SELMA CITY SCHOOLS

One Vision. One Voice.
One Selma.

All Roads Are Leading to Selma City Schools

2025 2026 Student-Parent Resource Handbook

Dr. David Scott, Superintendent
2194 Broad Street
Selma, Alabama, 36701
Phone: 334-874-1600
www.selmacityschools.org

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

SELMA CITY SCHOOLS BOARD OF EDUCATION MEMBERS

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

Mission Statement

The mission of the Selma City School District is to provide a safe, structured, and supportive teaching and learning environment through collaboration with school, home and the worldwide community.

Vision Statement

The vision of the Selma City School District is to empower and equip ALL students to thrive in learning, leadership and life.

Equal Employment Opportunity

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

Disclaimer

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

2194 Broad Street, Selma, Alabama 36701
Phone: 334-874-1600 | Fax: 334-874-1604 |
http://www.selmacityschools.org

TABLE OF CONTENTS

NEW SCHOOL YEAR MESSAGE	**5**	**A CLIMATE OF PREVENTION & INTERVENTION**	**17**
		Shaping Positive Schools	17
PARENTS' RIGHT TO KNOW	**6**	Schools with a Positive Climate and Culture Have	18
		Safe Harbor Provision	18
CIVIL RIGHTS COMPLIANCE	**6**	Expected Behavior of Students	18
Title VI of the Civil Rights Act of 1964	6	Positive Behavior Intervention Supports (PBIS)	19
Title VII of the Civil Rights Act of 1964	6	Restorative Practices	19-20
Title IX of the Educational Amendments of 1972		Applicable Intervention Strategies	20-21
HANDBOOK OVERVIEW	**7**	Student Disciplinary Practices and Procedures	21
Family Educational Rights and Privacy Act	7	Discipline Responses	21
HIPAA Privacy Rule	8		
Home Language Survey (HLS)	8	**RESPONSE TO BEHAVIOR DESCRIPTION CODES**	**21**
		Type 1 Response – Minor Classroom Offenses Response Level	21-22
IMPORTANT CONTACT NUMBERS	**8**	Type 2 Response – School Based Response Level	22-23
		Type 3 Response – Suspension and Alternative Response Level	23-25
RIGHTS AND RESPONSIBILITIES	**9**	Type 4 Response – Higher Suspension and Alternative Response Level	25-28
Students Rights	9	Type 5 Response – Highest Alternative and Expulsion Response Level	28-29
Students Responsibilities	9	**DISCIPLINARY CONSEQUENCES & PROCEDURES**	**29**
Parents/Guardians Rights	9	Teachers' Bill of Rights	29
Parents/Guardians Responsibilities	10	SCS Wireless Communication Device Policy	30
		Corporal Punishment	31
SCHOOL VISITORS	**10**	Procedures for Student Fights	31
COMPLAINTS (Levels I-III)	**10-12**	Steps for Addressing Fight	31
		Group/Gang Fighting	31-32
SCHOOL ATTENDANCE/TRUANCY INTERVENTION	**12**	Discipline for Special Education	32
Attendance Required	12	Out of School Suspension (OOS)	32
Blended/Virtual Learning Attendance	13	Procedural Steps for Suspension	32
ALSDE Virtual Learning Attendance Procedures	13	Suspension Appeal	33
Blended/Virtual Learning Attendance Processes	13	**DUE PROCESS HEARINGS AND PROCEDURES**	**33**
Blended/Virtual Learning	13	Alternative School Placement	33
Absences	14	Expulsion	33
Excused Absences	14	Procedural Steps for Due Process	33-34
Unexcused Absence	14	Modification of Alternative School Placement Request	34
Written Parental Notes	14	Expelled Students Prohibited Attendance at School Events	34
Make-up Work	15	Expelled Student Appeal Request	35
Emergency Closing of Schools	15	Non-School Related Arrest for Criminal Conduct	35
Tardy to School (Tardy to School & Class Procedures)	15	Returning to School from Juvenile Detention Facility	35
Truancy	15	Student Arrest	36
Chronic Absenteeism	15		
Late Arrival and Early Dismissal	16	**SCHOOL BUS TRANSPORTATION AVAILABLE**	**36**
Chronic Health Illness or Condition	16	School Bus Discipline	36
		Expectations for Student Behavior on Selma City Schools Buses	36
		Consequences for Disciplinary Misconduct	36
SELMA CITY SCHOOLS EARLY WARNING PROGRAM	**16**	Bus Suspension for Students w/IEP or 504 Plan	37
		Fighting on the School Bus	37
SELMA CITY SCHOOLS "BULLYING" POLICY	**17-17**		
Reporting, Investigation & Complaint Resolution Procedures for Bullying	17	**SPECIAL EDUCATION SERVICES**	**37**
Reprisal or Retaliation	17	Special Education	37
False Accusations	17	Eligibility for Special Education Services	37
		Child Find	37

Protections for Children Not Yet Eligible for Special Education and Related Services	37-38	**HIGH SCHOOL (ONLY) GRADING PROCEDURES**	**48**
Gifted Education	38	Early Graduation Policy	48
Section 504 Students	38	Semester Examinations	49
Appeal Process	38	Honors' Courses Requirement	49
Seclusion and Restraint	39	High School Exam Exemption	49
		Grade Point Average	49
HEALTH SERVICES AND REQUIRED REPORTING	**39**	Valedictorian and Salutatorian	49-50
Health Screenings	39	Carnegie Units	50
Medication Administration Information	39	Credit Recovery	50
Health and Wellness	40	Graduation Diplomas	50
Threat of Suicide	40		
Transportation of Students to Medical Facilities	40	**REQUIREMENTS FOR ATHLETICS**	**51**
Immunization	40	Eligibility for Athletics	51
Reporting Requirements Communicable Disease	40	No Pass, No Play	51
Child Abuse and Neglect	40	Athlete Safety	51
Child Nutrition Program	40		
		TECHNOLOGY EDUCATION	**51**
GENERAL INFORMATION	**41**	Acceptable Use Policy	51
Unified Dress Code	41	SCS Wireless Communication Device Policy	52
Clear Bookbag Policy	41	Internet Safety and Use of Technology	53
Student Drivers	42	Permission to Use Technology	54
Lockdown Procedure	42	Threat by Electronic Transmission	54
Searches and/or Inspections of School Property	42-43	Unauthorized Video/ Audio Recording	54
		Rules and Limitations	55
		Expectations of Privacy	55
GRADING, PROMOTION, RETENTION, & GRADUATION	**43**		
Teaching and Learning	43	**APPENDIX (FORMS)**	**56**
Grading Scale for Mandatory Letter Grades	43	Code of Conduct Notice of Receipt Form (Please Return)	57
Grading Periods	44	Comprehensive Parental Consent Form	58-59
Averaging Grades	44	Selma City Schools Bullying Reporting Form	60-61
Progress Reports	44	School Provided or Sponsored MH Services – Opt In Form	62-63
Report Cards	44	Suspension Appeal	64
Transfer Student Grades	44	Grievance Complaint Form	65-66
Conduct Grades	44		
Make-up Missed Assignments	45		
		COMMUNITY RESOURCE	**67**
PROMOTION AND RETENTION	**45**	**ACADEMIC CALENDAR**	**68**
Kindergarten Promotion/Retention	45	**SCS DIRECTORY OF SCHOOLS**	**69**
Alabama Literacy Act: End of Third Grade Promotion Requirement	45		
Promotion/Retention Criteria for Grades 1-12	45		
Special Education/Section 504 Students	46		
INSTRUCTIONAL STUDENT SUPPORTS AND SERVICES	**46**		
Multi-Tiered System of Support	46		
Counselling Services	46		
Online Learning	46		
Career Technical Education (CTE)	46-47		
Dual Enrollment/Dual Credit for High School Students	47		
English Language Learners (ELL)	47		
ELL Assessment and ELL Services	48		
Fee Waivers	48		
Saints Virtual Academy (SVA)	48		

Dear Selma City Schools Staff and Families:

It is with great pride and a deep sense of responsibility that I welcome you to the 2025–2026 school year. As the new Superintendent of Selma City Schools, I am honored to serve our students, families, and community in this vital role. Together, we are embarking on a journey to strengthen our schools, elevate student achievement, and foster a culture rooted in **One Vision. One Voice. One Selma**.

This guiding principle is more than a slogan - it is our commitment to unity, shared purpose, and the collective success of every child. Our vision calls on us to move forward together, to speak and act with clarity and compassion, and to build a future that reflects the greatness within our city and our children.

As we begin this school year, our focus is clear:

High Expectations - We believe all students can achieve at high levels. From the classroom to the cafeteria, from school buses to ball fields, we will maintain a standard of academic and behavioral excellence. Every student, every staff member, and every school have a responsibility to rise to the occasion and contribute positively to our school community.

Accountability for All - We are committed to being transparent, responsible, and results driven. Accountability will not be a concept - it will be a practice. Students will be held accountable for their learning and conduct, and educators and leaders will be accountable for creating environments that support success. Families are our partners, and we invite you to join us in modeling and upholding our shared expectations.

A Safe, Supportive Environment - The safety and well-being of every student and staff member remain our top priority. We will maintain schools that are physically secure, emotionally supportive, and free from disruptions and distractions. Every child deserves to feel safe, seen, and valued every day.

As we move forward, we will do so operating in a spirit of excellence - not perfection, but excellence. That means giving our best, doing what is right, and continuously improving for the sake of our students and our community.

To our families, thank you for entrusting us with your children. To our students, I want you to know that you are the reason we are here, and you are capable of doing amazing things. I look forward to seeing you learn, grow, and shine this year.

Together, let’s make this a year of transformation, pride, and progress for our schools, for our students, and for Selma.

Sincerely,

Dr. David Scott
Superintendent
Selma City Schools

PARENTS' RIGHT TO KNOW

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

- Whether the teacher has met the professional certification requirements as adopted by the Alabama State Department of Education to teach a specific grade level and/or subject area in which the teacher provides instruction,
- Whether the teacher is teaching under emergency or other professional status that the state of Alabama has waived,
- Whether the teacher is teaching in the field of discipline of the certification of the teacher,
- Whether the child is provided services by paraprofessionals and if so, their qualifications, and,
- The names of the adopted curriculum including detailed summaries about the information and names of supplemental materials.(Act No. 2024-35 Effective June 1, 2024).

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

CIVIL RIGHTS COMPLIANCE

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

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

- **Title VII of the Civil Rights Act of 1964**
  Title VII protects individuals against employment discrimination based on race, color, religion, sex, as well as national origin. If you would like to file a Title VII complaint or have inquiries regarding employment discrimination, please contact: Mr. Reginald Glover. SCS is committed to maintaining equitable employment/educational practices, services, programs, and activities that are accessible and usable by qualified individuals with disabilities.

- **Title IX of the Educational Amendments of 1972**
  Title IX prohibits discrimination based on sex. If you would like to file a Title VI or Title IX complaint or have questions, please contact:

Mr. Reginald Glover, Coordinator of Attendance and Truancy
2194 Broad Street |Selma, Alabama 36701
reginald.glover@selma
cityschools.org
Phone: (334) 874-
1600

HANDBOOK OVERVIEW

The 2025-2026 Selma City School (SCS) district Student-Parent Resource Handbook was developed in accordance with the policies of the SCS Board of Education and the regulations of the Alabama State Department of Education. The Student-Parent Resource Handbook includes the rights and responsibilities of the school community, a range of disciplinary responses, and policies of SCS. All members of the school community, including students, parents/guardians, principals, school staff, and the district office have rights and responsibilities that support a strong school community.

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

Family Educational Rights and Privacy Act

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

These rights are:

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

2. The right to request an amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading. Parents or eligible students may ask the school to amend a record that they believe is inaccurate or misleading. They should write to the school principal (or appropriate official), clearly identify the part of the record they want changed and specify the discrepancies. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as a principal, supervisor, instructor or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the Board of Public Education; a person or company with whom the school has contracted to perform a special task (such as an attorney, auditor, medical consultant or therapist); a parent or student on an official committee, such as a disciplinary or grievance committee, or assisting another school official performing his or her tasks; or an attorney from the Department of Law with a legitimate educational interest. A school official has a legitimate educational interest if the official needs to review an education record to fulfill his/her professional responsibility. Upon request, the school can disclose education records without consent to officials of another school district in which a student seeks or intends to enroll. (Note: FERPA requires a school district to make a reasonable attempt to notify parent or eligible student of the records request unless it states in its annual notification that it intends to forward records on request).

The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school to comply with the requirements of FERPA. The name and address of the office that administers FERPA are:

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

HIPAA Privacy Rule

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

Home Language Survey (HLS)

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

IMPORTANT CONTACT NUMBERS

District Contacts	Phone Numbers
Attendance/Truancy	334-419-3390
Transportation	334-874-1600
Community Engagement	334-419-3437
Dual Enrollment	334-874-1680
Homeless/Migrant Services/Uniforms	334-419-4775
Mental Health Services	205-928-1611
Strong Start Pre-K Program	334-419-7250
Special Education	334-419-2505
STEAM Education	334-419-1687
Alternative Learning Center	334-874-1675

RIGHTS AND RESPONSIBILITIES

Students have the right to:

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

Students have the responsibility to:

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

Parents/Guardians have the right to:

- Be actively involved in their children’s education.
- Be treated in a courteous, fair, and respectful manner by school staff and principals.
- Receive updates and communication about the school and board's policies and procedures.
- Be given information about the curriculums used in our schools including the names of supplemental materials and resources.

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

Parents/Guardians have the responsibility to:

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

SCHOOL VISITORS

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

The disruptive conduct of all persons (parents, volunteers, community members, etc.) that interferes with the safe and orderly operations of school may be restricted or banned from campus, and possibly, subjected to criminal prosecution. All school visitors must report to the front office through the main entrance of the school.

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

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

COMPLAINTS/GRIEVANCES PROCEDURES

It is Selma City Schools' policy not to discriminate based on race, color, national origin, sex, religion, age, or disability in any of its programs, services, or activities. Selma City Schools is interested in providing prompt and equitable resolution of complaints/grievances made by parents, guardians, third parties, and/or students.

A grievance is a written complaint filed by a person who is seeking corrective action, relief, or resolution to an alleged misapplication of the school district's policies or procedures. A grievance must provide detailed information on the Grievance Complaint Form, which can be found in the appendix of the code of conduct, at the school, or central office.

Level I

1. The grievant must provide the following information to the school principal/supervisor on the **Grievance Complaint Form**: (2) the name of the school district employee or other individual whose decision or action is at issue, (3) a description of the alleged violation, including the dates and times of incidents and (4) each specific resolution desired.

2. The complaint form shall be personally delivered or mailed to the principal/supervisor within **30 calendar days** after the grievant becomes aware of the alleged violation.

3. The principal/supervisor shall schedule a meeting with the grievant within five (5) school days after the written complaint has been submitted to the principal/supervisor.

4. The principal/supervisor shall conduct an investigation of the facts before rendering a decision. The investigation may be informal however thorough, providing all interested persons an opportunity to submit evidence and witnesses relevant to the complaint.

5. The principal/supervisor shall provide a written response to the complaint within ten (10) school days of the meeting, unless good cause for delay is shown. The response will include the principal's/ supervisor's decision regarding the resolution and the basis for the decision. *The response need not disclose all information received during the investigation to protect the individuals who in good faith participated in the investigation.* Additionally, the response shall not disclose confidential information regarding other students or employees.

   ***If the complaint is regarding the school principal/supervisor, the grievant must provide the following information to the superintendent: (1) the name and address of the person making the complaint, (2) the name of the school district employee other individual whose decision or action is at issue, (3) a description of the alleged violation, including dates and times incidents, (4)alleged violation/complaint, (5)possible desired resolutions to the complaint.
   The superintendent may appoint a designee to handle the complaint against the principal/supervisor. The superintendent shall follow the above grievance procedures in lieu of the principal/supervisor.

Level II

1. If the grievant is dissatisfied with the principal's/supervisor's decision, the grievant may appeal the decision to the superintendent's designee. The appeal must be made in writing, personally delivered or mailed to the superintendent' designee **within five (5) school days** of the grievant receiving the principal's/supervisor's decision. *If the grievance was regarding the school principal/supervisor, and originally made with the superintendent's designee, proceed directly with personally delivering or hand mailing this form and any additional documentation to the superintendent.*

2. The superintendent's designee shall review the written documents and may schedule and hold a conference with the grievant, principal, supervisor or other individuals the superintendent's designee determines appropriate.

3. After the grievant submits the appeal, the superintendent's designee shall issue to the grievant a written determination regarding the appeal and its resolution within **fifteen (15) school days**, unless good cause for delay is shown. The written determination need not disclose all information

received during the appeal to protect the individuals who in good faith participated in the appeal process. *The response need not disclose all information received during the investigation to protect the individuals who in good faith participated in the investigation.* Additionally, the response shall not disclose confidential information regarding other students or employees.

Level III

1. If the grievant is dissatisfied with the superintendent's designee's decision, the grievant may **appeal the decision to the superintendent**. The appeal to the superintendent must be made in writing, personally delivered or mailed to the superintendent **within five (5) school days** of the grievant receiving the designee's decision.

2. The superintendent shall review the written documents and may schedule and hold a conference with the grievant, principal, supervisor or other individuals designated by the superintendent within five (5) school days.

3. The superintendent shall issue to the grievant, **within five (5) school days** after the grievant submits the appeal, a written determination regarding the appeal and its resolution. *The written determination need not disclose all information received during the appeal to protect the individuals who in good faith participated in the appeal process. The written determination shall not disclose confidential information regarding other students or employees*. **The decision of the superintendent is final**.

4. ****In the event a person files a complaint under multiple areas or otherwise has several avenues available under the board of education policies and procedures, those policies and procedures may be consolidated in order to achieve a prompt an equitable resolution of the complaints, when doing so will not deprive the grievant of any rights granted under any of the separate policies and procedures. However, under no circumstances should the filing of a grievance complaint stay or otherwise delay other administrative proceedings.*

5. ***The board of education will take all appropriate steps to prevent the recurrence of any discrimination as identified in this policy and to correct discriminatory effects on the grievant and others, if appropriate.

6. ***Individuals shall not be subjected to retaliation because they filed a grievance, appeal or participated in an investigation pursuant to the grievance procedures.

SCHOOL ATTENDANCE AND TRUANCY INTERVENTION
Regular School Attendance Matters!

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

Attendance Required

Every child between the ages of six and seventeen years shall be required to attend a public school, private school, church school, or be instructed by a competent private tutor for the entire length of the school term in every scholastic year except that, prior to attaining his or her 16th birthday every child attending a church school as defined in Section 16-28-1 is exempt from the requirements of this section, provided such child complies with enrollment and reporting procedure specified in Section 16-28-7. Admission to public school shall be on an individual basis on the application of the parents, legal

custodian, or guardian of the child to the local board of education at the beginning of each school year, under such rules and regulations as the board may prescribe. The parent, legal custodian, or guardian of a child who is six years of age, may opt out of enrolling their child in school at the age of six years by notifying the local school board of education, in writing that the child will not be enrolled in school until he or she is seven years of age.

Blended/Virtual Learning Attendance

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

ALSDE Virtual Learning Attendance Procedures

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

Blended/Virtual Learning Attendance Processes

Regular attendance is required. Daily check-in with the teacher is also required through the designated online learning management system and/or virtual learning program platforms. If students are not completing work or participating in learning, staff members will contact parents in a timely manner to make them aware of the missed assignments. The school counselor will work with the teacher and families to develop a Multi-tiered Systems of Support (MTSS) plan that targets attendance.

Students enrolled in the Saints Virtual Learning Program, the virtual learning-independent support track, must maintain regular attendance in registered courses. The school district reserves the right to revoke the virtual status of a student if continuously failing courses and for not completing work. Parents will be notified of the matter, and if no change is observed, the district will act in the best interest of students to change his/her enrollment placement.

Blended/Virtual Learning

Local schools develop a monitoring process to track student attendance in Blended/virtual sessions. Reports from virtual learning program platforms can be used to monitor student login times. Failure to log into sessions and completed the required work will significantly hurt a student's chances of success. Although the schedule of virtual students differs from flexible, students must complete their obligations.

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

Excused Absences

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

- Prior approval of a non-illness absence must be obtained from the school principal. A written request must be made by the parent at least one week in advance of the absence.

Unexcused Absence
Students with more than eighteen (18) unexcused absences in one school year will be given a FA (Failure Due to Absence) unless extenuating circumstances exist as determined by the school principal. ***For high school students, the number of unexcused absences are measured <u>per semester</u> (no more than 9 unexcused absences during the 1st semester and no more than 9 unexcused absences during the 2nd semester).**

Any absence not listed above in the excused absences category or not authorized by the superintendent or designee will be considered unexcused. Examples of unexcused absences are:

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

Written Parental Notes
No more than eight (8) parental notes will be accepted per school year. After the eighth parental notice, written doctor's excuses are required. Student absences will be marked unexcused unless documented by the appropriate doctor's office or agency. Parental notices must include the students full name, date, and reason for absence. **The written notice must be submitted within three (3) days of a student returning to school.**

Parents/guardians are asked to make certain designated school officials receive the written excuse notes. The parent or guardian should keep a copy of the written excuse note as part of a personal record. **If a written excuse note is not turned in, the absence will be considered an unexcused absence.** A parent/guardian can request copies of a student's attendance records from the school's front office. A medical condition that is documented will be excused after the 8 parental notes are exceeded.

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

Emergency Closing of Schools
In the event of schools closing due to inclement weather or other reasons, the superintendent's office will notify parents/guardians via the *Remind App* and the media as soon as possible to all current emergency phone numbers provided by the parent/guardian.

Tardy to School
School begins for students in Grades K-8 at 8:00 am, and they are considered tardy at 8:01 am. School begins for students in Grades 9-12 at 7:55 am, and they are considered tardy at 7:56 am. A tardy is defined as arriving at school after the scheduled start time. Students who arrive after the designated start time of school will be marked as tardy by the homeroom teacher. If students are late, they are expected to get an admit slip to class from the office staff upon arriving at school. Categories for excused tardies are aligned with categories for excused absences. Documentation of the excused tardy must be accompanied by official documentation.

Tardy to School Procedure
- 2nd Tardy: Verbal warning and parent contact
- 4th Tardy: Parent, Student, Teacher, Counselor or Administrator Conference
- 6th Tardy: Refer to the Truancy Team

Tardy to Class Procedure (Secondary Schools Only)
- 2nd Tardy: Verbal warning (student/teacher)
- 4th Tardy: Parent, Student, Teacher, Counselor or Administrator Conference
- 6th Tardy: Refer to Truancy Team

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

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

Chronic Absenteeism
Chronic absence is an Every Student Succeeds Act (ESSA) school quality indicator. Chronic absence is defined as missing 10 percent of school days within one academic year for any reason. Researchers have

defined absences as “chronic” when students reach the level at which a child’s school success is at significant risk. Chronic absence is different from truancy, which counts only unexcused absences, and average daily attendance, which reports the average number of students who attend school each day. Chronic absenteeism is missing 18 or more days of school for any reason – *including excused and unexcused absences.*

Late Arrival and Early Dismissal

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

Chronic Health Illness or Condition

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

Selma City Schools Early Warning Program

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

Description: The program is a joint effort between the Selma City Board of Education and the District Attorney’s office. It is designed to reduce truancy, the number of student dropouts, and to provide an intervention program for student behavior at school.

Procedure: Parents will be notified when truancies have occurred. Should truancies occur, the parent(s)/guardian(s) and child may be summoned to a juvenile court session. Further truancies could result in the filing of a petition.

EARLY WARNING TRUANCY PROGRAM	
3rd Unexcused	Required Student-Parent-Administrator Conference to address attendance, behaviors, and academics
5th Unexcused	Referral made to Coordinator of Attendance and Truancy/ Team for Mandatory meeting
7th Unexcused	Coordinator of Attendance and Truancy complete petition on parent or student for truancy court

SELMA CITY SCHOOLS “BULLYING” POLICY

No student shall engage in nor be subjected to bullying, violence, threats of violence, or intimidation by any other student that is based on any of the specific characteristics.

The term " bullying" means a continuous pattern of intentional behavior on or off of school property, on a school bus, or at a school-sponsored function including, but not limited to, cyberbullying or written,

electronic, verbal, or physical actions that are reasonably perceived as being motivated by any characteristic of a student, or by the association of a student with an individual who has a particular characteristic, if the characteristic falls into one of the categories such as student's race, sex, religion, national origin, sexual orientation, gender identity, disability.

To constitute bullying, a pattern of behavior may do any of the following:

- Place a student in reasonable fear of harm to his or her person or damage to his or her property.
- Have the effect of substantially interfering with the educational performance, opportunities, or benefits of a student.
- Have the effect of substantially disrupting or interfering with the orderly operation of the school.
- Have the effect of creating a hostile environment in the school, on school property, on a school bus, or at a school-sponsored function.

Have the effect of being sufficiently severe, persistent, or pervasive enough to create an intimidating, threatening, or abusive educational environment for a Reporting, Investigation, and Complaint Resolution Procedures for Bullying:

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

Upon receipt of the complaint, the principal or the principal's designee will determine if the complaint alleges a serious violation of this policy. If the principal or the principal's designee determines that the complaint alleges a serious violation, the principal or the principal's designee will undertake a reasonably prompt investigation of the complaint.

Reprisal or Retaliation

Reprisal or retaliation against any person who reports an act of intimidation, violence, threat of violence, or bullying, is prohibited and appropriate remedial action will be taken against a person who engages in such reprisal or retaliation. This includes members of gangs seeking to intimidate, threaten violence or bully others.

False Accusations

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

A CLIMATE OF PREVENTION AND INTERVENTION

Shaping Positive Schools

It is the mission of Selma City Schools to provide a safe and supportive teaching and learning environment. Our district recognizes that many factors, both inside and outside the school building, impact our students. SCS is committed to fostering a positive learning environment and meeting the needs of all students in each of our schools. School climate is defined as a product of interpersonal relationships among students, families, teachers, support staff, and administrators. School culture is the set of rules, traditions, and norms

that govern the way schools perform daily operations. Positive relationships are critical to creating a positive school climate. It is understood that the school staff sets the tone and expectations for the organizations, yet collective responsibility must be assumed by all stakeholders to improve the quality of education provided in a school.

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

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

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

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

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

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

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

Positive Behavior Intervention Supports (PBIS)
The Selma City School district implements Positive Behavior Intervention Supports (PBIS) to create positive learning environments that focus on prevention and responsible intervention. Schools work to transform their school norms and establish support to reinforce positive student interactions. PBIS consists of three tiers.

Tier I is a universal strategy that addresses 100% of the student body. In Tier I, students are taught rules and routines for all the different areas of the school to include the classroom, hallway, cafeteria, gym, library, restroom, and playground. Students who are unsuccessful in demonstrating these expectations should be retaught before being referred for Tier II interventions. Review student behavior and refer students who continue to have difficulty demonstrating expected behavior after several re-teaching efforts to the RTI/Problem Solving Team.

Tier II is targeted support for some students (15-20%) who continue to have behavioral and attendance concerns after redirection. The goal of Tier II interventions and supports is to reduce the frequency and intensity of behaviors. Tier II support should be small groups or individualized intervention strategies that address specific behaviors. A school team may develop an intervention plan that outlines strategies to redirect behavior but not punish. The school counselor should be involved in providing support at this level.

Tier III is intense support for a few students (5%) who even with Tier II interventions and support continue to have behavioral concerns at school due to personal, health, social, and family lifestyle issues outside of school. Tier III interventions and strategies should include referrals to wraparound services such as mental health, etc. The district's behavioral intervention should be involved in providing support at this level.

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

- Engagement—Involve the individuals in decisions that affect them by listening to their views and genuinely taking their opinions into account before a decision for a disposition is made.
- Explanation—Explain the reasoning behind a decision to everyone who has been involved or who is affected by inappropriate behavior, including the perpetrator and the victim.

- Clarify the Follow-up Expectations for Behavior – The principal, designee, or school faculty should make certain that everyone clearly understands the final decision and what is expected of them in the future (Kim & Mauborgne, 2003).

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

Examples of such strategies include the following:

- Conference
  Involves students, parents/guardians, teachers, school staff and principals in discussion about student misbehavior and potential solutions that address social, academic and personal issues related to the behavior.

- Conflict Resolution
  Empowers students to take responsibility for peacefully resolving conflicts. Students,

parents/guardians, teachers, school staff and principals engage in activities that promote problem-solving skills and techniques, such as conflict and anger management, active listening and effective communication.

- Functional Behavioral Assessment:
  Involves gathering information about a student's inappropriate or disruptive behavior and determining approaches that school staff should take to correct or manage student behavior. This information is used to develop a plan for the student.

- MTSS Plan
  An approach to correcting inappropriate or disruptive student behavior through a plan designed by school staff to offer positive behavioral interventions, strategies, and supports. This plan is appropriate for students with and without disabilities.

- Individualized Education Program (IEP) Teams
  Includes groups of individuals who are responsible for identifying and evaluating students with disabilities; developing, reviewing and revising IEPs for students with disabilities.

- Mentoring Program
  Involves pairing students with mentors (a counselor, teacher and fellow student or community member) who help their personal, academic and social development.

- Parent Outreach
  Requires school staff to inform parents/guardians of their children's behavior and seek their assistance in correcting inappropriate or disruptive behavior. Outreach made in writing or by telephone is intended to make parents aware of students' behavior, task completion and achievement, and can include a request for parents to accompany students to school.

- Peer Mediation
  A form of conflict resolution in which students help other students deal with and develop solutions to conflicts.

- Response to Intervention
  Usually consists of teachers, school principals, mental health services coordinator, and parents and may also include nurses, mental health clinicians, psychologists and external representatives who help develop prevention and intervention techniques and alternative strategies that ultimately lead to student success. When student behavior requires intervention, the Problem-Solving Team develops a plan to address the behavior.

- Community Conferencing
  Allows students, school staff and others involved in a conflict to discuss the conflict and how it affected them, and to propose solutions.

- Community Service
  Allows students to participate in an activity to serve and benefit the community. Examples include working at a soup kitchen, cleaning up public spaces, helping at a facility for the elderly, etc.

- Referral to Appropriate Substance Abuse Counseling Services
  Occurs for behavior related to substance abuse, or with those for whom there is reason to believe substance abuse counseling is needed. Services can be school, or community based.

- Referral to Community-Based Organizations
  Can involve a variety of services, including after-school programming, individual or group counseling, leadership development, conflict resolution and tutoring.

- Referral to School-Based Health and Mental Health Services
  Provides counseling and assessments to students in need. Students are encouraged to privately share issues or concerns that lead to inappropriate or disruptive behavior or negatively affect academic success. In counseling sessions, students discuss goals and learn techniques that help them overcome personal challenges. Parents are to be regularly informed of student progress during counseling sessions and at school. Sessions can also involve family members or can be done in groups.

- Restorative Circles
  A restorative circle is a community process for supporting those in conflict. It brings together the three parties to a conflict – those who have acted, those directly impacted and any other participants of interest to the matter. Restorative circles are facilitated in three stages designed to identify the key factors in the conflict, reach agreements on next steps, and evaluate the results.

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

Discipline Responses
Students are held to high academic and behavioral standards. Students are expected to always demonstrate respect for themselves and others. When students are disruptive or act inappropriately, school staff and principals are expected to respond logically, appropriately, and consistently. The Response Codes describes three levels of behavior, increasing in seriousness from a Type 1 behavior to a Type 5 behavior.

Each behavior is assigned to one or more of these types of responses. Principals and school staff should use only the levels suggested for each behavior. Responses and interventions are to be progressive. If a behavior is assigned to two or more types of responses, the lowest level of intervention should generally be used first. **When choosing a higher-level response within the range of possible responses, an administrator must consider:**

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

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

RESPONSE TO BEHAVIOR DESCRIPTION CODES

TYPE 1 RESPONSE – MINOR OFFENSES AT CLASSROOM RESPONSE LEVEL

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

Type 1 Behavior Descriptions

Code 100 | Tardy to Traditional School or Virtual Class
Arriving late to school, class sessions, or activity.

Code 101 | Noncompliance with a Reasonable Request
Not following the reasonable request of a teacher, administrator or staff member.

Code 102 | Agitating Other Students
Unwanted and/or unreciprocated picking on or bothering other students.

Code 103 | Profane or Indecent Language
Using profane or indecent language, such as cursing on school grounds, in a virtual learning environment, or at school-sponsored activities.

Code 104 | Cutting Class
Failing to attend a scheduled class or activity without authorization but remaining on campus.

Code 105 | Dress Code Violation
Wearing clothing that does not comply with the school's unified dress code.

Code 106 | Cheating
The act of gaining an unfair advantage on graded academic activities.

Code 107| Noncompliance with School Bus Rules
Not following the rules on the school bus and refuses to follow the directions of the bus driver or aide.

Code 108 | Any other offense that the principal may reasonably deem to fall within this category.

TYPE 2 RESPONSE – SCHOOL BASED RESPONSE LEVEL

1. Student tells his/her side of the story orally and in writing.
2. Administrator conferences with parents or guardians and determines if further consultation with school staff or teams is necessary.
3. If necessary, in-school suspension (ISS) no more than 5 days.
4. Fighting (1st Occurrence), if necessary, no more than 5 days of in-school suspension (ISS), or no more than 3 days out-of-school suspension (OSS); administrative authority is applicable in secondary schools.
5. Each step of the interventions must be initiated, and all interventions and interactions documented in PowerSchool

Type 2 Behavior Descriptions

Code 200 | Repeated Violations of a Pattern of Type 1 Behaviors, with Evidence of Implemented In-Class/Virtual Interventions
A repeated pattern of Type 1 behaviors that continues after documentation of prior interventions.
Three or more incidents of a Type 1 behavior may constitute a pattern. The discipline referral must include documentation of interventions implemented.

Code 201 | Electronic Devices: Improper use of Cell Phone
Using personal technology (such as a cell phone), electronic devices or the Internet, except when used for educational purposes with the permission of the classroom teacher or school administrator, or in violation of school rules.

Code 202 | Disruption of the Learning Environment
Continuously and intentionally disrupting the learning environment to the extent the learning of other students or the normal functioning of the school is significantly impaired. The discipline referral must include evidence-demonstrating learning or the normal functioning of the traditional or virtual setting was significantly impaired.

Code 203 | Inappropriate touching
Minor contact of a sexual nature, such as touching over clothing.

Code 204 | Gambling
Betting on games or activities for money or things of value.

Code 205 | Drug Paraphernalia Possession Only
Possessing any material used to produce or consume illegal drugs. Drug paraphernalia includes, but is not limited to bongs, roach clips, miniature spoons and pipes used to consume illegal drugs.

Code 206 | Unauthorized Possession of Medication w/o Intent to Distribute
Possession of prescription or non-prescription medication that has not been registered in the school's office.

Code 207 | Cutting Class
Repeatedly failing to attend a scheduled class or activity without authorization.

Code 208 | Inappropriate Physical Contact with Other Students
Engaging in minor physical contact with another student such as pushing, bumping or horseplay.

Code 209 | Fighting (1st Occurrence)
Mutual participation in an incident involving physical violence

Code 210 | School Bus Disruption
Using profane or indecent language, harassment, bullying, and inappropriate touching.

Code 211 | Any other offense that the principal may reasonably deem to fall within this category.

TYPE 3 RESPONSE – SUSPENSION AND ALTERNATIVE PLACEMENT RESPONSE LEVEL
(Report Incident Immediately to the Superintendent or Designee)

1. Student tells his/her side of the story orally and in writing.
2. Administrator conferences with parents or guardians and determines if further consultation with school staff or teams is necessary.
3. If necessary, an administrator may give ISS up to 10 days, or 3 to 5 days out-of-school suspension (OSS), not to exceed a total of 5 days, or recommend placement at the alternative school not to exceed 45 days, or possible expulsion under behaviors types 4 and 5.
4. **If an administrator deems an infraction appropriate based on behavior, it can be dealt with a Type 5 consequence.**
5. Each step of the interventions must be initiated, and all interventions and interactions documented in PowerSchool

TYPE 3 BEHAVIOR DESCRIPTIONS

Code 300 | Repeated Violations of Type 2 Behaviors
A repeated pattern of Type 2 behaviors that continues after documentation of prior interventions. Three or more incidents of a Type 2 behavior may constitute a pattern. The discipline referral must include documentation of interventions implemented.

Code 301 | Profane or Indecent Language Directed Toward an Authority Figure
Directing profane or indecent language toward a teacher, staff member or administrator.

Code 302 | Leaving School Grounds
Without authorization, leaving school grounds without the permission of school officials.

Code 303 | Noncompliance with an Administrative Directive
Refusing to follow administrative directives to comply with assigned disciplinary responses.

Code 304 | Vandalism Under $500
Willfully destroying or defacing school or personal property. The damage caused is less than $500. A child's willingness to repair property damaged or to make restitution will be taken into account in determining the appropriate level of response.

Code 305 | Theft from an Individual or of School Property Under $500
Taking the property of another individual or of the school without permission, with the intent of depriving the owner of the property. The value of the property taken is under $500. A child's willingness to return or replace an item taken or make restitution will be taken into account in determining the appropriate level of response.

Code 306 | Falsifying Records
Falsifying or altering school records, including, but not limited to, written, electronic or digital school records. This does not include cheating. Cheating will be dealt with at the instructional level.

Code 307 | Inappropriate Sexual Behavior
Behavior of a sexual nature that is not recurring and does not rise to the level of sexual harassment or sexual assault. Inappropriate sexual behavior includes, but is not limited to, physical or verbal conduct, communication of a sexual nature, or sexual behavior between consenting parties on school grounds or at school-sponsored events.

Code 308 | Fighting (2nd Offense)
Mutual participation in an incident involving physical violence.

Code 309 | Tobacco/Vape: Possession, Use, or Distribution
Possessing or using any tobacco products, including but not limited to, cigarettes, cigars, vapor, e-cigarettes, or chewing tobacco.

Code 310 | Alcohol or Drug-like Substance
Using, possessing, or being under the influence of alcoholic beverages or substances that have the potential to intoxicate.

Code 311 | Threats: Class 1
A written, verbal or electronic threat to cause harm to students, staff or school in which no plan exists to carry out the threat. The threat must be one that would cause a person to reasonably fear bodily injury.

Code 312 | Fireworks: Possession
Knowingly possessing fireworks on school grounds, on SCS sponsored transportation or at school-sponsored activities.

Code 313 | Possession of a Non-Lethal Firearm or Replica of a Firearm
Possessing a non-lethal firearm, weapon replica, stun gun, BB gun, air gun, airsoft gun, pellet gun, cap gun, or toy gun. A student found in possession of a water gun will not receive out-of-school suspension. A Type 4 Response may only be utilized if possession of the non-lethal firearm or replica causes actual risk of harm to students. The specific nature of the risk must be documented in the discipline referral.

Code 314 | Trespassing on School Grounds
Entering or remaining on school property without authorization. Being present in restricted areas of the school without authorization.

Code 315 | Inappropriate Physical Contact with Others to Include Staff
Engaging in minor physical contact with staff such as intentional or reckless pushing or bumping or other incidents in which there is contact.

Code 316 | Gang Activity
Participating in the display of symbols or paraphernalia or the recruitment/initiation of a student into a gang (violent or disruptive group).

Code 317 | Possession of Incendiary Device (Lighter)
Possession of an incendiary device such as a lighter and other device that could be used to start a fire.

Code 318 | Any other offense that the principal may reasonably deem to fall within this category.

TYPE 4 RESPONSE – HIGHER SUSPENSION AND ALTERNATIVE RESPONSE LEVEL
(Report Incident Immediately to the Superintendent or Designee)

1. Student tells his/her side of the story orally and in writing.
2. Administrator conferences with parents or guardians and determines if further consultation with school staff or teams is necessary.
3. If necessary, an administrator may give up to 5 days out of school suspension (OSS) and/or recommend placement at the alternative school not to exceed 45 days, or possible expulsion under behavior Types 4 and 5.
4. **If an administrator deems an infraction appropriate based on behavior, it can be dealt with a Type 5 consequence.**
5. Each step of the interventions must be initiated, and all interventions and interactions documented in PowerSchool

TYPE 4 BEHAVIOR DESCRIPTIONS

Code 400 | Repeated Violations of a Pattern of Type 3 Behaviors
A repeated pattern of Type 3 behaviors that continues after documentation of prior interventions resulting in three (3) or more incidents of a Type 3 behavior constituting a pattern. The discipline referral must include documentation of teacher discipline log, prior attempts for parental intervention, and a multi-tiered intervention plan being implemented. Consideration will be given to the extent of the behaviors and whether the said behaviors pose a threat to the safety or security of the school when considering recommending suspension from school.

Code 401 | Assault of Student
Intentionally, knowingly or recklessly committing an unprovoked physical attack on another student. Minor physical contact, such as pushing or shoving, does not constitute assault. Students may not receive the same disciplinary consequences for their involvement in an altercation if the school administrator determines they acted in self-defense to protect themselves from physical harm. A Type 5 Response may be used if the assault or the resulting injuries are severe. When a Type 5 Response is used, evidence documenting the incident's severity, and any resulting injuries must be listed in the discipline referral.

Code 402: Under the Influence of Illegal Drugs
Being under the influence of illegal drugs while on school grounds or at school-sponsored activities. A referral to the behavioral interventionist will be made for any student found in violation of this code.

Code 403 | Threat: Class 2
A written, verbal or electronic threat to cause harm to students, staff or school in which evidence exists that a student has a specific, credible plan to cause harm to students, staff or school.

Code 404 | Bullying
Bullying is any intentional act that is severe, persistent, or pervasive and substantially interferes with a student's educational benefits, opportunities or performance, and has the effect of:

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

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

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

Code 405 | Cyberbullying
Using information and communication technologies, including, but not limited to email, cell phones, pagers, voicemails, texts, still photographs or video messages, instant messaging, defamatory websites, social networking sites and online personal polling sites or journals to bully another student. See the definition of bullying above.

Codes 406 - 409 | Harassment
Misconduct that may be perceived or described as bullying, cyberbullying, discrimination, intimidation, or hazing may constitute prohibited harassment if it is based on a student's real or perceived race, color, religion, national origin, handicap/disability, sexual orientation, ancestry or sex, including gender identity, gender expression and appearance; and creates a hostile environment.

Harassment may take many forms and is not limited to conduct that constitutes bullying. Harassing conduct may include verbal acts and name-calling; graphic and written statements, which may include use of cell phones or the Internet; or other conduct that may be physically threatening, harmful or humiliating if such conduct is based on a student's real or perceived race, color, religion, national origin, handicap/disability, sexual orientation, ancestry or sex, gender identity, gender expression and appearance. Harassment does not have to include intent to harm, be directed at a specific target or involve repeated incidents. Harassment creates a hostile environment when the conduct is sufficiently severe, pervasive or persistent so as to interfere with or limit a student's ability to participate in or benefit from the services, activities or opportunities offered by a school.

Code 410 | Sexual Harassment
Sexual harassment is harassment based on sex. Behaviors that constitute sexual harassment may include but are not limited to: unwelcomed sexually suggestive remarks or advances; pictures, gesturing or

exposure; verbal harassment or abuse of a sexual nature; messaging of a harassing, abusive or sexual nature sent by e-mail or other electronic medium; subtle or direct propositions for sexual favors; touching, petting or pinching. Sexual harassment may be directed against a particular person or persons or group whether of the opposite sex or same sex.

Code 411 | Assault of Teacher or Staff
An intentional or reckless act that causes or has the potential to cause physical injury to a teacher or school staff on school grounds or at a school-sponsored activity.

Code 412 | Extreme Disruption of the School Environment
Intentionally disrupting the school environment to the extent that the safety of other students is at risk. A Type 5 Response may only be used if there is documented evidence of actual risk of harm to students provided in the discipline referral. However, a Type 5 Response may be used whenever a threat requires a law enforcement intervention and the risk of harm to students is escalated.

Code 413 | Group Fighting
Three or more students engaging in a physical altercation. The altercation may include more students against a few students or multiple individual fights.

Code 414 | Gang Intimidation
A gang-involved student behaving in a way that would reasonably be expected to cause physical injury to any person.

Code 415 | Off-Campus Behavior Leading to Felony Charge
Off-campus acts committed against a member of the community may subject a student to disciplinary action for off-campus behavior:

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

Code 416 | Sexual Assault
Unwanted sexual contact with the use of force against a person's will or when the victim is unable to give consent that poses physical, emotional, or psychological distress or injury upon the victim.

Code 417 | Robbery
Intentionally or knowingly taking the property of another person by use of violence or with the use of a weapon.

Code 418 | Reckless Endangerment
An intentional action in which the behavior causes injury or may potentially cause injury to students or staff.

Code 419 | Fighting: Repeated
A student who participates in three or more fights in a school year may receive a minimum of ten days of out-of-school suspension and be recommended for placement into the alternative school for no more than 6 months. The disciplinary response should be based on the severity and the extent of actual disruption to the learning environment.

Code 420 | Vandalism (Over $500)
Willfully destroying or defacing school or personal property. The damage caused is over $500. A child's willingness to repair the damage or make restitution will be taken into account in determining the appropriate level of response.

Code 421: Theft from an Individual or of School Property (Over $500)
Taking the property of another individual or of the school without permission with the intent of depriving the owner of the property. The value of the property is over $500. A child's willingness to return or replace an item taken or make restitution will be considered in determining the appropriate level of response.

Code 422 | Possession of Other Weapons: Possessing or Transmitting
A knife, switchblade, razor blade, box cutter, other similar instruments, or utilizing a razor blade ammunition, chain, nun-chucks, brass knuckles, Billy Club, an electric weapon or device, such as a Taser, capsicum (pepper spray) or any weapons similar to those listed above capable of causing serious bodily injury. Any weapons found on school grounds or at school functions will be confiscated and turned over to the appropriate authorities.

Code 423 | Refusing or Fleeing from a Drug or Weapon Search
A student who refuses to submit to a drug or weapon search or flees when requested is in violation of this code. Evidence of drugs or firearms must exist for expulsion. A student violating this code is not eligible for the First Time Drug Offenders Class.

Code 424 | Use of Incendiary Device (lighter)
The actual use of incendiary devices such as a lighter and other devices to start a fire.

Code 425 | Any other offense that the principal may reasonably deem to fall within this category.

TYPE 5 RESPONSE–HIGHEST ALTERNATIVE AND EXPULSION RESPONSE LEVEL
(Report Incident Immediately to the Superintendent or Designee)

1. Student tells his/her side of the story orally and in writing.
2. Administrator conferences with parents or guardians and determines if further consultation with school staff or teams is necessary.
3. Administrator will give 10 days OSS,
4. Recommend for placement at ALC up to 1 semester or more, or the superintendent may recommend expulsion.
5. Each step of the interventions must be initiated, and all interventions and interactions documented in PowerSchool

TYPE 5 BEHAVIOR DESCRIPTIONS

Code 500 | Rape
Committing a sexual act with use of force, against a person's will or when the victim is unable to give consent.

Code 501 | Attempted Homicide
Attempting to kill another person.

Code 502 | Threat by Electronic Transmission
A student who transmits by an electronic device a credible threat to cause bodily injury or death to another student or school employee and creates actual disruptive activity at the school that requires administrative intervention.

Code 503 | Homicide
Killing another person.

Code 504 | Drugs
Unlawful possession, use, or distribution of drugs on school grounds, including any controlled substance, controlled substance analog or legend drug (prescription drug). Prohibited drugs include, but are not limited to, ketamine, bath salts and salvia. Distribution of drugs is defined as the intentional exchange of any prohibited drug for money or other benefit. A referral to the district's behavioral interventionist will be made for any student found in violation of this code.

Code 505 | Aggravated Assault of Teacher, School Staff or Resource Officer
Intentionally or knowingly causing serious bodily injury to a teacher, school staff member or school resource officer.

Code 506 | Explosives
Possession of any destructive device, which includes any explosive, incendiary device or poison gas, including bombs, grenades, rockets, missiles, mines and similar devices. Possession of fireworks altered or modified to constitute an explosive is a major offense.

Code 507 | Firearms
Possession of a firearm or bringing a firearm to school. This includes, but is not limited to handguns, rifles, and shotguns. As required by state and federal law, any student who brings a weapon to school will be referred to law enforcement.

Code 508 | Any other offense that the principal may reasonably deem to fall within this category.

DISCIPLINARY CONSEQUENCES & PROCEDURES

Teachers' Bill of Rights (Adopted by the State of Alabama for the 2024-2025)
The Teachers' Bill of Rights (TBR) is legislation championed in response to increasing student discipline and classroom disruption problems. It is designed to give teachers more authority to remove students who disrupt class and places more responsibility on the administration to address student discipline issues before returning those students to the teacher.

Under this law, a teacher can exclude a student from the classroom if the student:

- engages in disorderly conduct ("any conduct that intentionally disrupts, disturbs, or interferes with the teaching of students or disturbs the peace, order, or discipline at any school");
- behaves in a manner that obstructs the teaching or learning process of others in the classroom;
- threatens, abuses, intimidates, or attempts to intimidate an education employee or another student;
- willfully disobeys an education employee; or
- uses abusive or profane language directed at an education employee.

The law also requires that the teacher follow their approved classroom management plan before excluding the student. Principals must review and act on classroom management plans promptly and approve them **before the tenth day of school each academic year**.

For the removal of students from the classroom, teachers will contact the school administrator or designee for Type 2-5 infractions. Students will not be sent out of a classroom without an administrator or designee escort.

Each principal will share a school management plan with students and families at the beginning of the school year to share the expected rules, consequences, rewards, and the action steps that will be taken by teachers to document behavioral infractions.

Selma City Schools Wireless Communication Device Policy

Beginning with the 2025-2026 school year, no student shall use or operate any wireless communication device in any public elementary or secondary school building or on the grounds thereof during the instructional day. No student may possess a wireless communication device in any public elementary or secondary school building or on the grounds thereof during the instructional day unless the wireless communication device is turned off and stored off their person in a locker, car, or similar storage location.

A wireless communication device includes the following: cellular telephone, tablet computer, laptop computer, pager, gaming device, or any other portable electronic devices identified in a wireless communication policy that has the capability of exchanging voice, messaging, or other data communication with another electronic device.

The instructional day includes class transition, lunch, non-instructional times, and any other time specified in the wireless communication device policy.

A student may only use, operate, or possess a wireless communication device in a public elementary or secondary school building or on the grounds during the instructional day in any of the following circumstances:

The use, operation, or possession is pursuant to the student's Individualized Education Program, Individualized Accommodation Plan, Section 504 plan, or Individualized Health Plan.
The use, operation, or possession is for educational or learning purposes under the supervision of local board of education personnel.

The use, operation, or possession occurs during an emergency threatening the life or safety of the student or another person.
All wireless communication devices will be secured and stored in a district approved security container throughout the instructional school day.

Failure to follow this policy will result in the following sanctions. (see below)
First Offense:
Device Confiscated. The device will be held in the Administration office until the end of the school day. Parent Conference and in school disciplinary action.

Second Offense:
Device Confiscate. The device will be held in the Administration office until the end of the school day. In School Suspension (1-3 days)

Third Offense:
Device Confiscated. The device will be held in the Administration office until the end of the school day. In School Suspension (1-5 days)

Fourth Offense:
Device Confiscated. The device will be held in the Administration office until the end of the school day. Out of school suspension (1-5 days)
***The SCS district nor schools are responsible for any damages, lost or stolen electronic device(s).**

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

When corporal punishment is used:

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

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

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

Steps for addressing fights:

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

Students who engage in fights will be disciplined according to the levels of offenses. The egregious manner of a first fight can result in a recommendation for alternative placement. The steps below are meant to serve as a guide. The principal's authority will be applicable as the exception to this procedure in agreement with a central office administrator.

- **First Offense:** Up to three (3) days out of school suspension or up to five (5) days in in-school suspension.
- **Second Offense**: Up to five (5) days of out-of-school suspension or up to ten (10) days assigned to in- school suspension.
- **Third Offense**: Up to ten (10) days of out-of-school suspension and possible placement in the Alternative Learning Center (ALC) for up to 45 days due to recurring applicable behaviors.

Group/Gang Fighting

- **First Offense**: Up to five (5) days of suspension along with placement in the ALC for up to 45 days.
- **Second Offense**: Up to 10 days for fights that are deemed as group-fighting, gang-related, and/or riotous along with placement in the ALC for up to 45 days.

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

Discipline for Special Education

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

In addition to what is stated, the IEP Team should reconvene to review scholar's IEP to add a Behavior Goal and/or start a Functional Behavior Assessment/Behavior Intervention Plan. According to Mastering The Maze, the purposes are to determine and explanation of the purpose behind a problem behavior of a student, to implement positive behavior supports, strategies, and interventions to decrease the likelihood that the problem behavior will recur, and to document that the required IEP Team members participated in the assessment and development of the plan.

Out of School Suspension (OSS)

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

Procedural Steps for Suspension

Because students are entitled to their fair due process when suspended, the principal/designee will:
Inform the student(s) about the infraction in which he/she is supposed to have committed and the basis for the decision.

- Confer with the student(s) to discuss the infraction and to obtain verbal and written statements from all involved parties, including witnesses. This step is important because involved students will be given an opportunity to share the facts from their perspective. Share the information gathered from the investigation from the perspective of all witnesses including any video surveillance.
- Provide the length of the suspension and any further pending actions, including behavioral intervention as determined by the principal.
- Upon suspension of any student, a parent or guardian will be notified in writing sharing the reason for suspension and via an attempted phone call. If required, the parent will also be notified of the date and time of the readmission conference.
- If the suspension does not require further due process proceedings, a hearing will not be required.
- May recommend the immediate removal of a suspended student to restore order, to further investigate the misconduct or to protect persons on the school grounds. If remaining on campus, suspended students will be placed in in-school suspension to avoid another disciplinary infraction. In this case, suspended students can only be released in the care of a parent/guardian.
- Depending on the number of incidents, students will be referred to the Problem-Solving Team if suspended from school three or more days for additional support and monitoring. The purpose of the referral is to improve the behavior.

A suspension from school is an unexcused absence, and students will not be able to make up missed assignments. Students will receive a 0/F on all graded assignments during the suspension, which could cause the student to fail a grade/course based on attendance. Students who are suspended are not allowed on any SCS school properties nor can participate in any school-sponsored activities/events [e.g., school dances, athletic sporting events, graduations, etc.]. If a student is suspended on an instructional day that is canceled because of inclement weather, any scheduled suspension days must be made up on the days following the inclement weather days.

Suspension Appeal

A parent/guardian of the suspended student has the right to appeal suspensions of 5 or more continuous days. The request to appeal the decision must be submitted in writing to the designated central office school support administrator within two days of the administrator's disciplinary action. The request to appeal does not postpone the action taken by the school administrator. The central office administrator will respond to the parent/guardian's request within 24 hrs. and schedule a hearing that will take place within three days of the parent/guardian's written request to appeal. The hearing shall be attended by the student, parent/guardian, and school administrator. Both parties have the right to call witnesses and present evidence. The central office administrator shall notify the student and parent(s) of the decision within two school days following the hearing.

DUE PROCESS HEARINGS AND PROCEDURES

Alternative School Placement

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

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

Expulsion

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

Student Due Process

The Student Due Process, Act No. 2024-262, states that students, families, and legal counsel or an advocate may have access to review any evidence regarding the incident at least 5 days before the hearing if requested. The Student Due Process Act applies to:

- Alternative school placements more than 15 days.
- Suspensions from the regular environment for 11-89 days; or
- Expulsion from the regular school environment for 91-179 days.

Procedural Steps for Student Due Process

The school principal determines the extent of an offense for which alternative placement or expulsion may be warranted based on the behavioral classification committed by the student and submits a completed due process referral with documentation. Immediately following an incident or violation, the principal is authorized to suspend the student for a period not to exceed five (5) days pending an expulsion hearing.

1. A due process hearing will be scheduled within (3) to (5) days of receiving the principal's recommendation. Parents can request copies of all documentation of the incident prior to the hearing.

2. The due process hearing will be facilitated by a central office administrator to include the student, a parent or guardian, the principal or designee and other hearing panel members. If a parent or guardian cannot be contacted, due to outdated demographic information, and/or refusing to attend the meeting, the meeting will still be held.

3. Each party will be provided an opportunity to tell his/her side and present evidence of support to include but are not limited to video, witness statements, etc.

4. A meeting review will be submitted to the superintendent or designee for approval or denial of the recommendation. Additionally, the superintendent or designee may recommend a disciplinary action other than the alternative school or expulsion based on the information shared during the hearing.

5. A written decision will be issued within five school days of the hearing.

6. For alternative school, the student and parent will be notified by the central office when to report to the alternative school within 2 days after the committee decision.

7. For expulsions, if approved, the superintendent will present the information to the board of education for a final decision. The student, parent, and any other witnesses will be invited to attend the upcoming board meeting to address and testify before board members. The student and parent will receive a final decision via mail.

8. For students with disabilities, due process hearings will include the director of special education or a designee to ensure the rights of students and parents are protected. Prior to the hearing for a student receiving special education services, a manifestation determination review must have taken place at the local school to address the behavior associated with the infraction for which the due process hearing was recommended. It is required and mandatory that the review take place prior to any recommendation for either alternative school or expulsion are considered. Students with disabilities who are placed in the alternative educational setting still must receive special education services.

Modification of Alternative School Placement Request

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

Expelled Students Prohibited Attendance at School Events

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

Expelled Student Appeal Request
The board shall have no obligation to consider readmission for any student who has been permanently expelled from school. The board will not consider and shall deny all requests for readmissions made within twelve months of the decision to expel.

The board will not consider and shall deny all requests for readmission by students who were expelled for, withdrew pending an expulsion hearing for, have been charged with or convicted of any of the following:

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

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

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

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

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

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

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

Returning to School from Juvenile Detention Facility
The student will be transitioned through the alternative learning program for a 10-day intervention period.

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

SCHOOL BUS TRANSPORTATION AVAILABLE

The student transportation request form (see Forms section) can be found on the school district's website, at each school, or at the front desk of the Selma City Schools Central Office. The form on the district's website is fillable. The parent/guardian should type in the requested demographic information and submit the form. Forms obtained at the schools, or the Central office can be filled out by hand and returned to the secretary or receptionist at each school or office building.

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

Expectations for Student Behavior on Selma City Schools Buses
Students are expected to:

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

Consequences for Disciplinary Misconduct

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

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

Bus Suspension for Students w/IEP or 504 Plan
Whether a bus suspension would count as a day of suspension would depend on whether the bus transportation is a part of the child's IEP or 504 Plan. If the bus transportation is a part of the child's IEP/504 Plan, a bus suspension would be treated as a suspension unless the public agency provides the bus service in some other way. those cases, the child and his/her parents would have the obligation of ensuring the child's transportation to and from school.

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

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

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

SPECIAL EDUCATION SERVICES

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

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

Child Find
It is the responsibility of Selma City Schools to develop and implement procedures that ensure all children within its jurisdiction, birth to twenty-one, regardless of the severity of their disability and who need special education and related services are identified, located, and evaluated.

Child Find applies to:

- children who currently attend, or will attend, Selma City Schools
- children who attend private schools within Selma City Schools jurisdiction,
- highly mobile children with disabilities (i.e. migrant and homeless children)
- children who are suspected of having a disability and need
- special education even though they are advancing from grade to grade.

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

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

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

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

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

Gifted Education

Selma City Schools provided gifted educational services for eligible students in Grades 3-8. Gifted students are those who perform and/or demonstrate the potential to achieve at high levels in academic or creative fields when compared to their age, experience, and/or environment. Such students require services not ordinarily provided by the regular school program. Teachers, counselors, administrators, parents/guardians, peers, self or any other individuals with knowledge of the student's abilities may refer a student for specialized services. Accommodations in the general education classroom must be provided for the times that the gifted students are in pullout classes.

Section 504 Students

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

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

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

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

Appeal Process

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

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

HEALTH SERVICES AND REPORTING

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

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

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

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

- If a student has an acute or chronic illness and prescription medication is necessary, the parent is required to submit a completed Prescriber/Parent Authorization (PPA) form. Both the physician and parent/guardian information and signature are required.

All medications must be provided and delivered by the parent/guardian to the school nurse/health room. This includes prescription and over-the-counter medications (i.e., Tylenol, Advil, cortisone creams, triple antibiotic ointments and/or creams, Benadryl, cough medicines, etc.).

All medications must be in the original unopened container from the manufacturer or pharmacy, labeled with student's name, medication name, dose of medication, times to be administered, pharmacy name, prescriber's name and current date.

If the student is only needing temporary over the counter (OTC) medicines, the school nurse will give OTC medication for 10 consecutive calendar days with a written authorization note 1) stating dosage requested to be given, 2) time to be given, 3) when the last dose was given at home, and 4) the expiration date of the medication. OTC medicines will not be given longer than 10 days without a physician's order.

All medications are given by a licensed nurse or an authorized medical assistant who has completed and passed a course curriculum.

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

Health and Wellness
The federal government passed a law that governs health and wellness in public schools. The district has established a policy in accordance with this law that includes physical activity and food services on school property. Transcripts of permanent records will be sent to other schools in which a student enrolls or intends to enroll when requested by school officials or when requested by the parent/guardian, or eligible aged student.

Threat of Suicide
If a threat of suicide is reported, the principal or the principal's designee will inform the student's parent or guardian of the report unless at the discretion of the school principal or the principal's designee the apparent cause of the threat of suicide is child abuse or other significant harm from a parent or guardian.

The Selma City Schools Suicide Safety Protocol will be followed to ensure proper steps are taken to address the needs of the student in a timely and proper care. The process requires an immediate assessment of the student's wellness. Parents are an integral part of the process.

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

Immunization
According to Alabama law (16-30-4, Code of Alabama), Boards of Education shall require each student who is otherwise entitled to admittance to present an Alabama Certificate of Immunization (COI). Therefore, no student will be admitted to school without a COI. These certificates may be obtained from the Alabama state and local health department and your private physicians.

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

Child Abuse and Neglect – Alabama Code § 26-14-3 (2012) Mandatory Reporting
The district assures the safety of each child in our care. Staff is required by law to report any suspicion of abuse or neglect. SCS will report suspected abuse to the Selma Police Department and the Department of Human Resources. Employees of both public and private P-12 facilities, school teachers and officials, school employees, day care workers or employees, employees of public and private institutions of postsecondary and higher education. A mandatory reporter is an individual who receives the report from the child and/or has direct knowledge of suspicion of abuse or neglect and must be the one to make the report. All reports must be reported verbally and written via the DHR Form #1593.

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

GENERAL INFORMATION

Unified Dress Code

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

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

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

Clear Bookbag Policy Grades 7-12

The Selma City School Board is continuously working to improve the safety and welfare of students, staff, district employees, and all stakeholders while on one of our school campuses. The current priority is to enhance safety measures by adopting transparent bookbags in middle and high schools. Clear bookbags are required for middle and high school (7-12) students.

Non-transparent tote bags can be carried by students who participate in extracurricular activities to store items related to their specific activity (i.e. cheer, band, athletics, etc.). Upon entry into the school, all extracurricular activity bags will be stored in a designated area. It is permissible for girls to bring a private, small bags to secure personal toiletries. Small handbags and/or purses are also allowed.

Students are urged to only bring essential items to school and leave other unnecessary items at home. School safety and security is a top priority. This proactive measure will enhance school safety and will assist with speeding up the screening process each morning. This policy enables us to keep unsafe and unwanted items out of our schools more efficiently and effectively.

Why Clear Bookbags in Secondary Schools?

- Clear bookbags help streamline security inspections and enhance school safety.
- Clear bookbags help reduce the risk of prohibited items being brought into schools.
- Clear bookbags help prevent the unauthorized entry of weapons, drugs, or other prohibited items onto campus.
- Clear bookbags help provide school officials and security personnel with greater visibility and control over the items students bring to school.
- Clear bookbags help create safer and more secure learning environments for all.

Consequence:

In the event that a middle or high school student fails to bring a clear bookbag, it will be collected and stored in the main office until the end of the school day. Students are expected to keep track of classroom materials and supplies if their bookbag is collected. Repeated violations of this policy will be addressed according to policies outlined in the Student Code of Conduct for Selma City Schools. All bags are subject

to search. **[See Codes 105 and 200]**

Students in grades K-6 can are allowed to have clear and mesh bookbags on campus.

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

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

Ala. Code §16-28-40 (1975)

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

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

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

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

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

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

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

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

The following procedures apply to the search of a student for items in his/her immediate possession. The search will be conducted by the principal or his/her designee, in private, in the presence of an adult witness. In situations where there is an immediate threat to the safety and welfare of students and staff, in the

school official's judgment, and the immediate control of the student and item(s) that are subject of the search is necessary, a search may be conducted in a non-private setting and without an adult witness, provided all of the requirements of reasonableness above are met.

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

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

GRADING, PROMOTION, RETENTION & GRADUATION

Teaching and Learning

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

Grading Scale

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

Kindergarten Grading Scale

M=Mastery	S=Satisfactory	N=Needs Improvement

Grading Categories and Weights for Grades K-12 & Semester Weights for High School

Category Weights (Grades K-12)		High School Grading Weight Per Semester (Grades 9-12)			
Major Grades (tests, exams, projects, portfolios, etc.)	**45%**	**Grading Period 1**	**40%**	**Grading Period 3**	**40%**
Minor Grades (daily classwork, math tasks, homework, etc.)	**55%**	**Grading Period 2**	**40%**	**Grading Period 4**	**40%**
Total	**100%**	**Final Exam**	**20%**	**Final Exam**	**20%**
		Total	**100%**	**Total**	**100%**

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

Grading Periods

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

Grading Period	Time Frame	Report Card
1st 9 Weeks	August 11-October 14	October 22nd
2nd 9 Weeks	October 15-January 9	January 21st
3rd 9 Weeks	January 12-March 13	March 25th
4th 9 Weeks	March 23-May 22	May 22nd

Averaging Grades

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

Report Cards

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

Progress Reports

Progress reports generated by PowerSchool will be provided to parents based on the calendar established by Selma City Schools. Progress reports will be monitored by both school administrators to prevent and address high failure rates. Progress reports should be signed by parents and returned to the school to be filed with the student's other work.

Transfer Student Grades

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

Conduct Grades

Student conduct will not be considered when determining academic grades.

Classroom conduct will be assigned in grades K-5 based on the following scale: S= Satisfactory N= Needs Improvement, and U= Unsatisfactory

Make-up Missed Assignments
In the event students are absent (excused) from school, they will be afforded the opportunity to make up the missed work. When students return to school, the teacher will provide appropriate instruction, provide students with an opportunity to complete missed work, and the teacher will evaluate the missed work and assign the earned grade.

PROMOTION AND RETENTION

Students are promoted from grade to grade based on credit earned during the school year, in summer school programs, or in such other academic programs as may be approved or recognized by the Board and in accordance with applicable law. Students who are eligible for promotion from grade to grade may nevertheless be retained by agreement of the parents and appropriate school officials. **Students who with more than eighteen (18) unexcused absences in one school year will be given a FA (Failure Due to Absence) unless extenuating circumstances exist as determined by the school principal.**

For high school students, the number of unexcused absences are measured <u>per semester</u> (no more than 9 unexcused absences during the 1st semester and no more than 9 unexcused absences during the 2nd semester).

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

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

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

Alabama Literacy Act: End of Third Grade Promotion Requirement
According to the Alabama Literacy Act, effective the **2023-2024 school year**, "third grade students shall demonstrate sufficient reading skills for promotion to fourth grade. A student scoring at the lowest achievement level in reading on the established state assessment for third grade will not be promoted to fourth grade unless the student meets a good cause exemption for promotion."

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

Special Education Students/Section 504 Plan
The Selma City Schools Board of Education also recognizes and accepts the classification of students identified as exceptional. Requirements for promotion of these students shall be in accordance with the Individual with Disabilities Education Act (IDEA) as well as with comparable state regulations. Accordingly, all students who are classified under any special education category shall have their achievement levels for promotion and retention established by an Individualized Educational Program. If a student is receiving all instruction in a self-contained special education classroom or is receiving instruction in a subject in both the regular and self-contained classrooms, the Individualized Education Program (IEP) developed by the IEP team will govern promotion.

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

INSTRUCTIONAL SUPPORTS AND SERVICES

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

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

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

Career Technical Education (CTE)
Career and Technical Education (CTE) programs are designed to prepare students for success in the global workforce through hands-on learning, opportunities to earn post-secondary credits, and industry-recognized certifications. Participation in Career and Technical Student Organizations (CTSOs) further enhances students' development by building essential skills in leadership, teamwork, and communication.

Career exploration begins in middle school, where students are introduced to a wide range of occupations, industries, and career pathways. This early exposure helps students understand the nature of various careers and how these options align with their personal interests, values, skills, and long-term goals.

By eighth grade, students are encouraged to choose a focused pathway as part of their high school journey. Currently, the following programs are available to high school students:

CTE Programs	
Automotive Technology	Food & Beverage Services
Air Force JROTC	Health Science
Accounting	Modern Manufacturing
Business Administrative Services	Masonry
Business Informational Technology	Marketing
Business Management Program	Welding
Financial Management	

Dual Enrollment/Dual Credit for High School Students

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

- The student must meet the entrance requirements established by institutions of postsecondary education.
- The student must have a 2.75 average or higher in completed high school courses and 2.0 for technical.
- The student must have written approval of the appropriate principal and the local superintendent.
- The student must be in Grade 10-12, or have an exception granted by the participating
- postsecondary institution upon the recommendation of the students' principal and superintendent and in accordance with Alabama Administrative Code 290-8-9-17 regarding gifted and talented students.
- Students may enroll in occupational/technical courses/programs in accordance with guidelines of the Department of Postsecondary Education. Students enrolled in courses offered during the normal high school day on or off the high school campus shall have prior permission of the students' principal, superintendent, and the participating postsecondary institution president.
- Parental permission and travel for courses offered off the high school campus during the normal school day will be administered under the supervision of the board of education. Credit agreements shall be developed between the participating postsecondary institution and the local board of education.
- Courses approved for dual credit shall be posted on both the high school and college transcripts if the college course replaces a high school course. If the college course does not replace a college course, the credit will be applied to the college transcript only. Courses completed for dual credit shall be transcribed with the appropriate statement at the college level indicating dual enrollment credit. It shall be the responsibility of the college to report grades (in numerical format) to high school officials. Courses only approved for college credit will not be posted to the high school transcript.

English Language Learners (ELL)

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

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

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

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

Saints Virtual Program
A part of Selma City Schools educational programing, The Saints Virtual Program, for grades 7-12, is a unique pathway to graduation for scholars who are self-directed, responsible, and independent learners with world changing educators providing high quality, individualized instruction and support. Scholars who choose to enroll in Virtual Program are expected to work on a paced schedule developed from diagnostic testing and individualized learning plans. Why choose the Virtual Program? Scholars will have flexibility to learn and work anywhere they choose.

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

HIGH SCHOOL (ONLY) GRADING PROCEDURES

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

A Selma High School student who wishes to complete graduation requirements at the end of the first semester of his/her senior year must meet certain criteria.

- The student must declare the intent to graduate early, by the beginning of his/her senior year, but not later than the last workday in the first month of school.
- The student must have accumulated 24 required credits by the start of their senior year.
- The student must have the 28 required credits for graduation by the end of the first semester of his/her senior year.
- The student must earn a score at the Silver Level or higher on the fall administration of the ACT WorkKeys Assessment.
- The request for early graduation must have approval by parents, the principal, and superintendent of Selma City Schools to graduate early.
- Students transferring into Selma High School at the beginning of their senior year would be eligible to apply for early graduation upon entrance but no later than the last workday in the first month of school.
- Students with unusual circumstances, such as military orders, will be considered for early graduation on an individual basis, through application to the principal and an approval by parents and the superintendent of Selma City Schools.

- Absence - The maximum number of days of absence allowable by Selma City Schools is 10 excused days if requesting early graduation.
- Compliance – The general conduct of students applying for early graduation will be reviewed relation to truancy, tardiness, detentions, and suspension prior to approval.

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

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

- Students in Grades 11-12 must earn an "A" (90% or higher) in a course with no more than three (3) excused absences, 3 excused tardies, and with **no** out of school suspensions may earn exemption from the qualifying course. A student is not eligible for exemption if he/she has unexcused absences or tardies.

Honors Course Requirement

- Students being enrolled in honors level courses must have and maintain a grade point average of 2.75 or higher. Additionally, to be enrolled in honors courses, the student must have a letter of recommendation from at least one core teacher.

Grade Point Average

- For students in Grades 9-12, all grades in all courses taken will be considered as part of the grade point average. Grade averages will be added and divided by the total number of grading periods.

- Grades must be assigned the following point values to calculate the grade point average: A-4; B-3; C-2; D-1; and F-0.

- Grades from honor courses will be weighted at the following point values: A-4.5; B-3.5; C-2.5; D-1.5; and F-0.

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

- Technical dual enrollment will be weighted at the following point values: A-4.5, B-3.5, C-2.5, D-1.5

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

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

Candidates for valedictorian or salutatorian, not enrolled in an equivalent dual enrollment college course, are required to successfully complete the following high school courses (beginning with cohort 2027-2028):

- Required Math: Algebra I, Geometry, Algebra II with Statistics, Precalculus
- Optional Math: Calculus or another higher Math

- Required English: English 9, English 10, English 11, English 12
- History: World History, U.S. History 10, U.S. History 11, Government, Economics
- Foreign Language Course Candidates for valedictorian and salutatorian must have completed his/ her junior and senior years at Selma High School.
- Grading in advanced placement courses and academic dual enrollment courses will be weighted by adding 1 point on a four-point scale and grading in technical dual enrollment and honors courses will be weighted one-half (1/2) point higher than the regular grade on a four-point scale per term. Term grades are to be weighted using the following: A is to be weighted as 4 points plus 1 or 1/2; B is to be weighted as 3 points plus 1 or 1/2; C is to be weighted as 2 points plus 1 or 1/2; D is to be weighted as 1 point plus 1 or ½.
- **Advanced placement courses will be offered through online ACCESS** courses should students choose to enroll.
- No points will be added to term grades for regular courses. This means that an A is equals to 4 points; B is to be equal to 3 points; C is to be equal to 2 points; D is to be equal to 1 point; and F is to be equal to 0 points. Candidates for valedictorian and salutatorian will be selected at the completion of the senior year so that all course work is included in the calculation of the final GPA. A committee including the superintendent and/or a designee will resolve any unusual situations or circumstances that may arise.

Carnegie Units

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

- Entering 10th Grade – 8 credits
- Entering 11th Grade – 16 credits
- Entering 12th Grade – 24 credits
- Required for Graduation- 28 credits

Credit Recovery

In accordance with the guidelines of the Alabama Department of Education, Selma City Schools will offer students who have received a failing grade average of 40 through 59 in courses that are required for graduation an opportunity to recover the lost credit through a standards-based approach that will target specific knowledge and skill deficits instead of requiring the student to repeat the entire course. Such students must meet eligibility requirements to apply. Both parent/guardian and student must sign a contract regarding the terms of this program.

Graduation Diplomas

In order to participate in graduation exercises, students must complete and fulfill all requirements for graduation in accordance with the state of Alabama.

- Alabama High School Diploma – Standard
- Students with Disabilities in the Special Education Program **-** Students with disabilities have three (3) pathways for earning the Alabama High School Diploma: General Education Pathway, Essentials/Life Skills Pathway, and Alternate Achievement Standards (AAS) Pathway. The IEP team, including the parents, will determine which pathway is appropriate for the student.

REQUIREMENTS FOR ATHLETICS

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

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

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

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

TECHNOLOGY EDUCATION

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

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

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

Selma City Schools Wireless Communication Device Policy

Beginning with the 2025-2026 school year, no student shall use or operate any wireless communication device in any public elementary or secondary school building or on the grounds thereof during the instructional day. No student may possess a wireless communication device in any public elementary or secondary school building or on the grounds thereof during the instructional day unless the wireless communication device is turned off and stored off their person in a locker, car, or similar storage location.

A wireless communication device includes the following: cellular telephone, tablet computer, laptop computer, pager, gaming device, or any other portable electronic devices identified in a wireless communication policy that has the capability of exchanging voice, messaging, or other data communication with another electronic device.

The instructional day includes class transition, lunch, non-instructional times, and any other time specified in the wireless communication device policy.

A student may only use, operate, or possess a wireless communication device in a public elementary or secondary school building or on the grounds during the instructional day in any of the following circumstances:
The use, operation, or possession is pursuant to the student's Individualized Education Program, Individualized Accommodation Plan, Section 504 plan, or Individualized Health Plan.
The use, operation, or possession is for educational or learning purposes under the supervision of local board of education personnel.

The use, operation, or possession occurs during an emergency threatening the life or safety of the student or another person.
All wireless communication devices will be secured and stored in a district approved security container throughout the instructional school day.

Failure to follow this policy will result in the following sanctions. (see below)
First Offense:
Device Confiscated. The device will be held in the Administration office until the end of the school day. Parent Conference and in school disciplinary action.

Second Offense:
Device Confiscate. The device will be held in the Administration office until the end of the school day. In School Suspension (1-3 days)

Third Offense:
Device Confiscated. The device will be held in the Administration office until the end of the school day. In School Suspension (1-5 days)

Fourth Offense:
Device Confiscated. The device will be held in the Administration office until the end of the school day. Out of school suspension (1-5 days)
***The SCS district nor schools are responsible for any damages, lost or stolen electronic device(s).**

Internet Safety and Use of Technology

Adoption of Rules and Regulations — The Selma City Schools Superintendent is authorized to develop for Board approval additional or more specific rules and regulations regarding access to and use of its technology resources and to require adherence to such rules and regulations through such means as the "Acceptable Use Agreement," the Code of Conduct, and application of appropriate disciplinary policies and procedures.

Those rules and regulations should incorporate the requirements of the federal Child Internet Protection Act and Alabama's Freeing our Classrooms of Unnecessary Screen for Safety Act including, but not limited to:

1. Measures to block or filter internet access to pictures that are obscene, that constitute child pornography, or that are harmful to minors;

2. Restriction of access by minors to inappropriate and harmful material on the Internet;

3. Limiting Internet access by students to only age-appropriate subject matters and materials;

4. Providing specific procedures and other protections that prioritize the safety and security of students when using email, chat rooms, and other forms of direct electronic communication;

5. Prevention of "hacking" and other forms of unauthorized use of or access to computer or Internet files, sites, databases, or equipment;

6. Unauthorized disclosure, use, and dissemination of personal information regarding minors;

7. Educating minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyberbullying awareness and response;

8. Prohibiting access by students to unlawfully obtained data or information, including "hacking," and other unlawful online activity by students;

9. Prohibiting access to websites, web applications, or software that exposes students to the disclosure, use, or dissemination of their personal information; and

10. Prohibiting students from accessing social media platforms, unless expressly directed by a teacher for educational purposes.

[Reference: 47 U.S.C. §254(h) and (l); Ala. Act 2025-386]

Permission to Use Technology
In general, students should only use technology with the permission of a school district employee. During school hours, students should only use technology for school-related purposes. Students must have specific permission from their teacher in order to:

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

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

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

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

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

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

- Recordings made by or on behalf of the Selma City Schools for inclusion in district publications and newsletters or for dissemination to the news media for the purpose of publicizing programs or events.

- Recordings made by representatives of news media, parents/guardians and other persons lawfully on SCS campus to attend district events open to visitors, including dramatic productions, athletic events, meetings of the board of education and other meetings open to the public; provided, however, that recordings may be limited in the case of performances of copyrighted material.

- Recordings made in connection with certification and other credentialing processes applicable to teachers and teaching assistants.

- Recordings made with the approval of the superintendent/designee for the purpose of assessing or improving the quality of instruction.

- Recordings made by faculty members for educational purposes tied to the goals and objectives of a course or courses, or for dissemination only in the faculty member's password protected site.

- Recordings made for use in connection with class photographs, student publications and yearbooks.

- Recordings made and maintained for security purposes.

- Recordings of interior or exterior scenes where the presence of recording subjects who have not given consent is merely part of an incidental background.

- Any other recordings as approved in advance by the superintendent/designee or the principal/designee with approval may include appropriate restrictions.

Rules and Limitations
Students should strive to be good digital citizens. In addition to following the Acceptable Use Policy, school rules, and board policies, students must also comply with all applicable local, state, and federal laws when using technology. Any student identified as a security risk, or as having a history of such, may have technology restricted or denial of school property and personal usage prohibited on campus.

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

APPENDIX

NOTICE OF RECEIPT

Parent/Guardian Attention Required

Student Name _____ Room/Section No. # _____

Selma City Schools
2025-2026 Student-Parent Resource Handbook Notice of Receipt

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

I, _____ parent of _____ student acknowledges with my parent/guardian by our signatures below that we have received, read, and understand the policies, procedures, and regulations outlined in the Student Code of Conduct for Selma City Schools. We understand that the guidelines in this handbook apply to all students and families enrolled in Selma City Schools.

Parent's Signature _____

Parent's Address _____

Parent's Phone Number _____

Student Name _____

School's Name _____ Grade _____

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

Student Name _____ Room/Section No. # _____

SELMA CITY SCHOOLS COMPREHENSIVE PARENTAL CONSENT FORM

STUDENT ATTENDANCE & TRUANCY

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

_____ _____
Parent or Guardian Signature Date

INAPPROPRIATE CELL PHONE USAGE

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

_____ _____
Parent or Guardian Signature Date

MEDIA RELEASE STATEMENT

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

☐ Approve ☐ Deny Parent/Guardian Signature: _____ Date: _____

CORPORAL PUNISHMENT

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

☐ Approve ☐ Deny Parent/Guardian Signature: _____ Date: _____

PHYSICIAN AUTHORIZATION FOR SCHOOL NURSE

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

☐ Approve ☐ Deny Parent/Guardian Signature: _____ Date: _____

PERSONAL DEVICE CHECKOUT

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

☐ Approve ☐ Deny Parent/Guardian Signature: _____ Date: _____

ACCEPTABLE USE POLICY

Selma City Schools Internet Acceptable Use Policy (AUP) is designed to provide guidelines to students for using the Internet and email while at school. Please ensure to read the AUP procedures and other technology related information starting on page 51 in this handbook. These procedures must be read and signed by the student and a parent/guardian and returned to the homeroom teacher. Students will not be given access to the Internet or email until this form is signed and returned to school. Please note that if a student violates the terms of this policy, they may lose their Internet privileges and/or be disciplined in accordance with the responses outlined in the Student Code of Conduct disciplinary section. If you have any questions, contact the Department of Technology Services at 334-874-1600 for Selma City Schools.

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

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

Student Signature _____ Date _____

Parent/Guardian Signature _____ Date_____

BULLYING COMPLAINT FORM

Jamari Terrell Williams Student Bullying Prevention Act #2018-472

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

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

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

Today's date _____/_____/_____ School:_____

PERSON REPORTING INCIDENT: ☐ Student ☐ Parent/Guardian

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

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

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

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

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

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

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

_____ Any bullying, harassment, or intimidation that involves physical aggression

_____ Hitting, kicking, shoving, spitting, hair pulling, or throwing something

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

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

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

_____

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

_____
_____
_____
_____

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

_____ No _____ Yes (Did Not Require Medical Attention) _____ Yes (Required Medical Attention)

To your knowledge, has the alleged victim threatened suicide? _____ No

_____ Yes (Check all that apply.)
_____ In writing, whether hand-written or printed text
_____ Electronic
_____ Verbal
_____ Physical

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

_____
_____
_____
_____

(Attach a separate sheet if necessary.)

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

Printed name: _____ Signature: _____ Date: _____

Annual Notification Regarding
School Provided or Sponsored Mental Health Services

Mental Health Services
The school system provides or sponsors the following mental health services [Note: You are required to include the purpose and general description of each of the mental health services you provide here. The following list contains examples, but should be updated to reflect the services your local school system provides]:

- **Large group guidance** - includes school counselor or professional visiting the classroom to discuss topics such as bullying, class scheduling, stress management, test anxiety or guest speakers to discuss good choices, substance abuse prevention, etc.
- **Small group guidance** - includes small groups of students with a school counselor or professional to discuss topics such as test anxiety, grief, healthy coping skills, etc.
- **Mentoring** - Peer Helpers, Big Brothers/Big Sisters, and/or Social Work Interns work with students in school on topics such as friendships, healthy relationships, anger management, and anxiety.
- **Assessments or Surveys** - includes questionnaires provided to students related to social behaviors, feelings, etc.
- **Crisis intervention** - short-term, immediate assistance by school counselor or professional for a specific situation.
- **School-Based Mental Health** - On-going counseling services by school professionals or private practitioners in the school setting. [**Note**: Most school systems obtain written permission for outside counseling or one-on-one school counseling and will continue to do so. If that is the case, you may wish to add the following language to this paragraph: Parent or legal guardian's permission will be obtained during an intake meeting before services are provided.]

Review of Materials
You may request to review any materials used in the guidance and counseling programs available to students by contacting the student's principal [Note: You may choose another person for the parent to contact or another method for parents to obtain information.]

Information Regarding How to Allow, Limit, or Prevent Your Child's Participation in Mental Health Services

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

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

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

Parents of students with disabilities: Please note that the opt-in process is not applicable to any school counseling services or "mental health services" contained in a student's IEP or §504 plan. Consent for those services will be obtained and information regarding your child's mental health services will be provided through the usual special education process.

Selma City Schools
OPT-IN FOR MENTAL HEALTH SERVICES

School Name _____ **Student Name** _____

As of the date of my signature below, I opt-in for my child,_____, is under the age of 14 years old:

_____ Yes
_____ No

If no, stop here.

If yes, continue below.
I hereby give my permission for my child to participate in the following mental health services:

You may rescind permission for a student to participate in mental health services at any time by providing written notice to school administration [Note: School systems who want parents to submit this notice to a particular person should simply insert the person's title in place of "school administration" (i.e., principal, school counselor, etc.).

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

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

_____ _____
Sign Parent Name Print Parent Name

_____
Date

Received By:
Signature of School Office _____ Date _____

Suspension Appeal Form

(This form must be completed within 24 hours of the suspension.)

School Name _____

Student Name _____ Grade Level _____

Parent Name _____ Date of Appeal _____

Address _____ City _____ State _____

Reason for Suspension

_____

_____

_____

_____

_____

Statement of Appeal (Reason for Appeal)

_____

_____

_____

_____

Explain the Policy/Procedure Violated by School Officials

_____

_____

_____

_____

Rationale Provide by Student for Suspension

_____

_____

_____

_____

Rationale Provided by School Officials for Suspension

_____

_____

_____

_____

Parent Signature _____ Date _____

It is every intent of the Selma City School district to resolve every suspension appeal in a fair and equitable manner in alignment with the Student Code of Conduct. A central office administrator will conduct a thorough investigation including the collection of evidence. The school district will respond within 24 to 48 hours, after receiving an appeal notice, to confer with the parent and school officials about his/her findings.

Received By:

Signature of Central Office Administrator _____ Date _____

SELMA CITY SCHOOLS
One Vision. One Voice. One Selma.

Grievance Form

(This form may be completed by parents, guardians, third parties, and/or students within 24 hours of the hours of the incident.)

I. Name of Person Making Complaint: _____
Address: _____
Phone: _____

II. Name(s) of each school district employee or other individual(s) whose decision or action(s) is an issue

Name: _____ School/Dept: _____
Name: _____ School/Dept: _____
Name: _____ School/Dept: _____

III. Please provide a description of the alleged violation of each individual whose action is an issue, including dates, times of actions or incidents. (Please Print.) You may attach additional pages to the form.

_____
_____
_____
_____
_____

IV. Please list each specific resolution desired.

_____
_____
_____
_____
_____

V. Please attach any additional documentation for which consideration is desired.

VI. My other grievance(s) (if applicable) are for:

☐ Gifted Procedures and Practices ☐ Form attached
☐ Discrimination ☐ Form attached
Based on race, color, national origin, sex religion, age or disability (Title IX, ADA, Title VI, and Section 50
☐ Complaint / Grievance ☐ Form attached
Based on the belief that an employee has acted improperly or has otherwise caused the grievant/complainar suffer hardship or wrong.

VII. In the event a person files a complaint under multiple areas or otherwise has several avenues available under the Board of Education policies and procedures, those policies and procedures m: be consolidated in order to achieve a prompt and equitable resolution of the complaints, when doi so will not deprive the grievant of any rights granted under any of the separate policies and procedures. However, under no circumstances does the filing of a grievance complaint stop or del other administrative proceedings.

VIII. This form and any additional supportive documentation shall be personally delivered or hand mailed to the school principal or supervisor. In the event the complaint is made against the principal / supervisor, this form and any additional documentation shall be personally delivered or hand mailed to the Superintendent.

Principal's/Supervisor's Details of Actions Taken:

_____

_____

_____

_____

_____

_____

_____

_____

_____ _____

Signature of Complainant/Parent **Date**

_____ _____

Signature of Supervisor **Date**

Community Resources	
Early Intervention System/Child Find 1 (800) 543-3098	Safe Schools Hotline (Alabama) 1-888-SAV-KIDS
Children's Rehabilitation Services 2906 Citizens Parkway (334) 872-8421 www.eswcarc.us	Selma Disability Advocacy Program 701 Lauderdale Street (334) 875-6001
Selma AIR (AIDS Awareness) 1405 Jeff Davis (334) 872-6795	Pregnancy Resource Center 408 Dallas Ave. (334) 875-8900 www.pregnancyresources.com
Alabama Family Central 2595 Bell Rd. (888)-928-3417 WWW.ALFAMILYCENTRAL@APACTEAM@.org	
Addison Way Apartments 1300 Cloverdale Road (334) 872-7698	Cedar Grove Apartments 2811 Earl Goodwin Parkway (334) 872-2100
Candlewood II Apartments Lincoln Drive (334) 874-6742	Heritage Hills Townhouses 3100 Lincoln Dr. (334) 875-1877
Magnolia Garden Apartments 1943 Marie Foster Street (334) 872-9195	Selma Housing Authority Central Office 444 Washington Street (334) 874-6271
Selma Housing Development 1124 Water Avenue (334) 874-4000	Lodges on Lincoln 52 Tower Drive 334-538-5100
Alabama Statewide Domestic Violence Hotline 24/7 (800) 650-6522	SABRA Sanctuary P.O. Box 393 (334) 874-8711
Salvation Army 524 Broad Street (334) 526-2718	Edmundite Missions 1428 Broad Street, Selma, Alabama 36701 Phone: (334) 872-2359 | Toll Free: 1-888-540-7722 information@edmunditemissions.org
United Way of Selma & Dallas County 115 Vaughan Memorial Drive P.O. Box 298 Selma, AL 36701 (334) 874-8383	Christian Services for Children in Alabama P.O. Box 2077 Selma, AL 36702 (334) 875-0608
Dallas County WIC Program 100 Samuel O. Moseley Drive Selma, AL 36701 (334) 872-8757	Alabama Medicaid Agency 106 Executive Park Lane, Selma, AL 36701 (334) 418-6600
Selma Area Food Bank 497 Oak Street Selma, AL 36701 (334) 872-4111	Cahaba Center for Mental Health 1017 ½ Medical Center Parkway Selma, AL 36701 (334) 875-2100

SELMA CITY SCHOOLS
2025-2026 ACADEMIC CALENDAR

JULY 2025

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

AUGUST 2025

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

SEPTEMBER 2025

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

OCTOBER 2025

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

NOVEMBER 2025

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

DECEMBER 2025

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

JANUARY 2026

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

FEBRUARY 2026

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

MARCH 2026

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

APRIL 2026

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

MAY 2026

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

JUNE 2026

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

Color Key

- Professional Learning /Teacher Work Days (No School for Students)
- Students Start/End Days
- Federal/School District Holidays (Schools and Offices Closed)
- Asynchronous Days
- Early Dismissal for Students
- Report Card Issued

Calendar of Events

July 4	Independence Day Holiday
Aug. 4-5	Professional Learning Days
Aug. 6	School-Based PD
Aug. 7-8	Teacher Work Days
Aug. 8	Employees' Institute Day
Aug. 11	First Day for Students
Sept. 1	Labor Day Holiday
Sept.19	Asynchronous Day
Oct.10	Fall Break
Oct. 13	Columbus Day Holiday
Nov. 11	Veterans Day Holiday
Nov. 21	Asynchronous Day
Nov. 24-28	Thanksgiving Break/Holiday
Dec. 19	Students Early Dismissal
Dec. 22-Jan. 2	Winter Holidays
Jan. 5	Professional Learning Day
Jan. 6	Teacher Work Day
Jan. 7	Students Return
Jan. 19	MLK Day Holiday
Feb. 16	Asynchronous Day
Mar. 13	Students Early Dismissal
Mar. 16-20	Spring Break
May 22	Last Day for Students/Early Dismissal/ Report Cards Issued
May 25	Memorial Day
May 26	Professional Development
May 27	Teacher Work Day
June 19	Juneteenth

178 Student Days ~ 187 Teacher Days

Staff Work Days

12 Month Employees	July 1-June 30
11 Month Employees	July 21-July 8
10 Month Employees	July 21-June 8
9.5 Month Employees	July 28-June 3
9 Month Employees (Auxiliary Teachers & Nurses)	August 4-May 27
CNP Employees	August 4-May 27 Off Days-Sept.19th & Feb.16th
Paraprofessionals	August 8-May 27 Off Day-Sept. 19th

Grading Periods and Report Card Dates

1st Grading Period	Aug.11-Oct.14 (44 days)	Report Card Oct. 22
2nd Grading Period	Oct.15-Jan.9 (45 days)	Report Card Jan. 21
3rd Grading Period	Jan.12-Mar.13 (44 days)	Report Card Mar. 25
4th Grading Period	Mar.23-May 22 (45 days)	Report Card May 22

DIRECTORY OF SCHOOLS	
Clark Elementary School Dr. Valerie Ashmon-Lewis, Principal 405 Lawrence Street, Selma, AL 36701 (334) 874-1630	Sophia P. Kingston Elementary School & SCS Strong Start Pre-K Center Mr. JaQuincey Ponder, Principal 2224 Selma Avenue Selma, AL 36701 (334) 874-1635
Edgewood Elementary School & SCS Strong Start Pre-K Center Ms. Krystal Dozier, Principal 709 Highland Avenue, Selma, AL 36701 (334) 874-1640	R. B. Hudson STEAM Academy Dr. Ken Hamilton, Principal 1701 Summerfield Road, Selma, AL 36701 (334) 874-1675
Meadowview Elementary School & SCS Strong Start Pre-K Center Mrs. Felicia Tinker, Principal 1816 Old Orrville Road, Selma, AL 36701 (334) 874-1655	Saints Virtual Academy/Alternative Learning Center Dr. Kesia Smith, Site Administrator 1701 Summerfield Road, Selma, AL 36701 (334) 874-1675
Payne Elementary School Mrs. Tamera R. Carter, Principal 1529 Franklin Street, Selma, AL 36701 (334) 874-1660	Selma High School Mr. Stoney Pritchett, Principal 2180 Broad Street, Selma, AL 36701 (334) 874-1680

CENTRAL OFFICE
Superintendent's Office **Ms. Janet Bradley, Executive Secretary to the Superintendent**
Dr. Miranda Bissoo, Director of Career and Technical Education **Mr. Earl Coleman, Jr., Director of Technology** **Dr. Ozella D. Ford, Chief of Student Support Services and Human Resources** **Mrs. Grindal Harris, Chief School Financial Officer** **Ms. Cynthia Milledge, Community Engagement Specialist** **Mr. Joe Peterson, Chief of Operations** **Ms. Cheryl Randolph, Director of Early and Social Emotional Learning** **Ms. Tammy Rowe, Director of the Child Nutrition Program** **Ms. Dyphelia Thrash, Director of Elementary Education and Literacy** **Mrs. Kristen Williams, Chief of Federal Programs and Strategic** **Mrs. Courtney Utsey, Director of Special Education**
Phone: 334-874-1600 | Fax: 334-874-1604 | http://www.selmacityschools.org