

Pine Grove Elementary School
Parent & Student Handbook
2026-2027

Dr. Pam M. Moorner, Principal
Mrs. Starla Sellers, Assistant Principal

43980 Pine Grove Road
Bay Minette, AL 36507
Telephone (251)937-0453
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www.pgelementary.com

www.bcbe.org



Dear Pine Grove Elementary School Parents, Students, and Community Partners,

We are very excited about the beginning of the 2026-2027 School Year at Pine Grove Elementary School. I would like to take this opportunity to welcome you all. Our school's reputation and success is largely dependent upon parental and community involvement. I strongly encourage you to join us in creating a positive learning environment for our students. "Together, Everyone Accomplish Much!"

All faculty and staff at Pine Grove Elementary care about our students. We participate in on-going job-embedded best practices which assist in helping to make our students successful. This year we will implement strategies gleaned from AMSTI – Alabama Math, Science and Technology Initiative. We will also continue best practices from "The Leader in Me." This process builds from Covey's 7 Habits of Highly Effective People. Reading and math will continue to be primary instructional points. Guided reading instruction will provide differentiated teaching that will support students in reading proficiently. Chrome books will be a technology tool in place to assist current instructional practices. Also, STEMscope, a hands-on 21st century learning approach, will remain in our curriculum. Our students will also continue STEAM, classes focused on science, technology, engineering, and math goals for the present and the future.

Pine Grove Elementary School is a Title I School. This means we receive federal funds based on the eligible number of free and reduced lunches served. We place a strong focus on student achievement, intervention, enrichment, and parental involvement. An intense emphasis is placed on reading, math, and writing to enhance our academic excellence. The Pine Grove Elementary School Parent Compact we sign annually outlines how we will all share the responsibility for improved student academic development. We need your cooperation and understanding in helping to make this happen.

To encourage great attendance habits, we are implementing several incentives for our students including weekly, monthly, and quarterly rewards. If a student is present all week, the student will be eligible to purchase ice cream on Fridays. If a student is present all month, the student will be eligible to receive a prize from a monthly drawing. If a student has perfect attendance for the entire quarter, they will receive a permission slip to go bowling. All of these rewards are available to all students, and hinges on the dedication of their parents(s) to ensure they are on time and present everyday. Though parents are highly encouraged to schedule doctor's appointments for after 11:30a.m., so the student can be counted present for the day, a doctor's note can be discussed with an administrator as an exception when determining eligibility for either the weekly, monthly, or quarterly attendance rewards on a case by case basis.

The administration and faculty believe that a student is most successful in school when the parents and the teacher work together to encourage the child to work to the best of his/her ability as evident by the school compact. Please work with us to make this a great year.

Please remind your child of the following:

- Listen to and obey your teachers, staff, and all other adults.
- Cooperate with your teachers in creating a positive and serious learning environment.
- Dress appropriate for school.
- Be considerate of others; treat others the way you like to be treated.

- Come to school each day, unless you are sick.
- Complete your classwork and homework to the best of your ability.
- Display appropriate use of Chrome books and other technology tools.
- Take responsibility for your actions; exercise self-control and self-discipline.
- Take pride in our facility and help to take care of the school property.

We trust that your experience with our school will be wonderful and that you will find in this school a committed team who works together to help your child become a happy, successful student in a safe environment. Let's work to make this the best year ever!

Sincerely,
Pam M. Moorer, Ed.D.
Principal

Pine Grove ELEMENTARY SCHOOL

A Few Paw policies

1. Always know how you are getting home before you leave the house.
2. Students are aware of the fact that it is against school rules to carry a cell phone on campus. Thus they are aware of the fact that if they have one it will be taken up and given to administration.
3. Electronics are not allowed at school since they can cause a distraction during class.
4. Students should not arrive before 7:10 am for school. The first bell rings at 7:40am. The tardy bell rings at 7:45. It is our goal to have everyone in place and eager to get the day started by 7:45am. Our day will end with the 1st bell (car riders and bus riders) at 2:40 and 2nd bell bus riders and After School Care at 3:00.
5. Safety is always our top priority. Once your child's transportation is set at the beginning of the school year, changes should be reserved for emergency purposes only. If your child's transportation plans change, a signed note is required from both the giving/receiving parent. For example, if Student A is spending the night with Student B, then Student A's parent will need to write and sign a note giving permission and Student B's parent must write and sign a note saying it's ok to spend the night as well. We will be unable to accept any changes via phone. The change must be in writing by note or email to all 3 of our office staff members, and cc the child's teacher, prior to 2:00p.m. If you are not able to email, a signed fax may be provided. However, a request by phone alone will not be acceptable since we are unable to confirm the caller. The fax number and email addresses follow:
 - a. Fax #: 251.580.4188
 - b. Email:
 - i. Ahsmith@bcbe.org

- ii. mgibbons@bcbe.org
- iii. mgbaldwin@bcbe.org

Thank you for sharing your student with us. We look forward to working with you in the 2026-2027 School Year. If you have any questions or concerns, please feel free to contact us at any time. Thank you and Happy First Day of School!



Pine Grove Elementary PTO

The Pine Grove Elementary School PTO would like to welcome you to the 2026-2027 School Year. For those of you who are unfamiliar with us, we are a volunteer organization made up of parents, teachers, administrators, community partners, and support staff who are dedicated to the successful education of our children. The Pine Grove Elementary PTO works hard to help make the school year both enjoyable and exciting for students, teachers, and parents.

The purpose of our organization is to aid the students, teachers, and staff by providing support for educational and recreational needs; to promote open communication between administration, teachers, and parents and to encourage Pine Grove Elementary School spirit and pride. The PTO uses its resources, both manpower and monetary, to support all the efforts of the staff at our school.

We are looking forward to meeting families, parents, and grandparents that would like to get involved with our PTO this school year. We encourage you to not only join our organization but get involved as well! Everything we do is based on volunteers and we are always looking for those of you to help make a difference in the lives of our children.

You can participate and help us make 2026-2027 a great school year. We will need as many volunteers as possible and are flexible enough to work around your schedule. Our group meets tentatively once a month to discuss school activities. This is a wonderful way to find out what is happening at our school from the PTO's perspective. If you are interested in volunteering or have questions, please let our front office staff know so you can become part of an awesome organization.

We look forward to getting to know you!
Pine Grove Elementary School PTO

Communication Links

- School Website: www.pgelementary.com
- Baldwin County Student Handbook www.bcbe.org/handbook
- New student enrollment information www.bcbe.org/newcomer
- Parent Link Pine Grove Elementary participates in the Parent Link rapid notification automated system. Parents are notified by phone about attendance, lunch, and other points of interest. Therefore, accurate phone numbers are necessary to receive the information.

BALDWIN COUNTY

PUBLIC SCHOOLS

Building Excellence



PARENT AND STUDENT HANDBOOK
STUDENT CODE OF CONDUCT
2026-2027

DISCLAIMER

This Handbook and Student Code of Conduct is not intended to nor does it contain all rules, policies, procedures, and/or regulations that relate to students. Every effort has been made to provide parents and students with complete and accurate information. However, the Baldwin County Board of Education (Board) reserves the right to change program requirements, and to modify, amend, or revoke any rules, regulations, and schedules both academic and financial.

For students or parents having difficulty reading and understanding information in this document, consider one of the following options: Contact your student's school office for help or contact your school counselor and schedule an appointment time for guidance.

MISSION STATEMENT

In partnership with our communities, the mission of BCPS is to prepare ALL students to graduate college and career ready through a culture of impartiality and equal opportunity.

VISION STATEMENT

Our vision is to foster a nurturing environment with high expectations for students to achieve their potential and graduate with countless opportunities.

MOTTO

#BaldwinProud #CommunityStrong

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INTRODUCTION

The information presented in this manual including *The Student Code of Conduct* is deemed an extension of Board policy and will have the force and effect thereof. The Baldwin County Board of Education (Board) requires Baldwin County Public School System (BCPS) administrators, faculty members, students, and parents/guardians to adhere to and to comply with all Board-approved policy.

Each school maintains a copy of the Board Policy Manual, which is available for public review. The Board Policy Manual is also available online at www.bcbe.org. Copies of particular policies will also be made available upon request.

BALDWIN COUNTY BOARD OF EDUCATION

Mr. Cecil Christenberry, President
Mr. April Bradley, Vice-President
Ms. Andrea Lindsey
Mr. Tony Myrick
Ms. Rondi Kirby
Mr. Kenneth Bradley
Mr. Jason Woerner

Mr. Eddie Tyler, Superintendent

The Baldwin County Board of Education typically meets the third Thursday of each month for the regular scheduled Board meeting at 5:30 p.m. Regular Board Meetings are open to the public and are usually held in the Tharp Building Board Room in Bay Minette, Alabama unless otherwise noted.

EQUAL EMPLOYMENT OPPORTUNITY

The Board is an equal opportunity employer. Personnel actions and decisions will be made without regard to factors or considerations prohibited by federal or state law (as such laws may from time to time be amended) including but not limited to race, gender, age, disability, national origin, citizenship and religious preference. Subject to the limitations set forth in the Board Policy, the Complaints and Grievances Policy 4.5 may be used to present any complaint alleging unlawful discrimination or harassment/bullying. Inquiries regarding personnel compliance and complaint procedures can be directed to:

Director of Human Resources 251-580-1831

EQUAL EDUCATIONAL OPPORTUNITIES

It shall be the policy of the Board that no student shall be denied the benefit of any education program or educational activity on the basis of race, color, national origin, age, sex, disability, limited English proficiency, immigrant status, migrant status or homeless status. A free and appropriate public education is available to all students with disabilities. To the extent required by law, it shall be the policy of the Board that barriers to enrolling and retaining students with limited English proficiency, homeless status, migrant status and immigrant status will be removed, including but not limited to, the denial or delay of enrollment of such students due to lack of birth certificate, lack of school records or transcripts, lack of immunization or health records except otherwise

outlined in AL Immunization Law, lack of proof of residency, lack of transportation or guardianship or custody requirements. Notwithstanding the foregoing, the Board recognizes and confirms the importance and necessity of requiring certain enrollment related documentation. In the event students are enrolled without all required documentation, the Superintendent shall develop and implement administrative procedures to ensure and facilitate the supplemental provision of such documentation. All programs offered by schools within the school district shall be open to all students in compliance with the law and any statutory and judicial requirements.

Title IX

The Board does not discriminate on the basis of sex in the admission to, or employment in, its education programs or activities it operates. All inquiries, questions, or comments regarding Title IX concerns should be sent to: Mr. Marty McRae, Assistant Superintendent, Title IX Coordinator, Loxley Central Office Satellite, 1091 B Avenue, Loxley, Alabama 36551 or 251-937-0308, or mmcrae@bcbe.org. In accordance with Board Policy #6.10, all complaints regarding *sexual harassment* should be filed and reviewed under the Board's student sexual harassment policy and procedures. Any person may report sex discrimination, including sexual harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment), in person, by mail, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator as identified in this Code of Conduct, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. All other complaints under Title IX should be filed with the Title IX Coordinator and will be reviewed according to the Board's general complaint and grievance policy and procedures.

Title VI and VII

The Board does not discriminate on the basis of race, color, disability, creed, religion, sex, age, or national origin in its education programs or activities it operates. All student inquiries, questions, comments, concerns, or complaints regarding non-discrimination policies and noncompliance with Title VI and VII of the Civil Rights Act of 1964 should be registered with the appropriate Assistant Superintendent based on the student's grade level in accordance with the Board's general complaint and grievance policy and procedures. Forms to register a specific complaint are located on the Board's website, with school principals, and with the system contacts listed below:

Dr. Shannon McCurdy Mr. Joseph Sharp Elementary Assistant Superintendent
Secondary Assistant Superintendent 19812 Underwood Rd 19812 Underwood Rd
Foley, AL 36535 Foley, AL 36535 251-970-7322 251-970-7322

Any person having inquiries concerning the board's compliance with regulations implementing Title VI of the Civil Rights Act of 1964, the Americans with Disabilities Act, Section 504 of the Rehabilitation Act of 1973 and to identify children with disabilities may also contact the following individuals:

Mr. Marty McRae Assistant Superintendent
Safety, Prevention & Support 251-937-0308
mmcrae@bcbe.org

Ms. Dawn Frenette Special Services Coordinator
District IDEA services Coordinator 251-970-7324
dfrenette@bcbe.org

Ms. Dionne Dunton

Instructional Support Supervisor
District Section 504 Coordinator
251-970-7322
ddunton@bcbe.org

FREE APPROPRIATE PUBLIC EDUCATION

The Board guarantees the right to a free appropriate education for all school age persons regardless of disability and in accordance with all applicable laws. The school system will arrange and provide for free evaluation services for any student who is suspected of having a disability and of needing personalized educational accommodations and/or related services. Parents may contact the office of Special Services, 251-972-6860 or contact the local campus Section 504 Coordinator for additional information and/or to request that their child be referred for an evaluation.

Any person having inquiries concerning the Board's compliance with regulations concerning students or individuals with disabilities under the IDEA, Section 504 and/or the ADA should direct their concerns to the following individuals:

IDEA concerns:

Ms. Dawn Frenette
Office of Special Services Special Services Coordinator 251-970-7324
dfrenette@bcbe.org

Section 504 concerns:

Ms. Dionne Dunton Instructional Support Supervisor District
Section 504 Coordinator 251-970-7322 ddunton@bcbe.org

ADA concerns:

Mr. Marty McRae Assistant Superintendent
Safety, Prevention & Support 251-937-0308
mmcrae@bcbe.org

FEDERAL PROGRAM SERVICES FOR HOMELESS STUDENTS

The Board shall be committed to providing homeless students an environment for learning. This includes the establishment of an atmosphere conducive to purposeful instruction. Regulations and due process procedures shall be designed to protect all members of the educational community in the exercise of their rights and responsibilities and to provide uniformity to assist in understanding the practices and procedures used in the schools. For more information regarding homeless policies and procedures, please consult BOE Policy #6.1.2, visit the Board's website at <https://www.bcbe.org/Page/10127>, and/or call the Federal Programs Office at 251-970-7322.

PARENT RESPONSIBILITIES

Parents/legal custodians and guardians are responsible for the child's attendance and

conduct in school.

Under Alabama Law, parents/guardians who fail to compel their child to regularly attend school or fail to compel their child to properly conduct himself or herself as a student in accordance with the written policy on school behavior, adopted by the Board of Education, shall be guilty of a misdemeanor, and upon conviction shall be fined no more than \$100, and may be sentenced to hard labor for the county for no more than 90 days (Code of Alabama, §16-28-12).

Parents/legal custodians and guardians are required to read and share with their child the ***Baldwin County Public School System's Parent and Student Handbook***. The parent/legal custodian and guardian confirms that they have read the handbook during the online registration process.

PARENTAL EXPECTATIONS

As the parent is a child's first teacher, the parent should obey local, state, and national laws and should hold him/herself to high ethical and moral standards. They should be supportive of the local Board of Education and its employees who act in the public trust. This support should involve participation in the provision and maintenance of a high-quality instructional atmosphere in each of the BCPS' schools.

Recognizing the significance of parental support to quality education, the parent should constantly strive to maintain communication and cooperation between him/her and the personnel of the school system in all matters that affect the student. By these actions, a parent will show a respectful attitude and appreciation toward the need for education in today's society.

ANNUAL PARENTAL AND STUDENT NOTIFICATION OF LEGAL LIABILITIES

The following laws relate to civil liabilities and criminal penalties for violence or other misbehavior by students on school property, school sponsored activities and/or against school employees.

POLICE DEPARTMENT INVOLVEMENT

It is the policy of the Baldwin County Board of Education to have the respective Police Department contacted to investigate every incident involving illegal or prohibited drug possession, consumption, sale, or distribution. All students involved in any such conduct may be subject to arrest, transportation to the Police Station, and in the normal course of investigation, interviews by the Police Department.

ATTENDANCE AND CONDUCT (Act 94-782; Act 99-705; Ala. Code § 16-28-12)

Each parent/legal guardian or other person having control or custody of a student required to attend school who fails to require the student to enroll, to regularly attend school, or to compel the student to properly conduct himself/herself as a pupil in accordance with the written policy on school behavior adopted by the local board of education shall be guilty of a misdemeanor and may be fined up to \$100 and may be sentenced to hard labor for up to (90) days. Amendment to Act 94-782 (effective July 1,

2000).

Act.99-705 amends the attendance requirement to read “Each student who is enrolled in a public school shall be subject to the attendance and truancy provisions of the article except that any parent /guardian who voluntarily enrolls their student in public school, who feels that it is in the best interest of that student, shall have the right to withdraw the student at any time prior to the current compulsory attendance age.”

DISTRIBUTION OF PRIVATE IMAGES (Ala. Code § 13A-6-240 Act 2024-98)

In accordance with Alabama Act 2024-98, students are prohibited from distributing, disseminating, public displaying, advertising, promoting, presenting, soliciting, possessing, possessing with intent to distribute, and production of child sexual abuse material as defined in Division 4 of Article 4 of Chapter 12 of Title 13A, Code of Alabama 1975. Such prohibition shall include a prohibition of private, explicit or pornographic images generated with artificial intelligence. Any students engaged in any of the above acts may not only be charged with a crime, but may also be held civilly liable to the individual depicted in the relevant image. In addition, any student engaged in any of the above acts on school property or with a school device or at a school sponsored activity may also be subject to discipline under the Board’s Student Code of Conduct.

DROP-OUT/DRIVER’S LICENSE (Act 94-820 amending Act 93-368 as codified in Ala. Code § 16-28-40)

The Department of Public Safety shall deny a driver’s license or learner’s permit to any person under nineteen (19) who is not enrolled or has not received a diploma or certificate of graduation. Exceptions are students who are enrolled in a GED program, are enrolled in a secondary school, are participating in an approved job training program, are gainfully employed, are a parent of a minor or unborn child, or are the sole source of transportation for parents.

DRIVER’S LICENSE/ PISTOL POSSESSION (Act 94-820; Ala Code § 16-28-40)

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

1. No person shall shoot or discharge a firearm into an occupied or unoccupied school bus or school building.
2. A person who shoots or discharges a firearm into an occupied school bus or school building shall be guilty of a Class B felony.
3. A person who shoots or discharges a firearm into an unoccupied school bus or school building shall be guilty of a Class C felony.

DRUG DEALING (Act 94-783, Ala. Code § 6-5-72)

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

DRUGS, ALCOHOL, WEAPONS, PHYSICAL HARM, OR THREATENED PHYSICAL HARM (Act 94- 784; Ala. Code § 16-1-24.1)

The school principal shall notify appropriate law enforcement officials when a person

violates local board of education policies concerning drugs, alcohol, weapons, physical harm to a person, or threatened physical harm to a person. If any criminal charge is warranted, the principal is authorized to sign the appropriate warrant. If that person is a student, the local school system shall immediately suspend that person from attending regular classes and schedule a hearing within five (5) school days.

If a person is found to have violated a local board of education policy concerning drugs, alcohol, weapons, physical harm to a person, or threatened physical harm to a person, the person may not be admitted as a transfer student or readmitted to the public schools until criminal charges, if any, have been disposed of by appropriate authorities and the person has satisfied all other requirements imposed by the local board of education as a condition for readmission.

**ESTABLISHMENT OF SCHOOL DISCIPLINE PLANS INCLUDING:
DRUGS/ALCOHOL/WEAPONS AND ASSAULT (ACT 94-784)**

Provides for automatic suspension of students violating drug, alcohol, weapons, and assault policies - students will be readmitted based on local board approval. Principals are required to notify appropriate law enforcement officials when any person violates local board of education policies concerning drugs, alcohol, weapons or assaults.

MANDATORY REPORTING OF CHILD ABUSE (Ala. Code § 26-14-3(F))

According to Alabama laws, all...nurses, school teachers and officials, peace officers, law enforcement officials, social workers, day care workers or employees, mental health professionals, as defined in Rule 505 of the Alabama Rules of Evidence, or any other person called upon to render aid or medical assistance to any child shall report or cause to report incidents where a child below the age of eighteen (18) is known or suspected to be a victim of child abuse or neglect.

OBSTRUCTING GOVERNMENTAL OPERATIONS (Ala. Code §13A-10-2)

A person commits the crime of obstructing governmental operations if, by means of intimidation, physical force, interference, or by any other independently unlawful act, he:

1. Intentionally obstructs, impairs, or hinders the administration of law or other governmental function; or
2. Intentionally prevents a public servant from performing a governmental function. This section does not apply to the obstruction, impairment, or hindrance of the making of an arrest.

Obstructing governmental operations is a Class A misdemeanor.

TEACHER ASSAULT (Act 94-794 Ala. Code § 13A-6-21)

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

THEFT OF LOST PROPERTY (Ala. Code §13A-8-6)

Definition: A person commits the crime of theft of lost property if he actively obtains or exerts control over the property of another which he knows to have been lost or mislaid, or to have been delivered under a mistake as to the identity of the recipient or as to the nature of the amount of the property, and with intent to deprive the owner permanently of it, he fails to take reasonable measures to discover and notify the owner.

UNSAFE SCHOOL OPTION (AAC § 290-3-1-.02(E))

If a school is determined to be persistently dangerous by ALSDE criteria or if a student

has become the victim of a violent criminal offense and meets specific criteria as outlined in BCPS policy, parents have the right to pursue system transfer possibilities under the Alabama Unsafe School Option.

CRIMINAL TRESPASS BY MOTOR VEHICLE (Ala. Code 13A-7-4.1)

A person commits the offense of criminal trespass by motor vehicle when the person does so after having been requested not to do so by a uniformed law enforcement officer or by a properly identified owner or an authorized agent of the owner. A person who commits the offense of criminal trespass by motor vehicle shall be guilty of a misdemeanor and upon conviction thereof shall be punished by a fine:

1. Not to exceed \$50.00 for the first such offense;
2. Not to exceed \$100.00 for the second such offense; and
3. Not to exceed \$150.00 for the third or subsequent such offense.

VANDALISM (Act 94-819; Ala. Code § 16-5-380)

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

WEAPONS IN SCHOOLS (Act 94-817; Ala. Code § 13A-11-72)

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

(Note: The term “deadly weapon” means a firearm or anything manifestly designed, made, or adapted for the purpose of inflicting death or serious physical injury, and such term includes, but is not limited to, a bazooka, hand grenade, missile, or explosive or incendiary device; a pistol, rifle, or shotgun; or a switch-blade knife, gravity knife, stiletto, sword, or dagger; or any club, baton, billy, black-jack, bludgeon, or metal knuckles).

FIREARMS IN SCHOOLS (Act No. 95-756; Ala. Code §16-1-24.3)

Students, who are determined to have brought to school or have in their possession a firearm in a school building, on school grounds, on school buses, or at other school-sponsored functions shall receive a required expulsion for a period of one year. The local Board and Superintendent may modify the expulsion requirement for a student on a case-by-case basis. Students who are expelled for violation of this section shall not be allowed to attend regular school classes in any public school in the state during the expulsion period. Students who are expelled from school for firearm possession may be permitted to attend alternative schools designed to provide education services. Discipline of students with disabilities who violate the firearm possession policies of city boards of education shall be determined on a case-by-case basis in accordance with the requirements of the *IDEA* and *Section 504 Rehabilitation Act*. For the purposes of this section, the term “firearm” has the same meaning as defined in *Title 18 §921 U.S.C.* When there are violations of the prohibition on firearms being brought to school by students, the school principal shall notify the appropriate law enforcement officials. Law enforcement authorities shall refer the violators to the appropriate authority in the judicial system when the action is feasible. The school principal shall notify the parents of students who violate the firearm-free school environment.

ENVIRONMENTAL

In October 1986, the Asbestos Hazard Emergency Response Act (AHERA) was signed into law. Included in this Act are guidelines for the Environmental Protection Agency (EPA) to establish rules regarding asbestos-containing materials (ACMs) in schools. Specifically, EPA was instructed to address the issues of (1) identifying, (2) evaluating and (3) controlling ACMs in schools. The final AHERA regulations (rules) became effective December 14, 1987. They are found in 40 CFR 763 Subpart E 763.80-763.99 and have authority under the Toxic Substances Control Act (TSCA).

The Baldwin County Board of Education has available for review and inspection the asbestos management plans for all schools and buildings under the jurisdiction of the Baldwin County Board of Education. These plans are available at each school or administrative center. Any person interested in reviewing these plans should contact the school's Assistant Superintendent of Safety and Student Services, Mr. Marty McRae.

ENROLLMENT AND ATTENDANCE

RELEVANT BOARD POLICY

Student and parent/guardian responsibilities include, but are not limited to the following:

1. To abide by laws and local board of education and individual school rules and policies regarding attendance: a. Compulsory Attendance (BOE Policy 6.1.1);
b. Entrance Age (BOE Policy 6.1.1); and
c. Attendance Policy (BOE Policy 6.1.4).
d. Truancy (BOE Policy 6.1.5)
2. To comply with enrollment documentation and residency requirements:
a. Resident Students (BOE Policy 6.1.2);
b. Admission into Schools (BOE Policy 6.2.2);
c. Non-Resident Students (BOE Policy 6.1.6).
3. To be aware and enroll in the student's assigned attendance zone. (BOE Policy 6.1.3). 4. To promptly request and complete make-up assignments for excused absences and tardies. (BOE Policy 6.1.4).

Student and parent/guardian rights are:

1. To be informed of local board of education and individual school rules and policies regarding eligibility for enrollment, school attendance, including policies and rules regarding absences, tardies, truancies, and related programs, checkouts, make-up work, and school sponsored activities:
a. Admission into Schools (BOE Policy 6.2.2);
b. Attendance Zones (BOE Policy 6.1.3);
c. Truancy (BOED Policy 6.1.5);
2. School Redistricting Policy (BOE Policy 6.2.4);
3. Absences and Excuses (BOE Policy 6.1.4); and
4. Dispute Resolution Policy Regarding the Enrollment of Homeless Children and Youth (BOE Policy 6.1.2). 5. To be provided with make-up assignments for excused absences or tardies.
a. Absences and Excuses (BOE Policy 6.1.4)

COMPULSORY ATTENDANCE

Alabama State Law requires that all persons between the age of six (6) and seventeen (17) years of age are to attend school for the minimum number of scholastic days prescribed by the State Board of Education unless the person holds a certificate of exemption issued by the Superintendent or is otherwise exempt under state law. BOE Policy 6.1.1.

Admission to public school shall be on an individual basis on the application of the parents, legal custodian, or guardian of the child to the local board of education at the beginning of each school year, under rules as the board may prescribe; provided, a person who is under 19 years of age and on track to graduate from public school may not be denied admission to public school solely on account of his or her age. As such persons, who are fifteen years old or older, and are requesting new enrollment to BCPS, will be subject to a review of specific criteria established by the Superintendent or their designee. This review will determine their acceptance for enrollment in BCPS. (Ala. Code § 16-28-3)

ENTRANCE AGE FOR KINDERGARTEN AND FIRST GRADE

It is the policy of the Board of Education that a child must be five (5) years old on or before September 1, the date set by State guidelines, to be admitted for kindergarten enrollment for the current year. A child must be six (6) years old on or before December 31, the date set by State guidelines, to be admitted to first grade for the current school year. A valid source of age is required (ex: birth certificate, passport, etc).

In accordance with Alabama Act No. 2024-347, a child who successfully completes kindergarten by the date on which school begins in the enrolling district, shall be entitled to admission to the first grade at the opening of schools for the school year or as soon as practicable.

An underage child who has completed a qualified out-of-state public kindergarten program during the past year and is not six (6) years old by December 31st, may attend first grade in our schools with the approval of the local board of education. A child who attended first grade in another state, according to that state's entrance code, and is not six (6) years old by December 31st, is considered a transfer and may be admitted to our schools to continue in first grade. Appropriate documents must be presented.

ONLINE REGISTRATION PROCESS

BCPS utilizes an online registration process for all students wishing to enroll or to continue enrollment with BCPS. See the BCPS website www.BCBE.org for details.

The Enrolling Adult must meet all residency and custodial requirements outlined in BCPS Residency policies and procedures. Students will be enrolled by the schools after a successful review and approval/verification of all registration documents and information submitted for the student. End of Year registration for the new school year is reviewed over the summer months prior to the new school year start date.

WHO MAY REGISTER A STUDENT FOR ENROLLMENT?

To register a student the Enrolling Adult:

1. must currently reside full time in the BCPS attendance zones; and
2. must be the custodial parent with whom the child resides full time or;
3. must be the person/parent with adjudicated/court ordered sole legal and physical custody or;
4. must be the person/parent with adjudicated/court ordered joint legal

- custody and primary physical custody of the child with a custodial exchange schedule that meets BCPS requirements or
5. must be the person with adjudicated/court ordered permanent guardianship as established by Alabama statute, case law or a judge's Order with whom the child resides full time.

Note: A **parent** who is a full-time resident of Baldwin County, BCPS attendance zones, and who was **not granted physical custodial rights to their child at birth** by Alabama statute or case law must be adjudicated/court ordered as a custodial parent by a judge's Order in order to register and enroll the child in BCPS. Delegations of Parental Authority will not be accepted.

ENROLLMENT DOCUMENTATION

Students seeking to enroll in BCPS must comply with all annual registration and enrollment requirements listed below and outlined in this document:

1. Submitting all requested addresses information which could include but not limited to current proofs of residence in the name of the enrolling adult who lives within the BCPS school zone area.
2. Submitting prompt receipt of records from previous school, if applicable;
3. Submitting a birth certificate or valid document that will verify age for student entering Kindergarten, new first grade students and new students to the system). Ala. Admin. Code § 290-3-1-.02(4)(b)(2)
4. Submitting local emergency telephone numbers; (two (2) numbers are required for students in grades K-6).
5. Submitting an original and up to date *Certificate of Immunization*, *Certificate of Medical Exemption* or *Certificate of Religious Exemption*. (can be obtained from the Baldwin County Health Department or your physician) Ala. Code §16-30-3 & 4
6. Completing and submitting the *Alabama State Department of Education Health Assessment Record*.
7. Completing and returning all student information as requested.

Note: Failure to provide complete and accurate information on all forms as required may result in the delay of enrollment and/or the student's withdrawal from BCPS.

ENROLLMENT TRANSFERS FROM OTHER EDUCATIONAL SETTINGS

TRANSFER STUDENTS AND GRADUATION

In accordance with *Alabama Administrative Code § 290-3-1-.02*, all transfer students must meet all local and state Board of Education requirements for graduation before being awarded a high school diploma. Students who are transferring from a non-accredited school/school setting, and who have been residents in Baldwin County, must attend BCPS for two (2) entire high school years immediately preceding the date of graduation. Under extreme circumstances, as documented in writing by the guardian/custodian, the Superintendent may, in his or her sole discretion, authorize exceptions to the foregoing requirement. It is the intent of this policy that exceptions are to be

sparingly granted.

NON-ACCREDITED EDUCATIONAL SETTINGS

Students requesting enrollment to BCPS from any school or school setting not accredited by an accrediting agency recognized by the Alabama State Board of Education, such as “homeschool”, church umbrella or online schools, etc. will be enrolled and placed according to procedures outlined in the *Alabama Administrative Code § 290-3-1-.02(7)(k)*.

STUDENTS WITH DISCIPLINE ISSUES FROM TRANSFERRING SCHOOL

A student transferring from any educational setting, public or private, will not be permitted to enroll until they have satisfied the terms of a suspension and/or an expulsion set by the suspending or expelling board of authority, which would allow the student to be readmitted to the original authority. Additional admission prerequisite requirements may be established by the Board or administrative designee that may include temporary attendance in an alternative placement, counseling and/or psychological evaluation(s) and services.

STUDENTS WITH BCPS CODE OF CONDUCT VIOLATIONS

If the student requesting enrollment is found to have violated the Baldwin County Board of Education’s policy concerning drugs, alcohol, weapons, physical harm to a person, or threatened physical harm to a person, the student may not be admitted or readmitted as a student to BCPS until criminal charges or offenses arising from the conduct, if any, have been disposed of by appropriate authorities; and only upon such conditions as the Superintendent shall prescribe for the preservation of the safety and security of students and employees of the BCPS, which may include, but is not limited to, attendance in an alternative education setting, psychiatric and/or psychological evaluation and counseling.

STUDENTS WITH PENDING LEGAL CONCERNS

A student requesting enrollment, who has been indicted on charges of committing a criminal offense, may not enroll or attend BCPS until such time as their charges have been resolved and/or settled in court (additional regulations may apply for students who qualify for special education services or 504 services).

EXCLUSIVE ENROLLMENT

No student will be enrolled in BCPS while currently enrolled in another K-12 public or private school in or outside the USA. Documentation of withdrawal will be required.

STUDENT TRANSCRIPTS

TRANSFER STUDENT TRANSCRIPTS

An official transcript and other student records will be requested from a student’s former school during the enrollment process. Student records will be expected to have an official seal from the sending academic institution and should be complete and inclusive of all schooling.

For students in Grades 9-12, the transcripts will be evaluated in a timely manner

by the enrolling school and Carnegie Units will be applied and calculated to assure proper placement.

FOREIGN SCHOOL TRANSCRIPTS

If a student transfers from outside the United States, the parents and/or former schools are expected to provide all school/ academic records upon request for enrollment. Certified English translations are most helpful.

STUDENT ENROLLMENT AND DRIVER'S LICENSES

The Board of Education is required to report, upon request, documentation of enrollment status of any student 15 years of age and older who is properly enrolled in a school under the jurisdiction of the Board. Such information is provided to the Department of Public Safety on a student in this category on application for, renewal of, or reinstatement of, a driver's license or a learner's permit to operate a motor vehicle. The *Proof of Enrollment/Exclusion Form* is available by request.

The Board also adheres to Taylor's Law (Ala. Code § 32-6-7.4)

which guidelines are as follows: **DISCIPLINARY POINT**

SYSTEM - AGE OF STUDENT ELIGIBILITY.

(a) Notwithstanding any other provision of law, each student over the age of 12 years who is enrolled in a public or private secondary school shall be subject to a disciplinary point system for an infraction committed on school property to determine the age at which the student shall be allowed to apply for a learner's permit, motor driven cycle operator's license, driver's license, or any license required by the State of Alabama for the operation of a motor vehicle or vessel. The disciplinary points imposed for a disciplinary action shall be as follows:

1. One day in-school suspension - 1 point.
2. One day out-of-school suspension - 2 points.
3. Alternative school placement - 6 points.
4. Expulsion - 20 points.

(b) 1. The points shall accumulate on a yearly basis, beginning with the school year including summer school in which the student turns 13, and accumulate each year until the student is eligible to apply for a driver's license under the imposed point system. Each accumulated point shall add one additional week to the age at which the student is eligible to be issued a learner's permit, motor driven cycle operator's license, or driver's license.

2. Notwithstanding subdivision (1), the age at which a student may apply for a license or permit shall not be extended by Act 2009-713 beyond one year from the date the student initially applies for a learner's permit, motor driven cycle operator's license, driver's license, or any license required by the State of Alabama for the operation of a

motor vehicle or vessel.

(c) The following subdivisions are contingent upon the technical capability of the student data management system to track, manage, and coordinate the data:

1. Points shall be accrued on a school-year basis.
2. Points may not accrue for the first three days of in-school suspension in any school year; however, beginning with the fourth day of suspension in any school year, all days, including the first three, of in-school suspension shall be counted in determining the points.
3. Points may not accrue for an initial out-of-school suspension of two days or less in any school year; however, the days of the initial suspension shall be used to determine the points after a second out-of-school suspension in any school year or all days will be used to determine points if the initial suspension exceeds two days.
4. Accumulated points shall be reduced by one-half if the student has not received additional accumulated points for one school year. If no additional points are received for two years, all records of the accumulated points shall be removed from the student's records at the school. (*Act 2009-713, p. 2095, §1.*)

(d) For students seventeen (17) years of age or older who withdraw from school, the Supervisor of Attendance notifies the Department of Public Safety of the withdrawal. Withdrawal is defined by

the Code of Alabama as more than ten (10) consecutive or (15) days total unexcused absences during a single semester. The Department of Public Safety shall deny or revoke a driver's license or learner's permit for the operation of a motor vehicle to any person under the age of (19) who has obtained the withdrawn status.

ENROLLMENT EXPECTATIONS

It is the expectation of BCPS that all students complete an academic year or at a minimum complete the remainder of the current academic year at each age-appropriate grade (K-12). Due to varied academic calendars, a student may complete more than an academic year but no less.

It is the expectation that all students enrolled in Grades K-6 are appropriately progressing and pursuing academic achievement for grade promotion. Students enrolled in Grades 7th – 12th must be pursuing the achievement of their exclusive high school diploma.

VISAS AND PUBLIC SCHOOL ENROLLMENT

It is the intent of BCPS to welcome all students for enrollment as dictated by the laws and regulations established by the appropriate laws for immigrant and non-immigrant students assigned Visas attending public schools. The *United States Code Section 625* outlines visa status requirements and references specific sources as related to procedural practice.

Any question of enrollment in BCPS by a student holding a particular VISA should be addressed prior to the student/parent or guardian's request to begin the registration/ enrollment process. All inquiries should be addressed to the BCPS Student Services Department.

STUDENT EXCHANGE VISA PROGRAM, (SEVP)

F-1, J-1 AND M-1 Visa

BCPS has chosen not to secure certification from Immigration Services or to be affiliates of the Student Exchange Visa Program, (SEVP). BCPS does not accept tuition payments, waive per capita student costs, issue Form I-20s or Form DS-2019s. BCPS will not accept or complete requests to substitute said forms to prove and/or accept responsibility of sponsorship under the aforementioned guidelines.

CUSTODY AND GUARDIANSHIP

To enroll a child in BCPS the Enrolling Adult must be the custodial parent, the parent/person who is the adjudicated/court ordered sole legal and physical custodian, the adjudicated/court ordered joint legal and physical custodian or the adjudicated/court ordered legal guardian of child as established by Alabama statute, case law or a judge's Order. All custodial relationships must be adjudicated/court ordered by a judge's order and those documents must be provided each year to be placed in the student's file. It is the responsibility of the enrolling adult to ensure that a current custodial document is on file in the student's school office.

A parent who was not granted physical custodial rights to their child at birth by Alabama statute or by case law must be adjudicated/court ordered as a custodial parent by a judge's Order in order to serve as the enrolling parent. The enrolling parent of any child whose custodial relationship has been adjudicated/court ordered by a judge's Order must provide custodial documents, which meet BCPS custody requirements outlined in the *Custody and Guardianship* section of this handbook. **The adjudicated/court ordered documents are to be submitted during the process of online registration, to each school office prior to the first day of attendance or as requested by the school.**

As a matter of protocol, parents who live in separate residences may be asked to provide custodial documentation for the enrolling parent. A child's enrollment, when enrolled under false custodial circumstances, will be subject to review and possible withdrawal from BCPS.

DEFINITIONS

The following definitions apply in regards to custody and guardianship terms used in this handbook:

- 1. Enrolling Adult** The adult completing the registration process for a child. This adult must meet all custodial and residential requirements as dictated by BCPS Policy.
- 2. Legal Custody** A custodial relationship created by an order of a court of proper jurisdiction, which vests the legal care, custody and control of the minor child in the custodian.

- 3. Physical/Residential Custody** A custodial relationship created by an order of a court of proper jurisdiction, which vests the custody, control and physical possession of the minor child in the custodian.
- 4. Legal Guardianship** A person appointed by a court of proper jurisdiction, as guardian of a minor child whose powers and duties are listed in the Code of Alabama § 26-2A-78.
- 5. Accepted Legal Documentation** A court order, or judgment, signed by a judge and filed with the clerk of proper jurisdiction, granting the required custody is sufficient to establish and confer the necessary custodial relationship for the purpose of school enrollment. When requested or prior to the first day of school attendance, the student's custody or guardianship Order/judgment signed by a judge and filed with the clerk of proper jurisdiction, must be delivered to the system designee or to the school principal for approval or at any time the student's custodial relationship is amended. The mere filing of a Dependent Complaint, or Custody Affidavit Petition with a court of proper jurisdiction, or any other document seeking custody or guardianship, does not create the necessary custodial relationship required by BCPS to establish residence for the purpose of school enrollment.
- 6. Military Power of Attorney** BCPS will accept a Military Power of Attorney properly executed by the appropriate military authority, in the event a parent/legal guardian receives military activation orders for active deployment, for the duration of the active deployment. Official records must be presented for documentation.
- 7. Foster Parents** Foster parents should contact the BCPS attendance supervisor at the Board of Education for guidance in student enrollment prior to completing the online registration process.
- 8. Delegation of Parental Authority** A Delegation of Parental Authority, *Code of Ala. § 26-2A-7*, does not establish residency and or guardianship for the purpose of school enrollment. This is sometimes referred to as a "notarized power of attorney."
- 9. Conservatorship of the Estate** Conservatorship of an estate awarding guardianship of a child will not be used to determine school enrollment or the school attendance zone assignment. Guardianship of and enrollment of the child shall only be accepted when all residential and guardianship requirements as described above are met.

ENROLLMENT AND RESIDENCY REQUIREMENTS

CRITERIA FOR ESTABLISHING RESIDENCY

Regardless of the Instructional Plan chosen, it is the expectation of BCPS that our students reside full time in Baldwin County with the enrolling adult. Additional enrollment requirements have been developed to facilitate custodial and visitation exchange designations.

The residence for purposes of enrollment in BCPS is the primary domicile of the parent, the parent with sole legal physical custody, the joint legal and physical custodian or the court appointed legal guardian. The residence, as used herein, shall mean the true, fixed, and permanent home and principal establishment to which whenever absent, the parent, parent with

sole legal physical custody, the joint legal and physical custodian or the court appointed legal guardian of the student intends to return to each evening. The residence, as used herein, is distinguished from a temporary or secondary place of residence established for some specific purpose but is not the fixed permanent residence of the parent, parent with sole legal physical custody, the joint legal and physical custodian or the court appointed legal guardian.

Biological or designated custodial parents who live in separate residences will be asked to provide custodial documentation for the enrolling parent.

EMANCIPATION

A student must be (19) years old or older to legally establish a residence without a parent/adjudicated/court ordered guardian in order to enroll in BCPS. Emancipation documents will be required.

STUDENT RESIDENCY REQUIREMENTS FOR ATTENDANCE

All BCPS students must domicile within the Baldwin County Public School limits with their custodial parent, a parent with sole legal physical custody, a parent with joint legal and physical custody and with a custodial exchange schedule that meets BCPS requirements or with their court appointed guardian.

It is the intent and desire of BCPS that all students who live within Baldwin County are registered and enrolled in a timely manner.

Except for those out of district application and waiver processes outlined in Board policy, BCPS does not accept for enrollment students who reside outside of the Baldwin County Public School System attendance zones. A student whose residency is not fixed could be eligible for special residency designations that may allow for other registration options. Contact the Counseling and Social Services Coordinator for guidance and see the *Homeless Student Designation* section in the *Parent and Student Handbook*.

***Custodial Relationship Documents and Residency:**

The enrolling parent/legal custodian or guardian of a child whose custodial relationship has been adjudicated/court ordered by a judge's Order must provide custodial documents that meet BCPS custody and exchange schedule residency requirements outlined in the *Custody and Guardianship* section of this handbook. These adjudicated/court ordered documents are to be submitted at the time of the on-line registration and will be held in the student's file.

PROOF OF RESIDENCY (POR)

By requirement of BCPS, it is the responsibility of the Enrolling Adult (parent/legal custodian or guardian) to provide requested address verification information and/or current proofs of residency for their student(s) annually and/or when requested. *In other words, the burden of proof in providing current residency documentation is the responsibility of the parent/legal custodian or guardian.* Failure to provide the required proofs may prohibit the returning or new student from being enrolled for the requested school term/year.

The residency documentation may be uploaded by the enrolling adult at the time of the student's on-line registration or by providing a physical copy of the residency documentation to the student's school. All uploads must be clear and concise. Submitted documents must be in the name of the Enrolling Adult with the primary residence listed for

the address. The proofs (originals and uploaded forms) must be clear, legible, signed if applicable, not altered, dated, show residence address and parent/legal guardian's name. Additional documentation may be required at any time that residency or the residency documentation provided is thought to be in question or not adequate.

All Proof of Residency (POR) documents are subject to review and approval/verification by the school administration and may not be forwarded to the child's enrollment file until that approval is given. Fall enrollment verification is completed over the course of the summer and may not be complete until the new school

year begins. Room assignments or schedules may not be assigned until POR documents have been approved. When requested, the enrolling Adult (parent/legal custodian and guardian) must provide for each student at each school one (1) of the following combinations of residency proofs all in the enrolling adult's name:

1. Home Ownership:

- a. Baldwin County property tax paid receipt (not the appraisal) for the most current tax year **AND** a current month's utility billing (power/water/gas).
- b. Warranty deed (physical and legal address noted, recorded/filed/signed) **AND** current month's utility billing (power/water/gas).
- c. Recent Purchase - Warranty Deed (Signed/dated) with Real Estate Sales Validation Form (signed/dated) **AND** utility statement of service or current month's utility billing for owner and property (power/water/gas)
- d. Current Mortgage Statement specifically indicating the mortgaged property address and specifically identifying the mortgagor (borrower) and the mortgagee (lender) **AND** utility statement of service or current month's utility billing for owner and property (power/water/gas)

2. Rental Property:

- a. Current lease/rental agreement * **AND** Lessee's current month's utility billing or utility statement of service (power/water/gas)
 - i. Lease must be official, signed, notarized if applicable, unaltered with active begin/end dates.
 - ii. If lease expires during the school year, a renewed active lease/extension must be provided to each child's school at the time of expiration and renewal.
 - iii. Leases on or extended to a month-to-month basis require a *Residency Affidavit* to be filed to include each child.

3. Mobile Home Ownership or Rental:

- a. Mobile home rental contract or ownership document **AND** Lot lease* or Lot Lessee statement of occupancy (on letterhead, dated, occupants listed) **AND** Current month's utility billing or utility statement of service for owner and property (power/water/gas)
- b. Mobile home rental contract/Lot lease* or Lot Lessee statement of occupancy (on letterhead, dated, occupants listed) **AND** Current month's utility billing or utility statement of service for owner and property (power/water/gas)

RESIDENCY AFFIDAVIT

If the Enrolling Adult (parent/legal custodian or guardian) lives in Baldwin County and is unable to provide for a valid reason **the required proofs of residency listed above and/or should the residency be determined in question**, and they wish to register a new student(s) or to continue the enrollment of a current Baldwin County Public School student(s), they may complete and submit a Shared *Residency Affidavit* for approval with the campus Administration, Registrar and/or the Baldwin County Attendance Supervisor **PRIOR** to registration/enrollment or continued attendance. Residency Affidavits and approval and verification by the campus Administration, Baldwin County Attendance officer, and/or Supervisor are required each school year. Administrators are allowed to develop reasonable procedures, such as requiring an in-person appointment, as part of the residency affidavit approval process. You may

obtain additional information and a Shared Residence Affidavit Form from the Prevention and Support Services website, located at <https://www.bcbe.org/Page/509>.

Some situations that automatically require a Residency Affidavit:

1. lease is expired and/or renting is on a month- to-month basis:
2. currently living, whether temporarily or permanently, in another person's residence
3. current living arrangement does not allow for the submission of the required proofs

Contact your campus Registrar's Office for the Residency Affidavit form or with questions regarding this procedure. The Residency Affidavit *is not* provided online.

Proof for Residency Affidavit

The enrolling parent/legal custodian or guardian must provide the following Proof of Residency for the residency affidavit:

1. Primary Documentation: The homeowner's current document proofs held in *their* name as outlined above for proof of residency. The homeowner will be asked to sign the affidavit confirming the submitted proofs if the homeowner lives in the residence presented and/or if the proofs are not adequate as presented. Residency Affidavit signatures must be notarized. The homeowner may be asked to be present at an in-person meeting with the administration as part of the residency affidavit process.
2. Secondary Documentation: The Enrolling parent/legal custodian or guardian must submit an additional two (2) current proofs of residency which establishes a commercial connection between their name and current address, this may include commercial mailings, electronic account printed statements, bills, driver's license, car tag receipt, or other approved documents as determined by student services. A waiver of four (4) weeks may be given to new residents for the secondary proofs to be submitted. However, the child's enrollment status will not be considered final until the secondary proofs are received and approved by the Residency Office. Failure to provide both secondary proofs could subject the child's pending affidavit to be voided and the child's enrollment to be rescinded.

CHANGE OF ADDRESS OR CONTACT INFORMATION

It is the responsibility of the parent/legal custodian or guardian to notify *each* respective school in which their child attends when there is a change in address of the child, a change in residency status, a change of contact phone numbers and or e-mail addresses previously provided as their child's contact information. This information is to be presented to the school(s) no more than five school days after taking occupancy at the new address or the date of this information change. In order to verify enrollment and attendance in the proper attendance zone and/or feeder pattern, parents who have changes to residency addresses during the school year may be asked to supply proof of new residency in accordance with the previously identified residency verification documentation.

HOME VISIT RESIDENCY CHECK

If an employee of the BCPS receives one of the following notifications listed below, an unannounced home visit to verify residency may be conducted by the BCPS Attendance Department and/or a uniformed police officer as part of the residency

confirming process:

1. Students entering or continuing their enrollment to BCPS on a Residency Affidavit; 2. Student does not reside with the parent/legal guardian and/or at the given enrollment address; 3. Custodial/Guardianship documents have not been properly executed;
4. Parent, custodial adult, or legal guardian does not reside every day within the BCPS' limits;

If the custodial parent/legal guardian of an enrolled student has been found to live outside of the county limits, but has recently established residence within the county limits, the following criteria must be met prior to the approval for students to remain enrolled with BCPS:

1. Complete documentation of residence.
2. A home visit to the residence by the Attendance Officer

If the parent/legal custodian or guardian fails to cooperate with the campus administration, attendance officers and/or attendance supervisors, the school principal will be informed that confirmation was not possible and termination of enrollment from the school system may be required.

Parents are responsible for providing accurate and up-to-date information including, but not limited to, their residential address (temporary or permanent) to school officials. To report residential school enrollment fraud contact Ms. Denita Hill, Prevention and Support Supervisor, at 251-580- 1661. All reports will be kept confidential. Giving false information to a public official in the performance of his/her duty is a violation of the Code of Alabama § 13A-10-109 (a) and is punishable by a fine of \$500.00 and up to (90) days in jail.

ATTENDANCE ZONES FOR ENROLLMENT PURPOSES

Students will be assigned to the school serving the attendance zone in which their Enrolling Adult (parent/legal custodian/ guardian) is domiciled. A student whose Enrolling Adult (parent/legal custodian or guardian) moves from one BCPS attendance zone to another BCPS attendance zone during the school year will be transferred to the school attendance zone in which the new residence is located.

ATTENDANCE ZONE VARIANCES (BOARD POLICY 6.2.2)

The Baldwin County Board of Education affirms those present school attendance zones outlined by most recent Board action. The Board, however, gives the Superintendent discretionary authority to grant variances to pupils who present evidence of extreme hardship and/or students of employees that work for the BCPS. Extreme hardship may not be construed to include dissatisfaction with personnel in the school in the zone in which the pupil resides, dissatisfaction with curriculum offerings and/or dissatisfaction with curriculum offerings which are non-academic and/or extracurricular activity and athletic offerings in the school zone in which the pupil resides. To request a Zone Variance, you may complete the online form located at <https://www.bcbe.org/Domain/5007>.

STUDENT ATTENDANCE

Alabama Code §16-28-3 requires parents enrolled all children between the age of six (6) and seventeen (17) years of age to attend school for the minimum number of scholastic days prescribed by the Alabama State Board of Education. All laws regarding school attendance shall be strictly enforced by the BCPS.

ARRIVALS / DISMISSALS

Students are to arrive on time for the beginning of the school day and leave the school campus immediately upon dismissal for the day and/or from other school related activities. Parents/guardians should refer to each school's handbook for the designated time and protocol for each school.

TARDINESS

Tardies are considered excused for the same reason(s) as excused student absences. Refer to each school's handbook for tardy information. The principal or his/her designee may impose disciplinary measures for excessive tardies. Communication will be made to parents/guardians by the school or the Attendance Officer if the number of tardies becomes excessive. Excessive tardies may result in a home visit by the Baldwin County Pb Attendance Department.

CHECK-INS / CHECK-OUTS

Necessary check-ins or checkouts must be processed by the parent through the school's office by procedures outlined in each school's handbook. The Board encourages that appointments not of a critical nature be scheduled for times and days when school is not in session. Check-ins/outs are considered excused for the same reasons as excused absences. An unexcused check-in/out will be considered tardy. Excessive check-ins and/or checkouts may result in a home visit by the BCPS Attendance Department.

POSITIVE REINFORCEMENT FOR ATTENDANCE AT SCHOOL

Principals are given discretion to create rewards and/or positive motivators in order to *increase* student attendance, such as final exam opt-outs or off-campus lunch privileges. Any discipline or consequences regarding attendance should be limited to those as provided in Board Policy and this Handbook. Students should not be denied participation in any school activity or event if the student has a valid excused absence in accordance with Board policies and procedures. In other words, if a student is allowed nine excused absences under Board policies and procedures, principals do not have the discretion to require a lower number of excused absences in order for a student to be eligible to participate in a school activity or event. Under no circumstances should a student with a valid physician's excuse absence be denied participation in a school activity or event because of an absence from school because of said physician visit.

ABSENCE MONITORING

Parents of students in grades k-12 can routinely monitor absences by accessing their student's information on the Parent Portal on the BCPS web site. If a parent has a question or concern about an absence, the parent should contact the school as soon as possible.

EXCUSED ABSENCES

State law allows for absences to be excused for the following reasons:

1. Illness of the student
2. Death in the immediate family
3. Inclement weather which would be dangerous to the life and health of the student as determined by the principal
4. Legal quarantine
5. Emergency conditions or extenuating circumstances as determined by the principal
6. Religious holidays, upon receiving prior approval from the student's principal (the Superintendent's designee)

WRITTEN EXCUSE

The parent/legal custodian or guardian must provide a written explanation (excuse) to the school homeroom teacher for each student's absence within three (3) days of the student's return to school.

For a student's consecutive days of absence, a parent/legal custodian or guardian may submit one written excuse. The number of days absent covered in that written excuse will be counted as individual written excuses toward the allowed maximum nine (9) parent written excuses per calendar year.

The written excuse must include the following:

1. Written statement from the parent stating the reason for the absence
2. The date of absence(s)
3. The parent's signature

Parents of students in grades K-12 may submit up to nine (9) parent written excuses per calendar year and may be required to submit an excuse for late check-ins and early checkouts. After nine (9) absences have accrued in a year, a doctor's or legal excuse may be required for additional absences to be excused. (Please note that a doctor's excuse should reflect that a student actually visited or was seen by an actual physician, physician's assistant, or nurse practitioner that is not also the parent of the child).

Parents are encouraged to provide medical documentation to the school nurse at the beginning of the school year if their child has been diagnosed by a physician with a chronic medical condition that impedes regular school attendance.

Refer to your student's school's handbook for additional guidelines for submitting excuses. If a student fails to attend school without submitting a timely parent, medical or legal excuse, the student and parents/guardians are subject to court intervention.

UNEXCUSED ABSENCES

Any absence that does not fall under the category of excused absence is recorded as an unexcused absence. Any student with five (5) unexcused absences during the school year may be referred to Early Warning Intervention with the Attendance Supervisor.

In addition, absences may be unexcused if the student and parent fail to provide the excused absence written statement with required information to the school officials within three (3) days (including the return date) of the student's return to school.

STUDENT WITHDRAWAL DUE TO ABSENCES

Alabama Code § 16-28-40 defines withdrawals as "more than ten (10) consecutive days or fifteen (15) days of total unexcused absences during a single semester." A student meeting these criteria (without acceptable parent, doctor, or legal excuses) is subject to withdrawal from school.

For students seventeen (17) years of age or older who are withdrawn from school due to attendance issues, the Attendance Supervisor notifies the Department of Public Safety of the withdrawal. The Department of Public Safety shall deny or revoke a driver's license or learner's permit for the operation of a motor vehicle to any person under the age of nineteen (19) who has obtained the withdrawn status.

EARLY WARNING TRUANCY NOTICE

Daily attendance is vitally important to the acquisition of knowledge. Students gain considerably as the result of being in class each day. It is the purpose of this program to do everything possible to encourage good attendance by involving as many supportive groups as necessary and by developing a uniform method of addressing this important issue.

Students deserve every opportunity for academic success and prompt, regular, daily attendance not only teaches life supporting skills but, also, increases the likelihood of school being a positive experience. A uniform attendance emphasis must then define the responsibilities of the groups of people directly related to the program. These groups will be: students, parents, teachers, administrators, and courts.

Responsibilities of the Student

1. Arriving at school prior to the opening time.
2. Being seated and ready for instruction in each class before the tardy bell rings.
3. Bringing to each class those books and materials necessary to make attendance meaningful.
4. Remaining in class for the entire class period.

Responsibilities of the Parents

1. Encouraging their child to be present daily and on time.
2. Discouraging their child from absences related to family trips and/or vacations during the school year, and appointments that could be better scheduled so as to not interfere with the school day.
3. Refraining from asking the school to violate the checkout procedure approved by the Baldwin County Board of Education.
4. Scheduling necessary appointments for their child outside the school day when possible.
5. Cooperating with the school in providing valid excuses for their child's absence.
6. Attending conferences arranged by the principal.

Responsibilities of the Teacher

1. Developing class incentives related to improved attendance.
2. Establishing contact with parents concerning their child's attendance patterns.
3. Working with the guidance counselor in scheduling students in programs that meet their individual needs.
4. Recognizing the importance of each class period and scheduling teacher request for students accordingly.
5. Demonstrating to the student that planned learning experiences will take place each day.

Responsibilities of the Administration

1. Designing local school plans for improving attendance.
2. Enforcing a checkout system consistent with administrative policy.
3. Considering many alternatives in an effort to reduce the number of suspensions and, thereby, absent days.

4. Attempting to keep parents aware of each absence daily.

PARENTAL NOTIFICATION EARLY WARNING TRUANCY PREVENTION PROGRAM

The Alabama Compulsory School Attendance Law (Ala. Code §16-28-3) requires children between the ages of six (6) and seventeen (17) to enroll and attend school. Additionally, Section 16-28-12, as amended May 17, 1993, requires that any parent/guardian who enrolls a student in school will be responsible for the child's regular attendance and proper conduct. Parents and/or guardians must provide to the child's teacher an explanation of each absence within three days after the child returns to school. If the parent or guardian fails to provide this information to the teacher, each child's absence will be recorded as unexcused or truant. Except in emergency situations, out of town trips must have the principal's approval prior to taking the trip, if the absence is to be coded excused.

Please be advised of the attendance requirements as set forth in the Early Warning Truancy Prevention Program, which has been implemented in Baldwin County Public Schools since the 1989-90 school year. The program was recommended by the State Department of Education and the Administrative Office of the Courts and has been approved by the Baldwin County Board of Education and the Juvenile Court. Pursuant to Section 16-28-12 of the Code of Alabama, all students - grades Pre-K--12 are subject to the provisions of this program.

Schools shall follow the following protocol when absences occur:

1. First Truancy/unexcused absence (warning)
Parent/guardian shall be notified by the school principal or designee that the student was truant and the date of the truancy.
2. Second Truancy/unexcused absence (written notification)
Parents will be sent a letter from the school notifying them of next steps should truanancies continue.
3. Third Truancy/unexcused absence (school conference)
Parents will participate in a truancy intervention conference at the school, via teleconference, and/or via telephone with the school principal and/or designee (assistant principal, counselor, social worker, lead teacher, etc..) to discuss next steps if truanancies continue.
4. Fifth Truancy/unexcused absence – (referral to Early Warning Truancy Prevention Program)
 - a. The parent, guardian, or person having control of the child shall attend the Early Warning Program provided by the BCPSS level attendance office in conjunction with partnering agencies.
 - b. Attendance shall be mandatory except where prior arrangements have been made or an emergency exists.
Failure to appear at the Early Warning Program may result in the filing of a complaint/petition against the parent under Code of Ala. 1975, §16-28-12(c) (failure to cooperate), or a truancy against the child, whichever is appropriate.
5. Additional Truancy/unexcused absence (BCPSS level intervention)
The BCPSS Attendance Office will notify parents or legal

guardians of imminent legal actions related to truancy.

6. No earlier than seventh unexcused absence. (Juvenile Court Intervention)

The BCPSS will take steps to file a complaint/petition against the child and/or parent/guardian, if appropriate.

EARLY WARNING PROGRAM:

1. Purpose: The Early Warning Program is a school /community-based program to assist public school personnel, parents, and law enforcement personnel in providing for early intervention for children and youth who are truant or in danger of becoming truant. A child is truant if no explanation is provided for absences or the child is absent for reasons other than those recognized as excusable.
2. Description: The Early Warning Program is a cooperative effort involving the Baldwin County Board of Education; Juvenile Court Services; and Community Agencies.
3. Procedure: Parents will be notified in writing of the date they are scheduled to attend the Early Warning Program. Per State Department guidelines, participation in the Early Warning Program is required.
4. Truancies after Referral to Early Warning: Non-attendance of the Early Warning Program and/or subsequent truancies may result in a truancy petition (against student) or a contributing to truancy petition (against parent/guardian) to be filed with the Baldwin County Juvenile Court.

DRIVER'S LICENSE AND LEARNER'S PERMIT NOTICE

Students and parents, by presentation of this written policy, are hereby notified of the provisions of Legislative Act 94- 820 as enacted by the Alabama Legislature. The purpose of the Act is:

- A. to provide consequences for certain persons over 14 years of age convicted of possession of a pistol on the premises of a public school, school bus, or both, and

B. to require school attendance by persons 16-19 years of age as a prerequisite for obtaining a driver's license/learner's permit by the state of Alabama for the operation of a motor vehicle.

School attendance standards may be met by enrollment in a school or General Educational Development (GED) program or job-training program approved by the State Superintendent of Education.

1. **Suspension of Current Driver's License/Learner's Permits** When a student 16 years or older who has a driver's license/learner's permit and is not enrolled or who is absent from school for 10 consecutive days or 15 days total for unexcused reasons during a semester shall be reported by the school authorities to the Department of Public Safety. Unexcused absences due to suspension days for conduct violations are counted toward the 15-day total. The Department of Public Safety shall notify persons that their Driver's Licenses/Learner's Permits will be suspended

on the 30th day following notification unless re-enrollment occurs or one of the above conditions is documented.

2. Enrollment, Schooling, Employment Provisions Section I of the Act also states the Department of Public safety shall deny the issuance of a driver's license/learner's permit or the renewal of a driver's license to any person under the age of 19 who does not, at the time of application, present a diploma or other certificate of graduation from a high school or documentation that the person:

- a. is enrolled in a secondary school, or
- b. is enrolled and making satisfactory progress toward the GED certificate, or is participating in an approved job training program approved by the State Superintendent of Education, or
- b. is gainfully and substantially employed, or
- c. is a parent with care and custody of a minor or unborn child, or
- d. has a physician's statement that the parents of the person depend on him/her as their sole source of transportation, or
- e. is exempt from these requirements based on Section 16-28-40 of the Code of Alabama.

3. Operational Procedures

a. Principal's Responsibilities

- i. Principals or designees shall provide students with information relative to the Act and procedures for compliance.
- ii. Principals or designees shall complete Part 1, Section 1 of the "Student Enrollment/Exclusion Status Form" at the request of students enrolled in their schools. Principals or designees should provide students with information relative to completing Part 1, Section 2, and Part 2 sections of the form; however, it is the responsibility of the student/parent/guardian to secure signatures, documentation statements, etc. for the GED and Exclusion Status Sections.
- iii. Principals or designees shall submit to the Department of Public Safety "A Student Enrollment/Exclusion Status Form" on each student who is not enrolled or who is absent from school for 10 consecutive days or 15 days total for unexcused reasons during a semester. Copies of said form will be sent to the attendance supervisor.
- iv. Principals or designees shall refer to the attendance supervisor the names of students who wish to be exempt for reasons beyond their control, under the provisions of this Act.

b. Student's Responsibilities

- i. Students, who are eligible to apply for a driver's license/learner's permit should obtain a "Student Enrollment/Exclusion Status Form" at the office of their school before to going to the Department of Public Safety for a permit or license. The information included in this form must be completed and signed by the designated school official.
- ii. Persons, 15-19 years of age, who are not enrolled in a school of the School System and desire to get their driver's license/learner's permit should obtain a "Student Enrollment/Exclusion Status Form" at the office of the school they previously

attended or at the Central Office of the Board of Education prior to going to the Department of Public Safety. The information included in said form should be completed and signed by the designated school official.

4. **Right to an Appeal** Students and/or parents/guardians have the right to appeal decisions regarding school attendance standards as they relate to compliance with the Act. The process for an appeal will follow the grievance procedures as outlined in the Student Code of Conduct and Attendance issued to all students at the beginning of each school year. A copy of the Act shall be available for review through the principal's office and at the Central Office of the Board of Education.

STUDENT DRIVERS LICENSE ENROLLMENT/EXCLUSION STATUS INSTRUCTIONS (BOE Policy #6.22)

Part I: Enrollment Status should be completed and submitted to the area Driver License Examiner, Department of Public Safety, by any person under the age of 19 who is applying for or renewing or requesting reinstatement of a driver's license or learner's permit to operate a motor vehicle. Designated school personnel should submit this form to the Department of Public Safety, Driver Improvement, P. O. Box 1471, Montgomery, AL 36102-1471, if a student is not enrolled or has accumulated more than 10 consecutive or 15 days total unexcused absences during a single semester. Individuals claiming an exclusion should complete Part II of this form (see back of form).

Part II. The appropriate personnel for individuals claiming an exclusion from this Act should complete exclusion Status. The applicant is responsible for securing proper documentation for presentation to the Department of Public Safety.

GENERAL STUDENT/PARENT GRIEVANCE PROCEDURES

In accordance with Board Policy #4.5 regarding general student complaints and grievances, the following procedures shall be followed:

In the event that a parent or student is involved in a situation that has not been resolved to their understanding, the parent/student must first address their concerns with the school administrator in order to facilitate a solution early and quickly. This administrator may elect to seek resolution or may refer the concern to the system's designated administrator or coordinator for resolution. If the parent/student cannot discuss the issue(s) with their school administrator(s) they may contact the appropriate Assistant Superintendent for help in reaching a resolution or clarification of the situation.

FORMAL GRIEVANCE PROCEDURES:

After the reviews provided above, if the situation has not been resolved and the parent/student wishes to present their concerns in a manner to request a formal review

and response, the following procedure is to be followed.

Step One:

The parent/student should submit a *Parent/Student Grievance Form* to the Assistant Superintendent of either Elementary or Secondary Schools to initiate the review process. Contact the relevant Assistant Superintendent's office for the *Parent /Student Grievance Form*.

Step Two:

The administrator and staff designated by the Superintendent will investigate the complaint using various procedures, and investigating techniques, including but not limited to interviews, phone contact, data reviews, and witness reports. After the review, the administrator will report back to the Superintendent and/or their designee with the suggested action to be taken by BCPS. To the extent possible, the reporting parent/student will be informed of the remedial action being suggested and/or taken.

A verbal or written response will be provided to the parent/student within ten (10) school days of the receipt of the grievance form by the BCPS designated administrator. If a parent/student wishes to move to the next step of the process, written notice must be given within three (3) days of receiving a response for the current step.

Step Three:

If the issue is still unresolved after the suggested resolution by the BCPSS administrator assigned to review grievances, the parent/student may present in written form (no email), subject to the limitations set forth in Board Policy #4.5, their unresolved concern(s) to the BCPS Superintendent.

Step Four:

If the issue is still unresolved after the resolution suggested by the Superintendent, the parent/student may present in written form (no email), subject to the limitations set forth in BCPS Policy #4.5, their unresolved concern(s) to the Board of Education. The decision of the Baldwin County Board of Education is final in the grievance process.

DISCLAIMER: In accordance with BOE Policy # 4.5, the general complaint and grievance policy, and any procedures herein referenced, do not apply to specific complaint or grievance policies and procedures that are established by Board policy or law for application to special factual or legal circumstances. In such instances, the specific statutory, regulatory, or policy-based process is the applicable procedure.

STUDENT CODE OF CONDUCT

STUDENT BEHAVIOR AND DISCIPLINE

RESPECT FOR PERSON, PRIVACY, AND PROPERTY

Student responsibilities include, but are not limited to the following:

1. To abide by laws and local board of education and individual school rules and policies regarding respect for person, privacy, and property.
2. To respect the recognized privacy rights of others.
3. To attend school and related activities without bringing items prohibited by law or local board of education policy or which detract from the educational process.

4. To respect the property rights of those at school and the general public.

Student rights are:

1. To be informed of local board of education and individual school rules and policies regarding respect of person, privacy and property.
2. To retain privacy of personal possession on his/her person, in lockers, or vehicles, unless school personnel have reasonable suspicion to believe the student possesses an item which is prohibited by law or local board of education policy.

KNOWLEDGE AND OBSERVATION OF RULES OF CONDUCT

Student and parent/guardian responsibilities include, but are not limited to the following:

1. To abide by laws and local board of education and individual school rules and policies regarding rules of conduct:
 - a. Equal Educational Opportunities (BOE Policy 6.9);
 - b. Title IX Prohibition of Discrimination on basis of sex or gender (BOE Policy 6.10);
 - c. Prohibition of Sexual Harassment (BOE Policy 6.12);
 - d. Pupil Conduct (BOE Policy 6.16 and 6.17);
 - e. Prohibition of Bullying, Harassment, Violence, and Threats of Violence (BOE Policy 6.25);
 - f. Prohibition of Firearms, Weapons and Illegal Drugs and Alcohol (BOE Policy 4.2);
 - g. Drug/Alcohol Free School Policy (BOE Policy 4.2.6);
 - h. Tobacco and Electronic Smoking Devices Policy (BOE Policy 4.2.4);
 - i. Search of Property and Individual (BOE Policy 4.2.5 & 6.17);
 - j. Access and Acceptable Use of Technology (BOE Policy 4.8.1 & 4.8.4);
 - k. Inspection of School Property (BOE Policy 4.2.5 & 4.8.3); and
 - l. School Attendance: (BOE Policy 6.1 and Early Warning Truancy prevention Program and Driver's License and Learner's Permit Notice (included herein)).
2. To document receipt of the code of conduct with his/her signature.
3. To abide by the Mandatory Uniform Dress Code (BOE Policy 6.16 and included herein).

Student Rights Are:

1. To be informed of laws and local board of education and individual school rules and policies regarding rules of conduct.
2. To be informed as to the specific grounds of the violation(s) of the local board of education's code of student conduct.

DRESS CODE POLICY

I. Overview

All Students are expected to be clean and appropriately dressed for school. Dress and

appearance must not present health or safety problems or cause disruption and should encourage a serious approach to school. The Board prohibits any clothing or grooming that in the principal's judgment may reasonably be expected to cause a substantial disruption of, or interference with, normal school operations. The local school principal will be the final authority for determining appropriate dress within the framework of the policies below.

All schools will utilize a dress code. The dress code will consist of guidelines that students must follow to ensure appropriate attire. Appropriate dress and grooming in the school atmosphere can be determined by neatness, cleanliness, safety, appropriate selection of attire, and freedom from distraction of other students and/or the learning process. Any article of clothing or grooming that the principal can reasonably expect to cause a material or substantial disruption of, or interference with, normal school operations can be prohibited.

II. All Schools Dress Code

All schools in the BCPS System shall implement, within the parameters set forth below, the mandatory dress code policy. Pupils are expected to be clean and appropriately dressed for school. Dress and appearance must not present health or safety problems or cause a disruption to the school educational environment. The local school principal will be the final authority for determining appropriate dress within the framework of this dress code.

A. Information Dissemination for Schools

1. It is the responsibility of BCPSS and school support staffs to adequately communicate to parents, information common to all secondary schools including general guidelines for enforcement of the dress code policy.
2. Each school shall communicate the dress code information to parents:
3. The means by which this information is communicated shall include one or more of the following:
 - a. County/School website
 - b. Social media: Facebook, Twitter, etc.
 - c. School newsletters;
 - d. Parent meetings;
 - e. Rapid notification system
 - f. PTA meetings and newsletters;
 - g. Parent advisory meetings;
 - h. Television, radio and/or newspaper announcements;
 - i. Posters displayed at school and in the community;
 - j. Registration materials.

B. Specific School Dress Code Guidelines

1. All attire:
 - a. No pictures, emblems, or writings on clothing that:
 - b. Are lewd, offensive, vulgar or obscene,
 - c. Advertises or depicts tobacco products, alcoholic beverages, drugs or any other illegal substance, or
 - d. Contains fighting words or incites criminal activity; or
- e. Can reasonably be expected to cause a material or substantial disruption of, or interference with, normal school operations.
2. Tops:
 - a. Tops that reveal the body in an inappropriate manner are not

permitted. This includes but is not limited to mid-driffs, crop tops, bare at the sides, sundresses, “spaghetti strap” type tops, racer backs, off-the-shoulder tops, low-cut front or low-cut tops

- b. No cut off/crop tops. (No midriff can be showing)
- c. No sleeveless garments.
- d. No see-through garments.
- e. Designed so that the neckline does not reveal cleavage.
- f. Designed to cover all undergarments.
- g. Fit properly- no oversized or overly tight tops.
- h. No tank top/undershirt can be worn as a shirt.

3. Shorts:

- a. Length should be at fingertip/hand or mid-thigh, whichever is longer.
- b. Fit properly- no oversized or tight shorts.
- c. No spandex, biker, or see-through shorts.
- d. Must be hemmed and not rolled up

4. Dresses:

- a. Length should be at fingertip or mid-thigh, whichever is longer.
- b. Splits may not exceed (3) inches above the top of the knee.

5. Pants:

- a. Proper fit- no sagging or baggy fit: worn at the waist. (No pajama bottoms)
- b. No see through or spandex legging pants.
- c. Pants that are too tight or allow for exposure of undergarments are not permitted.
- d. Leggings, yoga pants, and other tight fitting, spandex or lycra based pants must be worn with an acceptable top that covers the private areas of the body.
- e. Leggings/tights may be worn only under shirts and dresses of appropriate length so that the buttocks and private area are covered.
- f. No holes in jeans in inappropriate areas (length rule); Pants or Jeans may only have holes at the knee or below. Pants or Jeans that have holes above the knee are not allowed, unless there is material beneath the holes
- g. Sweat pants and warm-up suits will be allowed.

6. Shoes:

- a. Must be worn at all times, fastened properly.
- b. Classes may require certain shoes and/or prohibit certain shoes for safety reasons. Ex. P.E., Chemistry.
- c. No bedroom slippers.
- d. For elementary school students, no open toed or open heeled shoes may be allowed for safety reasons (i.e. no Crocs).

7. Accessories:

- a. Students may not wear hats or head coverings in school buildings or on school premises. This includes but is not limited to bandanas, athletic headbands, headscarves/hair wraps, hoodies, and other forms of headgear or hair covering.
- b. Exceptions include:
 - i. Head gear used as part of a uniform such as the JROTC cap, band uniform hats, and athletic

headgear worn with a uniform on the playing and practice fields are allowed.

- ii. Religious purposes, which have been approved prior to wearing.
 - iii. During extreme cold weather, students will be allowed to wear toboggans outdoors on campus.
 - c. Other than safety-related accessories for safety related purposes, accessories such as masks, hats, caps, sweatbands, or other head covering will not be worn in building; d. No gang related clothing/items will be allowed.
 - e. Students must cover and/or conceal any court and/or law imposed tracking and/or monitoring devices.

C. Exemptions for Schools

All students enrolled in the BCPS shall be required to dress in accordance with the adopted dress code policy. A student may be exempted from complying with the policy in the following instances:

- 1. When noncompliance derives from financial hardship;
- 2. When noncompliance derives from the student's particular disability or health condition that requires a departure from the dress code; or
- 3. When noncompliance derives from a student's sincerely held religious belief.

If the parents or guardians desire not to have their child comply with any portion of the Baldwin County Board of Education dress code policy for the reasons stated above, or due to special extenuating circumstances related to an item listed above, the students' parents or guardians must secure an exemption from their child's school principal. Parents or guardians should supply a written explanation to the school principal as to why an exemption should be granted. If the outcome of the principal's determination is not to the parent or guardian's liking, the parent or guardian may submit a written exemption request to the Superintendent, or his or her designee. Additional grounds for an exemption may be allowed at the principal's discretion.

PROHIBITION OF POSSESSION FIREARMS (SEE BOE POLICY 4.2.1) **SPECIFIC DISCIPLINE RELATED TO FIREARMS**

In compliance with Code of Alabama § 16-1-24.3 and Board Policy, **any** student who has been determined to have brought to school or to have in their possession a firearm in a school building, on school grounds, on school buses, or at other school sponsored functions will be expelled for a period of one year. For the purpose of this section, the term "firearm" has the same meaning as defined in Title 18 U.S.C. § 921. The expulsion requirement for possession of a firearm may be modified in writing by the Superintendent upon the recommendation of the Superintendent's Expulsion Review Committee on a case-by-case basis.

Students who are expelled for firearm possession may not attend regular school

classes in any public school in the state during the expulsion period. Students who are expelled from schools for firearm possession may be permitted to attend alternative schools or an alternative educational setting designed to provide education services. Discipline of students with disabilities who violate the BCPS firearm possession policies shall be determined on a case-by-case basis in accordance with federal and state law.

PROHIBITION OF ALCOHOL/DRUGS. (SEE BOE POLICY 4.2)

Students shall not use, possess, distribute, and/or sell drugs or alcohol in a school building, on school grounds, on Board property, on school buses, or at a school-sponsored function. Drugs shall include those listed in the State and/or Federal Controlled Substances Laws, prescription drugs and/or unauthorized over-the-counter medications or nutritional substances (except in accordance with Board policies and procedures on prescription medications at school), and drug or alcohol paraphernalia.

Self-administration of medications by students shall be permitted for chronic conditions subject to compliance with the State Department of Education and Alabama Board of Nursing Medication Curriculum. Upon obtaining permission to self-administer approved medications in accordance with the preceding sentence, a student shall be permitted to possess and self-administer approved medications, according to the orders of the prescriber, at any time while on school property or while attending a school-sponsored event. With regard to all other uses of prescription medications and/or over-the-counter medication and/or nutritional supplements by students, parents/guardians shall be required: (1) to personally deliver the medication to the school office; and (2) to complete all necessary forms for the dispensing of medication during the school day, including but not limited to verification of medical use and dispensing guidelines from the student's physician. * Violations of Board policy and/or procedures concerning over-the-counter medications are excluded from the list of mandatory consequences set forth below. Notwithstanding the foregoing, students may still be subject to discipline, as deemed appropriate by the school principal, in the event they fail to comply with Board policy and procedures concerning an over-the-counter medication or nutritional supplement.

Alcohol, drugs, and alcohol/drug paraphernalia, or other related substances or items confiscated shall be released to appropriate law enforcement officials. A student with a disability who violates this policy shall have the policy applied within the guidelines defined for the discipline of students with disabilities in compliance with applicable laws.

**SPECIFIC DISCIPLINE AND PROCEDURES RELATED TO DRUGS
AND ALCOHOL OFFENSES** 1. Overview

In compliance with *Code of Alabama* § 16-1-24.1, as amended, the following policies, practices, and procedures have been set forth to deal with all students or other persons who bring illegal drugs, alcohol, or weapons on the school campus.

- A. The principal of the school shall notify appropriate law enforcement officials when any person violates the system's policies concerning drugs, alcohol, weapons, physical harm to a person, or threatened physical harm to a person.
- B. If the student is found to have violated the Board's policy concerning drugs, alcohol, weapons, physical harm to a person, or threatened physical harm to a person, the student may not be admitted as a transfer student or readmitted to BCPS until:
 - i. Criminal charges or offenses arising from the conduct,

if any, have been disposed of by appropriate authorities; and

- ii. Only upon such conditions as the Superintendent shall prescribe for the preservation of the safety and security of students and employees of the BCPS,

which may include, but is not limited to, psychiatric or psychological evaluation and counseling.

- 2. Possession, Use, Consume or Under the Influence.** Students who are found to possess, obtain, use, consume, or be under the influence of alcoholic beverages, illegal drugs, prescription drugs (unless in accordance with Board policies and procedures), and/or drug/alcohol paraphernalia on Board property as described above shall be in violation of the Board's policy on Drug and Alcohol Free Environments. Further, the following additional and specific procedures and measures will apply:

Elementary Pre-k – 6th

- A. First offense: for the first violation of this policy, the school principal or designee shall:

1. Immediately suspend the student from attending regular classes and school activities.
2. The student shall be provided due process in accordance with BOE Policy #6.20.
3. Unless otherwise provided herein, the suspension may range from a minimum of five days and shall not exceed nine (9) days.
4. Notify the parent/guardian as soon as possible.
5. Notify appropriate law enforcement officials.

- B. Subsequent offenses: for second and subsequent violations of this policy, the school principal or designee shall:

1. In grades kindergarten through sixth, immediately suspend the student from attending regular classes and school activities.
2. Consequences for violations of this policy may range from a minimum of five days of suspension up to a recommendation for expulsion with possible placement into an alternative educational setting.
3. Due process shall be provided in accordance with BCBE Policy # 6.20.
4. Notify the parent/guardian as soon as possible.
5. Notify appropriate law enforcement officials.

Secondary- 7th-12th

- A. First offense: for the first violation of this policy, the school principal or designee shall: 1. Immediately suspend the student from attending regular classes and school activities.

2. The student shall be provided due process in accordance with BOE Policy #6.20.
3. Unless otherwise provided herein, the suspension may range from a minimum of five days and shall not exceed nine (9) days.
4. Notify the parent/guardian as soon as possible.
5. Notify appropriate law enforcement officials.
6. Inform the parent/guardian of the requirement to successfully complete the BCPS Chemical Abuse Prevention Program (CAPP) for first offenses to this policy.

Administrators must inform the parent/guardian and student of CAPP details

including time, location, requirements, and consequences of not attending. Students who commit second and subsequent offenses are not eligible to attend CAPP.

7. Failure to successfully complete all sessions of CAPP will result in an additional three-day suspension. CAPP attendance is in addition to the suspension for the first offense.

B. Subsequent offenses: for second and subsequent violations of this policy, the school principal or designee shall:

1. In grades seven through twelve, immediately suspend the student from attending regular classes and school activities, pending a recommendation for expulsion.
2. Due process shall be provided in accordance with BCBE Policy # 6.20.
3. Notify the parent/guardian as soon as possible.
4. Notify appropriate law enforcement officials.

3. **Sell, Furnish, Give Away, Distribute or Transfer.** Students who sell, furnish, give away, distribute, or transfer alcoholic beverages, illegal drugs, prescription drugs or counterfeit substances on Board property as described above shall be in violation of this policy. The school principal or designee shall:

A. *In grades kindergarten through six (K-6)*, immediately suspend the student from attending regular classes and school activities. Consequences for violations of this policy may range from a minimum of five days of suspension up to a recommendation to expel, with possible

placement into an alternative educational setting. Due process shall be provided in accordance with BCBE Policy # 6.20.

B. *In grades seven through twelve (7-12)*, immediately suspend the student from attending regular classes and school activities, pending a recommendation for expulsion. Due process shall be provided in accordance with BCBE Policy # 6.20.

C. Notify the parent/guardian as soon as possible.

D. Notify appropriate law enforcement officials.

Notwithstanding the foregoing, as previously stated, in the event any student is found to be in violation of this policy and is criminally charged as a consequence thereof, they shall not be allowed to be readmitted to BCPS until such charge(s) has been disposed of by appropriate authorities and the student has otherwise complied with all requirements for readmission.

PROHIBITION ON STUDENT THREATS TO HARM SELF OR OTHERS

As included in the bullying and harassment policies outlined below and in Board Policy, the BCPS defines a threat as a communication of a desire to harm someone, including oneself, that may be spoken, written, gestured, or expressed in some other form, such as via text messaging, email, or other digital means. An expression of desire to harm someone or oneself is considered a threat regardless of whether it is communicated to the intended target(s) and regardless of whether the intended target is aware of the threat. Threats may be implied by behavior that an observer would reasonably regard as threatening, planning, or preparing to commit a violent act. Since threats are not always easily recognized as harmless (e.g., an obvious joke that worries no one), all threats should be reported to the school administrator or other school team

members so that the appropriate team member can evaluate and respond to the threat, including but not limited to taking immediate action if violence is imminent, notifying law enforcement, investigating the threat(s), taking precautions, screening student for further services and/or counseling, developing a safety plan, and/or removing student from the educational environment until, for example, a health care professional can assess whether or not it is safe for student to return to school. For additional guidance on processes for readmittance to school following a student's threat to harm oneself or others, including required medical clearance from a health care professional, please see student handbook provisions regarding specific discipline responses below as well as those policies and procedures related to student health services.

SPECIFIC DISCIPLINE TO STUDENT THREATS TO HARM OTHERS

Disciplinary actions dealing with threats, whether deemed **serious** or just **joking**, will be handled consistently and in a timely manner by the administration. (The BCPSS reserves the right to respond and take action, in addition to discipline, in order to keep campuses operating as a safe and positive learning environment). That being said, ***actions that create panic, fear and chaos will not be tolerated at any grade level.*** Please note the following procedures and consequences stated below in regard to investigation and discipline of student threats to harm others, subject to any rules and laws regarding students with disabilities:

Kindergarten – Third Grade (K-3)

A. First occurrence – up to 2-day suspension at the discretion of the Principal based on all the facts and circumstances

1. Call parents and schedule a re-entry conference with campus SRO present.
2. Notify SRO for law enforcement determination on whether additional law enforcement investigation necessary as well as to discuss referral for additional safety measures including but not limited to a student threat assessment.
3. Notify school counselor and school nurse to assess whether medical clearance necessary before student returns to school.
4. School counselor meet with all students involved and follow any applicable counseling procedures/guidelines.
5. Digital history checked on Chromebook or laptop reviewed. Contact David Besancon, Ed Technology Director. If concerns are evident, system technology department will be notified for a deeper investigation.
6. Notify parents of student(s)/victim(s) involved in the situation.

B. Second occurrence – 5 days suspension.

1. Call parents and schedule a re-entry conference with campus SRO present.
2. Notify SRO for law enforcement determination on whether additional law enforcement investigation necessary as well as to discuss referral for additional safety measures including but not limited to a student threat assessment.
3. Notify school counselor and school nurse to assess whether medical clearance necessary before student returns to school.
4. Alta Pointe referral will be offered.
5. School counselor meet with all students involved and follow any applicable counseling procedures/guidelines.
6. Digital history checked on Chromebook or laptop. Contact David Besancon, Ed Technology Director. If concerns are evident, system technology department will be notified for a deeper investigation.

7. Notify parents of student(s)/victim(s) involved in the situation.

C. Third occurrence – Notify school counselor and campus nurse

and contact Assistant Superintendent or Superintendent for additional guidance and whether suspension, pending expulsion and/or placement into an alternative educational setting is warranted and/or to assess whether medical clearance and/or additional documentation necessary before student returns to school.

Fourth – Six Grades (4-6)

- A. First occurrence – up to 3 days suspension at principal discretion based on all facts and circumstances
 1. Notify SRO for law enforcement determination on whether additional law enforcement investigation necessary as well as to discuss referral for additional safety measures including but not limited to a student threat assessment.
 2. Call parents and schedule a re-entry conference with campus SRO present.
 3. Notify school counselor and school nurse to assess whether medical clearance necessary before student returns to school
 4. School counselor meet with all students involved and follow any applicable counseling procedures/guidelines.
 5. Digital history checked on Chromebook or laptop. Contact David Besancon, Ed Technology Director. If concerns are evident, system technology department will be notified for a deeper investigation.
 6. Notify parents of student(s)/victim(s) involved in the situation.
- B. Second occurrence – 5 days suspension.
 1. Notify SRO for law enforcement determination on whether additional law enforcement investigation necessary as well as to discuss referral for additional safety measures including but not limited to a student threat assessment.
 2. Call parents and schedule re-entry conference with parents and SRO present.
 3. Notify school counselor and school nurse to assess whether medical clearance necessary before student returns to school
 4. School counselor meet with all students involved and follow any applicable counseling procedures/guidelines including but not limited to Alta Pointe referral should be offered.
 5. Digital history checked on Chromebook or laptop. Contact David Besancon, Ed Technology Director. If concerns are evident, system technology department will be notified for a deeper investigation.
 6. Notify parents of student(s)/victim(s) involved in the situation.
- C. Third occurrence – Notify school counselor and school nurse and contact Assistant Superintendent or Superintendent for additional guidance and whether suspension, pending expulsion and/or placement into an alternative educational setting is warranted and/or to assess whether medical clearance and/or additional documentation necessary before student returns to school.

ALL Middle and High School (7-12)

- A. First occurrence – 5 day suspension, pending expulsion for full review of facts and circumstances in order to determine if expulsion and/or placement into an alternative educational setting is warranted.
 1. Notify SRO for law enforcement determination on whether additional law enforcement investigation necessary as well as to discuss referral for additional safety measures including but not limited to a student threat assessment.
 2. Notify school counselor and school nurse to assess whether medical clearance necessary before student returns to school;
 3. School counselor meet with all students involved and follow any applicable counseling procedures/guidelines including but not limited to Alta Pointe referral should be offered.
4. Regardless of discipline imposed, a re-entry meeting with the student, parents, counselor, principal and police (SRO) must take place before the student can return to school.
5. Digital history checked on Chromebook or laptop. Contact David Besancon, Ed Technology Director, to have a complete IT footprint check on the student. If concerns are evident, system technology department will be notified for a deeper investigation.
6. Notify parents of student(s)/victim(s) involved in the situation

**Please note – IEP Teams and/or 504 teams will need to be convened for those students receiving Special Educations and/or Section 504 accommodations and services*

CORPORAL PUNISHMENT (BOE POLICY #6.18)

Corporal punishment (ex: spanking) should not be administered by school personnel.

ELECTRONIC COMMUNICATION DEVICES (SEE BOE POLICY #6.21)

The Board seeks to comply with Alabama law in regards to its cell phone policies and procedures. The Board aims to reduce distractions that can interfere with academic engagement and achievement. By promoting a learning environment free from the distraction of cell phones, the Board also aims to foster face-to-face interactions, enhance social skills development, and promote well-being among students.

In accordance with Alabama law and Board Policy, no student shall use or operate any wireless communication device in any public elementary or secondary school building or on the grounds thereof during the instructional day. In addition, no student may possess a wireless communication device in any public elementary or secondary school building or on the grounds thereof during the instructional day, as that term is defined under the law, unless the wireless communication device is turned off and stored off their person in a locker, car, or similar storage location. Under the law and Board Policy, the “instructional day” is defined as the period of time during which a public elementary or secondary school is open and in session for purpose of meeting the minimum number of instructional days or hours pursuant to Section 16-13-231, Code of Alabama, 1975, and the term also includes class transitions, lunch, non-instructional times, and any other time specified herein. The use of wireless communication devices by students is also prohibited while students are being transported on a school bus, except as provided for herein. In accordance with Alabama law and Board Policy, “wireless communication devices” includes, a cellular telephone, tablet computer, laptop computer, pager, gaming device, or any other portable electronic device, such as

a smart watch, that has the capability of exchanging voice, messaging, or other data communication with another electronic device.

Notwithstanding the above, a student may use, operate, or possess a wireless communication device in a public elementary or secondary school building or on the grounds thereof during the instructional day in any of the following circumstances: (1) The use, operation, or possession is pursuant to the student's Individualized Education Program, Individualized Accommodation Plan, Section 504 plan, or Individualized Health Plan as determined by the student's IEP, 504 or IHP team. (2) The use, operation, or possession is for educational or learning purposes under the supervision of local board of education personnel. (3) The use, operation, or possession occurs during an emergency threatening the life or safety of the student or another person.

In accordance with, and subject to Alabama law, and any additional requirements or rules adopted by the Alabama State Department of Education, the Board adopts the following procedures in regard to electronic communication device use in schools. Principals and/or their designees will also have the authority to further restrict or deny the use of such devices by any student to prevent the misuse, abuse, or violation of school rules regarding the use of such devices. The following BCPSS's electronic communication device procedures should serve as guidance to administrators and should be followed, subject to any subsequent changes to State law, Board policy, and/or rules or requirements provided by the Alabama State Department of Education. The Board hereby delegates to the Superintendent and his or her designee the authority to put additional procedures or measures in place to ensure that State law, State Department rules or requirements, and/or Board policy is followed in regards to student use of electronic communication devices. The Superintendent, principal, or his or her designees may also further define what constitutes "possession for educational or learning purposes under the supervision of local board of education personnel" as well as "the use of such wireless communication devices during an emergency threatening the life or safety of the student or another person."

School officials may read, examine, or inspect the contents of any such device upon reasonable suspicion that the device contains evidence of an actual violation of the law, of Board policy, the Student Code of Conduct, or other school rules, provided that the nature and extent of such examination should be in accordance with the law. Any students found to be in violation of the Board's wireless communication device policy will be subject to discipline under the Board's Parent and Student Handbook/Student Code of Conduct. The Board assumes no responsibility for theft, loss, or damage to any personal/wireless communication device. In the event students are suspended and/or expelled for violating the Electronic Communication Device Policy, due process shall be provided in accordance with

Board Policy 6.20 and the Student Code of Conduct.

As indicated above, the Board recognizes the importance of communication and collaboration and provides certain technology devices for students to be productive in the classroom. To keep the focus on academics and to reduce unnecessary distractions, schools should enforce the following procedures in addition to Board Policy 6.21 as it relates to student use and possession of electronic communication devices:

1. An electronic communication device used in violation of Board policies and procedures will be confiscated by a school staff member or principal or designee, and the student may be subject to appropriate disciplinary action as set forth in the Student Code of Conduct. Said disciplinary action may be up to and including loss

- of use of electronic communication device privileges for the rest of the semester or school year, suspension and/or expulsion.
2. If an electronic communication device is used in any way to bully or harass another student, whether on campus during the school day or after school hours/off campus, the offending student shall lose the privilege of bringing their electronic communication device to school for a period of time to be determined by school administration in addition to any other sanction or consequence as outlined in the Student Code of Conduct.
 3. Except for those devices approved by Board personnel for use during instructional time and for instructional purposes, all electronic communication device shall be TURNED OFF, SILENT, or in AIRPLANE mode upon entering school and including but not limited to during educational/instructional time. This time includes not only traditional classes but physical education class, specials, assemblies, transition times, lunch, and other similar time periods throughout the day as may be further defined by the principal. If the student does not turn their electronic communication device off, , silence, or place on airplane mode, and the electronic communication device disrupts class, that electronic communication device will be confiscated by an administrator and kept until the parent comes to retrieve it. Electronic communication device shall be kept in a locker, the student's vehicle, and/or an approved storage device – **not** in clothing pockets nor accessible during instructional time.
 4. Any student in possession of an electronic communication device that is not legally his or hers will be subject to discipline due to theft under the Student Code of Conduct.
 5. The Board finds that students may be allowed to wear Apple (Smart) Watches depending on the grade of the child and/or in the event a Smart Watch is required in order to accommodate a student based on his or her disability and/or if otherwise outlined under applicable law or regulation; however, any student seen actively texting or utilizing that watch during instructional time will be subject to discipline under the Student Code of Conduct as a Cellphone Violation. Please talk to your student about individual accountability with Smart Watches.

USE OF DIGITAL DEVICE DURING THE ADMINISTRATION OF A SECURE TEST

The possession of a digital electronic communication device (including but not limited to cell phones, Apple watches, MP3 players, cameras, or other telecommunication devices capable of capturing or relaying information) is strictly prohibited during the administration of a secure test. If a student is observed to be in possession of, or to have in a prohibited location, a digital device during the administration of a secure test, the device will be confiscated. If a student is observed using a digital device during the administration of a secure test, testing for the student will cease, the device will be confiscated and is subject to search. The student will be dismissed from testing, and the student's test will be invalidated. Local education agency (LEA) personnel will make all students, parents, and/or guardians aware of this prohibition through inclusion of this policy in the Student Code of Conduct Handbook and other regularly used modes of communication.

CLASSIFICATION OF GENERAL CODE OF CONDUCT VIOLATIONS AND SANCTIONS (BOE POLICY #6.20.3)

It is fundamental that an orderly school have clearly defined rules for behavior

to which students must conform. Nonconformity to the rules is a violation of the Student Code of Conduct. Conduct violations are grouped into three classes: Class I, Class II, and Class III, ranging from the least to the most serious. Appropriate school personnel shall investigate, verify, and take the necessary actions to resolve student misconduct. After determining a violation and the classification of the violation, the principal or his or her designee should implement the appropriate sanction. Violations apply to student conduct on a school campus, at school related event, while being transported to or from school or School related events, or off-campus misconduct that has a direct effect on good order and general welfare of the school. Below is a listing of examples of each class of violation and possible sanctions. As the violations increase in seriousness, the severity of the possible sanctions increases. The Superintendent is further authorized to supplement the list of violations and sanctions in the Student Code of Conduct that is presented for adoption to the Board each year.

Violations	Sanctions
<u>CLASS I</u> • Bullying (minor or first offense) • Destruction of School Property (minor) • Dishonesty • Disobedience/Refusal to Complete Assignments • Disorderly conduct as defined by Alabama Act 2024-409 • Disrespect • Disruptive Behavior/Demonstrations/Interference with teaching and learning (minor or first incident) • Disruption on a School Bus, minor incident • Electronic Communication Device (Cell Phone/cell phone accessories defiance/unauthorized use or possession of device) • Failure to sign in/out properly • Failure to Follow Directive/defiance (minor) • Harassment/intimidation of another student (Minor and isolated incident) • Horseplay/Pushing • Inappropriate Display of Affection (minor) • Intimidation of a Student (Bullying)- Minor (including but not limited to intimidating communications) • Littering of School Property • Non-conformity to Dress Code • Obstruction of the teaching or learning process of others in the classroom • Presence in an unauthorized area • Profane Language- non direct/indirect use of • Tardiness from School or Class • Truancy/Unauthorized Absence • Unauthorized Absence from/skipping Class • Unauthorized use of school or personal property • Violation of Technology Acceptable Use, minor incident, first incident (including but not limited to inappropriate use of technology/sharing of inappropriate content) • Any further violations which may be outlined by the Board or which the principal may reasonably believe to fall within this category	<u>Class I Possible Sanction</u> • Student Conference • Parent Conference • Referred to Counselor • Referred to Peer Mediation • Student Contract • Verbal Warning/Reprimand • Removal from Class • Loss of Privileges • Bus Suspension • Detention (during school or Saturday) • In-school Suspension • Restitution • Other sanctions as approved by the Board of Education and further outlined in the Student Code of Conduct. • The Board hereby designates to the Superintendent and/or his designee the authority to develop Student Code of Conduct suggestive and/or required guidelines for progressive discipline sanctions to include a progressive step up to maximum sanction for certain offenses in accordance with the approved sanctions outlined herein.

after investigation and consideration of extenuating circumstances	
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CLASS II

- Bullying- moderate or repeated
- Defiance of Authority/insubordination (moderate incident)
- Attempt to or Destruction of School Property (moderate or serious) • Cheating
- Disorderly Conduct as defined by Ala. Act 2024-409 (moderate or third incident) • Disruptive Behavior/interference with teaching and learning (moderate or repeated) • Disruption on a school bus, (moderate or third incident)
- Dress Code violations (repeated)
- Electronic Comm. Device (Cell Phone/cell phone accessories defiance/Unauthorized use or possession of device) Moderate or second
- Failure to follow directives moderate or repeated
- Gambling
- Gang Activity/Gang display
- Hitting, Kicking, Biting
- Indecent Exposure
- Inappropriate public display of affection, repeated or significant
- Inappropriate Touching of another person (including but not limited to choking, slapping, hitting)
- Larceny/Theft
- Matches or lighters- Use, Sale, Possession
- Over the counter medication violation of medication policy
- Possession of Stolen Property (Theft)
- Profanity/Vulgarity/Obscene gesture or language towards school personnel/adults (written, oral, recorded)
- Providing False Information/reports to BOE Employee
- Sexual language/Sexual Harassment* -minor, isolated, harassment outside Title IX definition
- Harasses, threatens, abuses, intimidates, or attempts to intimidate another student • Tardies to school/class (repeated)
- Trespassing
- Verbal altercation with another
- Unauthorized absences from school/skipping from school one day or more • Use of audio/visual recording devices without permission of teacher or administrator • Vandalism/Property Damage
- Violation of Technology Acceptable Use, moderate or second incident (including but not limited to inappropriate use of technology/sharing of inappropriate content, purposely looking for security problems, attempting to disrupt technology resources, monopolizing/compromising school resources, copying computer software attempting/threatening/damaging/stealing property while using school technology resources, using technology resources to distribute/display inappropriate material/computer trespass/sexting/lewd behavior/possession of pornographic materials/simulated sex acts, inappropriate downloading, internet activity, communications or use, physical misuse/neglect of school issued technology, use of a proxy, modification of a school record, and any other prohibited act
- **Any Class I Violation- Repeated or Moderate Any other offense or*

Class II possible sanctions

- Out of School Suspension (no longer than 10 school days)
- Referral to Outside Agency • Removal from Regular School Environment
- Long Term Suspension
- *Any sanctions included in Class I such as ISS and other sanctions as approved by the Board of Education and further outlined in the Student Code of Conduct.*
- The Board hereby designates to the Superintendent and/or his designee the authority to develop Student Code of Conduct suggestive and/or required guidelines for progressive discipline sanctions to include a progressive step up to maximum sanction for certain offenses in accordance with the approved sanctions outlined herein.

**As defined outside of Title IX*

<i>violations as further outlined in the Student Code of Conduct or in which the principal may reasonably believe to fall within this category after investigation and consideration of extenuating circumstances</i>	
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CLASS III

- Accessing or changing information in school computers without authorization
- Alcohol- Possession/storage, unlawful Sale or giving, purchase, Use, Distributing
- Arson
- Assault
- Bomb Threat/Threats against the school
- Bullying, Intimidation, Abuse, Threatens, Harasses a BCPSS employee and/or Severe/Repeated toward another student (including but not limited to harassing or threatening communications)
- Burglary of school property
- Criminal Mischief- Vandalism
- Crimes as defined by the State of Alabama or the United States
- Computer Tampering- Major
- Defiance of Authority/insubordination (repeated)
- Distribution of over the counter medication
- Drugs, illegal drugs, synthetic drugs, or drug paraphernalia – Possession/Storage, Use/Consume, Buying, Distributing, selling

Class III possible sanctions

- CAPP Program
- Removal from Regular School Environment
 - Long Term Alternative School Placement
 - Long Term Suspension (more than 10 and less than 90 school days)
 - Expulsion (removal of more than 90 days and less than 180 days)
- *Any sanction from Class I and Class II
- Class III violations typically
- Electronic Comm. Device (Cell Phone/cell phone accessories defiance/unauthorized use or possession of device) Severe or Third
- Explosive/Incendiary/Poison Gas (preparing, possessing, and/or organizing use of)
- Failure to identify oneself
- Fighting/attacking

- Fire Alarm Tampering/unjustified fire alarm activation
- Inciting Others to Create Disturbance/Fight
- Inciting or participating in major student disorder/disruption
- Robbery
- Sexual Offenses* See Title IX for those sexual offenses that meet definition of Sexual Harassment under Title IX
- Theft of property

result in suspension or removal from the regular school environment as defined below. Provided however, discipline may include any sanctions(s) included in Classes I and II and other sanctions as approved by the Board of Education and as further outlined in the Student Code of Conduct.

- Weapon/unauthorized item- Possession, Sale, Use (weapon includes a self defense item such as stun gun, mace, knife, gun, blade, etc)
- Repeated failure to follow directives from a school system staff member and/or severe
- Repeated violations of Class I and/or II Offenses after directives and sanctions from school system staff;
- Under the influence of inhalants/other substances
- Violation of the Technology Acceptable Use, major/severe or repeated violations (including but not limited to inappropriate use of technology/sharing of inappropriate content, purposely looking for security problems, attempting to disrupt technology resources, monopolizing/compromising school resources, copying computer software, attempting/threatening/damaging/stealing property while using school technology resources, using technology resources to distribute/display inappropriate material/computer trespass sexting/lewd behavior/possession of pornographic materials/simulated sex acts, inappropriate downloading, internet activity, communications or use, physical misuse/neglect of school issued technology, use of a proxy, modification of a school record, and/or and any other prohibited act)
- Any other offense or violation as further outlined in the Student Code of Conduct or in which the principal determined reasonable to fall within this category after investigation in consideration of extenuating circumstances
- The Board hereby designates to the Superintendent and/or his designee the authority to develop Student Code of Conduct

suggestive and/or required guidelines for progressive discipline sanctions to include a progressive step up to maximum sanction for certain offenses in accordance with the approved sanctions outlined herein.

NOTICE TO PARENTS AND STUDENTS OF TEACHERS' BILL OF RIGHTS

Under Alabama law, the Teachers' Bill of Rights requires teachers to have an approved classroom management plan and affords teachers the right to exclude disruptive students from their classrooms in limited circumstances if they follow that plan. The purpose of the Teacher Bill of Rights, and its being included in the Student/Parent Handbook Student Code Conduct, is to outline for parents and students the Board's established standards applicable to the development and approval of a teacher's required classroom management plans; the standards applicable to the removal of a student from the classroom by a teacher under Alabama law; and the appeal process available to a teacher if a student is returned to the classroom by the principal in limited circumstances.

For purposes of this policy, the term principal also includes assistant principal, vice principal, and/or his or her designee.

A. Classroom Management Plans:

1. Development of Classroom Management Plans: To be eligible to use the exclusion procedures in Section "B," a teacher must develop an approved classroom management plan for his or her classroom that is age and developmentally appropriate for the grade(s) served. The classroom management plan should align with the Student Code of Conduct; local school and/or district's behavior management policies, plans, and procedures; and any behavioral intervention supports or other behavior management systems adopted by the principal of the local school and/or the district. Implementation of an approved classroom management plan may preclude student exclusion for instances of behavior listed in "B" below. The Superintendent or his or her designee is authorized to develop model classroom management plans that a teacher may be required to adopt or use for the development of his or her plan.
2. Approval of Classroom Management Plans: Each classroom management plan must be approved by the principal before the tenth (10th) day of instruction for students during each academic year. Principals are authorized to set a deadline for submission of classroom management plans by teachers that provides them with ample time to review and approve plans and seek revisions. Principals should review submitted plans promptly and approve them if they meet the standards outlined above. If the principal does not approve a teacher's initial classroom plan, the teacher must either submit a revised plan within two (2) school days or opt to use a model plan if one is available. If the teacher's revised plan is not approved, the principal is authorized to require the teacher to use a model plan or another approved plan. Plans submitted or approved outside the stated timeframes may be valid if otherwise properly submitted and approved.

B. Exclusion of Student from Classroom by Teacher:

1. In accordance with Alabama law, a teacher may exclude any student from his or her classroom due to their behavior if:
 - a. The student has:
 - i. Engaged in "disorderly conduct," which is defined as any conduct that intentionally disrupts, disturbs, or interferes with the teaching of students or disturbs the peace, order, or discipline at any school;
 - ii. Behaved in a manner that obstructs the teaching or learning process of others in the classroom;
 - iii. Threatened, abused, intimidated, or attempted to intimidate an education employee or another student;

- iv. Willfully disobeyed an education employee; or
- v. Used abusive or profane language directed at an education employee.
- b. The referring teacher followed his or her approved classroom management plan before excluding the student from the classroom; and
- c. The referring teacher completes any required referral form and submits it to the principal or his or her designee when the student is excluded and referred to the school administration.
- 2. Nothing in this policy shall prohibit teachers from otherwise disciplining students as they deem appropriate consistent with local policies, procedures, and state law.

C. Principal Review and Decision: The Superintendent shall develop guidance and procedures for principals to handle instances of student exclusion pursuant to this policy and consistent with Alabama law.

D. Appeal: An appeal, under Board Policy 4.5.2 Complaints and Grievances (A copy of the Employee General Complaint/Grievance Procedures and forms may be requested from the Human Resources Department) may be filed by a teacher if:

- 1. a principal refuses to allow a student to be excluded from the classroom under this policy, or
- 2. a teacher believes the principal has prematurely ended the exclusion of a student from the classroom under this policy.
- 3. The appeal process available under this policy may not be invoked to challenge or seek review or reconsideration of disciplinary or placement decisions if:
 - a. The decision to **not** exclude a student from the classroom or to return a student to the classroom results from a decision reached at the end of a school disciplinary hearing required by the Code of Student Conduct or state or federal law;
 - b. A 504 or IEP team, or another legally authorized person or entity, determines that a student with a disability has the right to remain in or return to the classroom under the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act of 1990; or
 - c. The student is otherwise legally entitled to remain in or return to the classroom.
- 4. **Filing of Appeal:** The teacher must complete and submit the approved appeal form to the appropriate Assistant Superintendent within one (1) school day of the principal's refusal to exclude the student from the classroom or following the return of the student to the teacher's classroom. The appeal form must be completed in full and signed by the teacher. The appeal under this policy, *i.e.* in accordance with the Alabama Teacher Bill of Rights, will bypass the Level I principal review under Board policies and procedures for Board Policy 4.5.2, and proceed directly to a Level II appeal, investigation and determination.
- 5. **Status of Student During Appeal:** During the pendency of any appeal, the decision of the principal regarding the placement of the student, if any, will remain in effect. This placement may include the student remaining in the appealing teacher's classroom until the appeal decision has been reached.
- 6. **Administrative Review:** Upon receipt of a timely appeal, the Superintendent or designee shall start an investigation of the appeal. The investigation may include but not be limited to: interviews of the teacher, the principal, and/or witnesses; obtaining or reviewing written statements, classroom management plans, or other pertinent documents; holding administrative conferences, and any other lawful action deemed necessary to reach a just disposition of the appeal at the discretion of the investigator. Upon completion of the investigation, the Superintendent or designee shall prepare a written recommendation regarding the issues raised in the appeal. If the recommendation is made by the Superintendent's designee, the Superintendent may adopt, reject, or modify the recommendation based on his or her review of the evidence. If the recommendation includes disciplinary action that entitles a student to a disciplinary hearing and/or manifestation determination and it has not been held,

the disciplinary action will be treated as a recommendation subject to the outcome of the hearing or manifestation determination process. The written recommendation of the Superintendent or his or her designee should be made and mailed or transmitted to the teacher within thirty (30) calendar days of the date on which the appeal is filed, unless more time is reasonably needed based on the particular circumstances of the appeal, as determined by the Superintendent or his or her designee. Should the Superintendent or his or her designee need such additional time to issue a written decision, the teacher should be notified of same in writing and advised of when the decision will be issued.

7. Appeal to Board of Education: A teacher dissatisfied with the Level II decision of the Superintendent or his or her designee may appeal the decision to the Board of Education by filing a written notice of appeal with the Superintendent within five (5) calendar days of receipt of the Superintendent's or designee's written decision. The Superintendent shall then transmit to Board Members for their review a copy of the written appeal, the decision, the notice of appeal, all statements, recommendations, documents, recordings, transcripts, or other written or tangible evidence filed, submitted, or considered at any stage of the administrative review process. Not later than sixty (60) calendar days following receipt of the notice of appeal by the Superintendent, the appeal shall be placed on a Board meeting agenda for consideration. Written notice of the Board meeting date will be provided to the teacher. The appropriate appeal procedures will be determined by the Board but will include an opportunity for the teacher and the administration to each make a presentation with an opportunity for questioning by the Board. The teacher and administrator may choose to submit his or her arguments in written form. The Board appeal shall be open to the public unless the Board opts to enter executive session using the procedures dictated by the Open Meetings Act. After consideration of the appeal and administrative record, the Board may, by majority vote:
 - a. Affirm the decision of the Superintendent or his or her designee;
 - b. Reverse the decision of the Superintendent or his or her designee; or
 - c. Modify the decision of the Superintendent or his or her designee.
8. The Board and/or Superintendent will give written notice to the teacher regarding the decision of the Board. A final Board decision on the appeal shall be issued within ten (10) calendar days after the Board votes.
9. Board's Decision. The Board's decision will be final, and the Superintendent will take steps to implement the decision, provided, however, that if the Board votes for disciplinary action that entitles a student to a disciplinary hearing and/or manifestation determination and it has not been held, the disciplinary action will be treated as a recommendation subject to the outcome of the hearing or manifestation determination process.

STUDENT SUSPENSION AND EXPULSION PROCESSES (BOE POLICY #6.20)

I. Definitions: In accordance with Section 16-1-14 of the Code of Alabama, the following terms have the following meanings:

- A. *Expulsion* The exclusion of a student from his or her regular school environment for more than 90, and less than 180, school days, per incident, for disciplinary purposes
- B. *Long- Term Alternative School Placement* The placement of a student in alternative school for more than 15 school days, per incident, for disciplinary purposes.
- C. *Long Term Suspension* The exclusion of a student from his or her regular school environment for more than 10, and less than 90, school days, per incident, for disciplinary purposes.
- D. *Regular School Environment* Any learning environment provided by the local board of education, including in-school suspension and virtual school.
- E. *Short Term Suspension-* the exclusion of a student from his or her regular school environment for less than 10 school days, per incident, for disciplinary purposes.

II. Short Term Suspensions

A. Overview

In order to maintain order, minimize the risk of potential personal injury, property damage or disruption, or to permit an orderly investigation and evaluation of a suspected violation of school or school system rules, standards, or policies, principals may temporarily suspend a student pending a conference with the parent or guardian of the student and a final disciplinary decision. Students may be suspended from school for offenses serious enough to warrant such action as provided in the Student Code of Conduct or the following outlined violations. At a minimum, the following circumstances represent when and how a student may be suspended. The Superintendent is further authorized to develop and outline any additional procedures regarding suspensions in the Student Code of Conduct.

B. Intent

It is the policy of the Baldwin County Board of Education that a student may be suspended from school under the following circumstances:

1. after committing Class I offense as identified further below;
2. after committing a Class II offense as identified below; and
3. after committing any serious offense or exhibiting any serious misconduct

All suspensions should be for a specified number of days not to exceed 9 school days. Any deviation of said pattern shall require authorization from the Superintendent or his or her designee.

C. Procedures for Suspensions- Due Process

In the event that a student's misbehavior is, in the opinion of the principal, severe enough to warrant a short- term suspension, the procedures shall be as follows:

1. The student shall be informed orally or in writing, by the principal or by his or her designee, of the charges against him or her. In the event the student denies the charges, the student will be provided an opportunity to present his or her side of the story. Under all circumstances, a student will be provided an opportunity to state matters and mitigation of the charges.
2. If in the opinion of the principal or his or her designee, the student committed the offense in question, the student shall be suspended from school the principal should immediately notify the student's parent or legal guardian of the action taken, the reason or bases for the action, and what further action will be taken, if any.
3. When a student is suspended, the student is denied any admission to any other school in the system until the student clears his or her record with the school originating this suspension even though the student might have moved into a new attendance zone. Suspension of students with disabilities will be subject to applicable limitations and requirements imposed by the IDEA, Section 504, and any applicable implementing regulations thereunder.

III. Long-term Alternative School Placement, Long-term suspensions, and/or Expulsions from the Regular School Environment

A. Overview

Students may be removed from the regular school environment for offenses serious enough to warrant such action as provided in the Student Code of Conduct and/or State law. At a minimum, the above and the following circumstances represent when and how a student may be removed from the regular school environment. The Superintendent is further authorized to develop and outline any additional procedures regarding removal and readmission/reentry following a long-term alternative school placement, long-term suspension, and/or expulsion. The Superintendent will consider and come to a decision on all recommendations for student removal from the regular school environment as further set forth in this document and as dictated by the Code of Alabama.

In addition, students who are recommended for removal from the regular school environment may be suspended until such time as the Superintendent and/or the Expulsion Review Committee meets to consider the

recommendation for removal from the regular school environment. In general, parents will be given reasonable notice of the proposed action, the reasons therefore, and an opportunity to be heard by the Expulsion Review Committee regarding the removal. The Superintendent will notify the student and/or the student's parent or guardian, in writing, of any action taken by him or her. The term of a removal from the regular school environment may extend to the maximum permitted by law.

The Board and the Superintendent may impose such reasonable limitations on the student's right to re-enroll in the school system following expiration of the removal from the regular school environment as may be permitted by law. A student who withdraws from school prior to the Superintendent's consideration of a proposed removal may not re-enroll in the school system until the Expulsion Review Committee holds a hearing or other appropriate proceedings regarding the recommended removal. Removal of students with disabilities from the regular school environment will be subject to applicable limitations and requirements imposed by the Individuals with Disabilities Education Act ("IDEA"), Section 504 and their implementing regulations.

Note: Students who are removed from the regular school environment via placement in a long term alternative school setting, a long term suspension and/or who are expelled from the BCPS are not allowed to attend any school functions nor be on any of the BCPS campuses for the duration of the removal from the regular school environment. Any violation of this guideline could result in a report to law enforcement authorities and/or arrest.

B. Intent

It is the policy of the Baldwin County Board of Education that a student may be removed from the regular school environment and placed in a long-term alternative school setting, a long term suspension of more than ten (10) school days but less than ninety (90) school days, or an expulsion of more than ninety (90) school days but less than one-hundred eighty (180) school days, under the following circumstances:

1. after committing Class II offense as identified further below;
2. after committing a Class III offense is identified below; and/or
3. after committing any serious offense or exhibiting any serious misconduct.

C. Specific Procedures for Removal from the Regular School Environment, i.e. long term placement in an alternative school setting for more than 15 school days, long term suspension (more than 10 school days and less than 90 school days) and expulsion (more than 90 school days but less than 180 school days)– Due Process

In the event that a student's misbehavior, is in the opinion of the principal, severe enough to warrant removal from the regular school environment either via a long-term alternative school placement of more than 15 school days, a long term suspension (more than 10 school days but less than 90 school days) or an expulsion (more than 90 school days and less than 180 school days), the procedure should be as follows, subject to any subsequent changes to State law or rules or requirements provided by the Alabama State Department of Education:

1. Initial Notice and Opportunity to be Heard. The student should be clearly informed by the principal, or by his or her designee, of the offense with which the student is being charged. The student will be given an adequate opportunity to state his or her position regarding the alleged offense and provide any matters in mitigation. The principal, or his or her designee, may consider all of the following factors before recommending or initiating a removal from the regular school environment: (1) the age of the student; (2) the disciplinary history of the student; (3) the seriousness of the offense or behavior; and (4) whether a lesser intervention would appropriately address the behavior of the student. This initial notice and opportunity to be heard usually happens at the initial office referral on the same day that any initial discipline is investigated and/or imposed.
2. Immediate Suspensions- In the event that the principal determines that the student poses an immediate threat to persons or property, or threatens immediately to disrupt the educational

process, the student may be suspended immediately for a period of no more than 10 days. In such cases when a student is suspended immediately- with no initial meeting with the principal or his or her designee- notice of the misconduct with which the student is charged should be given as soon as practical, either in person, by phone, by email, or by US Mail to the parent or guardian based on the contact information listed in the BCPSS's student recordkeeping system, no later than two (2) school days following the immediate suspension. Under such circumstances, when immediate suspension has occurred with no time for an initial meeting, the principal or his or her designee should schedule a time, as soon as practical and not later than three (3) school days after the immediate suspension, to provide the student and his or her parent or guardian an adequate opportunity to state the student's position regarding the alleged offense and provide any matters in mitigation. A student and his or her parent or guardian may waive the student's right to this initial meeting if a parent or guardian or the student interferes with a principal's ability to schedule a time for the initial meeting.

3. Removal Recommendation. Following the initial notice and opportunity to be heard and no later than five (5) school days after the immediate suspension, if any, if, in the judgment of the principal, or his or her designee, the student committed the offense or offenses in question, the Principal will provide notice to the parent or guardian and student of the principal's decision regarding removal from the regular school setting. The notice will state that the student shall be suspended from school, pending a final opportunity for a hearing and determination by the Expulsion Review Committee as to whether the principal's proposed removal from the regular school environment is warranted. If the principal determines that based on the totality of the circumstances that a removal from the regular school environment is warranted, the principal should provide the parent or guardian with written notice of the removal recommendation. The written notice should be delivered to the parent or guardian personally or by mail sent to the mailing address on file with the BCPSS's student information recordkeeping system. The written notice should contain the following:
 - a. A description that based on the principal's recommendation of removal, the student is afforded an opportunity for a disciplinary hearing before the Expulsion Review Committee to determine whether the alleged violation has occurred;
 - b. A short and plain statement detailing the alleged conduct, the provision of the code of student conduct or state law allegedly violated, and the recommended discipline;
 - c. A statement outlining the rights of the student at the hearing, including that (a) the student shall have the right to be represented by legal counsel or another advocate of the student's choice at the student's expense, (b) to ask questions of the principal and any witnesses, excluding any individuals under the age of 14, in attendance at the request of the principal, and (c) to present witnesses during the appeal hearing.
 - d. A statement that if the parent or guardian desires to have a disciplinary hearing, the parent or guardian should deliver in writing by email a request for a hearing to the Assistant Superintendent, Mr. Marty McRae, , or any designated Assistant Superintendent, with copy to Ms. April Salter at asalter@bcbe.org and the student's principal.
 - e. A statement if the student, parent, or guardian and legal counsel or advocate of the student desires to review any applicable audio or video recording of the incident and, consistent with federal and state student record laws and regulations (e.g. redaction of any personally identifying information of a student witness), any records, documents, or other information that may be presented as evidence at the hearing, including written statements made by witnesses related to the alleged incident leading to the removal from

the regular school environment they should **submit such request in writing within the request for a hearing** so that arrangements can be made for the student, parent, or guardian and legal counsel or advocate to view any of the above, if available, at least 5 days before the proposed disciplinary hearing.

- f. A statement that if the parent fails to respond to the notice by requesting a hearing as set forth above, that the hearing may be deemed waived indicating the parent or guardian's assent to the alleged violation or violations and to the recommended discipline.
- g. A statement that upon the expiration of ten (10) school days, if a hearing is not requested by the parent or guardian, the principal's recommendation regarding removal shall become final.
- h. The principal may also provide the parent or guardian with an optional waiver of the disciplinary hearing indicating the parent or guardian's assent to the alleged violation or violations and to the recommended discipline. If parent or guardian completes the waiver, the principal's recommendation regarding removal shall become final upon the principal's receipt of the signed waiver form.

4. **Expulsion Review Committee.** Following an alleged violation of the code of conduct or an alleged violation of state law that results in a recommendation from the principal for either a long-term alternative school placement, long term suspension, or expulsion of a student, the Board hereby designates that a student and his or her parent or guardian shall be afforded the right to a disciplinary hearing before the Superintendent's selected Expulsion Review Committee (ERC). The Expulsion Review Committee (ERC), appointed by the Superintendent, should be composed of a minimum of three (3) persons (examples: Central Office Administration, School Administration, and Specialized Student Needs Administration). Upon receipt of a written request for a hearing, the Assistant Superintendent and/or the ERC will schedule a hearing to be held, when practical, within ten (10) school days after the initial suspension from school, unless good cause is otherwise shown or upon agreement of the parties. If the parent or guardian also requested to review relevant records or documents, the Assistant Superintendent and/or the ERC will arrange for a time, at least five (5) days before the proposed hearing, for the student, parent, or guardian and legal counsel or advocate of the student to review any applicable audio or video recording of the incident and, consistent with federal and state student record laws and regulations (e.g. redaction of any personally identifying information of a student witness), any records, documents, or other information that may be presented as evidence at the hearing, including written statements made by witnesses related to the alleged incident leading to the removal from the regular school environment.

Upon receipt of a written request for a hearing, the Assistant Superintendent and/or the ERC will provide the parent or guardian written notice of the following at a minimum:

- a. The time, place, and nature of the hearing;
- b. The proposed time and place where the parent will be allowed an opportunity to review the relevant records or documents as identified above;
 - c. A short and plain statement detailing the alleged conduct, the provision of the code of student conduct or state law allegedly violated, and any recommended discipline;
- d. A statement outlining the rights of the student at the hearing, including that the student shall have the right to: (a) be represented by legal counsel or another advocate of the student's choice at the student's expense, (b) to ask questions of the principal and any adverse witnesses in attendance at the hearing at the request of the principal, and (c) to present evidence, testimony from supporting witnesses, written statements and other documentary evidence during the hearing.

At the hearing, the ERC will examine all evidence involved in the case presented by school administration in order to determine if the alleged violation has occurred. At the hearing, representatives from the school seeking the proposed disciplinary action will offer evidence at the hearing that the student violated the code of student conduct or state law.

At the hearing, the student, parent or guardian, or legal counsel or advocate may: (1) present a defense, (2) question adverse witnesses who are present at the hearing and offering testimony at the request of the campus administration, **excluding individuals under 14 years of age**, (3) offer evidence, including oral testimony from supporting witnesses, written statements, and other documentary evidence and audio or video recordings at the hearing.

In all circumstances in any disciplinary hearing, the anonymity of witnesses shall be protected and witnesses may not be compelled to attend or testify.

Each party to the hearing, upon request to the designated Assistant Superintendent, Mr. Marty McRae, shall receive an electronic or written record of the hearing.

Following the hearing, the ERC will provide a recommendation to the Superintendent that the ERC either accepts, rejects, or modifies the finding of a violation of the code of conduct and/or state law and that the ERC either accepts, rejects, or modifies the recommended student discipline. The student and his parent or guardian shall be notified in writing of the results of the hearing within five (5) school days following the hearing. The written decision shall include all the following information:

- a. The basis for the decision, including a reference to the provision of the code of student conduct or state law that the student is accused of violating.
- b. A statement detailing the information that shall be included in the official record of the student.
- c. A statement detailing the right of the student to appeal the decision to the juvenile court under Alabama Code Section 12-15-115; and
- d. A statement indicating that all civil cases before the juvenile court under Section 12-15-115 shall be governed by the laws relating thereto and shall be initiated by filing a petition or complaint with the clerk of the juvenile court of Baldwin County.

During the expulsion review committee process, the student will be placed in either in school suspension or out-of-school suspension, as determined by the school principal.

ALTERNATIVE EDUCATIONAL SETTINGS

Upon removal from a regular school environment for a long-term suspension and/or expulsion, a Student may request to be enrolled into an alternative educational setting. An alternative educational setting is a setting other than the student's regular classroom. It can include a brick and mortar building with classrooms and in-person instruction, virtual instruction, or homebound instruction with an in-person homebound teacher. An elementary school student (defined as grades pre-k to 6th grade) should not be placed in an alternative educational setting with a student or students who are not elementary school students.

Admission into an alternative educational setting upon removal from the regular school environment is reviewed on a case-by-case basis following a request for entry and an in-take meeting. Students who are chosen and allowed to attend an alternative educational setting are also subject to all Board policies and the Student Code of Conduct. Admission and continued attendance in an alternative educational setting is conditioned upon the student's active participation and compliance with all applicable Board policies and the Student Code of Conduct.

When a student is removed from the regular school environment, he or she is denied any admission to any other school in the system until the student has cleared his or her record with the school originating the removal even though he or she might have moved into a new attendance zone. The Board, through the Superintendent's development of additional procedures, may impose such reasonable limitations on the student's right to re-enroll in the school system following expiration of removal from the regular school environment, including attendance in an alternative educational setting, as may be permitted by law. As indicated previously in the section regarding enrollment and admission to schools, any procedures regarding readmission may include a rehabilitation/transition plan, including but not limited to recommendations for counseling, community service, or expectations while back on campus. A student who withdraws from school prior to the Board's consideration of a proposed removal from the regular school environment may not re-enroll in the school system until the expiration of his or her removal period and/or until a hearing is held in accordance with the above procedures and/or other appropriate hearing proceedings regarding the recommended removal.

Removal of students with disabilities from the regular school environment and placement of students into an alternative educational setting will be subject to applicable limitations and requirements imposed by the IDEA, Section 504, and relevant implementing regulations thereunder.

SUMMARY OF REMOVAL FROM THE REGULAR SCHOOL ENVIRONMENT

PROCESS I: Principal's/Designee's Response

The principal or his/her designee will provide initial notice and opportunity to be heard on suspension, pending removal.

II: Principal's Notice

Following the initial opportunity to be heard, if applicable, the principal will communicate his or her final recommendation to the parent regarding the student infraction, his or her recommendation for removal, and any subsequent hearing rights and applicable timelines. If no additional hearing is requested, principal's recommendation of removal will be upheld.

III: Assistant Superintendent and Expulsion Review Committee Response

If the parent requests a hearing, the Superintendent, or his or her designee, will schedule a date for the ERC to convene and hear the circumstances that surround the infraction and subsequent disposition. The ERC will consider all relevant written information and will make a determination as to whether the conduct occurred and recommend to the Superintendent that he or she either uphold, modify, or reject the removal recommendation of the principal.

IV: Superintendent Response

The Superintendent will notify the parents/guardians following the Expulsion Review Committee hearing to convey the disposition, placement of the student, and to provide any appeal rights under applicable State law.

SUSPENSION AND REMOVAL OF DISABLED STUDENTS (BOE POLICY #6.20) Suspension of students with disabilities will be subject to applicable limitations and requirements imposed by the IDEA, Section 504, and any applicable implementing regulations thereunder.

ON-CAMPUS SUSPENSION PROGRAM (OCS)

The Baldwin County Board of Education shall maintain an on-campus suspension program as necessary to provide a structured discipline atmosphere in which a student is isolated or removed from regular classroom activities but is not dismissed from the school setting.

BUS TRANSPORTATION CODE OF STUDENT CONDUCT

BCPS provides bus transportation to students who are eligible to ride based on State and Local Board of Education provisions. Subject to certain exceptions outlined by law, providing students bus transportation is a privilege and not a right. Safety is of utmost importance in the transportation of students; therefore, the Board expects students to follow all rules and regulations regarding school buses.

The principal, or his/her administrative designee, has the authority to deny the privilege of riding a school bus when a student violates established rules and regulations or exhibits behavior deemed inappropriate or detrimental to the safety of others. At such time as it becomes necessary to deny a student the privilege of riding BCPS buses, it becomes the parents' sole responsibility to transport the student to and from school in a timely manner.

Parents/Guardians are urged to contact the school principal with any transportation concerns or problems.

1. Behavior Expectations and Specific Rules for Students Riding Buses

BCPS School officials will impose specific rules and regulations for students to follow in riding school buses. The following rules apply as a part of, and in addition to, any bus conduct rules and regulations adopted by individual schools and the transportation department:

- A. Obey and cooperate with the bus driver (the driver may assign seats for students);
- B. Be seated immediately after boarding and remain seated;
- C. Do not talk to the driver except in emergencies;
- D. Do not scuffle with or harass other students;
- E. Do not fight, quarrel, yell, or use profanity;
- F. Keep feet, arms, and belongings out of the aisle and keep feet off the bus seats;
- G. Keep hands, head, and objects inside the bus;
- H. Do not eat, drink, or chew gum on the bus;
- I. Do not smoke or strike matches/cigarette lighters on the bus;
- J. Do not bring fireworks, weapons, replicas or anything that may endanger the lives of others on the bus;
- K. Do not commit careless or willful acts which may cause injury to others;
- L. Keep bus clean by picking up any trash that is dropped;
- M. Do not commit careless or willful acts which may cause damage to the bus (parent/legal guardian may be held financially responsible for repairs or replacement);
- N. Ride to and from school on the bus assigned unless approved by the principal.

2. Administrative Responses To Discipline Referrals for Violation of Bus Expectations and Rules May Include, But Are Not Limited To:

- A. First Offense: Suspended from riding the bus for up to five school days;
- B. Second Offense: Suspended from riding the bus for up to thirty school days;
- C. Third Offense: Suspended from riding the bus for the remainder of the school year.

ANTI-HARASSMENT POLICIES

I. Sexual Harassment, Title IX, (BOE Policy 6.12)

Sexual harassment, as defined in Board Policy and herein, in any form that is directed toward students is prohibited. Persons who violate the policy will be subject to the full range of disciplinary consequences, up to and including termination (for employees), and expulsion (for students) as dictated by the nature and severity of the violation and other relevant considerations. If appropriate, the circumstances constituting the violation may be reported to law enforcement agencies or child welfare agencies for further investigation and action. The Board reserves the right to modify these policies and procedures in order to comply with applicable law. In the event that any court, agency, commission, legislative body, or other authority of competent jurisdiction issues a finding

that limits the validity or enforceability of Title IX or its implementing regulations, in whole or in part, the Board's policies and procedures shall be deemed modified and/or limited to the extent necessary to comply with any applicable court, agency, commission, legislative body, or other authority's finding or order.

A. Definitions –

- 1. Complainant-** complainant means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.
- 2. Respondent-** respondent means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.
- 3. Sexual harassment-** For purposes of the Title IX sexual harassment policies and procedures, sexual harassment means conduct on the basis of sex that satisfies one or more of the following:
 - a. An employee of the recipient conditioning the provision of an aid, benefit or service of the recipient on an individual's participation in unwelcome sexual conduct (otherwise known as "quid pro quo");
 - b. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the recipient's education program or activity; or
 - c. Sexual assault as defined in 20 U.S.C. § 1092(f)(6)(A)(v), dating violence as defined in 34 U.S.C. § 12291(a)(10), domestic violence as defined in 34 U.S.C. § 12991(a)(8), or stalking as defined in 34 U.S.C. § 12291(a)(30).
- 4. Formal Complaint-** Formal complaint means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that the school system investigate the allegation of sexual harassment. At the time of filing a formal complaint, a complainant must be participating in or attempting to participate in the education program or activity in the school system for which the complaint relates to.
- 5. Actual knowledge-** Actual knowledge means notice of sexual harassment or allegations of sexual harassment to: (1) the Title IX Coordinator, (2) any official of the school system who has authority to institute corrective measures on behalf of the school system, or (3) to any other employee of the Baldwin County Public School System. This standard is not met when the only official of the school system with actual knowledge is the respondent (alleged perpetrator).
- 6. Supportive Measures-** Supportive Measures means non-disciplinary, non-punitive, individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint, and/or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the school system's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the school system's educational environment, or deter sexual harassment. Supportive measures may include, but not be limited to:
 - a. counseling
 - b. extensions of deadlines or other course-related adjustments;
 - c. modifications of work or class schedules;
 - d. campus escort services;
 - e. mutual restrictions on contact between the parties;
 - f. changes or modifications to student schedules;

- g. increased security and monitoring of certain areas of campus; and
- h. other similar measures.

7. Education program or activity- “Education program or activity” includes locations, events, or circumstances over which the Baldwin County Public School System exercises substantial control over both the respondent and the context in which the sexual harassment occurs.

B. Jurisdictional issues.

An administrator, campus principal, or his or her designee, may address student issues and impose discipline and/or sanctions through a separate Student Code of Conduct provision if any student acts are found to fall outside the jurisdiction of the Board’s sexual harassment policy: In accordance with Title IX’s implementing regulations, the following are outside the jurisdiction and scope of the sexual harassment policy:

1. **Outside educational program.** Alleged behavior that occurs off-campus, outside an educational activity or program, and only has an on-campus effect.
2. **Outside the United States.** Alleged behavior that occurs outside the United States.
3. **Outside definition of Sexual Harassment.** Alleged behavior that falls outside the definition of “sexual harassment.”

C. Presumption under Title IX.

Under Title IX and its implementing regulations, it is presumed that the respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.

D. Informal Report of Sexual harassment and Response.

1. **Report-** In accordance with Title IX of the Education Amendments of 1972, and its implementing regulations, found at 34 C.F.R. § 106.44(a), any person may report sex discrimination, including sexual harassment, (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment), in person, by mail, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator as identified in this Code of Conduct, or by any other means that results in the Title IX Coordinator receiving the person’s verbal or written report. Such a report may be made at any time, by using the telephone number or email address, or by mail to the office address listed for the Title IX Coordinator.

Students are also permitted to report allegations of suspected sex discrimination, including sexual harassment to any other administrator, teacher, counselor, or any other Board employee. All Board employees have a duty to promptly refer such allegations to the building principal, so long as the building principal is not the Respondent and/or not alleged to be involved with the report of sexual harassment, and/or the Title IX Coordinator, or his or her designee. If the report involves the campus principal, the report shall be made or filed directly with the Title IX Coordinator by the reporting party or complainant. If a Board employee fails to forward any sexual harassment report or complaint as provided herein, such failure may result in disciplinary action against the Board employee.

Upon receipt of any informal report of sexual harassment from any complainant and/or Board employee, the principal should also notify the Title IX Coordinator of the report. The Title IX

Coordinator will make a determination as to whether the principal should review and investigate the concerns, and/or whether the Title IX Coordinator, or his or her designee will review and investigate.

2. **Supportive Measures-** Upon receiving a informal report, or a copy of a report of sexual harassment, the Title IX Coordinator, or his or her designee, should promptly contact the complainant to discuss the availability of supportive measures, consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without filing of a formal complaint, and explain the process of filing a formal complaint.
3. **Response-** Upon receiving an informal report of sexual harassment, the principal, Title IX Coordinator, or his or her designee, should respond promptly and in a manner that is not deliberately indifferent. A deliberately indifferent response is a response that is clearly unreasonable in light of known circumstances. The principal, Title IX Coordinator, or his or her designee should take steps to investigate the allegations using various procedures and investigating techniques, including but not limited to interviews, phone contact, data reviews, and witness reports.
4. **Determination-** Following a review and investigation of the allegations, the principal, Title IX Coordinator, or his or her designee should make a determination of whether the allegations have been substantiated as factual based on the preponderance of the evidence and whether the actions appear to be violations of this policy. If the allegations are determined to be true, and a finding is made that the Respondent engaged in sexual harassment, supportive measures may also be offered to the Respondent. In addition, if Respondent is found to have engaged in sexual harassment, responsive actions or recommendations may include any sanctions as listed in the Student Code of Conduct. *Before the imposition of any disciplinary sanctions or other actions that are not supportive measures against a respondent can be imposed, however, the formal complaint and grievance process outlined in Section (E) below must be initiated and followed.*

E. Formal Complaint and Grievance Process

All formal complaints of sexual harassment should comply with the requirements of 34 C.F.R. § 106.45. The formal complaint process should be investigated and findings made with reasonable promptness. Temporary delays of any of the grievance processes, and/or limited extensions of time frames, will be allowed for (1) good cause, with (2) written notice to the complainant and the respondent of the delay or extension, and (3) the reasons for such action. Good cause may include but not be limited to, considerations such as the absence of a party, a party's advisor, a witness, concurrent law enforcement activity, or the need for language assistance or accommodation of disabilities.

In accordance with the requirements of 34 C.F.R. § 106.45, the following procedures will apply to the formal complaint process.

1. **Filing the Formal Complaint** A complainant or the Title IX Coordinator may file a formal complaint of sexual harassment. Such complaints should be submitted on the Board's "Sexual Harassment Complaint Form." The Sexual Harassment Complaint Form can be located online or by contacting the Title IX Coordinator. A complainant may file a formal complaint with the Title IX Coordinator in person, by mail, or by electronic mail, by using the contact information listed herein. The complainant should sign the document or provide their name if submitting the Sexual Harassment Complaint Form by e-mail. Where the Title IX Coordinator signs a formal complaint, the Title IX Coordinator is not a complainant or otherwise a party under 34 C.F.R. part 106 or under 34 C.F.R. § 106.45 See 34 C.F.R. § 106.30(a).

2. **Notice.** Upon receipt of a formal complaint, the Title IX Coordinator, or his or her designee, shall provide written notice to the parties (complainant and respondent). The Written notice shall contain the following:
- a. Notice of the Board's grievance process as outlined below, including any available informal resolution process;
 - b. Notice of the allegations of sexual harassment potentially constituting sexual harassment as defined and including sufficient details known at the time. Sufficient details should include the identities of the parties involved in the incident, if known, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident, if known.
 - c. A statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process.
 - d. A statement informing the parties that they may have an advisor, of their choice, who may be, but is not required to be, an attorney.
 - e. A statement informing the parties that they may inspect and review evidence gathered as a result of the formal complaint process.
 - f. A statement informing the parties that the Board's sexual harassment policies and procedures prohibit knowingly making false statements or knowingly submitting false information during the grievance process.
3. **Dismissal of Formal complaint.** A formal complaint shall, or may, be dismissed in the following situations:
- a. Mandatory Dismissal. If the conduct alleged in the formal complaint (1) would not constitute sexual harassment even if proved, (2) did not occur in the Board's education program or activity, or (3) did not occur against a person in the United States, then the Title IX Coordinator, or his or her designee, must dismiss the formal complaint with regard to that conduct for purposes of sexual harassment under Title IX. Such a dismissal does not preclude action under another provision of the Student Code of Conduct.
 - b. Permissive Dismissal. The Title IX Coordinator may dismiss a formal complaint, or any allegations therein, if at any time during the investigation or grievance process:
 - i. A complainant notifies the Title IX Coordinator in writing that the complainant would like to withdraw the formal complaint or any allegations therein;
 - ii. The respondent is no longer enrolled in the school system and/or the respondent is no longer employed by the school system; or
 - iii. Certain circumstances prevent the Title IX Coordinator, or his or her designee, from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein (e.g., passage of time, lack of cooperation by the complainant).
 - c. Written notice of dismissal. Upon a required and/or permitted dismissal pursuant to the above paragraphs of this section, the Title IX Coordinator, or his or her designee, must promptly send written notice of the dismissal and reason(s) therefore simultaneously to the parties.

4. **Investigation process and Written Report.**

By authority of the Board, the Title IX Coordinator, or his or her designee, upon receipt of an formal complaint alleging sexual harassment, shall promptly undertake or authorize an investigation (individual investigating is hereinafter “the appointed investigator”). The Title IX Coordinator may be the appointed investigator, or the Title IX Coordinator may choose to have the principal serve as the appointed investigator, so long as the principal is not the alleged respondent and/or so long as the formal complaint does not involve the principal. The appointed investigator may also be another Board official, or a third party as deemed appropriate under the circumstances. The appointed investigator shall conduct a formal investigation to discover and examine the facts related to the allegation(s).

The investigation process should be conducted in accordance with 34 C.F.R. 106.45(b)(5). During the investigation, the Complainant and the Respondent will have an equal opportunity to submit information and corroborating evidence, to identify witnesses who may have relevant information, and to submit questions to be asked of the other party. Questions for the other party will be asked by and at the discretion of the appointed investigator. The appointed investigator will meet separately with the complainant, the respondent, and any witnesses, and will gather other relevant and available evidence and information. To the extent possible, the investigation will be conducted in a manner that protects the privacy of all parties involved. While the Board cannot guarantee complete privacy, information collected during the investigation will be communicated only to the parties and those with a need to know in order to fulfill the purposes of Board’s policies and to comply with applicable laws.

5. Written Report.

The investigation should be completed as soon as practicable. The appointed investigator should prepare a written report which fairly summarizes the relevant evidence. The appointed investigator may draw conclusions as to whether, based on the preponderance of the evidence, an allegation is substantiated, unsubstantiated, or that there is insufficient information to substantiate. The appointed investigator may also draw conclusions as to whether or not any other Student Code of Conduct provisions or policies were violated. To the extent allowed by laws that apply to matters of confidentiality, the written investigative report should be provided to the parties and their advisors in draft form prior to the appointed investigator supplying the final investigative report to the designated administrator who will make the determination of responsibility. The draft investigation report should be redacted in accordance with state and/or federal law before the parties’ review.

After the Title IX Coordinator, or his or her appointed investigator, has sent the complainant and respondent the draft investigative report, the complainant and respondent will have ten (10) days to prepare a written response to the draft report. The appointed investigator will consider the response(s) provided, if any, prior to completing the investigation report. The complainant and respondent’s response should also contain any written, relevant questions that a party wants asked of any party or witness. Each party will then have an opportunity to provide answers, and an opportunity for any additional, limited, follow-up questions from each party. Questions and evidence about the complainant’s sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence concern specific incidents of the complainant’s prior sexual behavior with respect to the respondent and are offered to prove consent. The appointed investigator should inform the party proposing questions regarding any decision to exclude a question as not relevant. Ultimately, the appointed investigator has the sole discretion to determine the relevance of evidence, and whether it should be included in, or excluded, from the investigation report. Once the investigative report is complete, the appointed investigator should send the complainant and respondent a written copy of the Final Investigation Report. Both parties will be provided ten (10) days to review the Final Investigation Report and provide a written response if they desire. The Final Investigation Report will be redacted in accordance with state and/or federal law before the parties’ review. The appointed investigator shall then submit the written report, and any responses thereto, to the designated administrator.

6. Determination regarding responsibility.

The Superintendent’s designee shall be responsible for making a determination regarding responsibility, (hereinafter referred to as the “designated administrator”). The designated administrator, however, cannot be the

same person as the Title IX Coordinator or the Title IX Coordinator's appointed investigator. The designated administrator must issue a written determination regarding responsibility. The Respondent is presumed to not have engaged in prohibited conduct until the designated administrator finds that there is sufficient evidence based on a preponderance of the evidence that the respondent has violated the Board's sexual harassment policy.

The designated administrator should review the investigation report, the documentary evidence, and any other relevant information to render a written decision based on the preponderance of the evidence as to 1) whether the conduct alleged occurred; and 2) whether each allegation has been substantiated, unsubstantiated, or that there is insufficient information to substantiate that respondent violated the Board's sexual harassment policy. The designated administrator may also render a written decision as to whether other provisions of the Student Code of Conduct, policies, and/or rules were violated. If violation(s) are found, the designated administrator may issue and/or recommend sanctions to the appropriate campus principal. The designated administrator should not render a written determination until both parties have been provided ten (10) days to review the above Final investigation report.

Both parties should then be provided a copy of the written determination. The written determination will be redacted in accordance with state and/or federal law before the parties' review. The written determination must include:

- a. identification of the allegations potentially constituting sexual harassment;
- b. a description of the procedural steps taken from the receipt of the formal complaint through the determination;
- c. findings of fact supporting the determination;
- d. conclusions regarding the application of the Board's Student Code of Conduct to the facts;
- e. A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the designated administrator recommends being imposed on the respondent, and whether remedies designed to restore or preserve equal access to the education program or activity will be provided by the school system to the complainant; and
- f. The procedures and permissible bases for the complainant and respondent to appeal.
 - i. The determination regarding responsibility becomes final either (1) on the date that the school system provides the parties with the written determination of the result of the appeal, if an appeal is filed, or (2) if an appeal is not filed, the date on which an appeal would no longer be considered timely.
 - ii. A decision by the designated administrator regarding a determination of responsibility does not constitute an employment action with respect to respondent employee(s).
Any
sanction imposed on an employee as a result of the determination of responsibility shall be done in accordance with Board Policy and applicable state and federal law.
 - iii. Any recommended sanction(s) imposed on a student respondent shall be done in accordance with the Student Code of Conduct.

7. Appeals.

- a. Right to an appeal.

Should the complainant or the respondent disagree with the designated administrator's finding of responsibility and/or disagree with the Title IX Coordinator's, or his or her designee's, dismissal of a formal complaint or any allegations therein, such party shall submit a written notice of appeal within five (5) days of receiving the written determination of responsibility or dismissal of the formal complaint. The written notice of appeal should include a

statement outlining the bases for appeal and any evidence which supports the appeal. The following are reasons are those in which a party may appeal:

- i. A procedural irregularity affected the outcome of the matter;
- ii. New evidence was not reasonably available at the time the determination regarding responsibility or dismissal was made, and such evidence could affect the outcome of the matter; or
- iii. The Title IX Coordinator, appointed investigator(s), or designated administrator had a conflict of interest or bias for or against complainants or respondents generally, or the individual complainant or respondent specifically, that affected the outcome of the matter.

b. Appeal process.:

- i. Upon receiving the written notice of appeal, as soon as practicable, the Title IX Coordinator, must notify the other party in writing when an appeal is filed;
- ii. After receiving the notice of appeal from the Title IX Coordinator, each party will be provided five (5) days to submit a written statement in support of, or challenging, the determination.
- iii. The Superintendent, or his or her designee, will hear appeals of decisions based on student-on-student sexual harassment. (appeal authority)
- iv. The Superintendent will hear appeals of decisions against actions by Board employees. (appeal authority)
- v. If (1) no appeal is filed within five (5) days of the receipt of the notice of the designated administrator's written determination; or, 2) if the appeal authority determines that the appeal does not identify one of the bases for appeal listed above, then the appeal authority will provide simultaneous notice to the parties that no valid appeal was filed and that the decision of the designated administrator is final and the case is closed.
- vi. Upon receiving the notice of appeal, the Title IX Coordinator will forward the appeal, and any supporting information or evidence, to the appropriate appeal authority. The appeal authority will review the appeal documents, the written determination of responsibility by the designated administrator, any new evidence submitted by the parties, and the investigation report and exhibits. The appeal authority will render a written decision which includes a rationale for the decision as to each of the grounds appealed. The appeal authority will forward the decision to Title IX Coordinator within fourteen school (14) days from the date of receipt of the appeal, unless circumstances require additional time. The decision of the appeal authority will be final.

F. Informal Resolution

The Board does not require, as a condition of enrollment, continuing enrollment, and/or enjoyment of any other right, that a complainant or respondent waive his or her right to an investigation and/or adjudication of formal complaints of sexual harassment consistent with this section. Similarly, the Board does not require the parties participate in an informal resolution process under this section, and the Board will not offer an informal resolution

process unless a formal complaint is filed. However, if at any time prior to reaching a determination regarding responsibility under the **formal complaint** process, the Board reserves the right to facilitate an informal resolution process, such as mediation, that does not involve a full investigation and adjudication. Should the Title IX Coordinator, or his or her designee, believe that an informal resolution process may be appropriate, the Title IX Coordinator, or his or her designee, shall:

1. Notice. Provide to the parties a written notice disclosing:

- a. the allegations;
- b. the requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations;
- c. provided, however, that at any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint; and
- d. any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared; and

2. Consent.

Obtain the parties' voluntary, written consent to the informal resolution process; and

3. Student-on-Student Harassment.

The informal resolution process will only be utilized in student-on-student complaints, and it will not be utilized to resolve allegations that an employee sexually harassed a student.

G. Confidentiality

All Board employees must keep confidential the identity of a person who complains or reports sexual harassment, including parties and witnesses, except as permitted by law or to carry out the purpose of these regulations.

Board employees should also work to maintain the confidentiality of supportive measures that are provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the school to provide the supportive measures.

H. No Retaliation

The Board will discipline or take appropriate action against any student, teacher, administrator or other school personnel who retaliates against any person who reports sexual discrimination- including sexual harassment or violence- or any person who assists or participates in an investigation, or who assists or participates in the formal grievance process relating to such harassment or violence.

Retaliation includes, but is not limited to, any form of intimidation, reprisal or harassment. The exercise of rights protected under the First Amendment does not constitute retaliation prohibited under this section. Charging an individual with a Student Code of Conduct violation for making a materially false statement in bad faith in the course of the grievance process under this part does not constitute retaliation prohibited under this section, provided, however, that a negative determination regarding responsibility, alone, is not sufficient to conclude that any party made a materially false statement in bad faith.

I. Harassment or Violence as Abuse

Under certain circumstances, alleged harassment or violence may also be possible abuse under Alabama Law. If so, duties of mandatory reporting under Alabama Code Sections 16-1-24 and 26-14-1 may be applicable.

J. Emergency removal/administrative leave

In addition to offering supportive measures to the complainant, the school system may need to initiate an emergency removal of the respondent from campus. In accordance with 34 C.F.R. 106.44, the Title IX formal complaint and grievance process does not prevent a principal from immediately removing a student respondent from the educational program or activity on an emergency basis, provided that the principal: (1) informs the Title IX

Coordinator of the alleged act, and (2) conducts an individualized safety and risk analysis and determines that emergency removal is necessary in order to protect a complainant or other student or individual from an immediate threat to physical health or safety. In the event that an emergency removal of a student respondent is necessary, the principal should comply with the Student Code of Conduct provisions regarding suspension and expulsion of students in order to provide respondent with the appropriate notice and opportunity to challenge the decision.

Emergency removal does not modify any rights under the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act.

K. False Statements and Allegations

The Board's sexual harassment policies and procedures prohibit anyone from knowingly making false statements or knowingly submitting false information during the sexual harassment grievance process. A student who deliberately, recklessly, and falsely accuses another student and/or employee of a violation of this policy will be subject to disciplinary sanctions as outlined in the Code of Student Conduct.

L. Record-keeping

All records shall be maintained in accordance with 34 C.F.R. § 106.45(b)(10). Specifically, the school system will keep records related to reports of alleged sexual harassment for a minimum of seven (7) years, including investigation records, disciplinary sanctions, remedies, appeals, and records of any action taken, including supportive measures. If supportive measures are not offered in response to a report, the records retained should document why supportive measures were not offered.

II. ANTI-BULLYING AND ANTI-HARASSMENT POLICY (BOE POLICY #6.25) A.

Prohibition –

BCPS is committed to providing a safe and supportive learning environment in which all members of the school community are treated with respect. In accordance with Alabama law, bullying, violence, and threats of violence, and intimidation are prohibited and constitute unacceptable behavior that will not be tolerated.

Under Alabama law, no student shall engage in nor should any be subjected to bullying, violence, threats of violence, or intimidation by any other student that is based on any of the specific characteristics set forth in this policy. Students who violate this policy will be subject to appropriate disciplinary sanctions as specified in the Student Code of Conduct, subject to the investigating school administrator's authority and decision and in accordance with applicable Federal and State law.

B. Definitions –

1. **Bullying** - a continuous pattern of intentional behavior on or off of school property, on a school bus, or at a school-sponsored function including, but not limited to, cyberbullying or written, electronic, verbal, or physical actions that are reasonably perceived as being motivated by any characteristic of a student, or by the association of a student with an individual who has a particular characteristic, if the characteristic falls into one of the categories of personal

characteristics contained in this policy. To constitute bullying, a pattern of behavior may do any of the following:

- a. Place a student in reasonable fear of harm to his or her person or damage to his or her property.
 - b. Have the effect of substantially interfering with the educational performance, opportunities, or benefits of a student.
 - c. Have the effect of substantially disrupting or interfering with the orderly operation of the school.
 - d. Have the effect of creating a hostile environment in the school, on school property, on a school bus, or at a school-sponsored function.
 - e. Have the effect of being sufficiently severe, persistent, or pervasive enough to create an intimidating, threatening, or abusive educational environment for a student.
2. **Hostile environment** - the perception by an affected student that the conduct of another student constitutes a threat of violence or bullying and that the conduct is objectively severe or pervasive enough that a reasonable person, under the circumstances, would agree that the conduct constitutes bullying, threat of assault, or assault.
 3. **Violence** - the unjustified infliction of physical force by a student with the intent to cause injury to another student or damage to the property of another student.
 4. **Threat** - a statement of an intention to inflict pain, injury, damage, or other hostile action to cause fear of harm. The intention may be communicated through an electronic, written, verbal, or physical act to cause fear, mental distress, or interference in the school environment. The intention may be expressly stated or implied and the person communicating the threat has the ability to carry out the threat.
 5. **Threat of violence** - an unjustified expression of intention to inflict injury or damage that is made by a student and directed to another student.
 6. **Intimidation** - an unjustified threat or other action that is intended to cause fear or apprehension in a student.
 7. **Student** - a person who is enrolled in BCPS.

C. Description of Behavior Expected of Students –

1. **Expectations:** Students are expected to treat other students with courtesy, respect, and dignity, and to comply with the Student Code of Conduct. Students are expected and required (1) to comply with the requirements of law, policy, regulation, and rules prohibiting bullying, violence, or intimidation; (2) to refrain from inflicting or threatening to inflict violence, injury, or damage to the person or property of another student, and (3) to refrain from placing another student in fear of being subjected to violence, injury, or damage when such actions or threats are reasonably perceived as being motivated by any personal characteristic of the student that is identified in this policy.
2. **Prohibition** Bullying, intimidation, violence, or threats of violence are prohibited and will be subject to appropriate disciplinary consequences and/or sanctions if the perpetrator of such action is found to have based the prohibited action on one or more of the following personal characteristics of the student:
 - a. The student's race;
 - b. The student's sex;
 - c. The student's religion;
 - d. The student's national origin;
 - e. The student's disability;
 - f. The student's marital status;

D. Consequences for Violations – A series of graduated consequences for any violation of this policy will be those outlined in Board Policy, the Student Code of Conduct, or any rule or standard adopted under authority of this policy.

E. Reporting, Investigation, and Complaint Resolution Procedures – Complaints alleging violations of this policy must be made on Board approved complaint forms available complaint form available in the handbook, on the website, or at the school’s office. The complaint must be signed by the student alleging the violation or by the student’s parent or legal guardian and delivered to the principal or the principal’s designee either by mail or personal delivery. At the request of the complaining student or the student’s parent or legal guardian, incidental or minor violations of the policy may be presented and resolved informally.

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

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

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

(The Following Exhibits are omitted but are available by link or upon request) Exhibit “A” – Bullying Complaint Form

EDUCATIONAL TECHNOLOGY

PRIVACY NOTICE AND NOTIFICATION OF TECHNOLOGY

The Board respects your privacy and is committed to protecting it. This Online Privacy Policy outlines the BCPSS’s privacy practices regarding the collection, use, and protection of personal information gathered through the BCPSS’s online platforms.

This policy applies to all official websites and online platforms managed by the BCPSS, including individual school sites. It does not extend to third-party websites, individual staff, faculty, researchers, students, or student organizations not under the BCPSS’s direct control. We encourage users to review the privacy policies of external sites before sharing any personal information.

The BCPSS collects personal information only with user consent and in compliance with applicable privacy laws, such as the Family Educational Rights and Privacy Act (FERPA) and the Children’s Online Privacy Protection Act

(COPPA). Information collected may include student and parent account details, email addresses for communication services, and data used for educational platforms and digital tools. the BCPSS uses various learning tools and online resources extensively to support student education. These tools may collect student information as part of their functionality, and the BCPSS ensures that student data is contained and used only for educational purposes. We take every measure to ensure data is secure and used responsibly.

In addition to personal information, the BCPSS collects non-personal data related to usage patterns, website traffic, and system performance to enhance and optimize our digital offerings. This information helps us evaluate how visitors use our websites and improve their effectiveness.

The BCPSS does not sell, rent, or lease personal information. However, we may share limited data with trusted third-party service providers who assist with web hosting, content management, student learning platforms, and data security. All third-party providers must comply with the BCPSS data protection requirements and cannot use personal information for any purpose other than providing agreed-upon services.

To safeguard student data, the BCPSS follows industry-standard security practices, including encryption of sensitive information, regular security audits, risk assessments, and restricted access to student and staff information. We comply with cybersecurity best practices to ensure student and staff data remain protected.

This policy is subject to periodic updates to align with legal and technological advancements. Any modifications will be posted on the BCPSS website with the updated effective date.

AUTHORIZATION OF ONLINE APPLICATION ACCESS FOR STUDENTS UNDER 13 The Board utilizes a variety of online educational applications and digital tools to support student learning. Some of these applications may collect or track limited student data as part of their functionality. Recent policy changes by technology providers, including but not limited to Google, require parental or institutional authorization for students under the age of 13 to access certain applications and services.

By enrolling a student in the BCPSS, parents and guardians acknowledge that the BCPSS will authorize access to these educational applications for students under the age of 13 as needed for instructional purposes. Due to the integrated nature of these digital tools within the BCPSS's learning environment, the BCPSS is unable to provide an opt-out process for individual applications while still ensuring equitable access to instructional resources.

The BCPSS remains committed to protecting student privacy and adheres to all applicable federal and state laws regarding student data security, including but not limited to the Children's Online Privacy Protection Act of 1998 (COPPA) and the Family Educational Rights and Privacy Act (FERPA). If parents or guardians have concerns regarding specific online applications, they are encouraged to review the terms of service and privacy policies of those platforms.

NOTIFICATION OF BLOCKING, FILTERING, AND MONITORING OF TECHNOLOGY The *Electronic Communications Privacy Act of 1986* allows for schools to utilize a blocking/filtering system where it relates to review of communications once they are stored in a school or district system, monitoring for legitimate purposes where one (1) party has previously consented to such monitoring (Acceptable Use Agreement), and (2) monitoring by personnel performing duties necessary to maintaining the computer systems or to protecting the rights or property of BCPS.

The Children's Internet Protection Act (*CIPA- PL 106-554*) requires that schools implement technology measures to protect minors from visual depictions that are obscene, pornographic, or "harmful to minors." Students and staff of the BCPSS are subject to the provisions of the Alabama Digital Crime Act (2012). For more information regarding the BCPSS's blocking, filtering and monitoring of technology please review the BCPSS's Technology Acceptable Usage Policy under the "Forms" tab found at <https://www.bcbe.org/Page/103>.

CONTROVERSIAL MATERIAL

Users may encounter material which is controversial and which users, parent, teachers, or administrators may consider inappropriate, offensive, obscene, lewd, and/or harmful for minors. It is the users' responsibility not to initiate access to such material. Users who voluntarily access such material may be prohibited from using the Internet and subject to any applicable discipline. The BCPSS shall not be liable for users' inappropriate use of the BCPSS's technology resources, violations of copyright restrictions or other laws, users' mistakes or negligence, and costs incurred by users. The BCPSS shall not be responsible for ensuring the availability of the BCPSS's technology resources or the accuracy, age appropriateness, or usability of any information found on the internet

TECHNOLOGY ACCEPTABLE USAGE POLICY (AUP)

The entire AUP policy may be found at <https://www.bcbe.org/Page/103>.

PURPOSE: The purpose of the Board is to provide an effective, challenging, and engaging education for every one of our students. The intended use of technology is to a) enhance the educational experience of students by direct interaction with technology, and to b) indirectly enhance the educational experience of students by allowing faculty and staff to access and process important information in a timely and efficient fashion.

POLICY STATEMENT: An acceptable use policy (AUP) is a policy that outlines, in writing, how the Board expects its community members to behave with technology. Similar to a Terms of Service document, an AUP should define publicly what is deemed acceptable behavior from users of hardware and information systems such as the Internet, computers, laptops, tablets and any applicable networks. The primary goal of the technology environment is to support the educational and instructional endeavors of students and employees of the BCPS. Use of any and all technology resources is a privilege and not a right.

Any questions about this policy, its interpretation, or specific circumstances shall be directed to the Assistant Superintendent for Educational Technology. Violations of the AUP will be handled in a manner consistent with comparable situations requiring disciplinary and/or legal action.

STUDENT RELATED RIGHTS AND SERVICES

LEARNING

Student Responsibilities Are:

1. To abide by laws and local board of education and individual school rules and policies regarding the right to learn.
2. To take advantage of appropriate opportunities provided for learning.
3. To avoid hindering the teaching process.
4. To seek assistance, if needed, to aid learning.
5. To obey rules regarding attendance, conduct, free speech, student publications, assembly, privacy, and participation in school programs and activities.

Student Rights Are:

1. To be informed of laws and local board of education and individual school rules and policies regarding the right to learn.
2. To be provided a safe school environment free of illegal drugs, alcohol, or weapons.
3. To be provided appropriate instructors, instructions, materials, and equipment to take advantage of the opportunity to learn.

4. To be provided with the opportunity to express concerns regarding the operation of the school.

PARTICIPATION IN EXTRACURRICULAR ACTIVITIES

Student Responsibilities Are:

1. To abide by laws and local board of education and individual school rules and policies in regarding school programs and activities. (BOE Policy #6.5 and 6.6)
2. To be courteous and responsible at all school programs and activities.
3. To complete assignments related to his/her participation in school programs and activities.

Student Rights Are:

1. To be informed of laws and local board of education and individual school rules and policies regarding school programs and activities.
2. To develop or participate in student programs and activities consistent with local board of education and individual school policies and procedures.
3. To seek office in any student organization if eligible.

PARTICIPATION IN GRADUATION (BOE POLICY #7.12)

In accordance with Board policy regarding graduation and commencement, students who have satisfactorily completed requisite course work, met minimum attendance criteria, and passed required examinations are eligible for graduation. Students who have fulfilled coursework requirements are eligible to participate in graduation ceremonies. Student participation in graduation ceremonies and related graduation activities will be subject to the principal's approval and payment of any outstanding financial obligations. Participation in graduation-related ceremonies may be prohibited by the principal if the student violates disciplinary standards, or if, in the judgment of the principal, the student's participation could lead or contribute to disorder or disruption of the ceremony or activity. Further, a student who has been suspended at the time of graduation or who is attending an alternative school setting is not allowed to participate in the graduation ceremony or any related graduation activities. Participating in the graduation commencement ceremony is a privilege and not a right. Students have no constitutional right to receive their diploma at a specific graduation ceremony.

ATHLETIC PROGRAMS (BOE POLICY # 6.5)

1. Participation

Students in grades 7-12 are eligible to participate in the Baldwin County Schools Athletic Program providing that they meet the Alabama High School Athletic Association Academic and Eligibility Rules. Review the BOE Policy # 6.5 for more information concerning athletic participation requirements and contact the school system's Assistant Superintendent, Mr. Marty McRae, at 251-937-0308, for any additional information regarding eligibility and participation in BCPS sports activities.

2. Medical Conditions

A student participating in a school sport who is diagnosed with a chronic or emergency health condition requiring medication to be available for administration must have the medication(s) authorized by the school nurse. The parent/legal guardian must notify and submit all medication and required documentation to the school nurse prior to participation. All athletes must have a medical clearance completed by a physician.

FREE SPEECH (BOE POLICY #6.11)

Student Responsibilities Are:

1. To abide by laws and local board of education and individual school rules and policies regarding free speech.
2. To be courteous of the views of others.

Student Rights Are:

1. To be informed of laws and local board of education and individual school rules and policies regarding free speech.
2. To express disagreement in a constructive manner taking into account the rights of others, consistent with the established education process.

STUDENT PUBLICATIONS (BOE POLICY #6.7)

Student publications are subject to and will be expected to meet standards associated with responsible journalism. The principal and student publication sponsor are responsible for the content of such publications.

Student Responsibilities Are:

1. To abide by laws and local board of education and individual school rules and policies regarding student publications.
2. To communicate in a respectable manner consistent with good education practices.
3. To seek accurate and complete information on the topics approved for publication.
4. To observe the accepted rules for responsible journalism under the guidance of faculty members.

Student Rights Are:

1. To be informed of laws and local board of education and individual school rules and policies regarding student publications.
2. To participate, as part of the educational process, in the development and/or distribution of student or school publications consistent with the educational process.

ASSEMBLY

Student Responsibilities Are:

1. To abide by laws and local board of education and individual school rules and policies in regard to assembly.
2. To seek approval, plan, and conduct meetings consistent with local board of education rules.
3. Student Rights Are:

4. To be informed of laws and local board of education and individual school rules and policies regarding assembly.
5. To assemble in a lawful manner for lawful purpose with prior approval by local school officials.

CHECKS RETURNED FOR INSUFFICIENT FUNDS *(See BOE POLICY # 3.19)*

SECLUSION AND RESTRAINT FOR ALL STUDENTS *(BOE POLICY #6.19)*

The Board adheres to the Alabama Administrative Code 290-3-1-.02 (1) (f) regarding Seclusion and Restraint for all students. Additional information as required by this code is outlined in procedures, a copy of which may be obtained by contacting the Special Services Department at 251-972-6860:

HOMEBOUND SERVICES GUIDELINES AND PROCEDURES *(BOE POLICY #6.28)* Homebound services shall be made available to students who qualify. Additional information regarding student homebound services can be found on the Board's website and by contacting the Board's Intervention Supervisor: at 251-972-8550.

SERVICE ANIMALS *(BOE POLICY # 6.29)*

For Students with disabilities needing additional information and guidelines regarding the use of a service animal on Board Property, please contact the Board's Health Services at 251-972-8550.

INSPECTION OF SCHOOL BOARD PROPERTY (BOE POLICY #6.17a)

School officials reserve the right to inspect school property, including lockers, to ensure the safety and security of the premises and pupils. Lockers remain the property of the school. Although a student may exercise exclusive control of this locker as opposed to access by fellow students, the control is not exclusive against school officials. School officials may inspect lockers at any time to ensure school safety and pupil welfare.

CARE OF PROPERTY (BOE POLICY #4.4)

Every pupil shall be a protector and caretaker of school property. Pupils who injure, deface or destroy any property of the school system shall be required to pay for damages. Pupils shall respect the property rights of others. Liability limit up to \$1,000.00 – Act 94-819

1. Safekeeping of Valuables Pupils are discouraged from bringing valuables and large amounts of money to school. Pupils shall be responsible for safekeeping of valuables and should not leave books, clothing, wallets, purses or other valuables unattended.
2. Only pupils assigned to a locker should have the combination.

HAZARDOUS AND DISRUPTIVE ITEMS

Items which are hazardous or disruptive to the educational process may be collected by school

officials. **STUDENT SEARCHES** (BOE POLICY #6.17)

SCHOOL VISITORS (BOE POLICY #4.1)

Visitors to the school campus must obtain permission through the principal's office before entering school building or going on school grounds. Principals are authorized to implement building-level requirements and procedures governing access to the school building and regarding activities attended by school and non-school personnel, including family members, relatives, vendors, and other visitors in order to maintain appropriate security, minimize disruption and distraction within the learning environment, or to avoid a potential risk of harm to a student or employee.

Unauthorized persons on school property are trespassers and shall be subject to legal prosecution. This includes students who are on suspension or have been expelled.

AFTER SCHOOL CHILDCARE

BCPS offers fee-based, After School Care (ASC) programs to provide a safe environment with quality programming beyond the traditional school day. Most elementary and some intermediate schools in the district host ASC school year and summer programs. ASC programs serve students PreK through sixth grade, and students attend the program provided on the campus of their enrolled school. Participation in the ASC programs is a privilege, not a right, and space is limited based on staffing availability, location logistics, and programming needs. ASC programs include an application process prior to enrollment, and the expectation that students follow program rules, guidelines, and procedures.

To be eligible for participation in Baldwin County Public School's Afterschool Care programs, students should meet the following criteria:

1. Be enrolled in a full-day traditional setting/classroom within the BCPS.
2. Respond to first name.
3. Be fully toilet trained.
4. Be able to interact with other children and adults in a non-aggressive manner. Should a child be a danger to himself or others, he/she may be dismissed from the program.
5. Be able to participate in group activities with other children with minimal additional adult support.

*If your child has any health, medical, or special needs, please document the need on the application form. If additional staff is needed to accommodate your child, there may be a delay in starting the program until adequate staff can be put in place to meet the child's need. The criteria for participating in the Afterschool Care program, and the policies by which the program is governed, are subject to change at any time at the sole discretion of the Afterschool Care program or the Baldwin County Board of Education.

PRESCHOOL PROGRAMMING

OSR PreK Classrooms

PreK in BCPS includes an application process prior to enrollment. This includes going to the school to provide two proofs of residency, the child's birth certificate, and completing the state website- AlaCEED. After those steps are completed a random selection process takes place and parents are notified if their child was accepted into PreK or added to a waitlist. Further steps after acceptance are to take the child's Social Security card and Immunization Certificate to the school and complete the BCPS online registration.

There are requirements to be eligible for PreK in BCPS. Your child must be fully potty trained and transportation must be provided daily to school. There is a specific PreK handbook that is given to parents or guardians during the mandatory PreK family orientation meeting. This handbook gives you detailed information about the PreK program. The criteria for participating in PreK and the policies by which the program is governed are subject to change at any time at the discretion of the PreK program through Federal Programs or the Baldwin County Board of Education.

HEALTH SERVICES *(BOE POLICY # 6.15)*

SCHOOL HEALTH SERVICES

A program of student health services is provided in the areas of health assessment and care, emergency care, communicable disease prevention and control, and health education and screenings for students of Baldwin County. Screening programs include vision and hearing screening in grades kindergarten and second and fourth and scoliosis screening is provided in grades 5-9 (ages 11-14) as mandated by state law. Periodically, dental screening programs are provided for elementary school students. Various health education programs are provided annually. A "Changing Bodies" program is offered for all fifth-grade students with parental consent. Emphasis is given to "hand washing" and "cough and sneeze etiquette" programs on an as-needed basis across grade levels throughout the year. Individualized Health Care Plans (IHPs) and/or Emergency Action (EAPs) Plans are developed for students who: 1) need health services on a daily or regular basis, 2) have health conditions that may lead to a medical emergency and require an EAP, 3) require specialized care, 4) receive health services under an IEP or Section 504, and/or 5) receive care delegated by an RN to unlicensed assistive personnel at school) (NASN, Sampson & Will, 2017).

IMMUNIZATION REQUIREMENT FOR SCHOOL ENTRY

All students are required to have an updated Certificate of Immunization, prior to entering kindergarten or first grade or prior to re-entering the higher grades as mandated by the State of Alabama (Code of Alabama 1975, § 16-30-4). For more information regarding back-to-school immunization requirements, please visit the Alabama Department of Public Health website.

SICK DAY EXCLUSIONS

As a parent, there are times when you are unsure whether your child should attend school and when to seek medical care. To find out more information regarding when to keep your child home from school, please view the Baldwin County Public School System's "Sick Day Exclusions" guidelines located on the Health Services page on the Board's website.

If your child is not feeling well, your healthcare provider is the best person to consult about school attendance.

Common sense, concern for your child's well-being, and the possibility of infecting classmates should all contribute to the decision about your child staying home versus going to school (American Academy of Pediatrics, 2023). The Baldwin County Public School System relies on recommendations from the Alabama Department of Public Health Communicable Disease Chart for Alabama's Schools and Childcare Facilities and guidelines established by the American Academy of Pediatrics. These references, along with Health Services "Sick Day Exclusions" procedure, are located on the Health Services page on the Board's website.

COMMUNICABLE DISEASES

The policy of the Board is to observe the regulations for the control of communicable diseases in public schools as recommended by the State Board of Health (see Communicable Disease Chart for Alabama's Schools and Childcare Facilities on the ADPH website). The Board shall exercise its authority to condition the recommendation with regard to the prescribed school program and the dates of admittance.

FOOD ALLERGIES AND ANAPHYLAXIS

Anaphylaxis is the most serious form of an allergic reaction that occurs after being exposed to an allergy trigger. This type of reaction can be life-threatening; therefore, avoidance is the cornerstone of preventing an allergic reaction. The Board has adopted an Anaphylaxis Preparedness Program. A copy of the full policy and procedures regarding Anaphylaxis is available for review in the Health Services Administrative Office and in all School Health Rooms and online at www.bcbe.org under the Health Services link. Anaphylaxis is a medical emergency that requires immediate intervention and treatment. Parents who have children diagnosed with allergies should contact their child's school nurse so that proper preventative measures can be discussed and put in place.

PEDICULOSIS (HEAD LICE)

Pediculosis (infestation by head lice) should not disrupt the educational process. Head lice are a common problem, especially among school-aged children and their families. The lice can attach to the hair of anyone's head. It doesn't matter if the hair is clean or dirty. Head lice are found worldwide in all different places, such as in homes or schools, in the country or city. It doesn't matter how clean, dirty, rich, or poor the place or person is. Though head lice may be a nuisance, they don't cause serious illness or carry any diseases. Head lice can be treated at home, but it's important to check with your healthcare provider first. Head lice are crawling insects. They cannot jump, hop, or fly. The main way that head lice spread is from close, prolonged head-to-head contact. There is a very small chance that head lice will spread by sharing items such as combs, brushes, hats and sports helmets. The Baldwin County Health Services personnel have adopted procedures and guidelines regarding the management and prevention of head lice based on clinical practice guidelines established by the American Academy of Pediatrics (AAP) and ADPH. For more information about school-related pediculosis management and prevention procedures, contact your child's school health room nurse.

MEDICATION AT SCHOOL AND MEDICATION CURRICULUM

It is the policy of the BCPS that the professional school nurse be responsible for medication administration in the school setting. BCPS follows the Alabama Department of Education Medication Curriculum titled, *Unlicensed School Personnel: How to Assist with Medication in the School Setting*. The Medication Curriculum is available for review in the Health Services Administrative Office and in all School Health Rooms. The parent/guardian and healthcare provider must sign the Alabama State Department of Education School Medication Parent/Prescriber Authorization (PPA) form granting permission for a child to receive prescription or over-the-counter (OTC) medication at school. The parent/guardian shall deliver all medication to the school nurse or designated unlicensed medication assistant in the original container with clear, updated instructions for administration. Should you have questions or concerns regarding medication administration, please contact your child's school nurse or the Health Services Coordinator at (251) 239-4327.

BACKPACK SAFETY

Backpacks that are too heavy can cause a lot of problems for kids, like back and shoulder pain and poor posture.

To read more on the National Safety Council's initiative to prevent injury to children resulting from backpacks that are too heavy please visit the "Backpack Safety" tab located on the Board's Health Services page on the Board's website.

STUDENT AIDS/HIV

BCPS does not discriminate on the basis of a student's human immunodeficiency virus ("HIV") or acquired immunodeficiency syndrome ("AIDS") status or the association with another person with HIV/AIDS. A student with HIV/AIDS infection has the same right to attend school and receive services as any other student, and will be subject to the same rules and policies. HIV/AIDS infection shall not factor into any decisions concerning class assignments, privileges or participation in any school-sponsored activity. Based on a student's need for accommodations or services, school authorities will determine the educational placement of a student known to be infected with HIV/AIDS on a case-by-case basis by following established policies and procedures for students with chronic health problems or students with disabilities. Every employee has a duty to treat as highly confidential any knowledge or speculation concerning the HIV/AIDS status of a student. Violation of medical privacy may be cause for disciplinary action. No information regarding a person's HIV/AIDS status will be divulged without a court order or the informed, written, signed and dated consent of the parent or guardian of a minor with HIV/AIDS.

All health records, notes and other documents that reference a student's HIV/AIDS status will be kept confidential. Access to these confidential records is limited to those named in written permission from the parent or guardian and to emergency medical personnel. Information regarding HIV/AIDS status will not be added to a student's educational or health records without written consent of the parent or guardian.

Employees are required to follow infection control guidelines in all settings at all times. Schools will operate according to the guidelines and standards set forth by the National Associations of State Boards of Education, the U.S. Department of Education, and in the Alabama State Department of Education concerning blood borne pathogens.

SUICIDAL/HOMICIDAL THREATS AND/OR IDEATION AND/OR SELF HARM Staff are expected to follow applicable Board policies and procedures in regards to intervention with a student threat or desire to harm himself or herself or another. Instances wherein a student threatens or expresses a desire to harm himself/herself or another may be viewed and treated as a clinical and/or medical event. In addition to any applicable discipline and/or safety interventions and/or threat assessments that may be imposed and/or put in place for a student at school, parents and/or guardians may be required to provide proof from a qualified health care provider that a student is safe to return to school. This letter may be supplied by the campus, but it must be returned dated, signed, and provide the health care provider's full name and credentials. Until and unless the student is cleared to return to school, the school may serve the student virtually or in another alternative educational setting. Copies of all relevant forms and procedures related to student threats and/or self-harm may be found on the BCPSS's counseling website.

INSTRUCTIONAL SERVICES

INSTRUCTIONAL MEDIA AND DIGITAL LEARNING PLATFORMS

BCPSS utilizes video and audio teleconferences as part of its school operations including but not limited to: distance learning, virtual school programs, instructional videos, security footage, and video/teleconferences. Instructions in classes in the BCPSS may be recorded or streamed live. Any recordings will be available to students enrolled in the specific class. Recordings and digital learning are intended to supplement the classroom experience and/or to continue the classroom experience in the emergence of the virtual learning environment in this digital age. Students are expected to follow all Board and campus policies and procedures and maintain the security of passwords used to access these virtual learning platforms. Live streaming and recordings may not be captured or reproduced, shared with those not in the class, or uploaded to other online environments. Doing so would be a breach of the Board's Acceptable Use Policy.

STUDENT OWNERSHIP AND USE OF SUBMITTED ASSIGNMENTS

By submitting any assignment, project, or other academic work while enrolled as a student in the BCPSS, students acknowledge and agree that their work may be reviewed, analyzed, and submitted to both internal and external resources for academic assessment purposes. This includes but is not limited to plagiarism detection services, originality verification tools, and other educational integrity platforms.

Students further understand that these external services may retain their work within secure databases for the purpose of comparing future submissions and maintaining academic integrity across institutions. This process helps protect the value of student work and ensures a fair academic environment for all.

By turning in assignments, parents and students consent to this usage and acknowledge that their work may contribute to broader academic integrity efforts while remaining subject to all applicable privacy and data protection policies.

ACADEMIC INTEGRITY

Every member of the BCPSS community is expected to maintain the highest standards of academic integrity. As indicated above, all work submitted for credit is expected to be a student's own work. BCPSS may initiate discipline against a student accused of scholastic dishonesty. While specific examples are listed below, this is not an exhaustive list, and scholastic dishonesty may encompass other conduct, including any misconduct through electronic or computerized means. Scholastic dishonesty includes, but is not limited to, one (1) or more of the following acts:

1. **Cheating**. Cheating includes, but is not limited to, intentionally or unintentionally having access to and/or using unauthorized materials identified by a teacher or staff member, including, but not limited to, material generated by Artificial Intelligence (AI) programs and content generators, or electronic, digital media, telecommunication, and/or wearable devices (e.g., laptops, phones, smartwatches, Fitbits, Bluetooth devices, tablets) to complete a quiz, examination, or class assignment; receiving information in an unauthorized manner during a quiz or examination or to complete an assignment; using, buying, selling, soliciting, stealing, or otherwise obtaining course assignments and/or examination questions in advance; using information about exams posted on the internet or in any electronic medium; violating a teacher's and/or the Testing Center's testing policies and procedures; leaving a test site without permission; failing to secure test materials; removing tests or answer sheets from a test site; using someone else's work for an assignment in whole or in part as if it were one's own (e.g., turning in a copy of someone else's work as one's own work, or incorporating text generated by AI programs or content generators as one's own writing); submitting academic work in whole or in part for more than one (1) assignment, class, or institution without the teacher's permission (i.e., recycling an assignment or self-plagiarism); using annotated texts or teacher's editions; making false statements or omissions related to applications for enrollment, credit or classwork, research, or the award of a degree; falsifying academic records or documents; and attempting to fulfill the requirements of a course through any other dishonest

Pine Grove Elementary School

School-Wide Discipline Plan

2026 - 2027

Pamela Moorer, Ed.D., Principal

**Starla Sellers,
Assistant Principal**

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Bay Minette, Alabama 36507
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#PGESPROUD

What is a School-wide Discipline Plan?

A School-wide Discipline plan is an organized, data-driven system of intervention strategies and supports that positively impact school-wide and individualized behavior planning.

What are the benefits of a School-wide Discipline Plan?

A systematic approach to discipline enhances learning outcomes for all students. By reinforcing desired behavioral outcomes students will clearly understand expectations. Students are explicitly taught what the desired behavior should be. This attention to expectations leads to a more positive classroom experience, a stronger learning community and an increase in student learning.

Defining Discipline:

Discipline is a process that uses teaching, modeling and other appropriate strategies to maintain the behaviors necessary to provide a safe, orderly and productive learning environment by changing unacceptable behavior to acceptable behavior.

Our teachers and staff will provide all students with an enriching, challenging and nurturing learning atmosphere each year. Each teacher will have a classroom management plan to address procedures and discipline in the classroom. This plan should include positive rewards. Please make sure your students understand both your classroom and school – wide rules and procedures.

Teachers will make sure they have a specific procedure for contacting parents about discipline concerns. Additionally, our professionals are committed to being supportive and responsive in working with parents and students, to ensure a positive outcome.

Our Commitment

The Classroom Teacher's Commitment

Teachers will:

- Enforce the School-wide Discipline Plan as agreed.
- Communicate high behavioral expectations to students and parents.
- Commit to follow through to help ensure the success of student behavior.
- Take responsibility for classroom behaviors.
- Foster a school climate characterized by care and concern for students as individuals.
- Take an interest in the personal goals, achievements, and needs of their students.
- Support the students in their academic and extracurricular activities.

Staff Member's Commitment

Staff members will:

- Enforce the School-wide Discipline Plan as agreed.
- Communicate high behavioral expectations to students.
- Commit to follow through to help ensure the success of student behavior.
- Take an interest in personal goals, achievements, and needs of students
- Support the students in their academic and extracurricular activities.

Administrator's Commitment

Administrators will:

- Support the teachers in this system.
- Model high behavioral expectations.
- Maintain a school climate in which everyone wants to achieve self-discipline.
- Foster a school climate where the administration is sincerely concerned for the staff and students as individuals.
- Take an interest in personal goals of teachers, staff, and students.

Student's Commitment

Students will:

- Follow the School-wide Discipline Plan.
- Maintain high behavioral expectations.
- Accept responsibility for your behavior.
- Set personal goals and work hard to achieve them.

Pine Grove Elementary School Community's Commitment

- Be specific when telling your student exactly what they did and could have done differently.
- Be timely and quick to praise or correct.
- Be sincere with praise.
- Be consistent with everything, every time.
- Keep communication lines open between home and school.
- Practice the Power of the Pause to not be reactive but instead to be proactive.

Behavioral Expectations

The following list explains Pine Grove Elementary School's Behavioral Expectations. At the beginning of the school year, students will be explicitly taught these expectations. Our expectations will be reinforced throughout the school year. Our goal, through these easy-to- follow expectations, is to establish and sustain a positive learning environment throughout the school and school year.

Arrival/Dismissal Listen and follow directions of staff on duty Quiet hallways Walk to destination Be on time Be prepared and know how you are getting home	Hallway Quiet in the hallway Stay in line Walk to destination Hands by your side Be aware of your surroundings – respectful of others' learning No Gum or Candy
Classroom Be on time Be prepared for the day Engage in planned activities and learning Encourage yourself and classmates to make good choices Stay-on task Listen and follow directions of teacher	Restroom Quiet restrooms Use restroom time wisely Enter and exit quietly Clean up after yourself Appropriate use of facilities Respect others privacy
P.E. Stop, listen, and follow directions of PE Coaches Enter and exit quietly Play, speak, and interact kindly and appropriately with others while respecting everyone's personal space	Cafeteria Enter and exit quietly Stop, listen, and follow directions when an adult speaks to you Quickly progress through the serving line Use good manners Use utensils when eating your food Use inside voices and speak to students only in close proximity Clean around your sitting area and floor
Assemblies/Field Trips Stop, listen, and follow directions of teacher, speaker, chaperone, or guide Enter and exit quietly Remain with your teacher and class group Respect materials and property Respect everyone's personal space Represent PGES in a positive manner	Bus Stay off the road while waiting for the bus Cross in front of the bus after it is stopped, and the stop sign is out Remain in your assigned seat until time to exit Speak quietly and respectfully Keep your hands and feet to yourself No eating or drinking No cell phones or electronic devices in use during route Keep all parts of your body and all objects inside the bus Listen and follow the directions of the bus driver

Carline

Walk quickly and quietly to your seat in
the cafeteria
Speak quietly and respectfully
Watch for your car
Keep hands and feet to
yourself
Save snacks for later
Listen and follow directions of staff on duty

**In partnership with our families, the
mission of Pine Grove Elementary School is
to grow learners and leadership in an
active environment of trust.**

Suggestions for Classroom Discipline

Behaviors observed in the classroom are often categorized in tiers.

- **Tier I behaviors (Level 1)** should be addressed by the classroom teacher/special area teachers **Classroom Management Plan** (clip-up, clip-down, parent contact, etc.). This plan should address approximately 85% of the behaviors observed in a classroom
- **Tier II behaviors (Level 2)** are continued Tier I behaviors that are not decreased by the Classroom Management Plan. **Additional attention** is needed to increase the desired behaviors. A typical classroom might observe approximately 5% of students who exhibit continued Tier I behaviors and need Tier II interventions.
- **Tier III behaviors (Level 3)** are a result of continued behaviors **AND** documentation of 4 to 6 weeks of strategies implemented to decrease behaviors exhibited **OR** any infraction listed in the BCBE Students Handbook

Teachers are committed to being

- Reasonable in expectations.
- Clear about expectations and what will or will not be permitted in each setting throughout the day.
- Consistent from day to day. What is unacceptable today is unacceptable tomorrow.
- Fair and impartial in dealing with students and remembering that "fair" does not always mean "same". *Fair* means that everyone gets what he / she needs. Students will accept this if everyone is handled fairly. Children are different; one size does not fit all, but a reasonable discipline plan, consistently implemented, is essential.
- Mindful that changes in behavior take time and will acknowledge and reward progress.
- Being public with praise and private with reprimand because we know that research proves that students do not respond well to being embarrassed in front of peers.
- Intentional with finding ways to praise each student and recognize him or her for something positive each day.
- Clear with consequences and follow-through.
- Staying aware of potential trouble spots and of what may need to be overlooked.
- In close proximity at all times to provide proper supervision of students. Our teachers rarely sit at a desk unless assisting a student.
- Enforcers of high standards for entering and leaving the classroom. Children should know exactly what to do at these transition times, and this will set the climate for the rest of the day.
- Intentional with instructional hand signals instead of an elevated voice when possible to keep a calm and controlled environment.
- Builders of student confidence, avoiding ridicule or sarcasm.
- Win-Win Thinkers!

Possible Consequences for Inappropriate Behavior in the Classroom

- Have the child write a note home to parents describing the misbehavior; the note should be signed by parent and returned to the teacher.
- Have the student write a list of reasons why his behavior was not acceptable and a list of possible alternatives to the inappropriate behavior.
- Time out for the student can be utilized as a loss of privilege in participating in a fun activity.
- Utilize a "Calm Corner" or "Cozy Corner" as a cool down spot.
- When appropriate, utilize calming techniques.
- Have student make repair or restitution for minor damage.
- Do not place students out in the hall or leave them unsupervised at any time.
- Call or email parents.
- Child and teacher call parents to explain misbehavior.
- Parent conference with teacher.
- Parent conference with administrator.
- Assignment to Project Success
- Out-of-School Suspension

Rewards for Appropriate Behavior in the Classroom

- Classroom rewards for positive behavior might include: grab bag, good behavior tickets, free time, etc.
- Individual rewards might include: special attention or seating, special privilege or job, stickers, phone call, email, or note home, certificate, visit to administrator for praise, treats, etc.

Discipline Practices Not Allowed

- Administering group punishment for individual misbehavior.
- Lowering a grade for disciplinary reasons.
- Using repetitious work for punishment.
- Keeping a child in from PE on a regular basis for behavior or for not finishing work. PE is a required subject. Individual cases may be discussed with the principal.
- Depriving a child of lunch as a punishment. He can however be required to eat alone.
- Depriving a child of snack as a punishment. He can however be required to eat alone.
- Leaving children alone without adult supervision.

Protocol for Office Referral

Please make sure your students are aware of and prepared to follow the classroom discipline plan in place. Minor violations are expected to be handled inside the classroom. Teachers will document minor violations of BCBE code of conduct and classroom policy. Students will not be brought, dropped off, or sent to the office for Level 1 or Level 2 Offenses. Administrators will document frequency of student office visits for disciplinary reasons.

Inappropriate behaviors at Pine Grove Elementary fall into 3 categories or classes of offenses. Each class (level) is addressed by either the classroom teacher or administration.

Examples of Class 1 Offenses

- Handled by the teacher - documentation of behavior entered according to classroom policy.
- Parent contact.

Should the frequency of Class 1 offenses increase, the teacher will meet with the RTI Team to create an action plan.

Class 1 Offenses	
Not following directions Disruptive / Disrespectful Excessive talking Derogatory notes/pictures Teasing/put downs Inappropriate language Running in the hallway	Eye rolling Interrupting Name calling Misuse of materials Mocking Rough play Non-Directed Profanity Inappropriate use of technology

Examples of Class 2 Offenses

- Handled by the teacher with documentation of behavior and action.
- Written reflection of incident by student.
- Parent phone call.

Should the frequency of Class 2 offenses increase, the teacher will meet with the RTI Team create an action plan.

Class 2 Offenses	
Back talking/arguing Inappropriate gestures/language Refusing to work	Open defiance Pushing / shoving without injury Throwing objects Cheating Ongoing Class 1 Offenses

Examples of Class 3 Offenses

- Handled by the administration with documentation of behavior and action.
- Written reflection of incident by student.
- Parent phone call.

Should the frequency of Class 3 offenses increase, the teacher will meet with the RTI Team to create an action plan.

Class 3 Offenses	
Fighting Ethnic/racial slurs Obscene gestures Inappropriate touching Damaging property Direct and willful disobedience of school rules and policies Disrespect for authority	Bullying Threatening Stealing Pulling fire alarm Harassment Ongoing Class 2 Offenses

DISCIPLINE PROCEDURES:

Classroom

Class 1 and Class 2 behaviors handled by the teacher.

- The teacher will follow individual classroom hierarchies of behavior management.
- The teacher will meet with the RTI Team if offenses continue to occur.
- At least 3 interventions/strategies must be implemented before an office referral may be made.
- Parent phone call/conference.
- Documentation of classroom strategies, consequence, and parent contact

Class 3 behaviors handled by the administration.

- Results in a direct office referral.
- An administrator will contact the student's parent/guardian.
- An appropriate consequence will be given.
- A meeting will be scheduled including the teacher and RTI Team to develop a plan of action.

In an emergency, the student may be referred directly to administration.

Resource:

<http://www.pbisworld.com>

Pine Grove Elementary School

SCHOOL-PARENT COMPACT

2026-2027

Please sign and return this signature page.

School Representative Signature: _____ Date: _____

Parent Signature(s): _____ Date: _____

Student Signature: _____ Date: _____

Information contained in this handbook is subject to change because of the submission date of printing OR change in policy.

Pine Grove Elementary School

SCHOOL-PARENT COMPACT

Pine Grove Elementary School, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Every Student Succeeds Act of 2015 (ESSA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This school-parent compact is in effect during the school year 2026-2027.

REQUIRED-SCHOOL PARENT COMPACT PROVISIONS

School Responsibilities

Pine Grove Elementary School will:

1. **Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:**

- *Recruiting highly qualified staff members*
- *Considering the ratio of children to teacher*
- *Providing an effective schedule that drives instruction*
- *Building a strong teacher-mentor program*
- *Ensuring the physical environment is safe*
- *Follow State and local curriculum/pacing guides during collaborative planning*

2. **Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.** Specifically, those conferences will be held:

All teachers should hold a parent-teacher conference with each student's parent during the school year. Documentation of the conference should be kept on file.

3. **Provide parents with frequent reports on their children's progress.** Specifically, the school will provide reports as follows:

- *Mid-Quarter Progress Reports will be provided.*
- *Quarterly Report Cards will be provided.*
- *Weekly Behavior Reports will be provided.*
- *Quarterly reports of benchmark assessments will be provided.*
- *Daily parent communication folders sent home*

4. **Provide parents reasonable access to staff.** Specifically, staff will be available for consultation with parents as follows:

- *Before school/After school- schedule appointment with teacher*
- *During school at a predetermined time outside of instructional times*

- *Will be available to meet with parents at a time that is convenient for them.*
- *Encourage consistent communication through journaling, e-mail, and phone contact (251-937-0453).*
- *Coordinate communication efforts with other staff to support the success of each child.*

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:

*Classroom observations may be coordinated through the homeroom teacher.
Activities may be coordinated through the classroom teacher.*

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- *Monitoring attendance.*
- *Monitoring behavior through communication with the classroom teacher.*
- *Monitoring grades frequently using Powerschool.*
- *Providing a quiet time and place for homework, as well as monitoring the amount of television their children watch.*
- *Making sure that homework is completed.*
- *Volunteering in my child's classroom.*
- *Participating, as appropriate, in decisions relating to my children's education.*
- *Promoting positive use of my child's extracurricular time.*
- *Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.*
- *Serving, to the extent possible, on advisory groups, such as Title I advisory committees and parental involvement committees.*

Student Responsibilities (revise as appropriate to grade level)

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- *Come to school every day ready to learn and work hard.*
- *Know and follow school and class rules.*
- *Believe that I can learn and be successful in school.*
- *Discuss with my parents the events of my school day.*
- *Have a positive attitude toward self, others, school, and learning.*
- *Do my homework every day and ask for help when I need to.*
- *Read at least 30 minutes every day outside of school time.*
- *Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.*
- *Demonstrate Digital Citizenship and online safety*

EQUAL OPPORTUNITY POLICY

It shall be the policy of the Baldwin County Board of Education ("Board") that no student shall be denied the benefit of any educational program or educational activity on the basis of race, color, national origin, age, sex, disability, limited English proficiency, immigrant status, migrant status, or homeless status. A free and appropriate education is available to all students with disabilities. It shall be the policy of the Board that barriers to enrolling and retaining homeless students shall be removed. All programs offered by schools within the school district shall be open to all students in compliance with statutory and judicial requirements.

GUARANTEE OF A FREE APPROPRIATE EDUCATION

The Baldwin County Board of Education guarantees the right to a free appropriate education for all school age persons regardless of handicap. The school system will arrange and provide for free evaluation services for any student who is suspected of having a disability and of needing personalized educational accommodations and/or related services. Parents may contact the Office of Student Intervention Services, Section 504 Coordinator, Baldwin County Board of Education for further information and/or to refer their child for evaluation.

It is the official policy of the Baldwin County Board of Education that no person shall, on the grounds of race, color, disability, sex, religion, national origin, age or creed, be excluded from participation in, denied the benefits of, or subjected to discrimination under any program, activity, or employment.

PINE GROVE ELEMENTARY SCHOOL

MISSION STATEMENT

- ❖ In partnership with our families, the mission of Pine Grove Elementary School is to grow learners and leadership in an environment of trust.

SCHOOL BELIEFS

All students are able to learn. Students learn best when actively involved.

1. Students learn in a variety of ways.
2. High expectations promote student learning.
3. Each student is a valued individual with unique physical, social, emotional, and intellectual needs.
4. Students should be treated with respect and dignity.
5. Students, school personnel, parents, and community share the responsibility for a safe, positive, and comfortable learning environment.
6. Student learning is a continuous process.

Parent Notification that Pine Grove Elementary School is a Title I “Schoolwide” Program

Title I is a federal program designed to help students in our nation’s schools. In accordance with the *Every Student Succeeds Act (ESSA)* and Title I, the goal is to help all children be successful at school. Schools in communities that meet the requirements use Title I funds to benefit the entire school. This type of program is known as a schoolwide program. Title I schoolwide programs use Title funds, along with other local, state, and federal funding to serve all students in the school. Individual students are not identified as participating in the Title I program.

Some of the benefits we may offer students is a weekly after-school math and/or reading tutorial program, tutoring during school hours, summer reading and/or math programs, a summer library program, a readiness program for incoming kindergarten students, parenting education workshops, and along with other educational resources.

Effective schools are the result of a dedicated faculty and staff working together with families and the

community to share in the success of all students at school. Increased student self-esteem occurs when parents and teachers collaborate to ensure learning takes place at the school, in the home, and in the community.

Parent Right-to-Know

In accordance with the Title I program and the *Every Student Succeed Act (ESSA)*, parents, through the Right-To-Know provisions, may request information regarding the professional qualifications of their child’s teacher(s) or the qualifications of paraprofessionals providing services to their child. In addition, parents will be provided information about their child’s level of achievement on any state academic assessments.

SCHOOL DAY SCHEDULE

School Day:	7:40 – 2:40
Breakfast:	7:15 - 7:45
1 st Bell:	7:40
Tardy Bell:	7:45
1 st Dismissal:	2:40
ASCC:	3:00 – 5:30

ATTENDANCE

Attendance Law

The Alabama Compulsory Attendance Laws require children between the ages of seven (7) and sixteen (16) to attend school. The law also states that parents or guardians having control over school-age children are responsible for the child's regular attendance in school and for proper conduct.

Requirements to Enter School

Children entering first grade must be six (6) years old on or before December 31st of the same year. A child enrolling in school for the first time in either kindergarten or first grade must present to the principal the following documents prior to enrollment:

- A certified birth certificate
- A valid Social Security card
- A current immunization form – Students presenting a Certificate of Medical Exemption or a Certificate of Religious Exemption are excused from this requirement.
- Proof of residence – Custodial parent or guardian must reside within the area served by the school or have secured a zone variance.
- A recent report card or withdrawal form from the last school attended
- A copy of guardianship papers, if applicable

Absences

Absences are either excused or unexcused. Excused absences are those due to the following reasons:

- Illness of student
- Inclement weather
- Legal quarantine
- Death in the immediate family
- Emergency conditions as determined by the superintendent or principal
- Prior permission of the principal and consent of the parent or guardian, except in emergency situations

Late Arrivals

Promptness to school is very important. The first bell rings at 7:40. The tardy bell rings at 7:45. **CHILDREN WHO ARE TARDY TO SCHOOL MUST REPORT TO THE OFFICE.** Admission slips from the office for tardiness is necessary before a child can enter a classroom.

Early Dismissals

Pupils who leave school early for any reason must check out through the school office. Parents must send a written note of permission for any student to leave for any reason other than sudden illness, accident, or similar incident. The nature

of the early dismissal will determine if the absence will be excused. Only an excused early dismissal allows work to be made up.

Withdrawal of Students

The school shall be notified in advance of the impending withdrawal of a student from school. The student will receive a withdrawal form and instructions from the office. All textbooks, library books, lunch payments, and fines should be cleared before the student transfers to another school.

CONDUCT

Good discipline is extremely important to the total school program and is vital to the development of citizenship. Teachers are expected to exercise toward students those courtesies which students are required to show teachers.

General School Rules

Courtesy and good manners should be the key to a student's conduct at school. A good attitude toward teachers and fellow students will make school enjoyable for everyone.

- BE RESPECTFUL
 - ☐ Be quiet.
 - ☐ Follow adult instructions.
 - ☐ Be kind to others.
- BE RESPONSIBLE
 - ☐ Keep hands, feet, and objects to yourself.
 - ☐ Respect the environment.
- BE RESOURCEFUL
 - ☐ Report problems to an adult immediately.

BULLYING/HARASSMENT

Bullying is when one person picks on or hurts another person again and again. Bullying may include physical attacks, verbal attacks, or exclusion of a student or group of students. At Pine Grove Elementary School, we will not tolerate bullying. It is a continuous pattern of intentional behavior. Students who experience this type of treatment from another student should let an adult know right away so that a plan can be put in place to end this type of behavior. We want all of our students to feel safe at school and to enjoy coming to school. We will not allow bullies to prevail.



Bus Rules

Students transported by buses operated by the Baldwin County Board of Education are under the jurisdiction of school officials at all times. Proper conduct on buses is required in order that the safety and welfare of others will not be endangered. Students may be suspended from the bus and/or school by the administration for misconduct on the bus.

- Students are to obey the driver.
- Students shall remain seated at all times.
- Students shall refrain from using unacceptable language or gestures.
- Students shall refrain from physical altercations (fighting, hitting, etc.).
- Students shall not throw objects or debris on the bus or from the bus.
- Students shall not eat or drink on the bus.

- Emergency exits are to be used during emergencies and emergency evacuations drills.
- Students can be prohibited from riding the bus for excessive misbehavior. Riding the bus is a privilege.

CHANGE OF PLANS FOR GOING HOME

The office will not take any messages over the phone for changing your child's way to go home. An email, fax, or personal visit is required to make these changes. This is for the safety of our students and will be strictly enforced.

Cafeteria Rules

- Students enter and leave the cafeteria in a quiet and orderly manner.
- Students will walk at all times.
- Talk softly while in the cafeteria.
- Practice good table manners.

- Quietly line up to return trays.
- No food may be taken from the cafeteria.
- Tables and the floor where you are seated should be free from debris.

Hall/Breezeway Rules

- Walk quietly, always keeping to the right hand side.
- Keep hands, feet, and objects to yourself.
- Keep halls and breezeway areas free of debris.

Restroom Rules

- Respect the privacy of others.
- Keep the restrooms clean by: flushing toilets, putting paper towels in the trash can, avoid splashing water, and turning off water after use.
- **IT IS VERY IMPORTANT TO WASH YOUR HANDS WITH SOAP AND WATER AFTER BATHROOM USE.**

Suspension and Expulsion

A principal may suspend a pupil from school for violation of school rules and/or other misconduct. Additionally, a principal may institute expulsion proceedings for repeated violations of school rules or other misconduct, which endangers persons or property or seriously disrupts the educational process.

Suspension and Expulsion of Students with Disabilities

Suspension and expulsion may be appropriate disciplinary action for a disabled student. If suspension is considered, the principal and the special education teacher must decide whether the offense is related to the disability. A disabled student may be suspended if it is determined that the offense is not related to the disability. A written statement regarding this decision shall be maintained in the school office, with copies sent to the Superintendent, Special Education Office, and Attendance Office.

A student with disabilities may not be expelled (total removal from a student's current education service) from the school for any behavior that has a direct and significant relationship to that student's area of disability. If the IEP Committee determines that the behavior in question does not have a direct and significant relationship to the student's area of disability, the school system may expel the student; however, a complete cessation of educational services is not permissible. Expulsion constitutes a change in placement that requires due process through IEP Committee action.

Sexual Harassment

The Baldwin County Board of Education recognizes that harassment on the basis of gender is a violation of both federal and

3. Any student or employee who is found to be responsible for sexual harassment will be subject to appropriate discipline; the severity of the disciplinary action will be based upon the circumstances of the infraction. All proven infractions will become part of the student's discipline record or the employee's personnel record.



CONFERENCES

If you wish to request a conference with your child's teacher, you may contact the teacher through a written note or by calling the school office. Teachers will be available to meet with parents before and after school or during the teacher's planning time. A mutually agreeable time will be set up between the teacher and the parent.

DISTRIBUTION OF MATERIALS

The sale or distribution of any goods or materials on the school campus by any individual or groups of individuals is prohibited unless prior permission has been obtained from the

state discrimination laws. The Board is committed to providing learning and co-curricular environments that are free from sexual harassment where all students and employees can work together comfortably and productively.

Sexual harassment will not be tolerated from students, employees, or non-employees, including volunteers and suppliers, who have contact with employees and students in the workplace, school, school sponsored events, or in any event sanctioned by the Baldwin County Board of Education.

All students are assured that they may file a complaint or assist in an investigation without fear of retaliation by any Board member, peer, or alleged harasser. Complaints of retaliation will be promptly investigated and perpetrators will be subject to disciplinary action.

Definition: Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when such contact has the purpose or effect of unreasonably interfering with an individual's school performance or creating an intimidating, hostile, or offensive learning environment at school, at school sponsored events, or at any event sanctioned by the Baldwin County Board of Education. Forms of sexual harassment include: verbal harassment, such as derogatory comments, jokes, or slurs; physical harassment, such as unnecessary or offensive touching, or impeding or blocking movement; and derogatory or offensive posters, cards, cartoons, and graffiti.

Procedure: Pupil Personnel

1. If any student perceives comments, gestures, or actions from any student, employee or non-employee, including volunteers and suppliers, to be offensive, the student should notify the principal, guidance counselor, or teacher. If a teacher or guidance counselor is aware of the allegation(s), he/she should notify the principal. Principals who become aware of any allegation(s) of sexual harassment will immediately report, in writing, such allegation(s) to the Division Superintendent for Personnel Services.
2. The Division Superintendent for Personnel Services will promptly investigate any complaints of sexual harassment, and will initiate immediate action to resolve such complaint. No individual will suffer reprisal for reporting any incident of sexual harassment.

principal of the school. Individuals and/or organizations outside the local school must have written approval from the superintendent.

EMERGENCY PROCEDURES

Fire drills are held on a monthly basis. Tornado drills are held once a semester. An evacuation plan is posted in each classroom and in all areas throughout the school. Teachers will instruct students regarding proper procedures during emergency situations. It is very important that the school office has current information regarding addresses and telephone numbers.

EXTENDED DAY

The Extended Day Program operates on the same calendar as Baldwin County Public Schools. Program hours are from 3:00-5:30 Monday-Friday except on school holidays. Information concerning enrollment and fees for this service is available through the school office.

CHECK POLICY

No checks will be accepted without a working/accurate phone number on the front of it. This is a Board of Education policy and will be strictly followed.

FIELD TRIPS

Any student taking a field trip under the sponsorship of the school must furnish written permission from his/her parent or guardian on the form provided by the school. This permission form and the money must be sent to the school by the established deadline. Students will not be allowed to call home the day of the trip. Brothers and sisters may not accompany a sibling on a field trip.

FOOD SERVICE

Child Nutrition Program

A good meal is essential to academic achievement. The school cafeteria serves a well-balanced breakfast and lunch each day we are in session. Breakfast and lunch menus are published monthly. **Breakfast is served from 7:15-7:45 each morning.** Free and reduced price meals are available for students whose parents qualify in accordance with federal, state, and local regulations. Forms can be obtained from the school office.

Breakfast and Lunch - Free

All student meal prices will be no charge but students will be charged if they want any extra (a la carte) items or if they want a second meal.

Wellness Policy on Nutrition

The Baldwin County Board of Education has adopted a new Wellness Policy for the schools. Some highlights that affect our student age group are: It is recommended that parents bring non-food items to celebrations because of the increase of food allergies. Soft drinks are not permitted. Please check with your child's teacher before bringing anything to school for consumption.



LIBRARY

Students are given the opportunity to go to the school library at least once a week. They are expected to take care of the library books. Students are responsible for paying for lost or damaged books.

PTA/VOLUNTEER PROGRAMS

Pine Grove Elementary School's PTA is continuously engaged in activities which are beneficial to our

HEALTH RELATED INFORMATION

Accident Insurance

Neither the local school nor the Baldwin County Board of Education is responsible for students' medical bills which result from accidents that occur during the school day or at school functions. School day accident insurance forms are available in the school office. This insurance must be obtained at the first of the school year.

First Aid

In case of illness at school, a student is sent to the school nurse. If the student has a fever and/or is obviously sick, the parent/guardian or his designee will be notified and asked to come get the child from school. **STUDENTS MUST BE FREE OF FEVER FOR TWENTY-FOUR (24) HOURS BEFORE THEY RETURN TO SCHOOL. BE SURE ALL TELEPHONE NUMBERS ARE CURRENT ON YOUR CHILD'S ENROLLMENT CARD.** If there is a change to be made, please inform the office in a timely manner. Every effort will be made to notify a parent or his/her designee if a child sustains an injury.

School Nurse

The school nurse provides opportunities throughout the school year to educate, screen, and evaluate the students in Baldwin County. These programs include, but are not limited to, control of communicable disease, vision, hearing, and dental screening, health and hygiene classes. The "Changing Body Program" is presented to the 5th graders. Scoliosis screening is provided for grades 5-9 (ages 11-14) as required by state law.

The school nurse is an experienced professional who is in charge of the health program.

Medications given at school require a medication authorization form to be completed by the physician and the parent for prescription medications. Over-the-counter medications must be signed by the parent, and cleared by the R.N. All medications must be delivered to the school by a parent/guardian and must be in the original container with clear, current instructions.

Severe Health Problems

The school office and your child's teacher should be given written notice of any chronic health problems such as seizures, asthma, heart problems, and other illnesses or special conditions.

students and the school. Through the cooperation of the PTA, many worthwhile and lasting achievements have been accomplished. Parents and teachers are cordially invited to join this organization and to take an active part in helping to develop the growth of our students. Meetings are held four times each year. A schedule will be announced.

Parents are also encouraged to join a fine group of volunteer moms, dads, grandparents, and other interested individuals who help our school in various capacities. These people are our volunteers. Please call the school office if you are able to participate.

PROMOTION STANDARDS

The decision to promote a student is based on the student's performance during the school year. The

decision is a professional one and is the responsibility of the teacher and the principal. Parent-teacher conferences are highly recommended for students with academic deficiencies. Students must meet criteria established for each level to be considered for promotion.

Report Cards

Baldwin County Schools operate on a nine-week reporting system. Parents are encouraged to study their child's report card carefully and to schedule conferences with the child's teacher to discuss any concerns. Please refer to the enclosed school calendar for the dates that are relevant.

Mid-Quarter Progress Reports

Mid-quarter progress reports will be sent home during the middle of each grading period.

RETENTION GUIDELINES

Each case of retention in the elementary school should be considered on an individual basis, and the best interest of the child should be given primary consideration. Because of the many variables, it is necessary to rely upon the professional integrity of the teacher and the principal in making decisions based on the best data available. The guidelines which follow are provided to assist principals and teachers in making decisions regarding the retention of students.

Parents should be notified in writing as early as possible that retention is under consideration. Notification should indicate that while promotion is doubtful at that time, substantial progress during the remainder of the year could lead to promotion. Such notification should be sent by the beginning of the third quarter.

1. The decision to promote or retain a child is the responsibility of the principal and the teacher. The teacher should make the initial suggestion, but careful consideration should be given by both teacher and principal. A parent may suggest retention, but the decision is a professional one and should not be made solely on the basis of the wishes of a parent. Parent conferences are highly recommended in all cases under consideration for retention.
2. As a general rule, early retention, particularly in the primary grades, affords the most favorable opportunity for remediation.
3. The decision to promote or retain a child should be based on the child's performance and other factors existing during the school year. Summer school will not be a factor.
4. Kindergarten-Grade 6: Students who do not meet the established criteria for promotion may be retained twice in grades K - 6.

5. A student should not be retained in grade 6, or any lower grade, if he/she will reach their 13th birthday during the following academic year.
6. Minimum Grade Standards contain specific content criteria recommended for grade levels 1-6.
7. Students are expected to master the minimum grade requirements in reading, language arts, and mathematics to be considered for promotion. However, in each case of promotion or retention it is of primary importance that the best interest of the child be considered in recommending promotion.

Exceptional Children: The promotion or retention of exceptional children will also be based on the guidelines outlined above. The following criteria are offered as a guide in dealing with special students:

1. The decision to promote or retain a child in a self-contained exceptional class is the responsibility of the teacher of that particular class. The recommendation is outlined in the above policy.
Among the factors to consider in the retention of an exceptional child are the student's failure to meet the objectives stated in the IEP and the grades earned in the reporting period.
2. The decision to promote or retain resource students rests with the regular classroom teacher to whom the child is assigned and with the principal. Resource teachers may be called upon for recommendations and advice to assist the regular classroom teacher and the principal in making a valid decision.
3. Resource teachers may be called upon to administer regular classroom tests as determined by the IEP. Grades earned on tests should be used in determining promotion or retention on the same basis as they are used with regular classroom students.

STUDENT RECORDS

The Baldwin County Board of Education adheres to the provisions of the Family Educational Rights and Privacy Act of 1974 regarding student records. A copy of this policy is available in the school office.

Textbooks

Students are allowed to borrow textbooks, and when doing so, parents sign responsibility forms. These books must be properly cared for at all times. If books are lost or damaged, they must be paid for before additional books are issued.

VISITORS ON CAMPUS

For your child's safety and the safety of others, it is necessary for all visitors to report to the school office, sign in, and get a name badge when they first arrive on campus and before going to a classroom. **CLASSES MUST NOT BE**

INTERRUPTED. Generally speaking, office personnel will be able to assist you with forgotten lunches, money, books, etc. Visitor passes will be issued from the office. You will be asked to sign in when you arrive and sign out when you leave our campus.

SCHOOL OPENING AND CLOSING TIME

Students are expected to be at school and in class on time.

The school campus opens for students at 7:10 each

morning. Classroom doors open at 7:40 a.m. School officially starts at 7:40 a.m. Students not in class by the time the tardy bell rings at 7:45 a.m. are to report to the school office for a tardy slip. Our 1st load of bus riders are released at 2:40. **PARENTS WHO DROP THEIR CHILDREN**

OFF IN THE MORNING OR PICK THEM UP IN THE AFTERNOON ARE ASKED TO GO THROUGH THE CAR RIDER LOADING/UNLOADING AREA.

TEACHERS WILL BE ON DUTY TO ASSIST YOUR

CHILD. PLEASE STAY IN YOUR CARS. If you have

business to conduct in the office, please park in the designated areas. **Your cooperation is greatly appreciated as we endeavor to make this a safe time for our students.**

Bus Numbers	DRIVER
27-09	Byrd
18-11	Williams
24-10	TBD
18-07	McNorton
26-13	Paul
26-02w	Mosley



Both my student and I have read, reviewed, and discussed the contents of this handbook.

After reading the handbook, please sign below and turn in to your homeroom teacher the first week of school.

Student's Signature:

Date:

Parent's Signature:

Date:

Baldwin County Board of Education

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Superintendent of Schools

Mr. Marty McRae - Superintendent



