

STUDENT HANDBOOK
for
LEARNING SUCCESS



Vision

Focused on Success for ALL

Mission

Empowering Students for Lifelong Success

2026-2027

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Approved 6.11.26

INSTRUCTIONAL GOALS AND OBJECTIVES

Academic development of a child to the maximum extent possible which is consistent with his or her abilities.

This implies that schools will retain each student until it is evident that he or she cannot or will not materially benefit from further academic endeavor. Inherent in this objective is the desire to teach the student to think rationally in a society in which many actions are irrational.

Development of qualities of citizenship. To become a functioning member of our democratic society, and to be equipped with the tools of knowledge necessary not only to perpetuate it but to improve it is one of the highest achievements a student can attain. Development in the student of a respect for the rights, opinions, and credos of others, and teaching him or her to live cooperatively but responsibly and maturity within his society is a primary objective of the school.

Development of physical fitness. A healthy mind functions best in a healthy body, and the Board recognizes the need for guidance of physical development as well as mental growth. Such a program will include preparation of pupils for worthwhile leisure time activities as adults.

Development of practical skills. It is the intention of the Board to develop in the child the ability to earn a living in a competitive society and to prepare him to take his place in the economic dealings which accompany such a position. The Board supports the intention of students to seek additional education in colleges and universities but it also recognizes the need to concern itself with students who intend to be doers rather than thinkers.

Realizing that many students will seek employment upon graduation from the public schools, the Board feels the needs of this group also must be satisfied.

Development of the moral and spiritual being. The Board understands that religious indoctrination is not one of its duties. However, the Board sees no such intention in stating that one of the objectives of the educational program of the schools is to prepare the student spiritually as well as mentally and physically for the world in which he or she will have to live. Such preparation will recognize the various traditions and customs of the community in which the schools are located, but will attempt to develop an understanding of them on the part of students rather than a blind obedience.

GRADING

Grading Scale-The following grading scale shall apply for all students in grades 3 through 12:

A	90-100
B	80-89
C	70-79
D	60-69
F	Below 60 (not passing)

Middle and High School Grade Calculations

If exam score is present

1 st /3 rd	9 weeks – 42.5%
2 nd /4 th	9 weeks – 42.5%
Semester exam	- 15%

If exam is marked as exempt

1 st /3 rd	9 weeks - 50%
2 nd /4 th	9 weeks - 50%
Semester exam	- Exempt

Bonus Points-The following guidelines will be used to limit the giving of bonus points:

1. Bonus points for anything other than academic assignments will not be allowed.
2. Earned academic points will not be taken away from a student's grade for any reason.
3. The grading system stated on the report card is maintained and provisions for indicating a grade over 100 are not given.

TRANSFER OF GRADES/CREDIT

Grade Conversion – Where letter grades are present on a candidate’s transcript from a previously attended school, the candidate must have the respective school(s) submit the grades in numerical form. If school officials of the school the student previously attended cannot or will not convert the letter grades to numerical grades, the letter grades will be converted to numerical grades as follows:

A+ = 99	B+ = 89	C+ = 79	D+ = 69	F = 55
A = 95	B = 85	C = 75	D = 65	
A- = 90	B- = 80	C- = 70	D- = 60	

Issues or uncertainties regarding eligibility or grade calculation will be resolved by the school principal in consultation with the Superintendent/Designee.

Grades 1 – 6

Transfers from accredited schools: A student transferring to a Calhoun County School from a non-public school accredited by an accrediting agency recognized by the State Board of Education (SACS or Cognia) will have all credits and current class/grade placement accepted without validation upon the receipt of an official transcript(s) from the sending school.

Transfers from non-accredited schools/school settings: Any school/school setting not accredited by an accrediting agency recognized by the State Board of Education shall be considered a non-accredited school for the purpose of transfer of class/grade credit.

To transfer credits and/or determine the appropriate class/grade placement of a student transferring to a Calhoun County School from a non-accredited school/school setting, the following procedures shall be implemented by the receiving school:

1. Credit for all elective courses shall be transferred without validation.
2. Non-contested credit for core courses (English, mathematics, science, and social studies) shall be transferred as follows:
 - a. Using all records (official transcripts or notarized statements of credits) and results of nationally standardized tests, the principal or his/her designee shall determine the student’s appropriate placement and notify the student and his parent(s)/guardian(s).
 - b. If the parent(s)/guardian(s) agree with the placement decision, the student shall be assigned to the classes and/or grade agreed upon.
 - c. If no standardized test results are available or if parent(s)/guardian(s) disagree with the placement decision, the admitting school will make arrangements with Central Office personnel for the administration of an individually administered, norm-referenced academic achievement test, the results of which shall be used to determine appropriate grade placement.

Grades 7 – 12

Transfers from accredited schools: A student transferring to a Calhoun County school from a non-public school accredited by an accrediting agency recognized by the State Board of Education (SACS, Alabama Independent School Association) will have all credits and current class/grade placement accepted without validation upon the receipt of an official transcript(s) from the sending school.

Transfers from non-accredited schools/school settings: Any school/school setting not accredited by an accrediting agency recognized by the State Board of Education shall be considered a non-accredited school for the purpose of transfer of class/grade credit.

To transfer credits and/or determine the appropriate class/grade placement of a student transferring to a Calhoun County school from a non-accredited school/school setting, the following procedures shall be implemented by the receiving school:

1. Credit for all elective courses shall be transferred without validation.
2. Non-contested credit for core courses (English, mathematics, science, and social studies) shall be transferred as follows:

- a. Using all records (official transcripts or notarized statements of credits) and results of nationally standardized tests, the principal or his/her designee shall determine the student's appropriate placement and notify the student and his parent(s)/guardian(s).
 - b. If the parent(s)/guardian(s) agree with the placement decision, the student shall be assigned to the classes and/or grade agreed upon.
 - c. For any initial core course the student successfully completes at the receiving school, he/she shall be permitted to transfer in that subject area all previous class/grade credits earned at a non-accredited school(s). For example, successful completion of eleventh grade English would allow an eleventh grade transfer student to transfer English credits from the ninth, tenth and eleventh grade courses successfully completed at the non-accredited school.
3. Contested credit for core courses (English, mathematics, science, and social studies) shall be transferred as follows:
- a. If the parent(s)/guardian(s) disagree with the placement decision, the principal or his/her designee shall supervise the administration of the school's most recent semester test or an end of course test from an online learning platform for each prerequisite core course in which the parent/guardian is requesting enrollment. For example, if there is a dispute over placement of a student in eleventh grade English, the student will be administered the most recent semester exam for tenth grade English. For each test the student passes as determined by the school grading scale, the student shall be placed in the next level core course and credit shall be transferred for prerequisite courses.
 - b. For any test the student fails, his/her placement shall be as originally recommended by school officials and no credit is transferred for this prerequisite course in that subject.
4. In the event of controversial record/transcripts and/or the absence of any or notarized records/transcripts, the student shall take placement test consisting of the school's previous semester tests for core courses.

Continuous Attendance for Entire Senior Year: Except in case of bona fide change of residence or other circumstances equally valid for making an exception, a student is not to be graduated from high school unless he or she has been in continuous attendance therein during the entire high school year immediately preceding the date of graduation. In the event of the transfer from one school to another of a twelfth grade student who wishes to become a candidate for graduation at the end of the year, the school receiving the student should require approval in writing of the transfer and the student's candidacy for graduation from the principal of the school from which the student has withdrawn. The letter of approval together with any necessary memoranda should be filed with the transcript of the student's record from the discharging school. In case of doubt as to procedure or appropriate action in such case, either or both of the principals of the schools concerned should discuss the matter with the State Department of Education.

Senior Grades-Will be due at 10 am on the day before the graduation ceremony. Grades must be verified and a transcript audit must be completed to verify completion of diploma requirements

Withdrawal from school-No student within the compulsory school attendance age may withdraw from school except when his parent or person of custodial assignment moves to another school zone in the county or moves to another school system. All withdrawals shall be made in accordance with the rules and regulations of the State Department of Education.

CREDIT RECOVERY

Credit Recovery is a program whereby certain eligible students may earn credit for courses in which they were originally unsuccessful.

Option 1--Available for students who earned a 40-59. Students will complete work through an online learning platform. Work will be customized to the individual student's needs and a maximum grade of 70 will be recorded on the transcript once the required work is completed. The original failing grade will remain on the transcript.

Credit Recovery Grade

Credit Recovery Grade	Final Grade
100%-90%	70
89%-80%	67
79%-70%	65

69%-60%
59% and below

60
F (Failure)

Option 2-Available for any student who failed a class 0-59: Students will complete work through an online learning platform. The entire course will be completed and the grade earned will be recorded on the transcript in addition to the original failing grade.

- Students may be removed from a Credit Recovery Program at the discretion of the administrator supervising the program for circumstances involving serious or repeated misbehavior, failure to regularly attend credit recovery classes, or failure to make adequate weekly progress towards meeting remediation requirements.
- **COLLEGE BOUND STUDENT ATHLETES ARE ADVISED THE NCAA DOES NOT RECOGNIZE CREDIT RECOVERY COURSES WHEN DETERMINING ELIGIBILITY AND WILL NEED TO CONSIDER OPTION 2 ONLY.**
- Once students have been enrolled in a credit recovery course, they have two semesters to complete the course they are enrolled in. If the course is not completed, all work will be forfeited and the student will have to start the class over.

Credit Recovery may not be an option for Honors or Advanced Placement (AP) courses. In addition, the school principal may publish a list of additional courses for which Credit Recovery is not an option due to availability of resources, etc.

Credit Recovery courses may be offered during the summer or after normal school hours based on student participation and teacher availability.

Students who wish to participate in Credit Recovery must:

1. Complete an application for Credit Recovery.
2. Receive permission from his/her parents to participate in Credit Recovery, as signified by the signed application
3. Receive permission from the school principal to participate in Credit Recovery

SUMMER SCHOOL

Summer school may provide students the opportunity to make up classes failed during the school year. Students may earn a maximum of two (2) credits per summer. Under certain conditions and with principal approval, additional credits may be earned in summer school. The district may be unable to provide all courses necessary for graduation. Therefore, students should not assume all courses necessary for graduation would be offered during a summer session.

Dates for Summer School will be determined during the second semester of the current school year. Counselors and teachers will attempt to notify students and parents about the need to attend summer school; however, it is the responsibility of the student and his/her parents to maintain the number of credits a student has earned and know when summer school attendance is necessary.

Due to block scheduling, students can be limited to (1) Credit Advancement course during the summer. Credit Advancement courses may be limited in the summer and will be delivered through ACCESS or the current student learning system. Students must have completed 8th grade before taking any Credit Advancement courses.

PROMOTION

Promotion of Elementary Students-guidelines for grades 1-6 were developed in an effort to ensure that each student masters the basic skills in reading and mathematics before leaving elementary school. This also ensures that minimum educational standards are enforced by the schools. Mastery of the basic skills in language arts and mathematics prior to leaving elementary school is essential for success in high school. The Minimum Critical Skills documents for each grade level identify the skills which must be mastered and outline requirements for promotion to the next grade level.

Responsibility for student achievement toward promotion goals may be shared as follows:

The Principal is responsible for:

1. monitoring the instructional program as specified by the Calhoun County Public Schools to facilitate success in meeting promotion guidelines,
2. notifying parents regarding student progress at various intervals,

The Teacher is responsible for:

1. making sure that specified grade level skills are taught through an appropriate management system,
2. keeping parents informed about their children's progress,
3. scheduling conferences with parents to review students' progress.

The Parents are responsible for:

1. monitoring the children's progress through reviewing report card and test scores available at the school,
2. making sure that their children attend school regularly,
3. attending PTA/PTO meetings,
4. scheduling school visits when necessary,
5. providing a specified time for the child to do homework.

The Students are responsible for:

1. doing homework,
2. paying attention to instruction,
3. responding to guidance given by principals and teachers,
4. attending school regularly,
5. accepting responsibility for their own learning.

PROMOTION/RETENTION GUIDELINES

Grade K	To be considered for promotion a student should exhibit yearly progress of satisfactory, good, or exceeds in Language Arts and Math area listed on the report card. ***Failure in any ONE of the above mentioned courses may be cause for retention.
Grade 1	To be considered for promotion, a student should exhibit a Yearly Final Average of 75% or better in Reading, Language Arts, and Math. ***Failure in any ONE of the above mentioned courses will be a cause for Retention.
Grade 2	To be considered for promotion, a student should exhibit a Yearly Final Average of 70% or better in Math, Reading, and Language. *** Failure in any ONE of the above mentioned courses will be a cause for Retention.
Grade 3	To be considered for promotion, in accordance with the Alabama Literacy Act beginning with the 2023-2024 school year, third grade students are expected to demonstrate sufficient reading skills on the state standardized test for promotion to fourth grade and should exhibit a Yearly Final Average of 60% or better in Math, Reading, and Language. *** Failure in any ONE of the above mentioned courses will be a cause for Retention.
Grade 4-6	To be considered for promotion a student should earn a yearly average of 60% in Math, Reading, Language, Science, and Social Studies. ***Failure in any ONE of the above mentioned courses will be cause for retention.
Grade 7-8	To be considered for unconditional promotion a student should earn a yearly average of 60% in Math, English, Science, and Social Studies. ***Failed courses must be repeated successfully, either through summer school or through retaking the course the following school year.

In grades K-8 an administrative (teacher and principal) promotion or retention may be exercised in accordance with administrative directives.

Grade 9-12 Required credits for promotion:

9th	6 credits
10th	12 credits
11th	18 credits

DIPLOMA REQUIREMENTS/GRADUATION/SENIOR AWARDS

[AHSG Requirements – Class of 2026 and 2027](#)

[AHSG Requirements – Class of 2028 and Beyond](#)

Option A Traditional Pathway		Option B Workforce Pathway	
	Credits		Credits
English	4	English	4
Mathematics	4	Mathematics	2
Science	4	Science	2
Social Studies	4	Social Studies	4
Beginning Kinesiology	1	Beginning Kinesiology	1
Health	0.5	Health	0.5
Career Preparedness	1	Career Preparedness	1
CTE and/or World Language and/or Arts	3	CTE in Approved Program of Study	3
Electives	2.5	Additional Math, Science, World Language, and/or Arts, and/or Other Electives	6.5
	24		24
Plus:		Plus:	
Submit FAFSA		Submit FAFSA	
Pass Civics Exam		Pass Civics Exam	
Pass Financial Literacy Exam		Pass Financial Literacy Exam	
Beginning with class of 2026-Earn a College and Career Ready Credential		Beginning with class of 2026-Earn a College and Career Ready Credential	

Weighted Courses: Pre-AP Core, Honors Core, AP Core (no college credit earned), Medical Prep, and Drafting courses will be weighted an additional 5 points. AP (score of 3, 4, 5 on exam)/ Dual Enrollment Courses with college credit earned will be weighted an additional 10 points.

* Health Education Requirement may be satisfied by completion of Foundations of Health Science (1 credit) or Family Wellness (0.5 credit)

Diploma option changes can only be made at the beginning of each semester. The change requires a meeting with student, parents(s), and guidance counselors to discuss all diploma options and must be documented on provided form. Students cannot drop classes in the middle of a semester. The class must be completed and grade reflected on transcript.

Grade Point Average (GPA)

Letter Grade	Numerical Grade	Standard Scale GPA
A	89.5-100	4.0
B	79.5-89.4	3.0
C	69.5-79.4	2.0
D	59.5-69.4	1.0
F	59 & below	0.0

Weighted GPA will be calculated according to the following:

Core Courses	Points added to Numerical Grade per 1 earned credit	Additional points added to Standard GPA per 1 earned credit
Honors, Pre-AP, AP(no college credit earned)	5	.5
Dual Enrollment college credit earned	10	1.0
AP courses with exam score of 3, 4, 5	10	1.0

Example: Standard Numeric and Standard GPA

Weighted Numeric and Weighted GPA

Dual Enr. English 87/B ~ GPA 3.0 **add 10 points to numeric and 1.0 to GPA** Dual Enr. English 97/A ~ GPA 4.0

Additional points are added to the grade earned and the GPA earned. Weighted GPA is not recalculated based on the weighted numeric grade.

**Although grades over 100 are not given or posted on report cards and transcripts, weighted numerical grades and weighted GPA may reflect grades over 100 and GPAs higher than 4.0.*

- Classes receiving additional weight of 5 points per 1 earned credit include the following:

Language Arts- Honors English 9, 10, 11, and 12, Pre-AP English 9, 10, AP English 11, 12 (no college credit earned)

Math- Algebra II with Trigonometry, Pre-Calculus, Discrete Mathematics, Pre-AP Algebra I, Pre-AP Geometry, Pre-AP Algebra II with Trigonometry, Any AP math course (no college credit earned)

Science- Chemistry, Physics, Anatomy, Pre-AP Biology, Pre-AP Chemistry. Any AP science course (no college credit earned)

Social Science- Any Pre-AP history course, Any AP history course (no college credit earned)

- Classes receiving additional weight of 10 total points per 1 earned credit include the following:

Dual Enrollment course(s) in the core curriculum with college credit earned

AP course(s) in the core curriculum **and** an AP exam score of 3, 4, 5

(AP exam scores receiving 3, 4, and 5 are qualifying scores for college credit. College credit varies depending on college/university)

Career and Technical Endorsements

A Workforce Pathway Seal shall can be issued when a minimum of four credits have been earned by a student in an approved CTE program of study.

Senior Grades

Will be due at 10 am on the day before the graduation ceremony. Grades must be verified and a transcript audit must be completed to verify completion of diploma requirements.

Honor Graduate Grade Calculations

Using weighted core numerical grades, on a 100 point scale, earned through the end of the 3rd 9 weeks. Only core curriculum courses attempted will be considered. Only Core 3 credit hours Dual Enrollment courses will be considered (1 hour courses will not count in Honor Grade Calculations). Core curriculum courses include Language Arts, Math, Science, and Social Studies. Language Arts includes English and Foreign Languages. Foreign Languages will count toward GPA and class rank. Algebra I and Foreign Language credit earned in 8th grade will count toward GPA and class rank as well. Health and Career Prep A taken in 8th grade will be awarded credit. Numerical grades recorded on the permanent record will be the numerical grades earned and will not reflect the added weights. Weighted class rank and weighted GPA for students may be posted on transcripts and may be used for scholarship applications. **If there is a GPA tie (averaged five decimal places) all students who hold the same numeric placement will be recognized at that position in the top ten rank. More than one student may hold a position if the GPA's are equivalent. If there is a Credit Advancement student in a cohort other than the current graduating cohort and their GPA places them in the top 10, we will recognize both the senior and the Credit Advancement student in that place.**

Honor Graduation Recognitions

**Valedictorian-highest core weighted numerical GPA in class

**Salutatorian-second highest core weighted numerical GPA in class

**Historian-third highest weighted core numerical GPA in class

**Top Ten-ten highest weighted core numerical GPA's in class

Summa Cum Laude (purple and silver) - Weighted numerical GPA of core curriculum attempted of 95.0 or above

Magna Cum Laude (purple) - Weighted numerical GPA of core curriculum attempted of 90-94.99

Cum Laude (silver) - Weighted numerical GPA of core curriculum attempted of 85-89.99.

**must be enrolled in the school as a traditional student for least 3 semesters prior to graduation (i.e. January 1 of Junior year).

Cords & Recognition-Students are only allowed to wear cords, stoles, medals, pins, etc. during the graduation ceremony that have been awarded and approved by the local high school. Approval may be based on criteria such as recognized National Honor Societies, grades, or completion of certain requirements.

Graduation Ceremony-Students must have completed the required credits to earn a diploma to participate in the graduation ceremony. Dates, times, and locations will be decided at the local high school level. Under certain circumstances (inclement weather) outside graduations may be moved to a different venue and tickets for admission to the alternate site will be issued to seniors for distribution to their families.

Conduct and Dress: The graduation ceremony is an extra-curricular activity that is considered a privilege and is not a guaranteed right or event for any student. Behavior in or out of school can result in this privilege being taken away. Participation in this extra-curricular activity is based on a student's behavior, in or out of school, and adherence to proper decorum. Any deviation from the prescribed dress/behavior of the activity or the possession of any device that might detract from the ceremony may be viewed as grounds for removal from the activity. Candidates for graduation should adhere to a strict dress and conduct code. Students who fail to adhere to the codes or who have any outstanding school debts may not be issued a diploma.

Early Graduation-Students may graduate early from Calhoun County Schools, beginning with the 2014-2015 school year, by meeting all requirements for an Alabama High School Diploma as described in the Alabama Administrative Code 290-030-010-6 (11) and when the conditions below are met.

1. Students must submit their intent to graduate early in writing to the principal during the fall term of the eleventh grade.

2. Students who plan to graduate early must follow course sequence/prerequisites.
3. Students who plan to graduate early will not be given preferential treatment in registration and course selection.
4. Students who plan to accelerate their program of studies for the purpose of early graduation may do so if space is available in classes after grade level students have completed registration.
5. Students who complete graduation requirements early will not be permitted to remain at school during the regular school day. However, they may return to school for senior activities and after school activities provided they remain in good standing with the school and follow the local school procedures for returning to the campus.
6. A student must be a full time student to be eligible to participate in extracurricular activities. Therefore, a student who graduates early will not be eligible for extracurricular activities.
7. Students who complete graduation requirements early will have the opportunity to receive their diploma at one of three graduation ceremonies.

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

SCHEDULE CHANGES

The selection of appropriate course work is critical to student academic success. Any schedule change must be made for sound educational reasons.

1. A student may not change his/her schedule without written permission from his/her parent and approval of the counselor/administration.
2. In general, students will not be allowed to move from a smaller class to a larger class or from one teacher to another in the same subject.
3. Students may not be permitted to drop a class after the first 3 weeks of the new semester.

To change a schedule, students should:

1. Discuss the proposed change with his/her parents and obtain their written permission to change his/her schedule
2. Submit the completed Schedule Change Request Form to your counselor. The counselor will contact students and provide information related to approved or denied changes.

The administration reserves the right to change student schedules at any time during the school year to meet the educational/instructional needs of the student and/or school.

DUAL ENROLLMENT / DUAL CREDIT

Purpose- The purpose is to allow eligible high school students to enroll in college classes concurrently with high school classes, either on the college campus or at the high school, and to receive both high school and college credit.

Goals-The goals are to: (a) provide greater flexibility for students in meeting rigorous educational and career objectives; (b) to enable students who attend high schools which have limited curriculum offerings and/or are geographically isolated, to experience equal learning opportunities; (c) address the need for effective articulation which incorporates dynamic labor market demands; (d) maximize economies of scales and assure the efficient allocation of resources; and (c) promote the life span opportunities for all residents of Alabama.

Student Eligibility- Alabama State Department of Education Guidelines for Dual Enrollment/Dual Credit Updated May 2019

- A. Students must satisfy the requirements prescribed in State Board of Education Procedure 801.01: Admission: General, with the exception of proof of high school graduation or GED completion until such time as the ACCS Board of Trustees (BOT) develops a replacement policy.

- B. Students must be in grade 10, 11, or 12. An exception may be granted by the Chancellor for students documented as gifted and talented in accordance with Alabama Administrative Code §290-8-9.12.
- C. Students seeking enrollment in Dual Enrollment for Dual Credit coursework must have a minimum cumulative (unweighted) high school grade point average of 2.5 on a 4.0 scale.
- D. Students must have written approval of the appropriate principal or career and technical education program representative (if applicable) and counselor. Dual Enrollment for Dual Credit eligibility for students enrolled in private, home school/private tutor, parochial, or church/religious secondary educational entities must be documented in writing by an appropriate school official. Approval from secondary school officials indicates that the student has demonstrated both academic readiness and social maturity.

Continuous Eligibility for Dual Enrollment for Dual Credit-Students who meet the criteria for initial admission for a Dual Enrollment for Dual Credit program will maintain continuous eligibility so long as they earn a grade of C or better in all attempted college courses. Students who fail to meet this minimum grade requirement or who withdraw from a course will be suspended from the program for a minimum of one term. The one-term suspension may not be served during the summer. The student may not re-enroll until the suspension has been served. For re-entry, the student must reapply to the program and must meet the minimum grade point average requirements.

Course Offerings-Dual Enrollment for Dual Credit courses offered by the postsecondary institution shall be of postsecondary/college level. Students may be exposed to and be involved in discussions of mature subject-matter. Course curricula will not be modified. Courses may be offered at approved locations on or off the institution's campus(es). Courses may be cancelled at the discretion of the institution for reasons such as, but not limited to, low enrollment or lack of credentialed faculty. Courses offered by postsecondary institutions shall be drawn from the respective institution's existing academic inventory of credit courses. Only courses required in the student's program of study will be eligible for Dual Enrollment for Dual Credit. Developmental courses (those numbered below 100) are not offered through dual enrollment.

Course Auditing-Dually enrolled students may not audit courses.

Adherence to College policies and requirements-Dual Enrollment for Dual Credit programs must operate on the ACCS institution schedule, which may vary greatly from the high school schedule. Students must follow the institution schedule for Dual Enrollment for Dual Credit courses. The institution is not responsible for the supervision of Dual Enrollment for Dual Credit students during non-class times or periods of absence. Students must adhere to all institutional policies and requirements including, but not limited to, those outlined in course syllabi, the academic calendar, the college catalog, and the Student Code of Conduct. The institution reserves the right to refuse re-admission to any student who violates institutional policies

Payment of Tuition Fees and additional associated costs-Students in Dual Enrollment for Dual Credit courses are responsible for the cost of tuition, fees, textbooks, and materials and supplies as required in the syllabus of each course at the institution, unless covered by alternative funding sources. Dual Enrollment scholarship funds may be provided for required items that are listed in the college course syllabus. Students who fail to pay tuition and fees by the end of the drop/add period are not considered enrolled and may automatically be dropped from course rolls. The appropriate LEAs and/or other secondary educational entities will be notified

Dual Enrollment for Dual Credit Agreement-Participating LEAs and/or other secondary educational entities and colleges shall develop a Dual Enrollment for Dual Credit Agreement that includes, but is not limited to, the following:

1. Mutually approved Dual Enrollment for Dual Credit courses. Courses offered must be of postsecondary/college level and shall be drawn from the respective institution's existing academic inventory of credit courses. Approval of the particular course to be offered and the high school equivalency for each course shall be determined through the mutual agreement of the college and the participating LEA. A list of approved courses shall be included in Dual Enrollment for Dual Credit information for students and parents.
2. Faculty qualifications and requirements. Dual Enrollment for Dual Credit instructors shall be faculty of the college. Faculty must be under the ultimate control and supervision of the college for the dual enrollment

class or classes. The institution must provide faculty orientation, supervision, and evaluation. A high school teacher employed to teach Dual Enrollment for Dual Credit courses will be designated as an adjunct faculty member of the institution and must meet the credentialing requirements of the ACCS and applicable accrediting agencies. Documentation of appropriate faculty credentials which meet or exceed these requirements must be on file at the institution. Faculty credentials shall be provided to the appropriate secondary officials as needed to meet credentialing standards of appropriate secondary system accrediting agencies.

3. Faculty compensation. The college shall be responsible for the compensation (examples include but are not limited to salaries, stipends or supplements) of faculty in accordance with ACCS and institutional policy. New consortia arrangements and/or contractual agreements whereby the institution pays the secondary system or high school to provide the instruction for Dual Enrollment for Dual Credit classes are prohibited as they may (1) lessen the institution's ability to exercise control and supervision of the instructor and (2) increase the complexity of compliance with accreditation standards related to educational programs. (Current agreements of this type may be phased out and brought into compliance with the new requirement at the end of the current agreements.) Faculty may not receive dual compensation for instructional time.
4. Credit awarded. Semester credit hours at the postsecondary level for high school courses specifically named as a requirement for graduation are found on the Dual Enrollment—High School Graduation Requirement Equivalency List. Partial/full credit agreements may be developed between the local board of education and participating postsecondary institutions. A list of approved courses should be included in secondary curriculum guides and communicated with students and parents.
5. Transcripts. Courses approved for dual credit shall be posted on both secondary and postsecondary transcripts. Courses completed for dual credit shall be transcribed with the appropriate statement at the postsecondary level indicating dual enrollment credit. It shall be the responsibility of the postsecondary institution to report grades (in numerical format) to secondary officials. Courses only approved for college credit should not be posted to secondary transcripts.
6. Annual evaluation plan. A plan for an annual evaluation of the institution's Dual Enrollment for Dual Credit program shall be prepared and shall adhere to procedures established by the Chancellor. The institution and the LEA and/or other secondary educational entity shall assume the responsibility for reporting required information in a timely manner.
7. Student issues. Methods for addressing student related issues such as admissions, procedures, advisement, monitoring and evaluation, privacy rights, ADA issues, and verification of student attendance must be addressed in the agreement. The local education agency and the community college must jointly develop written policies and procedures detailing information that includes, but is not limited to, attendance and critical dates, drop/add and withdrawal policies, student code of conduct (discipline/in-school suspensions), and grading policies. The procedures shall be outlined in the Dual Enrollment Student Policies and Procedures Handbook.
8. Provisions for Disability Services and Accommodations. Roles and responsibilities regarding accommodations and disability services must be clearly defined in the agreement developed between ACCS institutions and LEAs and/or other secondary educational entities. Participation in a Dual Enrollment for Dual Credit program is considered to be a choice on the part of the student. Therefore, the Individuals with Disabilities Education Act (IDEA) requirements concerning a Free Appropriate Public Education (FAPE) do not apply in a postsecondary educational setting. Furthermore, since requirements under the IDEA do not apply to the postsecondary level, services described in the Individual Education Plan (IEP) will not be required for Dual Enrollment for Dual Credit courses. Alternatively, postsecondary institutions must comply with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA) which guarantees that "no qualified individual with a disability may be excluded from participation in, denied benefits of, or otherwise be subjected to discrimination if otherwise qualified." Students with disabilities who meet the prerequisites of ACCS courses will be provided reasonable accommodations that allow equal access. It is the student's responsibility to disclose and provide current documentation in support of his or her request for accommodation from the disability services office of the college. Decisions regarding accommodations provided in postsecondary courses will be made by the institution upon submission of appropriate documentation. Institutions will not provide modifications to change the course content or performance expectations that would substantially alter the essential functions or physical demands of the course, unless required to do so by applicable law. Some accommodations available at the high school may not be provided by the postsecondary institution.

9. Transportation responsibility. Transportation is the responsibility of the parent/guardian of such students unless otherwise negotiated between the institution and the secondary educational entity.
10. Communication to parents and students. ACCS institutions must have a provision for communicating to parents and students the educational and economic benefits of the Dual Enrollment for Dual Credit program as well as requirements for participation and enrollment procedures. The institution will communicate the confidentiality requirements of the Family Education Rights and Privacy Act (FERPA) regarding college students. At a minimum, the information above will be included in the postsecondary institution's appropriate publications and on its website.
11. Career and Technical Education Dual Enrollment (CTEDE) Scholarship Funds. CTEDE scholarship funds are contingent upon allocations by the Alabama Legislature. Colleges must begin to phase in a system to prioritize the scholarships to be awarded based on the allocation received for the Spring, Summer, and Fall semesters of the school year that funds are received. Enrollment planning and budgeting of these funds require that colleges provide annual course schedules for dual enrollment classes to the partner high schools by February 1 of each year, and that the partner high schools provide complete enrollment forms to the colleges by May 1 for enrollment in the Fall semester; November 15 for enrollment in the Spring semester; and, March 1 for enrollment in the Summer semester.

ONLINE COURSES

Recognizing that online instruction is a valuable resource for expanding learning opportunities, the Board sets forth the following requirements for online courses offered within the system. Online instruction used to supplement regular classroom instruction is not subject to this policy.

Online Course Providers

Each Provider of online courses must meet the following requirements:

1. Ensure that online courses offered for credit contain all required content identified in the corresponding Alabama course of study.
2. Ensure that online courses used to fulfill the requirement of four credits per core content area have been submitted for review to, and approved by, the Alabama State Department of Education.
3. Ensure that delivery of online courses used to fulfill the requirement of four credits per core content area are delivered from institutions accredited by the Southern Association of Colleges and Schools or an equivalent regional association.
4. Ensure that all online courses warrant 140 clock hours of instruction for one credit and 70 clock hours of instruction for one-half credit.
5. Supply a certified teacher for each online course and ensure that each teacher who interacts with students online to deliver instruction: (a) meets background check requirements (per the implementation schedule of the teacher's local school system); (b) is a certified teacher in Alabama or another state; and (c) has participated in professional development offered by the Provider.
6. Ensure that online class size does not exceed the teacher-pupil ratio of 1:29 or 750 student contacts per week, as required by the State Board of Education.
7. Assume responsibility for program integrity by providing each student with a unique username and password for accessing the online course portal, which shall be located on secured server that is backed up daily.
8. Assume responsibility for electronic documentation of all student work and evaluation and feedback by the e-teacher on the course portal.
9. Supply instruction and assessment that does not require the school to provide any supplemental instruction or assessment.
10. Supply a final grade for each student that is based on assessment by the online teacher of the student's work.
11. Supply final grades to a representative of the school in accordance to the scheduled dates for each student's regular school, except when Provider has set and published its own scheduled dates for a term, such as for summer school.
12. Make available archived course-related materials upon request;
13. Provide technical assistance for problems related to the course portal and other servers of the provider; and
14. Upon notification of a sustained loss of Internet connectivity, work with school to take appropriate actions so that students do not fall behind in coursework.

Local School / System

The school system, through local schools, will fulfill the following responsibilities:

1. Ensure written approval from the superintendent and school principal prior to the offering of online courses.
2. Provide minimum technology necessary for delivery of the course per the requirements posted on the Provider's website.
3. Provide supplies or equipment for online courses.
4. Provide adequate technical assistance to students.
5. Document student attendance.
6. Assume responsibility for the integrity of students' work by ensuring that students are supervised by an adult facilitator during online class period. Classroom supervision shall be the primary duty of the facilitator during the online class period. The facilitator shall be responsible for the following:
 - a) successfully completing Provider-supplied training in online methodology and technical aspects of web-based instruction, including safety and lab procedures, if applicable;
 - b) acting as the liaison between the school and Provider staff by communicating with the Provider staff on a regular schedule;
 - c) monitoring the physical classroom during the class period when students engage in online courses, including using regular school procedures for documenting class attendance, keeping students on task and ensuring the integrity of students' work;
 - d) monitoring each online student's progress;
 - e) reporting each online student's final grades, based on communication with the Provider's staff;
 - f) coordinating any supplies or equipment needed for online courses; and
 - g) assisting students with minor technological problems.
7. Ensure that online students complete all scheduled lessons and online projects/lab activities during normal school hours (including night school, summer school, and other scheduled and supervised periods). Students may be permitted to make up work and to complete online assignments requiring research beyond the scheduled class period.
8. Ensure that the Provider is contacted if school loses Internet connection for longer than ten minutes when students are engaged in online courses.
9. Accept final grade reported by Provider for inclusion on the student's transcript.

In order to support schools that offer online courses, the system will be responsible for resolving local technology issues. The system will also be responsible for costs and equipment for courses necessary for completion of graduation requirements, except for courses voluntarily taken outside the school schedule by students repeating the course.

EXCEL Academy

Curriculum-The delivery of instruction at the Virtual School (EXCEL) will be through virtual facilitation or a blended approach which combines virtual facilitation with face-to-face instruction. Courses will be delivered through a virtual learning platform, a blended approach, and/or a district approved learning management system. Each student and their parent(s) will develop an Individual Pathway Plan (IPP) with an administrator and/or facilitator that allows teachers to utilize the system's instructional policies and procedures, Alabama's College and Career Readiness Standards and state assessments when developing and building lessons and facilitating classes. All EXCEL courses are accredited and approved by the Calhoun County Board of Education and the Alabama State Department of Education.

Eligibility-EXCEL courses and programs are available for students in grades 6-12 meeting the Calhoun County Board of Education residency requirements.

Students must also:

- Understand that students will be considered a non-traditional student whose diploma will come from EXCEL Academy, will walk at EXCEL Academy graduation ceremony, and will only be eligible for Honor Graduate Awards (i.e. Valedictorian, Salutatorian, Historian, Top Ten) at EXCEL Academy.
- Understand that if an Excel Academy student chooses to reenroll at their base school, they must be enrolled in the base school as a traditional student for least 3 semesters prior to graduation (i.e. January 1 of Junior year) to be eligible for Honor Graduate Recognitions at the base school.

- Comply with Student Acceptable Use Policy and ACCESS Distance Learning Student Acknowledgement Form.
- Must have a minimum overall C average (2.0 GPA).
- Students in grades 9-12 must be on track for graduation within their identified cohort, and students in grades 6-8 must be meeting the requirements for grade advancement and/or grade level proficiency on district assessments to verify grade level readiness.
- Have access to a reliable internet connection and a personal device.
- Develop an Individual Pathway Plan (IPP) with administrator/and or facilitator, student, and parent(s).
- If a student with disabilities applies and meets eligibility, the IEP team shall determine if the student can be successful in a virtual environment.

Continuing Eligibility requirements-A student may be transitioned to his/her zone school if the student's participation in the Virtual School (EXCEL) impedes his/her academic progress. Additionally, a virtual student must:

- Meet virtual course attendance requirements (see Virtual Attendance Policy)
- Maintain a minimum overall C average (2.0 GPA) for the most recent grading period; students who do not maintain an overall C average will be placed on academic alert. Academic alert may require the virtual student to report to EXCEL as determined by the administrator.
- Maintain appropriate course progression as measured by the completion of weekly assignments, quizzes, and tests. If appropriate progression is not met, the student's IPP is subject to change.
- Students will adhere to the Calhoun County Schools' Code of Conduct in reference to discipline and grading policy.
- Students are required to attempt a minimum of six credits per school year to remain on track for graduation (grades 9-12) or matriculation from grade to grade (6-8).

Students are required to participate in all district benchmark/progress monitoring and state mandated assessments.

Virtual Attendance-EXCEL Academy monitors student attendance in accordance with all applicable statutes set by the state of Alabama, as well as reports all truant students to appropriate legal authorities. Parent(s)/guardian(s) with legal responsibility for a child between the age of six (6) and seventeen (17) are responsible for the student's attendance in public school unless otherwise exempt by law. In the event an EXCEL Academy student is truant, the parent(s)/guardian(s) are subject to all penalties under Alabama's Compulsory School Attendance Law. Simply logging into the learning management system or course is not considered attending for purposes of Alabama's Compulsory School Attendance Law.

Extracurricular Activities-Students enrolled in EXCEL Academy Virtual are eligible to participate in school sponsored activities, including athletics, band and Calhoun County Career Academy at a base school. Student athletes will be required to follow all Alabama High School Athletic Association rules, NCAA rules as well as local school requirements. Calhoun County Career Academy and extracurricular activities including band will follow local school requirements. The superintendent is authorized to issue rules and regulations to implement this policy and to ensure the efficient and effective operations of our innovative programs and the ultimate mastery and achievement of those students enrolled while also securing academic integrity.

HEALTH EDUCATION CURRICULUM

The health education curriculum at each grade level shall comply with the requirements of the Alabama Course of Study. Any program or curriculum in Calhoun County Schools that includes components of sex education or the human reproductive process (including but not limited to Health Education, Family and Consumer Science courses, and other science courses such as biology) shall, as a minimum, meet the guidelines as addressed in the Alabama Course of Study for Health Education regarding the Abstinence Law, §16-40-1.1 of the Code of Alabama. Students in grades 5-12 shall receive age-appropriate annual instruction about the prevention of HIV/AIDS. The one-half unit Health Education course required for graduation shall include CPR instruction provided by CPR-certified Health Education teachers. It shall also include education regarding mental and emotional health and suicide awareness.

FIELD TRIPS AND EXCURSIONS

The Board recognizes that educational field trips and excursions to various types of competitions for instructional purposes provide desirable learning experiences. The Board further recognizes the value of trips related to band, athletic, and similar extracurricular activities. Consistent with this philosophy, the Board establishes the following guidelines and otherwise delegates to the Superintendent responsibility and authority to develop specific administrative procedures governing field trips and excursions. Field trips are a privilege and not a requirement for any academic class. Therefore, any field trips are contingent upon a student's discipline, fees, and academic status. Students with excessive referrals or absences may not be allowed to participate in extracurricular activities or field trips and refunds may not be issued.

A. Field Trips for Academic Enrichment

1. Field trips for academic enrichment must be educationally justified and directly related to the instructional program and objectives at the time of the trip. Appropriate instructional activities shall precede and/or follow each field trip.
2. Each school faculty, under the leadership of the principal, shall develop and submit to the curriculum coordinator by the end of the first attendance period of each school year a school-wide plan governing academic field trips for the year. The purpose of the plan shall be to maximize the educational value of field trips and prevent waste of system resources. The plan shall identify generally the academic field trips to be taken by department, grade level, or other appropriate division, based upon the applicable courses of study and educational objectives. Each school, through its plan, shall seek to accomplish the following:
 - (a) eliminate needless repetition of the same trips by the same students;
 - (b) prevent excessive numbers of field trips by any department or grade;
 - (c) consider the timing of field trips to avoid excessive numbers during the final month of the school year. (Due to the volume of field trip requests for the month of May, these will be considered on a "first come, first served" basis and otherwise acceptable requests may be denied.)

Within appropriate limits, the plan may provide a degree of flexibility to allow for teacher individuality and participation in events that are unknown at the time of plan development.

3. Academic field trips shall require approval of the principal and superintendent through timely completion and submission of a Request for Field Trip and a School Bus Extra Trip Request at least ten (10) school days prior to the trip.
4. All entrance or admission fees and similar costs shall be paid at the local school level and shall be the responsibility of the student, unless assumed by the local school or organization.
5. Upon approval of the field trip, the teacher is responsible for providing notification to parents/guardians in writing, including the following: purpose and destination; transportation arrangements; date and estimated time of departure and return. The teacher is also responsible for obtaining signed parental permission forms as set forth below. Students who do not submit signed parental permission forms will not be allowed to take the trip. (See sub-paragraph D. 1 below.)

B. Other School Related and Extracurricular Activities

1. Trips involving transportation of athletic teams, cheerleaders, bands, and similar groups to AHSAA sanctioned athletic events and tournaments arranged pursuant to athletic contract and/or AHSAA requirement shall not require submission of a Request for Field Trip. Timely submission of a School Bus Extra Trip Request is required and rules regarding transportation and security requirements shall apply. (See sub-paragraph C. 3 below.)
2. Trips involving transportation of groups (such as choral groups, academic teams, clubs, bands, orchestras, cheerleaders, and similar groups) to attend sanctioned events and competitions by state / national subject matter associations shall require submission of Request for Field Trip and School Bus Extra Trip Request. (See sub-paragraphs A. 3 and C. 3.) Other rules regarding transportation and security requirements also apply to such trips.

C. Transportation and Meals

1. For any trip requiring students to be away during meal time, the responsible teacher shall make arrangements for take-out meals (including breakfasts at schools where available). A ten-day notice shall be given to the local lunchroom manager for take-out breakfasts and/or lunches.

2. Buses belonging to the school district and driven by certified drivers shall be used to transport students on field trips and other extra trips, including return travel.* Any exception to the use of system-owned school buses (such as air transportation, train travel, or charter bus) must be approved by the Superintendent and local school principal, with express written parental consent.

**Requests by parents to transport their own children to and/or from an event are subject to the approval of the teacher/coach/sponsor and the school principal. Each such request must be in writing identifying the student, the parent, and the particular event, and specifically stating that the parent understands that the school is providing transportation but requests permission to transport their own child to and/or from the event. Such writing must be signed by the student and the parent and must contain release language as follows:*

We understand and agree that the Calhoun County Board of Education (“the Board”) will not be responsible or legally liable for the student while being transported by private vehicle. The parent/guardian and student assume all liability for any loss, damage, or injury of any kind to any person or property, including any accident, fire or other casualty arising from or connected with the use of a private vehicle. The parent/guardian, the student, their representatives and assigns hereby WAIVE AND RELEASE all claims and demands of any kind against the Board, its employees, officers, or representatives for any loss, damage or injury, and agree to hold the Board, its employees, officers, or representatives entirely FREE AND HARMLESS from liability for any loss, damage, cost or injury to the student or any other person or property and from all costs and expenses arising from or connected with use of a private vehicle to transport the student.

Schools choosing to approve such requests are responsible to ensure that the written parental request meets all of the above requirements.

3. All buses for field trips and other extra trips must be coordinated with the superintendent, transportation supervisor, and principal. School Bus Extra Trip Request must be in the superintendent's office at least ten (10) days prior to the trip in order to secure transportation.
4. If a bus to be used is not one that will already be at the school, the local school, through the principal, shall make every effort to arrange for the bus driver to pick up the bus at the transportation department prior to the trip. The transportation department has a limited capacity for delivering buses for such trips due to other job requirements of transportation staff.
5. The local teacher or organization shall arrange for an adequate number of adult chaperones on each bus. Except for principal-approved adult chaperones, non-students shall not ride county school buses.
6. The Board will furnish an annual allocation to each school for the payment of bus driver wages / benefits associated with extra trips. The allocation amount will be based upon grade level, school enrollment and other relevant factors, as determined annually by the Superintendent. The schools and / or organizations must reimburse to the Calhoun County Board of Education all other costs of transportation based upon a mileage rate established by the Superintendent, in consultation with the Chief Financial Officer. There shall be a minimum mileage charge of \$20.00 per bus, per trip, regardless of distance traveled. In no event shall the cost of extra trips be paid from transportation funds.
7. There must be no band instruments, equipment or other loose objects carried on school buses with students at any time.
8. Any school not complying with these rules may be denied the use of buses for extra trips.

D. Student Security

9. Parental notification and permission forms are required for all field trips and other excursions. (In the case of athletic teams, marching bands, cheerleaders, and similar groups as approved by the principal, parental notification and permission regarding travel to scheduled AHSAA athletic events may be for an entire athletic season rather than by individual event.)
10. Parental permission forms shall include the following: name, address, and phone number of parent(s); emergency phone number(s); medical information; and medical treatment authorization / release. The teacher is responsible to leave a copy of the forms with the principal or designee in the school office and to keep a separate copy the trip. Each student's form should be kept on the bus on which he/she is traveling. The superintendent may authorize permission forms for system-wide use.

11. Wristbands / Identification Bracelets shall be worn by all K-6 students traveling on field trips. It shall be the teacher's responsibility to prepare a band or bracelet for each child, which shall include the name and phone number of the school, child's name, parent's name, emergency phone number(s), and necessary medical information.
12. The teacher shall arrange for an adequate number of principal-approved adult chaperones to accompany and help supervise students throughout the trip.

FEE / DONATION SCHEDULE--GRADES 7-12

All fees/donations are per 1 credit class year unless otherwise stated. Scheduled fees and donations represent the maximums; however, fees /donations should be implemented only in accordance with the actual needs of particular classes.*

LOCKERS (per year)

Regular	\$15.00
P.E.	\$ 3.00

PARKING PERMIT (per year)

\$20.00

ART* (1 credit class)

Beginner Art	\$10.00
Art	\$15.00

BAND*(1 credit class)

Beginner / Intermediate	\$15.00
Senior	\$30.00

CHORAL* (All music 1 credit class)

Junior Choir (7 th – 8 th grades)	\$20.00
Senior Choir (9 th – 12 th grades)	\$25.00

HONORS COURSES * (1 credit class)

\$20.00

SCIENCE* (Anatomy, Biology, Chemistry, Physics, Physiology) (1 credit class)

\$15.00

CAREER TECHNICAL*

Agribusiness (1 credit class)	\$40.00
Family & Consumer Science (1 credit class)	\$40.00
Career Academy Classes (fee & organization fee per year)	\$40.00
Business (1 credit class)	\$40.00

DUAL CREDIT / DUAL ENROLLMENT COURSES--Students electing to enroll in these courses will be responsible for timely payment of the tuition and fees of the college or other institution granting the post-secondary credit, and for textbooks and materials unless otherwise negotiated between the institution and the Board of Education. Full payment of tuition must be made by the first day of classes for the college or university.

*No fee may be required for any course taken to satisfy graduation requirements; however, donations may be requested and the above limits will apply.

DRIVER EDUCATION FEE WAIVER

Students in the Calhoun County School System who wish to take driver education but who are unable to pay the required fee may have the fee waived by the principal of the individual school provided the student meets the following criteria:

1. Requested in writing by the parent or guardian;

2. Eligible for free lunches;
3. Student is identified as economically disadvantaged
4. The student or his family is receiving help from federal or state welfare or disability programs;
5. Other information which may be helpful.

CAREER TECHNICAL EQUIPMENT

Equipment used in the career technical program shall be maintained in safe working condition. The system will make necessary and routine repairs when the value of the equipment is not less than the value of repair parts and labor. The Career Technical Director will follow the established schedule for replacement of equipment as appropriate. Each class / shop will be equipped with required Business and Industry tools, software, and equipment in compliance with the state equipment list. The Career Technical Director and instructors will develop a program of preventive maintenance to include periodic checkups and routine maintenance of machines and equipment in order to prolong the use of each piece.

COOPERATIVE EDUCATION/WORK-BASED LEARNING

Purpose/Objective-The purpose of cooperative education is to provide paid work-based experience in an occupational setting that typically cannot be obtained in the classroom. Participating students will develop skills in employability, ethics, personal finance, leadership, teamwork, and technical foundations in preparation for future employment or continuing education.

The Calhoun County Cooperative Education Program will remain in compliance with the Alabama Work-Based Learning Manual. The Cooperative Education Program is to maintain documentation that parents and students have been provided the following regulations and policies:

School Regulations/Policies

1. Student acknowledges that the primary purpose of work-based learning is educational and agrees to abide by policies of the Work-Based Learning (WBL) / Cooperative Education program and decisions of the Workforce Development / Cooperative Education Coordinator, including those regarding the specific job.
2. Student acknowledges that the school, through the Workforce Development / Cooperative Education Coordinator, is acting as an intermediary between employer and student and that the Workforce Development / Cooperative Education Coordinator has a legitimate right to know and a significant role in determining the outcome of any employment issues including placement, termination, scheduling, assignments, and all other aspects of employment.
3. Work-based Learning students who fail to perform satisfactorily in all subject areas during any grading period may be placed on probation. A student who fails to improve may be asked to resign from his/her job.
4. A student suspended from school is not allowed to attend their WBL placement during the suspension. On the second offense he/she may be dropped from the WBL / Cooperative Education program with a loss of all credit.
5. A student must comply with the attendance policies to participate in the program. Excessive absences will not be tolerated.
6. A student losing his/her WBL placement due to any action deemed unacceptable by the school and teacher/coordinator will be dropped from the program with a loss of all credit.
7. A student whose job is terminated for any reason is to report to the teacher-coordinator immediately. Failure to do so may result in probation and/or being dropped from the program.
8. A student not attending regular school classes and/or the Cooperative Education class cannot work at the training station on the day(s) he/she is absent.
9. In case of absence, the student is required to call the teacher-coordinator and his/her employer before class or working period.
10. Personal business handled at the workplace is prohibited.
11. Friends or family are not to visit the student at the work-based learning placement.
12. A student is to be on time at school as well as at the work-based learning placement.
13. Parents should understand the student's responsibility to the training station and not interfere with the performance of his/her duties.
14. Business rules for dress and personal hygiene will be observed.

15. Since training is the primary objective, a student is expected to remain with the training station to which he/she is assigned. Students may resign or change jobs only with the express written permission of the teacher-coordinator and following business practices for resignation. A student changing a job without written permission is subject to being dropped from Cooperative Education.
16. The student organization is an integral part of a student's Career/Technical Education program. Therefore, all students are encouraged to participate in and actively support the Career/Technical Education student organization that relates to their career objectives.
17. Students are placed on the job to train and are under the supervisions of both the teacher-coordinator and business supervisor / mentor where they are employed.
18. Students must abide by all school rules and regulations for other students and consider themselves under the jurisdiction of the school while in the training station.
19. Any unresolved conflict that arises at work will require a meeting with the Employer and the Coop Coordinator. The student may also be called in to the meeting if the employer or coordinator believes it is necessary. If the employer requests such a meeting due to the employee's behavior, abilities, work ethic or attendance, the teacher will work with the employer and the student to resolve the problem. If the teacher, the employer, and the student cannot resolve the situation the student will be removed from the coop program.
20. Reliable transportation is a must. Transportation to and from the work site is the responsibility of the student/parent/guardian. Transportation problems do not justify absence from work.
21. Students will leave the campus immediately following the last scheduled class. If for any reason a student needs to remain on campus, permission must be obtained from the teacher-coordinator.
22. The student understands that they must work a minimum number of hours in order to receive co-op credit. Students will provide proof of hours worked. Student will also keep accurate up-to-date time cards weekly.
23. Students must sign out at their home school when they leave each day. Failure to sign out will be considered skipping.
24. Attendance at all called meetings by the Co-op Coordinator is required.

LIBRARY MEDIA PROGRAM

I. Philosophy

The library media center should be the center of the school program. Materials should be provided with a wide range of educational materials on all levels of difficulty and in a variety of formats, with diversity of appeal, allowing for the presentation of many different points of view. The collection of materials should enrich and support the curriculum and meet the needs of the students and faculty served.

The library media center should:

- ❖ provide access to information for students and staff that is appropriate to student development;
- ❖ collaborate with teachers so every student learns to access, evaluate, and use information through activities that are planned and assessed in ways that help them achieve classroom instructional objectives;
- ❖ encourage every student to read, view and listen for information and enjoyment;
- ❖ provide a planned program that provides a welcoming environment conducive to learning and promote students' intellectual and personal growth.

The Calhoun County School System endorses the *Library Bill of Rights*, which has endorsed by the American Association of School Librarians. The American Library Association affirms that all libraries are forums for information and ideas, and that the following basic policies should guide their services.

1. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.
2. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.
3. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.
4. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.

5. A person's right to use a library should not be denied or abridged because of origin, age, background, or views.
6. Libraries, which make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individual or groups requesting their use.

The Calhoun County Board of Education has the responsibility for providing certified library media personnel and means for the selection and acquisition of instructional materials for the library media centers. Procedures are established to permit the reconsideration of challenged instructional materials.

II. Selection of Materials-See Policy 7.14 Selection of Instructional Materials and Materials for School Libraries

III. Adherence to laws and policies

In utilizing library media resources, students shall be expected to abide by the *Student Acceptable Use and Internet Safety Policy* and the *Code of Student Conduct*. Students and personnel shall be expected to abide the Board's Copyright Policy and all applicable laws regarding copyright infringement.

TECHNOLOGY VISION AND MISSION STATEMENT

Vision Statement-Calhoun County Schools Technology Department envisions all students being actively engaged and having access to the technology resources and tools needed to support and enhance education. Additionally, the staff of Calhoun County Schools will have training opportunities and support needed to utilize and implement technology.

Mission Statement-It is the mission of the Calhoun County Schools Technology Department to provide access to applicable and purposeful technology resources and tools to meet or exceed the educational goals of the Calhoun County School System. It is our mission to assist and guide staff members of Calhoun County Schools in utilizing technology skillfully and efficiently in the classroom. Through this mission our students will be prepared to use 21st Century tools for lifelong learning and success.

The Technology Committee's yearly plan will serve as system-wide plan for the fulfillment of this mission. This plan will be refined and revised as needed to be current in the utilization of technology.

COPYRIGHT COMPLIANCE

The Board recognizes that federal law makes it illegal to duplicate copyrighted materials without authorization of the holder of the copyright, except for certain exempt purposes. In addition, software is governed by licensing agreements setting forth permissible uses. Severe penalties may be imposed for unauthorized copying or use of audiovisual or printed materials and computer software, unless the copying or use conforms to the "fair use" doctrine or to the software licensing agreement.

Under the "fair use" doctrine regarding copyrighted materials, unauthorized reproduction of copyrighted materials is permissible within certain limits for such purposes as criticism, comment, news reporting, teaching, scholarship or research. To fall within the permissible bounds of fair use, duplication of a product for any of the stated purposes must meet the following general standards:

THE PURPOSE AND CHARACTER OF THE USE.

The use must be for such purposes as teaching or scholarship and must be nonprofit.

THE NATURE OF THE COPYRIGHTED WORK.

Staff may generally make single copies of the following for use in research, instruction or preparation for teaching: book chapters; articles from periodicals or newspapers; short stories; essays or poems; and charts, graphs, diagrams, drawings, cartoons or pictures from books, periodicals, or newspapers in accordance with these guidelines.

THE AMOUNT AND SUBSTANTIALITY OF THE PORTION USED.

In most circumstances, copying the whole of a work cannot be considered fair use; copying a small portion may be if these guidelines are followed.

THE EFFECT OF THE USE UPON THE POTENTIAL MARKET FOR OR VALUE OF THE COPYRIGHTED WORK.

If resulting economic loss to the copyright holder can be shown, even making a single copy of certain materials may be an infringement, and making multiple copies presents the danger of greater penalties.

Although the district encourages its staff to enrich the learning programs by making proper use of supplementary materials, it is the responsibility of district staff to abide by Board policy and the requirements of the law. In no circumstances shall it be necessary for district staff to violate copyright requirements in order to perform their duties properly. The district prohibits and cannot be responsible for violations of the copyright law or licensing agreements by its staff.

In order to promote compliance with federal copyright law, the Board encourages adherence to the Fair Use Guidelines for Educational Multimedia as developed by the Consortium of College and University media Centers. This document is available through the Technology Department. The Board further authorizes development by the Superintendent or designee of such procedures as may be needed to ensure compliance with this policy.

Legal References: P.L. 94-553 Federal Copyright Law of 1976 (U.S. Code, Title 17)

TEXTBOOK

SECTION I: CALHOUN COUNTY TEXTBOOK COMMITTEE

- a) The Calhoun County Board of Education shall appoint a committee for the adoption of new textbooks each year. The State has set up a rotating schedule for the adoption of new textbooks so different subject areas or disciplines are adopted each year. In the event an off-year adoption is needed, written request must be submitted to the Board of Education for approval.
- b) The textbook adoption committee will consist of members from each school that offers classes in the subject area of the textbook being adopted. Each secondary and elementary school shall be represented by one faculty member for each subject area in the adoption. K-12 schools will have one secondary and one elementary person where applicable. The committee members shall be elected by majority vote from faculty members who teach the subject area of the books to be adopted. In the event an elementary grade level is not represented, the Superintendent or his designee will appoint a member to the committee to represent that grade level. The special education coordinator shall appoint, at large, one elementary and one secondary teacher to serve on committees. In years where multiple subject areas are being adopted, the secondary level will consist of committees from each discipline.
One to three parents will also be appointed by the Superintendent or his designee to serve as committee members. Membership of the Calhoun County Textbook Committee shall be inclusive and shall reflect the racial, gender, geographic, urban/rural, and economic diversity of the system.
- c) The textbook coordinator and curriculum coordinator(s) will serve as non-voting members of the committee.
- d) The committee will have its initial meeting within ten (10) days after notification of appointment of all members. The purpose of the initial meeting will be to select two recording secretaries, one elementary and one secondary. The responsibilities of the secretary will include recording the minutes of the meetings, making the minutes available to the committee members and Board of Education members, and keeping a copy on file at the Board of Education office. After the secretaries are elected, the committee will prepare an affidavit to be filed with the Calhoun County Board of Education stating each of the following:
 - (1) The member agrees to discharge faithfully all the duties imposed upon him or her as a member or as secretary of the textbook committee.
 - (2) The member has no interest, direct or indirect, in any contract that may be made under this act for the purchase of textbooks.
 - (3) The member has no interest as author, associate author, as publisher, or as a representative of the author or publisher of any textbooks.
 - (4) The member has no pecuniary interest, direct or indirect, in the business or profits of any person, firm or corporation engaged in manufacturing, publishing or selling textbooks.
 - (5) The member agrees not to accept any emolument or promise of future reward of any kind from any publisher of textbooks, the publisher's agent, or anyone interested in or intending to bias the member's judgment in any way in the selection of any textbook for adoption.
- e) The members of the committee will serve for a period of one year. In the event a problem arises with a textbook(s), the Calhoun County Board of Education reserves the right to reconvene the committee of this particular subject area. In the event that members of the committee are no longer available to meet due to attrition, the school where the member is no longer available will vote on a new member to serve in his/her place.

- f) The local textbook committee shall meet for the purpose of recommending textbooks to the local board of education from the list of adoptions by the State Board of Education, a list submitted to the committee for consideration by the local superintendent or his or her designee, or both lists. The Calhoun County Board of Education will consider adoption of books that are not on the state adoption list only when newer editions have been made available since the state list was published, or if there is no book on the list that is found suitable for a particular subject or course that is being taught. Textbooks that have been rejected by the State Board of Education shall not be considered for future adoption by the local board of education except for the length of an existing local contract approved by the State Superintendent.
- g) Each school representative will tabulate and bring to the final meeting the results of individual teacher preferences. A consensus will be reached utilizing the teacher preferences and preferences of committee members. No textbook shall be used as the primary text in any public school class unless recommended by the local textbook committee and upon the recommendation of the local superintendent and adopted by the Calhoun County Board of Education. The committee will not select a textbook for adoption that has a publication date prior to three years of the date of adoption.
- h) The adoption of a textbook by the Calhoun County Board of Education shall be by majority vote of the board of education and shall be for a period determined by the State Superintendent of Education. Not later than thirty (30) days after the date of the local adoption, the Calhoun County Superintendent of Education shall file a report with the State Superintendent of Education listing the title, the name of the author, the publisher, and the date of adoption of the textbook with verification to the State Superintendent that all procedures described in subsection (d) have been followed. This procedure shall apply each time a textbook is adopted for use. The textbook coordinator and curriculum coordinators will be the contact persons between the publishers and the local committee members.
- i) Publishers shall furnish samples of all state-adopted textbooks to the local board of education for evaluation by the local textbook committee. One copy of each textbook adopted by the local textbook committee shall be retained by the local board of education as an official sample. All samples not adopted by the Calhoun County Board of Education shall be returned to the publishers at the expense of the publishers, and samples of those books adopted shall become the property of the local board of education. If the publisher fails to reclaim samples on non-adopted books within ninety (90) days, the sample books shall become the property of the Calhoun County Board of Education.
- j) Any textbook publisher that solicits a local textbook committee or local board to adopt their textbooks and has not participated in the state adoption process shall provide the reason for not participating in the state process in writing to the local textbook committee and local board at the time of the solicitation. A copy of the document submitted to the local textbook committee and the local board of education shall also be sent to the State Superintendent of Education. The Calhoun County Board of Education will follow the procedure on ancillary material as established by the State of Alabama.

SECTION II: PURCHASING TEXTBOOKS AND ACCOUNTABILITY FOR TEXTBOOKS

- a) The Calhoun County Board of Education may appropriate general funds for the purpose of creating local revolving funds to be used in securing and distributing textbooks and for the purpose of contributing to the expense of furnishing textbooks.
- b) The Calhoun County Board of Education may appropriate funds for the purpose of purchasing textbooks for free distribution or for rental to the patrons of its public schools under such rules and regulations as shall be prescribed by the Calhoun County Board of Education.
- c) All books contracted for shall be shipped upon receipt of purchase orders from the Calhoun County Board of Education. The publisher or publishing company shipping the books shall prepare triplicate invoices or bills for the books shipped. These invoices or bills shall be mailed to the superintendent of education to whom the books are shipped.
- d) The superintendent of education, upon receipt of any shipment of books as provided herein, shall forthwith determine if the shipment is in accordance with the invoices or bills. Payment shall be made by the local board of education for such purchase and charged against the Foundation Program funds distributed to the local board of education for such purposes or other funds available to the local board of education for such purposes.
- e) The Calhoun County Board of Education shall provide for the safe and dry storage and distribution of all new and used textbooks and, in the case of used textbooks, provide for the collection, storage, and maintenance, including necessary repairs, renovation and fumigation. The local board of education shall also provide for the repair of used textbooks.
- f) The superintendent shall maintain at all times an accurate and up-to-date inventory and shall keep on file such accounting records as may be required or as deemed necessary.

SECTION III: USE OF TEXTBOOKS

- a) All textbooks furnished free of charge to pupils shall be the property of the Calhoun County Board of Education as long as textbook funds are expended as prescribed by the law.

- b) Textbooks distributed to students shall be retained by the individual student for use during the time period the student is engaged in courses of study for which those textbooks are used. At the completion of each course of study or otherwise at the instruction of the principal or teacher in charge, the textbooks shall be returned as directed. The parent, guardian, or other person having custody of a child to whom textbooks are issued shall be held liable for any loss, abuse, or damage in excess of that which would result from the normal use of the textbooks. In computing the loss or damage of a textbook that has been in use for a year or more, the basis of computation shall be a variable of 50 to 75 percent of the original cost of the book to the local board of education. If the parent, guardian, or person having custody of the child to whom the textbook was issued fails to pay the assessed damages within thirty (30) days after notification, the student shall not be entitled to further use of the textbook until remittance of the amount of loss or damage has been made.
- c) All remittances for damages or from sale of textbooks shall be deposited to the credit of the LEA textbook fund and shall be used for the repair, maintenance, and replacement of textbooks.
- d) The Calhoun County Board of Education may waive the payment as provided in this section if, in their judgment, the respective parent or guardian is not financially able to make the payment. The system shall contribute from local funds sums equal to the amount waived.
- e) Pupils enrolled in the Calhoun County School System or any parent or guardian of the pupil may buy textbooks at the price paid for them by the local board of education. All contracts made with publishers shall so provide. The board of education may make such sales through a designated employee or agent thereof. No handling charge allowed from the sale shall incur to any member, officer, or employee of the Calhoun County Board of Education.
- f) All books issued by the separate schools may be used by pupils to whom issued in the same manner and to the same extent as though the books were owned by the pupils, their parents, or guardians as the case may be, except that such pupils, parents, or guardians shall be liable for such loss or damage to books as provided in this section and for the return of the textbook.

SECTION IV: ADEQUATE TEXTBOOKS

The Calhoun County Board of Education finds textbooks and other instructional materials are among the basic tools of learning that must exist if students are to succeed.

- All students in the Calhoun County Schools shall be provided with adequate textbooks. Textbooks and other supporting material shall be appropriate for their course work and shall be in suitable condition. Where textbooks are issued pursuant to Section III, every student shall have access to a textbook of the correct edition.
- It is the intent of the Calhoun County Board of Education that it is the student's responsibility, as well as the responsibility of the student's parent or guardian, to care for the textbooks and instructional supplies provided by the state in a manner so that the materials are not damaged to the point of being unusable.
- In the event that there are no books available to the students in a class, the local school principal or his/her designee must order textbooks through the Calhoun County textbook coordinator.
- In the event textbooks are no longer adequate or become obsolete, the Calhoun County Board of Education will recycle, given to students and teachers, or bury the books to dispose of them. When textbooks are sold, the money received must go into the textbook fund. Books can be sold to used textbook companies.

II. STUDENTS

STUDENT RESPONSIBILITIES AND RIGHTS

Individual student rights involve responsibilities, which must be viewed in relation to the health, safety, and welfare of the majority of students within each school. The principal will assume administrative responsibility and provide instructional leadership under the supervision of the Superintendent and in accordance with policies of the Board of Education. The faculty and staff will assist in the orderly operation of the school and assure the rights of students.

Student rights and responsibilities in various areas related to the school experience are discussed more fully below:

Attendance-School administrators have an obligation under Alabama State Law to enforce compulsory school attendance laws. According to Calhoun County Board of Education Policy all students are encouraged to attend school on a regular basis.

Student Responsibilities

- To take advantage of their educational opportunity by attending all classes daily and on time.
- To provide the school with a written explanation and appropriate documentation indicating the reason(s) for an absence.
- To request make-up assignments from teachers within 3 days upon return to school from an excused absence and to complete this work within a reasonable amount of time as determined by the teacher and/or school administrator.

Student Rights

- To be informed of Board of Education policies and individual school rules regarding absenteeism and tardiness.
- To receive a verbal explanation concerning the status of an absence.
- To make up class work in accordance with Board policy when there is an excused absence.

Guidance and Counseling-Schools have the responsibility to provide guidance and counseling services and to make relevant information available to students in the areas of personal-social, academic, and career development.

Student Responsibilities

- To use counseling for educational and personal improvement.
- To schedule counseling appointments unless the problem or concern is an emergency.

Student Rights

- To be informed of the nature of the counseling available.
- To receive individual and group counseling.

Curriculum-The degree of student involvement in curriculum planning is a function of age, grade, maturity, and sophistication. Student opinion regarding curriculum offerings is important and therefore deserves careful analysis and consideration.

Student Responsibilities

- To request participation in academic programs and extracurricular activities that are commensurate with his/her interests and capabilities.
- To seek counseling in course selections from informed persons.
- To contribute to an atmosphere conducive to learning.
- To exert every effort to achieve mastery of the basic skills in academic and/or extracurricular activities.

Student Rights

- To have an equal opportunity to participate in academic programs and extracurricular activities.
- To receive guidance regarding appropriate course selections.
- To receive instruction under competent instructors in an atmosphere conducive to learning.
- To participate in the acquisition of the appropriate basic skills.

Free Speech / Expression-Citizens in our democracy are guaranteed self-expression under the first and fourteenth amendments of the United States Constitution; therefore, in our democratic society, one of the basic purposes of education is to prepare students for responsible self-expression. Student rights in the school setting, however, must be balanced

against the school's legitimate interest in maintaining a safe and orderly environment, requiring socially appropriate behavior, and ensuring that all students are protected from threats, harassment and similar harm.

Student Responsibilities

- To respect the rights of all individuals to express disagreement in a manner which does not infringe upon the rights of others and does not interfere with the orderly educational process.
- To act in a manner which promotes dignity in the observance of patriotic activities.
- To respect the religious beliefs of others.
- To refrain from lewd, vulgar, threatening, harassing, or other inappropriate expression.

Student Rights

- To express viewpoints through speaking and writing in a manner which does not disrupt the school environment, infringe upon the rights of others, or endanger the health or welfare of others.
- To have the opportunity to participate in the observance of patriotic activities.
- To refrain from any activity which violates the precepts of his/her religion.

Grading Procedure-An academic grade should reflect the teacher's most objective assessment of the student's academic achievement. Academic grades shall not be used as a means of maintaining order in the classroom, nor shall student behavior be included in calculating academic grades.

Student Responsibilities

- To be informed of the grading criteria and the Promotion and Retention Policy.
- To maintain a level of academic performance commensurate with his/her capability, and to make every effort to improve performance upon notification of unsatisfactory progress.

Student Rights

- To receive the grading criteria and any necessary explanation about the Promotion and Retention Policy from each teacher at the beginning of the course.
- To receive notification of failure or potential failure when it is apparent that unsatisfactory work is being performed.

Special Education-It is the responsibility of the Board of Education to provide appropriate educational services to all students.

Student Responsibilities

To participate in special educational programs designed to meet identified needs.

Student Rights

- To be informed of his/her rights related to special educational services.
- To receive free, appropriate education and special educational services based on identified needs.

Student Government-Effective student government associations are the forums for the training and involvement of students in the democratic process.

Student Responsibilities

- To elect student government officers and representatives who are responsive to the needs of the school and who will work constructively toward the resolution of such needs.
- To become knowledgeable of Board of Education policies and individual school rules and regulations governing the actions of students.
- To conduct election campaigns in a positive manner with respect provided to all participants.
- To attend, if elected, regularly scheduled meetings and exhibit appropriate conduct.

Student Rights

- To form and operate a student government association within the respective school under the direction of a faculty advisor.
- To have access to policies, rules, and regulations.

-To seek office in student government regardless of race, sex, disability, creed or political beliefs. The student must also meet other non-discriminatory standards as identified by the school, such as academic standards and appropriate behavior.

Student Publications-Official student publications should include viewpoints representative of the entire student body as well as provide effective means through which students may express themselves properly.

Student Responsibilities

To seek full information of the topics about which he/she writes and to observe normally accepted rules for responsible journalism under the guidance of a faculty advisor.

Student Rights

To participate in the development and distribution of official student publications as prescribed by local school policy.

Drug Education-Elementary and secondary students may participate in a drug education program that teaches the adverse and dangerous effects of drugs on the human mind and body and that the use of certain drugs is illegal. Special funds are made available for this program annually through the Federal Government's Drug-Free Schools and Communities Act of 1986.

Student Responsibilities

- To take full advantage of this educational program.
- To comply with all laws and Board policies related to drugs and medication.

Student Rights

- To participate in a program designed to provide responsible and accurate information about legal and illegal drug use.
- To be informed of all Board policies and prohibitions related to drugs and medication.

CURRICULAR ACTIVITIES PARTICIPATION

Any school dances and/or activities to include Prom, Homecoming Court, Co-Curricular/Extra-Curricular Activities, etc. held at the school or any off campus facility will be sponsored by a club or organization affiliated directly with the local school. The Code of Conduct is in effect at all school activities. Students and guests are required to abide by all school rules and regulations at any school events. Guests will be admitted at the discretion of the school administration and on the basis of procedures prescribed by them. School officials reserve the right to deny entry to any person. All persons attending are required to abide by school rules. Only students "adequately progressing" and in "good standing" while attending the local school, and their guests, are allowed at any school functions. "Adequately progressing" and "good standing" includes, but is not limited to, a student's academics, attendance, and discipline as determined by the principal. Refunds may not be allowed in the event of denied participation with the activity.

INTERSCHOLASTIC ACTIVITIES

Interscholastic activities are defined as competitive activities between schools which are non-athletic in nature.

Local schools may engage in interscholastic activities when approved by the local school principal, the Superintendent of Schools, and in some instances, the Board. All schools participating in interscholastic activities shall adhere to the provisions that follow:

1. Interscholastic activities shall be under the direction and control of the local school principal or his designated representative.
2. Interscholastic activities must be coached, directed, or sponsored by a member of the professional staff.
3. Interscholastic activities shall be of educational value to the participants.
4. Preparation for interscholastic activities shall not interfere with regular classroom instruction.
5. Students participating in interscholastic activities shall have written parental permission on file with the local school principal.
6. All travel for interscholastic activities shall be controlled by the policy governing field trips and excursions.

7. Interscholastic activities shall not be approved that require students to be away from school for more than three (3) consecutive days.
8. Financing of interscholastic activities shall be the responsibility of the local school.
9. Transportation should be provided by the school when appropriate. Parents may be called upon at times to help transport to extracurricular activities. Under no circumstance should students transport themselves or other students to extracurricular activities.

CHEERLEADING

Tryout/Squad Selection

To determine Varsity, Jr. Varsity and/or Jr. High Level, prospective cheerleaders will be asked to demonstrate cheerleader skills, such as cheers, chants, basic stunts, tumbling, dance, and jumps using the proper technique.

1. Cheerleaders will be determined by a panel of judges that will consist of outside qualified people with expertise in the area of cheerleading. Tryout scores may also include academic grades, teacher evaluations, and coach's evaluation. The size of the squad and grade placement on each squad will be determined by the coach.
2. Captain selection is up to the coach and should be in the school's cheerleading handbook.
3. AHSAA rules state that any virtual or homeschooled student must be enrolled in an on-campus class in order to participate. <https://www.ahsaa.com/Portals/0/Publications/2022-2023/22-23Handbook.pdf?ver=fwH7-k2apTdBIrbtFDSg6w%3D%3D×tamp=1658951993268>

Membership/Participation Requirements

1. If the school attends cheerleader camp, each cheerleader must attend unless the coach/administration excuses the cheerleader due to extenuating circumstances.
2. Cheerleaders must attend summer workouts and practices. They must also attend all regular practices and games. Jobs should be worked around the sport's schedule. Missing practices, games or performances will not be excused without the coach's or administration's permission.
3. Cheerleaders must attend at least one half day of school in order to cheer for that night's game, unless prior permission is given by the coach.
4. Each cheerleader is expected to participate fully in activities such as fund raisers, sign painting, decorating, or any spirit promotions.
5. A cheerleader who quits or is dismissed from the squad forfeits his or her eligibility to return to the squad for the duration of the cheer season. They will not be allowed to try out for cheerleader the following year. The student may be considered for reinstatement at the commencement of the following (or a subsequent) sports season on such terms and conditions as the administration and cheerleading coach deem reasonable under the circumstances.
6. Cheerleaders will attend all summer workouts, practices, off-season training, games, and competitions including weekends, playoffs, championships, etc. Participation is mandatory unless prior approval from the coach is received and other arrangements are made.
7. Cheering at holiday tournaments will be at the cheer coach's discretion.
8. Work, vacation, and other activities, including but not limited to travel ball or competition cheer squads, should be worked around the cheer season schedule. None of these are an excuse to miss a cheer event/activity. Unless prior permission is given by the coach and/or administration, absences will be unexcused. If sickness or other emergencies arise, the coach should be notified prior to the event/activity.
9. Excessive absences, excused or unexcused, can result in having to sit out of events, activities, and/or performances at the discretion of the coach.

Transportation

1. Transportation will comply with the policy for Field Trips and Excursions. When cheerleader transportation is provided and scheduled to leave at a certain time, those who do not arrive on time may be left.
2. The cheerleader will not be allowed to drive to the game and cheer but may ride with their parents/legal guardians, grandparents, and siblings who are 21 years of age or older.

Uniforms and Costs

Cheerleaders are responsible for keeping their uniforms clean and in good condition.

1. The total cost for participating in Varsity, Junior Varsity, and Junior High Cheerleading in any given school year is an approximate out-of-pocket cost of \$1000-\$1500.00. School sponsored fund-raisers will be made available for each

cheerleader to raise the money to participate in cheering. However, parents or guardians may wish to donate all or a portion of their child's share. In either case, the uniforms become the property of the school.

2. Cheerleaders are responsible for participating in all fundraising activities. If parents or guardians choose not to participate, they are then responsible for making a payment of the required amount per fundraising event.
3. To help defray the cost of alteration, repair and/or replacement of school owned uniforms; a school may charge a rental fee, of not more than \$100 per school year, for uniforms. However, if a uniform is damaged or lost, it is the responsibility of the parent or legal guardian and cheerleader to reimburse the school.

Suspension/Probation/Dismissal

1. Each coach will provide athletes a copy of the school's cheerleading handbook which will include actions to be taken if an infraction occurs.
2. This procedure will be approved by the school's administration.
3. A demerit or point system will be allowable; however, if the severity of a situation merits immediate dismissal or probation, it will be at the discretion of the administration and coach.

Safety Guidelines

1. National Federation Safety Guidelines for cheerleading will be followed as well as those of USA Cheer and the AHSAA.
2. Hair should be pulled up and back into a ponytail if stunting will be taking place.
3. Nails should be of neutral color and be no longer than the ends of the fingers.
4. No jewelry of any kind should be worn during a cheer event.

FOREIGN AND CULTURAL EXCHANGE PROGRAMS

The Board authorizes the enrollment of foreign exchange visitors in accordance with the following guidelines:

1. The Board will permit the limited enrollment of student exchange visitors who are sponsored by a properly designated sponsor under the U.S. Department of State's Exchange Visitor Program and who are seeking to enroll in Calhoun County Schools pursuant to a J-1 visa.
2. No exchange visitor may be enrolled or otherwise accepted by a local school without the prior approval of the Superintendent's office. All such requests for enrollment must be forwarded to the Superintendent's office prior to enrollment. Such requests should be made as far in advance as possible.
3. No more than five (5) exchange visitors shall be permitted to enroll in Calhoun County Schools during any given school year. In the event more than five student exchange visitors seek to enroll within a school year, consideration and approval will be on a first-come, first-served basis.
4. No exchange visitor will be permitted to enroll in any school other than the school within the attendance zone in which the student's host family resides.
5. Those student exchange visitors who are accepted are **not** be eligible to receive a diploma and will **not** be placed in the twelfth grade.
6. The Board strongly encourages sponsors to obtain approval prior to permitting exchange visitors to travel to the home of a host family within the school district, as there will be no guarantee of enrollment without prior approval from the Superintendent's office.
7. Student exchange visitors who refuse or fail to comply with Board policies regarding academics or discipline are subject to removal from the school roll.

PHYSICAL EDUCATION DRESS CODE

Grades 7 – 12

Students taking physical education will be required to dress in a P.E. uniform meeting the following standards:

1. Shorts or sweats may be worn.
2. Top shall be a pullover type, meeting the waistline. The neckline and arm openings shall be such that the learning process is not interrupted. No see-through garments shall be worn without proper undergarments.
3. Shoes: A tennis type gym shoe will be worn.
4. Socks will be worn.
5. P.E. uniform, including shoes and socks, shall not be same clothing as worn to school.
6. Those schools selling P.E. uniforms shall make them available on a voluntary basis to the students.

7. Students who do not adhere to the P.E. dress requirements will not be allowed to participate and will receive a grade of zero for those class periods.
8. Exceptions to these requirements must be approved by the P.E. teacher and principal.

STUDENT RECORDS

A cumulative record shall be kept for each student enrolled in the schools of the School System. All information contained within such records shall be considered as confidential and shall at all times be stored in a fireproof vault or cabinet and under lock and key. It shall be the duty of the local school principal and staff to keep said records undated and complete.

Family Educational Rights and Privacy Act-The school records of an individual student may be released to:

1. To school officials who have a legitimate educational interest in records. A school official is:
 - A person employed by the System as an administrator, supervisor, instructor, or support staff member.
 - A person elected to the School Board.
 - A person employed by or under contract to the district to perform a special task, such as an attorney, auditor, medical consultants or therapists.

A school official has a legitimate educational interest if the official is:

- Performing a task that is specified in his or her position description or by a contract agreement.
 - Performing a task related to a student's education.
 - Performing a task related to the discipline of a student.
 - Providing a service or benefit relating to the student or student's family, such as health care, counseling, or job placement.
2. To officials of another school in which a student seeks or intends to enroll upon request of such official.
 3. To certain officials of the U.S. Department of Education, the Comptroller General, and state and local educational authorities, in connection with certain state or federally supported education programs.
 4. In connection with a student's request for or receipt of financial aid, as necessary to determine the eligibility, amount or conditions of the financial aid, or to enforce the terms and conditions of the aid.
 5. If required by a state law requiring disclosure that was adopted before November 19, 1974.
 6. To organizations conducting certain studies for or on behalf of the district.
 7. To accrediting organizations to carry out their functions.
 8. To parents of an eligible student who claim the student as a dependent for income tax purposes.
 9. Judicial authorities in compliance with judicial orders, or pursuant to any lawfully issued subpoena, upon condition that parents and the students are notified of all such orders or subpoenas in advance of compliance therewith
 10. To appropriate parties in a health or safety emergency.

Otherwise, any personally identifiable information contained in personal school records shall be furnished only upon the written consent of the student's parents specifying records to be release and to whom. A copy of the records to be release shall, if the written consent so requests, be given to the parents and to the student if desired by the parents.

Any release of information under Item 4 above, must be necessary in connection with the audit and evaluation of a Federally supported education program, or in connection with the enforcement of the Federal legal requirements which relate to such programs; provided that, except when collection of personally identifiable data is specifically authorized by Federal Law, any data collected by such officials with respect to individual students shall not include information (including social security numbers) which would permit the personal identification of such students or their parents after the data so obtained has been collected. Personal information shall only be transferred to a third party on the condition that such party will not permit any other party to have access to such information without the written consent of the parents of the student.

All persons, agencies, or organizations desiring access to the records of a student shall be required to furnish a written statement indicating specifically the legitimate educational or other interest that each person, agency or organization has in seeking this information. Such statement shall be placed permanently with the file of the student and shall be available to parents and to the school official responsible for record maintenance as a means of auditing the operation of the system.

Whenever a student has attained eighteen (18) years of age, the permission or consent required of and the rights accorded to the parents of the student shall thereafter only be required of and accorded to the student.

Upon discontinuing public school services at a given location or site, all student records must be placed in the County Superintendent's office. If two or more public schools are combined, records must be combined and kept in the new or existing school. Otherwise, permanent records are to remain in a school indefinitely for all students who have attended the school. A duplicate of each student's record must be filed in the County Superintendent's office. Legal names must be used on all permanent records.

Annual FERPA Notification-Parents will be notified of their FERPA rights annually in one or more of the following methods:

Student Handbook

By Mail

Newspaper

Posting of notice on bulletin board in central location

FERPA Procedures To Inspect Education Records-Parents of students or eligible students may inspect and review the student's education records upon request. Parents or eligible students should submit to the student's school principal a written request which identifies as precisely as possible the record or records he or she wishes to inspect. The principal (or other appropriate school official) will make the needed arrangements for access as promptly as possible and notify the parent or eligible student of the time and place where the records may be inspected. Access will be given in 45 days or less from the receipt of the request. When a record contains information about students other than a parent's child or the eligible student, the parent or eligible student may not inspect and review the portion of the record which pertains to other students.

Refusal To Provide Copies-The Calhoun County School System will not provide a parent or eligible student a copy of the student's education record unless failure to do so would effectively prevent the parent or eligible student the right to inspect and review the records. If the record involves answers to a standardized test, the Calhoun County School System will not provide a parent a copy of standardized test questions.

Fees For Copies Of Records-The fee for copies will be .10 cents per page.

Types, Locations, And Custodians of Education Records-The following is a list of the types of records that the System maintains, their locations, and their custodians:

TYPES	LOCATION	CUSTODIAN
Cumulative School Records	School Principal's Office	School Principal
Cumulative School Records (Former Students)	School Principal's Office	School Principal
Expulsion Records	Central Office	Superintendent
Speech Therapy Records Psychological Records	Local School & Central Office	School Principal Coordinator of Special Education
School Transportation Records	School Bus Garage	Director of Transportation
Special Test Records	Central Office	Director of Guidance and Testing

TYPEs	LOCATION	CUSTODIAN
Occasional Records (Education records not identified above: such as those in superintendent's office, in the school attorney's office, or in the personal possession of teacher)	Principal will collect and make available at students school	School Principal

Record of Request for Disclosure-The Calhoun County School System will maintain a record of all requests for and/or disclosure of information from a student's education records, excluding requests of school officials and requests for directory information. The record will indicate the name of the party making the request, any additional parties to whom it may be disclosed, and the legitimate interest the party had in requesting or obtaining the information. The record may be reviewed by the parents or eligible student.

Directory Information-The Calhoun County School System designates the following items as Directory Information: student name, address, telephone number, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, most recent previous school attended and photograph. The System may disclose any of those items without prior written consent, unless notified in writing to the contrary by September 1st of each year.

Correction of Education Records-Parents or eligible students have the right to ask to have records corrected that they believe are inaccurate, misleading, or in violation of their privacy rights. Following are the procedures for the correction of records.

1. Parents or the eligible student must ask Calhoun County School System to amend the record. In so doing, they should identify the part of the record they want changed and specify why they believe it is inaccurate, misleading or in violation of the student's privacy or other rights.
2. Calhoun County School System may comply with the request or it may decide not to comply. If it decides not to comply, the system will notify the parents or eligible student of the decision and advise them of their right to a hearing to challenge the information believed to be inaccurate, misleading, or in violation of the student's rights.
3. Upon request, Calhoun County School System will arrange for a hearing, and notify the parents or eligible student, reasonably in advance, of the date, place, and time of the hearing.
4. The hearing will be conducted by a hearing officer who is a disinterested party; however, the hearing officer may be an official of the System. The parents or eligible student will be afforded a full and fair opportunity to present evidence relevant to the issues raised in the original request to amend the student's education records. The parents or student may be assisted by one or more individuals, including an attorney.
3. Calhoun County School System will prepare a written decision based solely on the evidence presented at the hearing. The decision will include a summary of the evidence presented and the reason for the decision.
4. If Calhoun County School System decides that the challenged information is not inaccurate, misleading, or in violation of the student's right of privacy, it will notify the parents or eligible student that they have a right to place in the record a statement commenting on the challenged information and/or a statement setting forth reasons for disagreeing with the decision.
5. The statement will be maintained as part of the student's education records as long as the contested portion is maintained. If Calhoun County School System discloses the contested portion of the record, it will also disclose the statement.
6. If Calhoun County School System decides that the information is inaccurate, misleading, or in violation of the student's right of privacy, it will amend the record and notify the parents or eligible student, in writing, that the record has been amended.

LIMITED ENGLISH PROFICIENT STUDENTS

Calhoun County Schools shall admit students regardless of immigrant or English-speaking status.

In compliance with Title VI of the Civil Rights Act of 1964, the Calhoun County Board of Education prescribes the following to ensure that all limited-English proficient (LEP) students who are in need of language assistance services receive such services:

1. The superintendent or designee shall:
 - a. identify personnel and resources available to serve limited English proficient students;
 - b. coordinate programs and services to such student and their parents;
 - c. as requested, report information concerning the identification, placement, and educational progress of such students to the State Department of Education and other appropriate governmental agencies.
2. The school system shall identify and shall report, as requested, to the State Department of Education and other appropriate agencies information including but not limited to the number of students whose primary home language is other than English, the number of limited English proficient students receiving services, the nature of the services, the number of limited English proficient students receiving special education services and services for the academically gifted, and other required data as needed.
3. A home language survey shall be administered to every student upon initial enrollment and maintained in the student's permanent record file. Each student from a non-English language background will be individually assessed to determine the student's level of English proficiency in order to determine the type(s) of assistance needed. The following formal language proficiency test for determining English proficiency will be administered: the WIDA-ACCESS Placement Test (W-APT). Once a student qualifies as an LEP student, the ACCESS test is used to monitor student progress. A student will exit the LEP program upon scoring a 4.8 on the ACCESS test.
4. An individual plan which, in the view of professional educators qualified to teach LEP students, has a reasonable chance of allowing the student to progress in school, is to be implemented for each identified LEP student. Plans are to be reviewed annually. The student's progress will be monitored and modifications to the plan will be made as needed.
5. In the event alternative language programs are necessary, students are not to remain in such programs longer than necessary to achieve program goals based upon program exit criteria. Students shall be monitored for two years after exiting such programs.
6. Limited English proficient students are to participate in the State testing programs in accordance with the Alabama Student Assessment Program Policies and Procedures for Students of Special Populations. When limited English proficient students are exempted from the statewide testing program, other appropriate methods shall be used to monitor the academic progress of these students.
7. LEP students are not to be assigned to or excluded from special education programs because of their limited-English language proficiency. Evaluation, placement, and notification to parents of students with special needs shall be conducted in accordance with the Individuals with Disabilities Education Act (IDEA) and its implementing regulations.
8. LEP students are not to be categorically excluded from programs for the academically gifted, from other specialized programs, or from support services such as guidance and counseling.
9. LEP students shall be educated in the least segregative manner based on the educational needs of the student. Students shall be included in all aspects of the regular school program in which they can perform satisfactorily.
10. LEP students including those with disabilities are to have access to extracurricular activities on the same basis as English-speaking students, and LEP students are to have access to comparable facilities on the same basis as the English-speaking students.
11. Efforts shall be made to involve parents of limited-English proficient students in the educational program of their children. National minority parents will be informed of school activities when notice is given to other parents. When possible, notices will be provided in the home language.
12. The Calhoun County Schools Grievance/Complaint Procedure may be utilized to resolve claims or complaints relating to discrimination or harassment because of race, color, sex, religion, national origin, age, disability, or other deprivation of a person's legal rights, including violations of Title VI (Civil Rights Act).
13. The Superintendent or designee is authorized to develop written plans and procedural guidelines as appropriate for implementation of this policy.

STUDENT GOVERNMENT

Local school personnel are encouraged to provide the opportunity for students to experience and understand the functional and theoretical aspects of representative government. Through representative government, students are provided the opportunity to take part in and influence the many aspects of student life and school functions and activities. The student government association is a good means of providing students with such experiences. This is especially true in the junior high and high schools.

Local schools may and are encouraged to permit local school officials and students to cooperatively organize and operate a student government association provided it is affiliated with and operates in accordance to the constitution, by-laws, and/or rules and regulations of the National Association of Student Councils of the National Association of Secondary School Principals.

COMMUNITY ACTIVITIES BY STUDENTS

Many worthwhile and valuable experiences, both social and scholastic, are derived by students participation in various community activities. Students may be allowed to participate in community sponsored activities during the regular day when approved by the local school principal and student's parents or guardian. The following criteria should be used in determining whether or not students may participate in such activities:

1. The participation in the activity will not interfere with students school work.
2. The regular school schedule will not be interrupted unless the majority of students will benefit through their participation.
3. Neither an individual, group, nor school shall be permitted to use school time, to participate in community sponsored activities unless it contributes to the total educational program of the school or community.

STUDENT SOCIAL EVENTS

All school sponsored student social events shall be under the control of the local school principal or his designated representative. All such events must have approval of Superintendent, Board, and be conducted according to Board rules and regulations.

STUDENT SOLICITATIONS

All fund raising and charity drives must be approved by the Superintendent and local principal. Outside organizations shall not advertise or sell through students during school hours. Solicitations by students for school projects should be kept to a minimum and should not be done at all during regular school hours.

CONTESTS FOR STUDENTS

Participation in contests shall be optional with the individual school and the individual student. The schools of the School system may cooperate with outside agencies sponsoring worthwhile contests that are in keeping with the educational goals of the school. The following criteria shall be used for determining participation in contests by schools and/or students:

1. The educational aims of the school and the needs and interest of its students must be considered at all times.
2. Schools and their students shall not be used for private or commercial interest.
3. Schools and their students shall not be used for sales or promotional purposes.
4. Teachers and students shall be given consideration against added work and responsibilities.
5. Contest shall not be sponsored by schools when preparation of contestants creates a neglect of other student's educational experiences.

STUDENT GIFTS

Gifts to Staff Members-When a student feels a desire to present a gift to a staff member, the gift shall not be elaborate or unduly expensive. The Board feels the writing of letters to staff members expressing gratitude or appreciation to be more appropriate than gifts. In no cases should a student group, club, organization, etc. expend organizational funds for a gift in excess of ten dollars.

Gifts To The School-Students may present gifts to a school when they are consistent with the educational goals of the school.

Student Gifts To Students-Students may present gifts to other students, as long as they are given on a voluntary basis.

BAND AUXILIARY UNITS

Due to the differences in school size and the diversity of band programs, each local schools will develop its procedures for band auxiliary try-outs, to include the following:

- (1) Local schools will determine eligibility requirements; except that academic eligibility will be governed by Board policy regarding Extracurricular Activity Participation--Academics First.
- (2) Local schools will determine the selection process and judging criteria to be used by the judges. A minimum of three outside* judges with expertise in the area of competition should be used.

*An outside judge is defined as one who is not currently, or has not been within the last five years, employed at the school or at a "feeder" school within the same community; is not currently, or has not been within the last five years, a student, student teacher, practicum student or volunteer at the school or "feeder" school; is not the parent/guardian, sibling or other close relative of any student currently enrolled, or enrolled within the last five years, at the school or feeder school; does not have a family relationship or other close relationship with any student participating in the try-out process; and is not currently, or has not been within the last five years, otherwise associated with the school or its operation.

Individual local school procedures are subject to the approval of the Superintendent or his/her designee prior to try-outs each year. Applicable system-wide policies (such as the Academic Eligibility policy) and local rules and procedures will be disseminated to and signed by the parent(s)/guardian(s) of all student who plan to participate in the try-out process.

The cost of auxiliary group uniforms in any given school year is not to exceed \$500 per student. School sponsored fund-raisers will be made available for each auxiliary unit member to have the opportunity to raise the money to pay for the uniform(s); however, parents or guardians may wish to pay all or a portion of the student's uniform costs. If parent(s) pay all of the cost of the uniform, it becomes the property of the parent(s); however, if any or all of the cost is covered by the fund-raiser(s), the uniform will be the property of the school.

STUDENT TRANSFER REQUESTS

Attendance zone lines for the Calhoun County School System are strictly enforced. All students must attend the school located within the attendance zone of their legal residence unless a transfer has been approved in writing by the Superintendent pursuant to this policy. The legal residence of the student is determined by the residence of the custodial parent(s) or custodial legal guardian pursuant to the Board's admission policies and applicable court orders. Transfers from outside the district or between attendance zones within the district may be permitted in a nondiscriminatory manner for:

1. Students who have custodial parents employed by the Calhoun County Board of Education.
2. Cases of grave and extraordinary hardship.*
3. High school seniors who have resided and attended school within a particular attendance zone for a minimum of two consecutive school years immediately prior to their senior year and whose parents relocate their residence to another attendance zone.
4. Resident Students-Parents may make application for students that are currently enrolled in one of the Calhoun County School zones (Alexandria, Ohatchee, Pleasant Valley, Saks, Weaver, Wellborn, White Plains) and would like to attend another school. Transfer opportunities will be granted based upon availability at the receiving location. In addition, applicants must currently be in good standing with attendance, grades and discipline in order to be eligible to receive a transfer. If approved, the parent/guardian is responsible for transporting the student to and from school daily.

Tuition/Fees-Upon receipt of an approved Student Transfer Request, parent(s)/guardian(s) must submit payment of the following fees:

Individual Student: \$1,000.00
Two Students: \$1,500.00
Three or more students: Maximum fee of \$2,000.00

Payments may be submitted in person at the Calhoun County Schools Board of Education by cash, cashier's check, money order, or online via the MySchoolBucks portal.

5. Non-Resident Students-Calhoun County Schools may offer limited non-resident student enrollment opportunities for student who live outside of the Calhoun County School District. All applications for non-resident enrollment will be reviewed by a Calhoun County Schools district administrator. Only applicants that are in "good standing," i.e., academically, behaviorally, regular in attendance, and supported by parental cooperation, will be considered. Tuition/Fee: **If accepted, the parent(s)/guardian(s) of the student will be expected to submit the tuition fee of \$1500.00 per student.**

Fees may be paid in person at the Calhoun County Board of Education by cash, cashier's check, money order, or online via the MySchoolBucks portal. Fees must be paid by established dates, otherwise any potential openings will be given to the next student.

In addition to this application, parent(s)/guardian(s) will be asked to provide the following documentation:

- Proof of legal guardianship
- Residency verification
- A copy of educational records for the previous three (3) years. Educational records must include a copy of the current report card, transcript, discipline, and attendance records.

No application will be considered complete until all educational records from the student's current and/or previous school(s) have been received.

Acceptable attendance, academic performance and behavior must be maintained. The Superintendent will establish guidelines for the uniform submission, consideration, documentation, and monitoring of such transfer requests. Transfers are permitted only for nondiscriminatory purposes.

*Extraordinary hardship transfers are granted sparingly and are limited to hardship situations that are exceptional in nature.

UNSAFE SCHOOL CHOICE

Definitions: A transfer option school (TOS) in the state of Alabama is one in which for three (3) consecutive school years the school has expelled one percent (1%) of the student population or five (5) students (whichever is greater) for violent criminal offenses committed on school property during school hours or committed at school-sponsored activities.

The words "transfer option school," "TOS," or "TOS school" shall mean a "persistently dangerous school" as those words are used in the No Child Left Behind Act of 2001, Public Law 107-110, Title IX, §9532(a) and (b). For the purpose of this definition, a "violent criminal offense" shall mean homicide; robbery; assault in the first and/or second degree; sexual battery (including rape) as these offenses are defined in the Criminal Code of Alabama (see § 13A-6-1, et. seq., Ala. Code 1975); and use of a handgun, firearm component, explosive, knife, and other "unknown weapons" as defined by the Student Incident Report (SIR).