibility of the student and his/her parent(s) or guardian(s) to withdraw in accordance with the following rules and regulations:

1. The student's parent/guardian should come to the school if at all possible to approve the withdrawal.
2. The parent/guardian or student will be asked to complete a Withdrawal Form (Form A222), with a copy given to the student or parent/custodian.
3. All state-owned or locally owned library books must be returned in prior to withdrawal.
4. All state-owned textbooks must be turned in prior to withdrawal.
5. All legally permissible financial obligations must be paid prior to withdrawal.
6. The student's Immunization Form will be given to the student or parent/guardian. School personnel should make a copy of the form to keep in school files.

7. The student's report card or approved grade report form will be given to the student.

THE HEALTH AND SAFETY OF STUDENTS

THE CHILD NUTRITION PROGRAM

Information on how to qualify for the Child Nutrition Program will be distributed to all students. Lunch will be served to students beginning on the first day of school. Breakfast will be served at ALL elementary and secondary schools. Breakfast service will begin on the second day, unless otherwise announced by the school principal. Fees for reduced price meals will be available for qualifying students in accordance with the policy adopted by the Board of Education and regulations of the United States Department of Agriculture. Visiting Student price for lunch \$3.25.

MEDICATION

1. A Physician's Authorization Form must be completed and signed by the doctor and parent for all prescription medication. A form may be obtained from the school nurse.
2. Non-prescription (over the counter), medications may be dispensed after an authorization form is completed and signed by the parent or guardian.
3. Medication must be in the original container with proper pharmacy labeling.
4. Medications must be able to remain here on a daily basis.
5. All medications must be brought to school by an adult. Students are not allowed to transport medication to school.
6. Inhalers for asthma treatment are allowed to be carried by the student but a Physician's Authorization Form must still be completed and signed by the doctor and parent or guardian.

The policy includes:

- All routine medications
- All temporary medication
- All over the counter medications- cold-cough medicine, code sore ointment, sore throat lozenges, Tylenol, etc.

If your child is on antibiotics or any other temporary medication, please make arrangements to administer these to your child around school time hours unless you are able to meet the above criteria.

If you have any questions or concerns, you may contact the School Nurse during school hours at 372-2052.

ILLNESS AND INJURIES

If a child becomes ill or is injured at school, appropriate personnel will make a reasonable attempt to notify the parents or guardians. Parent/guardians should provide the school with current emergency phone numbers.

EMERGENCY MEDICAL TREATMENT

If an accident requires immediate medical attention of the service of a doctor and the parent cannot be reached, school officials shall act ***in loco parentis*** and take reasonable action. Such action may require emergency medical services at parental expense.

HUMAN IMMUNODEFICIENCY VIRUS (HIV)/ACQUIRED IMMUNODEFICIENCY (AIDS)

The Greene County Board of Education shall strive to protect the safety and health of children and youth in our care, as well as their families, our employees, and the general public. Staff members shall cooperate with public health authorities to promote these goals.

The evidence is overwhelming that the risk of transmitting human immunodeficiency virus (HIV) is extremely low in school settings when current guidelines are followed. The presence of a person living with HIV infection or diagnosed with AIDS poses no significant risk to others in school, daycare, and school athletic settings.

A student with HIV infection has the same right to attend school and receive services as any other student, and will be subject to the same rules and policies. HIV infection shall not factor into decisions concerning class assignments, privileges, or participation in any school-sponsored activity.

No information regarding a person's HIV status will be divulged to an individual or organization without court order or the informed, written, signed and dated consent of the person with HIV infection (or the parent or guardian of a legal minor). The written consent must specify the name of the recipient of the information and the purpose of the disclosure.

CODE RED, FIRE AND TORNADO DRILLS

CODE RED DRILLS

This drill is held at each school during the first six weeks of each semester of school that includes: safety, security, severe weather, fire and code red drills within the collective designation of emergency drills.

FIRE DRILLS

Fire drills are held in each school at least once a month during the school year. Fire exit plans shall be posted in each school in all rooms occupied at any time by students.

TORNADO DRILLS

Tornado drills are conducted in all schools of the school system. Procedures for tornado drills shall be developed and conducted in accordance with local Civil Defense guidelines. Such drills shall be conducted at least two (2) times each year.

TORNADO WATCH

In the event a tornado watch is issued for areas in which the school system is located, the principal or his or her designee(s) of that school shall take all actions as specified in the approved Civil Defense Plan. When the tornado watch is in effect at the conclusion of the normal school day, students will be released via regular dismissal and transportation plans.

TORNADO WARNING

In the event a tornado warning is issued for areas in which the school system is located, the principal or his or her designee(s) of that school shall take all actions as specified in the approved Civil Defense Plan. Under the tornado warning, students shall NOT be released via regular transportation plan (i.e., car pools, private vehicles, etc.) provided the warning is in effect at the time set for concluding normal school day activities, except that students may be released during a tornado warning to students' parents or guardians at the end of the school day, provided said parents or guardians come to the school and assume custody of their child(ren).

FIELD TRIPS AND EXCURSIONS

Field trips and excursions are extensions of classroom instruction and provide worthwhile learning opportunities for students to participate in unique and enriching educational experiences. School administrators and teachers shall develop systematic procedures for insuring that all trips away from school provide optimal learning opportunities for students. The following minimal procedures shall be adhered to when conducting field trips and excursions away from school:

- Students shall be expected to exhibit good behavior and shall be subject to the same Student Code of Conduct applicable to regular classroom activities.
- Students must have a Field Trip Parental Permission Form signed by their parent(s) or Guardian(s) on file with school officials prior to departing on each school-sponsored field trips, except that a "blanket" permission form will be applicable for such trips that are scheduled in advance and on specific dates, i.e., athletic events, etc. Students not submitting a signed permission form SHALL NOT be permitted to participate in such activity.

HOMEBOUND SERVICES

For a student to be classified as "Homebound", he or she will have an expected absence from school for at least four weeks, Present a physician's note verifying the illness, and requested the services of a homebound teacher by completing the school system's Homebound Student Referral Form. A student approved for homebound study will be counted present for the purpose of attendance.

STUDENTS WITH CHRONIC HEALTH PROBLEMS

Students who suffer from severe health problems (epilepsy, heart problems, etc.), SHOULD have on file in the office a physician's letter which defines the condition and any limitations placed on the student. The student or parent must complete a Medical Alert Card.

STUDENT PREGNANCIES

A female student who is or becomes pregnant who enrolls in a school of Greene County shall notify the counselor, the assistant principal, or the principal as soon as the pregnancy has been confirmed.

STUDENT ACCIDENT INSURANCE PROGRAMS

The Board of Education provides an opportunity to purchase low-cost student accident insurance for all students enrolled in the schools of the school system. The insurance is a service to the students and may be participated in by all students on a voluntary basis. Nothing herein shall be construed about the **adequacy** of this coverage for any and all accidental injuries that a student may suffer including injuries sustained while participating in athletics. Neither, the Board of Education nor its superintendent, principals, teachers, coaches, or other school personnel are to be affiliated with the insurance provider.

The Board of Education may require in certain curricular or extracurricular areas to participate in the school accident insurance program or to file with the school principal a signed statement from the student's parent or guardian that said student is protected adequately against accidents that may occur while participating in said activities. Insurance also is made available to all students participating in athletics sponsored by the school. The student shall pay his/her own insurance. No student athlete shall be allowed to participate in practice or games prior to providing written evidence of the school-sponsored insurance plan or the signed parental statement form.

GRADING AND PROMOTION POLICIES

PROMOTION AND RETENTION POLICIES

Students are promoted from grade to grade on the basis of academic credit earned during the school year, in summer school programs, or in such other academic programs as may be approved or recognized by the Board. Students who are eligible for promotion from grade to grade may nevertheless be retained by agreement of the parents and appropriate school officials.

PROMOTION FROM GRADES K-6

Regular attendance (no more than 20 unexcused absences per year) and numerical grade of 60 or above in **all** subject areas (Reading, Math, Language, Arts, Science, Social Studies, and P.E.) with the exception of kindergarten. A student may be retained only once in each grade for grades 1-6. Kindergarten may be considered for retention. Students may be retained if not meeting promotional standards when parents give written permission and approval from the superintendent. **NOTE: No summer school grades will be considered as a promotion factor.**

PROMOTION FROM GRADES 7- 8

Students enrolled in grades 7 and 8 must pass a combined total of five (5) subjects each year to be promoted to the next grade. Of the five subjects passed, four (4) units must be core academic subjects: English, Math, Science, and Social Science. Students who do not pass five (5) subjects, with at least four (4) of them being core subjects, will be retained in the current grade for the next school year.

GRADING: For students in grades 7 and 8, first semester grades are averaged with the second semester grades to determine yearly grades. Subjects in which the students receives YEARLY grades of 60 or above are considered passed. In grades 7 and 8, yearly grades are considered for determining promotion and retention.

SCHOOL CREDITS: When a student in grades 7 or 8 fails to achieve a final passing grade in one of the four (4) core subjects, then the student must remain in the same grade for the ensuing year. Exceptions will be made for the student attending an approved summer program and passing the **one core subject** that was failed.

PROMOTION FROM GRADES 9-12

Course grades at the 9th-grade through 12th-grade levels shall be determined by semester. Nine-week grades and semester examination scores are averaged to determine pass/fail. To be a 10th-grade student (sophomore), one must have earned 6 credits. To be an 11th grader (Junior), one must be earned 11 credits. To be a 12th grader (Senior), one must have earned 17 credits.

A student entering the ninth grade for the first time during the 2013-2014 school year must have earned 6 credits to be promoted to the tenth grade. Thereafter, to be promoted to the eleventh grade, one must have earned 12 credits; to be promoted to the twelfth grade, one must have earned 18 credits. Students must successfully complete a Career Preparedness and/or Online Experience course.

CREDIT RECOVERY: The Greene County School System has established a credit-recovery program in compliance with the Alabama State Department of Education guidelines for Alabama Schools.

SUMMER SCHOOL CREDIT: When a student in grades 9-12 fails to achieve a final semester passing grade average for full Carnegie Unit course, the course work must be retaken on a semester-by-semester basis. Students

earning a grade between 40 and 59 may participate in the summer Credit Recovery program. Students can not earn a grade higher than 70 through credit recovery. If the coursework is retaken in summer school, then pass/fail shall be determined by the summer school semester grade only, i.e., no averaging of summer grades with regular academic year grades. A student who does not pass course work in a logical and sequential order should be strongly encouraged to attend an approved summer school to earn the required Carnegie Unit(s) necessary for orderly progression through the course required for graduation. In order to remain an honor student, one cannot have made up any classes during summer school unless there are extenuating circumstances.

CORE ACHIEVEMENT REQUIREMENT: A student in grades 9-12 must make satisfactory progress by passing courses in a logical and sequential fashion, i.e., 9th-grade English before 10th grade English. A student in grades 9-12 will not be permitted to enroll in English courses that span more than two consecutive grade levels, i.e., a student may be enrolled concurrently from 9th and 10th grade English but NOT 9th and 11th grade English, etc. Further, a student may not be enrolled in more than two English courses in any given semester, i.e., a student must have a passing grade averages for both semesters of 9th-grade English prior to being permitted to enroll in the first semester of 11th-grade levels, then he or she must earn the necessary Carnegie Unit(s) in English during the summer as a prerequisite for enrollment in the next higher-level English course.

SPECIAL EDUCATION

Promotion of any student in a special education program with the exception of gifted students must be based on the student's IEP. However, a special education student (except gifted) may not be placed at any grade unless the student has attended school for a commensurate number of years equal to the proposed grade placement.

THE UNIFORM GRADING SYSTEM

A numerical system will be used as the uniform grading scale. The key grades should be listed on the report cards and permanent records. Each teacher should have a minimum of one grade per week (homework, daily work, test, etc.) for each week in a nine-week grading period. (File: IHA)

90-100 = A	80-89 = B	70-79 = C	60-69 = D	Below 60 = F	I
Excellent	Good	Average	Poor (but passing)	Failing	Incomplete

The Kindergarten classes in Greene County will use the following scale:

S = Satisfactory	N = Need to Improve	I = Improving	U=Unsatisfactory
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REPORTING AND GRADING (EXAMINATIONS AND EXEMPTIONS)

Report cards will be issued to show students and parents the progress that is being made in each subject taken by students.

They will be issued to all students four (4) times per year. The cards will be issued one week after the end of each nine week's period. Parents will be sent the cards and are required to sign the cards and return them to the schools each time that they are issued.

Teachers will use a uniform system for determining students' grades. The grading will be as follows:

90-100 = A	80-89 = B	70-79 = C	60-69 = D	Below 60 = F	I
Excellent	Good	Average	Poor (but passing)	Failing	Incomplete

In order to determine a student's nine weeks grade in any subject, the teacher must have a minimum of nine (9) graded activities and a graded nine weeks test.

GRADES 1-3

In order to determine a student's nine weeks grade in any one subject, a student must have a minimum of nine (9) graded activities. The student's grades for each grading period will be determined by the graded activities.

GRADES 4-12

The graded activities shall account for 2/3 of the student's grade for each grading period. The exam will account for 1/3 of the student's grade.

To determine the final average for the nine weeks, the teacher will average all weekly grades, multiply the average by two(2), add the nine weeks exam grade and divide by three(3).

To determine the semester grade, the teacher will average the nine weeks grades, multiply the average by two (2), add the semester test grade, and divide by three (3).

SEMESTER EXAMINATION SCHEDULE/FORMAT: GRADES 7-12

All students* in grades 7-12 shall take semester examinations in each course in which they are enrolled. *A special education student's IEP may or may not require semester examinations. All semester examinations will be administered according to the schedule outlined in the school system's annual school calendar. No teacher shall schedule and no principal shall authorize the scheduling of the regular semester examinations for a class or school other than in accordance with the Board's examination schedule; however, individual student examinations may be authorized by the principal to accommodate extenuating circumstances. The semester examination schedule in all schools (grades 7-12) shall include an extended block of time for each examination period schedule over not less than 3 consecutive days.

EXEMPTION POLICY

Any student in grades 7-12 may exempt the semester examination based on the following criteria:

- A student who has a 90+ average and 3 or fewer absences in a class may exempt the semester examination in that class.
- A student who has received in-school suspension, out-of-school suspension, detention, or has been disciplined for skipping a class or school day will forfeit the opportunity to exempt any semester examination.

A student's average in any class will be computed by averaging the 2 nine-week grades.

HONOR ROLL (For All Students)

Honor Roll will be based on the following:

- 90 – 100 (All A's) "A" Honor Roll
- 80 – 100 (All A's and B's) "A/B" Honor Roll

Honor Roll is not computed as an average.

In order to make **Semester Honor Roll**, a student must make Honor Roll each nine weeks.

COURSE TEXTBOOKS

Textbooks are furnished free-of-charge to students and are property of the State of Alabama and the Greene County Board of Education. A receipt shall be signed by each student upon textbook issuance by school officials.

RESPONSIBILITY

Parents/guardians are responsible for every free textbook and other materials issued to their children. Parents/guardians of any student to whom free textbooks or other materials are issued shall be held liable for any loss, abuse, or damage in excess of that which would result from normal use of such textbooks and materials.

SCHEDULE OF PAYMENT

The amount for lost or damaged textbooks will be determined by the following schedule:

1 st year	Original cost	4 th year	75% of the original cost
2 nd year	75% of the original cost	5 th year	75% of the original cost
3 rd year	75% of the original cost	6 th year	50% of the original cost

However, when unusual or excessive damage to a textbook is evident, charges may be assessed up to but not to exceed the original cost.

FEES FOR ELECTIVE COURSES AUTHORIZED BY THE GREENE COUNTY BOARD OF EDUCATION

Agri-science Technology I.....	\$5.00 per semester	Sr. High Band.....	\$10.00 per semester
Agri-science Technology II.....	\$5.00 per semester	*Science Elective *9-12).....	\$5.00 per semester
Family and Consumer Science.....	\$5.00 per semester	Business Technology Essentials.....	\$5.00 per semester
Jr. High Band.....	\$10.00 per semester	Career Technical Education.....	\$5.00 per semester
Business & Marketing.....	\$5.00 per semester	Drivers Education.....	\$5.00 per semester

*Notes: Student membership dues in vocational clubs are not included in the schedule above. Science electives fees cannot apply to students taking courses to meet local or state requirements for graduation. Pupils are responsible for all state-owned textbooks and library books lost or unnecessarily mutilated. Penalty for non-reimbursement will be non-issuance of books and denial of transcript of credits. No pupil will be issued textbooks for the succeeding year until these provisions are met.

CURRICULUM AND INSTRUCTION

EDUCATIONAL PHILOSOPHY

The Greene County Board of Education expects to inspire confident, knowledgeable, prepared students who have the attitudes, skills, and abilities to succeed globally in the 21st century. We will achieve this through the implementation of college and career readiness standards. Consideration and attention to students' specific needs, individuality, and varied interests will be addressed through extracurricular enrichment activities and appropriate courses required by law and by the State Board of Education policies and resolutions. We will accomplish this with effective leadership, as well as, collaboration with parents, community leaders and other stakeholders.

ACCREDITATION

The School District is accredited by AdvancED and the State Department of Education. An expansive curriculum which challenges the advanced student as well as provides a strong basic instructional program for the below average achiever is offered.

KINDERGARTEN

Kindergarten is made available to ALL children who meet the legal age requirement. Kindergarten students are expected to follow the attendance policies of the school system.

ELEMENTARY SCHOOL CURRICULUM

READING	LANGUAGE ARTS	MATHEMATICS
LIBRARY SKILLS	SCIENCE	PHYSICAL EDUCATION
SOCIAL STUDIES	HEALTH	GEOGRAPHY
MUSIC	COMPUTER SKILLS	

*COMPUTER AWARENESS, a DRUG EDUCATION PROGRAM, and GUIDANCE SERVICES are provided.

JUNIOR HIGH SCHOOL CURRICULUM

LANGUAGE ARTS	MATHEMATICS	SCIENCE
FINE ARTS	PHYSICAL EDUCATION	DRUG EDUCATION
CAREER EXPLORATION	PROFESSIONAL/TECHNICAL SKILLS	SOCIAL STUDIES
ACCESS	ALGEBRA I	STEM
JOURNALISM	COMPUTER SCIENCE	
ENGLISH ENRICHMENT		

COMPUTER AWARENESS and GUIDANCE SERVICES are provided AS PART OF THE CURRICULUM. Students may participate in extracurricular activities or athletics and clubs.

HIGH SCHOOL CURRICULUM

Courses in English, mathematics, science, and social studies are part of the general curriculum. The advanced academic program offers advanced mathematics, advanced science, advanced social studies, advanced English and Spanish. Electives in instrumental music, choir, physical education, driver's education, and career technical education classes are available.

RESPONSE TO INSTRUCTION (RtI)

The purpose of Response to Instruction (RtI) is to provide 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. RtI provides strategies that are implemented in the general education classroom. Reference to RtI is outlined in the Greene County School System District Response to Instruction Plan. Our district plan supports the procedures established by the Alabama State Department.

PROFESSIONAL AND TECHNICAL EDUCATION PROGRAMS

Our school system offers PROFESSIONAL and TECHNICAL EDUCATION PROGRAMS in several career areas of business/marketing, automotive technology, welding, cosmetology, JROTC, agricultural construction, industrial maintenance, and health/human services. These programs are open to all students regardless of the career paths they choose.

SEVEN-PERIOD (7-PERIOD) CLASS SCHEDULE

All secondary schools (Grades 7-12) operate on a seven-period class schedule. Each class period excluding homeroom and lunch) is 50 minutes (minimum).

DUAL ENROLLMENT/DUAL CREDIT

The Greene County Schools provide advanced level classes (Pre-AP), advanced placement classes, as well as a wide variety of elective courses to meet the needs of their students. Students desiring to take college level courses for dual enrollment/dual credit must meet established criteria.

SPECIAL EDUCATION SERVICES

The Special Education Services Department promotes opportunities for gifted and disabled students to participate in educational activities designed to help each student achieve maximum potential. A full range of services, meeting the needs of identified disabled students (Pre-K – 12), is offered in schools throughout Greene County School District. Disabilities recognized by the State of Alabama include Autism, Deaf-Blindness, Developmental Delay, Emotional Disability, Hearing Impairment, Intellectual Disability, Multiple Disabilities, Orthopedic Impairment, Other Health Impairment, Specific Learning Disability, Speech or Language Impairment, Traumatic Brain Injury and Visual Impairment.

Pre-Referral Intervention Strategies

Before a student is referred for special education services, pre-referral intervention strategies must be implemented by the classroom teacher and monitored by the RTI for at least 45 days. A referral is made for special education evaluation when interventions/strategies have been determined unsuccessful.

Disabilities

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

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

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

Emotional Disability is a condition exhibiting (1) an ability to learn that cannot be explained by intellectual, sensory or health factors, (2) an inability means a disability characterized by behavioral or emotional responses so different from appropriate age, cultural, environmental, or ethnic norms that the educational performance is adversely affected. Characteristics must be exhibited over a long period of time and to a marked degree that adversely affects educational performance.

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

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

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

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

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

Specific Learning Disability is characterized by a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell or to do mathematical calculations. No single criterion or specific number of characteristics can be used in identifying children with specific learning disabilities. Rather, the age-appropriateness of observed behaviors and the frequency, intensity, and duration of a child's learning problems are critical in distinguishing specific learning disabilities from learning problems resulting from such factors as low motivation, underachievement, or inadequate instruction.

Traumatic Brain Injury is characterized by an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment or both, that adversely affects educational performance. The term applies to open and closed head injuries resulting in impairments in one or more areas such as cognition, language, memory, attention, reasoning, abstract thinking, judgment, problem-solving, sensory, perceptual and motor abilities, psychosocial behavior, physical functions, information processing and speech. The term does not apply to brain injuries that are congenital or degenerative, or brain injuries induced by birth trauma.

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

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

ENRICHMENT PROGRAM

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.

The Greene County School System shall prohibit discrimination against any student on the above basis with respect to his/her participation in the gifted/enrichment program.

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 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/enrichment services.

To make a referral, contact the Guidance Counselor at your child's school or Special Education Coordinator.

SECTION 504 OF THE REHABILITATION ACT OF 1973 **PARENT/STUDENT RIGHTS IN IDENTIFICATION, EVALUATION, AND PLACEMENT**

The following is a description of the rights granted by federal law to students with disabilities. The intent of the law is to keep you fully informed concerning decisions about your child and to inform you of your rights if you disagree with any of these decisions. You have the right to:

- Have your child receive a free and appropriate public education without discrimination and regardless of the nature or severity of his/her disabling conditions;
- Have the school district advise you of your rights under federal law;
- Receive notice with respect to identification, evaluation, or placement of your child;
- Have evaluation, educational, and placement decisions made based upon a variety of information sources and by persons who know the student, the evaluation data, and placement option;
- Have your child educated in facilities and receive services comparable to those provided non-disabled students;
- Have your child receive services that are commensurate to the services provided to meet the educational needs of non-disabled students. This includes the right to be educated with non-disabled students to the maximum extent appropriate and reasonable accommodations made by the school district to provide your child equal opportunities to participate in school and school-related activities and in nonacademic and extracurricular activities;
- Have your child receive educational and related services without cost except for those fees that are imposed on non-disabled persons or their parents or guardians;
- Examine all relevant records relating to decisions regarding your child's identification, evaluation, educational program, and placement;

- A response from the school district to reasonable requests for explanations and interpretations of your child's records; and
- Request an impartial hearing and, if necessary, a subsequent review of the decision if you do not agree with the decisions or actions regarding your child's identification, evaluation, educational program, or placement. You and the student may take part in the hearing and have an attorney represent you. Hearing requests must be made to the local school principal.

COMPUTER OPPORTUNITIES

In each elementary school, students, have the opportunity to have hands-on experiences using the computer. In several of these elementary schools, instruction is conducted on a regular weekly basis at each grade level. Library Media Center and teachers have acquired an extensive and varied quality software collection to enhance computer education in the schools. Each student (K-12) is presented with opportunities to become computer literate.

The majority of these computers are connected to Internet access. Eutaw Primary School, Greene County High School and Robert Brown Middle School are equipped with distance learning labs. All schools as well as the central office are equipped with wireless internet connectivity. Ninety percent of all classrooms are equipped with interactive whiteboards, wireless slates and student response systems. All use of the computer and the internet must be in support of education, research, or business applications consistent with the purposes of the board. School board guidelines for computer and internet access will be made available to students in the classroom. Students must adhere to the guidelines and other acceptable use guidelines devised by the local school. In addition, due to the possible harmful effects to our computer systems, such as viruses and/or computer crashes, students shall not be permitted to bring to any campus, musical or software cd's, disks, or any other software that is not purchased by the local school or the Greene County School System.

CIPA COMPLIANCE STATEMENT

As mandated by the federal law enacted by Congress to address concerns about access to offensive content over the Internet on school and library computers, the Children's Internet Protection Act (CIPA) was passed. Our school and library is compliant with CIPA, providing technologies that go above and beyond content filtering to ensure our children are protected.

INTERNET USE FORM

In order for students under the age of 18 to gain access to the Internet or e-mail services, the student must provide a signed parental permission form to the school office.

THE ADVANCED PROGRAM

Students enrolled in the secondary schools of the Greene County School System are provided the opportunity to pursue college-level studies in several subjects. Students enrolled in these courses are encouraged to take Advanced Placement Tests to be considered for college credit.

ADMISSION CRITERIA FOR NINTH GRADERS

1. Students must have a cumulative 80 average in the curriculum courses from sixth, seventh and eighth grades.
2. Students must have taken and achieved satisfactorily on an eighth-grade standardized test. At the end of the tenth-grade year, students must have an 80 average or above in core curriculum courses. If the average is below an 80 average in core curriculum courses, students are placed on probation for the first semester of their junior year. Students will be removed from the advanced program if the average in core curriculum courses is not pulled up to an 80 at the end of the probationary period. Upon entering the twelfth grade, students must have an 80 average or above in core curriculum to continue in the advanced program.

ADMISSION CRITERIA FOR ADVANCED PLACEMENT COURSES

1. Students must have maintained an 80 average since the beginning of ninth grade in core curriculum courses.
2. Students must have two recommendations from core curriculum teachers to be admitted into the program.

GRADE POINT WEIGHTING FOR ADVANCED AND ADVANCED PLACEMENT COURSES

Weighting of advanced courses is to be computed by the advanced course teacher. No grades will be changed on the cumulative record.

1. Only advanced courses will be weighted.
2. The following procedures will be used in weighting Advanced courses:
3. Multiply numeric grade by a factor of 1.05 for the core course.
 - a. Example: $85 \times 1.05 = 89.25$ (round as necessary)
 - b. Use the weighted average in determining class rank and GPA.

4. No numeric grade, which exceeds 100 shall be recorded on the cumulative record. All grade averages greater than 100 will be recorded as 100 on the cumulative record and no grades over 100 will be used in computing GPA.
5. Weighting of advanced placement courses is to be computed by the AP teacher. No grades will be changed on the cumulative record.

NOTE: Many colleges and universities will not attach value to a course labeled AP that was taken during a student's sophomore or junior year, unless an official AP Exam is also presented for that course.

SUPPORT SERVICES

GUIDANCE SERVICES

Guidance and Counseling personnel help students to become independent problem solvers. Counselors care, listen, guide, and support. Every Greene County School will receive the services of a counselor. The counselors will work with students in the areas of PERSONAL/SOCIAL DEVELOPMENT, EDUCATIONAL DEVELOPMENT, and CAREER DEVELOPMENT. They will work with students individually, in small groups, and in the classrooms. Counselors also will consult with parents and teachers in an effort to give students the best possible assistance. Counselors will coordinate services with school resource personnel and with community agencies to obtain special help for students requiring it. If you have questions/concerns regarding the personal, social, educational or career development of your child, please do not hesitate to contact a counselor assigned to your child's school. Students planning to attend college should be aware that colleges require an entrance exam for admission and/or scholarship selection. The entrance examination most used by colleges in the Southeast is the tests of the American College Testing Program (ACT). The enhanced ACT contains four curriculum based tests which measure academic achievement in the areas of English, mathematics, reading, and natural sciences. The four tests are measures of academic development that rely largely on students' skills in applying the content knowledge and reasoning skills acquired in their course work. The ACT is given in a three-hour morning session on various test dates.

LIBRARY MEDIA CENTERS

Each school in the County School System has a library media center which houses a comprehensive collection of books, audiovisual materials, and instructional equipment. Each library media center is staffed by a certified library media specialist. A variety of services are offered in the centers including the provision of materials to support the instructional program, activities designed to increase literature appreciation and a love for reading, instruction in accessing information through both print and technological sources and a wide range of enrichment activities.

CIRCULATION PROCEDURES

Kindergarten and first-grade students may check out 1 book at a time for a one-week period after they have become familiar with the procedures for checking out books as determined by their teachers and the library media specialist. Second through 6th grade students may check out 2 books for one week. There are not a limited number of books placed on students in grades 7-12.

Books may be rechecked as many times as needed; however, circulation privileges will be withheld from students with overdue books. Reference books and other items are subject to circulation procedures available in each school's library. Any of these circulation procedures may be adjusted at the discretion of the librarian to meet local school needs and policies.

OVERDUE BOOKS

Books are considered to be overdue on the first school day after they are due. An overdue list will be sent to the classroom teacher. If books are still overdue at the end of a reporting period, a notice is included in the individual student's report card stating that the book or a replacement charge is due in the library. In the secondary schools, overdue notices are sent directly to the student. The secondary overdue list is submitted to the principal at the end of the school year for collection.

LOST MATERIALS

Students will be charged the cost of each lost library book. If the book is found and returned within the same school year, the amount paid will be returned to the student upon proof of payment. Refunds will not be made for books returned in subsequent years. The cost of a lost elementary or secondary reference book will be determined by the replacement cost of the book. All students will be charged the replacement cost for a lost paperback book (minimum of \$5.00) which is nonrefundable.

THE DRUG EDUCATION PROGRAM

The DRUG-FREE SCHOOLS AND COMMUNITIES PROGRAM began in the Greene County School System in 1987. The primary goal of this education program is to prevent alcohol and other drug use among youth by promoting an attitude of zero tolerance—a “no use” message—through all of its programs.

The DRUG-FREE SCHOOLS AND COMMUNITIES PROGRAM focuses on prevention by encouraging safe, healthy activities that build necessary life skills and develop students' highest capabilities. Key components of the drug education program include

- Recognizing, assessing and monitoring the program;
- Implementing and enforcing a no-use policy;
- Developing and implementing a drug education and prevention program;
- Educating and training staff.
- Promoting parent involvement and providing parent education and training; and
- Working with community groups and agencies.

A comprehensive health education curriculum that consists of a strong substance abuse component is implemented at each grade level. Through all of these efforts, the DRUG-FREE SCHOOLS AND COMMUNITIES PROGRAM is committed to the mission of a drug-free future for our young people. Through collaboration, maximization of resources, and sharing information and ideas with others in the community, this mission can be a reality.

NEW EDUCATION ACCOUNTABILITY

SUPP 13-3

EDUCATION ACCOUNTABILITY

290-4-1-.04(1)

290-4-1-.04(3)

420.03

290-4-1-.04-.01ER

Flexibility for Students in Failing Schools

- (1) The State Superintendent of Education shall prepare a list of failing schools under the provisions of the Alabama Accountability Act of 2013. The list of failing schools will be provided to local school superintendents and will be posted to the State Department of Education's website before November 1. A failing school is determined by the State Department of Education through the approved accountability formula that contains the following criteria:
 - (a) The school meets the criteria for a failing school included in the Alabama Accountability Act of 2013.
 - (b) Beginning on June 1, 2017, the school earns a grade of “F” on the school grading system developed pursuant to Section 16-6C-2, Code of Alabama 1975 for one of the previous three years or earns a grade of “D” on the school grading system for three of the previous four years.
- (2) Before January 1 of each year, a local board of education that has a school included on the annual list of failing schools shall provide notification to parents or legal guardians of students enrolled in a failing school or, upon completion of the highest grade in the school currently attending, the student is scheduled to enroll in a failing school the following school year. The notification will outline options those parents or legal guardians may pursue related to school choice for the following school year. The options for school choice must be presented in the order listed below:
 - (a) Option 1 – The student will remain or enroll in the failing school.
 - (b) Option 2 – The student will transfer to a comparable school that is not included on the annual list of failing schools within the same local school system that has available space and is willing to accept the student. The Local school system will be responsible for the transportation costs for the student if the school system provides transportation for other enrolled students. The local school system may negotiate transportation options with a parent of the student.
 - (c) Option 3 – The student will transfer to a comparable school that is not included on the annual list of failing schools within another Alabama local school system that has available space and is willing to accept the student.
 - (d) Option 4 – Student transfers to a qualifying nonpublic Alabama school that is willing to accept the student.

- (e) The option for the student to transfer to another Alabama local school system is not available if a comparable school that is not included on the annual list of failing schools within the same local school system has available space and is willing to accept the student.
 - (f) A comparable school does not include a school that limits admission due to established academic or selection criteria for incoming students.
- (3) After notification of the options to transfer a student from a failing school, the parents or legal guardian must submit the required notice of transfer to a qualifying Alabama school for the following school year. The State Department of Education will provide the notice of transfer form and accompanying instructions to the failing school.

EDUCATION ACCOUNTABILITY

290-4-1-.04(3)

(a) 290-4-1-.04(5)

- (a) The notice of transfer must be submitted to the local school superintendent or designee by March 1.
 - (b) The notice of transfer must include verification, from the school administrator of the qualifying school that the student will attend the following year, that the school will accept the student. The student must first attempt to enroll in a comparable school that is not included on the annual list of failing schools within the same local school system.
 - (c) The notice of transfer, for a student who was attending another Alabama public school system on April 1 and enrolls in and attends a failing school for the following school year, must be submitted to the local school superintendent or designee before the tenth day after Labor Day.
 - (d) Failure to submit the required notifications by the designated deadlines will disqualify eligibility for the state income tax credit or educational scholarship.
 - (e) The parent or legal guardian of a student who transfers from a failing school after March 14, 2013, shall remain eligible for the state income tax credit or educational scholarship until the student completes the highest grade level that the failing school offered at the time of the transfer.
- (4) A student with disabilities enrolled in or scheduled to enroll in a failing school the following school year that transfers to a qualifying Alabama school will be provided with the services as outlined in the current Individualized Education Plan (IEP).
- (a) A student with disabilities who transfers to a comparable school that is not included on the annual list of failing schools within the same local school system will be provided with the services as outlined in the current IEP.
 - (b) A student with disabilities who transfers to a comparable school that is not included on the annual list of failing schools within another Alabama local school system will transfer with the current IEP services and the receiving local school system may convene an IEP meeting to make any revisions to the IEP based on the needs of the student within the new environment.
 - (c) A student with disabilities who transfers to a qualifying nonpublic Alabama school will be eligible for the services provided to nonpublic school students contained in the LEA Non-Public School Services Plan.
- (5) Qualifying nonpublic schools include private schools and church schools providing educational services to Alabama students. A qualifying nonpublic school does not include a school providing educational services through homeschooling or on-line courses. A qualifying nonpublic school must meet the requirements to participate in the scholarship program authorized by the Alabama Accountability Act of 2013, as amended. A qualifying nonpublic school must be accredited by one of the six regional accrediting agencies recognized by the State Board of Education or meet all of the conditions for a qualifying school provided by the Alabama Accountability Act of 2013, as amended.

Author: Dr. Thomas R. Bice
 Statutory Authority: Ala. Code §16-3-11 (1975). History: Filed New Rule on 7-17-13.

PARENTS' RIGHT-TO-KNOW ESSA **INFORMATION FOR PARENTS**

"(A) IN GENERAL – At the beginning of each school year, a local educational agency that receives federal funds shall notify the parents of each student attending any school, receiving funds under Title I, Part A. that the parents may request, and the agency will provide the parents on request (and in a timely manner), information regarding the professional qualifications of the student's classroom teachers, including at a minimum, the following:

"(i) Whether the student's teacher- "(I) has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction; "(II) is teaching under emergency or other provisional status through which State

qualification or licensing criteria have been waived; and "(III) is teaching in the field of discipline of the certification of the teacher.
"(ii) Whether the child is provided services by paraprofessionals and, if so, their qualifications.

DISPUTE RESOLUTION OF HOMELESS PLACEMENT

The Greene County School System will make school placement decisions in the "best interest" of the homeless child or youth. Students will continue in the school of origin for the duration of homelessness when a family becomes homeless between academic years or during an academic year; or for the remainder of the academic year if the child or youth becomes permanently housed during an academic year. Students may enroll in any public school that non-homeless students who live in the attendance area in which the student is actually living are eligible to attend.

If the school enrollment decision is contrary to the wishes of the child or youth's parent/guardian, 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 complainant must file a School Enrollment Dispute with the school in which the student is presently enrolled. The principal of this school will notify the Greene County School System Liaison of the dispute and take steps to resolve the dispute.

When a dispute arises regarding the school placement of a homeless student, the system will immediately enroll the student in the school in which enrollment is sought by the parent, guardian, or unaccompanied youth, pending resolution of the dispute. The Greene County School System Homeless Liaison will expeditiously take steps to resolve the dispute. If the dispute cannot be settled by the Homeless Liaison, the liaison will assist the complainant in seeking technical assistance from the appropriate service agency.

GRADUATION REQUIREMENTS: DIPLOMA AND CERTIFICATE

ADULT EDUCATION PROGRAM

BASIC SKILLS DEVELOPMENT FOR PRE-GED ADULT LEARNERS

There is no Adult Education Program provided by Greene County Schools at this time. If and when Greene County Schools commences to providing Adult Education Classes, the major emphasis in this program will be on the basic communication skills of LANGUAGE ARTS, SOCIAL STUDIES, SCIENCE READING, WRITING, and MATHEMATICS.

THE GENERAL EDUCATION DEVELOPMENT (GED) TEST

GED preparation classes are designed to develop the learner's proficiency in the five test areas of the GENERAL EDUCATION DEVELOPMENT TEST: writing skills, social studies, science, reading skills, and mathematics. Adult education classes are geared toward individualized instructional methods. Each adult learner works at his or her own education level and speed. All instructional materials are adult-oriented and are furnished free to the learners.

ALABAMA HIGH SCHOOL GRADUATION REQUIREMENTS – CLARIFIED APRIL 2022

Effective for students in the ninth grade in the 2013-2014 school year, all students shall earn the required credits for the Alabama High School Diploma. A local board of education may establish requirements for receipt of diplomas and endorsements, but any diploma or endorsement shall include the requirements of the Alabama High School Diploma. The Alabama courses of study shall be followed in determining minimum required content in each discipline.

COURSE REQUIREMENTS		UNITS
English	Four credits to include:	Credits
	English 9	1
	English 10	1
	English 11	1
	English 12	1
	English Language Arts - credit eligible options may include: Advanced Placement/International Baccalaureate/postsecondary courses/SDE-approved courses	
English Language Arts Total Credits		4
Mathematics	Three credits to include:	Credits
	Algebra 1 or its equivalent/substitute	1
	Geometry or its equivalent/substitute	1
	Algebra II/ Algebra II with Trig. or their equivalent/substitute	1
	Mathematics - credit eligible options may include: Advanced Placement/International Baccalaureate/postsecondary courses/SDE-approved courses	
	One credit from:	
<i>Alabama Course of Study: Mathematics</i> or mathematics-credit eligible options may include: <i>Career and Technical Education/Advanced Placement/International Baccalaureate/postsecondary courses/SDE-approved courses</i>	1	
Mathematics Total Credits		4
Science	Two credits to include:	Credits
	Biology	1
	A physical science (Chemistry, Physics, Physical Science)	1
	Science - credit eligible options may include: Advanced Placement/International Baccalaureate/postsecondary courses/SDE-approved courses	
	Two credits from:	
	<i>Alabama Course of Study: Science</i> or science-credit eligible options may include: <i>Career and Technical Education/Advanced Placement/International Baccalaureate/postsecondary courses/SDE-approved courses</i>	2
Science Total Credits		4
Social Studies	Four credits to include:	Credits
	World History – 1500 to Present	1
	U.S. History I	1
	U.S. History II	1
	U.S. Government	0.5
	Economics	0.5
	Social Studies - credit eligible options may include: Advanced Placement/International Baccalaureate/postsecondary courses/SDE-approved courses	
Civics Exam Requirement	Effective with the 2018-2019 school year, students are required to earn a passing score on the <i>Civics Exam</i>	
Social Studies Total Credits		4
Physical Education	Beginning Kinesiology or Junior Reserve Officers' Training Corps (JROTC)	1
Health Education		0.5
Career Preparedness		1
Arts Education and/or Career and Technical Education (CTE) and/or World Languages		3
Electives		2.5
Total Credits		24

*Distance Learning: Effective for students entering the ninth grade in the 2009-2010 school year, Alabama students will be required to complete one /technology enhanced course or experience prior to graduation. Exceptions through Individualized Education Plans will be allowed.

**Effective with the graduating class of 2022 of the following requirements shall be fulfilled on behalf of the graduating senior as part of the graduating senior's transition into postsecondary education, training, or workforce: Submit to the United States Department of Education a Free Application for Federal Student Aid (FAFSA) or Certify a non-participation waiver, in writing, to the superintendent of the local education agency if the graduating senior chooses not to complete and submit FAFSA

ALABAMA OCCUPATIONAL DIPLOMA

The Alabama Occupational Diploma curriculum is based on challenging, functional academic and occupational standards and promotes high expectations for students with disabilities commensurate with their particular needs. The Occupational Diploma is designed for students with mild to moderate disabilities who, in the opinion of the Individualized Education Program (IEP) committee, are appropriate candidates. This diploma was developed to prepare students with disabilities for competitive employment, and it is based on a functional and community-based curriculum, including work experiences in the school and community.

SELECTING THE ALABAMA OCCUPATIONAL DIPLOMA AS AN EXIT OPTION

The decision is made by the IEP committee including the student and parents or guardian during the student's ninth-grade year, or prior to the student's sixteenth birthday, whichever comes first. This decision must be reviewed annually, and may be changed if necessary. The offering of this option does not restrict the right of a student with a disability solely to the Alabama Occupational Diploma. Students with disabilities may also still pursue the Alabama High School Diploma. Students in the occupational program of study may not count credits earned in this program toward the Alabama High School Diploma may switch, if determined appropriate by the IEP committee, to the Alabama Occupational Diploma program at any time with the earned credits counting toward the Alabama Occupational Diploma. Additional coursework may have to be taken by the student. The high school student's postgraduate goal should be competitive employment. General education students working toward the Alabama High School diploma may take occupational program courses for elective credit, but are not eligible to receive the Alabama Occupational Diploma.

GRADUATION REQUIREMENTS FOR THE ALABAMA OCCUPATIONAL DIPLOMA

English/Language	4 credits	Employment English I, II, & III, Applied Employment English IV
Mathematics	4 credits	Job Skills Math I, II, & III, Applied Job Skills Math IV
Science	4 credits	Life Skills Science I, II, & III, Applied Life Skills IV
Social Studies	4 credits	Career Preparation I, II, & III, Applied Career Prep IV
Career/Technical Ed.	2 credits	
Cooperative Ed./Tech Ed.	½ credit	
Health Ed.	½ credit	
Physical Ed.	1 credit	
Fine Arts	½ credit	
Electives	3 credits	
Beginning 2007- 2008, 25 Carnegie Units will be required for graduation. The one (1) additional unit will be added to ELECTIVES .		

Job development and job placement services happen the student's senior year. An approved occupational portfolio documenting successful classroom and work experiences is maintained. Students who earn an Alabama Occupational Diploma can return to school and receive special education services until (a) they exit with an Alabama High School Diploma, or (b) they turn 21.

VALEDICTORIANS, SALUTATORIANS, AND HONOR GRADUATES

In the effort to encourage academic excellence and achievement on the part of students throughout the school system, the Board hereby directs that each high school principal, with the assistance of and/or assistant principal and/or counselor, institute the selection of a valedictorian, a salutarian, and honor graduate as a way of appropriately honoring those students who have pursued and attained high academic goals.

SELECTION CRITERIA

The following are the criteria for determining who may be eligible for valedictorian and salutarian:

The student with the highest numerical grade average who qualifies for the Alabama High School Diploma with Advanced Academic Endorsement or Alabama High School Diploma with Advanced Career and Technical Endorsement shall be the class valedictorian. The student with the second highest numerical average who qualified for the Alabama High School Diploma with Advanced Academic Endorsement or Alabama High School Diploma with Advanced Career and Technical Endorsement shall be the class salutatorian. The standing of candidates must be completed using a numerical basis beginning the Freshman Year through the first semester of the senior year. In the case of a tie (after carrying the grade average to a 4 decimal places and rounding to 3 places), students having the same average will be recognized as co-valedictorians or co-salutatorians. Honor Graduates must complete all requirements for Alabama High School Diploma with Advanced Academic Endorsement or Alabama High School Diploma with Advanced Career and Technical Endorsement. The students must meet the following requirements: **90 for the school year 2005-2006 and thereafter.** In order to remain an honor student, one cannot have made up any classes during summer school unless extenuating circumstances. All courses will be used in calculating the averages. The candidates for valedictorian and salutatorian must have been enrolled at the high school for one full school year to the date of their graduation. The candidate for other end-of-year honors must have been enrolled prior to the beginning of the second semester of the senior year.

If letter grades are present on a candidate's transcript, the candidate must have the respective school (s) attended submit the grades in numerical form. If school officials of the school that the student attended cannot or will not convert the letter grades to numerical grades, the letter grades will be transposed to numerical grades as follows:

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

Any extraordinary situations or circumstances that may arise will be resolved by the school principal in consultation with the Superintendent.

STUDENTS' EXTRACURRICULAR ACTIVITIES

STUDENT COUNCIL

Effective student council are the forums for the training and involvement of students in the democratic processes. Members of the school community share the responsibility for shaping governments into positive instruments for student involvement.

STUDENTS RESPONSIBILITIES ARE TO:

- Elect student council officers and representatives who are responsive to the needs of the school and who will work constructively toward the resolution of such needs.
- Become knowledgeable of School Board and individual school policies governing the actions of students.
- Conduct election campaigns in a positive, mature manner, with all due respect provided their opponents.
- Attend regularly scheduled meetings, if an elected student representative, and exhibit appropriate conduct at all times.

STUDENTS RIGHTS ARE TO:

- Form and operate a student council within the respective schools under the supervision of a faculty advisor.
- Have access to policies of the School board in the individual school
- Seek office in student council, or any school organization, regardless of race, sex, color, or political beliefs.
- Attend, as student council officers and representatives, official student council meetings upon approval of such meetings by the school principal.

STUDENT PUBLICATIONS

Education is the process of inquiry and learning, acquiring and imparting knowledge, and exchanging ideas. One of the important roles of the school is to provide effective avenues through which students may express themselves on a wide range of subjects. Official student publications, such as school newspapers, should include viewpoints representative of the student body.

STUDENT RESPONSIBILITIES ARE TO:

Refrain from publishing libelous and obscene materials; to seek full information on the topics about which they write; and Observe normally accepted rules for responsible journalism under the guidance of the faculty advisor.

STUDENTS RIGHTS ARE TO:

Participate in the development and distribution of publications as a part of the educational process.

STUDENT CLUBS AND ORGANIZATIONS

School-sponsored clubs and organizations shall be under the direct control of the school officials. Such clubs and organizations shall not be affiliated or associated with any political or religious organization or any organization that denies membership on the basis of race, creed, color, or political belief. All school-sponsored clubs and organizations shall be sponsored by a member of the faculty approved by the school's principal and shall have a constitution approved by the Student Council and/or by the school's principal.

STUDENT RIGHTS AND RESPONSIBILITIES

The student individual rights and associated responsibilities must be viewed in relationship to the health, safety, and welfare of the majority of students within each school. It is our intent to develop, with our students and parents, a better understanding of some of the rules and regulations of the Greene County School System.

FREE SPEECH/EXPRESSION

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

STUDENT RESPONSIBILITIES ARE TO:

- Respect the rights of other individuals, to express disagreements in a manner which does not infringe upon the rights of others and does not interfere with the orderly educational process.
- Act in a manner which preserves the dignity of patriotic observances.
- Respect the religious beliefs of others.
- Plan for, seek approval of, and conduct activities which are consistent with the educational objectives of the school.

STUDENT RIGHTS ARE TO:

- Form and express viewpoints through speaking and writing in a manner which is not obscene, slanderous, or libelous.
- Affirm their identity with American ideals (i.e., pledging allegiance to the American flag).
- Refrain from any activity which violates the precepts of their religion.

DUE PROCESS

A student must know what conduct is appropriate and what is forbidden; therefore, the rules and regulations of the Board of Education governing student conduct shall be distributed to the students and parents and posted in a conspicuous place. Prior to any suspension the principal or his or her designee shall advise the student in question of the particular misconduct and the basis for accusation; provide the student an opportunity to explain his or her version of the situation; and immediately remove from the school premises without benefit of the above procedures any student whose continued presence in the school poses a danger to persons or property of an ongoing threat of disruption to the academic process. The necessary procedure shall follow as soon as possible. (REF: Goss v. Lopez, 9r S Ct. 729 (1975) Tuscaloosa County)

STUDENT RIGHTS ARE TO:

- Be informed of rule violations and given the opportunity to present evidence in their defense.
- Appeal disciplinary actions. (All appeals should be made in accordance with the appeals and grievance procedures.)

PRIVACY AND PROPERTY RIGHTS

Federal and State laws and recent court rulings uphold the authority of school officials to conduct reasonable search and seizures of property when there are "reasonable grounds." The law permits the Greene County Board of Education, its employees, agents, or designees to conduct reasonable searches of students and to seize student property to protect the health, safety, and welfare of all students.

LOCKERS AND DESKS

Lockers and desks remain the property of the school system and are subject to random and "reasonable ground" searches by school officials.

AUTOMOBILES

School officials may search selected vehicles while on school property when there is a plain-view evidence or reasonable cause to believe that the vehicle contains articles that may endanger other individuals or are contrary to law or regulations of the board.

STUDENT RECORDS

A well-developed student record file contains information needed for making appropriate educational decisions for the students. Student records are treated confidentially and should contain information that is relevant, accurate, and appropriate.

RESPONSIBILITIES OF STUDENTS, PARENTS, AND GUARDIANS ARE TO:

- Inform the school of any information that may be used in making appropriate educational decisions.
- Authorize the release of pertinent information of those individuals or agencies who are working actively and constructively for the benefit of the student”.
- Release of records of student 17 years of age or younger who attends elementary and secondary school requires the signature of the parent or guardian except when released to other educational institutions or when subpoenaed by the courts.

RIGHTS OF STUDENTS, PARENTS, AND GUARDIANS ARE TO:

- Inspect, review, and challenge the information contained in records directly relating to the student.
- Be protected by legal provisions which prohibit the release of personal identifiable information to other than legally authorized persons without the consent of the parent, guardian, or eligible student. (Eligible students are those 18 years of age or older.)

STUDENT GRIEVANCES

The Greene County Board of Education believes that the students have both the right and responsibility to express school-related concerns and grievances to the faculty and the administration. Therefore, students shall be assured the opportunity for an orderly review of grievances. Students should request an appointment with the principal of his or her designees which will not interfere with the regular scheduled classes or school activities. The faculty and administration will strive to resolve student grievances at the most immediate level of supervision. In all cases when the student’s grievance cannot be resolved at the local school, students shall follow the system’s grievance procedure.

MARRIED STUDENTS

Most students are eligible to attend the schools of the school system and participate in regular school programs. Such students must maintain a responsible relationship to the school and other students and shall be expected to abide by all rules and regulations applicable to all students.

STUDENTS USE OF MOTORIZED VEHICLES

Students operating motorized vehicles on school premises shall do in accordance with Alabama traffic laws and such rules and regulations as may be formulated by local school officials. The privilege to operate a private vehicle on school property will be revoked if safety rules are violated. Students may be required to present evidence of an Alabama driver’s license and proof of insurance before they are authorized to bring a vehicle on school campus. In an effort to maintain order and safety in and on school parking facilities, school personnel are authorized to secure and require students operating motorized vehicles on campus to purchase parking decals, number, etc. Violation of this policy may result in arrest and prosecution in accordance with Alabama law and/or disciplinary action by local school officials.

STUDENT CONDUCT and TRUANCY

It is the belief of the Greene County School System that a uniform code of conduct for students is important to the pursuit of academic excellence in order that the students may have meaningful learning experiences. This can only be accomplished in schools where the environment is free from distraction caused by disruptive behavior.

Creating such an environment requires the cooperation of the parents/guardian, students, Board of Education, and all employees of the school system. It is important that each person connected with the school understands the importance of a consistent set of behavior standards in order that a positive environment can be established and maintained.

As students’ progress in our school system, it is reasonable to assume that an increase in age and maturity will result in the student assuming greater responsibility for their actions. It is recognized that differences in age and maturity require different types of disciplinary action; however, the procedures identified shall apply to all students in grades K-12.

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

PARENTS OR GUARDIANS SHOULD:

- Maintain regular communication with the school authorities concerning their child's progress and conduct.
- Insure that their children are in daily attendance and promptly report and explain an absence or tardiness to the school.
- Provide their children with the resources needed to complete class work.
- Bring to the attention of school authorities any problem or condition which affects their children or other children of the school.
- Discuss report cards and work assignments with their children.
- Maintain up-to-date work and emergency telephone numbers at the school, including doctor, hospital preferences, and emergency health care form.
- Attend scheduled parent/teacher conferences.

STUDENTS SHOULD:

- Attend all classes daily and be punctual in attendance.
- Be prepared to come with appropriate working materials.
- Be respectful of all individuals and property.
- Refrain from profane or inflammatory statements.
- Conduct themselves in a safe and responsible manner.
- Be clean, neat, and appropriately dressed.
- Be responsible for their own work.
- Abide by the rules and regulations of the school and each classroom teacher.
- Seek changes in an orderly and recognized manner.

SCHOOLS SHOULD:

- Encourage the use of good guidance procedures.
- Maintain an atmosphere conducive to good behavior.
- Exhibit an attitude of respect for students.
- Plan a flexible curriculum to meet the needs of students.
- Promote effective training or discipline based upon fair and impartial treatment of all students.
- Develop a good working relationship among staff and with students.
- Encourage the school staff, parents or guardians, and students to use the services of community agencies.
- Promote regular parental communication with the school.
- Encourage parental participation in affairs of the school.
- Seek to involve students in the development of policy.
- Endeavor to involve the entire community in the improvement of the quality of life within the community.
- Bring to the attention of parents any problems or condition which exists with their children.

PARENTS' RESPONSIBILITY FOR THEIR CHILD(REN)'S CONDUCT

The Board hereby advises parent/guardians of their responsibility for, the conduct of their child (ren) based on legislative Act 93-672 which amends Section 16-28-12, Code of Alabama. The act has import implications for parents and students of the school system.

Section 1 Title 16, Code of Alabama, 1975 is amended to read:

- (A) Each parent or guardian, or other person having control or custody of any child required to attend school or receive regular instruction by a private tutor who fails to have the child enrolled in a school or who fails to send the child to school, or have him or her instructed by a private tutor during the time the child is required to attend a public or private school, denominational school, or parochial school or to be instructed by a private tutor, or fails to require the child to regularly attend the school or tutor, or fails to compel the child to properly conduct himself or herself as a pupil in accordance with a written policy on school behavior adopted by the local board of education and documented by the appropriate school official which conduct may result in the suspension of the pupil, shall be guilty of a misdemeanor and upon, conviction,
- (B) Shall be fined not more than one hundred dollars (\$100) and may be sentenced to hard labor for the county for no more than 90 days. The absence of a child without the consent of the principal/teacher of the school he or she attends or should attend, or of the tutor who instructs or should instruct the child, shall be prima facie evidence of the violation of this section.
- (C) Any parent, guardian, or other person having control or custody of any child enrolled in public school who fails to require the child to regularly attend the school or tutor, or fails to compel the child to properly conduct himself or herself as a pupil in accordance with a written policy on school behavior adopted by the local board of education and documented by the appropriate school official which conduct may result in the suspension of the pupil, shall be

reported by the principal to the superintendent of education of the school system in which the suspected violation occurred. The superintendent of education or his or her designee shall report the suspected violations to the district attorney within 10 days. Any principal or superintendent of education or his or her designee intentionally failing to report such a suspected violation shall be guilty of a Class C misdemeanor. The district attorney shall vigorously enforce this section to ensure proper conduct and required attendance by any child enrolled in the public schools.

OPERATIONAL PROCEDURES:

In an effort to implement and communicate the basic principle of the Act, the Board endorses the following operational procedure: Parents/guardians and students shall be informed of the intent of Act 93-672 and Section 16-28-12, Code of Alabama through the printing of its basic principles in student handbooks and/or in school newsletters. Such information should be communicated at the beginning of each school year.

BASIC PRINCIPLES

Parents/Guardians

- Must enroll their child(ren) in school, i.e., all children between the ages of 7 and 17 shall be required to attend school.
- Are responsible for the regular attendance of their children.
- Are to compel their children to regularly conduct themselves in accordance with policies of the Board related to student behavior.
- Should be informed that inappropriate conduct or behavior on the part of their child(ren) may result in suspension from school and such suspension will be reported to the Superintendent and District Attorney by school administrators.
- Will be subject to prosecution by the District Attorney on the third suspension of their child pursuant to Section 16-28-12, Code of Alabama.
- May be referred to the District Attorney's office on the first or second suspension if, in the opinion of the principal, the offense committed by their child warrants such action.

School principals and/or the Superintendent are/is responsible for reporting violations of this Act to the District Attorney's office. School principals and/or the Superintendent are/is hereby informed that the intentional failure to report a suspected violation of this Act could result in being declared guilty of a Class C misdemeanor. Such reports shall be made using the school system's Notification of Suspension Form.

JURISDICTION OF THE SCHOOL

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

- Regular school activities
- Transportation on school buses
- Field trips
- Athletic functions
- Activities during which appropriate school personnel have supervisory responsibility for students.

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

The authority of the school officials to control student conduct off school grounds and outside school hours is well settled in the law. Where the students are engaged in a school-sponsored activity, the authority of the school officials is the same as if the activity took place on school property.

STUDENT RESPONSIBILITIES ARE TO:

- Obey all school policies, rules, and regulations.
- Become familiar with the contents of the Information Guide for Students and Parents.

CORPORAL PUNISHMENT

To establish and maintain an educational climate conducive to learning, the Board permits reasonable corporal punishment of students in the schools of the school system.

DETENTION

A student may be detained either after school or on Saturday for disciplinary purposes at the discretion of the local school principal and certified staff of individual schools.

SUSPENSION POLICY

Suspension is defined as the temporary removal of a student from school for violation of school policies, rules, regulations or from interfering with the orderly operation of the school. A suspension shall not exceed 10 days per YEAR for special education students. Only the superintendent or his or her designee, principal, or assistant principal shall have the authority to suspend students. Students shall be given notice of the charges against them and shall have the opportunity to present their explanation of the situation before any action is taken. If a student’s behavior is so serious and disruptive that expulsion is recommended, the student may be suspended upon the superintendent’s or his or her designee’s approval, until an expulsion hearing can be scheduled before the Board of Education. When a student has been suspended for an accumulated total of 10 days during the school year, an administrative hearing with the superintendent or his or her designee shall be held.

ATTENDANCE POLICY AND REGULATIONS

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

STUDENT TARDY TO SCHOOL AND CLASS

The Greene County Board of Education encourages and supports students attending school daily and on time. Tardiness to school is defined as “arriving after 7:55 a.m.”, the official start of the school day. All students who are tardy must report to the principal’s office to receive a tardy permit to class. The following procedures for handling tardiness shall be uniformly administered throughout the school district on a per semester basis.

K-8:

- 1st Verbal Warning
- 2nd Written Warning
- 3rd Parent Conference at the school
- 4th Student and parent will appear before the
School attendance/discipline committee
- 5th Student will be referred to truancy Officer

9-12

- 1st Verbal Warning
- 2nd Notice to Parents
- 3rd Parent Conference at the school
- 4th Student and parent will appear before the
School attendance/discipline committee
- 5th 1 day suspension from school

NOTE: After the 5th tardy, repeat the process.

Tardiness to class is defined as “not being present in the classroom after the tardy bell sounds.” The same procedure as above will be followed.

A student who is tardy due to late arrival via school bus will not be considered tardy to school nor class.

ABSENTEEISM

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

Tardiness shall be indicated by a capital T I the appropriate space. A tardy is defined as a student’s arrival after 7:55 a.m. set for the commencement of the respective school’s regular day activities, roll call, etc.

EXCUSES

In accordance with Alabama law, a parent or guardian MUST explain the cause of every absence of students under his or her control or charge. Every student, upon return to school, MUST bring a written excuse from home within three (3) days following the absence signed by the student's parent or guardian for each absence and present it to the principal or his or her designee. After a total of 10 absences in a school year, the parent or guardian or student will be required to provide medical or legal documentation in order for absences to be excused. All written excuses shall be retained for the remainder of the school year in the principal's office or other approved locations.

EXCUSED ABSENCES

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

- Personal illness of the student.
- Death in the immediate family.
- Inclement weather which would be dangerous to the life or health of the student as determined by the principal.
- Legal quarantine/subpoena.
- Emergency conditions as determined by the principal.
- Prior permission of the principal and consent of the parent or guardian.

UNEXCUSED ABSENCES

Absence for reasons other than those defined above shall be considered as unexcused.

MAKE-UP WORK: EXCUSED ABSENCES

If a student is absent for any excused reason as defined above, the student SHALL BE ALLOWED to make up all major assignments and other work missed during said absence or absences at a time agreeable to the teacher(s). Teachers shall not be required to re-teach lessons, but students shall be given a reasonable opportunity to learn the lessons missed due to excused absences. At the secondary level, the student shall be responsible for contacting the teacher or teachers to arrange to make up the work. At the elementary level, the parent or guardian shall be responsible for arranging necessary make-up work. **Time limit:** Arrangement for make-up work must be made within two (2) days after returning to school from an excused absence.

MAKE-UP WORK: UNEXCUSED ABSENCES

Teachers shall NOT provide make-up work or examinations for students absent for unexcused reasons. Teachers, at their discretion, may require students absent for unexcused reasons to make up homework, class work, etc. on a noncredit basis in order to help such students maintain academic pace. Teachers shall not assign zeroes to students only when other students in general receive grades for homework, examinations, recitation, etc.

STUDENT ACCOUNTING

A student must be present more than fifty percent (50%) of the school day to be counted present.

CHECK-INS/CHECK-OUTS

Check-ins/Check-outs shall be considered unexcused absences from those class periods missed unless evidence is presented to the principal or his or her designee by the parent or guardian that the check-in/check-out was for an excused reason. Students must check-in/check-out through the school office.

TRUANCY

TRUANCY DEFINITION

A parent, guardian, or other person having charge of any child officially enrolled in Alabama public schools (K-12) shall explain in writing the cause of any and every absence of the child no later than three (3) school days following return to school. A failure to furnish such explanation shall be evidence of the child being truant each day he is absent. The child shall also be deemed truant for any absence determined by the principal to be unexcused based upon the State Department of Education's current School Attendance Manual. Seven unexcused absences within a school year constitute a student being truant for the purpose of filing a petition with the Court.

EARLY WARNING TRUANCY PREVENTION

The Early Warning Truancy Prevention Program (EWTPP) requires that a weekly report be submitted to the superintendent for all students between the ages of 7 and 17 having unexcused absences. It further recommends that the parents or guardians be notified of their child's second unexcused absence. Upon the occurrence of a third unexcused absence, the parents or guardians and student are required to attend a EWTPP conference at the Juvenile Court. At the conference, the parents or guardians and

student are informed of the state's compulsory attendance laws, court procedures, and consequences of further unexcused absences.

The Interagency Committee on Youth Truancy Task Force recommendations known as Early Warning Truancy Prevention Program timeline for reporting truancy shall define the truancy status of any student as follows:

1. First truancy/unexcused absence (warning)
 - a. Parent/guardian shall be notified by the school principal or his/her designee that the student was truant and the date of the truancy.
 - b. Parent/guardian shall also be provided with a copy of Alabama's compulsory school attendance laws and advised of the penalties that can be applied and the procedures that shall be followed in event that other unexcused absences occur.
2. No earlier than the fifth unexcused absence (conference)
 - a. The parent, guardian, or person having control of the child shall: (1) attend a conference with the attendance officer and principal or his/her designee and/or (2) participate in the early warning program provided by the juvenile court.
 - b. Attendance at one of these conferences shall be mandatory except where prior arrangements have been made or an emergency exists.
 - c. Failure to appear at the school conference and/or to appear at the early warning program shall result in the filing of a complaint/petition against the parent under Code of Alabama (1975), 16-28-12 (c) (failure to cooperate), or a truancy against the child, whichever is appropriate.
3. No earlier than the seventh unexcused absence, but within ten (10) school days (court)
 - a. File complaint/petition against the child and/or parent/guardian, if appropriate.
4. Child under probation
 - a. The school attendance officer should be notified by the juvenile probation officer of all children in the school system under probation supervision by the juvenile court as consistent with state statute, (Code of Alabama), 12-15-100 and 105.
 - b. When a child under probation is truant, the school attendance officer should immediately notify the juvenile probation officer.

Alabama State Laws Relating to Truancy and Student Conduct

Section 16-28-3

Ages of children required to attend school; church school students exempt from operation of this section.

Every child between the ages of seven and 17 years shall be required to attend a public school, private school, church school, or be instructed by a competent private tutor for the entire length of the school term in every scholastic year except that every child attending a church school as defined in Section 16-28-1 is exempt from the requirements of this section, provided such child complies with enrollment and reporting procedure specified in Section 16-28-7. Admission to public school shall be on an individual basis on the application of the parents, legal custodian or guardian of the child to the local board of education at the beginning of each school year, under such rules and regulations as the board may prescribe.

Section 16-28-12

Person in loco parentis responsible for child's school attendance and behavior; noncompliance; local boards to promulgate written behavior policy, contents, annual distribution, receipt to be documented; school officials required to report noncompliance; failure to report suspected violation; district attorneys vigorously to enforce provisions.

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

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

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

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

Section 16-28-13

Burden of proof on person in loco parentis.

No parent, guardian or other person having control or charge of any child shall be convicted for failure to have said child enrolled in school or for failure to send a child to school or for failure to require such child to regularly attend such school or tutor, or for failure to compel such child to properly conduct himself as a pupil, if such parent, guardian or other person having control or charge of such child can establish to the reasonable satisfaction of the court the following:

(1) That the principal teacher in charge of said school which he attends or should attend or the tutor who instructs or should instruct said child gave permission for the child to be absent; or

(2) That such parent, guardian or other person is unable to provide necessary books and clothes in order that the child may attend school in compliance with law, and that such parent, guardian or other person had prior to the opening of the school, or immediately after the beginning of such dependency, reported such dependent condition to the juvenile court of the county and offered to turn the child over to the State Department of Human Resources as a dependent child; or

(3) That such parent, guardian or other person has made a bona fide effort to control such child and is unable to do so, and files in court a written statement that he is unable to control such child; or

(4) That there exists a good cause or valid excuse for such absence; or

(5) That such parent, guardian or other person has made a bona fide, diligent effort to secure the regular attendance of such child and that the absence was without his knowledge, connivance or consent.

A good cause or valid excuse, as used in this section, exists when on account of sickness or other condition attendance was impossible or entirely inadvisable or impracticable or when, by virtue of the extraordinary circumstances, the absence is generally recognized as excusable.

Section 16-28-14

Habitual truant.

In case any child becomes an habitual truant, or because of irregular attendance or misconduct has become a menace to the best interest of the school which he is attending or should attend, and the parent, guardian or other person files a written statement in court as provided in Section 16-28-13, stating that he is unable to control such child, the attendance officer must file a complaint before the judge of the juvenile court of the county, alleging the facts, whereupon such child must be proceeded against in the juvenile court for the purpose of ascertaining whether such child is a dependent, neglected or delinquent child.

Section 16-28-15

Absence must be explained.

Every parent, guardian, or other person having control or charge of any child required to attend public school, private school, or church school, shall as soon as practical explain the cause of any absence of the child under his control or charge which was without permission of the teacher, and a failure to furnish such explanation shall be admissible as evidence of such child being a truant with the consent and connivance of the person in control or charge of said child, unless such person can show to the reasonable satisfaction of the court that he had no knowledge of such absence and that he has been diligent in his efforts to secure the attendance of such child.

Section 16-28-40

License applicant under 19 to provide documentation of school enrollment, etc.; denial of application if requisite status not shown; role of school attendance official; effect of withdrawal from school; effect of conviction for certain pistol offenses on driving privileges.

(a) The Department of Public Safety shall deny a driver's license or a learner's license for the operation of a motor vehicle to any person under the age of 19 who does not, at the time of application, present a diploma or other certificate of graduation issued to the person from a secondary high school of this state or any other state, or documentation that the person: (1) is enrolled and making satisfactory progress in a course leading to a general educational development certificate (GED) from a state approved institution or organization, or has obtained the certificate; (2) is enrolled in a secondary school of this state or any other state; (3) is participating in a job training program approved by the State Superintendent of Education; (4) is gainfully and substantially employed; (5) is a parent with the care and custody of a minor or unborn child; (6) has a physician certify that the parents of the person depend on him or her as their sole source of transportation; or (7) is exempted from this requirement due to circumstances beyond his or her control as provided in this chapter.

(b) The attendance officer or chief attendance administrator, upon request, shall provide documentation of enrollment status on a form approved by the Department of Education to any student 15 years of age or older who is properly enrolled in a school under the jurisdiction of the official, for presentation to the Department of Public Safety, on application for, or renewal or reinstatement

of, a driver's license or a learner's license to operate a motor vehicle. Whenever a student 16 years of age or older withdraws from school, the attendance officer or chief attendance administrator shall notify the Department of Public Safety of the withdrawal. Withdrawal shall be defined as more than 10 consecutive or 15 days total unexcused absences during a single semester.

(c) Within five days of receipt of a notice of withdrawal, the Department of Public Safety shall send notice to the licensee that his or her driver's license or learner's license will be suspended under this article on the 30th day following the date the notice was sent unless documentation of compliance with this article is received by the department before the 30th day.

(d) Whenever the withdrawal from school of the student, or the failure of the student to enroll in a course leading to or to obtain a GED or high school diploma, is beyond the control of the student, or is for the purpose of transfer to another school as confirmed in writing by the parent or guardian of the student, or is for the purpose of participating in a job training program approved by the State Superintendent of Education, no notice shall be sent by the proper school official to the Department of Public Safety to suspend the license of the student. If the student is applying for or renewing a driver's license or a learner's license, the attendance officer or chief attendance administrator, upon request, shall provide the student with documentation to present to the Department of Public Safety to exempt the student from this section. The local superintendent of education with the assistance of the county or city school attendance director as the case may be, and any other staff or school personnel, or the appropriate school official of any private secondary school, shall be the sole judge of whether the withdrawal is due to circumstances beyond the control of the person. Suspension or expulsion from school or imprisonment in a jail or penitentiary is not a circumstance beyond the control of a person.

(e)(1) Any person over the age of 14 who is convicted of the crime of possession of a pistol on the premises of a public school, or a public school bus, or both, under Section 13A-11-72 shall be denied issuance of a driver's permit or license for the operation of a motor vehicle for 180 days from the date the person is eligible and applies for a permit or license for the operation of a motor vehicle. Any adjudication as a juvenile delinquent or youthful offender where the underlying charge is the possession of a pistol

on the premises of a public school, or a public school bus, or both, under Section 13A-11-72 shall be considered a conviction under this subsection, and the adjudication of a person as a juvenile delinquent or youthful offender where the underlying charge is a violation under Section 13A-11-72 shall be reported to the Department of Public Safety.

(2) If a person over the age of 14 years possesses a driver's license on the date of conviction, the Department of Public Safety, within five days of receipt of a notice of conviction from the court, shall send notice to the licensee that his or her driver's license will be suspended. The notice shall state that the license will be suspended for 180 days commencing on the 30th day following the date the notice was sent unless documentation is received by the department before the 30th day that the person was not convicted of the crime. Upon the appropriate date, the department shall suspend the license.

(3) Upon the written request of the person whose license is denied or suspended, the Department of Public Safety shall afford the person an opportunity for a hearing in the same manner and under the procedure used for other driver's license suspensions. If the suspension or denial of issuance determination is sustained by the Director of the Department of Public Safety or the authorized agent of the director, upon such hearing, the person may file a petition in the appropriate court to review the final order of suspension or denial by the director or the authorized agent of the director in the same manner and under the same conditions as is provided in the case of suspensions and denials.

(4) If the conviction is reversed within the 180 day period, the department, upon receipt of notice of the reversal from the Administrative Office of Courts, shall reinstate a suspended license and shall accept an application for a license and shall issue the license according to law and regulation.

(5) The court shall notify the Department of Public Safety of the conviction of a person over the age of 14 of a crime involving the possession of a pistol on the premises of a public school, or a public school bus, or both, under Section 13A-11-72 and any reversal of the conviction. The Administrative Office of Courts may promulgate necessary rules and regulations to implement this notification procedure.

Section 12-15-105

Notice of delinquent acts.

(a) Notwithstanding subsections (a) and (c) of Section 12-15-100, written notice that a child enrolled in a school, kindergarten to grade 12, inclusive, has been found delinquent of an act which if committed by an adult would be a Class A or B felony or any other crime at the discretion of the judge shall be provided within seven days to the superintendent of the school district of

attendance, or, if the child attends a private school, to the principal of the school. The court shall provide the notice using whatever method it deems appropriate or otherwise as decided by the Administrative Office of Courts. The prosecutor may recommend to the court that notice be given to the school for any delinquent act. Written notice shall include only the offenses, enumerated by the appropriate code section and brief description, found to have been committed by the child and the disposition of the child's case. Where applicable, this notice shall be expeditiously transmitted by the district superintendent to the principal at the school of attendance. The principal shall disseminate the information to those counselors directly supervising or reporting on the behavior or progress of the child. In addition, the principal may disseminate the information to any teacher, administrator, or other school employee directly supervising or reporting on the behavior or progress of the child whom the principal believes needs the information to work with the pupil in appropriate fashion or to protect other students and staff.

(b) Any information received by a teacher, counselor, administrator, or other school employee under this section shall be received in confidence for the limited purpose of rehabilitating the child and protecting students and staff, and shall not be further disseminated by the teacher, counselor, or administrator, except insofar as communication with the juvenile, his or her parents or guardians, law enforcement personnel, and the juvenile's probation officer is necessary to effectuate the juvenile's rehabilitation or to protect students and staff.

(c) An intentional violation of the confidentiality provisions of this section is a Class A misdemeanor within the jurisdiction of the juvenile court.

SCHOOL UNIFORM DRESS

The Board of Education recognizes a safe and disciplined learning environment of a good school. Students who are safe and secure, who learn basic American values and the essentials of good citizenship are better students. In response to the growing levels of discipline problems in the nation's schools, the Greene County Board of Education supports the beliefs of parents, teachers and school officials that a mandatory standardized school uniform dress program is a positive and creative way to reduce discipline problems, promote school safety, and enhance the overall learning environment.

The Greene County Board of Education hereby adopts the following guidelines for all elementary, middle, and high schools to participate in a mandatory standardized school uniform dress program.

1. Students shall dress in proper uniform attire. It will be the parents' responsibility to ensure compliance with the uniform dress policy.
2. Students shall wear the adopted school attire. The clothing may not be altered by slits, cuts, holes, shredded hems, slashes, etc.
3. A belt must be worn with pants and shorts that have belt loops.
4. Shoes may be casual black, brown, or navy, or tan.
5. There are no restrictions on athletics shoes
6. Boots are prohibited
7. The School Uniform Policy must accommodate students whose religious beliefs are substantially burdened by the requirements.
8. The uniform policy may not prohibit students from wearing or displaying expression items for example a button showing support for a political candidate so long as such items does not independently contribute to disruption by substantially interfering with discipline or with the rights of others.
9. Students unable to afford uniforms will give notification in writing to Greene County Board of Education immediately. Means of acquiring uniforms due to said special extenuating circumstances will be channeled through other charitable institutions or organizations for assistance.
10. No student shall be considered non-compliance with the policy in the following instances:
 - a. When noncompliance derives from demonstrated financial hardships.
 - b. When noncompliance derives from a documented disability.
 - c. When wearing a uniform violates a student's sincerely held religious belief.
 - d. When wearing approved attire for clubs and organizations

The following shall be considered inappropriate dress for students:

- Hoodies
- Boots
- Shirts outside slacks
- Strapless dresses
- Sunglasses inside building (except for medical reasons)
- Spaghetti straps

- Picks, combs in hair
- Hair brushes and curlers in hair
- Tank tops, muscle shirt, or see-through clothing
- Belts unfastened, slacks and shorts below the waist (sag), overalls with snaps unfastened
- Halter, short-shorts, skin tight biking shorts, boxer shorts, and mini-skirts
- Hats or other head covering (except for safety reasons) shall not be worn inside the building
- Clothing with decals or slogans of unacceptable groups of language that contains and/or refers to suggestive or immoral behavior or profanity, gang activity, alcohol or tobacco advertisement
- Sweat suits
- Clothing or insignia that could insight ill feelings and racial problems
- Earrings or studs for boys are not allowed

Dress Code in a Nutshell

GIRLS	Navy or khaki colored (tan) knee length skirts, jumpers, or shorts and slacks. ABSOLUTELY NO JEANS OF ANY COLOR	Long or short sleeves, navy or white polo knit shirt or buttoned blouse with a collar. Shirts in school colors bearing school logo <ul style="list-style-type: none"> • T-shirts NOT PERMITTED • Navy or white undershirt if visible
	Navy or khaki colored (tan) slacks or knee length shorts. ABSOLUTELY NO JEANS OF ANY COLOR	Long or short sleeves, navy or white polo or oxford buttoned shirt with a collar. Shirts in school colors bearing school logo <ul style="list-style-type: none"> • T-shirt NOT PERMITTED • Navy or white undershirt if visible
BOYS and GIRLS	Shoes	Navy, brown, tan, or black leather low-top or deck shoes. There are no restrictions on Athletic Shoes
	Belts	A web or leather belt in brown, black, or navy must be worn with all items of clothing that have belt loops.
	Outerwear (Coats, jackets, etc.)	Students are encouraged to purchase adopted outerwear in school colors. If not purchased, adopted outerwear should be navy, black, khaki, or brown. Students will not be allowed to wear embellished jackets; i.e. logo, decorated, etc. Hooded Coats are permitted. NO Hooded sweatshirts (with or without zippers) are NOT PERMITTED
	Book Bags	Mesh (navy, black, or brown) or clear.

If parents or guardians desire not to have their child comply with the Greene County Board of Education School Uniform Dress Policy for reasons set forth in above or due to special extenuating circumstances related to an item in the student's parents or guardian must file an exemption form with their child's school. Approval for the exemption must be granted by the Superintendent according to the guidelines set forth in the exemption action of the Greene County Board of Education Uniform Dress Policy and in accordance with the information requested on the Exemption Form.

SANCTIONS

Students not in compliance with the DRESS CODE will not be allowed to attend school. These sanctions are based on the STATEWIDE ZERO TOLERANCE POLICY on SCHOOL DISRUPTION. (File: 6-23)

SCHOOL BUS CONDUCT

The following regulations shall apply to all students riding school system-owned or leases buses:

- Students are responsible to the bus driver while riding the bus.
- Students are subject to their school's Student Code of Conduct while riding the school bus.

- Students shall not ride school buses on trips other than regular runs without filing permits with the principal that have authorized by their parent(s) or guardian(s) for such trips.
- Students shall be required to get on and off buses only at stops approved and no other stops without the written approval of the principal.

Students should adhere to the following rules while riding school buses:

- Be on time at the designated pickup sites
- Stay off public roads while waiting for the bus
- Wait for the bus to stop before attempting to board
- Keep all body parts inside the bus at all times
- Assist in keeping the bus safe and clean
- Refrain from loud talking or behavior which may divert the driver's attention
- Refrain from damaging the bus (pay for any damage to seats, window, etc...)
- Do not bring bottles, food, etc..., onto the bus on regular routes
- Keep the aisles of the bus unobstructed at all times
- Help with the comfort and safety of smaller children
- Do not throw anything out of the bus window
- Remain in your seat while the bus is in motion
- In case of road emergency, remain in the bus or follow the driver's instructions.

Students should adhere to the following requirements when exiting and crossing in front of the buses:

- Make certain that the bus has come to a complete stop, that the door is still open, and that the stop signal is extended.
- Cross in front of the bus within sight and hearing of the driver, look both ways, and stay out of the line of traffic until the path across the roadway is free from danger
- Proceed across the roadway upon signal from driver or bus patrol
- Proceed with extreme caution across four-lane roadways

CIVIL LIABILITIES AND CRIMINAL PENALTIES

The following laws relate to civil liabilities and criminal penalties for violence or other misbehavior by students on school property or against school employees:

ATTENDANCE AND CONDUCT (Act 94-782)

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

TEACHER ASSAULT (Act 94-794)

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

DRUG DEALING (Act 93-783)

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

DRUGS, ALCOHOL, WEAPONS, PHYSICAL HARM, OR THREATENED PHYSICAL HARM (Act 94-784)

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

WEAPONS IN SCHOOLS (Act 94-817)

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 in a Class C felony.

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 have custody of the minor shall be liable for the actual damages sustained to school property, plus the court costs, caused by intentional, willful, or malicious acts of the minor.

PISTOL POSSESSION/DRIVER'S LICENSE (Act 94-820)

Any person over the age of 14 who is convicted of the crime of possession of a pistol on the premises of a public school, or a public school bus, shall be denied issuance of a driver's permit or license to operate a motor vehicle of 180 days from the date the person is eligible and applies for a permit or license. If a person over age 14 possesses a driver's license on the date of conviction, the driver's license will be suspended for 180 days.

DROPOUT/DRIVER'S LICENSE (Act 94-820 WHICH AMENDED ACT 93-368 AS CODIFIED IN SECTION 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 is not enrolled or has not received a diploma or certificate of graduation. Exceptions are students who are enrolled in a GED program, are enrolled in a secondary school, are participating in an approved job training program, are gainfully employed, are a parent of a minor or unborn child, or are the sole source of transportation for the parent.

FIREARMS AND WEAPONS

It shall be a violation of board policy for any student to have in his or her possession weapons or firearms of any kind at any time and at any place on school property. Items forbidden shall include, but are not limited to the following:

• Knives of any kind and any length	• Box openers	• Tear gas gun	• Firearms
• Razors or razor blades	• Metal knuckles	• Chemical weapon or devices	• Explosive devices including fireworks of any description
• Items which can be used as clubs	• Sharp or pointed objects designed as weapons		• Bows, arrows, and weapons used for recreation

In addition, the authorities from the criminal justice and/or juvenile delinquency system will be notified. If a student is determined to be in possession of a firearm, he or she will be expelled from the school system for a period of not less than one year. (File: JCDAE)

STUDENT ALCOHOL AND DRUG USE (SUBSTANCE ABUSE)

It shall be the policy of the Board that each student shall be specifically prohibited from being under the influence of, bringing on, consuming, or having in possession on a school bus, on school premises, or at a school function away from the school, any alcoholic beverages, intoxicating liquors, narcotic drugs, marijuana, steroids or any mind-altering drug and material, or controlled substance as defined by state statues, unless dispensed by a licensed physician as allowed by law.

Any alcohol or drug-related violation of criminal law, state or federal, committed on school property shall be prosecuted by law. Provided students are apprehended using or dispensing any substance as defined above, school officials, teachers, and/or other Board employees shall report all such students to their immediate supervisor who shall cooperate with the proper law enforcement agency and the prosecuting attorney's office.

The principal shall immediately notify the parent or guardian by telephone of any student found in violation of this policy. If the parent or guardian cannot be reached by phone, the principal shall then notify the parent or guardian of the action by sending a certified letter within 24 hours. Care shall be given to afford due process to all students.

APPLICABLE PROCEDURE: SUBSTANCE ABUSERS

A school staff member shall be expected to accompany any student to the principal's office when there is a reasonable cause to be in possession of, using under the influence of, or transmitting an illegal substance while on school property or while attending a school-sanctioned/sponsored function or activity. When a student is found to be a substance abuser, the principal or his or her designee shall comply with the following procedures to safeguard the student and total school environment:

- Keep the student in a secured area of the building away from other students.
- Notify, if possible, the parent or guardian of the student and request that he or she come to the school immediately.

- Notify the Juvenile authorities.
- Accept any suspected illegal substance surrendered by the student and seal it in any envelope by the principal or his or her designee in the presence of another school staff member with both persons verifying that the substance is contained in the sealed envelope.
- Place the envelope in which the substance is contained in the possession of law enforcement authorities in the presence of a witness. Upon weighing all available information and evidence, the principal based on reasonable belief that the student is in violation of the school System substance abuse policy or applicable laws, may suspend the student from school for up to 10 days pending an expulsion hearing before the Board. If the initial information and evidence is inconclusive relative to the student's violation of the school system's drug policy, the principal may permit the student to remain in school until such time as any conclusive test information is received from law enforcement official. In the event that conclusive evidence is subsequently obtained through law enforcement officials or other sources that the student was in violation of the school system's substance abuse policy, the student then may be subject to suspension of up to 10 days with recommendation of expulsion. In all cases, the principal shall insure that all due process procedures are accorded the student. Inform the student and his or her parent(s) or guardian(s) of appropriate substance abuse treatment facilities. NOTE: In the event a student sells or distributes or proposes to sell or distribute a substance represent to be an illegal substance, all of the above procedures shall be followed up to and including suspension with a recommendation for expulsion.

APPLICABLE PROCEDURES: SUBSTANCE ABUSE EMERGENCIES

Provided a student's experiences a substance abuse emergency while under the supervision of school authorities, the principal or his or her designee shall comply with the following procedures to safeguard the student and the total school environment:

- Obtain appropriate licensed medical assistance for the student.
- School authorities, if possible, shall provide the medical assistants with (a) the name of the substance, (b) the amount of the substance consumed, and (c) the time of consumption.
- Notify, if possible, the parent or guardian of the student to inform him or her of the emergency. If confirmation is received that the medical emergency is related to substance abuse that is in violation of the school system's substance abuse policy or applicable laws, the principal may suspend the student for up to 10 days pending a hearing before the Board for expulsion. In all cases, the principal shall insure that all applicable due process procedures are accorded the student.

STUDENT USE OF TOBACCO PRODUCTS

It is the policy of the Board of Education that students shall not be permitted to possess, smoke, or use tobacco products in any form while in school buildings, on school grounds, or in school buses during the school day or during any school-sponsored activities. (File: JCDAB)

ITEMS PROHIBITED AT SCHOOL

Any item which may interfere with school operations or the safety of others is prohibited on school grounds. These items include, but are not limited to, the following: pocket knives, mace, pornography, cigarette lighters, matches, radios, , playing cards, glass, bottles, games and toys. Valuable student property does not belong at school. The school is not responsible for lost or stolen items.

STUDENT CODE OF CONDUCT: CLASSIFICATION OF VIOLATIONS

Violations of the student code of conduct are grouped into three classifications of MINOR, INTERMEDIATE, and MAJOR offense. Each classification is followed by a disciplinary procedure to be implemented by the principal or his or her designees. In addition, The Board of Education authorizes the administration at the local school to develop specific, local school rules and regulations which will assist in enforcing the student Code of Conduct.

CLASS I VIOLATIONS – MINOR OFFENSES

- 1.01 Excessive distraction of other students – any conduct and/or behavior which is disruptive to the orderly educational process.
- 1.02 Membership or participation in organizations not recognized by the school.
- 1.03 Threat, harassment, or intimidation of student—the intentional, unlawful threat by word or act to do violence to another, student, coupled with an apparent ability to do so, and doing some act which creates a well-founded fear in the person that such violence is imminent.
- 1.04 Gambling – Any participation in games of chance for money and/or other things of value.
- 1.05 Use of profane or obscene language.

- 1.06 Nonconformity to dress code.
- 1.07 Minor disruption on school bus.
- 1.08 Inappropriate public display of affection
- 1.09 Intentionally providing false information to a school board employee including, but not limited to, giving false student information data, forgery of school notes, and concealment of information directly relating to school business.
- 1.10 Unauthorized absence from class (cutting).
- 1.11 Any other violation which the principal may reasonably deem to fall within this category.

DISCIPLINARY ACTIONS

Elementary Students

- | | |
|----------------------|---|
| First Offense: | In-school conference and parental contact when warranted |
| Second Offense | Parental contact and/or disciplinary action. |
| Subsequent Offenses: | In-school disciplinary action as probation, detention, extra academic assignments, work assignments, punishment, or suspension at the discretion of the principal or designee. Special circumstances may warrant a recommendation to the Superintendent for disciplinary hearing. |

Secondary Students

- | | |
|----------------------|---|
| First Offense: | In-school conference and parental contact when warranted. Specific circumstances may warrant disciplinary action as outlined under subsequent offenses. |
| Subsequent Offenses: | In-school disciplinary action as probation, detention, extra academic assignments, work assignments, punishment, or suspension at the discretion of the principal or designee. Special circumstances may warrant a recommendation to the Superintendent for disciplinary hearing. |

CLASS II VIOLATIONS – INTERMEDIATE OFFENSES

- 2.01 Defiance of Board employee's authority – Refusal to comply with a lawful and reasonable direction or order of a School Board employee.
- 2.02 Possession and/ or use of tobacco products.
- 2.03 Vandalism – Intentional and deliberate action resulting in injury or damages of less than \$200 to public property or the real property or personal property of another.
- 2.04 Possession of stolen property with the knowledge that it is stolen
- 2.05 Threats – extortion – Verbally or by a written or printed communication, maliciously threatening an injury to the person, property, or reputation of another, with the intent to extort money or any pecuniary advantage whatsoever; or with intent to compel the person so threatened, or any person, to do any act or refrain from doing any act against his/her will. NOTE: Completion of the treat, either by the victim, constitutes a Class III offense.
- 2.06 Trespassing – Willfully entering or remaining in any structure, conveyance, or property without being authorized, licensed, or invited; or having been authorized, licensed, or invited, is warned by an authorized person to depart and refuses to do so.
- 2.07 Possession and/or igniting fireworks or firecrackers
- 2.08 Offensive touching of another person
- 2.09 Written or verbal propositions to engage in sexual acts
- 2.10 Use of obscene manifestation (verbal, written gesture) toward other persons.
- 2.11 Directing obscene or profane language to a Board employee.
- 2.14 Carrying and/or using electronic communication device or pocket pagers (except for health or other extraordinary needs upon approval by the board of education) DVD player (Digital Video Disk) or any other electronic game or device not for educational purposes in school, in accordance with the Code of Alabama 16-127, such behavior is in violation of state law.
- 2.15 Any other violation, which the principal may reasonably deem to fall within this category.

DISCIPLINARY ACTIONS

Elementary Students

First Offense:	Confiscation of phone, parental contact, and disciplinary action
Second Offense	Parental contact and/or disciplinary action.
Subsequent Offenses:	In-school disciplinary action as probation, detention, extra academic assignments, work assignments, punishment, or suspension at the discretion of the principal or designee. Special circumstances may warrant a recommendation to the Superintendent for disciplinary hearing.

Secondary Students

First Offense:	In-school conference and parental contact when warranted. Specific circumstances may warrant disciplinary action as outlined under subsequent offenses.
Subsequent Offenses:	In-school disciplinary action as probation, detention, extra academic assignments, work assignments, punishment, or suspension at the discretion of the principal or designee. Special circumstances may warrant a recommendation to the Superintendent for disciplinary hearing.

Secondary Students - Cell Phone Policy

First Offense:	Confiscate phone, contact parent, parents will have to pick up phone and a contract will be entered into by the parent, the student and the school, return phone to parent.
Second Offense:	School/parent contract will be made on the 2 nd offence
Third Offense:	Confiscate phone, return phone to parent in 30-45 school days, student will be sent to ISS for 3 Days.
Fourth Offense:	Confiscate phone, return phone to parent no more than 90 school days. Develop a contract between parent and school to ensure phone is left at home.

CLASS III VIOLATIONS – MAJOR OFFENSES

- 3.01.1 Leaving School Grounds** without permission.
Drugs – Unauthorized possession, transfer, distribution, procurement use or sale of drugs unauthorized consumption of drugs while at school, including over the counter and prescription medications, or attending school under the influence of illegal drugs, and the possession of drug paraphernalia. NOTE: If a student needs medication-including an over the counter medication-while at school, even on a temporary basis, the parent should contact the school to obtain the necessary permission form for the use of medication at school.
- 3.01.2**
- 3.01.3 Alcoholic Beverage** – Possession, transfer, distribution, procurement, use or sale of alcoholic beverages: attending school under the influence of alcoholic beverages.
- 3.04 Arson** – The willful and malicious burning of any part of a building or its contents and other public or private property. In accordance with Legislative Act 94-819, parents are liable for damages to school property caused by their children.
- 3.05 Battery Upon School Board Employee** – The actual unlawful and intentional touching or striking of a School Board employee against his/her will, or the intentional causing of bodily harm to a School Board employee. In accordance with Legislative Act 97-794, it is a felony to assault teachers or employees of the Board.
- 3.06 Aggravated Battery** – Intentionally causing bodily harm, disability or permanent disfigurement: use of deadly weapon.
- 3.07 Robbery** – The taking of money or other property which may be the subject of larceny from the person or custody of another by force, violence, assault, or putting in fear of same.
- 3.08 Stealing-Larceny-Grant Theft** – The intentional unlawful taking and/or carrying away of property valued at \$100 or more belonging to or in the lawful possession or custody of another.
- 3.09 Illegal School Entry** – Breaking, entering or remaining in a structure or conveyance without justification during or after school hours.
- 3.10 Criminal Mischief** – Willing and malicious injury or damage at or in excess of \$200 to public property, or to real or personal property belonging to another.
- 3.11 Possession of Firearms** – Any firearm (including a starter gun, BB gun or pellet gun) 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 such weapon; any forearm muffler or firearm silencer; and similar destructive device or and device or object resembling one.
- 3.12 Discharging of any pistol, rifle, shotgun, air gun, or any other device.**
- 3.13 Possession of Weapons – Possession of any dangerous instrument, object or device that can be defined as a weapon** including, but not limited to, a switchblade knife, metallic knuckles, laser pointer, tear gas gun; stun gun; chemical weapon, instrument, or object which is used in a threatening manner as is seen by the individual being threatened as capable of causing physical harm (including firearm replicas). In accordance with Legislative Act 94-817, the possession of a deadly weapon on school premises with intent to do bodily harm is a Class C felony.

- 3.14 **Bomb Threats** – Any such combination(s) directed at a School Board employee which has the effect of interrupting the educational environment.
- 3.15 **Explosives, Ammunition (bullets), or Firecrackers** – Preparing possessing or igniting on school board property explosive likely to cause serious bodily injury or property damage.
- 3.16 **Sexual Acts** – Acts of sexual nature including, but not limited to repeated sexual harassment, battery, intercourse, attempted rape or rape.
- 3.17 **Any major disruption of the educational process** caused by the wearing of apparel, possession of writings or other social group whose presence on school grounds poses a threat to the educational environment.
- 3.18 **Inciting or participating in major student disorder** – Leading, encouraging or assisting in (major) disruptions that place students, staff and the educational process at risk, which result in destruction or damage of private or public property or personal injury to participants or others.
- 3.19 **Unjustified activation of a fire alarm system.**
- 3.21 **Improper use or sabotage of a computer system or any other communication system** resulting in damage to any part of the unit, data modification, disclosure or restricted information, major disruption in the educational process, or the introduction of unauthorized software into the computer system.
- 3.22 **Repeated disruptive and defiant behavior** despite school-based intervention (written documentation of intervention required including Rtl Intervention, or IEP revisions).
- 3.23 **Threat to a school board employee** – A threat to do serious bodily harm or violence to a school board employee by word or act, a threat to kill, maim or inflict serious bodily harm; a threat to inflict harm, involving the use of any weapon, explosive, firearm, knife, prohibited object, or other objects which may be perceived by the individual being threatened as capable of inflicting bodily harm; any threat in the form of a “hit list”, written statement or communication indicating a plan or intent to do violence to another.
- 3.24 **Aggravated bullying, threat, harassment or intimidation of a student or hate crimes** – A threat to do serious bodily harm or violence to another student by word or act; a threat to kill, maim or inflict serious bodily harm; a threat to inflict harm involving the use of any weapon, explosive, firearm, knife, prohibited object, or other object which may be perceived by the individual being threatened as capable of inflicting bodily harm; any threat in the form of a “hit list”, written statement or communication indicating a plan or intent to do violence to another.
- 3.25 **Gambling** – Any participation in games of chance including playing cards or dice for money and/or other things of value.
- 3.26 **Any other offense which the principal may reasonable deem to fall within this category.**
- 3.27 **Fighting** – Any physical conflict between (2) or more individuals.

Section 16-1-24...Reporting of property damage and physical assaults on students and school personnel, legislative intent, penalties.

Disciplinary Actions for Class III Violations – Grades K-12

Commission of a Class III Offense shall be reported immediately by the principal (or designee) to the following:

- The student’s parent or legal guardian.
- At-Risk Coordinator
- The Superintendent of Education

If serious bodily injury, property damage, drugs and/or firearms are involved, or in other cases deemed sufficiently serious, contact 911 for assistance. All drugs and/or firearms found or confiscated on school premises must be immediately turned over to police officers. Other unauthorized objects found in the possession of students may be returned to the parent upon a written request to the principal by the parent(s).

Note: In an emergency or if immediate police assistance is needed, dial 911 before following normal notification procedures.

The normal disciplinary punishment for the commission of a Class III offense is removal from school for the remainder of the school year or, if the offense occurs within the last 20 days of the school year, removal from the student’s parent school for the rest of the school year and the next school year.

The principal (or designee), after reviewing the allegations and evidence against a student and giving the student the opportunity to respond to the allegations, is initially responsible for deciding that a Class III offense has been committed. Once that determination has been made the principal (or designee) will give the student a suspension notice containing a written statement of charges (and a statement of mitigating or extenuating circumstances, if any) and shall refer the student to the Truancy/Hearing Officer. The principal (or designee) shall also MAIL a suspension notice to the parent(s) or legal guardian and notify the Truancy/Hearing Officer.

If the Hearing Officer decides, based on the facts developed at the hearing, that the student committed a Class III offense, the student shall be subject to expulsion. If, however, there are mitigating or extenuating circumstances, the Hearing Officer shall separately state those circumstances and may consider them in deciding the appropriate disciplinary action. Mitigating or

extenuating circumstances include, but are not limited to, the absence of severe personal injury, the absence of extensive property damage, identified disabilities, interventions at the local school level, and no prior record of Class III offense.

One of the Hearing Officer's options is to allow the student to attend the Greene County Learning Center under the conditions set forth by the Greene County Board of Education in order to earn admittance to the local school. Should the parent(s) or legal guardian(s) be offered this opportunity and decline it, the Hearing Officer may recommend to the Superintendent that the student be expelled from all Greene County Schools.

Students with Disabilities who are identified as eligible for services under the criteria of IDEA and Section 504

- When a student with a disability is alleged to have committed a Class III violation, the principal shall determine whether the student committed the violation, identify the proper classification of the offense; and whether severe personal injury or extensive property damage was involved.
- If the principal declares the offense to be Class III offense and refers to the Hearing Officer, the program committee for the student (IEP Team (IDEA) or 504 team (Section 504), shall conduct a manifestation determination IEP/PEP meeting within three (3) days. Within ten (10) days of the suspension, the Hearing Officer will conduct a hearing.
- The Hearing Officer and the IEP/PEP Team will collaborate to determine the consequence(s) of the offense. Any change in the student's educational program or change in the placement must be decided by the program committee.
- Absent a dangerous weapon, drugs, or a "direct threat" to self or others, a student with disabilities must not be excluded from school in excess of ten (10) school days a calendar year. A student with a disability (IDEA), who is found to be in possession of a dangerous weapon or drugs, or who is considered a "direct threat" to self or others, may be placed in an interim alternative educational setting (Greene County Learning Center, other school supported programs) for up to 45 calendar days by the Hearing Officer or his/her designee.
- **Please Note:** The ten (10) school day exclusion does not apply to students who have been arrested and incarcerated for a violation(s) of State or Federal Laws/Ordinances. Students who are detained by law enforcement officers are under the jurisdiction of the law enforcement agency.
- If a student remains in a youth or adult detention facility, the school-based committee should forward a copy of the Student's Educational Plan to the facility upon request from the facility.

Procedures for Administration of Formal Disciplinary Action

Documentation of Class III Offenses

The conclusion of the Truancy/Hearing Officer shall be based on the documented facts concerning the incident. The principal (or designee) is responsible for assembling appropriate documentation of the offense for use at the hearing. Documentation shall include all information available, including but not limited to, the following:

- Specific definition of the offense(s) committed and supporting facts.
- Names of all persons involved in the incident; suspect(s), victim(s), and witness(es).
- Signed and dated statement(s) of persons referred above may be used instead of testimony presented at the hearing.
- List of special program(s), if any, in which student is enrolled or being considered for enrollment.
- Past disciplinary records of student involved.
- Academic record of student which includes current grades, attendance, report card and front and back of the cumulative record, high school students should also have a current transcript.
- Extenuating circumstances
- Actions taken at the school level before suspending for repeated disruptive behavior.
- IEP for previous incidents and Current IEP or 504 plans.
- IEP/504 plans are to include functional behavior analysis, behavioral intervention plan, and manifestation on determination documentation.

The Truancy/Hearing Officer shall include, or refer to, the documentation in the hearing decision. If extenuating or mitigating circumstances exist, the Hearing Officer shall document the extenuating or mitigating circumstances and decide the appropriate disciplinary action to be taken.

Procedures for Due Process Hearings

A principal (or designee) may suspend a student for a Class III offense by complying with the procedures for suspension by the principal (or designee) and also by notifying the parent(s) or legal guardian(s) that the student is suspended to a Truancy/Hearing Officer. Class III suspensions are to be faxed to the Truancy/Hearing Officer's office. Upon receipt on the suspension notice, the Truancy/Hearing Officer shall comply with the following procedures in scheduling and conducting a hearing:

1. The Truancy/Hearing Officer shall give the student and the student's parent(s) or legal guardian(s) oral or written notice of the charge or charges against the student at least forty-eight (48) hours before a hearing. The Truancy/Hearing Officer will normally

conduct a hearing within five (5) days (or less) from the date of the suspension unless the student and student's parent(s) or legal guardian(s) request additional time or fail to cooperate.

2. At the hearing, the Truancy/Hearing Officer shall give the student an opportunity to admit or deny the charge or charges.
3. If the student denies the charge or charges, he/she will be given an explanation of the evidence on which they are based and an opportunity to explain his/her version of the facts.
4. The Truancy/Hearing Officer may summon the accusers or witnesses to the disciplinary hearing and allow an examination by the student and/or permit the student to present his/he own witnesses. The Truancy/Hearing Officer is not required to call or allow any accusers or witnesses to be present and the decision to do so shall rest in the discretion of the Truancy/Hearing Officer.
5. After following the above procedure the Truancy/Hearing Officer, based on all facts presented, shall decide what offense, if any, was committed and what the punishment, if any, should be. The Truancy/Hearing Officer shall prepare a written decision that shall include the charge or charges against the student; the time, date and location of the hearing; a summary of the evidence presented at the hearing; the conclusions drawn from the evidence and the disposition of the student.
6. The Truancy/Hearing Officer shall send a copy of the decision to the following persons:
 - The student
 - The student's parent(s) or legal guardian(s)
 - The principal (or designee)
 - The director of the Greene County Learning Center (provided the student is referred)
 - And all appropriate individuals

Minutes of the hearing shall be kept in the office of the Truancy/Hearing Officer for no more than one year from the date of the hearing.

NOTE: Students eligible for special education services must be served in an interim alternative education setting (IAES) when total days of suspension exceed ten (10) days per school year. The student's IEP team must meet to develop an appropriate educational program. The IEP team must refer the student to Truancy/Hearing Officer or designee for assignment to an appropriate site.

NOTE: The Board will hear all proposed expulsion hearings.

Procedures for Appeal of Hearing Decision

If the parent(s) or legal guardian(s) are dissatisfied with the decision of the Truancy/Hearing Officer, the parent(s) or legal guardian may file an appeal with the Supervisor of the Truancy/Hearing Officer. The appeal procedures are as follows:

- The student or the student's parent(s) or legal guardian(s) must file a written request for an appeal.
- The written request for an appeal must addressed to and mailed to the Supervisor of the Truancy/Hearing Officer.
- The written request for an appeal must be postmarked on a date no more than seven (7) calendar days after the date of the Hearing Decision or delivered to the Supervisor of the Truancy/Hearing Officer no more than nine (9) calendar days after the date of the Hearing Decision. If the written request for an appeal is not made on time, the Hearing decision will be final.
- The Supervisor of the Truancy/Hearing Officer upon receipt of a timely filed written request for an appeal, will schedule an appeal hearing.
- The Supervisor of the Truancy/Hearing Officer will arrange for an appeal hearing following the same procedures provided for the hearing.
- Within two (2) school days after the appeal hearing, the Supervisor of the Truancy/Hearing Officer shall submit to the Superintendent written findings, conclusions, and recommendations made based on the evidence and matters presented at the appeal hearing.
- The Supervisor of the Truancy/Hearing Officer finding shall be supported by substantial evidence.
- The Supervisor of the Truancy/Hearing Officer shall send a copy of the recommended finding and conclusions to the following persons:
 - a. The student's parent(s) or legal guardian(s)
 - b. The principal (or designee) of the school that student attends
 - c. The principal (or designee) in which the incident occurred
 - d. The principal/directore of the alternative school (providing the student is referred)
 - e. All other appropriate individuals

Administrative responses for CLASS III VIOLATIONS include but are not limited to:

- Out-of-school suspension not to exceed 10 days(not exceed a cumulative total of 10 days per semester for non-special education students and 10 days per academic year for special education students)
- Expulsion
- Legal action

NOTE: Due to the serious nature of Class III violations, it may be necessary to remove a student immediately from school property. In such event, procedures in the out-of-school suspension policy should be followed.

EXPULSION

Expulsion is defined as any denial of school attendance for a period longer than 10 days (defined as 10 days per semester for non-special education students and 10 days per year for special education students). The authority to expel a student is vested only in the Board. The Board shall have the duty to review the evidence advanced by the principal, other school system personnel, and other interested parties in support of the recommendation for an expulsion and to hear and review any rebuttal advanced by the student, parent(s) or guardian(s), or representative.

Expulsion may be for the remainder of the school year or for a definite period of time extending beyond the remainder of the school year, or it may be permanent.

The Board may require that at the end of an expulsion period, the student and his or her parents or guardians appear before the Superintendent and/or Board to determine if changes in behavior on the part of the student have occurred which indicate a willingness and ability to function in the school setting. Moreover, the Board may require that the expelled student participate in activities, which would reasonably be assumed to change their behavior in a positive direction as condition for re-admittance to school.

THE ALTERNATIVE PROGRAM

The Alternative Program is designed primarily as an alternative-learning placement for students who exhibit disruptive behavior and/or problems associated with Class III Violations. The major goal of the Alternative Program is to provide a curriculum designed to meet the individual needs, abilities, and interests of students referred for alternative placement.

The Alternative Program is staffed with certified personnel and support staff. Students may be referred to the Alternative Program in grades 6-12 or based on extenuating circumstances. Acceptance to the Alternative Program is based upon the recommendation of the Truancy Officer and Supervisor of the Truancy Officer.

Parents are responsible for providing daily transportation for students admitted to the Alternative Program. A waiver may be obtained for special students with documented hardships.

Upon successfully completing placement in the Alternative program, the students are placed back into the regular school setting and monitored for progress.

All students placed in the Alternative Program must abide by the policies of the Greene County Board of Education including the rules listed in the Student Code of Conduct and additional rules developed specifically to facilitate a speedy transition back to the parent school.

INTERROGATIONS BY LAW ENFORCEMENT OFFICIALS (AT THE REQUEST OF SCHOOL OFFICIALS)

When the principal or his or her designee has evidence and/or reasonable cause to believe that a crime has been committed on-campus by one or more students, law enforcement officials, to include juvenile authorities, may be requested to come to the school to investigate the incident.

Such investigations may include interrogation of students. In the event a student is to be interrogated about a crime committed on-campus, the law enforcement official must read the Miranda rights pertaining to the student being interviewed. The juvenile Miranda rights are distinguished from the adult Miranda Rights based on the student's right to contact a parent or guardian through the provided reasonable means. The decision to contact a parent or guardian is solely up to the student to be interviewed. A waiver of the Miranda rights is available to the student who agrees to an immediate interview.

School officials have no duty to notify the parent or guardian of any student to be interviewed. If the parent/guardian cannot be contacted by the student through reasonable means or cannot be present with reasonable time, the law enforcement official may proceed with the interview in the absence of the parent (Attorney General Ruling, December 9, 1974) on the ground that the parent cannot be reached. A school official must be present at the interview, but cannot refuse law enforcement officer permission to conduct the interview.

AT THE REQUEST OF LAW ENFORCEMENT OFFICIALS

When law enforcement officers make it known that they wish to talk to a student concerning an off-campus crime while under the supervision of the school, the student will be called to the office of the principal. The law enforcement officer must read the student the juvenile Miranda rights from which the student becomes aware of the distinguished right to notify a parent or guardian of the impending investigation. Neither the law enforcement officer nor the school principal nor his or her designees have the duty to contact the student's parent/guardian. The decision to communicate with a parent/guardian is a decision to be made only by the student to be interviewed. The student may exercise the right to communicate with a parent or guardian through provided reasonable means. If the parent/guardian cannot be contacted through the provided reasonable means or cannot be present with a reasonable time, the law enforcement officials may proceed with the interview (Attorney General Ruling, December 9, 1974). The student may sign a waiver to the Miranda rights and agree to an immediate interview with a law enforcement officer. If the parent wants to be present, then the law enforcement officer can take the student in custody and conduct the interview with the parents present.

CDC COVID-19 STRATEGIES FOR EVERYDAY OPERATIONS

Schools and Early Childhood Education (ECE) programs should take a variety of actions every day to prevent the spread of infectious diseases, including the virus that causes COVID-19. The following set of strategies for everyday operations should be in place at all COVID-19 hospital admission levels, including low levels.

STAYING UP TO DATE ON VACCINATIONS

Schools, ECE programs, and health departments should promote equitable access to vaccination. Staying up to date on routine vaccinations is essential to prevent illness from many different infections. COVID-19 vaccination helps protect eligible people from getting severely ill with COVID-19. For COVID-19, staying up to date with COVID-19 vaccinations is the leading public health strategy to prevent severe disease. Not only does it provide individual-level protection, but high vaccination coverage reduces the burden of COVID-19 on people, schools, healthcare systems, and communities. Schools, ECE programs, and health departments can promote vaccination in many ways:

- Provide information about COVID-19 vaccines and other recommended vaccines. Ensure communication meets the needs of people with limited English proficiency who require language services and individuals with disabilities who require accessible formats.
- Encourage trust and confidence in COVID-19 vaccines.
- Establish supportive policies and practices that make getting vaccinated easy and convenient, for example a workplace vaccination program or providing paid time off for individuals to get vaccinated or assist family members receiving vaccinations.
- Make vaccinations available on-site by hosting school-located vaccination clinics, or connect eligible children, students, teachers, staff, and families to off-site vaccination locations.

STAYING HOME WHEN SICK

People who have symptoms of respiratory or gastrointestinal infections, such as cough, fever, sore throat, vomiting, or diarrhea, should stay home. Testing is recommended for people with symptoms of COVID-19 as soon as possible after symptoms begin. If a person with COVID-19 symptoms tests negative for COVID-19, they should consider getting tested for other respiratory illnesses that could be spread to others, such as flu. If tested using an antigen test, negative tests should be repeated following FDA recommendations. People who are at risk for getting very sick with COVID-19 who test positive should consult with a healthcare provider right away for possible treatment, even if their symptoms are mild. Staying home when sick can lower the risk of spreading infectious diseases, including COVID-19, to other people. For more information on staying home when sick with COVID-19, including recommendations for isolation and mask use for people who test positive or who are experiencing symptoms consistent with COVID-19, see Isolation and Precautions for People with COVID-19.

VENTILATION

Schools and ECE programs can optimize ventilation and maintain improvements to indoor air quality to reduce the risk of germs and contaminants spreading through the air. To accomplish this, schools and ECEs can make repairs, upgrades, and replacements in Heating, Ventilation, and Air Conditioning (HVAC) systems; purchase of MERV-13 air filters, portable air cleaners, and upper-room germicidal ultraviolet irradiation systems; as well as implementation of other public health protocols and CDC guidance. The Environmental Protection Agency's (EPA) Clean Air in Buildings Challenge [107 KB, 3 pages] provides specific steps schools and other buildings can take to improve indoor air quality and reduce the risk of airborne spread of viruses and other contaminants. Ventilation recommendations for different types of buildings can be found in the American Society of Heating, Refrigerating, and Air-Conditioning Engineers (ASHRAE) schools and universities guidance. CDC does not provide recommendations for, or against, any manufacturer or product.

When COVID-19 hospital admission levels increase or in response to an outbreak, schools and ECE programs can take additional steps to increase outdoor air intake and improve air filtration. For example, safely opening windows and doors, including on school buses and ECE transportation vehicles, and using portable air cleaners with HEPA filters, are strategies to improve ventilation. Schools and ECE programs may also consider holding some activities outside if feasible when the COVID-19 hospital admission level is high.

HAND HYGIENE AND RESPIRATORY ETIQUETTE

Washing hands can prevent the spread of infectious diseases. Schools and ECE programs should teach and reinforce proper handwashing to lower the risk of spreading viruses, including the virus that causes COVID-19. Schools and ECE programs should monitor and reinforce these behaviors, especially during key times in the day (for example, before and after eating, after using the restroom, and after recess) and should also provide adequate handwashing supplies, including soap and water. If washing hands is not possible, schools and ECE programs should provide hand sanitizer containing at least 60% alcohol. Hand

sanitizers should be stored up, away, and out of sight of younger children and should be used only with adult supervision for children ages 5 years and younger.

Schools and ECE programs should teach and reinforce covering coughs and sneezes to help keep individuals from getting and spreading infectious diseases, including COVID-19.

CLEANING

Schools and ECE programs should clean surfaces at least once a day to reduce the risk of germs spreading by touching surfaces. Additionally, ECE programs should follow recommended procedures for cleaning, sanitizing, and disinfection in their setting such as after diapering, feeding, and exposure to bodily fluids.

For more information, go to:

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/k-12-childcare-guidance.html>