Fort Payne City
Board of Education

2024-2025

Code of Conduct

Fort Payne City Board of Education

"Providing child-centered learning so every student may pursue any dream"

Purpose of Booklet

The purpose of this booklet is to inform students and parents of some of their basic rights, as well as the responsibilities that go along with these rights. The rights and responsibilities in no way diminish the legal authority of school officials and the Board of Education.

No student has the right to interfere with the education of a fellow student. Students have the responsibility to respect the rights of all persons involved in the educational process and to exercise the highest degree of self-discipline in observing and adhering to legitimate rules and regulations. Responsibility is inherent in the exercise of every right.

This booklet includes related FPCS Policies and Procedures. The complete “Fort Payne City Schools Board of Education Policy Manual” can be viewed on the school website under the Public Information section.

Welcome from the Superintendent

On behalf of the Fort Payne City Board of Education, I would like to welcome you to the Fort Payne City School System.

Our goal is to provide all of our students the opportunity to obtain a quality education. A positive attitude by all parties involved will go a long way in helping meet this goal. Our Code of Conduct contains a uniform set of policies for all of our students to follow.

It is extremely important that all persons connected with the education process understand the importance of a consistent set of behavior standards and policies. This will assist us in establishing and maintaining an environment that is conducive to learning. Creating such an environment requires the cooperation of the students, parents/guardians, employees of the system and the board of education.

Please take the time to review this Code of Conduct. By adhering to the rules and regulations contained within, we believe that students will display appropriate behavior which will guide their decision making as they mature and become quality citizens. We also believe that enforcing our Code of Conduct will assist us as we strive to provide safe and rewarding environments in which our students can be educated and nurtured during these formative years.

Brian Jett
Superintendent
Fort Payne City Schools

Table of Contents

Table of Contents **3**
Introductory Information **6**
School Calendar 2022-2023 6
FPCS Notification System - Blackboard Mass Notification 7
Administration 8
Accreditation 9
Equal Education/Employment Opportunity Statement 9
School Closings 9
Facilities 10
Code of Ethics for Parents 10
Attendance and School Admission **11**
Expected Results of a Properly Executed and Enforced Code of Conduct 11
Rules of the Home, Student, School, and School Personnel 11
Registration Requirements 12
Admission Policy for Homeless, Foster, Migratory, Immigrant, and LEP Students 12
Social Security Number/Temporary Number 12
Open Enrollment for Out-of-District Students 12
Withdrawals 13
Attendance 13
Board Policy/Attendance – Academic Achievement 14
Returning to School after an Absence 15
Tardiness 15
Check-Outs 16
Board Policy – Pregnant Students 16
Truancy **16**
Board Policy/Truancy 16
Truancy - The Alabama Compulsory Attendance Laws 16
Truancy Issues 16
Conduct **17**
Code of Student Conduct 17
Jurisdiction of the School Board 17
Dress Code 18
Bus Rules and Regulations 19
Travel Guidelines 19
Substance Abuse Policy 20
Notification Regarding Drugs, Alcohol, Weapons, Physical Harm, or Threatened Harm 21
Search and Seizure 22

School/Police Cooperation 22
Classifications of Violations 22
Due Process Procedure 25
Code of Alabama, 1975 28
Appeals Process ..... **Error! Bookmark not defined.**
Formal Disciplinary Action and Procedure 28
Corporal Punishment 28
Disciplinary Probation 28
Parent Conferences 28
Restitution 28
Prosecution 28
Expulsion 29
In-School Suspension (ISS) 29
School Bus Suspension 29
Suspension 29
Work Assignments 29
Suspension from Work 29
Alternative School (A-School) 29
Complaints and Grievances 29
Complaints and Grievances Concerning Sexual Harassment 29
Harassment Policy 30
Fort Payne City Board of Education Anti-Harassment Policy 30
Fort Payne City School System Report of Harassment Form 33
Cell Phone and Electronic Device Policy 34
Student Records and Privacy 35
FERPA Policy 35
Directory Information 37
COPPA and Online Resources 38
Student Nutrition and Wellness Policy 38
Introduction 38
Purpose 39
Local Wellness Policy Guidelines 40
Charged Meal Policy 43
Free and Reduced Information ..... **Error! Bookmark not defined.**
Student Health Services 43
School Nurse 43
Medication 43
Immunization Policy 44
Head Lice Policy 44

Bed Bug Procedure 44
Meningitis Information 45
Selected Notices and Policies 45
Fort Payne City Schools Consolidated Plan 2022-2023 ..... **Error! Bookmark not defined.**
PARENTS RIGHT-TO-KNOW REQUIRED INFORMATION 62
Parents Right-To-Know ● Request Teacher Qualifications 63
Project Lead the Way (PLTW) 64
Student Support Services 64
Special Education Referral Process 67
IEP Team 68
Confidentiality Under IDEA 69
Restraint & Seclusion Notification and Procedures 70
Section 504 Child Find Notice 73
Section 504 73
Transportation of Students with Disabilities 73
Gifted Education Services 74
Title III English Learner (EL) Services 74
State Testing and Digital Devices 75
Other Information 75
Extended Day Care 75
Worthless Checks 75
Cafeteria 75
System-Wide School Visitor Policy 76
Textbooks 76
Asbestos Hazard Emergency Response Act (AHERA) 76
Social Media 76
Fort Payne City Schools Student Acceptable Use Policy for Internet/Network Services 76
Fort Payne City Schools Digital Device Acceptable Use Agreement 78
I. Wills Valley Elementary School and Williams Ave (PreK) ..... **Error! Bookmark not defined.**
II. Little Ridge Intermediate School ..... **Error! Bookmark not defined.**
III. Fort Payne Middle School and Fort Payne High School ..... **Error! Bookmark not defined.**

Introductory Information

School Calendar 2024-2025

Fort Payne City Schools | 2024-2025 CALENDAR

AUGUST '24

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

1-2-5-6 Teacher PD
7 First Day for Students
First Day of 1st Term

4 Teacher PD Days
18 Student Days

JANUARY '25

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

1-6 Christmas Break
NO SCHOOL
6 Teacher PD Day
7 First Day for Students
First Day of 3rd Term
20 MLK Day
NO SCHOOL

1 Teacher PD Day
18 Student Days

SEPTEMBER '24

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

2 Labor Day
11 Virtual Day

20 Student Days

FEBRUARY '25

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

17 Presidents' Day
NO SCHOOL

19 Student Days

OCTOBER '24

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

14-15 Fall Break
NO SCHOOL
11 End of First Term
16 First Day of 2nd Term
21 Student Days

MARCH '25

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

5 Virtual Day
12 End of Third Term
13 First Day of 4th Term
24-28 Spring Break
NO SCHOOL
16 Student Days

NOVEMBER '24

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

11 Veterans Day
NO SCHOOL
25-29 Thanksgiving Break
NO SCHOOL

15 Student Days

APRIL '25

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

22 Student Days

DECEMBER '24

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

20 Last Day for Students
End of 2nd Term
23-31 Christmas Break
NO SCHOOL

15 Student Days

MAY '25

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

22 Last Day for Students
End of 4th Term
23 Teacher PD Day

1 Teacher PD Day
16 Student Days

July 2024 PD (TEACHER CHOICE)

1st Semester 89 Days
2nd Semester 91 Days

TEACHER WORK DAY
HOLIDAY/NO SCHOOL
First and Last Day of Semester
VIRTUAL/FLEX

School Calendar Template © calendarlabs.com

FPCS Notification System - Blackboard Mass Notification

The Fort Payne City School System will be utilizing a rapid alert and notification system known as Blackboard Mass Notification.

What is Blackboard Mass Notification?

Blackboard Mass Notification is a system that enables schools to reach parents, faculty and staff, emergency contacts, guardians, first responders, and the media within moments through a variety of popular communications methods and devices including:
Landline Phones
Cell Phones (Voice and Text)
Fax Machines
E-mail

When would our school use Blackboard Mass Notification?

- **Weather Emergencies:**
    - Snow and Ice Storms
    - Thunderstorms
    - Tornadoes
- **Other Natural/Man-made Disasters:**
    - Disease Outbreaks
    - Bomb Threats
    - Lockdowns
    - Shootings
- **School Info/Events/Activities:**
    - Standardized Tests
    - After School Events
    - Sporting Events
    - Attendance
    - Lunch Money Running Low

Blackboard Mass Notification provides schools with a cutting-edge tool to keep critical channels of communication open, current, accurate, and controlled.

Administration

Mr. Brian L. Jett……..…….256-845-0915

SUPERINTENDENT OF EDUCATION

Mrs. Paula Muskett…….256-845-0915

ASSISTANT SUPERINTENDENT
FEDERAL PROGRAMS COORDINATOR
TESTING COORDINATOR
ACCOUNTABILITY COORDINATOR

Dr. Laran Adkins…….256-845-9288

CHILD NUTRITION PROGRAM DIRECTOR
TRANSPORTATION SUPERVISOR
504 COORDINATOR
HOMELESS/DELINQUENT STUDENT COORDINATOR

Mrs. Christy Jackson…….256-845-0915

SPECIAL EDUCATION COORDINATOR
AT-RISK COORDINATOR
RTI COORDINATOR

Mr. Dan Groghan…….…….256-845-0915

ATTENDANCE/TRUANCY OFFICER
COMMUNITY EDUCATION COORDINATOR
CAREER TECH COORDINATOR
TITLE IX COORDINATOR

Ms. Jessica Hayes…….256-845-0915

EL COORDINATOR
PARENTAL ENGAGEMENT

Ms. Patty Strickland…….256-845-0915

CHIEF FINANCIAL OFFICER

Mrs. Elena Figueroa…….…….256-845-0915

SYSTEMWIDE BOOKKEEPER

Mrs. Janet Williams…….256-845-0915

SYSTEMWIDE PAYROLL CLERK

Mr. Greg Titshaw…….256-845-0915

TECHNOLOGY COORDINATOR

Fort Payne City Board of Education

Board of Education Members

Ms. Carolyn Martin, President

Mr. Neal Baine, Vice-President

Mrs. Sharon Jones

Mr. Randy Bynum

Mr. Randy McClung

Mr. Brian Jett, Superintendent

Accreditation

The Fort Payne City School System is fully accredited by the Alabama Board of Education and Southern Association of Colleges and Schools.

Equal Education/Employment Opportunity Statement

Discrimination based on sex, race, age, religious belief, disability, national origin, or ethnic group shall be prohibited in all educational programs and activities of the Fort Payne City Schools. Fort Payne City Schools' Human Resources and Personnel Compliance Coordinator is Mr. Brian Jett. His office is located at 205 45th Street NE, Fort Payne, Alabama. Telephone Number is 256-845-0915. For questions, concerns and/or information regarding the school system's compliance with Title IX contact Mr. Dan Groghan at 256-845-0915. For questions, concerns and/or information regarding the school system's compliance with Section 504 of the Rehabilitation Act of 1973 contact Dr. Laran Adkins, 504 Coordinator, at 256-845-9288.

School Closings

The Superintendent will close schools when weather or other conditions are too hazardous for safe operation. The superintendent of education, working with the DeKalb County Emergency Management Agency, state troopers, local police and transportation supervisor must on occasion close schools in the interest of student safety. The decision will be made based on the best information available at the time. When the decision to close school has been made, the superintendent will send a message through the rapid alerts system as well as notify all local radio stations and media outlets. Every attempt will be made to begin the announcement prior to the time that buses begin their routes. Parents are urged to listen to the radio when the weather appears to become threatening.

Facilities

Fort Payne City Board of Education
205 45th Street NE
Fort Payne, AL 35967
Telephone (256) 845-0915

Fort Payne City Schools Transportation
Child Nutrition Program Office
Dr. Laran Adkins
231 38th Street NE
Fort Payne, AL 35967
(256) 845-9288

Fort Payne High School
Mr. Scott Timmons, Principal
201 45th Street NE
Fort Payne, AL 35967
(256) 845-0535

Fort Payne Middle School
Mr. Shane Byrd, Principal
4910 Martin Ave NE
Fort Payne, AL 35967'
(256) 845-7501

Little Ridge Intermediate School
Mrs. Jennifer List, Principal
5200 Gault Ave N
Fort Payne, AL 35967
(256) 845-7706

Wills Valley Elementary School
Mrs. Sally Wheat, Principal
4111 Williams Ave NE
Fort Payne, AL 35967
(256) 845-3201

Williams Ave
Mrs. Jackie Jennings, Principal
1700 Williams Ave NE
Fort Payne, AL 35967
(256) 845-0626

Code of Ethics for Parents

As a parent of a student in the Fort Payne City School System, an individual is expected to maintain personal dignity in his/her relations with the child, the child's teachers, and all other employees of the school board. **The parent should recognize the worth and dignity of each individual and recognize the supreme importance of the pursuit of truth, of devotion to excellence, and of the nurturing of democratic citizenship.**
The parent should obey local, state, and national laws and should hold himself/herself to high ethical and moral standards. He/She should be loyal to his/her country and to the causes of liberty and democracy. He/She 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 city schools.
Recognizing the significance of parental support to quality education, the parent should constantly strive to maintain communication and cooperation with the personnel of the school system in all matters that affect the student. **By this action, a parent will show a respectful attitude toward and appreciation for the need for education in today's society.**

Section 16-28-12

This law requires that any parent/guardian who enrolls a student in school assume the responsibility for the student's regular attendance and proper conduct.

Section 16-1-14

Any local school board may remove, isolate, or separate pupils who create disciplinary problems in any classroom or other school activities and whose presence in the class may be detrimental to the best interest and welfare of the class.

****AFTER YOU HAVE REVIEWED THE HANDBOOK, PLEASE DETACH, SIGN, AND RETURN THE LAST PAGE. YOUR SIGNATURE ASSURES THE SCHOOL THAT YOU HAVE RECEIVED, READ, AND DISCUSSED THE HANDBOOK WITH YOUR CHILD. WE LOOK FORWARD TO HAVING A PRODUCTIVE AND REWARDING YEAR.**

Attendance and School Admission

Expected Results of a Properly Executed and Enforced Code of Conduct

1. Teacher and student morale should be high because of a positive teaching and learning environment.
2. Increased public support for the schools should be better because of a positive learning environment which is provided and maintained.
3. An overall school environment and atmosphere which is conducive to learning will be ever present.

Rules of the Home, Student, School, and School Personnel

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

Parents or Guardians should

- maintain regular communications with the school authorities concerning their child's progress and conduct
- ensure that their child is in daily attendance and promptly report and explain any absence or tardiness to the school
- provide their child with the resources needed to complete classwork
- bring to the attention of the school authorities any problem or condition which affects their child or other children of the school
- discuss report cards and work assignments with their child
- maintain up-to-date home, work and emergency telephone numbers at the school, including doctor, hospital preferences, and emergency health care information form

Students should

- attend all classes daily and be punctual in attendance
- come to class with appropriate working materials
- be respectful to all individuals and property
- refrain from profane or inflammatory statements
- conduct themselves in a safe and responsible manner
- be clean and neat
- be responsible for their own work
- abide by the rules and regulations of the school and each classroom teacher
- seek changes in an orderly and recognized manner

Schools should

- encourage the use of good guidance procedures
- maintain an atmosphere conducive to good behavior
- exhibit an attitude of respect for students
- plan a flexible curriculum to meet the needs of all students
- promote effective training or discipline based upon fair and impartial treatment of all students
- develop a good working relationship among staff and with students

- encourage the school staff, parents or guardians, and students to use the services of community agencies
- promote regular parental communication with the school
- seek to involve students in the development of policy when applicable
- endeavor to involve the entire community in the improvement of the quality of life

School Personnel should

- be in regular attendance and on time
- perform their duties with appropriate materials
- respect other individuals and their property
- refrain from profane or inflammatory statements
- conduct themselves in a reasonable and responsible manner
- be clean and neat
- adhere to the rules and regulations established by the school
- pursue improvements in an orderly and recognized manner
- utilize a variety of informal disciplinary and guidance methods, in addition to formal disciplinary action including:
- student program adjustment referral to appropriate personnel for group or individual counseling with guidance counselors, peer counseling, psychological evaluations, and such other services deemed appropriate
- conferences and/or contacts between administrators, parents or guardians, teachers and students
- referral to appropriate agencies for specific problems

Registration Requirements

In accordance with state law, anyone registering for school must present the following documents before entry: birth certificate (original or certified copy for age verification), social security card (voluntary), updated immunization record, proof of residency, and custody papers (if applicable).

Admission Policy for Homeless, Foster, Migratory, Immigrant, and LEP Students

It is the policy of the Fort Payne City Board of Education to provide all students, including language minority students, migrant students, immigrant students, homeless students and students in foster care, with meaningful and appropriate educational programs allowing all students the same benefits and rights of participation regardless of race, color, disability, sex, religion, national origin, or age. The enrollment of homeless, migrant, immigrant, and limited English proficient children youth and students in foster care shall not be denied or delayed due to any of the following barriers:

- Lack of social security number
- Lack of driver's license
- Lack of birth certificate
- Lack of school records or transcripts
- Lack of immunization or health records
- Lack of proof of residency
- Lack of transportation
- Guardianship or custody requirements

Social Security Number/Temporary Number

Disclosure of your child's Social Security Number (SSN) is voluntary. For each person who is entitled to admittance but does not have a social security number, the local superintendent or agency shall assign a temporary number in accordance with the directions as specified by the State Department of Education.

Open Enrollment for Out-of-District Students

The Fort Payne City School Board policy requires that all out of district students apply annually for enrollment in the school system. This includes out of district students who attended Fort Payne City Schools during the previous school year. Only full-time district employees' children are waived from this

requirement.

Open enrollment applications will be accepted at all Fort Payne City Schools from May 1 until June 15, each school year. The applications may be picked up, at the school that the student would like to enroll, or they may be downloaded from the district website, www.fpcsk12.com/ under public information. The application must be personally returned to the school. The form cannot be mailed, faxed or emailed.

Students, who attended a Fort Payne City School last year, will not have to provide supporting documentation to include attendance, discipline reports and report cards.

All students, who attended a school other than Fort Payne City Schools, must have all required supporting documentation. The review process will not be delayed by failure to submit supporting documentation. The applications will be acted upon on a “first come first serve” basis. The applications will be processed based on the Fort Payne City School District’s projected enrollment figures and board approved staffing levels for the upcoming school year.

In situations in which space is limited, priority will be given to a student who:

1. has a sibling enrolled at the requested school, or
2. was enrolled in a Fort Payne City School the previous year.

Factors which cause an out of district enrollment to be denied include:

1. A school, grade or program(s) has a lack of available space, staff or support services, taking in-district enrollment projections into consideration.
2. The school requested does not offer appropriate programs, is not structured or equipped with the necessary facilities to meet the needs of the student or does not offer a particular program requested.
3. The student does not meet the eligibility criteria for participation in a particular program including age requirements, course prerequisites, and required levels of academic performance.
4. The student has been suspended or expelled from school or is in the process of being expelled.
5. The student has withdrawn from a school to avoid possible suspension or expulsion.
6. The student has a history of documented disciplinary infractions within the past three (3) years.
7. The student has been adjudicated or convicted of a crime or is affiliated with a gang activity.
8. The student has a record of excessive absences or truancy from school.
9. The information on the enrollment application was misrepresented or incomplete.
10. The Fort Payne City School District shall not consent to any transfers where the cumulative effect will reduce desegregation in the district.

All out of district students **MUST** reapply annually. At no time will an out of district student displace a FPCS resident student.

Withdrawals

Parents withdrawing students from school should notify the school office as soon as they find out they are moving. All indebtedness should be cleared. All books, including library books, should be returned to the teachers. The legal guardian must come to the school to officially withdraw a student. We will give you a withdrawal form to present to the transfer school. The transfer school will ask you to sign a waiver allowing them to request records from us.

Attendance

All students are expected to attend school on a regular basis and to develop habits of punctuality, self-discipline, and responsibility to obtain the greatest benefits from the instructional program. There is a direct relationship between poor attendance and class failure, and students who are regular in attendance generally achieve higher grades and enjoy school more.

The Fort Payne City Schools are governed in their attendance practices and policies by the Code of Alabama as amended and the Fort Payne City Board of Education. The Code specifies that all children between the ages of six (6) and seventeen (17) must attend school every year.

ATTENDANCE - ABSENCE CODES

EXCUSED ABSENCES

Excused medical
Excused parent
Excused quarantine
Excused emergency determined by the principal
Prior permission of principal and consent of parent or legal guardian

UNEXCUSED ABSENCES

Unexcused absence

CHRONIC ABSENTEEISM

Determined based on the percent of students who missed 18 days or more days (both excused and unexcused).

Board Policy/Attendance – Academic Achievement

The policy of the Fort Payne City Board of Education concerning student absences shall be as follows:

1. No student shall be eligible to receive credit for a class if he/she is absent until the reasons for such absences have been determined, parent conferences held when necessary, in line with the due process and the problem settled to the satisfaction of the principal, in keeping with the policies.
2. If reasons for all absences have not been determined by the end of the nine weeks, an “I” or Incomplete shall be given by the teacher instead of a numerical grade and a report made to the principal concerning the student’s absences. The “I” shall not be removed except through the appeals process.
3. In regard to illness, students shall furnish either a physician’s statement or parent’s statement regarding absences upon returning to school. If the absence is for more than three days, a physician’s statement, or Health Department statement, should be required, unless the principal has knowledge of the facts. The parents shall be contacted whenever the principal feels that further verification is needed
4. Absences because of the following reasons are not to be counted against student:
    a. Students representing their school, in school sponsored activities. For example, but not limited to, approved field trips, educational trips (having merit as determined by the principal), religious holidays (principal may investigate for authenticity), and athletic and band competitions, as long as they meet the requirements of the State Department and are approved by the principal.
    b. Students on campus, but assigned to a special class during the day, for example, LD or gifted, instead of a regular class.
    c. Excused absences: In addition to the above, the State Board considers absences caused by either illness of the student, death in the student’s immediate family, legal quarantine, weather, or poverty, as excused absences (must be documented and approved by the principal).
    d. With principal’s approval, a student may be excused to attend the funeral of someone other than a member of the immediate family after review of the request. Example: including, but not limited to, a close friend, official, or parent of classmate, etc.

5. Teachers will provide students who have been absent for excused reasons an opportunity to make up missed assignments. It is the student's responsibility to request makeup work within three (3) days following the determination by the principal that the absence was excused. The work must be completed within five (5) school days after returning to school. An increase in the 5 day work completion timeline will be at the Principal's discretion, on a case by case basis.
6. Wills Valley and Little Ridge students shall present their cause of absence to their teacher. Ft. Payne Middle and High School students shall present their cause of absence to the principal upon returning to school. The principal shall notify the student's teachers stating that the absence or absences are or are not excused. It is the responsibility of the students and parents to provide the principal and teachers with the satisfactory evidence relating to excused absences. Students and parents shall assume responsibility for their obligations regarding deadlines.
7. Students with unexcused absences are subject to both disciplinary and legal action.
8. Students excused for school-sponsored activities must make up class work missed. No makeup work is to be given for an unexcused absence. An out-of-school suspension is an unexcused absence.
9. The principal will notify the teacher when an incomplete grade is to be removed. When an "I" is removed, whereby makeup work is not allowed for unexcused absences, and/or a zero is given for a missed test, such could result in an "F" when other test grades and daily grades, when applicable, are averaged.
10. Truancy - Students between the ages of 6 and 17 must, by law, attend school. See "Truancy Policy".
11. If virtual learning is approved, the student will be considered "present" if their assignments have been completed during the virtual absence. Virtual learning may be approved by the principal and/or school superintendent on a case by case basis.

When a student is out for two days and the principal has not heard from the parent or guardian, the attendance supervisor shall be notified. Students over the age of 17 must attend school on a regular basis or be subject to disciplinary or legal action.

Returning to School after an Absence

FPHS and FPMS students who have been absent for all or part of the previous day must report to the Assistant Principal's Office or his designee between 7:15 a.m. and 7:40 a.m. before reporting to class. WVES and LRIS students must report to their homeroom teacher. The students must have a written note from a parent/guardian stating the *SPECIFIC REASON* for the absence. ***No more than ten days will be excused by a parent note.*** Students who have made visits to dentists or medical doctors or who received treatment at a hospital are to bring excuses from that office to be filed in the school office. The student will then be coded in the computer as excused or unexcused.

Failure to bring a written excuse within three (3) days will result in the student's absence being coded unexcused (Truant).

Students who have a medically diagnosed long-term illness will be required to furnish written updates from their doctor at the end of each grading period.

The note should have parent/guardian signature and a phone number for school officials to call for verification.

Tardiness

Promptness to class and to school is very important. Each teacher will record tardy students in the homeroom and/or class attendance roll. Referrals to the Principal/Assistant Principal for possible disciplinary action will be made after three (3) tardies per grading period***.*** Excessive tardies will be judged according to the student code of conduct.

Students in grades 7-12 that are tardy to HOMEROOM or to SCHOOL unexcused will be assigned to morning detention for each tardy. Students who come to school after homeroom will have to meet with the Principal/Assistant Principal before they can be admitted to class. Excessive tardies to school can

result in disciplinary action other than morning detention. Tardies to school will be excused only for documented doctor's excuses, legal excuses, or as determined by the Principal/Assistant Principal.

Check-Outs

An early check-out not explained in writing by a parent, guardian or doctor's note is considered unexcused. A check-out may be considered unexcused if it is not for one of the following reasons: sickness, death in the immediate family, weather, doctor's appointment, medical quarantine or prior permission from the principal.

Board Policy – Pregnant Students

The Fort Payne City Board of Education requires a pregnant student to notify the school principal and counselor as soon as possible after the pregnancy has been confirmed. The purpose of this policy is to protect the health of the student.

Truancy

Board Policy/Truancy

The Policy of the Fort Payne City Board of Education concerning Truancy shall be as follows: (adopted July 17, 1989; revised July 13, 1992, April 25, 2005).

1. The parent or guardian is responsible for providing an explanation to the school as soon as practical concerning absence of a student. The State Department of Education has interpreted as soon as practical as a period of three days.
2. The State Department of Education recognizes absences for the following reasons as being excused:
    a. Pupil too ill to attend school
    b. Death in the immediate family
    c. Inclement weather which would be dangerous to the life or health of the child if he/she attended school
    d. Legal quarantine
    e. Emergency condition as determined by principal
    f. Prior permission of principal and consent of parent or legal guardian
3. Any absences not falling into one of the reasons listed above shall be recorded as an unexcused absence in the teacher's register and will result in the student being considered a Truant.
4. The principal or his designee may require verification of any absence.

Truancy - The Alabama Compulsory Attendance Laws

require that each child (K-12) who enrolls in a public school, whether or not the child is required by law to enroll, is subject to the school attendance and truancy laws of the state. (Act 94-782 & Amended Section 16-28-3)

The law also states that parents or guardians having control over school-age children are responsible for the children's regular attendance and proper conduct. Parents and/or guardians must provide to the school principal a legal explanation of each absence within three (3) days after the child returns to school. If the parent or guardian fails to provide this information to the principal, each child's absence will be recorded as unexcused or truant. The child shall also be deemed truant for any absence determined by the principal to be unexcused based upon the State Department of Education's current School Attendance Manual.

Truancy Issues

The following procedures for handling truancies shall be uniformly administered throughout the schools of Fort Payne. These procedures are as follows:

Third (Unexcused Absence)

- The parent/guardian shall be notified by the principal that said student was truant and the date of the truancy.
- The parent/guardian and child shall attend a conference with the principal.
- Attendance at the scheduled conference shall be mandatory except where prior arrangements have been made or an emergency exists
- The parent/guardian shall be provided a copy of Alabama's compulsory school attendance laws and be advised of the penalties which may be applied and the procedures which shall be followed in the event that other unexcused absences occur.

Fifth Truancy (Unexcused Absence)

- The parent/guardian and child shall participate in the early warning truancy prevention program provided by the juvenile court.
- Failure to appear at the early warning truancy prevention program shall result in the filing of a complaint/petition against the parent under *Code of Alabama* (1975), §16-28-12(c) (failure to cooperate), or a truancy against the child, whichever is appropriate.

Seventh (Unexcused Absence)

- Parent will be notified by letter.

Tenth Truancy (Unexcused Absence)

- A complaint/petition/warrant will be filed against the child and/or parent/guardian.

Conduct

Code of Student Conduct

All students attending Fort Payne City Schools are charged with the responsibility of conducting themselves in a manner appropriate to good citizenship, whether on campus, in the classroom, on the school bus or while attending a school-sponsored event. Student conduct shall be founded on the basic idea of respect and consideration for the rights of others. The Code of Conduct shall guarantee due process. Due process means that a person must be given notice that he/she is about to be deprived of life, liberty, or property; that a person be given an opportunity to tell his/her side of the story. In the case of short-term suspensions, the Supreme Court recognized that a student is not being seriously deprived and that the school has the right to maintain an orderly school environment in order to protect other students. In the case of long-term suspensions, long-term alternative school placements, and expulsions, the Code of Conduct complies with the requirements of Alabama Act 2024-262

Jurisdiction of the School Board

Students enrolled in Fort Payne City Schools are subject to the policies of the Fort Payne City Board of Education and to the rules and regulations of the school. This authority applies to all school sponsored activities including but not necessarily limited to the following:

1. Regular school activities
2. Transportation on school buses
3. Field trips
4. Athletic functions
5. Activities where appropriate school personnel have jurisdiction over studies

All school regulations and prohibitions pertain to automobiles driven or parked on school property. In

addition to the foregoing, jurisdictional control over the student may be extended to the immediate vicinity of the school when the conduct of the student is deemed to have a detrimental effect on health, safety and welfare of the school.

Dress Code

The Fort Payne City Board of Education recognizes the effect which student dress and grooming have upon student behavior and commitment to learning. It further recognizes the role of parents in assisting their children in making appropriate choices regarding clothing, accessories, and personal appearance. In order to maintain an atmosphere conducive to learning, the Board requires that all students exercise good taste with regard to their personal appearance. Attire considered disruptive or that seriously distracts from the learning environment or that could present a health or safety problem is not appropriate.
With this in mind, the following rules concerning dress and grooming are mandatory for all students attending Fort Payne City Schools. Students who fail to follow these rules will be subject to disciplinary action.
1. Any clothing, appearance, or personal hygiene and grooming practices that draw an inordinate amount of attention to the individual student are considered inappropriate for school. The dress and/or grooming style of any student must not interfere with the educational process of any Fort Payne City School.
2. Students are to wear clothing in the manner it was designed to be worn, i.e., clothing worn backward or inside-out, suspenders undone, are not allowed. Specifically, pants, worn too low (low riders), too long, or excessively large clothing are not permitted.
3. Students are not to wear clothing that reveals the body in an inappropriate manner. (Examples: clothing which is too tight, too short, bare at the midriff, bare at the sides, sun dresses, "spaghetti strap" type tops, off- the-shoulder tops, tank tops, low-cut front or back tops, sheer or see-through clothing, etc.). Undergarments should be worn in an appropriate manner and should not be visible.
4. All clothes should be in a state of good repair.
5. Students may wear shorts to school under the following stipulations: Shorts must be hemmed. Old worn/torn, or other type cut-offs, spandex, or swim suit type shorts are not allowed.
6. Length of shorts, dresses, skirts, etc., is required to be at least mid-thigh in front and back.
Length must be appropriate whether the student is standing or sitting. Spandex pants, leggings, leotards, etc., may be worn only when the top worn with them meets the mid-thigh requirements.
7. Students are not to wear jewelry, ornaments, or accessories which distract from the learning environment; excessively noisy jewelry and/or belts. Piercings of the ears are allowed as long as they are not hazardous or unsafe and do not distract or draw unnecessary attention. The wearing of other body piercing jewelry is not allowed, including but not limited to the tongue, nose, or eyebrow.
8. T-shirts or any other type clothing or personal item bearing a reference to alcoholic beverages, tobacco products, drugs, drug-related slogans, and/or any other wording, drawing, pictures, etc., which in any way can be interpreted as being "off-color," suggestive, obscene, or offensive.
9. Clothing and/or accessories which are disruptive or distracting to the learning environment or which identifies a student as being a member of a gang or any subversive or unlawful organization will be not be allowed.
10. During the school day, students are not to wear or carry caps, hats, bandannas, sunglasses, or other headwear.
11. Outerwear (coats, gloves, etc.) are not to be worn in the building during normal school time (unless temperature or individual medical problems dictate this to be appropriate).
12. All students are required to wear their hair in such a manner that it is not considered unkempt, unclean, or impairing vision. Students are not to wear hair dyed in unusual colors, spiked hair, shaven head areas, shaven head patterns (numbers, names, symbols, designs, etc.).
13. Students are not to wear heavy metal chains, metal spiked apparel, or accessories, etc.
14. Students are required to wear appropriate shoes to school at all times.
15. Clothing & accessories designed for concealment is prohibited. Such items may include but not limited to, knives imbedded in belt buckles, flasks hidden in shoes.

Jewelry and Body Piercing

- Piercings of the ears are allowed as long as they are not hazardous or unsafe and do not distract or draw unnecessary attention.

- The wearing of other body piercing jewelry is not allowed, including but not limited to the tongue, nose, or eyebrow.
- Band-Aids may not be worn to conceal unauthorized jewelry. Materials such as plastic or
- wooden sticks or clear loops may not be worn to keep new piercings open during the school day.
- If it is determined by a school principal or designee that allowable earrings or jewelry worn by a student may become a safety hazard in an activity such as physical education, science laboratory, athletics, etc., the student shall remove such ornamentation.
- Jewelry must not include pictures, writings, symbols, etc., promoting, acknowledging, or
- suggesting drugs, drug paraphernalia, tobacco products, alcohol, sexual activities, gangs,
- groups, individuals, or activities that would be considered potentially dangerous, disruptive, or hazardous to the student, to other students, or to the school environment.
- Wallet chains and/or oversized chains are not allowed at school or on school buses.

Additional

With the approval of the principal, students in school sponsored activities, such as dance team, cheerleaders, etc., may dress in the manner that does not conform to the dress code only for the purpose of the activity.

Note: Any other attire that the principal or his/her designee considers inappropriate cannot be worn.

Bus Rules and Regulations

The first and most important role of the bus driver is to safely transport students to and from school. Driving a school bus is a tremendous responsibility and requires the combined cooperation of parents, students, drivers and school officials. Students are under the authority of their school principal when riding on a school bus for any reason. Trip permission forms are necessary for any school trip. These forms release school officials and the City Board of Education of any liability in case of accident. The bus driver is responsible to the school principal for student behavior. Therefore, the principal must enforce the following procedures:

1. Students are responsible to the bus driver while they are on the bus.
2. Students shall be required to get on and off buses at stops approved for them.
3. Students should be courteous and friendly to all along the bus route.
4. Students should give their cooperation in protection of buses against any vandalism. Damage caused by careless acts shall be paid for by parents or guardians of offending pupils.
5. Tobacco, drugs, vapor or E-cigarettes, etc., shall not be used in any way on the bus.
6. Emergency doors are not to be used unless there is an emergency.
7. Fighting on the bus will be treated the same as fighting in school.
8. Students may be sent to the office by the bus driver for misconduct on the bus.
9. Students may not eat or drink on the bus.
10. Students may not bring balloons or other objects on the bus that may obstruct the bus driver's view.
11. Students must follow the cell phone and electronic device policy while on the bus.
12. Students may not walk home if they miss their designated bus.
13. Students will participate in two (2) emergency bus evacuations per year.
14. A visit to the office may result in the parents being called, corporal punishment, a bus suspension, permanent bus suspension if the problem continues, or other appropriate action determined by the principal, or his designee. (Detention, ISS, A-School or out of school suspension).

Travel Guidelines

Travel Guidelines for Student Athletic, Academic Teams, or any other Activity that Involves Student Transportation

1. It is the position of the Fort Payne City School System that students be transported to and from school and school related events in the safest manner possible. Situations where students will not be transported in school buses will be strictly limited and must be approved by the Superintendent of Education.

2. Transportation regulations for Fort Payne City Schools require that student-athletes or academic team members travel to and from contests/competitions with their team when transportation is provided or arranged by the school. Exception: Parents may only transport their own student athlete or academic team member to an athletic contest/academic competition or practice when they have permission of the Coach/Sponsor and Principal/Athletic Director. Parents cannot transport student athletes or academic team members of which they are not the custodial parents.
3. All members of athletic or academic teams are expected to travel to out of town games on school provided transportation (Fort Payne City School buses or approved Charter Bus Agencies). This includes games or competitions involving other area schools on days when school is in session, regardless of the time of departure.
4. A student-athlete will not be permitted to drive his/her own vehicle or to transport other students to and from his/her athletic contest.
5. Outside the school day, when playing a local school, the coach may elect for the team to meet at a designated time at the away school. It is the individual parents' responsibility to ensure safe transportation to and from the site for their child when school arranged transportation is not provided. Parents may only transport their own children to such events. ***If this method of transportation is used, permission of the Superintendent and Building Principal must be requested in writing and have their signed approval. This method of transportation should always be viewed as the exception and never the rule!***
6. Sponsors and/or Coaches that are certified employees of the Fort Payne Board of Education can transport students if the following criteria is met:
   a. Hold a valid Alabama Teaching Certificate and are employed by the Board of Education as a Teacher and Coach/Sponsor of the specific team
   b. Have a valid Alabama Driver's License (Copy must accompany the trip application)
   c. Provide a copy of their comprehensive and liability automobile insurance to the Principal/Athletic Director to be kept on file
   d. The Driver's name, vehicle identification information, and insurance cards must all match
   e. There must be a seat belt for every passenger
   f. Have signed consent forms from the parents of the involved students
   g. Have signed permission to travel in a Sponsor/Coach's vehicle by the Building Principal and the Superintendent

Substance Abuse Policy

Extracurricular Activity/Student Parking Privilege Substance Abuse Policy

The Fort Payne City Board of Education (the Board) recognizes its students as present and future assets to the educational process. Students who participate in extracurricular activities serve as role models for other students and are keys to the goal of providing the best possible education for all students. To achieve that goal and to maximize the skills and talents of all students, it is important that every student, as well as employees of the school system, understand the dangers of drug use.

Substance abuse is a serious threat to the school system, students, visitors, and its employees. Use of drugs by students significantly affects the health and safety of the using student, the student's classmates, and the school community, as well as undermining the educational process. Practical experience and research indicate that appropriate precautions are necessary to safeguard students and participants in the school community from the dangers of illegal drug use and misuse. The Board has decided that a drug-testing program is one such appropriate precaution.

Two groups of students have been selected for inclusion in this testing program – those who ***choose*** to participate in competitive extra-curricular activities and those who ***choose*** to obtain a parking permit for the purpose of parking their vehicle on school property. Students who participate in competitive extracurricular activities serve as role models for other students and are expected to adhere to high standards of leadership and conduct. Extracurricular programs all involve some degree of interdependence among members and students participating in those programs. Participating students represent not only themselves, but their teammates, the school and their community. Significant time,

effort and funds are expended by students, sponsors, parents and volunteers to make the programs successful, and the expectation is that all participating students be at their best while participating. Moreover, many extracurricular activities involve physical contact, athletic performance and demanding decision-making that are essential to success in the activity and safety of the participants. The dangers posed by drug use can be immediate and tragic in those activities or can be more subtle but nonetheless detrimental.

Likewise, students who drive automobiles or other motorized vehicles on campus have safety responsibilities beyond those of the average student. Students who wish to take advantage of driving a vehicle on school property and parking a vehicle on school property should be allowed to do so in a safe, drug free environment. The dangers posed by drivers who are not attentive, not alert, not cautious and not focused are well established. These dangers are even more prevalent among those who have just begun driving, who lack experience and who are expected to exercise care, caution, and concern among numerous other drivers who are similarly inexperienced. The impact of drug use (or the secondary effects of that use) by driving students may have immediate, tragic and devastating consequences, not only for the student involved in drug use but also for other members of the school community.

It is the belief of the Board and the Fort Payne community that the benefits derived from a drug-testing program that requires testing of students involved in extracurricular activities and students with parking privileges outweigh the potential inconvenience to students. The Board earnestly solicits the understanding and cooperation of all students and parents in implementing this program. The Board already requires that all students report to school, practices, and competitive events without prohibited substances in their system. The Student Code of Conduct provides prohibitions against drug use, distribution, dispensation and possession and prescribes consequences for violating those prohibitions. The Board has elected to implement this testing program as an additional and complementary measure to prevent and deter drug use.

In order to enforce these rules, the Board reserves the right to require all students who desire to participate in extracurricular activities or who wish to park on Board property at any time while under the supervision or care of the school system to submit to drug testing to determine the presence of prohibited substances.

Students applying to participate in extracurricular activities or to obtain parking privileges may be tested for drugs as a condition to participation in the activity of their choice or to issuance of a parking permit. Students may also be required to undergo screening in conjunction with any scheduled physical examinations, on a random basis, without advance notice, and as a part of follow-up testing in the event of a violation of the program. Violations of these rules (including testing positive and/or refusal to undergo screening) have consequences, including suspension from competitive extracurricular activities or parking privileges, in accordance with the provisions set forth herein. No student testing positive, refusing to test, refusing to cooperate with testing, or being in violation of this program will be penalized academically. The Board reserves the right to depart from these policies and procedures where it deems appropriate. This policy addresses drug testing only, and the guidelines herein apply when a drug test shows the presence of drugs. Additionally, whenever this occurs, the consequences prescribed by this program shall be imposed. However, when Board rules in the Student Code of Conduct regarding rules are broken, disciplinary action will be imposed, and the authority of the Board shall not be limited by anything in this program.

Notification Regarding Drugs, Alcohol, Weapons, Physical Harm, or Threatened Harm

The school principal shall notify appropriate law enforcement officials when a person violates Fort Payne City School Board 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 student shall be immediately suspended from attending regular classes and a hearing will be scheduled according to the Formal Due Process Procedure.

If a student is found to have violated a Fort Payne City Board of Education policy concerning drugs, alcohol, weapons, physical harm to a person or threatened physical harm to a person, the student may not be readmitted to the school until criminal charges, if any, have been disposed of by appropriate authorities and the student has satisfied all other requirements imposed by the Fort Payne City Board of Education as a condition for readmission.

Search and Seizure

The principal or his/her approved designee may search the person of suspected students and their attendant personal belongings if there is reasonable cause to believe that the students are carrying articles that may endanger the individuals in the school or that such article possessed are contrary to law or the regulations of the school or the Board. If suspected students are searched, it shall be conducted on an individual basis in private by a school official of the same sex with a certified staff member of the same sex present.

School/Police Cooperation

It shall be the policy of the Fort Payne City Schools that a reasonably cooperative effort is maintained between the school administration and law enforcement agencies. Law enforcement officials may be summoned to conduct an investigation of alleged criminal conduct on the school premises or during a school-sponsored activity or to maintain or restore order when the presence of such officers is necessary to prevent injury to persons or property. Administrators have the responsibility and the authority to determine when the assistance of law enforcement officers is necessary within their respective jurisdictions. The school administrators shall at all times act in a manner that protects and guarantees the rights of students and parents.

Searches will be conducted on a random basis in cooperation with the Fort Payne City Police Department. These searches may include the use of drug dogs. Lockers, cars, book bags, or other school and student property may be searched. The purpose of a search could be to detect illegal drugs, health or safety problems, or violations of school rules.

Classifications of Violations

Violations of the Code are grouped into three classes - minor, intermediate, and major. Each classification is followed by a disciplinary procedure which is to be implemented by principals and their designees.

In the following classes of violations and disciplinary procedures, it is understood that the principal or his/her designees shall hear the student's explanation and consult further with school personnel, if necessary, before determining the classification of the violation.

Each classroom teacher will deal with general classroom disruption by taking in-class disciplinary action, by making a personal call to the parents or guardians when feasible, and by scheduling conferences with parent(s) or guardian(s) and other school staff. Only when the action taken by the teacher is ineffective, or the disruption is sufficiently severe, should the student be referred to the principal or his or her designee.

Class I Offenses

1.01 - Excessive distraction of other students -- any conduct and/or behavior which is disruptive to the orderly educational process in the classroom or any other instructional setting. Examples: talking excessively, interrupting class functions, chewing gum, writing and/or passing notes, provoking other students and other violations of Classroom Courtesies.

1.02 - Illegal organization -- any on-campus activities of fraternities, sororities, secret societies, non-affiliated school clubs, or unruly gangs.

1.03 - Minor intimidation of a student.
1.04 - Nonconformity to the dress code.
1.05 - Minor disruption on a school bus.
1.06 - Inappropriate public display of affection including, but not limited to, embracing and kissing.
1.07 - Intentionally providing false information to school personnel - forgery of parents' names; intentionally providing false information to parents, such as changing grades, tardies and absences.
1.08 - Continued refusal to complete class assignments.
1.09 - Failure to follow instruction -- examples: failure to carry correspondence home; failure to obey directions in hallways, assemblies, etc.
1.10 - Pushing, intentionally touching another student against his/her will.
1.11 - Littering of school property (including school buses).
1.12 - Excessive Tardies and Truancy.
1.13 - Disrespect toward student, teacher or administrator.
1.37 - Any other violation which the principal may deem reasonable to fall within this category.

ADMINISTRATIVE RESPONSES FOR CLASS I VIOLATIONS INCLUDE, BUT ARE NOT LIMITED TO:

1. Student Conference
2. Parent Contact
3. Detention (If available)
4. Suspension from Class or Bus
5. Corporal Punishment (Witness and due process required)
6. In-School Suspension (No more than five days per incident)

Class II Offenses

2.09 - Defiance of Authority
2.10 - Disobedience, Persistent/Willful
2.16 - Electronic Pagers/Unauthorized Communication Device
2.17 - Fighting
2.18 - Fire Alarm/Extinguisher/Tampering with or setting off
2.20 - Harassment
2.22 - Inciting other students to create a disturbance
2.24 - Larceny/Theft/Robbery/Possession of stolen property
2.26 - Profanity/Vulgarity
2.31 - Threats/Intimidation
2.32 - Tobacco Possession
2.33 - Tobacco Sale
2.34 - Tobacco Use
2.35 - Trespassing
2.36 - Truancy/Unauthorized Absences
2.37- Any other violation that the principal may deem reasonable to fall within this category, for example cheating, vapor or E-cigarettes, etc.

ADMINISTRATIVE RESPONSES FOR CLASS II VIOLATIONS INCLUDE BUT ARE NOT LIMITED TO:
Parent contact in writing and:

1. Corporal Punishment
2. Suspension from Class
3. Suspension from School
4. In-School Suspension
5. Alternative School

Class III Offenses

3.01 - Alcohol Possession

3.02 - Alcohol Sale
3.03 - Alcohol Use
3.04 - Arson
3.05 - Assault
3.06 - Bomb Threat
3.07 - Burglary/Breaking and Entering
3.08 - Criminal Mischief/Vandalism
3.11 - Disorderly Conduct Other
3.12 - Disruptive Demonstrations
3.13 - Drug Possession
3.14 - Drug Sale
3.15 - Drug Use
3.16- Unlawful Use of Electronic Pagers/Unauthorized Communication Devices
3.19 - Gambling
3.21 - Homicide
3.23 - Kidnapping
3.25 - Motor Vehicle Theft or unauthorized use of a motor vehicle
3.27 - Robbery
3.28 - Sexual Battery
3.29 - Sexual Harassment
3.30 - Sexual Offenses Other
3.37 - Handgun Possession
3.38 - Handgun Sale
3.39 - Handgun Use
3.40 - Rifle/Shotgun Possession
3.41 - Rifle/Shotgun Sale
3.42 - Rifle/Shotgun Use
3.43 - Firearm Component Possession
3.44 - Firearm Component Sale
3.45 - Firearm Component Use
3.46 - Explosive/Incendiary or Poison Gas Possession
3.47 - Explosive/Incendiary or Poison Gas Sale
3.48 - Explosive/Incendiary or Poison Gas Use
3.49 - Other Weapons Possession
3.50 - Other Weapons Sale
3.51 - Other Weapons Use
3.52 - Knife Possession
3.53 - Knife Sale
3.54 - Knife Use
3.55 - Other Unknown Weapons Possession
3.56 - Other Unknown Weapons Sale
3.57 - Other Unknown Weapons Use
3.58 - Other Incidents Resulting in a State Defined Discipline

ADMINISTRATIVE RESPONSES FOR CLASS III VIOLATIONS INCLUDE BUT ARE NOT LIMITED TO:

1. Suspension - Suspension should not exceed ten (10) days in length except in life threatening situations where a student may pose a danger to other students or personnel and then only until the Board meets. Students suspended shall not be allowed to participate in any extracurricular activities including but not limited to athletics, clubs (for example 4-H)
2. Expulsion from School - Expulsion must be imposed through the Formal Due Process Procedure.
3. Alternative School Placement

   Students expelled, suspended, or under disciplinary action from another system shall not be enrolled in the Fort Payne City School System.

Informal Due Process Procedure

Any discipline administered by an administrator should include the following procedures where possible:

1. The principal or his/her designee should determine the facts and decide the appropriate punishment.
2. The principal or his/her designee may consider all of the following factors before recommending or initiating disciplinary action against a student:
    a. The age of the student.
    b. The disciplinary history of the student.
    c. The seriousness of the violation or behavior.
    d. Whether a lesser intervention would appropriately address the behavior of the student.
3. The student will be given oral or written notice of the charges against him/her.
4. The evidence supporting the charge(s) will be explained to the student.
5. The student will have an opportunity to tell his/her side of the story.
6. The principal or his/her designee may impose appropriate discipline measures immediately following these informal due process procedures.

Formal Due Process Procedure

Formal Due Process Procedure

As used in this Formal Due Process Procedure, the following terms will have the following meanings:

Expulsion: The exclusion of a student form his or her regular school environment for more than 90, and less than 180, school days per incident for disciplinary purposes.

Long-term Alternative School Placement: The placement of a student in alternative school for more than 15 school days per incident for disciplinary purposes.

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

The below Formal Due Process Procedure is applicable to any Long-term Suspension, Long-term Alternative School Placement, or Expulsion.:

1. A hearing will be conducted by the Board's designee within ten (10) school days after the initial suspension from school, unless the parties agree to an extension or good cause for an extension exists.
2. The student and the student's parent/guardian shall be given reasonable written notice (typically at least seven (7) days before the hearing) of the charges against the student delivered personally or by mail. The notice shall contain:
    a. Date, time, and place of the hearing;
    b. Short statement regarding (1) the allegation(s) made against the student; (2) the provision of the Code of Student Conduct or law allegedly violated; and (3) the recommended discipline;
    c. Statement of the rights of the student at the hearing, including the following: the right of the student to be represented at the hearing by legal counsel or another advocate of the student's choice at the student's expense; the right to review any audio or video recording of the incident; the right to review information or evidence that may be presented at the hearing consistent with federal and state laws and at least five (5) days before the hearing; the right to present a defense, question adverse witnesses who are present at the hearing (excluding student witnesses under 14 years of age), and offer evidence and oral testimony at the hearing (Note, the anonymity of witnesses will be protected to the extent possible, and witnesses may not be compelled to attend or testify in any disciplinary hearing); and
    d. Notice of the option to waive the hearing with the consent of a parent/guardian and accept the recommended discipline.

3. **If there is no response to the notice, the hearing will be waived and the student will receive the recommended discipline.**
4. At least five (5) days before the hearing, the student and/or student's parent/guardian or legal counsel may review—in compliance with federal and state student records laws and regulations—any evidence, including documents, recordings, and written statements, that may be used at the hearing.
5. If the student chooses to be represented by an attorney at the hearing, the student or student's representative shall notify the Board's designee at least forty-eight (48) hours before the hearing. Failure to notify the Board's designee may result in rescheduling the hearing.
6. During the hearing:
    a. A representative(s) from the school seeking the proposed discipline will present evidence at the hearing. The school may, at its discretion, choose to have its attorney present evidence at the hearing.
    b. The student has the right to be represented by an attorney or another advocate at the student's expense;
    c. The student or student's representative will have the right to present evidence, including testimony from supporting witnesses and cross-examine witnesses 14 years of age older;
    d. The Board designee will protect the anonymity of witnesses where reasonably possible and witnesses may not be compelled to attend or testify at the hearing; and
    e. A recording will be made and provided to the student or student's representative upon request.
7. Based on the evidence presented at the hearing, the Board's designee has authority to accept the recommended discipline, reject the recommended discipline, or modify the recommended discipline.
8. Within five (5) school days after the hearing, the Board's designee will issue a written decision, which includes the following information:
    a. The basis for the decision, including a reference to the Student Code of Conduct or law that the student was accused of violating;
    b. Discipline imposed;
    c. Statement detailing information that shall be included in the official record of the student; and
    d. Notice regarding the right to appeal, including how to do so, and the availability of an appeal under Alabama law and statute.

Appeal Procedure for Long-Term Suspension or Long-Term Alternative School Placement

If the student's parent or guardian is dissatisfied with the decision of the Board's designee, the parent or guardian may file an appeal by using the following procedure:

1. The student's parent(s) must file a written request for an appeal that is addressed to the Superintendent and delivered to an email or physical address designated in the written decision, or if none is provided, then to the Superintendent at the physical address of the Central Office. The written request for an appeal must be postmarked or delivered on a date no more than ten (10) calendar days after the earlier of:
    a. the postmarked date of the written notification of the hearing officer's decision, or
    b. the date of hand delivery of the written notification of the hearing officer's decision, or
    c. the date of documented verbal notification of the hearing officer's decision.
2. **NOTE - If the written request for an appeal is not made on time, the hearing officer's decision will be final.**
3. The Superintendent, upon receipt of a timely filed written request for an appeal, will request the documented evidence of the case including the findings, conclusions, disposition, and tape recording.
4. The Superintendent shall review the case based on the record of the hearing. No new evidence shall be admissible.
5. Within ten (10) working days after receipt of the appeal, the Superintendent will make a written decision to accept, modify, or reject all or any part of the hearing officer's findings, conclusions, or disposition.
6. A copy of the Superintendent's decision shall be sent to the following persons:
    a. The student's parent or guardian (by certified mail);

b. The Principal;
c. The Special Education Department (for students with disabilities); and
d. The Superintendent's Office.

Appeal Procedure for Expulsions Only

An appeal to the Fort Payne City Board of Education is only available for an expulsion of a student. An appeal to the Board of Education is not available for any other consequence. If, after the decision at the hearing level, a parent is dissatisfied with the decision to expel the student, the parent or guardian may file an appeal to the Board of Education using the following procedure:

1. The student's parent must file a written request for an appeal and it must be addressed to and mailed or given to the Board of Education, with a copy to the Superintendent. The written request for appeal may be emailed to an email or physical address designated in the written decision, or if none is provided, then to the Superintendent at the physical address of the Central Office.
2. The written request for an appeal must be postmarked or hand delivered on a date no more than ten (10) calendar days after the earlier of the postmarked date of the written notification of the decision, the date of hand delivery of the written notification of the decision or documented verbal notification of the decision.
3. **NOTE - If the written request for an appeal is not made on time, the hearing decision will be final.**
4. Upon receipt of a timely filed written request for an appeal, the Board shall set a hearing date. In order to comply with applicable student privacy laws, the hearings will be closed to the public. The student and his or her parent/guardian will be provided written notice at least five (5) calendar days before a hearing that is delivered to them personally or by mail. The student's parent must give the Superintendent notice, at least 48 hours prior to the hearing, of the decision to have an attorney represent the student at the hearing. Any attorney for the student will be at the parent or student's expense. Failure to provide the required notice of legal representation may result in rescheduling the hearing.
5. At the hearing, the Board shall give the student an opportunity to admit or deny the conduct and violation in question. If the student admits to the conduct in question, no presentation of evidence shall be required, or received, regarding any admitted conduct. If the student also accepts the proposed discipline, the hearing will be concluded, and the student will receive the recommended discipline. If the student denies the alleged conduct, or any portion of it, and/or challenges the appropriateness of the proposed discipline, the Superintendent, or other person designated by the Superintendent may offer evidence at the hearing to support contested allegations that the student violated the Code of Student Conduct, or the appropriateness of the proposed discipline. The case may be presented through evidence (documentary, audio, video) and by statements made by the witness(es). Additionally, student witnesses, including accusers, may provide evidence by written statement which may be redacted. The decision as to these issues shall rest in the discretion of the Board.
6. Next, the student, parent or guardian, legal counsel, or advocate may present a defense on behalf of the student. The student, parent or guardian, legal counsel, or advocate may question adverse witnesses who are present at the hearing and offer testimony (excluding student witnesses under 14 years of age), and offer evidence, including oral testimony from witnesses, written statements, and other documentary evidence and audio or video recordings at the hearing.
7. If a witness' testimony is redundant or not relevant, the Board may decide not to hear that witness. Witnesses cannot be compelled to attend or testify in the disciplinary hearing. If witnesses elect to participate, their anonymity will be protected to the extent reasonably possible.
8. After following the above procedures, the Board, based on all facts and evidence presented, shall determine by majority vote whether the recommendation of the Superintendent for expulsion is accepted or overruled. The Board may deliberate in executive session.
9. The following persons shall be notified of the hearing decision:
    a. The student's parent or guardian (by certified mail and verbal notification);
    b. The Principal;
    c. The Special Education Director (for students with disabilities); and
    d. The Superintendent.

10. A recording shall be made of the hearing and shall be kept for no less than six (6) months from the date of the hearing. The written record of the hearing shall be kept for two (2) years. Each party to the hearing, upon request, will receive an electronic or written record of the hearing from the board of education.

Prior to the application of the above procedure to a special education student, said student's I.E.P. committee shall be convened to determine if the student's behavior warranting punishment is related to the handicap. In the event it is determined that the student's behavior is not related to the handicap, the student shall be treated as any other student, except that, a special education student may not be suspended or expelled for more than ten (10) school days without being provided an alternative educational program. In the event the I.E.P. committee determines that the student's behavior is related to the handicap, the student may not be corporally punished, suspended, or expelled; however, other appropriate discipline measures may be administered.

Code of Alabama, 1975

Section 16-1-14. This act allows the removal, separation or grouping of pupils creating disciplinary problems. In cases where the presence of the student poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process, the student may be immediately removed from school. In such cases, the notice and hearing should follow as soon as practical.
Two pieces of legislation that were passed during the 1993 legislative session that should impact student behavior are the following:
Act 93-672. This act states that parents who fail to require their children to attend school regularly or fail to require that their children conduct themselves properly as students shall be guilty of a misdemeanor.
Act 93-368. This act states that the local school attendance officer is responsible to report to the Department of Public Safety whenever a student drops out of school, is expelled from school or has accumulated 10 consecutive or 15 cumulative days of unexcused absences in any one semester. At this time the Department of Transportation will revoke or refuse to issue a driver's license to that individual.

Formal Disciplinary Action and Procedure

The authority of the school officials to control student conduct off school grounds and outside school hours is well settled in the law. Where the students are engaged in a school-sponsored activity the authority of the school officials is the same as if the activity took place on school property. Administrative responses for violations of discipline include, but are not limited to:

Corporal Punishment

Corporal punishment shall be administered in accordance with Board policy. Utmost discretion will be used and careful consideration will be given each individual case.

Disciplinary Probation

A student may be assigned for a specified period of time to a staff member who will assist in monitoring the student's adjustment to the school environment.

Parent Conferences

The parent(s)/guardian(s) of a student will be asked to visit the school for discussions relating to situations requiring possible disciplinary action.

Restitution

A student's parent(s) and /or guardian(s) may be required to pay for or replace damaged, stolen or vandalized property.

Prosecution

It may be necessary to turn students over to the legal authorities if a possible legal violation has occurred, especially violations concerning theft, alcohol, and illegal drugs.

Expulsion

A student may be permanently expelled only through the Formal Due Process Procedure.

In-School Suspension (ISS)

The ISS program is a type of in-school suspension designed to be a positive alternative to regular suspension. It allows students to be supervised in a restricted environment, to keep up with assigned work, receive grades for assigned work, and be counted present in all classes. It does not, however, take the place of regular suspension. Parent(s) or guardian(s) will be notified of the ISS rules and regulations. REMINDER: Students assigned to ISS are not allowed to participate in after school extracurricular activities, athletics or band.

School Bus Suspension

In accordance with Board policy, students may be denied the privilege of riding a school bus, based on misconduct occurring while the student is being transported at public expense.

Suspension

In accordance with Board policy, students may be removed from their regular school program for a period not to exceed 10 school days. The student's parent or guardian will receive a copy of the written report.

Work Assignments

Work assignments may be used as an alternative disciplinary action at the principal's discretion. Work assignments will be supervised activities related to the upkeep and maintenance of school facilities. Work assignments will not be scheduled to interfere with any student's regular class schedule.

Suspension from Work

Students who participate in any of the vocational cooperative programs may be suspended from the privilege of working if they are in violation of school rules and regulations.

Alternative School (A-School)

The Alternative School shall be designed to provide an alternative educational environment for students. The primary focus shall be on Math, Science, Social Studies and English. However, students shall receive assignments in their other subjects in an attempt to keep the student current and provide for a smooth transition back to the regular educational program when the student completes his/her attendance requirements. Principals will have the authority to suspend a student to the Superintendent or his designee with a recommendation for placement in the Alternative Program. Pregnant students may petition to be assigned to the Alternative Program during the term of their pregnancy. Students assigned to alternative school may not ride a school bus to or from school. Long-term alternative school placement (more than fifteen (15) days) per incident must be imposed through the Formal Due Process Procedure.

Complaints and Grievances

Complaints and Grievances Concerning Sexual Harassment

Prohibited Conduct

Employees and students of the Fort Payne City School System shall not engage in conduct constituting sexual harassment. Sexual harassment is illegal and will not be tolerated. The Board shall investigate all allegations of sexual harassment and take appropriate action against employees and others under the Board's supervision who engage in sexual harassment. Sanctions against employees for violation of this policy may include verbal or written warning, transfer, demotion, or termination of employment. Sanctions against students may include punishment outlined in the Code of Student Conduct.

Definition

Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature or any other offensive unequal treatment of an employee(s) or student(s) that would not occur but for the sex of the employee(s) or student(s) when:

1. The advances, requests, or conduct have the effect of interfering with performance of duties or creating an intimidating, hostile, or otherwise offensive work or educational environment; or
2. Submission to such advances, requests, or conduct is used as a basis for employment decisions or decisions associated with school participation.

Complaint Procedure

An employee or student who believes he or she has been or is being subjected to any form of sexual harassment shall report the matter to his or her immediate Supervisor, Principal, the Administrative Assistant or the Superintendent. An employee or student may request the right to make his or her report of sexual harassment to an administrator of the same sex as the employee or student.

No employee or student alleging sexual harassment shall be required to present the matter to the person who is the subject of the complaint.

The person receiving a complaint of sexual harassment shall start an immediate investigation into the matter. The completed investigation shall be reviewed by the Superintendent, his designee and legal counsel for prompt and appropriate action, if warranted.

Protection of Complainant

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

Harassment Policy

Fort Payne City Board of Education Anti-Harassment Policy

Section 1, Harassment, Violence, and Threats of Violence Prohibited

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

Section 2. Definitions

(a) The term “harassment” as used in this policy means a continuous pattern of intentional behavior that takes place on school property, an a school bus, or at a school-sponsored function including, but not limited to, written, electronic, verbal, or physical acts that are reasonably perceived as being motivated by any characteristic of a student, or by the association of a student with an individual who has a particular characteristic, if the characteristics fails into one of the categories

of personal characteristics set forth in Section 3(b) below. To constitute harassment, a pattern of behavior may do any of the following:

- Place a student in reasonable fear of ham to his or her person damage to his or her property.
- Have the effect of substantially interfering with the educational performance, opportunities, or benefits of a student.
- Have the effect of substantially disrupting or interfering with the orderly operation of the school.
- Have the effect of creating a hostile environment in the school, on school property, on a school bus, or a school-sponsored function.
- Have the effect of being sufficiently severe, persistent, or pervasive enough to create an intimidating, threatening, or abusive educational environment for a student.

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

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

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

(e) The term "student" as used in the policy means a student who is enrolled in the Fort Payne City School System.

Section 3. Description of Behavior Expected of Students

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

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

- The student's race;
- The student's sex;
- The students religion;
- The student's national origin; or
- The student's disability.

Section 4. Consequences for Violations

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

Section 5. Reporting, Investigation, and Complaint Resolution Procedures

(a) Complaints alleging violation of this policy must be made on Board approved complaint forms available at the principal and/or counselor's office. The complaint must be signed by the student alleging the violation or by the students 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 of the student's parent or legal guardian, incidental or minor violations of the policy may be presented and resolved informally.

(b) Upon receipt of the complaint, the principal or the principal's designee will, at 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 students(s). Other measures that are reasonable calculated to prevent a recurrence of the violation(s) may also be imposed by the principal or the school system.

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

(d) The complaint for 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 report, the principal or the principal's designee will inform the student's parent or guardian of the report.

Section 6. Promulgation of Policy and Related Procedures, Rules, and Forms

This policy and any procedures rules, and forms developed and approved to implement the policy will be published, disseminated, and made available to students, parents and legal guardians, and employees by such means and methods as are customarily used for such purposes, including publication on the Fort Payne City Board of Education's Web site.

Fort Payne City School System Report of Harassment Form

A complaint of a student alleging the violation of harassment must be signed by the student and/or the student's parent or guardian and delivered to the principal or the principal's designee either by mail or personal delivery. (See Policy JCF) If a threat of suicide is reported, the principal or designee will inform parent or guardian.

Date: _____

Student's Name: _____

School: _____

Description of Harassing Incident(s):

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Use back page if more space needed:

Student(s) Involved Names:

_____
_____
_____
_____
_____

Student's or Parent's/Guardian's Signature,

_____ **Student**

_____ **Parent**

Principal's/Designee's Documentation on back or attached.

Cell Phone and Electronic Device Policy

I. Cell Phones

1. The Fort Payne City School System's policy on cellular phones is designed to ensure that the use of cellular phones does not interfere with teaching and learning during the school day.
2. The use of cell phones for any purpose- including telephone calls, text messaging, taking pictures, games and other functions- is not permitted during regular school hours, on school grounds or during school bus routes to and from school.
3. Cell phones ***must*** be stored or kept in the student's vehicle, book bag or locker.
4. Cell phones must be turned off completely (not simply on silent or vibrate mode) during the school day.
5. Students participating in field trips, extracurricular activities, and athletic events must contact their coach or sponsor for his/her rules involving cell phone use after school hours or on after school bus trips. Coaches and sponsors will set their rules and establish consequences involving the use and/or misuse of these devices.
6. The use of camera phones is strictly forbidden on campus and especially in private areas, such as, locker rooms, washrooms, dressing areas, classrooms, bus routes and offices at any time. Camera phone violations may be treated as Level II or Level III offenses when necessary. Such use may also be in violation of the criminal code.
7. Any cell phone communication during the instructional day will take place on school telephones with permission from office personnel with the exception of emergency situations as deemed by the principal. Parents should continue to call the school for any emergency situation.
8. Possession of a cell phone by a student is a privilege which may be forfeited by any student not abiding by the terms of this policy. Students shall be personally and solely responsible for the security of their cell phones. The Fort Payne City School District shall not assume any responsibility for theft, loss, damage of a cell phone or unauthorized calls made on a cell phone.
9. Students in grades K-4 may not have cell phones at any time.

II. Other Electronic Devices

Other electronic devices such as, but not limited to, digital cameras, camcorders, PDA's, MP3 players and headphones, may be used as part of the instructional process, with prior administrative and teacher authorization. Otherwise, these devices must not be visible during the instructional day.

Students participating in field trips, extracurricular activities and athletic events must contact their coach or sponsor for his/her rules involving electronic device use after school hours or on field trips. Coaches and sponsors will set their rules and establish consequences involving the use and/or misuse of these devices.

Possession of electronic devices by a student is a privilege which may be forfeited by any student not abiding by the terms of this policy. Students shall be personally and solely responsible for the security of their electronic devices. The Fort Payne City School District shall not assume any responsibility for theft, loss, or damage of electronic devices.

III. Violations

Any violations of the above policy will result in the following:
Possession or use of a cell phone/electronic device during a period when cell phone/electronic device privileges are suspended will be punishable as follows:

- **First offense:** The first time a cell phone (or other electronic device) is taken up, the phone or electronic device will be held by the principal or designee. The following school day, the parent/ guardian should call the school office between 7:30-3:30 and make arrangements with the principal or designee to pick up the phone. Parent/ Guardians are REQUIRED to pick up the phone in person.

- **Subsequent offense:** The next time a cell phone (or other electronic device) is taken up, the phone or electronic device will be held by the principal or designee. The following school day, the parent/ guardian should call the school office between 7:30-3:30 and make arrangements with the principal or designee to pick up the phone. Parent/ Guardians are REQUIRED to pick up the the phone. The student will receive disciplinary action based on the student code of conduct.

The school is not responsible or liable for any lost or stolen electronic devices.

Students found to be using a cell phone or electronic device to break other school rules (i.e. cheating, disrupting class, text messaging, etc.) will be subject to punishment per the student code of conduct.

Alabama State Department of Education Policy Cell Phone/Digital Device in a Testing Setting

Cell Phone/Digital Device in a Testing Setting by Students
The possession of digital devices (including but not limited to cell phones, MP3 players, cameras, mobile entertainment, social connections, navigation devices, or other telecommunication devices) is strictly prohibited in the testing setting. Local education agency (LEA) school personnel will collect such devices before students can enter the testing room. If a device is in the possession of a student in the testing setting, testing for the student will cease, the device will be confiscated, the student will be dismissed from testing, and the student's test will be invalidated. Additional disciplinary action may be taken by the LEA.

Cell Phone/Digital Device in a Testing Setting by School Personnel
School personnel involved in administration of state testing may not use digital devices (including but not limited to telephones, cell phones, MP3 players, cameras, mobile entertainment, social connections, navigation devices, or other telecommunication devices) during test administration. Violations may result in disciplinary action/certification revocation. Additional disciplinary action may be taken by the LEA.

Student Records and Privacy

FERPA Policy

Notification of Rights under FERPA for Elementary and Secondary Schools

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1) The right to inspect and review the student's education records within 45 days after the day the Fort Payne City School District receives a request for access. Parents or eligible students should submit to the School principal [or appropriate school official] a written request that identifies the record(s) they wish to inspect. The School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2) The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading or otherwise in violation of the student's privacy rights under FERPA. Parents or eligible students may ask the Fort Payne City School District to amend a record should write the School principal [or appropriate school official], clearly identify the part of the record they want changed, and specify why it should be changed. If the School decides not to amend the record, as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
3) The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

a. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer or contractor outside of the school who performs an institutional service of function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
b. Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer. [NOTE: FERPA requires a school district to make a reasonable attempt to notify the parent or student of the records request unless it states in its annual notification that it intends to forward records on request.]

4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the Fort Payne City School District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

[NOTE: In addition, a school may want to include its directory information public notice, as required by § 99.37 of the regulations, with its annual notification of rights under FERPA.

See the list below of the disclosures that elementary and secondary schools may make without consent. FERPA permits the disclosure of PII from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, §99.32 of the FERPA regulations requires the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A school may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student

- To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(*1*) - (a)(1)(i)(B)(*2*) are met. (§99.31(a)(1))
- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2))
- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency in the parent or eligible student's State (SEA). Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized

representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4))
- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to §99.38. (§99.31(a)(5))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(a)(10)
- Information the school has designated as "directory information" under §99.37. (§99.31(a)(11))

Directory Information

FERPA- Notice of Directory Information

The Family Educational Rights and Privacy Act (FERPA), a Federal law, requires that the Fort Payne City School District with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, the Fort Payne City School District may disclose appropriately designated "directory information" without written consent, unless you have advised the District to the contrary in accordance with District procedures. The primary purpose of directory information is to allow the Fort Payne City School District to include this type of information from your child's education records in certain school publications. Examples include:

- A playbill, showing your student's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activity sheets, such as for wrestling, showing weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965 (ESEA) to provide military recruiters, upon request, with three directory information categories - names, addresses and telephone listings - unless parents have advised the LEA that they do not want their student's information disclosed without their prior written consent.
If you do not want the Fort Payne City School District to disclose directory information from your child's education records without your prior written consent, you must notify the District in writing by the 1st day of September. The Fort Payne City School District has designated the following information as directory information: [Note: an LEA may, but does not have to, include all the information listed below.]

- Student's name
- Video image (other than security video)

- Student work intended for display or dissemination and participation in officially recognized activities
- Address
- Telephone listing
- Electronic mail address
- Photograph
- Date and place of birth
- Major Field of study
- Dates of attendance
- Grade level
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Degrees, honors, and awards received
- The most recent educational agency or institution attended
- Student video images contained on security video recordings shall be subject to disclosure as Directory information to law enforcement personnel and the parent(s) or guardian(s) of a student appearing on security video recordings.

Furthermore, the Board uses all available media to communicate. Directory Information may be in, but not limited to print, video and/ or web based media.

Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student's SSN, in whole or in part, cannot be used for this purpose.)

Another exception, in accordance with the Uninterrupted Scholars Act (Public Law 112-278), educational agencies and institutions are now allowed to disclose a student's education records, without parental consent, to a caseworker or other representative of a State or local child welfare agency or tribal organization authorized to access a student's case plan when such an agency or organization is legally responsible, in accordance with State or tribal law, for the case and protection of the student. In specified types of judicial proceedings in which the parent is involved, the Act also allows educational agencies and institutions to disclose a student's education records pursuant to a judicial order without requiring additional notice to the parent by the education agency or institution.

COPPA and Online Resources

FPCS Approved Online Resources (Only those requiring student accounts)

The Children's Online Privacy Protection Act or COPPA (effective 4/21/2000) requires websites to gain parent permission for users under the age of 13 and/or 18 before creating individual online accounts. Many educational sites used by Fort Payne City Schools require student accounts and, thus, parental permission. These sites go through an administrative approval process to ensure COPPA compliance and the educational value for students.
In most cases, these accounts are set up through the district with only the most basic Directory Information being entered such as name, homeroom, grade, network login or school-governed Google Apps for Education G-mail address (filtered by the school district). When a district-selected online resource is no longer used, the company is contacted to remove student data.
To view the list of these "FPCS Online Tools and Resources," go to the Parent Information tab on the District Website. (Parent permission will be obtained through signature of the COPPA and Online Resources Agreement found at the end of this handbook).

Student Nutrition and Wellness Program

Introduction

The Fort Payne City Schools' Board of Education is committed to providing a school environment that enhances learning and development of lifelong wellness practices. The wellness program has four components: (1) setting nutrition/nutrition education goals, (2) setting physical activity goals, (3) establishing nutrition standards for all foods available on school campus during the school day and (4) setting goals for other school-based activities designed to promote student wellness.
To accomplish these goals:

- The child nutrition program complies with federal, state and local requirements. The child nutrition program is accessible to all children.
- Nutrition education is provided and promoted both at home and at school.
- Patterns of meaningful physical activity connect to students' lives outside of physical education.
- All school-based activities are consistent with local wellness program goals.
- All food and beverages made available on campus (including vending, concessions, a la carte, student store, parties and fundraising) during the school day, meet the guidelines for the Healthy, Hunger-Free Kids Act of 2010, USDA Smart Snacks in Schools Nutrition Standards and Alabama's Action for Healthy Kids Guidelines.
- All foods made available on campus adhere to food safety and security guidelines.
- The school environment is safe, comfortable, pleasing, and allows ample time and space for eating meals. Food and physical activity are not used as a punishment.
- The Wellness Committee, comprised of members from the board of education, administrator(s), parent(s), student(s), child nutrition staff, and school health staff, will review its established plan of action in order to ensure compliance and make adjustments as necessary for the successful implementation of the plan.

The Fort Payne City Schools' Board of Education is committed to providing a school environment that enhances learning and development of lifelong wellness practices. Our district-level wellness program meets the minimum federal standards for local school wellness policy implementation under the final rule of the Healthy, Hunger-Free Kids Act of 2010, the Alliance for a Healthier Generation Healthy Schools Program (bronze level) and minimum best practice standards accepted in the education and public health fields.

Purpose

The Fort Payne City School Board of Education believes:

- Healthy eating patterns are essential for students to achieve their full academic potential, full physical and mental growth, and lifelong health and well-being.
- Healthy eating is demonstrably linked to reduced risk for mortality and development of many chronic diseases as adults.
- Children and youth who begin each day as healthy individuals can learn better and are more likely to complete their formal education.
- Healthy staff can more effectively perform their assigned duties and model appropriate wellness behaviors for students.
- Schools have a responsibility to help students and staff establish and maintain lifelong, healthy habits related to healthy eating patterns and adequate physical activity.

All students will be taught the skills necessary to make nutritious and enjoyable food choices for a lifetime. In addition, staff is encouraged to model healthy eating and physical activity as a valuable part of daily life. Fort Payne City Schools shall prepare, adopt, and implement a comprehensive program to encourage healthy eating, physical activity and developing health literacy. This program shall make effective use of school and community resources and equitably serve the needs and interests of all students and staff.

Local Wellness Program Guidelines

1. **Nutrition/Nutrition Education Goals**
    a. Nutrition topics are included in the Alabama Courses of Study for science, health, and family/consumer sciences. These will be taught in the classroom, in an interactive manner which teaches the skills students need to adopt healthy eating behaviors. Where possible, teachers will integrate nutrition education into the curriculums at all grade levels. The subjects of math, science, social studies, language arts and art all include concepts that can be taught while reinforcing good nutrition. Examples include graphing number of fruits and vegetables eaten in a day, week or month; using fractions with food recipes; journal recording of food advertisements among many others.
    b. The staff responsible for nutrition education will be adequately prepared and participate regularly in professional development activities to effectively deliver an accurate nutrition education program as planned. Preparation and professional development activities will provide basic knowledge of nutrition, combined with skill practice in program-specific activities and instructional techniques and strategies designed to promote healthy eating habits.
    c. Nutrition education information will be reviewed by a qualified nutrition professional who is specialized in school-based nutrition.
    d. The school cafeteria serves as a “learning laboratory” to allow students to apply critical thinking skills taught in the classroom.
    e. Nutrition education will involve sharing information with families and the broader community to positively impact students and the health of the community.
    f. School district(s) will provide information to families that encourage them to teach their children about health and nutrition and to provide nutritious meals for their families.
    g. Students will be encouraged to start each day with a healthy breakfast.
    h. The National Association of State Boards of Education recommends that students should be provided adequate time to eat lunch, at least 10 minutes for breakfast and 20 minutes for lunch, from the time the student is seated.
    i. Lunch periods are scheduled as near the middle of the school day as possible.
    j. Cafeterias include enough serving areas so that students do not have to spend too much time waiting in line.
    k. Dining areas are attractive and have enough space for seating all students.
    l. Drinking water is available for students at meals.
    m. Food will not be used as a punishment for student behaviors.
    n. The child nutrition program will ensure that all students have affordable access to the varied and nutritious foods they need to stay healthy and productive.
    o. The school will promote participation in the available federal child nutrition programs (school lunch, school breakfast and after school snack programs).
    p. The district will employ a food service director, who is properly qualified, certified and/or credentialed according to current professional standards, to administer the school food service program and satisfy reporting requirements.
    q. It is preferred that all child nutrition program staff will have earned a high school diploma or G.E.D certification.
    r. All food service personnel shall have adequate pre-service training in food service operations including training on Hazard Analysis Critical Control Point (HACCP).
    s. Guidelines for reimbursable school meals shall be according to and not less restrictive than regulations and guidance issued by the Secretary of Agriculture pursuant to subsections(a) and (b) of section 10 of the Child Nutrition Act (42 U.S.C 1779) and section (0(1) AND 17(a) of the Richard B. Russell National School Lunch Act (42 U.S.C. 1758 (0(1), 1766(a) (0), as those regulations apply to schools and those regulations established by the Alabama State Board of Education.
    t. All foods made available on campus comply with the state and local food safety and sanitation regulations. Hazard Analysis and Critical Control Point (HACCP) plans and guidelines are implemented to prevent food illness in schools.

u. For the safety and security of the food and facility, access to the food service operations are limited to child nutrition staff and authorized personnel. For further guidance see the US Department of Agriculture food security guidelines.

2. Physical Activity Goals

a. Physical activity will be integrated across curricula in all grade levels on a daily basis.
b. Physical education courses will be the environment where students learn developmentally appropriate motor skill development, health-enhancing activities and interactive behavior which shall be assessed in these areas by a certified physical education teacher.
c. Policies ensure that state-certified physical education instructors teach all physical education classes in accordance to the Code of Alabama, 1975 §16-40-1. This law requires every public and private school (except church schools) to offer physical education in accordance with the physical education program outlined by the Alabama Department of Education.
d. Time allotted for physical education will align with Federal and state requirements.
e. Physical activity (in the classroom setting) may not be used as a punishment under any circumstances.
f. Physical education must include the instruction of individual activities as well as competitive and non-competitive team sports to encourage life-long physical activity.
g. Adequate, approved, equipment is available for all students to participate in physical education. Physical activity facilities on school grounds will be safe and evaluated annually for safety precautions.
h. The school provides a physical and social environment that encourages safe and enjoyable activity for all students, including those who are not athletically gifted.
i. Information will be provided to families to help them incorporate physical activity into their children's lives.
j. Schools are encouraged to provide information to parents on after school programs in their community (i.e., gymnastics, dance, karate, football and cheerleading), pending approval of the school principal.
k. Schools encourage families and community members to institute programs that support physical activity.
l. Local wellness program goals are considered in planning all school-based activities (such as school day events, field trips, and assemblies.

3. Other School-Based Activities

a. After-school programs will encourage physical activity and healthy habit formation.
b. Local wellness program goals are considered in planning all school-based activities (such as school day events, field trips. and assemblies).
c. Support for the health of all students is demonstrated by hosting health clinics, health screenings and helping to enroll eligible children in other state children's health insurance programs.
d. Schools organize local wellness committees comprised of families, teachers, administrators, and students to plan, implement and improve nutrition and physical activity in the school environment.

4. Nutrition Guidelines for All Foods on Campus

a. Students' lifelong eating habits are greatly influenced by the types of food and beverages available to them. Schools must establish standards to address all foods and beverages sold or served to students, including those available outside of school meal programs. Our school district is committed to serving healthy meals to students, with plenty of fruits, vegetables, whole grains, and fat-free and low-fat milk; that are moderate in sodium, low in saturated fat, have zero grams of trans fat per serving and to meeting the nutrition needs of students within their calorie requirements. From the date this wellness program is enacted, students will have access to foods that comply with the USDA Dietary Guidelines, Alabama Department of Education Nutrition Policies, Alabama's Action for Healthy Kids Guidelines and USDA Smart Snacks in School Nutrition Standards.
b. The sale of competitive foods is not allowed during meal service for breakfast or lunch or one hour before or after breakfast or lunch.

i. **Vending, vending contract, and school stores**
    1. The nutritional value of individual foods and beverages made available to students during the school day via these venues shall meet the USDA Smart Snacks in School Nutrition Standards and Alabama's Action for Healthy Kids Guidelines for Snack Foods.
    2. Foods of minimal nutritional value are prohibited from selling in school, as found in the USDA policy 7CFR210#16.

ii. **A La Carte**
    1. Foods sold a la carte in the cafeteria will be consistent with the USDA School Meal Initiative which ensures items are healthful in that they provide nutrients (such as protein, calcium, iron, vitamins A and C and fiber) that they have limited amounts of total fat, saturated fat, sodium and cholesterol.

iii. **Parties and Celebrations**
    1. Parents will receive a list of party options that can be purchased from the child nutrition program. All items on this list will be in compliance with the healthy food standards. This provision for handling party snacks will help in several ways. It will lower the overall cost of a party and be more convenient for the parent. It will also guarantee the quality, safety and nutritional integrity of the food that the students are being served. (Starting August 2006, food for parties will no longer be allowed to be brought from outside the school.)
    2. Parents will be provided information to help reinforce the importance of nutrition in health.

iv. **Food Rewards**
    1. Teachers and staff will not use food, as a reward, for student accomplishment in classrooms (excluding special education students with a food related benchmark in their IEP). Types of rewards that may be used include: stickers, stars, pencils, reading time, walking time, etc.
    2. Foods can never be withheld as a form of punishment.

v. **Fund-Raising**
    1. All fund-raising activities that involve the selling of food during school hours or as students gather on the school campus before school begins or as students wait on transportation should meet or exceed the USDA Smart Snacks in School Nutrition Standards.
    2. These items must follow the same nutritional standards as those described above in school stores and school vending machines
    3. Alabama Action for Healthy Kids Guide to Healthy School Fundraising will be distributed to school fund-raising groups prior to the 2006-2007 school year. This Guide gives many ideas on non-food fund-raising events. Fund-raising activities that are conducted off school campus are not bound by this program.

vi. **School Filed Trips**
    1. Meals will be purchased from the child nutrition program when possible for field trips off school campus.
    2. When this is not possible, teachers and staff will attempt to find restaurants that offer healthy foods and students will be encouraged purchase healthy choices.

5. Governance, Implementation and Evaluation
    a. A wellness committee that represents various demographics will be responsible for writing and monitoring the implementation of the wellness program at the school levels. The wellness committee will consist of parents, students, administrators, school health professionals, physical education teachers, child nutrition professionals, board members and the superintendent.
    b. The principal at each school will assess program compliance and will report the findings to the child nutrition program director and the superintendent.

c. Findings will be reported in an annual report at the end of each school year to the public.
d. The wellness program will be evaluated and updated at a minimum of once every three years.
e. Information on the wellness program will be shared online on the system website and in the student handbook.
f. Revisions will also be conducted, or the program modified with the update of federal or state guidance or regulations.

Charged Meal Policy

The child nutrition program is a federally subsidized program. Federal programs do not recognize charged meals to students or adults, as an allowable expense. Therefore, any and all uncollected charges become the responsibility of the school where the charges occur.
Principals may wish to set up a cash fund from sources other than the child nutrition program for student charges.

1. A student may charge up to three meals. The meals may be breakfast or lunch. When this limit is reached by a student, the principal or his or her designee will contact the student's parent. The school will use non-public funds to cover the cost of the meals until the situation can be rectified. Students will be reminded in line, by the cashier, that their money is getting low and will be given notice in writing once they make a charge. The policy will protect the school from a staggering debt being built-up without collection being made.
2. Records of all charges and repayments shall be maintained. It is the principal's responsibility to see that all charges are collected within a reasonable period of time. Charges must be collected by the student's last school day or made up from funds other than the child nutrition program. Documentation of efforts to collect this money should be kept.
3. Parents that need assistance with repayment of their child's debt, will need to meet with the school principal to discuss a payment plan.
4. Students will not be allowed to charge a meal the last ten days of school.
5. When it is necessary for a student to charge a meal, he/she will receive a reimbursable meal with the same meal choices as other students.
6. Students will not be allowed to charge extra food items or a la carte items.
7. Adults may not charge meals.
8. Charges by students who later become free or reduced must be collected. Approval for free or reduced meals is not retroactive.

Student Health Services

School Nurse

A registered nurse (RN) or licensed practical nurse (LPN) is employed as a school nurse by the board of education to coordinate health services for students in grades kindergarten through twelve. Individual school health care plans are developed and maintained for all students with health needs. Also, school nurses perform health screenings including vision, hearing and scoliosis. Health screenings are done routinely as required by State regulations. These will also be provided for any student on an individual basis as requested by a parent or teacher. The school nurse serves as a liaison between the school and community to provide agency referrals, health education and medical information.

Medication

Prescribed and/or over-the-counter (OTC) medication is administered in the school setting only upon receipt of a completed School Medication Prescriber/Parent Authorization Form. This form is available in the office of the school nurse at each school. A student's medication will be administered only by that student's parent/guardian, the licensed nurse or the trained Medication Assistant delegated the responsibility to assist the licensed nurse with student medications. The parent or guardian must bring all medication to the school nurse. No student is to have in his/her possession any medication with the

exception of asthma inhalers or asthma aerosol treatments and EpiPens as prescribed by a physician. With exception to autoinjector-style medications (Epi-Pens), injectable medications must be administered by the licensed nurse or the student's parent/guardian. Under no circumstances will schools stock over the counter medications (e.g. Tylenol, Visine, and Neosporin). Written instructions, along with the said medication and completed Medication Permission form, must be provided by parent/guardian in order for over the counter medications to be taken. The parent/ guardian must include in writing specific complaints or conditions that this non- prescription or over the counter medication should be provided to the student.

All prescribed medication must be delivered to the school in a current pharmacy labeled prescription container. A written note from the physician or pharmacist will be required if the dosage changes from the dosage directions printed on the prescription bottle. ***All OTC medications must be delivered to the school in the original, unopened, sealed container and identified with the student's name written in permanent ink.***

All medication must be stored in the school office or nurse's office. Exception to this rule applies to medications prescribed to prevent or treat medical emergencies. The licensed prescriber and the student's parent/guardian both must authorize the student to carry his/her medication on his/her person, documenting this authorization where indicated on the School Medication Prescriber/Parent Authorization form. Authorization forms specific to students being able to carry bronchodilator type inhalers on their person and be responsible for self-medicating are available in the school nurse's office. Any student in possession of medication, who gives away, sells or attempts to give away or sell medication (prescribed or OTC) may be subject to suspension, probation or expulsion. Students' medication will not be stored in the school building after the close of the school year. The student's parent or guardian must pick up any unused medication. Therefore, any student's medication not picked up by the close of the school year will be properly destroyed.

Immunization Policy

All students enrolling in the Fort Payne City School System must show proof of immunization in accordance with the guidelines set forth by the State of Alabama Department of Public Health. A State of Alabama Certificate of Immunization (blue slip) must be provided to the school upon registration.
A minimum of four Diphtheria, Tetanus, and Pertussis Vaccines (DTP) are required. A minimum of three Polio Vaccines are required if the third dose is given after age four years. The Measles, Mumps and Rubella Vaccine are to be given on or after age one year and another in thirty days. The Varicella Vaccine is due at age one year or the date of disease is to be entered on the form.

Beginning with the 2010-2011 school year, a booster dose of tetanus-diphtheria toxoid and acellular pertussis vaccine (Tdap) will be required for Alabama students ages 11 or 12 years entering the 6th grade. This requirement will escalate by one successive grade each year for the following 6 years to include sixth through twelfth grades, beginning fall of 2016.

Head Lice Policy

The Fort Payne City School System has a nit-free head lice policy. Once a student is known to have head lice, the parent will be notified and the student sent home. The student cannot attend school until after he/she has been treated with a lice killing product and all nits are removed from the hair.
The student who is given proper treatment and is louse/nit free is permitted to return to school the next day. No more than a three day absence will be considered excused. The student must be brought to the school office before he/she may return to class. A student cannot ride a school bus or attend class until he/she has been cleared to return to school by school personnel.

Bed Bug Procedure

The links below provide updated information and guidelines about bedbugs in the home and public facilities. If bedbugs are confirmed present in any Fort Payne City Schools facilities, the school system will follow the guidelines described by the Alabama Department of Public Health to address the problem.

- Alabama Department of Health-Bedbug Information Flyer- LINK

- United States Environmental Protection Agency-Bedbugs in Schools Informational Presentation-LINK

Meningitis Information

What is meningococcal disease?

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

How do you catch the disease?

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

What are the symptoms of the disease?

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

Meningococcal vaccine: Who should get the vaccine and when?

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

Selected Notices and Policies

The Title I program for schools in the Fort Payne City School System is an integral part of the total academic program. The goal of the Title I program is to improve the academic achievement of students and help all students meet the high academic standards placed on them by state and federal requirements. A copy of the Title I plan can be obtained at the school. Parents are encouraged to provide input in the planning of the Title I program.

Fort Payne City Schools Consolidated Plan 2024-2025

Sec. 1112. [**20 U.S.C. 6312**]
A local educational agency may receive a subgrant under this part for any fiscal year only if such agency has on file with the State educational agency a plan, approved by the State educational agency, that:

- is developed with timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders (in a local educational agency that has charter schools), administrators (including administrators of programs described in other parts of this title), other appropriate school personnel, and with parents of children in schools served under this part.
- as appropriate, is coordinated with other programs under this Act, the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), the Rehabilitation Act of 1973 (20 U.S.C. 701 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.), the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.), the Head Start Act (42 U.S.C. 9831 et seq.), the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11301 et seq.), the Adult Education and Family Literacy Act (29 U.S.C. 3271 et seq.), and other Acts as appropriate
- has an effective plan date.
- documents the process employed in the development, approval, and annual revision of the plan through communication materials, agendas, minutes/notes of meetings and sign-in sheets.
- has procedures and practices in place for disseminating individual student assessment results to teachers and parents.

The purpose of the LEA Consolidated Plan is to ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards. **Each local educational agency plan shall:**

1. Sec. 1112(b)(1)(A)
Describe how the local educational agency will monitor students' progress in meeting the challenging State academic standards by developing and implementing a well-rounded program of instruction to meet the academic needs of all students.

The Fort Payne City School District (FPCSD) is committed to providing every student with diverse and strong academics and student support programs that provides quality opportunities to students of all ages. In order for our students to be college and career ready and to be able to access advance coursework, we realize that it is our job to ensure that our students are prepared in all content areas through an enriched curriculum. Students are not only provided opportunities in English language arts and mathematics but also the sciences, foreign languages, civics and government, economics, history and geography, the arts, physical education, and much more. Elementary students are instructed in a developmentally appropriate environment with many diverse learning opportunities. We strive for learning to be personalized and student centered. In addition to core academic courses, students are provided with quality career, character, and mentoring education programs that are integrated across content and curricular areas; quality technical/vocational educational programs that are responsive to the workforce development needs of our community by providing multiple pathways; access to quality curricular opportunities such as STEM, Project Lead the Way, Robotics, music, art, drama, honors/AP courses and dual enrollment courses. All students in grades K-12 have access to technology to support their learning through one to one laptops, IPADS, chrome books and technology specialist. Each school within the FPCSD develops a continuous improvement plan (ACIP) that provides the infrastructure for the

instructional school year. Administrators and teachers are trained in using data driven instructional plans. Each year state assessment results are sent to the schools for teachers, administrators, and parents in a timely manner. Alabama State Assessments, and local assessments to include universal screeners, textbook/online assessments, and classroom assessments are analyzed to identify student strengths and weaknesses. Student academic progress regarding the state academic standards are measured through these assessments. The school level team then writes the ACIP and Professional Development plan based on achievement data results. The central office staff supports administrators and teachers in data analysis by providing them state student assessment charts, graphs and spreadsheets of student data in an easy to read format. Individual student progress data is shared with parents in an ongoing manner to include parent/teacher conferences, open house, parental engagement days, etc. Furthermore, all state assessment data is sent home to parents in a timely manner. State assessment results are also published by the local media and available on the ALSDE website. State report cards will be made available to parents via web link from district website. Individual student achievement data is also available for parents to view through student information network and other communication apps used by the individual schools. Furthermore, the System utilizes a district wide system to call and text parents regarding parental involvement activities such as open house, PTO, monthly activities, and parent training opportunities. In addition, school operated social media sites, to include Facebook, are utilized to keep parents informed of school activities.

2. Sec. 1112(b)(1)(B)

Describe how the local educational agency will monitor students' progress in meeting the challenging State academic standards by identifying students who may be at risk for academic failure.

Data monitoring is a continuous process at the school level. Data meetings are routinely held and individual student data is reviewed. The FPCSD establishes a Response to Intervention (RTI) Plan for each school and a Problem-Solving Team (PST) is in place at each school. The PST team's purpose is to identify students who may be at risk for substandard academic performance and intervene by providing supplemental interventions targeted for their specific learning need. At the beginning of each year, the team reviews all students who were previously on the PST list and updates their plan. Furthermore, the team develops a watch list based on student's previous end of the year school data, and state assessment data in order to monitor these students throughout the school year. Additionally, students are screened throughout the year with district level assessments and referred to the PST team for below academic grade level benchmark scores and for behavioral issues. In addition, teachers are trained regarding RTI processes at the beginning of each year. If students are not making progress in the core curriculum, they are referred to the PST team to determine appropriate interventions for each individual student. If a student in kindergarten-third grade show a consistent deficiency in reading, a Student Reading Improvement Plan (SRIP) are developed for teachers to follow. Additionally, the ELL committees confers on at-risk EL students and determine the most appropriate educational plans for these students. If concerns exist beyond language, then these students may also be referred to the PST Team. Each school has designated intervention time scheduled and students are provided supplemental instruction in reading and mathematics through research proven methodologies. In addition, the FPCSD has collaborated with DeKalb Mental Health Services and the Child Advocacy Center to provide services for students who may be at risk of academic failure due to emotional or behavioral concerns. The school system also utilized state and federal funds to employ two social workers who additionally serves as a liaison between the school system and mental health providers. These counselors work with the school level counselors in service provision. Services are provided both at the school and outside the school setting. In addition, parents are informed of the RTI process and available services, and they are encouraged to refer their child for academic issues in which they have expressed concern.

3. Sec. 1112(b)(1)(C)

Describe how the local educational agency will monitor students' progress in meeting the challenging State academic standards by providing additional educational assistance to individual students the local educational agency or school determines need help in meeting the challenging State academic standards.

Each school has a leadership team that meets regularly and is responsible for developing school wide improvement planning in which data is regularly reviewed, program implementation is monitored, and as needed, program components are adjusted to ensure all students meet the state's academic achievement standards. Additionally, the school system collects and analyzes individual student data in order to determine which students are at risk for not reaching grade level standards. After students are identified as "at risk" they are referred to the student support team and an individual plan is developed, and the student receives additional supplemental instruction. The parent is also provided information regarding their child's progress. If a student in kindergarten-third grade show a consistent deficiency in reading, a Student Reading Improvement Plan (SRIP) are developed for teachers to follow. Our homeless students are identified by school guidance counselors and then referred to our Homeless Liaison. Services are then made available through McKinney Vento funds to include academic assistance, and tutoring. EL students are supported through ESL classes and the individualized EL plan through state, local and federal funds. Also, federal funds are utilized to employ additional staff to provide supplemental support in reading and mathematics in all schools. In addition, federal funds are used to hire additional instructional coaches at each school and Reading School Instructional Team (RSIT) and Math School Instructional Teams (MSIT) are formed to ensure maximum curriculum alignment with the Alabama Course of Study. Supplemental staff assistance involves providing students with support in order to assist them in attaining grade level standards, overcoming academic deficiencies, and acquiring of essential skills. Supplemental assistance is provided in the classroom setting, small group or individual setting, and/or technology-based instruction. Also, students have access to additional computer-based, research-based programs after school hours. Additionally, at the high school level, virtual classes are offered and a credit recovery program that allows students to retake a course while still advancing in the curriculum.

4. Sec. 1112(b)(1)(D)

Describe how the local educational agency will monitor students' progress in meeting the challenging State academic standards by identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

The staff will consistently use state performance data and yearly pacing guides to direct instructional decisions and maintain school wide and district wide data systems each year. Data meetings will be scheduled each year in order to analyze all ongoing sources of data. Data will be interpreted in order to examine effective strategies to raise student achievement and monitor the implementation of instructional changes. Based on data analysis, teachers will determine whether to continue instructional improvement strategies in its current form, modify or extend the approach, or try a totally different approach. The school level MSIT and RSIT teams grades K-4 and instructional coaching staff at each school will also utilize school wide and district wide data sources and pacing guides to routinely, consistently, and effectively monitor the curriculum, monitor the school wide goals, and use data as a part of the ongoing cycle of instructional improvement. The school level Continuous Improvement Planning Committee is also responsible for reviewing all comprehensive needs assessment data and determining the success of the plans funded through federal sources. Based on evaluation data, the school level committees must determine whether to continue, revise, or begin new plans to meet the needs of the intended population. The planning process encompasses identifying all data sources, a thorough analysis of all data and determining data trends, determining academic areas/concepts that are in greatest need of improvement, discover which subgroups are in the greatest need of improvement and in what subject areas/concepts, utilize school wide needs assessment to determine and prioritize weaknesses, involve all relevant stakeholders in the improvement process and commit district funds as needed for the plan. This process provides a framework for ensuring annual revisions and success of the plans funded with Federal

monies. Throughout each year, the District Consolidated Team will monitor this process. Additionally, school level ACIPs will be reviewed and revised as needed during the school year based on the needs of our students.

5. Sec. 1112(b)(2)

Describe how the local educational agency will identify and address, as required under State plans as described in section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers

The Fort Payne City School District strives to provide equal educational quality to all students. The system is composed of five schools (Pre-K, K-2, 3-5, 6-8, 9-12) and each school feeds into the other. Students from various ethnic and social classes are randomly distributed in classes. Additionally, all teachers, and support staff in the Fort Payne City School Systems' elementary, middle, and high school meets the state level qualification requirements under ESSA at the current time. However, if any teacher is placed and found not to be teaching within their field, the district will develop a plan of action to ensure they obtain appropriate certification within a specified time. This may include taking and passing the Praxis exam or working with the ALSDE certification department for a special alternative certificate. The collaboration of resources from Title I and Title II will be used to ensure that all staff obtains qualified status. In addition, parents are informed of their "Parents Right to Know" each year. Additionally, the system participates throughout the year in teacher recruitment activities in order to attract the highest quality staff for all of our students. The system also implements a mentor program for all first year teachers in order to support and strengthen sustainability of high quality teachers.

6. Sec. 1112(b)(3)

Describe how the local educational agency will carry out its responsibilities under paragraphs (1) and (2) of section 1111(d), School Support and Improvement Activities for schools identified as (1) Comprehensive Support and/ or (2)Targeted Support Schools

Currently, there are no schools in the Fort Payne City School District labeled in need of additional targeted support. When a school is determined eligible, the Federal Programs Coordinator and District Level Administration staff will assist by providing technical assistance to include: assisting school in the development of a Comprehensive Support Plan, review performance data and prioritize weaknesses, review all current intervention programs, assist in analysis of assessment data, identify staff and administrators in need of additional professional development opportunities related to improving student performance, and involve all relevant stakeholders in the improvement/restructuring process and commit district funds as needed for the implementation of the Comprehensive Plan.

7. Sec. 1112(b)(4)

Describe the poverty criteria that will be used to select school attendance areas under section 1113.

Section 1113 states an LEA may only use Title I funds in an eligible school attendance area (ESEA section 1113(a)(1)), which is a school attendance area in which the percentage of children from low-income families is —

• At least as high as the percentage of children from low-income families served by the LEA as a whole;

• At least as high as the percentage of children from low-income families in the grade span in which the school is located; or

• At least 35 percent. *(ESEA section 1113(a)(2).)*

Except as provided below, if Title I funds are insufficient to serve all eligible school attendance areas, an LEA must:
• Annually rank, without regard to grade spans, eligible school attendance areas in which the percentage of children from low-income families exceeds 75 percent (the "75 percent poverty threshold") from highest to lowest according to poverty percentage; and

• Serve the eligible school attendance areas in rank order. *(ESEA section 1113(a)(3).)*
For determining the number of children from low-income families in a secondary school, an LEA may estimate that number by applying the average percentage of students from low-income families in the elementary school attendance areas that feed into the secondary school to the number of students enrolled in the secondary school.
• Before an LEA may use feeder patterns to determine the poverty percentage of secondary schools —
- The LEA must notify its secondary schools to inform them of the option.
- A majority of its secondary schools must approve the use of feeder patterns. *(ESEA sections 1113(a)(5)(B) and (C).)*
An LEA may lower the poverty threshold to 50 percent for high schools served by the LEA.
(ESEA section 1113(a)(3)(B).)

FPCSD will use a poverty criterion of at least 35% *(ESEA section 1113(a) (2).)* in determining school attendance.

8. Sec. 1112(b)(5)
Describe the nature of the programs to be conducted by such agency's schools under sections school-wide (Sec. 1114) and Targeted Assistance (Sec. 1115) and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs

The FPCSD does not have any facilities for neglected or delinquent children in our attendance zone. However, if the need should arise, students may be served through Title I funds by providing support and supplement to the educational program delivered by the neglected/delinquent facility.

9. Sec. 1112(b)(6)
Describe the services the local educational agency will provide homeless children and youths, including services provided with funds reserved under section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the local educational agency is providing under the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11301 et seq.).

It is the policy of the Fort Payne City School District, to the extent practicable under requirements relating to education established by state law, that each eligible child of a homeless individual and each eligible homeless youth have access to a free appropriate education comparable to other educational opportunities provided the children of district residents who are not homeless, without isolation or stigma. Social service agencies or the school guidance counselors upon enrollment identify homeless students. Students are then referred to the Homeless Liaison. The Homeless Liaison reviews the case file and determines eligibility, and coordinates services. Services may include academic assistance, tutoring, school supplies, stipend for extended day program, personal hygiene and clothing items, field trips, school fees and dues. Furthermore, all efforts will be made to accommodate the needs of homeless students through a coordinated effort with the school system and outside agencies. Homeless students have equal access to all programs provided by the FPCSD.

10. Sec. 1112(b)(8)
Describe, if applicable, how the local educational agency will support, coordinate, and integrate services provided under this part with early childhood education programs at the local educational agency or individual school level, including plans for the transition of participants in such programs to local elementary school programs

The Fort Payne City School District has one PreK school. Fort Payne Pre-K currently has a preschool program with 10 classrooms. Office of School Readiness funds are used to support pre-school programs for children in the Fort Payne City School System. The preschool classes follow the Office of School Readiness guidelines and implements the Alabama Developmental Standards for Preschool Children in its programs. Also, Head Start classes are provided within the Fort Payne City attendance zone. Head Start guidelines are followed for student selection. Coordination between programs includes eligibility and service provision for special needs students attending the Head Start program and coordinated transition services for students who will be attending Wills Valley Elementary School. Special Education Services are provided at both the Head Start facility and Fort Payne Pre-K, and transportation for service provision is a coordinated effort. Additionally, transition services include organized visits to Wills Valley Elementary school in order to facilitate a uniformed transition to Kindergarten. A HIPPY (Home Instruction for Parents of Preschool Youngsters) program will be provided for the upcoming school year. HIPPY helps level the playing field for at-risk children by giving their parents the knowledge and materials they need to work one-on-one with their child to provide them with the academic skills necessary to be successful in kindergarten. Trained parent educators are sent into the homes of three, four and five year olds in our community to instruct their parents on lessons that they in turn will teach their child. Parent meetings are also held throughout the year. The meetings are facilitated to include and accommodate both Spanish speaking and English-speaking parents. This program is funded through grants provided by the ALSDE-Department of Early Childhood Education.

11. Sec. 1112(b)(9)

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under section 1115, will identify the eligible children most in need of services under this part.

Currently all schools in the Fort Payne City School District operates a Title I School- wide Program (except Fort Payne Pre-K). Should a school in the system become a targeted assistance school, a multiple criteria selection will be used to determine students identified as most in need of services. This criterion will be student baseline test scores from the reading series used at the schools, State testing results (2-11), standardized testing, and local assessment results at the grades in which there is no state data, and teacher surveys. Points will be assigned to each of these areas and added together to create a point total for each student. This point total will be placed in ascending order. Students having the fewest point total will be considered those with greatest need and needing Title I reading and/or math services.

12. Sec. 1112(b)(10)(A)

Describe how the local educational agency will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education through coordination with institutions of higher education, employers, and other local partners.

Counselors from the high school spend several days with the middle school counselors each spring helping students with their 9th grade registration sheets. Counselors explain requirements for graduation, career pathways, and discuss the schedule at the high school. Additionally, there is a freshman and new student orientation conducted before school starts for new students to tour the high school campus. The system-wide career coach hosts a career tech expo for the 8th graders to inform them of the different career pathways at the high school. Also, counselors take 9th and 12th graders to *Made in Dekalb* which is a career program for high school students. Seniors and Juniors go to *College Day* with other schools from the Dekalb County Schools System and attend a *Career Day* at Northeast Alabama Community College in the spring. At *College Day*, college representatives from across the state are available to answer students' questions about college and to give them admission and scholarship information. The high school also does a *Career Day* for all students to attend in grades 9-12. Fort Payne High School also has a College Application and *Cash for College* Week. Colleges from across the state are invited to assist our seniors in applying for college and scholarships. The career coach

assists students with their FAFSA applications.

13. Sec. 1112(b)(10)(B)

Describe how the local educational agency will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

Counselors assist all students in completing a Career Interest Inventory and Four-Year plan in the Career Prep A class. Plans are updated yearly. Students in grades 10-12 have access to dual enrollment courses. Students in grades 11 and 12 may participate in Early College Enrollment. Also, the Career Tech director and career coach visits the middle school to discuss career options with eighth-graders. All of our Career Tech teachers assist students in learning about careers in their areas of interest. In addition, the counselors meet with each senior individually about his or her college and career plans. Students are given all college scholarship information through their high school e-mails. Dual enrollment opportunities continue to increase each year. In addition, students may apply yearly for Early College Enrollment through Northeast Alabama Community College scholarships. These students take all of their courses at Northeast Alabama Community College. Their tuition is paid and they are responsible for books and transportation. In some cases, students have earned an associate's degree and graduate from Fort Payne High School at the same time.

14. Sec. 1112(b)(11)

Describe how the local educational agency will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of student, as defined in section 1111(c)(2) (economically disadvantaged; students from major racial and ethnic groups; children with disabilities; and English learners)

The Fort Payne City School District identifies discipline trends and disaggregates sub groups through an analysis of our Office of Civil Rights data report, our yearly SIRS report, Student Information Network data, and all other data submitted by administrators regarding discipline practices. Administrators are provided information and training opportunities on Positive Behavior Supports strategies. In addition, administrators are trained to identify bullying and strategies to address bullying and negative behaviors. The school system contracts with Mental Health service providers and students with significant behavioral problems are referred to outside counseling agencies. Special Needs students are provided behavioral support plans and additional behavioral specialist are contracted to work with these students and staff. Also, the Fort Payne City School District utilized Title IV funds to employ a counselor to meet the needs of our students system wide. In addition, the superintendent must approve all disciplinary actions that result in a removal of more than ten days.

15. Sec. 1112(b)(12)(A)

Describe, if determined appropriate by the local educational agency, how such agency will support programs that coordinate and integrate academic and career and technical education content through coordinated instructional strategies that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State.

The FPCSD has always pursued internships and apprenticeship programs that support a student's career paths. Currently, a local industry has employed welders as apprentices, our local hospital, as well as the local nursing home, have signed intern agreements with our Health Science Program. Additionally, the FPCSS has established a partnership with Northeast Alabama Community College to provide youth apprenticeship opportunities for our students age 16 and older. This program will provide hands on experience while working with a journeyman

with earning competitive wages. Students can earn an Associate's Degree with multiple certifications in this program Furthermore, credentialing and skill attainment is an important aspect of our career technical program. The career technical director works closely with career technical teachers to ensure credentialing opportunities are available for students participating in career technical courses at Fort Payne High School. Funds for the career technical program are currently received from the Carl Perkins grant, state funds and local funds.

16. Sec. 1112(b)(12)(B)
If determined appropriate by the local educational agency, describe how such agency will support programs that coordinate and integrate work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

Our Co-op program actively recruits business and industry partners that are willing to employ our students with jobs that match their chosen career paths. Academic credit as well as early release from school is granted through the Co-op Program. Funds for the Co-op program are currently received from the Carl Perkins grant and state funds.

17. Sec. 1112(b)(13)(A)
Describe any other information on how the local educational agency proposes to use funds to meet the purposes of this part, and that the local educational agency determines appropriate to provide, which may include how the local educational agency will assist schools in identifying and serving gifted and talented students.

Fort Payne City School District supports the identification and instruction of gifted and talented students through the administration of high quality identification measures, and advanced curriculum for both gifted resource and regular classrooms. The identification of gifted and talented students requires multiple measures, including intellectual ability tests that identify students within diverse/underrepresented populations. State and local funds will be used for verbal and nonverbal intelligence tests that are suitable for identifying high ability students. In addition, regular classroom teachers require additional instructional supports to serve gifted and talented students in the regular classroom. Currently state and local funds are utilized to fund the gifted program. However, if it became necessary, Title I and Title II Funds may be used to provide classroom teachers with curriculum specific professional development specifically designed for high ability learners, in order to provide students access to greater challenge, depth, and complexity within the curriculum.

18. Sec. 1112(b)(13)(B)
Describe any other information on how the local educational agency proposes to use funds to meet the purposes of this part, and that the local educational agency determines appropriate to provide, which may include how the local educational agency will assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

Currently, Local and state funding is used to enhance the curriculum, promote information skills, and encourage ethical behavior through the purchase of quality reading materials and electronic programs and through lessons designed by library media specialists on the subjects of digital literacy, evaluation of online sources, and plagiarism. School libraries emphasize reading as the key to success in life and as the foundational skill to academic achievement; therefore, certified library media specialists acquire the latest books to encourage independent reading and to foster lifelong reading skills. The library media specialist collaborates closely with all stakeholders in order to provide materials and technology that enhances the curriculum. They continuously collaborate with instructional coaches and teachers in order to provide lessons and skills to improve students' achievement and to provide materials that are current, informative, and enjoyable for the students. With input from teachers and staff, materials purchased for media center are relevant to the curriculum presented at Fort Payne City Schools. Input from staff and students allows the system to purchase materials that meet the

different interests and abilities of all students. By participating in regular professional development, the library media specialists are able to develop the knowledge and skills that allow us to incorporate existing and developing technologies into the classroom. By teaching the students Digital Citizenship at regular intervals through the media center, the library media specialist encourages students to follow applicable laws relating to copyright and fair use. The LEA will continue to support the media centers through the purchase of books and eBooks and other materials that will enrich and support the curriculum as well as the personal needs of the students, taking into consideration their varied interests, abilities, maturity levels, and learning styles through state and local monies. Federal funds are also utilized to support these endeavors to develop digital literacy and supplement improved academic achievement as based on the needs assessments at each school.

19. Sec. 1112(b)(7)
Describe the strategy the local educational agency will use to implement effective parent and family engagement under section 1116. (This question will be answered in the written policy below).

Parent and Family Engagement Written Policy (Sec. 1116 (2))

Sec. 1116(a)(2)(A))

A. Describe how the Local Education will involve parents and family members in jointly developing the local educational agency plan under section 1112, and the development of support and improvement plans under paragraphs (1) and (2) of section 1111(d).

The Fort Payne City School District Federal Program Coordinators facilitates the Consolidated Federal Programs Stakeholder Meeting in the Spring and Fall of each school year. During these meetings, faculty, parents, students, community members contribute to the development of District-wide Consolidated Parent and Family Engagement Plan. In addition, this year there was virtual collaboration through June with relevant stakeholders in the development of the plan. Sources used in the development of these policies and plans include department level meetings, individual school level meetings, ACIP reviews, staff surveys, annual parent survey results, and parent-teacher conferences. This policy and all school policies will be posted on our system and school websites making them available for parent comments and suggestions. This policy is a working document subject to review and revision. The survey of parents at the beginning and end of each year helped identify barriers to parental involvement as well as strengths and challenges to the district plan. Furthermore, parent representatives from each school will serve as a point-of-contact for other parents, and will work with the local school Parental Engagement Specialist to ensure that parents receive information in a timely manner.

Sec. 1116(a)(2)(B))

B. Describe how the Local Education Agency will provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the local educational agency in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education.

The Fort Payne City School District will provide the following necessary coordination, technical assistance, and other support to assist schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance. The Federal Programs Director will provide the following:
District oversight and leadership;
Guidance and support on the appropriate use of parent involvement funds and review school level Parental

Involvement Policies, School CIP plans, and School-Parent Compacts to ensure compliance;
Maintain and support with appropriate information and training for parental volunteer opportunities;
Facilitate district level stakeholder meetings;
Assist in the development of parental leadership through PTOs and other recognized groups;
Identify and publicize promising programs and practices related to parental involvement.

Sec. 1116(a)(2)(C))

C. Describe how the Local Education Agency will coordinate and integrate parent and family engagement strategies under this part with parent and family engagement strategies, to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs.

The positive role that families play in student achievement has been well documented. Fort Payne City Schools know that students perform better when their parents are actively involved in their education; thus, we must ensure that each school creates a climate that makes parents comfortable and gives them meaningful opportunities to participate and support their children. We must also recognize the unique needs of students and families and explore a parental involvement events and activities that will provide parents with multiple opportunities throughout the year to be an active participant in their child's academic achievement and development. Each school begins the year by participating in an Open House with flexible hours to accommodate families. Parents are encouraged to come and meet their child's teacher and the school staff. Parents are also encouraged to sign up for volunteer opportunities throughout the year. Parent teacher conferences are scheduled during the year as needed on an individual basis and, Parent /Teacher Involvement days are scheduled in the fall and spring at each school. Parents are given a monthly calendar of all parental activities (science fairs, art fair, PTO Programs, Parental Involvement Night, etc.,). In addition, parents are encouraged to participate in parent surveys that are conducted yearly. Furthermore, each school utilizes a Learning Management System to provide information throughout the school week in order for parents to have access to latest data/ information regarding their child.

Sec. 1116(a)(2)(D))

D. Describe how the Local Education Agency will conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools served under this part, including identifying—

(i) barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background)

The input and suggestions from parents are an essential component of the district-consolidated plan and school level ACIP plans. The Fort Payne City School District will conduct annual surveys of parents to identify barriers to parental involvement as well as strengths and challenges to the district and school level plans. The Parental Engagement Specialist will conduct the surveys at each individual school and the survey results will be utilized in order to help develop and revise this plan. The parent survey results will be disseminated at the district level Consolidated Federal Programs meetings and members of the District Consolidated Federal Programs Committee will include parent representatives from each school who will provide input into the development of this plan. These parents will serve as a point-of-contact for other parents, and will work with the local school and Parental Engagement Specialist to ensure that parents receive information in a timely manner. To ensure that all information related to the district, school, parent programs, meetings and activities are available to all parents in an understandable uniform format, each school will send home calendar of monthly events to parents, and staff will utilize calling system to remind parents of upcoming events in their native language. Parent notifications and resources will be provided to parents in the parents' native language, when applicable,

and interpreters are employed at each school and will be available at parent events and meetings. Information placed on our school website will be translated to the extent practicable. The district will also utilize the Mass Notifications system, school websites, local news media, social media site and other school message systems to post information for parents.

(ii) the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers

Throughout the school year, parents are provided materials and training on such topics as literacy/mathematics and using technology in order to help parents work with their children to improve their child's academic achievement. Parent support is given in the state academic standards, state and local assessments including alternate assessments, the requirements of Title I Part A, how to monitor their child's progress and how to work with educators. Grade level meetings are held at the beginning of the school year to help parents become familiar with curriculum classroom standards, homework policy, assessment, proficiency levels that students are expected to achieve, and directions to access their child's grades, discipline, and attendance. Additional activities to support parental engagement are scheduled throughout the year.

(iii) strategies to support successful school and family interactions

The Fort Payne City School District will implement the following strategies to support successful school and family interactions: promote advertising and encouraging parents to participate in school activities, providing a translator as needed for parental engagement, asking parents to serve on the Consolidated Federal Programs Committee, encouraging parents of pre- school age children to utilize the OSR Preschool program, Head Start and HIPPY program, providing assistance on registration day in the spring for incoming students and parents to visit and tour the elementary school, as well as register for the upcoming school year.

Additionally, the system employs a system-wide Parent/Family Engagement Specialist that provides support to assist in planning and implementing effective parent and family engagement and serves as a school liaison in order to nurture a supportive spirit among the school, parent and community. The System also employs a Title I Director that provides guidance and support to administrators and the Parental Engagement Specialist through emails, telephone calls, meetings, etc. and reviews school level parent and family engagement policy/plan to ensure compliance, including documentation from parent meetings showing it was developed jointly with parent input.

Sec. 1116(a)(2)(E))

E. Describe how the Local Education Agency will use the findings of such evaluation described in the section above (Sec. 1116(2)(D)) to design evidence-based strategies for more effective parental involvement, and to revise, if necessary the parent and family engagement policies described in this section.

The Fort Payne City School District will provide, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of this parent and family engagement policy in improving the academic quality of its Title I, Part A schools. The evaluation will include measures to identify barriers that limits participation by parents in activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The evaluation will also address identifying the needs of parents and family members to assist with the learning of their children, including engaging with school personnel, teachers, and strategies to support successful school and family interactions. The school district will use the findings of the evaluation about its parent and family engagement policy to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the parent and family engagement policies. The FPCSD will annually implement the following strategies: Annual Parent Meeting, Parental Involvement days (Fall

and Spring), evaluate feedback from parent representatives at each school, conduct surveys (take-home, mailed, electronic), offer a variety of opportunities for parents to be involved in their child's education, publicize (website, school messenger (Blackboard), flyers, social media etc.) all activities in multiple ways and in native languages to ensure families are informed. Also, assistance will be provided to schools throughout year as needed.

Sec. 1116(a)(2)(F))

F. Describe how the Local Education Agency will involve parents in the activities of the schools served under this part, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the local educational agency to adequately represent the needs of the population served by such agency for the purposes of developing, revising, and reviewing the parent and family engagement policy.

The Fort Payne City School District will involve parents in the joint development of its LEA parental involvement plan and activities at each school. Parents and families will be invited to serve on the Consolidated District Planning Committee and provide suggestions for annual development or revisions of the LEA Parental Involvement Plan. The committee is comprised of parent representatives from each school, community members, faculty and other stakeholders to provide leadership and advisement on matters related to parental engagement, in Title I, Part A programs as well as other issues related to district wide federal programs plans.
Parents and families will be invited to serve on each school's improvement planning committee in the development of the Continuous Improvement Plan (ACIP) for that school. Each Title I school will notify families of the date of its Annual Title I Meeting and invite them to participate. Schools will conduct annual meetings that provide information concerning the school's participation in the Title I program and the rights of parents and families under The Every Student Succeeds Act of 2015. Each Title I school will conduct meetings at flexible times to accommodate the schedules of parents and families.

In order to build capacity for Parent and Family Engagement, the Local Education Agency will ensure effective involvement of parents and will support a partnership among the schools involved, the parents, and the community to improve student academic achievement, the LEA shall:

G. Describe how it will provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children.

The Fort Payne City School District will, with the assistance of its Title I, Part A schools, provide assistance to parents of children served by the school or school district, as appropriate, in understanding the following topics:
The challenging state academic standards; State and Local Academic Assessments including Alternate Assessments; Requirements of Title I, Part A; How to monitor their child's progress; How to work with educators; FPCSD will provide parental engagement opportunities throughout the school year for parents to gain knowledge in these areas. Parents will be provided a monthly calendar of dates and locations for parental engagement activities. This information will be shared via newsletter, school website, and blackboard messenger.

H. Describe how it will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology

(including education about the harms of copyright piracy), as appropriate, to foster parental involvement.

The Fort Payne City School District will, with the assistance of the individual schools, provide materials and training to help parents and families to work with their children to improve their children's academic achievement, such as literacy training, and use of technology, (including education about the harms of copyright piracy) as appropriate, to foster parent and family engagement.
FPCSD will provide parental engagement opportunities throughout the school year for parents to gain knowledge in these areas. The Technology Coaches will provide parent forums on using technology, monitoring their child's progress, and training regarding education about the harms of copyright piracy. Parents will be provided a monthly calendar of dates and locations for parental engagement activities. This information will be shared via newsletter, school website, and blackboard messenger.

I. Describe how it will educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.

The Fort Payne City School District will provide opportunities for professional development to address these topics and the Parental Involvement Specialist will facilitate parent engagement opportunities and activities at each school in order to build and strengthen ties between parents and the school.

J. Describe how it will to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.

The Fort Payne City School District shall to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Home Instruction Program for Preschool Youngsters (HIPPY), OSR Pre-K programs and other state funded pre-K programs in the district, and conduct other activities that encourage and support parents in more fully participating in the education of their children. Additionally, faculty and staff from those programs shall be invited to attend parental engagement activities that focus on Kindergarten transition initiatives. Also, parents may tour the schools and receive information to help prepare them and their children for kindergarten. FPCSD will coordinate with these programs to ensure that parents are informed about available resources.

K. Describe how it will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand.

To ensure that information related to district, school, and parent programs, meetings and activities are available to all parents in an understandable and uniform format, each school will ensure that to the extent feasible and appropriate parent notifications and resources will be sent home in parents' native language. The district will utilize TRANSACT and local translators to accomplish this. Furthermore, when applicable, interpreters will be available at parent events and meetings. MasterWord is also utilized for interpretation services. Information posted on the district website will be translated to the extent practicable. The district will also use Blackboard Mass Notification, school websites, local news media, district social media site, and other school messenger systems to post information for parents.

L. **Describe how it will ensure provide such other reasonable support for parental involvement activities under this section as parents may request**.

The Fort Payne City School District shall provide such other reasonable support for parental involvement activities as parents may request.

M. Describe how the LEA may involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training.

The Fort Payne City School District will, with the assistance of its schools, parents, and families, educate its teachers, specialized instructional support personnel, principals, and other school leaders, in methods to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools. The Parent Engagement Committee at each school will meet regularly to ensure school success by informing and empowering parents to support their children's learning at home. In addition, parents will be given the tools necessary to support student achievement while participating in the making of informed decisions about their child's learning, thus participating in the improvement process at school. Furthermore, each Title I school will, with the input of parents, and families, develop a home-school compact outlining the responsibilities of the school, students, and parents in the education of each child.

N. Describe how the LEA may provide necessary literacy training from funds received under this part if the local educational agency has exhausted all other reasonably available sources of funding for such training.

The Fort Payne City School District may provide necessary literacy training from funds received under this part if the local educational agency has exhausted all other reasonably available sources of funding for such activities. Additionally, throughout the school year parents are provided materials and training on such topics as literacy/mathematics and using technology in order to help the parents work with their children to improve their child's academic achievement.

O. Describe how the LEA may pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions.

The Fort Payne City School District may pay reasonable and necessary expenses associated with local parent and family engagement activities, including transportation and childcare cost, to enable parents to participate in school-related meetings and training sessions as parents may request.

P. Describe how the LEA may train parents to enhance the involvement of other parents.

The Fort Payne City School District has established parent representatives at each school. The FPCSD may train parent representatives at each school to enhance the involvement of other parents in parental engagement activities**.**

Q. Describe how the LEA may arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating

children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation.

Meetings may be arranged at a variety of times, or may be conducted in home for with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation.

R. Describe how the LEA may adopt and implement model approaches to improving parental involvement.

The ACIP plans contains a parental involvement section that is continually visited and updated as needed. Also, the Parental Involvement Specialist analyses and ensures that the district and schools are implementing model approaches to improve parental involvement.

S. Describe how the LEA may establish a districtwide parent advisory council to provide advice on all matters related to parental involvement in programs supported under this section.

Parent advisory councils are established through each school in the FPCSD. Also, these parents serve as representatives on the District level parent advisory council.

T. Describe how the LEA may develop appropriate roles for community-based organizations and businesses in parent involvement activities.

The Fort Payne City School District will communicate with organizations and businesses in order to encourage building community partnerships with our schools as well as the district in able to foster parental involvement in such areas as:
*Allow time off from work to attend school related meetings
*Provide tutors
*Have community and business leaders as speakers at parent meetings and workshops
*Donate to schools on behalf of parents who are employees or members
*Sponsor School wide events promoting student achievement

Sec. 1116(f)

U. Describe how the Local Education Agency, to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children, parent and family members of homeless children, and parents and family members of immigrant children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand.

The ESL teachers and support staff are available to translate information for parents during parent meeting meetings and with written documents sent to parents. Also, all compacts, parental surveys, and information related to parental and family engagement opportunities are provided to the parent in their native language.

This LEA Parent and Family Engagement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs as evidenced by :

Federal Programs Collaboration meeting May 2024 and fall annual meeting for parents to discuss and review the Consolidated Plan for FY 2025. The school district will distribute this policy to all parents of participating Title I, Part A children on or before October 1, 2024.

PLAN APPROVED BY *(Person or Entity)* *Brian Jett* **DATE OF APPROVAL 6/03/2024**

PARENTS RIGHT-TO-KNOW REQUIRED INFORMATION

(1) INFORMATION FOR PARENTS-

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

(i) Whether the student's teacher—

(I) has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction

(II) is teaching under emergency or other provisional status through which State qualification nor licensing criteria have been waived; and

(III) is teaching in the field of discipline of the certification of the teacher.

(ii) Whether the child is provided services by paraprofessionals and, if so, their qualifications.

(B) ADDITIONAL INFORMATION. —In addition to the information that parents may request under subparagraph(A), a school that receives funds under this part shall provide to each individual parent of a child who is a student in such school, with respect to such student—

(i) information on the level of achievement and academic growth of the student, if applicable and available, on each of the State academic assessments required under this part; and

(ii) timely notice that the student has been assigned, or has been taught for 4 or more consecutive weeks by, a teacher who does not meet applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.

Fort Payne City Schools

Parents Right-To-Know ● Request Teacher Qualifications

Title I, Part A, Section 1112(c)(6), *Every Student Succeeds Act,* Public Law 114-95

I am requesting the professional qualifications of _____

who teaches my child, _____ at _____
Child's Name (Please Print) School (Please Print)

My mailing address is _____
Street (Please Print) City Zip

My telephone number is _____.

My name is _____.
Name (Please Print)

_____ _____
Signature Date

This Section to be Completed by School/Central Office

Date Form Received: _____ Received by: _____

Teacher's Name: _____ Subject: _____

Has the teacher met state qualifications and licensing criteria for the grade levels and subject areas in which he/she teaches?

_____ Yes _____ No

Is the teacher teaching under emergency or other provisional status?

_____ Yes _____ No

Undergraduate Degree _____(University/College)

Major Discipline _____

Graduate Degree _____ (University/College)

Major Discipline _____

Does a paraprofessional provide instructional services to the student?

_____ Yes _____ No

If yes, what are the qualifications of the paraprofessional? _____

High School Graduate _____ (Year)

Undergraduate Degree _____ (University/College)

Major/Discipline _____

College/University Credit _____ (Hours)

Major/Discipline _____

_____ _____
Signature of Person Completing Form Date

Project Lead the Way (PLTW)

Project Lead The Way, Inc., is the leading provider of rigorous and innovative STEM education curricular programs used in schools. PLTW's comprehensive curriculum has been collaboratively designed by PLTW teachers, university educators, engineering and biomedical professionals, and school administrators to promote critical thinking, creativity, innovation and real-world problem solving skills in students. The hands-on, project-based program engages students on multiple levels, exposes them to areas of study that they typically do not pursue, and provides them with a foundation and proven path to college and career success. For more information, visit www.pltw.org.

Student Support Services

Alabama's Multi-Tier System of Supports (AL-MTSS) is a comprehensive framework that encompasses the academic, behavioral, physical, mental health and wellness, and social-emotional needs to support the whole child.

Fort Payne City School System-MTSS (Multi-Tiered System of Supports) is committed to the overall continuous improvement process currently in place (RtI) and is tailored to meet the realities in the individual classroom.

MTSS is about the whole child with emphasis on Tier 1 instruction. MTSS is focused on the importance of thinking holistically about the whole child in educational settings and the effects of positive school climate, social-emotional learning, and productive teaching strategies on achievement. That means it supports academic growth, but many other areas, too. These include behavior, social and emotional needs, and absenteeism. MTSS serves as a framework to support practitioners in using data to ensure that all students are equipped with the academic and behavioral skills they need to succeed. The primary rationale for high-quality attendance data is the relationship between student attendance and student achievement.

The elements of MTSS include:

- Multiple tiers of instruction, intervention, and support
- Includes learning standards and behavioral expectations
- Problem-solving process
- Data evaluation
- Communication and collaboration
- Capacity building infrastructure
- Leadership

Response to Intervention (RtI) is encompassed in MTSS which includes a three-tier model of intervention within the general education curriculum is applied which includes academic as well as behavioral interventions.

- Tier 1: High-Quality Classroom Instruction, Screening, and Group Interventions: All students are screened on a periodic basis to establish an academic and behavioral baseline and to identify struggling learners who need additional support.
- Tier 2: Targeted Interventions: Students not making adequate progress in the regular classroom in Tier 1 are provided with increasingly intensive instruction matched to their needs on the basis of levels of performance and rates of progress
- Tier 3: Intensive Interventions and Comprehensive Evaluation: At this level, students receive individualized, intensive interventions that target the students' skill deficits

Problem Solving Team PST

The Problem-Solving Team (PST) is a team of school professionals who meet on a regular basis to address teacher's concerns about struggling students and to help design intervention plans. The purpose of the team is to be an effective problem-solving group that: assesses teachers' concern about student academic and/or behavioral difficulties, identifies student strengths, interests and talents, review baseline data that has been collected, sets projected outcomes and methods for measuring progress, designs specific intervention plans, reviews and monitors intervention plans, and develops a plan to communicate plan/results with students' parents.

Steps in the Problem-Solving Process:
1. What is the problem?
2. Why is the problem happening?
3. How are we going to solve the problem?
4. Did the intervention work?

The PST is not to be used as a referral system to special education. If a student does not make adequate progress in tier I, more targeted instruction is provided and monitored for 8-10 weeks. For students who do not adequately respond to the targeted tier II intervention, they receive tier III intensive intervention targeted to their deficits for 8-10 weeks. A referral can be made for special education when interventions from tier II and III have been deemed unsuccessful; all data used to make determinations must be submitted with the referral.

Opt-In for Mental Health Services by Parent or Legal Guardian

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

For purposes of this policy, "mental health services" includes services, treatment, surveys, or assessments relating to mental health; however, it does not include instructional activities designed to educate students regarding topics related to mental health (1) contained in the school system's approved curriculum or (2) otherwise required to be taught by law (e.g., Erin's Law; Jason Flatt Act).

This policy is not applicable to any school counseling services or "mental health services" contained in a student's PST, IEP, or §504 plan. Consent for those services will be obtained in accordance the specific procedures required by federal and/or state law, and information regarding any mental health services will be provided in the pertinent plan.

A. Written Notification – At least annually, the school system shall provide parents and legal guardians a written notification regarding school provided or sponsored mental health services. The notification will include the purpose and general description of each of the mental health services available; information regarding ways parents may review materials to be used in guidance and counseling programs available to students; and information regarding ways parents may allow, limit, or prevent their student's participation in the programs.

The written notification may be provided electronically, including through the school system's online enrollment portal or by such other means and methods as are customarily used for such purposes.

B. Opt-In To Participate in Mental Health Services –

1. General Requirement – For a student under the age of fourteen to participate in mental health services, written permission by the student's parent or legal guardian is required annually. The written permission must be specific as to any treatment and not broad in nature. Parents and legal guardians may be provided the opportunity to opt-in electronically during online enrollment or by such other means and methods as are customarily used for such purposes.

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

3. Requests for Opt-In and Referrals Authorized – If a parent or legal guardian does not initially opt-in to mental health services, school officials may contact the parent or legal guardian to (1) attempt obtain permission for the student to participate in mental health services if the school official believes that the student would benefit from services or if circumstance arise for which services could be beneficial; and/or (2) provide a parent or legal guardian with a referral or information regarding mental health services that may be available to a student through other agencies or providers.

4. Exception for Imminent Threat – If a parent or legal guardian has not opted-in to mental health services, a student may be provided mental health services if there is an imminent threat to the health of the student or others. School employees may determine in their discretion whether such an imminent threat exists and provide any mental health services they deem necessary under the circumstances.

C. Information for Parents/Legal Guardians – If a student's parent or legal guardian elects to opt-in to mental health services, the counselor providing services shall keep the parent fully informed regarding any diagnosis and any recommendations for additional counseling or treatments beyond the services for which the parent or legal guardian has already opted in. The parent shall have the authority to make final decisions regarding any such recommended counseling and treatments.

D. Recordkeeping – Written records maintained by the school system and directly related to a student's mental health services will be treated in the same manner as health care records and are subject to the confidentiality protections applicable to education record generally. Such records will be available for examination and review by authorized persons in the manner prescribed and to the extent required by federal and/or state law.

Records pertaining to a student's mental health services will be kept separately from academic records unless including such record(s) in the student's academic record is necessary to implement a state and/or federal law (e.g., special education referral process).

If you have any questions regarding student support services, please contact the counselor at your child's school or the School Psychometrist at Fort Payne City Board of Education for further information and parent training.

Students with Disabilities
Child Find Activities

The Special Education Department promotes opportunities for gifted and disabled students to participate in educational activities designed to help each student achieve maximum potential. A full range of services, meeting the needs of all identified and placed disabled students (Pre-K - 12), is offered in schools throughout the Fort Payne City School System. People who use telecommunication devices for the deaf may also access Child Find by calling the TTY Alabama Relay Service. Child Find is a service of the Alabama Department of Education through collaborative efforts of its Division of Special Education Services, local education agencies and other education agencies. Through ongoing Child Find outreach efforts, the Department of Special Education is working to make physicians, social workers, parents, service providers and the general public aware of the need to identify all individuals who have disabilities and refer them to Child Find. Disabilities recognized by the State of Alabama include Autism, Deaf-Blindness, Developmental Delay, Emotional Disability, Hearing Impairment, Intellectually Delayed, Multiple Disabilities, Orthopedic Impairment, Other Health Impairment, Specific Learning Disabilities, Speech and Language Impairment, Traumatic Brain Injury and Visual Impairment.

Child Find
1-800-392-8020 (Ages 3-21)
1-800-543-3098 (Birth -2)
1-800-548-2546 (TTY)
256-845-0915 Fort Payne City Schools

Disability Definitions and Criteria

Autism- Autism is a developmental disability that significantly affects verbal and nonverbal communication and social interaction evident before age three that adversely affects educational performance.
Developmental Delay (ages 3-9) A child becomes eligible for this area of disability on his/her third birthday if there is a significant delay in one or more of the following areas: 1. Adaptive development,

2. Cognitive development, 3. Communication development, 4. Social or emotional development, and/or 5. Physical development; and if the child needs special education services.

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

Emotional Disability means a disability characterized by behavioral or emotional responses so different from appropriate age, cultural, environmental, or ethnic norms that the educational performance is adversely affected. Characteristics must be exhibited over a long period of time and to a marked degree that adversely affects educational performance.

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

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

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

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

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

Specific Learning Disabilities is characterized by a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell or to do mathematical calculations. Children with specific learning disabilities will demonstrate a severe discrepancy between intellectual ability and achievement in one or more of the following areas: basic reading skills, reading comprehension, mathematical calculation, mathematical reasoning, oral expression, listening comprehension, or written expression. No single criterion or specific number of characteristics can be used in identifying children with specific learning disabilities. Rather, the age-appropriateness of observed behaviors and the frequency, intensity, and duration of a child's learning problems are critical in distinguishing specific learning disabilities from learning problems resulting from such factors as low motivation, underachievement, or inadequate instruction.

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

Traumatic Brain Injury is characterized by an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairments or both, that adversely affects educational performance.

Visual Impairment Characterized by a visual impairment that, even with correction, adversely affects a child’s educational performance. This includes both partial sight and blindness.

Special Education Referral Process

Who can make a special education referral?

Any person who has knowledge of or interest in the student may refer him or her.

What information must be on the referral form?

- Date of referral
- Student's name and demographic data
- Information about the student's problem
- Documentation of pre-referral interventions and their effectiveness
- Completion of environmental, economic, cultural concerns checklist
- IEP Team member's signatures

How long does it take to complete the referral to placement process?

A referral begins with the date that the parent signs the Consent for Evaluation. The process from referral to IEP development must be completed in 120 calendar days regardless of any scheduled interruptions in the scholastic year or the scheduled summer vacation.

- Evaluations must be completed no later than sixty (60) calendar days from the Consent of Evaluation.
- Eligibility must be determined no later than thirty (30) calendar days from the date of the completion of
- all evaluations.
- An IEP must be held and placement made within thirty (30) calendar days after the student is
- determined eligible.

IEP Team

What is an IEP Team?

The IEP team is a team of people who meet to make decisions about evaluation, eligibility, and programming for students. The IEP Team makes eligibility decision in the Fort Payne City School District.

What is involved in the IEP Team?

- At least one regular education teacher of the student (if the student is or may be participating in the regular education environment);
- At least one special education teacher or special education provider or the student;
- The parent, guardian, or surrogate parent of the student;
- A Local Education Agency (LEA) representative who is qualified to provide or supervise specially designed instruction is knowledgeable about general education curriculum and knowledgeable of available resources;
- Someone who can interpret evaluation results;
- Other person knowledgeable about the student, including related services personnel; and
- Whenever appropriate, the student.

What are the functions of the IEP Team?

Initial referral/evaluation/reevaluation

- Reviews the initial referral;
- Reviews existing data and determines the need for evaluation;
- If the student is to be evaluated, determines what areas and what evaluations will be conducted;
- Obtains parental written informed consent for evaluations to be conducted;
- If the student is not to be evaluated, provides written notice to the parent of the intent not to evaluate;
- Review the existing data and determines what, if any, additional date is needed for reevaluations

Eligibility Determination

- Reviews data and determines whether the student is a student with a disability and determines the educational needs of the student;
- Provides a copy of the evaluation report and the documentation of determination of eligibility to parent.

IEP Development/Decisions

- Develops a narrative statement of the student's present levels of educational performance, including how the student's disability affects the student's involvement in the general curriculum,
- Develops measurable annual goals and benchmarks related to meeting needs to enable the student to be involved in and progress in the general curriculum; determine need for extended school year services, when discipline issues are addressed in the IEP conduct a manifestation determination as required in the Alabama Administrative Code, and discuss suspension and expulsion issues as required in the Alabama Administrative Code.

Confidentiality Under IDEA

The Fort Payne City School System ensures that the educational records of all children referred for evaluation and/or identified as disabled will be stored, retrieved, and utilized in a manner that will insure confidentiality and privacy rights.

1. Education agencies must appoint one person to assume the overall responsibility for ensuring that personally identifiable information will be safeguarded and confidential.
2. The educational records of all children referred for evaluation and/or identified as disabled will be maintained in a limited access location that will ensure confidentiality
3. Parents may inspect and review all educational records relating to identification, evaluation, and educational placement for their child.
4. Parents must be given the opportunity to review their child's records without necessary delay (within forty-five days) and before any meeting regarding an IEP or before a due process hearing is conducted.
5. Parents must be provided copies of their child's records, when failure to do so would effectively prevent the parents from exercising their right to access.
6. Parents must be given explanations and interpretations regarding their child's records
7. Parents may have a representative review their child's records under the same access rights afforded to them.
8. The educational agency may presume that the parents have the authority to review the records unless the agency has been advised that authority has been removed unless laws governing guardianship, separation, and divorce.
9. When a record contains information on more than one child, the parents may review only the data regarding their child.
10. The parents must be provided with a list of the types and locations of educational records collected, maintained, or used by the agency pertaining to their child.
11. The educational agency may charge the parents a reasonable fee for copies of educational records, but not an amount that would prevent them from exercising their rights to access the record.
12. The educational agency must maintain for inspection a current listing of the names and postings of those employees within the agency who have access to personally identifiable information.
13. Parental consent must be obtained before personally identifiable information is disclosed to anyone other than the officials of federal, state, or local educational agencies collecting or using information in conjunction with the child's special education program.
14. Parental consent is not required as a condition of disclosure of records to:
    a. Educational employees who have a legitimate interest.
    b. Educational employees of other schools, school systems, or other state agencies to which the child has enrolled.
    c. Authorized state or federal officials in conjunction with monitoring
    d. Authorities in response to a judicial order or pursuant to a legal subpoena.
    e. Appropriate parties in connection with an emergency.
    f. Law enforcement and judicial authorities when the child has committed a crime.
15. Upon request from the parent, an educational agency must transfer a copy of all special education records no later than thirty calendar days from receipt of request.
16. Parental consent is not required as a condition for a transfer of special education records from one educational agency to another, however, the parents must be given prior notice of the

transfer, receive a copy of the records (if requested), and have an opportunity for a hearing to challenge the content of the records.

17. Except when the transfer of records has been initiated by the parents, the educational agency must make a reasonable attempt to notify the parents prior to the transfer, i.e. written notice to the last known address or by other notice procedures normally utilized by the education agency.
18. A parent who believes that the special education records are inaccurate or misleading or violate the privacy or other rights of the child may request that the educational agency amend the records. (Within 15 days of receipt of request).
19. If the educational agency decides to amend the records in accordance with the request, the parent must be notified in writing of the decision.
20. If the educational agency decides not to amend the records, written notices musts be provided to the parent. The notice must advise the parent of their right to a local hearing before the educational agency within fifteen calendar days from receipt of request.
21. If, as a result of the hearing, the educational agency decides that the information is inaccurate, misleading, or otherwise in violation of the privacy or other rights of the child, it must amend the information accordingly and inform the parent in writing.
22. If, as a result of the hearing, the educational agency decides that the information should not be amended, the educational agency must inform the parent of the right to place in the records a statement commenting on the information or setting forth reasons for disagreeing with the decision.
23. If the records on the contested portion are disclosed by the education agency to any party, then the explanation must also be disclosed.
24. The hearing must be conducted according to the procedures in the Family Educational Rights Privacy Act. (34 CFR 99.22)
25. The educational agency must retain a copy of the education records containing personally identifiable information for a period of 5 years after the termination of the special education program for which they were used.
26. A permanent education record that contains the child's name, address, telephone number, his/her grades, record of attendance, for special education services, classes attended, grade level completed, and year completed may be maintained without a time limitation. At the end of the five-year retention period, the education agency must provide written notice to parents that inform them that the special education records are no longer needed. The educational agency is not prohibited from retaining special education records indefinitely as long as confidentiality is ensured. Confidentiality of the information to be destroyed must be maintained.

Restraint & Seclusion Notification and Procedures

Physical Restraint and Seclusion

A. <u>Policy Purpose</u>

1. The school system acknowledges that maintaining a school environment conducive to school learning requires that the environment be orderly and safe. Accordingly, physical restraint of a student may sometimes be necessary in order to protect the student or other individuals.
2. The purpose of this policy is to ensure that physical restraint is administered appropriately and only when needed to protect a student and/or member of the school community from imminent, serious physical harm, and to prevent or minimize any harm to a student as a result of the use of physical restraint.
3. The school system places an emphasis under this policy on the prevention and de-escalation of inappropriate behavior, which reduces the risk of injury to students and program staff, as well as facilitates the care, safety, and welfare of our students.

B. <u>Definitions</u>

1. **Physical restraint** is direct physical contact from an adult that prevents or significantly restricts a student's movement. The term physical restraint does not include mechanical restraint or chemical restraint. Additionally, physical restraint does not include: providing limited physical contact and/or redirection to a student in order to promote safety or to

prevent self-injurious behavior; providing physical guidance or prompting to a student when teaching a skill; redirecting attention; providing guidance to a location; providing comfort; or providing limited physical contact as reasonably needed to prevent imminent destruction to school or another person's property.

2. **Chemical restraint** is any medication that is used to control violent physical behavior or to restrict the student's freedom of movement that is not a prescribed treatment for a medical or psychiatric condition of the student.
3. **Mechanical restraint** is the use of any device or material attached to or adjacent to a student's body that is intended to restrict the normal freedom of movement and which cannot be easily removed by the student. The term does not include an adaptive or protective device recommended by a physician or therapist when used as recommended by the physician or therapist to promote normative body positioning and physical functioning, and/or to prevent self-injurious behavior. The term also does not include seatbelts and other safety equipment when used to secure students during transportation.
4. **Seclusion** is a procedure that isolates and confines the student in a separate, locked area until he or she is no longer an immediate danger to himself/herself or others. Seclusion occurs in a specifically constructed or designated room or space that is physically isolated from common areas and from which the student is physically prevented from leaving. Seclusion does not include situations in which a staff member trained in the use of de-escalation techniques or restraint is physically present in the same unlocked room as the student; time-out as defined herein; in-school suspension; detention; or a student-requested break in a different location in the room or in a separate room.
5. **Time-out** is a behavioral intervention in which the student is temporarily removed from the learning activity. Time-out is appropriately used and is not seclusion when:
    - **a.** The non-locking setting used for time-out is appropriately lighted, ventilated, and heated or cooled.
    - **b.** The duration of the time-out is reasonable in light of the purpose of the time-out and the age of the child; however, each time-out should not exceed 45 minutes.
    - **c.** The student is reasonably monitored by an attending adult who is in reasonable physical proximity of the student and has sight of the student while in time-out.
    - **d.** The time-out space is free of objects that unreasonably expose the student or others to harm.

C. <u>Prohibitions</u>

1. The use of physical restraint is prohibited in the school system and its educational programs except in those situations in which the student is an immediate danger to himself or others and the student is not responsive to less intensive behavioral interventions, including verbal directives or other de-escalation techniques. Physical restraint is prohibited when used as a form of discipline or punishment.
2. All physical restraint must be immediately terminated when the student is no longer an immediate danger to himself or others or if the student is observed to be in severe distress during the restraint. Any method of physical restraint in which physical pressure is applied to the student's body that restricts the flow of air into the student's lungs is prohibited in the school system and its educational programs.
3. The use of chemical restraint is prohibited in the school system and its educational programs.
4. The use of mechanical restraint is prohibited in the school system and its educational programs.
5. The use of seclusion is prohibited in the school system and its educational programs.

D. <u>Requirements</u>

1. Each local school's principal or his/her designee and each educational program that utilize physical restraint under this policy will provide staff with guidelines and procedural information regarding physical restraint and will arrange for the appropriate training of those designated staff members that may be called upon to physically restrain a student. This training of designated staff members shall be provided as a part of a program which addresses prevention and de-escalation techniques as well as positive behavioral intervention strategies. The training of designated staff members will be based on

evidence-based techniques and strategies when possible. Each local school's principal or his/her designee or program coordinator shall be responsible for providing periodic reviews.

2. Each local school's principal or his/her designee and each educational program that utilize physical restraint will maintain written or electronic documentation on training provided at the local school regarding physical restraint and the list of participants in each training session. Records of such training will be made available to the Alabama Department of Education or any member of the public upon request.
3. Each local school's principal or his/her designee and each educational program that utilize physical restraint is responsible for generating and maintaining incident and debriefing reports of the use of restraint as well as reports of any prohibited use of seclusion and chemical, mechanical, or physical restraint at the local school and for gathering/reporting data to the school system's Board of Education and to the Alabama Department of Education annually. The use of physical restraint will be monitored by each local school's principal or his/her designee or program's coordinator on an on-going basis to ensure fidelity of implementation. Follow-up training will be provided following any situations in which procedures are not being followed.
4. Each local school's principal or his/her designee and each educational program that utilize physical restraint shall ensure that following an incident of restraint or seclusion of an student, all school personnel involved in the incident and appropriate administrative staff participate in a debriefing session for the purpose of planning to prevent or reduce the reoccurrence of the use of restraint. A student's parent or legal guardian will be provided notification of this debriefing session and afforded the opportunity to attend or to request that the debriefing session be rescheduled. The debriefing session shall occur no later than five school days following the imposition of physical restraint or seclusion, unless the debriefing session is delayed, at the request of a student's parent or legal guardian, so that the parent or legal guardian may attend.
5. Each local school's principal or his/her designee and each educational program that utilize physical restraint will provide written notification to a student's parent or legal guardian when physical restraint is used on a student within a reasonable time following the restraint not to exceed one school day from the use of restraint.
6. Each local school's principal or his/her designee and each educational program will provide written notification to a student's parent or legal guardian when their child is removed from his/her school or program setting by emergency, medical, or law enforcement personnel within a reasonable time following the removal not to exceed one school day from the removal.
7. Each student's parent or legal guardian will be provided information regarding the school or program's policies governing the use of physical restraint. This information will be provided to parents at the beginning of each school year or upon the student's enrollment if the student enrolls after school has started. To effectuate this requirement, the school system's website and student handbook/code of conduct will contain the following statement:
    - **a.** As a part of the policies and procedures of the school system, the use of physical restraint is prohibited in the system and its educational programs except in those situations in which the student is an immediate danger to himself or others and the student is not responsive to less intensive behavioral interventions including verbal directives or other de-escalation techniques. Physical restraint is expressly prohibited when used as a form of discipline or punishment. The use of other physical restraint, chemical restraint, mechanical restraint, or seclusion is prohibited in the school system and its educational programs.
    - **b.** The use of restraint may occur along with other emergency actions such as the school seeking assistance from law enforcement and/or emergency medical personnel which could result in a removal of the student by such personnel.
    - **c.** Significant violations of the law including assaults on students and staff will be reported to the police. As soon as possible after the restraint or removal of a

student (and no longer than one school day following the occurrence), the parent or legal guardian will be provided written notification.

E. Clarifications

1. Nothing in this policy shall be construed to interfere with the school system's or school personnel's authority to utilize time-out as defined herein or to utilize any other classroom management technique or approach, including a student's removal from the classroom that is not specifically addressed as part of this policy.
2. Nothing in this policy modifies the rights of school personnel to use reasonable force as permitted under the Code of Alabama, 1975, §16-1-14 or modifies the rules and procedures governing discipline under the Code of Alabama, 1975, §16-28-12.
3. Nothing in this policy shall be construed to prohibit the school system's or school personnel's right to take reasonable action to diffuse or break up a student fight or altercation.
4. Nothing in this policy shall be construed to prohibit the school system's or school personnel from taking reasonable action to obtain possession of a weapon or other dangerous objects on a student or within the control of a student.
5. Nothing in this policy shall be construed to eliminate or restrict the ability of school personnel to use his or her discretion in the use of physical restraint as provided in this policy to protect students or others from imminent harm or bodily injury.
6. Nothing in this policy shall be construed to create a criminal offense or a private cause of action against any local board of education or program or its agents or employees.
7. Nothing in this policy shall be construed to interfere with the duties of law enforcement or emergency medical personnel or to interfere with the rights of the school system or school personnel from seeking assistance from law enforcement and/or emergency medical personnel.

Section 504 Child Find Notice

The Fort Payne City School System has a duty to locate, evaluate and identify any child residing in the District who qualifies for Section 504 accommodations or services.
Children eligible for Section 504 accommodations or services include those children who have a physical or mental impairment that substantially limits a major life activity.
If you suspect your child has a disability and may require Section 504 accommodations, or if you would like additional information, please contact your child's counselor or Dr. Laran Crowe, District 504 Coordinator, Fort Payne City Schools, 231 38th Street NE, Fort Payne, AL 35967, telephone 256-845-9288.

Section 504

Section 504 is part of the Rehabilitation Act of 1973, which prohibits discrimination based upon disability in any program, receiving federal financial assistance. Any discrimination would subject the entire institution to the possible loss of federal funding.
Any public school that receives federal funds is subject to the requirement of Section 504. Students who have a disability that meets the general definition of a disability but that does not fall into one of the IDEA categories above might be eligible for services under Section 504.
Unlike IDEA, Section 504 does not describe a precise procedural scheme for implementation. Instead, school districts set their own policies, but most use a process very similar to that used for special education students.

Transportation of Students with Disabilities

Special transportation MUST be provided for any student with disabilities whose Individualized Education Program Plan requires it.
Transportation for students with disabilities may include travel to and from school, travel between schools, travel in and around school buildings, modified vehicles or additional personnel assigned to ensure the safe transportation of the students. All special transportation vehicles must meet the rules and regulations of the State Department of Education, with drivers of such vehicles meeting training requirements of the State Department of Education of other applicable State laws.

Gifted Education Services

Gifted students are those who perform at or have demonstrated the potential to perform at high levels in academic or creative fields when compared with others of their age, experience, or environment. These students require services not ordinarily provided by the regular school program. Students possessing these abilities can be found in all populations, across all economic strata, and in all areas of human endeavor. Gifted students may be found within any race, ethnicity, gender, economic class, or nationality. In addition, some students with disabilities may be gifted.

A student may be referred for these services by teachers, counselors, administrators, parents, guardians, peers, self, or any other individuals with knowledge of the student's abilities. Additionally, all second-grade students will be observed as potential gifted referrals using a gifted behavior checklist.
For each student referred, information is gathered in the following areas:

1. APTITUDE- Assessed through an individual or group test of intelligence or creativity.
2. CHARACTERISTICS- A behavior rating scale designed to assess gifted behaviors is completed by the classroom teacher.
3. PERFORMANCE- At least three indicators of performance at a gifted level such as achievement test scores, grades, products, work samples, and/ or portfolios.

The scores from assessments or items used are entered on a matrix where points are assigned according to established criteria. The matrix scores determine if the student qualifies for gifted services or for further evaluations. For more information contact the Gifted Specialist at your child's school, or Coordinator of Gifted Services at 845-0915.

Title III English Learner (EL) Services

It is the intent of the Fort Payne City Board of Education that every student in the city who has a primary home language other than English and who is identified as a Language Learner (EL) be provided with the opportunity to participate in an English as a second language (ESL) program. English Learners (ELs) must be identified at the point of enrollment. All enrolling students are given the "Home Language Survey" which identifies students that have another language other than English as their major language. The student's language proficiency is accessed using the WIDA Screener (on-line placement test). The EL committee meets to determine the level of English proficiency and to facilitate appropriate instructional and program placement decisions. The goal of ESL instruction shall not be to replace or to negate the students' primary home language. Rather, the ESL program strives to enable the EL student to become competent in listening, speaking, reading and writing in the English language. This instruction shall emphasize the acquisition and mastery of English to enable EL students to participate fully in the benefits of public education.

ACCESS 2.0

(Assessing Comprehension and Communication in English State-to-State) for ELs is administered annually to all English language learners in Alabama. It is a secure large-scale English language proficiency assessment administered to kindergarten through 12th grade students who have been identified as an English Learners (ELs). The ACCESS 2.0 assessment will assess the language students need to process or produce in various school contexts. Each assessment item and task will target at least one of the five WIDA ELD Standards:

- Social and Instructional Language
- Language of Language Arts
- Language of Mathematics
- Language of Science
- Language of Social Studies

EL student's composite score on the ACCESS 2.0 must be a 4.8 or higher to exit the program.
For additional information, you can access the system EL plan on the school system's website.

State Testing and Digital Devices

Use of Digital Device During the Administration of State Test

The possession of a digital device (including but not limited to cell phones, 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 in possession of a digital device during the administration of a secure test, the device will be confiscated.
If a student is observed using a digital device during the administration of a secure test, testing for the student will cease, the device will be confiscated and is subject to search, the student will be dismissed from testing, and the student's test will be invalidated. 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.

Digital Device Policy for the Alabama Comprehensive Assessment Program (ACAP) Testing

Students shall not possess any digital device within the testing room when participating in ACAP testing. The possession of a digital device by students participating in ACAP testing is strictly prohibited during the administration of a test. The ONLY exception to this policy is for students who have been pre-approved by the Building Test Coordinator or the Principal to have a digital device that is necessary for the health and/or well-being of the student. If students are in possession of a digital device that is within their reach during the administration of an ACAP test, the device will be confiscated and, if the appropriate administrator determines that there is reasonable suspicion that the device was used to capture, record, or share test information or to facilitate cheating on the test, it may be subject to search pursuant to LEA policy for any information directly related to the ACAP test being administered. Additionally, the student will be dismissed from testing immediately and the test may be invalidated in accordance with ACAP policy. Violation(s) may result in disciplinary action by the LEA in accordance with the LEA's disciplinary policy.

Other Information

Extended Day Care

Parents of elementary school students may choose to pay for Extended Day Care from 3:15 p.m. until 4:30 p.m., if enrolled in grades Pre K-5. Contact your school for more information or 256-845-0915.

Worthless Checks

The face value of a check returned for insufficient funds (NSF) or any other reason may not be absorbed as a cost by state, federal, or public funds since an uncollected check is considered a bad debt. It is the policy of the Fort Payne City Board of Education that the principal or other school administrator must exercise due diligence in the acceptance of checks and in the collection of bad checks.

The Fort Payne City Board of Education uses the board approved check processing company to collect bad checks. NSF fees cannot be waived by the schools.

Uncollected checks may not be written off. Non-public funds must be used to cover any uncollectable check in state, federal, or public fund accounts.

Cafeteria

Students may purchase hot meals for both breakfast and lunch. All students eat in the cafeteria with their classes. Outside food may not be brought into the cafeteria. Carbonated beverages may not be brought into the cafeteria.

System-Wide School Visitor Policy

For the protection of the students and the school employees, all schools have a closed campus policy. Parents and all persons visiting a school for any purpose are required to go to the principal's office immediately upon entering the building to report their presence and business.

Textbooks

All basic texts are loaned to students for their use during the school year. Textbooks are to be kept clean and handled properly. Parents will be required to pay for lost or damaged books.

Asbestos Hazard Emergency Response Act (AHERA)

In compliance with this law, our schools have been inspected and an accredited engineering firm has developed special "management Plan" reports. Each Management Plan describes the results of its corresponding school inspection along with recommended response actions in the event of asbestos containing building materials (ACBM's) identification.
A copy of the management Plan for each school is available for review in the principal's office during normal school hours. If you have any questions regarding this matter, feel free to contact Mr. Kevin Sayre, AHERA Coordinator, at 256-845-9288.

Social Media

Any social media account or page that uses the official name of the Fort Payne City Board of Education; its logo or mark or that purports to officially represent the Board, the school system, a Board facility, local school, school-sponsored activity or any other group or organization officially affiliated with the school system must be created and administered by a Board employee who has been authorized by the Superintendent to take such action. Social media are defined to include: Web sites, Web logs (globs), wikis, social networks, online forums, virtual worlds, and any other social media generally available to the public or consumers (e.g., MySpace, Facebook, Twitter, LinkedIn, Flickr, YouTube, blog sites, etc.). The Superintendent is authorized to develop such procedures as may be necessary to implement this policy.

Fort Payne City Schools Student Acceptable Use Policy for Internet/Network Services

When a school district establishes Internet/network services, the District's specific purpose is to enhance the learning process and improve administrative services. All District students must conduct their use of Internet/network resources in a manner consistent with the Fort Payne City School System's policies. School and district administrators will make the final determination as to what constitutes unacceptable use, and their decision is final.

The Fort Payne City School System makes no warranties of any kind, whether expressed or implied, for the services it is providing. Fort Payne City Schools will not be responsible for the accuracy or quality of information obtained through online resources. The Fort Payne City School System will not be responsible for any damages a user may suffer, including loss of data.
Acceptable use falls into several categories:

Access and Uses:

- Students must sign an Acceptable Use Policy for Internet/Network Services annually in order to use the school district's network resources. (Students must also have a parent/guardian signature)
- System users may choose not to participate in Internet/Email resources available on Fort Payne City Schools' network.
- A student's parent/guardian may choose not to have their child participate in Internet/Email resources by choosing No on the signature page.
- System users will use the Internet/network mainly for school-related uses, but some limited personal use is permitted as long as this use does not interfere with the system user's responsibilities nor imposes costs on the district.

- System users will not access files and/or documents of other users without permission.
- System users will not use the Internet for financial gain or for political or commercial activity.
- System users will not access inappropriate content for any purposes.

Copyright Laws:

- System users will not download and/or install software or digital media without obtaining proper licensing.
- System users will strictly adhere to copyright laws, including Fair Use Guidelines (http://www.copyright.gov/fls/fl102.html).
- It is the system user's responsibility to obtain any necessary written permission granting the authority to publish any copyrighted materials, including but not limited to photographs, images, cartoons, logos, digital sound, and music files.
- System users will not plagiarize information received in any form.

Student Files:

- System users should be aware that all files on Fort Payne City Schools' equipment, which includes but is not limited to: servers, computers, and even personal files, are the property of the Fort Payne City School System.
- System users should have no expectation of privacy in anything created, stored, sent, or received on Fort Payne City Schools' equipment.
- System users' files can be monitored without prior notification if the administration of The Fort Payne City School System deems this necessary.

Usage:

- System users will not send or forward emails containing libelous, defamatory, offensive, racist, or obscene remarks, cartoons, pictures, etc.
- System users will not send unsolicited or chain mail.
- System users will not send messages under a false identity.
- System users will not access email of other users.
- System users must take the same care in drafting email as they would for any other communication.
- System users should be aware that although the email system is meant for business use, the Fort Payne City School System allows personal usage if it is reasonable and does not interfere with work.
- Personal usage email should be restricted to planning and non-instructional time unless there is an emergency.
- System users should be aware that all messages distributed via the Fort Payne City School System's email system, even personal emails, are the property of the Fort Payne City School System.
- System users should have no expectation of privacy in anything created, stored, sent, or received on the Fort Payne City School System's email system.
- System users' email can be monitored without prior notification if the administration of the Fort Payne City School System deems this necessary.

Internet Filtering:

- Fort Payne City Schools will filter the Internet using software and/or hardware products in order to protect against access to inappropriate material on the Internet as required by CIPA.
- Fort Payne City Schools will monitor attempts to bypass the filter system to access inappropriate material.
- If a filtered site is needed for educational purposes the site can be unfiltered if deemed appropriate by the administrative staff.

Illegal Activities:

- System users will not use the system for illegal purposes or any other activity prohibited by the District policy.
- System users will not download and/or install illegal or illegally obtained software or personally owned software. This is not limited to freeware, shareware, hackware, etc., on Fort Payne City Schools' equipment.

Respect for System Limitations:

- System users will not download programs that will degrade the performance of the Internet and/or network without obtaining prior permission from the Fort Payne City Schools' Network system administrator and/or his designee. (Programs like Weather Bug, Kazaa, and etc.)

Safety of Self and Others:

- System users will report to their supervisor/administrator any message received that is inappropriate or makes them feel uncomfortable.
- System users will not reveal personal information about themselves or others, such as phone number, address, password, or username.
- System users will follow appropriate etiquette for both the Fort Payne City Schools' network and the Internet to include but not limited to the following:
- Will not use the system to harm the reputation, harass, or threaten others.
- Will use appropriate language for the educational environment and for the educational activity in which they are currently involved (no swearing, vulgarity, ethnic or racial slurs, or any other inflammatory or threatening language).

System Security:

- System users will not leave their computer logged on and unattended.
- System users will not attempt to harm, vandalize, or destroy equipment or materials.
- System users will not attempt to delete or modify system data or software.
- System users will not intentionally infect a computer or network with a virus.
- System users will not engage in activities that disrupt the performance of the network.
- System users will not disclose passwords, except to authorized Fort Payne City Schools' Network system administrative personnel.
- System users will always report any known violations of the Fort Payne City Schools' Acceptable Use Guidelines to a supervisor/administrator.
- System users will not gain unauthorized access to system passwords in an attempt to obtain District resources and information.
- System users will not attempt to circumvent Fort Payne City Schools' network security, including but not limited to hackware, freeware, and unauthorized shareware.

Fort Payne City Schools Digital Device Acceptable Use Agreement

In August 2012 Fort Payne City Schools undertook the ambitious task of providing every student an interactive device to serve students, teachers, and administrators in a variety of ways. The focus of this initiative was to provide tools and resources to the 21st Century Learner. Excellence in education requires that technology be seamlessly integrated throughout the educational program. Increasing access to technology is essential for that future, and two of the learning tools for these 21st Century students is the iPad and Chromebook. The individual use of iPads and Chromebooks is a way to empower students to maximize their full potential and to prepare them for college and the workplace. According to studies and school reports, students who use a computing device in a one-to-one education environment are more organized and engaged learners, attend school more regularly, advance their knowledge and

understanding of technology, and become constructors and designers of information and ideas.

The technology used in Fort Payne City Schools is one of the foundational components of curriculum and instructional delivery, and will offer students the opportunity to engage in the learning process in ways never before possible. The devices will be used in place of student textbooks for high school and middle school students in as many areas as possible, assigning individualized learning pathways to meet every student's instructional needs, for organization of notes and files, for accessing the Internet, and for a myriad of instructional applications. As a tool with such a prominent role in the daily educational process, it's imperative to establish procedures and guidelines for the appropriate use of these devices. The purpose of this document is to outline those procedures as they relate to The Fort Payne City Schools Code of Conduct and student handbook. The procedures and information within this document apply to all iPads and Chromebooks used at Fort Payne City Schools, and including any other device considered by the Administration to come under this procedure. Teachers may set additional requirements for use in their classroom.

The use of the digital devices at Fort Payne City Schools is considered a **privilege, not a right**. The privilege of using the technology resources provided by Fort Payne City Schools is not transferable or extendible by students to people or groups outside the district and terminates when a student is no longer enrolled at Fort Payne City Schools. These procedures are provided to make all users aware of the responsibilities associated with efficient, ethical, and lawful use of technology resources. If a person violates any of the guidelines named in this procedure, privileges may be terminated, access to the school district technology resources may be denied, and the appropriate disciplinary action shall be applied. The Fort Payne City Schools Code of Conduct and student handbook shall be applied to student infractions.

The remainder of this agreement is divided into three primary sections:

i. Wills Valley Elementary School K - 2nd and Williams Avenue PreK
ii. Little Ridge Intermediate School 3rd and 4th Grade
iii. Little Ridge Intermediate School 5th Grade, Fort Payne Middle School and Fort Payne High School

To access the specific guidelines relevant to you and your child, please refer to the appropriate section based on your child's school and grade level.
Violations of the following guidelines may result in disciplinary action up to and including suspension/expulsion for students. When applicable, law enforcement agencies may be involved.

I. Wills Valley Elementary School K - 2nd and Williams Avenue PreK

Digital Device Usage Overview

Digital devices are assigned to students for use on campus and will only be taken home in the event of an extended leave from school or when permission is granted from Fort Payne City Schools. Parents will complete a Digital Device Release Form at the beginning of each academic year and abide by the following guidelines during a virtual learning setting:

A. District-provided digital devices will be distributed for use during the school year, and must be returned with all accessories upon return to school from virtual learning, or when a student withdraws or transfers to another school.

B. Digital devices that malfunction or are damaged must be reported to the student's teacher. Do not attempt to repair or pay someone to repair the digital device. The school district will be responsible for repairing digital devices that malfunction.

C. Digital device cases furnished by the school district must be returned with only normal wear and not be personalized with decorations, stickers or drawings to avoid paying a case replacement fee.

D. If a student maliciously or intentionally damages a digital device or if the device is damaged, lost or stolen due to neglect, the student will be responsible to pay the cost of repairs or a replacement digital device, app licenses, accessories and protective cover – currently valued at $320. This will be determined after investigation of the circumstances on a case-by-case basis.

Apps, Files, and More

1. The apps, settings and configuration profiles originally installed by the district must remain on the digital device in usable condition and easily accessible at all times.
2. Students and parents are not permitted to install apps on the digital device unless instructed to do so by a Fort Payne City Schools staff member.
3. Digital devices owned by Fort Payne City Schools may be selected at random for inspection.
4. Students are allowed to connect the digital device to wireless networks in the event of virtual learning. This will assist them with digital device use while at home.
5. Correct procedures for saving and transferring files to and from the digital device will be covered in class, and may vary from one teacher to another.
6. If technical issues occur, or if unauthorized apps are found on a digital device, the digital device will be restored to its original format. The district does not accept responsibility for lost documents and data due to a reformat.

Students' Responsibilities

The digital device is an important learning tool and is to be used for **educational purposes only**. In order to use a Fort Payne City Schools' digital device, you must be willing to accept the following responsibilities:

1. Honor your family's values when using the digital device.
2. Follow the policies of Fort Payne City Schools, especially the Student Code of Conduct and Fort Payne City Schools Digital Device Acceptable Use Agreement and abide by all local, state, and federal laws at all times while using the digital device.
3. Obey general school rules concerning behavior and communications that apply to digital device use.
4. Use all technology resources in an ethical and appropriate manner.
5. Report inappropriate or abusive language or questionable subject matter to a school official.
6. Keep your accounts and passwords secure and do not share them with anyone.
7. Protect your personal information and do not share, enter or post it online.
8. Monitor all activity on your accounts and notify a school official of any security problems you may encounter.
9. Ensure the digital device is never left unattended.
10. Ensure the digital device is shutdown or locked when not in use.
11. Ensure apps configuration profiles originally installed by the district are not removed.
12. Ensure additional apps are not installed unless you are instructed to do so by a Fort Payne City Schools staff member.
13. Keep the digital device in its protective case at all times.
14. Handle the digital device with care, avoiding intentional damage, accidental drops, exposure to liquids or outdoor elements, and keeping it away from food and beverages.
15. Tell your teacher if the digital device is damaged.
16. Tell your teacher if the digital device is lost or taken without permission.

Parents' Responsibilities

Your son/daughter will use a digital device at school and at home in the event of virtual learning to improve, continue, and personalize his/her education this year. It is essential that the following guidelines be followed to ensure the safe, efficient, and ethical operation of this device:

1. Discuss your family's values and expectations regarding the use of the digital device.
2. Report to the school any problems your child is having with the digital device.
3. Make sure your child understands his/her digital device responsibilities.
4. Make sure your child does not try to bring the digital device home except when instructed to do so by Fort Payne City Schools.

The following Student Activities are Strictly Prohibited:

1. Any action that violates existing Board policy or public law.
2. Transmitting, accessing, uploading, downloading, or distributing offensive, profane, pornographic, obscene, illegal activities or sexually explicit materials.
3. Hacking or wiping the digital device in any way.
4. Changing or removing digital device settings, restrictions and configuration profiles (exceptions include personal settings such as font size, brightness, volume, etc.)
5. Installation of games, social media, proxy websites, VPNs or other apps not directly related to course work.
6. Use of sites selling term papers, book reports and other forms of student work.
7. Use of messaging services such as Discord, Facebook Messenger, Instagram, Remind, Snapchat, TikTok, WhatsApp, etc.
8. Use of outside data disks or external attachments without prior approval from the administration.
9. Use of the school's Internet/email accounts for financial or commercial gain or for any illegal activity.
10. Use of the school's Internet/email accounts to send bulk emails.
11. Gaining access to other student's accounts, files, and/or data.
12. Sharing account credentials with fellow students.
13. Giving out personal information, for any reason, over the Internet. This includes, but is not limited to, setting up Internet accounts including those necessary for social chat rooms, eBay, email, Facebook, etc.
14. Participation in credit card fraud, electronic forgery or other forms of illegal behavior.
15. Any malicious attempt to harm or destroy software or data, including, but not limited to, the uploading or creation of computer viruses or computer programs that can infiltrate computer systems and/or damage software components of school equipment will not be allowed.
16. Deliberately damaging or vandalizing the device or the protective case. This includes, but is not limited to removing components or parts, intentionally breaking the screen, applying unauthorized personal decorations, tampering with district identification or asset tags.
17. Bypassing the Fort Payne City Schools' Internet filter through a web proxy, VPN, application or website.
18. Committing an act of Cyberbullying. Cyberbullying is addressed in Fort Payne City Schools Code of Conduct. Cyberbullying involves the use of information and communication technologies to support deliberate, repeated, and hostile behavior by an individual or group that is intended to harm others.

Legal Propriety

1. All students shall comply with trademark and copyright laws and all license agreements. Ignorance of the law is not immunity. This includes, but is not limited to, installation or transmission of any copyrighted materials. If you are unsure, ask a teacher or parent.
2. Plagiarism is a violation of the Fort Payne City Schools Code of Conduct. Give credit to all sources used, whether quoted or summarized. This includes all forms of media on the Internet, such as graphics, movies, music, and text.
3. Violation of applicable state or federal law will result in criminal prosecution or disciplinary action by the District.

These procedures are in no way intended to supersede the existing Fort Payne City Schools Acceptable Use Policy for Internet use. There should be a seamless integration between the two documents with the intention of providing guidelines for our students, teachers and staff relating to the acceptable use of available technology in our school system.

II. Little Ridge Intermediate School 3rd and 4th Grade

Digital Device Usage Overview

Digital devices are assigned to students for use on campus and will only be taken home in the event of an extended leave from school or when permission is granted from Fort Payne City Schools. Parents will complete a Digital Device Release Form at the beginning of each academic year and abide by the following guidelines during a virtual learning setting:

A. District-provided digital devices will be distributed for use during the school year, and must be returned with all accessories upon return to school from virtual learning, or when a student withdraws or transfers to another school.

B. Digital devices that malfunction or are damaged must be reported to the student's teacher. Do not attempt to repair or pay someone to repair the digital device. The school district will be responsible for repairing digital devices that malfunction.

C. Digital device cases furnished by the school district must be returned with only normal wear and not be personalized with decorations, stickers or drawings to avoid paying a case replacement fee.

D. If a student maliciously or intentionally damages a digital device or if the device is damaged, lost or stolen due to neglect, the student will be responsible to pay the cost of repairs or a replacement digital device, app licenses, accessories and protective cover – currently valued at $320. This will be determined after investigation of the circumstances on a case-by-case basis.

Apps, Files, and More

1. The apps, settings and configuration profiles originally installed by the district must remain on the digital device in usable condition and easily accessible at all times.
2. Students and parents are not permitted to install apps on the digital device unless instructed to do so by a Fort Payne City Schools staff member.
3. Digital devices owned by Fort Payne City Schools may be selected at random for inspection.
4. Students are allowed to connect the digital device to wireless networks in the event of virtual learning. This will assist them with digital device use while at home.
5. Correct procedures for saving and transferring files to and from the digital device will be covered in class, and may vary from one teacher to another.
6. If technical issues occur, or if unauthorized apps are found on a digital device, the digital device will be restored to its original format. The district does not accept responsibility for lost documents and data due to a reformat.

Students' Responsibilities

The digital device is an important learning tool and is to be used for **educational purposes only**. In order to use a Fort Payne City Schools' digital device, you must be willing to accept the following responsibilities:

1. Honor your family's values when using the digital device.
2. Follow the policies of Fort Payne City Schools, especially the *Student Code of Conduct* and *Fort Payne City Schools Digital Device Acceptable Use Agreement* and abide by all local, state, and federal laws at all times while using the digital device.
3. Obey general school rules concerning behavior and communications that apply to digital device use.
4. Use all technology resources in an ethical and appropriate manner.
5. Report inappropriate or abusive language or questionable subject matter to a school official.
6. Keep your accounts and passwords secure and do not share them with anyone.
7. Protect your personal information and do not share, enter or post it online.
8. Monitor all activity on your accounts and notify a school official of any security problems you may encounter.
9. Ensure the digital device is never left unattended.
10. Ensure the digital device is shutdown or locked when not in use.

11. Ensure apps configuration profiles originally installed by the district are not removed.
12. Ensure additional apps are not installed unless you are instructed to do so by a Fort Payne City Schools staff member.
13. Keep the digital device in its protective case at all times.
14. Handle the digital device with care, avoiding intentional damage, accidental drops, exposure to liquids or outdoor elements, and keeping it away from food and beverages.
15. Tell your teacher if the digital device is damaged.
16. Tell your teacher if the digital device is lost or taken without permission.

Parents' Responsibilities

Your son/daughter will use a digital device at school and at home in the event of virtual learning to improve, continue, and personalize his/her education this year. It is essential that the following guidelines be followed to ensure the safe, efficient, and ethical operation of this device:

1. Discuss your family's values and expectations regarding the use of the digital device.
2. Report to the school any problems your child is having with the digital device.
3. Make sure your child understands his/her digital device responsibilities.
4. Make sure your child does not try to bring the digital device home except when instructed to do so by Fort Payne City Schools.

The following Student Activities are Strictly Prohibited:

1. Any action that violates existing Board policy or public law.
2. Transmitting, accessing, uploading, downloading, or distributing offensive, profane, pornographic, obscene, illegal activities or sexually explicit materials.
3. Hacking or wiping the digital device in any way.
4. Changing or removing digital device settings, extensions, restrictions and configuration profiles (exceptions include personal settings such as font size, brightness, volume, etc.)
5. Installation of games, social media, proxy websites, VPNs or other apps not directly related to course work.
6. Use of sites selling term papers, book reports and other forms of student work.
7. Use of messaging services such as Discord, Facebook Messenger, Instagram, Remind, Snapchat, TikTok, WhatsApp, etc.
8. Use of outside data disks or external attachments without prior approval from the administration.
9. Use of the school's Internet/email accounts for financial or commercial gain or for any illegal activity.
10. Use of the school's Internet/email accounts to send bulk emails.
11. Gaining access to other student's accounts, files, and/or data.
12. Sharing account credentials with fellow students.
13. Giving out personal information, for any reason, over the Internet. This includes, but is not limited to, setting up Internet accounts including those necessary for social chat rooms, eBay, email, Facebook, etc.
14. Participation in credit card fraud, electronic forgery or other forms of illegal behavior.
15. Any malicious attempt to harm or destroy software or data, including, but not limited to, the uploading or creation of computer viruses or computer programs that can infiltrate computer systems and/or damage software components of school equipment will not be allowed.
16. Deliberately damaging or vandalizing the device or the protective case. This includes, but is not limited to removing components or parts, intentionally breaking the screen, applying unauthorized personal decorations, tampering with district identification or asset tags.
17. Bypassing the Fort Payne City Schools' Internet filter through a web proxy, VPN, application or website.
18. Committing an act of Cyberbullying. Cyberbullying is addressed in Fort Payne City Schools Code of Conduct. Cyberbullying involves the use of information and communication technologies to support deliberate, repeated, and hostile behavior by an individual or group that is intended to harm others.

Legal Propriety

1. All students shall comply with trademark and copyright laws and all license agreements. Ignorance of the law is not immunity. This includes, but is not limited to, installation or transmission of any copyrighted materials. If you are unsure, ask a teacher or parent.
2. Plagiarism is a violation of the Fort Payne City Schools Code of Conduct. Give credit to all sources used, whether quoted or summarized. This includes all forms of media on the Internet, such as graphics, movies, music, and text.
3. Violation of applicable state or federal law will result in criminal prosecution or disciplinary action by the District.

These procedures are in no way intended to supersede the existing Fort Payne City Schools Acceptable Use Policy for Internet use. There should be a seamless integration between the two documents with the intention of providing guidelines for our students, teachers and staff relating to the acceptable use of available technology in our school system.

III. Little Ridge Intermediate School 5th Grade, Fort Payne Middle School and Fort Payne High School

Digital Device Usage Overview

Digital devices are assigned to students and will be taken home each night. Prior to receiving a district-provided digital device, students must:

1. Return the ***Digital Device Release Form*** signed by both student and parent. (The release form is located in the back of your Fort Payne City Schools handbook.)
2. Pay a yearly usage fee. This fee will be used for repair or replacement of any digital device which is damaged due to normal usage. This fee is not insurance for digital devices lost or damaged due to neglect or abuse. The fee structure is as follows: *Students currently on Free/Reduced lunch will pay $20.00 per year – All other students will pay $40.00 per year* – ***The Fort Payne City School Board waived this fee for the 2024-2025 school year.***
3. District-provided digital devices will be distributed for use during the school year, and must be returned with all accessories before the end of the school year, or when a student withdraws or transfers to another school.
4. Digital devices are intended for use at school each day. In addition to teacher expectations for digital device use, school messages, announcements, calendars and schedules may be accessed using the digital device. Students are responsible for bringing their digital device to all academic classes, unless specifically instructed not to do so by their teacher.
5. Digital devices must be brought to school each day with the battery fully charged.
6. If students forget to bring the digital device to school, they will still be responsible for completing all class assignments and work using textbooks, paper and pencil.
7. Students who repeatedly leave the digital device at home will temporarily lose digital device privileges.
8. Digital devices that malfunction or are damaged must be reported to the student's teacher. Do not attempt to repair or pay someone to repair the digital device. The school district will be responsible for repairing digital devices that malfunction.
9. Digital device cases furnished by the school district must be returned with only normal wear and not be personalized with decorations, stickers or drawings to avoid paying a case replacement fee.
10. If a student maliciously or intentionally damages a digital device or if the device is damaged, lost or stolen due to neglect, the student will be responsible to pay the cost of repairs or a replacement digital device, app licenses, accessories and protective cover – currently valued at $320. This will be determined after investigation of the circumstances on a case-by-case basis.

Apps, Files, and More

1. The apps, settings and configuration profiles originally installed by the district must remain on the digital device in usable condition and easily accessible at all times.
2. Students and parents are not permitted to install apps on the digital device unless instructed to do so by a Fort Payne City Schools staff member.
3. Digital devices owned by Fort Payne City Schools may be selected at random for inspection.
4. Students are allowed to connect the digital device to wireless networks in the event of virtual learning. This will assist them with digital device use while at home.
5. Correct procedures for saving and transferring files to and from the digital device will be covered in class, and may vary from one teacher to another.
6. If technical issues occur, or if unauthorized apps are found on a digital device, the digital device will be restored to its original format. The district does not accept responsibility for lost documents and data due to a reformat.
7. If technical issues occur, or if unauthorized apps are found on a digital device, the digital device will be restored to its original format. The district does not accept responsibility for lost documents and data due to a reformat.

Students' Responsibilities

The digital device is an important learning tool and is to be used for **educational purposes only**. By accepting a Fort Payne City Schools' digital device, you acknowledge complete responsibility for its proper care and appropriate use. This responsibility encompasses all activities conducted on or through the device, including protecting it from damage, using it ethically, and adhering to all school technology policies.To use a Fort Payne City Schools' digital device, you must be willing to accept the following responsibilities:

1. Honor your family's values when using the digital device.
2. Follow the policies of Fort Payne City Schools, especially the Student Code of Conduct and Fort Payne City Schools Digital Device Acceptable Use Agreement and abide by all local, state, and federal laws at all times while using the digital device.
3. Obey general school rules concerning behavior and communications that apply to digital device use.
4. Use all technology resources in an ethical and appropriate manner.
5. Report inappropriate or abusive language or questionable subject matter to a school official.
6. Keep your accounts and passwords secure and do not share them with anyone.
7. Protect your personal information and do not share, enter or post it online.
8. Monitor all activity on your accounts and notify a school official of any security problems you may encounter.
9. Ensure the digital device is never left unattended.
10. Ensure the digital device is shutdown or locked when not in use.
11. Ensure apps configuration profiles originally installed by the district are not removed.
12. Ensure additional apps are not installed unless you are instructed to do so by a Fort Payne City Schools staff member.
13. Keep the digital device in its protective case at all times.
14. Handle the digital device with care, avoiding intentional damage, accidental drops, exposure to liquids or outdoor elements, and keeping it away from food and beverages.
15. Bring the digital device to school fully charged every day.
16. Agree that you will not lend the digital device to anyone, including friends and siblings; it should remain in your possession at all times
17. Tell your teacher or a school official if the digital device is damaged.
18. Tell your teacher or a school official if the digital device is lost or taken without permission.
19. Return the digital device on the date of separation from Fort Payne City Schools due to early graduation, withdrawal, or expulsion.

Parents' Responsibilities

Your son/daughter has been issued a digital device to improve and personalize his/her education this year. It is essential that the following guidelines be followed to ensure the safe, efficient, and ethical operation of this device:

1. Discuss your family's values and expectations regarding the use of the digital device.
2. Make sure your child understands his/her digital device responsibilities.
3. Supervise your child's use of the digital device at home.
4. Report to the school any problems with the digital device.
5. Make sure your child recharges the digital device battery nightly.
6. Make sure your child brings the digital device to school every day.
7. Understand that if your child comes to school without the digital device, you may be called to bring it to school.
8. Do not attempt to repair the digital device or pay someone else to repair the digital device.
9. Agree to make sure that the digital device is returned to school when requested or upon your child's separation from Fort Payne City Schools.

The following Student Activities are Strictly Prohibited:

1. Any action that violates existing Board policy or public law.
2. Transmitting, accessing, uploading, downloading, or distributing offensive, profane, pornographic, obscene, illegal activities or sexually explicit materials.
3. Hacking or wiping the digital device in any way.
4. Changing or removing digital device settings, extensions, restrictions and configuration profiles (exceptions include personal settings such as font size, brightness, volume, etc.)
5. Installation of games, social media, proxy websites, VPNs or other apps not directly related to course work.
6. Use of sites selling term papers, book reports and other forms of student work.
7. Use of messaging services such as Discord, Facebook Messenger, Instagram, Remind, Snapchat, TikTok, WhatsApp, etc.
8. Use of outside data disks or external attachments without prior approval from the administration.
9. Use of the school's Internet/email accounts for financial or commercial gain or for any illegal activity.
10. Use of the school's Internet/email accounts to send bulk emails.
11. Gaining access to other student's accounts, files, and/or data.
12. Sharing account credentials with fellow students.
13. Giving out personal information, for any reason, over the Internet. This includes, but is not limited to, setting up Internet accounts including those necessary for social chat rooms, eBay, email, Facebook, etc.
14. Participation in credit card fraud, electronic forgery or other forms of illegal behavior.
15. Any malicious attempt to harm or destroy software or data, including, but not limited to, the uploading or creation of computer viruses or computer programs that can infiltrate computer systems and/or damage software components of school equipment will not be allowed.
16. Deliberately damaging or vandalizing the device or the protective case. This includes, but is not limited to removing components or parts, intentionally breaking the screen, applying unauthorized personal decorations, tampering with district identification or asset tags.
17. Bypassing the Fort Payne City Schools' Internet filter through a web proxy, VPN, application or website.
18. Committing an act of Cyberbullying. Cyberbullying is addressed in Fort Payne City Schools Code of Conduct. Cyberbullying involves the use of information and communication technologies to support deliberate, repeated, and hostile behavior by an individual or group that is intended to harm others.

Legal Propriety

All students shall comply with trademark and copyright laws and all license agreements. Ignorance of the law is not immunity. This includes, but is not limited to, installation or transmission of any copyrighted materials. If you are unsure, ask a teacher or parent.

1. All students shall comply with trademark and copyright laws and all license agreements. Ignorance of the law is not immunity. This includes, but is not limited to, installation or transmission of any copyrighted materials. If you are unsure, ask a teacher or parent.
2. Plagiarism is a violation of the *Fort Payne City Schools Code of Conduct*. Give credit to all sources used, whether quoted or summarized. This includes all forms of media on the Internet, such as graphics, movies, music, and text.
3. Violation of applicable state or federal law will result in criminal prosecution or disciplinary action by the District.

These procedures are in no way intended to supersede the existing Fort Payne City Schools Acceptable Use Policy for Internet use. There should be a seamless integration between the two documents with the intention of providing guidelines for our students, teachers and staff relating to the acceptable use of available technology in our school system.