

# **PERSONNEL PROCEDURES**

**2021-2022**

**205 45<sup>th</sup> Street NE  
Fort Payne, Alabama 35967  
256-845-0915  
[www.fpcsk12.com](http://www.fpcsk12.com)**

## **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.

This handbook is a collection of relevant information for employees of the Fort Payne City Board of Education. The policies and procedures represented in this handbook and the complete Board Policy Manual found online are the formation of collaborative efforts. It is our request that you be informed about the rules, regulations and procedures that oversee our daily operations. This handbook is designed to assist you in carrying out your assigned duties in the most effective manner possible.

Employees are encouraged to review Section 5 of the Fort Payne City Policy Manual for all the policies related to employment. This handbook primarily covers procedures while most of the policies are covered in the Policy Manual.

Brian Jett  
Superintendent  
Fort Payne City Schools

## Introductory Information

### Facilities

<b>Fort Payne City Board of Education</b> 205 45 <sup>th</sup> Street NE Fort Payne, AL 35967 Telephone (256) 845-0915	<b>Fort Payne Middle School</b> Mr. Shane Byrd, Principal 4910 Martin Ave NE Fort Payne, AL 35967 Telephone (256) 845-7501
<b>Fort Payne City Schools Transportation/Child Nutrition Program Office</b> Dr. Laran Adkins, Transportation Supervisor 231 38 <sup>th</sup> Street NE Fort Payne, AL 35967 Telephone (256) 845-9288	<b>Little Ridge Intermediate School</b> Mrs. Jennifer List, Principal 1700 Williams Avenue NE Fort Payne, AL 35967 Telephone (256) 845-0626
<b>Fort Payne High School</b> Mr. Patrick Barnes, Principal 201 45 <sup>th</sup> Street NE Fort Payne, AL 35967 Telephone (256) 845-0535	<b>Wills Valley Elementary School</b> Mrs. Sally Wheat, Principal Mrs. Ellie Pitts, Pre-School Director 4111 Williams Avenue NE Fort Payne, AL 35967 Telephone (256) 845-3201

# INTRODUCTION

The Fort Payne City School Employee Procedure Manual for Personnel addresses procedures that are referenced in the policy manual. These procedures are subject to change based on policy revisions, employee law updates, and recommendations from the Superintendent. The purpose of this manual is to provide clarification on appropriate procedures that address a variety of Personnel issues. All forms associated with Personnel information can be found online at: [www.fpcsk12.com](http://www.fpcsk12.com) or with your local bookkeeper. Personnel related questions must be addressed to your immediate Supervisor or the Personnel Department at the Central Office. Payroll questions must be addressed to the Finance Department. To contact either department, call 256-845-0915.

## Statement of Nondiscrimination

The Fort Payne City School system does not discriminate on the basis of race, color, religion, national origin, sex, disability or age in any of its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following persons have been designated to handle inquiries regarding nondiscrimination policies:

*FPCS Policy 5.13*

Mrs. Paula Muskett— ADA Coordinator, Special Education Coordinator  
([pmuskett@fpcsk12.com](mailto:pmuskett@fpcsk12.com))

Dr. Laran Crowe Adkins – Section 504 Coordinator  
([lcrowe@fpcsk12.com](mailto:lcrowe@fpcsk12.com))

Mr. Dan Groghan- Title IX Coordinator  
([dgroghan@fpcsk12.com](mailto:dgroghan@fpcsk12.com))

Contact Information:  
205 45<sup>th</sup> Street  
Fort Payne, AL 35967  
256-845-0915

## **RESPONSIBILITY OF THE BOARD OF EDUCATION**

The general administration and supervision of the Fort Payne City School are vested in an appointed board of education. The Board of Education is the legal employer of all personnel hired by the system. The Board administers the system through written policies, monthly meetings, and instructions to the Superintendent of Education who is the chief executive officer of the system. The authority and power of the Board of Education are corporate in nature and are exercised only during legally held meetings. Individual board members have no legal authority over individual schools, departments, or personnel. All personnel actions are the responsibility of the Superintendent of Fort Payne City Schools, acting with Board approval.

*Alabama Code 16-8-8*

## **RESPONSIBILITY OF THE SUPERINTENDENT OF EDUCATION**

The Superintendent is the chief executive officer of the school system. The Board of Education delegates authority and responsibility to the Superintendent for the day-to-day operation of the school system. This includes, but is not limited to, educational policies and programs, personnel management, fiscal management, property management, student attendance, and discipline. The Superintendent recommends and implements policy to the Board. In most areas of personnel management, for example the employment or dismissal of an individual, the Board can only act on the specific recommendation of the Superintendent.

*Alabama Code 16-9-23 and 16—30*

## **EMPLOYEE RESPONSIBILITY**

It is the responsibility of every person working within the Fort Payne City School System to be knowledgeable of and adhere to all applicable Board policies. The policy manual is available on the school system website at [www.fpcsk12.com](http://www.fpcsk12.com)

## **DISCLAIMER**

This employee handbook serves as an overview of personnel policies, procedures, and work rules of the Fort Payne City Schools. The right is retained to modify or alter these procedures and policies in accordance with applicable statutes and whenever it is deemed to be in the best interest of the system.

This handbook is not an employment contract. The information contained herein is intended to provide guidance to keep you informed about your benefits and obligations. Official policies are contained in the Board of Education Policy Manual, which is available for reference in all schools, departments and online. If there is a conflict between a Board policy and this handbook, the policy will apply.

## **DUTIES AND RESPONSIBILITIES OF EMPLOYEES**

Employees have a duty to perform their jobs responsibly and in a conscientious manner. Employees are expected to meet the general performance and service standards in addition to any specific job description requirements. Employees should first contact their immediate supervisor or principal for information. If the supervisor or principal cannot provide an answer, he/she will either obtain the information or direct the employee to an appropriate official.

Teachers are expected to respond to professional duties as reasonably requested by the supervisor such as professional learning activities, faculty and/or grade level meetings, and parent teacher organization meetings and at other times as appropriate.

*Alabama Code 16-8-9; FPCS Policy 5.01*

## **APPLICATION, RECRUITMENT AND PROMOTION**

All certified applicants must complete an on-line application. Non-certified applicants may complete an application at the central office or online at [www.fpcsk12.com](http://www.fpcsk12.com). In a continuing effort to ensure the safety and welfare of students and staff, the district shall require criminal history records checks and fingerprinting of applicants having direct, unsupervised contact with students. Knowingly falsifying information shall be sufficient grounds for termination of employment.

Position vacancies are announced in accordance with Board policy. Recruitment and promotion of certified employees conform to Alabama State Board of Education Administrative Codes and Bulletins. Employees are encouraged to apply for positions that offer opportunities for promotion.

*Alabama Code 16-9-23; 16-12-16; 16-23-1; FPCS Policy 5.02*

## **ALABAMA EDUCATOR CODE OF ETHICS**

### **Introduction**

The primary goal of every educator in the state of Alabama must at all times, be to provide an environment in which all students can learn. In order to accomplish that goal, educators must value the worth and dignity of every person, must have a devotion to excellence in all matters, must actively support the pursuit of knowledge, and must fully participate in the nurturance of a democratic citizenry. To do so requires an adherence to a high ethical standard.

The Alabama Educator Code of Ethics defines the professional behavior of educators in Alabama and serves as a guide to ethical conduct. The code protects the health, safety and general welfare of students and educators; outlines objective standards of conduct for

professional educators; and clearly defines actions of an unethical nature for which disciplinary sanctions are justified.

## **CODE OF ETHICS STANDARDS**

### **Standard 1: Professional Conduct**

An educator should demonstrate conduct that follows generally recognized professional standards.

Ethical conduct includes, but is not limited to, the following:

- Encouraging and supporting colleagues in the development and maintenance of high standards.
- Respecting fellow educators and participating in the development of a professional and supportive teaching environment.
- Engaging in a variety of individual and collaborative learning experiences essential to developing professionally in order to promote student learning. Unethical conduct is any conduct that impairs the certificate holder's ability to function in his or her employment position or a pattern of behavior that is detrimental to the health, welfare, discipline, or morals of students.

Unethical conduct includes, but is not limited to, the following:

- Harassment of colleagues.
- Misuse or mismanagement of tests or test materials.
- Inappropriate language on school grounds.
- Physical altercations.
- Failure to provide appropriate supervision of students.

### **Standard 2: Trustworthiness**

An educator should exemplify honesty and integrity in the course of professional practice.

Ethical conduct includes, but is not limited to, the following:

- Properly representing facts concerning an educational matter in direct or indirect public expression.
- Advocating for fair and equitable opportunities for all children.
- Embodying for students the characteristics of intellectual honesty, diplomacy, tact, and fairness.

Unethical conduct includes, but is not limited to, the following:

- Falsifying, misrepresenting, omitting, or erroneously reporting professional qualifications, criminal record, or employment history when applying for employment or certification.
- Falsifying, misrepresenting, omitting, or erroneously reporting information submitted to federal, state, and/or other governmental agencies.

- Falsifying, misrepresenting, omitting, or erroneously reporting information regarding the evaluation of students and/or personnel.
- Falsifying, misrepresenting, omitting, or erroneously reporting reasons for absences or leaves.
- Falsifying, misrepresenting, omitting, or erroneously reporting information submitted in the course of an official inquiry or investigation.

### **Standard 3: Unlawful Acts**

An educator should abide by federal, state, and local laws and statutes.

Unethical conduct includes, but is not limited to, the commission or conviction of a felony or of any crime involving moral turpitude. As used herein, conviction includes a finding or verdict of guilty, or a plea of nolo contendere, regardless of whether an appeal of the conviction has been sought or a situation where first offender treatment without adjudication of guilt pursuant to the charge was granted.

### **Standard 4: Teacher/Student Relationship**

An educator should always maintain a professional relationship with all students, both in and outside the classroom.

Ethical conduct includes, but is not limited to, the following:

- Fulfilling the roles of trusted confidante, mentor, and advocate for students' growth.
- Nurturing the intellectual, physical, emotional, social, and civic potential of all students.
- Providing an environment that does not needlessly expose students to unnecessary embarrassment or disparagement.
- Creating, supporting, and maintaining a challenging learning environment for all students.

Unethical conduct includes, but is not limited to, the following:

- Committing any act of child abuse, including physical or verbal abuse.
- Committing any act of cruelty to children or any act of child endangerment.
- Committing or soliciting any unlawful sexual act.
- Engaging in harassing behavior on the basis of race, gender, national origin, religion, or disability.
- Soliciting, encouraging, or consummating an inappropriate written, verbal, or physical relationship with a student.
- Furnishing tobacco, alcohol, or illegal/unauthorized drugs to any student or allowing a student to consume alcohol or illegal/unauthorized drugs.

### **Standard 5: Alcohol, Drug and Tobacco Use or Possession**

An educator should refrain from the use of alcohol and/or tobacco during the course of professional practice and should never use illegal or unauthorized drugs.

Ethical conduct includes, but is not limited to, the following:



- Factually representing the dangers of alcohol, tobacco and illegal drug use and abuse to students during the course of professional practice.

Unethical conduct includes, but is not limited to, the following:

- Being under the influence of, possessing, using, or consuming illegal or unauthorized drugs.
- Being on school premises or at a school-related activity involving students while documented as being under the influence of, possessing, or consuming alcoholic beverages or using tobacco. A school-related activity includes, but is not limited to, any activity that is sponsored by a school or a school system or any activity designed to enhance the school curriculum such as club trips, etc., where students are involved.

### **Standard 6: Public Funds and Property**

An educator entrusted with public funds and property should honor that trust with a high level of honesty, accuracy, and responsibility.

Ethical conduct includes, but is not limited to, the following:

- Maximizing the positive effect of school funds through judicious use of said funds.
- Modeling for students and colleagues the responsible use of public property.

Unethical conduct includes, but is not limited to, the following:

- Misusing public or school-related funds.
- Failing to account for funds collected from students or parents.
- Submitting fraudulent requests for reimbursement of expenses or for pay.
- Co-mingling public or school-related funds with personal funds or checking accounts.
- Using school property without the approval of the local board of education/governing body.

### **Standard 7: Remunerative Conduct**

An educator should maintain integrity with students, colleagues, parents, patrons, or businesses when accepting gifts, gratuities, favors, and additional compensation.

Ethical conduct includes, but is not limited to, the following:

- Insuring that institutional privileges are not used for personal gain.
- Insuring that school policies or procedures are not impacted by gifts or gratuities from any person or organization.

Unethical conduct includes, but is not limited to, the following:

- Soliciting students or parents of students to purchase equipment, supplies, or services from the educator or to participate in activities that financially benefit the educator unless approved by the local governing body.
- Accepting gifts from vendors or potential vendors for personal use or gain where there appears to be a conflict of interest.

- Tutoring students assigned to the educator for remuneration unless approved by the local board of education.

### **Standard 8: Maintenance of Confidentiality**

An educator should comply with state and federal laws and local school board policies relating to confidentiality of student and personnel records, standardized test material, and other information covered by confidentiality agreements.

Ethical conduct includes, but is not limited to, the following:

- Keeping in confidence information about students that has been obtained in the course of professional service unless disclosure serves professional purposes or is required by law.
- Maintaining diligently the security of standardized test supplies and resources.

Unethical conduct includes, but is not limited to, the following:

- Sharing confidential information concerning student academic and disciplinary records, health and medical information, family status/income, and assessment/testing results unless disclosure is required or permitted by law.
- Violating confidentiality agreements related to standardized testing including copying or teaching identified test items, publishing or distributing test items or answers, discussing test items, and violating local school system or state directions for the use of tests or test items.

## **REPORTING**

Educators are required to report a breach of one or more of the Standards in the Alabama Educator Code of Ethics as soon as possible, but no later than sixty (60) days from the date the educator became aware of the alleged breach, unless the law or local procedures require reporting sooner. Educators should be aware of their local school board policies and procedures and/or chain of command for reporting unethical conduct. Complaints filed with the local or state school boards or with the State Department of Education Teacher Certification Section, must be filed in writing and must include the original signature of the complainant.

*Alabama Administrative Code 290--3--2--.05*

(1)-5-c Each Superintendent shall submit to the State Superintendent of Education within ten calendar days of the decision, the name and social security number of each employee holding an Alabama certificate or license who is terminated, or non-renewed, resigns, or is placed on administrative leave for cause, and shall indicate the reason for such action.

## **DISCIPLINARY ACTION**

Disciplinary action shall be defined as the issuance of a reprimand or warning, or the suspension, revocation, or denial of certificates. "Certificate" refers to any teaching, service,

or leadership certificate issued by the authority of the Alabama State Department of Education.

*Alabama Administrative Code 290--3--2--.05*

## **POLICY MANUAL**

It is the responsibility of every person working within the School System to be knowledgeable of and adhere to all applicable Board policies. The policy manual is available on the school system web site at: [www.fpsk12.com](http://www.fpsk12.com)

## **EMPLOYMENT**

### **EMPLOYEE CLASSIFICATIONS**

#### **Support Employee:**

Alabama Code of Law, Section 36-26-100 refers to support personnel as those persons employed as bus drivers, lunchroom workers, janitors, custodians, mechanics, maintenance personnel, secretaries, aides, and all other persons not otherwise deemed certified.

#### **Certified Employees:**

Alabama Code of Law, Section 16-24-1 refers to certified personnel as those persons employed as instructors/teachers, principals, or supervisors.

### **EMPLOYEE BENEFITS:**

Contact Finance/Payroll Department for any information regarding retirement, health care plan, COBRA, sick bank, cafeteria plan, and optional plans.

### **ON-THE-JOB INJURY BENEFITS:**

Employees may request up to 90 additional days of sick leave when they are injured on the job and such injury requires the individual to be absent from work. When an employee is injured on the job, the employee should complete an "Accident Report Form" and notify the supervisor immediately. The forms are available at each site and can be obtained through supervisors.

*FPCS Policy 5.10.4*

### **DRESS AND APPEARANCE**

Fort Payne City Schools believes that our professional commitment to excellence should be reflected in our appearance. Our appearance sets the tone for teaching and learning. At all times, employees should be distinguishable from students by their attire. General guidelines have been developed to uplift, enhance, and promote a positive professional image of our

school system. Employee supervisors are responsible for managing and determining appropriateness of these guidelines.

*FPCS Policy 5.01*

## **EMPLOYEE APPAREL GUIDELINES**

The expectation of all Fort Payne City School employees requires good grooming and personal appearance. Employees are expected to dress in such a manner to ensure their health and safety. Grooming and dress must not constitute a distraction or interfere with the educational opportunity of students. Unless otherwise specifically stated or addressed, rules and regulations contained in the Employee Apparel Guidelines apply to normal school hours; however, such guidelines may be enforced at any school function or activity where the wearing of such dress is not appropriate for the type activity or is determined to be potentially disruptive or dangerous.

Employees are expected to comply with the following guidelines:

1. Employees must be neatly dressed, clean, and well groomed.
2. Foot apparel must be worn.
3. Hair must be worn in such a way that it does not impair vision and is not considered unsafe or hazardous. Hair coloring should not be distracting to the educational environment.
4. Clothing must not include pictures, writings, symbols, etc. promoting, acknowledging, or suggesting drugs, tobacco products, alcohol, sexual activities, gangs, groups, individuals, or activities that would be considered dangerous, disruptive, or hazardous to others, or to the school environment.
5. Athletic shorts may be worn that are consistent with the intent of these guidelines by physical education teachers in physical education classes, but are not to be worn to other academic classes. If shorts are worn as professional attire, they should meet the knee length requirement that is placed on student attire.
6. Mini-skirts, short shorts, athletic shorts, and sweat pants are not acceptable as regular classroom attire.
7. Appropriate dress for employees must be worn that does not reveal the body in an inappropriate manner, e.g., clothing must not be too tight, too short, too low cut, bare at the midriff or sides. Sundresses, off-the-shoulder tops, spaghetti strap tops, halter tops, sheer or see through clothing, and clothing with holes may not be worn.
8. Hats, caps, bandannas, and other head coverings are not to be worn in school. Sunglasses are not to be worn in the school. Physical Education Teachers, Coaches, Maintenance Department Personnel, and Bus Drivers are excluded.

9. With the approval of the Principal, employees in school-sponsored activities may dress in a manner that does not conform to the dress guidelines only for the purpose of the activity.
10. As employees of the Fort Payne City School System, we are all publicly funded support and certified employees and we should dress accordingly, which means appropriate for our profession.

This apparel guideline applies to all employees, unless exceptions are granted due to an employee's disability, medical condition, or other exceptions approved by the Principal or immediate supervisor. The Principal or immediate supervisor or his/her designee has the authority to determine inappropriate dress and violations of the guidelines. Any employee violating the apparel guideline may be asked to return home for appropriate dress. If the problem persists, the Building Principal will notify the Superintendent.

### **EMPLOYEE IDENTIFICATION CARDS AND BADGES**

In order to ensure the safety and security of both staff and students, District ID Badges should be clearly visible at all times. Additionally, employees will be issued a key access card to their location. Please contact your supervisor as soon you discover your access card is missing. The access card must be deactivated and new card will be issued.

*FPCS Policy 4.01*

### **SCHOOL BOARD EQUIPMENT**

Board equipment is defined as anything that is not personally owned by the employee. Abuse or misuse of this equipment is not acceptable. No employee shall operate any equipment without appropriate training and authorization. The use of school-owned equipment at home must be approved by the appropriate supervisor, administrator, or Superintendent.

*FPCS Policy 4.04*

### **USE OF BOARD FACILITIES:**

Schools and other Board owned or controlled facilities may be made available for use by sanctioned or generally recognized school support organizations if the use of the facility will not disrupt school operations or be inconsistent with the purpose and mission of the school system, and if adequate advance provision is made for security, supervision, maintenance, damage prevention, post-event clean-up, liability insurance, and other risk management measures appropriate to the proposed use. Use of Board facilities for non-school organizations may be approved if the foregoing conditions are satisfied and a rental contract that includes a reasonable fee or rental charge and other appropriate terms and conditions is approved by the Superintendent. The Superintendent is authorized to waive any applicable fee or

rental charges or other applicable terms and conditions if he determines at his discretion that the use of Board facilities by a non-school organization serves a public purpose. Forms must be requested at the Superintendent's office and must be made at least 15 days prior to rental date requested.

*FPCS Policy 4.04*

## **LOCAL SCHOOL FUNDRAISING**

Any property, money, or other resources that are obtained by a Board employee through grants, fundraising, online giving, or like means in the name of or for the benefit of the school system or its students become the property of the school system and are subject to Board policies and procedures governing Board property and resources. The Superintendent's approval is required for ANY crowdfunding activities and the Superintendent is authorized to develop procedures governing the approval and administration of any outside fundraising or crowdfunding activities.

- All fundraising activities sponsored by the school must be approved by the principal and the CSFO in advance.
- A Fundraiser Request Form must be properly completed and submitted for approval.
- It is recommended that all items be paid for when orders are placed.
- All monies collected shall be turned into the Local Bookkeeper EACH day.
- Monies shall not be left overnight in classrooms.

Items sold should never be turned over to a purchaser prior to the item being paid for in full.

*FPCS Policy 3.17*

## **LESSON PLANS**

The Board requires a general plan of work, including daily schedules and brief lesson plans to be prepared by each teacher and submitted to the principal. Specific (detailed) lesson plans shall be prepared by the teacher in his/her absence for use by the substitute teacher. Such plans shall be in sufficient detail to permit the substitute teacher to conduct instructional activities that will benefit students educationally.

## **STAFF MEETINGS**

An administrator, supervisor, and/or principal may call staff meetings when he/ she feels such meetings are warranted. Mandatory attendance by employees may be required. However, such compulsory attendance should be stated within the notice announcing the meeting. Staff meetings should be planned and announced as far in advance as possible in order to allow employees to appropriately plan their individual schedules.

## **CONFIDENTIALITY ISSUES IN SPECIAL EDUCATION**

Since the very beginning of federally mandated special education, one of the major provisions has included safeguards that protect the confidentiality of individual students with special needs and their families. All staff members having access to records or knowledge of students with disabilities have an occupational, legal, and ethical responsibility to protect this right. Personally identifiable data, information, and records collected or maintained must be stored, retrieved, and utilized for the benefit of children with disabilities in a manner that will ensure confidentiality and privacy rights.

Please strive to ensure the following safeguards:

- 1) Discuss individual students only with those who have a need to know.
- 2) Protect written information and records of students from the intentional and incidental view or possession by unauthorized students, staff members, and others. Only those who have a need to know or see such records shall have access to the records.
- 3) Protect pictorial and recorded records of students, including photographs, yearbooks, audio recordings, and videotapes which identify them as having disabilities.
- 4) Protect students from verbal identification and discussion of personal information, including:
  - mentioning names of students protected by confidentiality provisions;
  - discussing protected students in the presence or hearing proximity of others;
  - giving information to others having no need to know; and
  - discussing student information with, in front of, or in the hearing proximity of other students, except where the educational program/services for the student with a disability require such disclosure.

## **USE OF PHYSICAL FORCE**

See information related to student corporal punishment and physical restraint in Board Policy

*FPCS Policy Reference – 6.16 & 6.17*

## **THE FAMILY AND EDUCATIONAL RIGHTS PRIVACY ACT**

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
  - o School officials with legitimate educational interest;
  - Other schools to which a student is transferring;
  - Specified officials for audit or evaluation purposes;
  - Appropriate parties in connection with financial aid to a student;
  - Organizations conducting certain studies for or on behalf of the school;
  - Accrediting organizations;
  - To comply with a judicial order or lawfully issued subpoena;
  - Appropriate officials in cases of health and safety emergencies; and
  - State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

For additional information, you may call 1-800-USA-LEARN (1-800-872-5327) (voice). Individuals who use TDD may use the Federal Relay Service.

## **SUPERVISORY RELATIONSHIPS**

Employment decisions and relationships that violate any provision of Alabama law, including state ethics and nepotism laws, are prohibited. The Superintendent is authorized to take action to identify and correct violations of the policy in a manner consistent with applicable law.

*FPCS Policy 5.02.6*



## **EMPLOYMENT OF FAMILY MEMBERS**

Board members, administrators, or supervisors may not use their positions to directly or indirectly seek or secure the employment of any family member as defined in the Alabama Ethics Law.

*FPCS Policy 5.02.6*

## **NON -TEACHING SUPPLEMENTAL DUTIES**

Compensation in the form of supplements may be paid for non-instructional supplemental duties in accordance with rates specified or established for such duties in the Board's official salary schedule. Such duties include coaching and sponsorship of athletic support organizations (e.g., cheerleaders, drill teams, dance line) as well as scholastic support activities (e.g., yearbook, service clubs, and academic clubs). Such supplemental duties are considered additional nonteaching assignments to be made and approved on an annual basis or otherwise, as the needs of the school require. Such supplemental duties are not considered a part of a teaching contract or appointment, and no tenure, continuing service status, non-probationary status, or contractual right to continued employment or compensation for such supplemental assignment will be recognized or implied in the absence of a separate written contract of employment providing for such rights.

*FPCS Policy 5.04*

## **DUAL EMPLOYMENT**

When an employee is hired to perform the functions of two or more distinct positions within the school's daily operations (e.g., teacher and athletic coach), and when maintenance of that dual employment is deemed essential by school authorities to meeting the budgetary and staffing needs of the school, the employee's unwillingness, inability, or failure to faithfully discharge the duties of one of the positions may constitute grounds or cause for removing the employee from both positions in accordance with provisions of applicable law.

*FPCS Policy 5.01.2*

## **OVERTIME:**

Only employees who are "non-exempt" from the provisions of the Fair Labor Standards Act (FLSA) are eligible for overtime. Generally, classified employees are "non-exempt." professional employees, management officials, and most supervisors are exempt from the FLSA. Other employees may be exempt if they meet certain criteria of the FLSA. These employees are not entitled to overtime.

*FPCS Policy 3.11.6*

## PERSONNEL FILES

An official personnel file is created for each employee. This file contains confidential information that is available only to authorized administrative personnel, representatives of governmental agencies whose access is granted, and the employee.

An employee has the right to review his/her personnel file in the presence of a designated staff member. Derogatory information shall not be entered in employee's files until he/she is given notice and an opportunity to review the information.

*Alabama Code 16-8-7; FPCS Policy 5.09*

## EMPLOYEE ABSENCES – FRONTLINE PROCEDURES

Regular attendance by the faculty and staff is important to the instructional progress of the school. When an employee needs to be absent from work, you are required to enter absences in FRONTLINE and all employees must notify their immediate supervisor and building administrator. It is the employee's responsibility to register an absence when he/she will not be reporting to work and notify the building administrator/supervisor of the absence. Additional questions can be addressed by calling the Personnel Office at the Fort Payne City Schools Board of Education at 256-845-0915. In the event an employee must leave work in the middle of the day, he or she must notify an administrator who will arrange coverage.

*FPCS Policy 5.10*

## STUDENT FIRST ACT OF 2011

### TENURE/ PERMANENT STATUS AND CONTRACT TERMINATION

All eligible employees of Fort Payne City Schools are considered probationary upon hire and are eligible to obtain tenure or non-probationary status according to the **Students First Act of 2011**. According to the **Students First Act**, a teacher shall attain tenure upon the completion of three complete, consecutive school years of full-time employment as a teacher with FPCS. Likewise, a probationary classified employee shall attain non-probationary status upon the completion of three complete, consecutive schools years of full-time employment with FPCS.

A probationary teacher will not receive tenure when the Board approves and issues written notice to the teacher on or before the last day of the probationary teacher's third consecutive complete school year of employment. Likewise, a probationary classified employee will not receive non-probationary status when the Board approves and issues a written notice of termination to the probationary employee on or before June 15 immediately following the employee's third, consecutive complete school year of employment.

If an employee is terminated after being employed for a complete year, but then rehired prior to October 1 in the school year immediately following the school year of separation and then completes the current school year, the employee will receive tenure credit for the year. If an employee is terminated and then re-hired after October 1 of the school

year immediately following the school year of separation, the employee will not receive tenure credit for the current school year.

*Students First Act 2011, Section 16-24C-4*

## **TRANSFER/ REASSIGNMENT PROCEDURES**

**Voluntary** - The Principal/Supervisor may consider granting a voluntary transfer/reassignment if the employee so requesting possesses the required qualifications for the desired position and if a vacancy in such position exists. All requests for voluntary transfers/reassignments should be in writing to the immediate supervisor in which the position is available and to the employee's current building supervisor. All requests for voluntary transfers shall be carefully considered and reviewed in accordance with Board policies concerning prohibited discrimination practices. Hiring recommendations will be submitted from the building administrators or central office supervisors to the Superintendent for consideration.

**Involuntary** - The Board may transfer/reassign any teacher or classified employee, including personnel employed as principals and supervisors, upon the recommendation of the Superintendent, for any succeeding year, from one position, school or grade to another by giving written notice to the employee of such intention to transfer/reassign. Such transfer/reassignment shall be without loss of status or violation of contract and shall not be for political or personal reasons.

In accordance with **The Students First Act of 2011**, tenured or non-tenured teachers can be reassigned one time per year to any position for which they are qualified on their school campus within the first 20 days of school. This reassignment is not subject to review and Board approval is not required.

Tenured or non-tenured teachers can be transferred to another school to a position for which they are certified within the first 20 days of school. Written notice must be given to the teacher and the teacher is afforded the opportunity for a conference with the Board. Once the Board votes, this transfer/reassignment is not subject for review.

In accordance with **The Students First Act of 2011**, probationary and non-probationary classified employees may be reassigned to a new position for which they are qualified without loss in pay. This reassignment is not subject for review and Board approval is not required.

Probationary and non-probationary classified employees may be transferred to a different location for which they are qualified. For probationary classified employees, this transfer is not subject to review. For non-probationary classified employees, a

written notice is provided to the employee, but this transfer is not subject for review and the employee has no rights before the board. The transfer is effective 15 days after the vote. If there is a transfer to another position and the teacher or classified employee would receive reduced pay, the employee must receive advance notice and has rights before the Board, according to **The Students First Act of 2011**.

## **SUSPENSION/TERMINATION**

The Board may suspend or dismiss any person's employment as outlined in **The Students First Act of 2011** in the Code of Alabama for the following reasons: (1) incompetency, (2) insubordination, (3) neglect of duty, (4) immorality, (5) justifiable decrease in the number of positions, (6) failure to perform duties in a satisfactory manner, or (7) any other good and just cause. An employee who contests the suspension or termination must follow the procedures outlined in **The Students First Act of 2011**.

## **RETIREMENT**

If considering retirement at the end of the current school year, an employee must contact the Teacher Retirement System (TRS) to verify eligibility. The employee must contact the Finance/Payroll Department to complete necessary paperwork by the deadlines specified by TRS in order to avoid missing a paycheck. A letter indicating the decision to retire must be submitted to the Superintendent.

## **RESIGNATION**

In the event an employee does not plan to return to Fort Payne City Schools in the following school year, the principal or supervisor must be notified in writing thirty (30) days prior to the first instructional day students are scheduled to report to school without the Board's consent. Thereafter, the teacher may resign with five days' notice. Timely notifications of these intentions are encouraged in order to assist the school district in finding quality replacements. Any teacher violating this provision may be subject to certificate suspension or revocation for unprofessional conduct.

*Alabama Code 16-24C-11*

## **EVALUATIONS**

### **Educator Effectiveness Plan for Teacher Evaluation**

The system's Educator Effectiveness Plan is designed to provide information about an educator's current level of practice, based on the Alabama Quality Teaching Standards (AQTS), *Alabama Administrative Code* §290-3-3-.04. The AQTS constitutes the foundation of the teaching profession, and the Educator Effectiveness Plan is used to guide teacher/educator reflection, self-assessment, and goal setting for professional learning and growth. The focus of the Fort Payne City Schools Evaluation Model is to aid teachers in the identification of areas of strength and those in need of growth; to provide them with the structures and supports necessary to increase effectiveness. The observation rubrics developed by Fort Payne City Schools teachers and leaders align

with instructional focuses and guide teachers and leaders in a shared understanding of specific attributes, actions, and outcomes aligned with each instructional strategy. The primary purpose of the educator effectiveness system is to support growth in instructional practice that will ultimately lead to continuous improvement and increases in student performances.

Certified teachers will receive EE training and timelines from their building administrator.  
*FPCS Policy 5.08.1*

### **Administrative Personnel Evaluation**

LEADAlabama is a formative, online, evaluation system for educational leaders consisting of a self-assessment, collaborative dialogue, professional learning plan (PLP), and evidence collection. LEADAlabama will be available to evaluate certificated central office administrators, principals, assistant principals, and all other specialty area administrators. All school system administrators will be formatively evaluated using the **LEADAlabama** online process.

Administrators will receive LEADAlabama timelines from their Central Office Supervisor.  
*FPCS Policy 5.08.1*

### **NON CERTIFIED PERSONNEL EVALUATIONS**

Classified (non-certified) personnel will be evaluated in accordance with procedures as defined by the Superintendent. The Board further delegates to the Superintendent the responsibility for developing an operational plan for the systematic implementation of the evaluation system. The purpose of the classified personnel evaluation system is to assist employees in the growth of their job performance. All evaluations are recorded on forms specified by the Superintendent. Evaluations are filed permanently in the official personnel file. Evaluations must be shown to and discussed with the employee. An employee has the right to make written comments in response to an evaluation or any part of an evaluation. These comments are filed with the evaluation.

*FPCS Policy 5.08.2*

### **DISCRIMINATION AND GRIEVANCE PROCEDURES FOR EMPLOYEES**

To resolve at the lowest possible administrative level, differences and issues related to alleged discrimination against employees within the meaning of the Vocational Rehabilitation Act, the Americans with Disabilities Act, Title IX, or the Federal Education Amendment, and any other applicable state or federal statute or regulation. These proceedings will be kept as informal and confidential as may be appropriate at all levels of procedure. Persons with such complaints, grievances or request should present them for resolution to the employee, supervisor, or administrator at the lowest administrative level who has the authority and ability to address the problem or to implement the requested action.

*FPCS Policy 4.06*

## SEXUAL HARASSMENT

The Board strictly prohibits unlawful discrimination in all of its programs, offices, departments and facilities. Sexual harassment, as defined by law, is a form of unlawful discrimination and will not be tolerated from employees or other persons associated with the Board.

Sexual Harassment Prohibited – Sexual harassment in any form that is directed toward employees is prohibited. Persons who violate the policy will be subject to the full range of disciplinary consequences up to and including termination as dictated by the nature and severity of the violation and other relevant considerations. If appropriate, the circumstances constituting the violation may be reported to law enforcement agencies for further investigation and action.

Definition of Sexual Harassment – Title IX regulations define sexual harassment to include one or more of the following:

An employee conditioning the provision of an aid, benefit, or service of the school/school district on an individual's participation in unwelcome sexual conduct (i.e., *quid pro quo* sexual harassment);

Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the school/ school district's education program or activity; or Sexual assault, dating violence, domestic violence, or stalking, as each of those terms is defined by federal statutes enumerated in the Title IX regulations, 34 C.F.R. § 106.30(a).

Examples of Prohibited Conduct – The following are examples of conduct that may constitute sexual harassment, depending on individual circumstances:

Verbal harassment or abuse of a sexual nature, including graphic comments, the display of sexually suggestive objects or pictures, and sexual propositions;

Repeated unwelcome solicitation of sexual activity or sexual contact;

Unwelcome, inappropriate sexual touching;

Demands for sexual favors accompanied by implied or overt promises of preferential treatment or threats with regard to an individual's employment status.

Sexual Harassment Complaint Procedures Authorized – The Superintendent is authorized and directed to establish, implement and

revise more detailed sexual harassment complaint procedures in compliance with Title IX that are designed to provide employees who believe that they are victims of unlawful sexual harassment with a thorough, discreet, and prompt internal procedure for investigating and resolving sexual harassment complaints. The process and procedures will be drafted so as to provide supportive measures, facilitate the gathering of relevant facts and evidence, permit timely assessment of the merits of the complaint, provide an opportunity for informal resolution of complaint where appropriate, eliminate any harassment that is established by the investigation, and prevent any retaliation based upon the filing of the complaint. The procedures will reflect due regard for the legal rights and interests of all persons involved in the complaint, and will be drafted, explained, and implemented so as to comply with federal regulations, and to be understandable and accessible to all employee population groups.

Initial Confrontation of Accused Harasser Not Required – An employee who invokes the harassment complaint procedure will not be required to present the complaint to the accused or suspected harasser for resolution. In no case will any employee who is the subject of a complaint be permitted to conduct, review, or otherwise exercise decision-making responsibility in connection with the processing of the complaint.

Notice of Policy to be Promulgated – The Superintendent will promulgate and disseminate this policy and the complaint procedures to applicants for admission and employment, the schools, parents and legal guardians, unions and professional organizations, and will take such other steps and measures as may be reasonably available and expedient for informing the school community of the conduct prohibited by this policy and the recourse available to employees who believe that they have been subjected to sexual harassment.

Confidentiality – To the extent possible, reports of sexual harassment will be kept confidential; however, complete confidentiality cannot be guaranteed.

Retaliation Prohibited – No retaliation or adverse action may be imposed as a result of a good faith complaint or report of sexual harassment. False accusations that are made in bad faith or for improper reasons may result in disciplinary action.

Penalties for Violation – Any employee who violates the terms of this policy or who impedes or unreasonably refuses to cooperate with a Board investigation regarding allegations of sexual harassment will be subject to appropriate disciplinary action, up to and including termination.

*FPCS Policy 5.14*

## **SUICIDE REPORTS**

Take every threat of self-harm seriously. All staff members must take suicidal behavior seriously EVERY time. Take immediate action by notifying the appropriate staff members. The appropriate staff are school administration, Mental Health Coordinator, Social Worker, and school counselors. The school counselors have been provided with suicide procedures and will contact school Mental Health Personnel, and Building Principal regarding the situation once it is reported to their office.

*FPCS Policy 6.25*

## **BULLYING REPORTS**

Take bullying complaints from the students/parents seriously. These reports should be shared with school administrators and/or school counselors. The Fort Payne City Schools has a bullying complaint form that should be completed when bullying reports are made regarding bullying at school or cyberbullying. The school administrators have been provided with bullying procedures and will handle the situation once reported to their office.

*FPCS Policy 6.24*

## **DRUG-FREE WORK PLACE**

In accordance with the Drug-Free Workplace Act of 1988 the Board hereby declares that, with respect to all FPCS employees, the manufacture, distribution, dispensing, possession, use or being Under the Influence of a Controlled Substance is strictly prohibited in the workplace, while on FPCS property, while in or operating vehicles, or in private vehicles on FPCS properties or work sites. Moreover, for all FPCS employees, the purchase, possession or ingestion of, or being Under the Influence of Alcohol while in the workplace, while on FPCS property, while in or operating FPCS vehicles or pieces of heavy equipment or in private vehicles on FPCS properties or work sites is also strictly prohibited. Entities contracting with the Board shall ensure a drug-free workplace, as a condition of the contract.

## **DRUG AND ALCOHOL TESTING**

Additionally, It is the policy of the Fort Payne City Board of Education that the use of alcohol and other drugs and the unlawful manufacture, distribution, dispensation, possession or use of illicit drugs is prohibited. The Board also requires that all employees report to work without any alcohol or illegal or mind-altering substances in their system.

All transportation personnel under the regulations of the United States Department of Transportation will be randomly drug tested as designated by the Superintendent. If an employee holding a Commercial Driver's License tests positively during a random drug screening, he/she may be subject to immediate termination or enrollment and treatment in an appropriate Substance Abuse Program. All employees of the Fort Payne City



Board of Education are subject to drug and alcohol testing if there is reasonable suspicion to believe an employee has violated the Alcohol and Drug Policy. If an employee tests positive, he/she may be subject to termination, counseling sessions through the Employee Assistance Program, or enrollment and treatment in an appropriate Substance Abuse Program.  
*FPCS Policy 5.17*

## **SOCIAL MEDIA**

Free speech protects individuals who want to participate in social media, but the laws and courts have ruled that school districts can discipline employees if their speech, including personal online postings, disrupts school operations. The district recognizes the use of online social media networks as a communication tool. But, the Board permits only restricted and conditional access to the usage of its technology resources including but not limited to the “Internet” network, storage areas, and electronic mail. It is inappropriate to post during instructional time or designated work hours to your personal social media page. Posting students photos, names, grades and any other violation of FERPA is prohibited and subject to disciplinary action. Additionally, posting negative information about the school, colleagues, parents, etc., is discouraged. The district may use publicly available social media for fulfilling its responsibility for effectively communicating in a timely manner with the public, through designated employees at the direction of the Superintendent or designee. FPCS encourages district employees with a personal online presence to be mindful of the information they post.  
*FPCS Policy 4.10*

## **Unacceptable Email and Internet Use**

Any communication that would be improper or illegal on any other medium in a school environment are equally so on a computer network. Inappropriate behaviors include but not limited to:

- Offensive content of any kind including pornographic material or sites.
- Promoting discrimination.
- Threatening, violent behavior or profane or offensive language.
- Illegal activities.
- Commercial Messages.
- Messages of a political or racial nature.
- Gambling.

- Sports entertainment, gaming (this does not include use for athletic departments).
- Personal financial gain.
- Personal email.
- Forwarding email chains.
- Sending material of information about students (personal identifiable information) or other employees that could compromise the safety or well-being of the student or other employee.
- Spamming email.
- Unnecessary “reply to all” or blast group emails that are unsolicited.
- Material protected under copyright laws.

## **TOBACCO**

The possession, use, sale or distribution of tobacco or nicotine products designed to enhance nicotine (including but not limited to electronic cigarettes or enhancement products paraphernalia) on school property is prohibited.

### **Penalties for Violations**

1. Students - Students who violate the tobacco prohibition will be disciplined accordance with the FPCS Code of Student Conduct.
2. Employees - Employees who violate the tobacco prohibition will be subject to adverse personnel action, which may include termination.
3. Other Persons - Other persons who violate the tobacco prohibition may be denied re-entry to school property.

*FPCS Policy 4.02.2*

## **PROHIBITION ON THE POSSESSION OF FIREARMS**

The possession of a firearm in a school building, on school grounds, on Board property, on school buses, or school-sponsored functions is prohibited except for authorized law enforcement personnel and as provided by law. For purposes of this policy, the term “firearm” has the same definition as is found in 18 U.S.C §921.

*FPCS Policy 4.02.1*

## **Penalties for Violations**

In addition to any criminal penalties that may be imposed, the following penalties will be imposed for unauthorized possession of firearms:

### **A) Students**

Students will be expelled for a period of one year. The expulsion requirement may be modified in writing by the Board upon recommendation of the Superintendent on a case-by-case basis. Students who are expelled for firearm possession may not attend regular school classes, but may be permitted to attend alternative schools or education programs established by the Board. Discipline of students with disabilities who violate the firearm possession policy will be determined on a case-by-case basis in accordance with federal and state law. Parents of students who violate this policy will also be notified by the principal of violations.

### **B) Employees**

Employees will be subject to adverse personnel action, which may include termination.

### **C) Other Persons**

Other persons may be denied re-entry to school property.

## **Notification of Law Enforcement**

The appropriate law enforcement authority, which may include; the city police, county sheriff, and the local district attorney, will be notified by the principal of violations of this policy.

*FPCS Policy 4.02.2*

## **EMPLOYEE GIFTS**

Employees may accept gifts from students or other members of the public if the gifts are in accordance with the Alabama Ethics law or other pertinent state laws.

*FPCS Policy 5.07*

## **SEXUAL OFFENCES BY SCHOOL EMPLOYEES REGARDING A STUDENT (Criminal Act)**

All employees need to be aware of the following Alabama Codes:

Alabama Code § 13A-6-80. *Applicability; definitions*

(a) For purposes of this article, school employee includes a teacher, school administrator, student teacher, safety or resource officer, coach, adult volunteer in a position of authority or any other school employee who has contact with a student in his or her official capacity as a school employee.

(b) For purposes of this article, a “student” is defined as any person under the age of 19 years enrolled or attending classes in a licensed or accredited public, private, or church school that offers instruction in grades K-12, regardless of whether school is in session.

Alabama Code § 13A-6-81. *School employee engaging in a sex act with a student under the age of 19 years.*

(a) A person commits the crime of a school employee engaging in a sex act with a student under the age of 19 years if he or she is a school employee and engages in sexual intercourse as defined by Section 13A-6-60(1) or deviant sexual intercourse as defined by 13A-6-60(2) with a student, regardless of whether the student is male or female. Consent is not a defense to a charge under this section.

(b) The crime of a school employee engaging in a sex act with a student is a Class B felony.

Alabama Code § 13A-6-82. *School employee having sexual contact with a student under the age of 19 years.*

(a) A person commits the crime of a school employee having sexual contact with a student under the age of 19 years if he or she is a school employee and engages in sexual contact, as defined by Section 13A-6-60(3), with a student, regardless of whether the student is male or female. Consent is not a defense to a charge under this section. The crime of a school employee having sexual contact with a student is a Class C felony.

(b) A person commits the crime of a school employee soliciting a sex act with a student under the age of 19 years if he or she is a school employee and solicits, persuades, encourages, harasses, or entices a student to engage in a sex act including, but not limited to, sexual intercourse, as defined by Section 13A-6-30(1), deviate sexual intercourse, as defined by Section 13A-6-30(2), or sexual contact, as defined by Section 13A-6-30(3). The crime of soliciting a student to perform a sex act is a Class A misdemeanor.

Alabama Code § 13A-6-82.1. *School employee distributing obscene material to a student.*

(a) A person commits the crime of school employee distributing obscene material to a student if he or she is a school employee and distributes or transmits, by any means, obscene matter that depicts sexual intercourse, sexual excitement, masturbation, breast nudity, genital nudity, or other sexual conduct to a student.

(b) A school employee distributing obscene material to a student is a Class A misdemeanor.

## **SCHOOL CLOSING/DELAYS/EARLY DISMISSALS**

In case of inclement weather, recommendations are based on road conditions, weather forecasts, and/or communication with state/county road department officials.

Resources for release information on delays, closing and early dismissals:

### **1. School Messenger System**

2. Television Stations
    - a. WAAY31, [www.waay.com](http://www.waay.com)
    - b. WHNT19, [www.whnt.com](http://www.whnt.com)
    - c. WAFF48, [www.waff.com](http://www.waff.com)
  4. Fort Payne City Schools Facebook
  5. District website, [www.fpcsk12.com](http://www.fpcsk12.com)
- FPCS Policy 4.09*

### **1. Cancellations:**

In the case of school closure for the full day, all regular classes will be canceled. All after school/extracurricular activities will also be cancelled. No employees should report to work. All days missed due to cancellations will be made up at the direction of the Superintendent.

### **2. Abbreviated Days (Delays)**

Decisions will be announced as soon as possible. All bus routes will be run and schools will be delayed based on the delayed information posted. All employees should report to work based on the amount of delay. Arriving late or not coming to work is only acceptable when severe weather conditions prohibit travel. If an employee does not report to work, they will be asked to take a personal day or vacation day (if applicable). Employees who cannot report to work because of travel conditions should communicate with their supervisor.

### **3. Early Dismissals**

Decisions will be posted with a specific time for dismissal based upon weather conditions and be made by the district administration. All after school/extracurricular activities will be canceled.

School-based staffs are expected to remain on campus until the last student is picked up. All district administration/school administration are expected to remain on duty at their work locations until the last bus has arrived back at the transportation center and the school has received such notification.

## **EMPLOYEE LEAVE AND TIME SCHEDULE**

Punctual, regular attendance is an essential job function of every job and position, and employees of Fort Payne City Schools are expected to report when scheduled to work and to remain at work each working day. Teachers are expected to be on duty 15 minutes prior to student arrival and 15 minutes after the departure of students. In addition, additional duties may be assigned prior to the start of the school day or after school.

*FPCS Policy 5.10*

## **HALF-DAY LEAVE**

All full-time employees will be afforded the option of taking half-day leave for all approved leave types, including sick leave, personal leave, and vacation leave where applicable.

Employees will indicate their request for half-day leave to their immediate supervisor, and will record the request with the management system as they call-in to register their absence. There will only be two options, half-day or full-day requests. The half-day option will be for the first half of the workday or the second half of the workday. The time that constitutes the half-day point may vary from one worksite to another because of different work schedules. Except in emergencies, requests for half-day leave should be made at least one day prior to the intended leave to facilitate contingency planning.

## **ABSENCES AND PROCEDURES**

Except as otherwise authorized under Board policy, employees may be absent from work for the following circumstances:

- a. Illness, injury or other qualifying reason for sick leave or on-the-job injury leave under state law or the Family Medical Leave Act;
- b. Personal leave;
- c. Vacation leave;
- d. Professional leave/ Duty leave;
- e. Military leave;
- f. Court leave;
- g. Other unpaid leave that is specifically approved by the Board upon a showing of substantial hardship or extraordinary circumstances.

Except as otherwise provided or permitted an employee who is absent from work without approved leave will be considered absent without leave (AWOL) in violation of board policy and subject to appropriate disciplinary measures.

*FPCS Policy 5.10.2*

## **PROFESSIONAL LEAVE**

Understanding the importance of professional organizations and the necessity of members of these organizations to be away from their jobs occasionally on professional business, the Fort Payne City Board of Education has adopted these procedures. State funds, federal funds, system-wide local funds and/or local school funds may be used to pay the substitute for employees who attend an organized professional educational meeting.

To qualify under the definition of the Board as a professional meeting, this meeting must be called by a responsible person in a recognized organization.

Excessive absence by any one employee would, of necessity have to be curtailed.

Anyone failing to have this leave approved beforehand by the principal, supervisor and then the Superintendent, will have to take care of said leave with personal leave, or the day(s) missed will be deducted from the check.

*FPCS Policy 5.10.7*

## **DUTY LEAVE**

Realizing the importance of extracurricular activities and athletics and the necessity of sponsors, coaches and other employees to be away from their jobs occasionally to supervise these activities and events, the Fort Payne City Board of Education has adopted this procedure. State funds, system-wide local funds and/or local school funds may be used to pay the substitute for employees who are on approved duty leave.

The extracurricular organizations, clubs and/or athletic teams may be assessed for the cost of any substitute employed. An employee may be granted duty leave for chaperoning students on an approved trip. Excessive absences by any one employee would of necessity, have to be curtailed. No more than five days of duty leave shall be granted for any one employee per school year unless approved prior by the Superintendent.

Anyone failing to have this leave approved beforehand by the principal, supervisor and then the Superintendent, will have to take care of said leave with personal leave, or the days missed will be deducted from the employee's check.

*FPCS Policy 5.10.7*

## **SICK LEAVE**

Sick leave is defined as the absence from regular duty by an employee because of the following:

Personal illness;

Bodily injury which incapacitates the employee;

Death in the immediate family of the employee (husband, wife, father, mother, son, daughter, brother, sister, father-in-law, mother-in-law, son-in-law, daughter-in-law, nephew, niece, granddaughter, grandson, grandfather, grandmother, uncle and aunt);

Where unusually strong personal ties exist because of an employee's having been supported or educated by a person of some relationship other than those listed, this relationship may be recognized for leave purposes. In such cases, the teacher concerned shall file with the Board a written statement of the circumstances, which justify an exception to the general rule:

Attendance to an ill member of the immediate family (husband, wife, father, mother, son, daughter, brother, sister) of the employee or a person standing in loco parentis;

Employees may accumulate an unlimited number of sick leave days at the rate of one (1) day per contract month. In no cases shall sick leave be used until it has been earned, except as may otherwise be provided by policies governing sick leave banks. Sick leave can only be used for reasons provided in state law. When an employee has been absent due to personal illness for three or more consecutive workdays the employee may be asked to provide a written medical excuse. An employee may be asked to provide a written medical excuse for an absence when there is a question concerning possible abuse of sick leave regardless of the number of days absent. Employees cannot be paid for unused sick leave days.

*FPCS Policy 5.10.3*

## **PERSONAL LEAVE**

State laws for personal leave for employees of local boards of education are contained in Title 18, Chapter 8, Section [16-8-26](#) of the Code of Alabama (last amended by Act No. 97-444). This law also covers two-year postsecondary institutions and certain other agencies. A summary of the provisions of this law follows:

1. This law covers any certificated employee and those support employees who work an average of at least 20 hours a week.
2. A board of education may grant up to 5 days, but no less than 2 days, of personal leave each year.
3. An employee is entitled to full pay for at least two of the personal leave days used during the scholastic year.
4. A board of education may decide to grant additional personal leave days (not to exceed 5 days total) and may decide whether additional personal leave days are at full pay, partial pay, or without pay.
5. Personal leave is noncumulative (unused days do not carry-forward to the next school year).
6. A teacher or support employee may convert unused personal leave to sick leave at the end of the school year if the unused personal leave days are funded (full pay or partial pay) by state or local funding.
7. A teacher may choose to be paid at the end of the school year for unused personal leave days at the same daily rate paid to substitute teachers if the unused personal leave days are funded (full pay or partial pay) by state or local funding.
8. A teacher or support employee cannot be required to disclose their reasons for requesting personal leave.

Each employee in the Fort Payne City School System will be allowed five (5) days of personal leave per full year of employment. The State of Alabama provides the first two (2) days and the Fort Payne City Board provides the remaining three (3) days. Employees hired after September 30<sup>th</sup> will receive three (3) days. Employees hired after December 31<sup>st</sup> will receive two (2) days.

Part-time employees will earn personal leave based on their full time equivalency.



Personal Leave is non-cumulative. Unused personal leave is automatically converted into sick leave at the end of a scholastic year.

Employees will be charged an amount equal to the daily rate of pay for a substitute whether or not a substitute is required as follows:

Years of service	Days charged sub daily rate
0-14	3
15-19	2
20 or more	1

All unused personal leave days will be converted to sick leave at the end of the scholastic year with the exception of teachers who submit in writing a request to be paid for their unused personal leave days. The request must be submitted to the board of education no later than June 15 of the scholastic year. All personal days must be approved prior to usage.

*FPCS Policy 5.10.5*

## **VACATION/ANNUAL LEAVE**

The policy of the Fort Payne City Board of Education concerning annual leave and holidays is as follows:

1. All personnel employed on twelve-month contracts earn a maximum of twelve annual paid vacation days.
2. If an employee has been employed for less than twelve months, accrued vacation time must be apportioned accordingly.
3. Forms should be filled out in advance requesting the days the employee would like to take for vacation. This must be approved first by the principal or supervisor and then by the Superintendent.
4. In the case of central office personnel and principals, only the approval of the Superintendent is necessary.
5. Vacation days can be used at any time throughout the year except when it creates a hardship for the school system.
6. Vacation days cannot be carried over from one year to the next.
7. In addition to 12 annual leave days, employees on 12 month contracts shall have the following days as paid holidays:
  - a. Fourth of July
  - b. Labor Day
  - c. Veteran's Day
  - d. Thanksgiving Thursday and Friday
  - e. Christmas Eve and Day
  - f. New Year's Eve and Day
  - g. Martin Luther King Day
  - h. Memorial Day

If the holiday falls on Saturday, the employee shall be given the preceding Friday. If the holiday falls on Sunday, the employee shall be given the following Monday.

*FPCS Policy 5.10.6*

## **COURT LEAVE**

Permanent and full-time employees are entitled to regular compensation while performing jury duty (ALA. CODE §12-16-8) or when the employee is summoned for school-related purposes under subpoena or other legal requirement to testify at trial in a court of law or in an administrative proceeding constituted under the statutory authority of the agency conducting the proceedings. Paid leave is not authorized for employees to meet with attorneys, to attend depositions, or to otherwise prepare for legal proceedings unless the presence of the employee is requested or required by the Board.

*FPCS Policy 5.10.9*

## **SICK LEAVE BANK**

The School System Sick Leave Banks (hereinafter referred to as SLBs) are established to provide a loan of leave days for participating members after their accumulated sick leave days have been exhausted and to provide catastrophic sick leave. This action is authorized by The Code of Alabama and the Board of Education. In accordance with The Code of Alabama, the decision to have a joint or separate SLB(s) for certified and support staff is to be made by each group, utilizing a secret balloting process. The accounting of the SLB(s) shall be the responsibility of the Board.

*FPCS Policy 5.12*

## **UNPAID LEAVE OF ABSENCE**

Unpaid Study Leave – Upon written application by the employee, the Board may provide an unpaid leave of absence for up to one year to pursue study or professional growth opportunities. Such leave is available to nonprobationary certified personnel only. Except as provided to the contrary by applicable law, the employee shall not be entitled to return to the same position held before the commencement of leave, and may be assigned to a different work location or position upon return from leave at the discretion of the Board.

*FPCS Policy 5.10.10*

## **MILITARY LEAVE**

Military leave is available to all eligible employees in accordance with state and federal law. Military paid leave will be utilized for the specific number of days, according to the specific type of military leave, after verification has been provided to the Payroll/Benefits Department.

*FPCS Policy 5.10.8*

## **FAMILY AND MEDICAL LEAVE ACT (FMLA)**

Eligible Employees – The FMLA is applicable to all persons who have been employed for at least twelve (12) months and have worked a minimum of 1,250 hours during that twelve (12) month period.

Medical Leave Provided by the Act – Under the FMLA, eligible employees are entitled to twelve (12) weeks of unpaid leave during any twelve (12) month period for one or more of the following reasons:

- a. The birth and first year care of a newborn child;
- b. The placement of a foster child or adoption;
- c. The care of an immediate family member, defined as a spouse, child or parent, with a serious health condition;
- d. The taking of medical leave because of the employee's own serious health condition.

For the birth, adoption, or foster placement of a child, the entitlement to leave for child care expires at the end of the twelve (12) month period beginning on the date of birth, adoption, or placement. Leave associated with the illness of a child will only be provided if the child is under eighteen (18) years of age or is incapable of self-care due to physical or mental disability.

5.11.3 Serious Health Conditions – The term “serious health condition” means an illness, injury, impairment, or physical or mental condition that involves the following:

- a. Any period of incapacity in connection with or following inpatient care in a hospital, hospice, or residential medical care facility.
- b. Continuing treatment by a health-care provider, to include any period of incapacity due to:
  1. A health condition, including treatment and recovery, lasting more than three (3) consecutive days, and any subsequent treatment or period of incapacity relating to the same condition;
  2. Pregnancy or prenatal care;
  3. A chronic, serious health condition which continues over an extended period of time, requires periodic visits to a health care provider, and may involve episodes of incapacity (e.g., asthma and diabetes);

4. A permanent or long-term condition for which treatment may not be effective (e.g. Alzheimer's, severe stroke) and for which supervision of a health-care provider is required;
5. Multiple treatments for restorative surgery or for a condition which would likely result in a period of incapacity of more than three (3) days if not treated.

Employees are required to use all accumulated leave prior to taking unpaid leave. The paid leave and FMLA leave will run concurrently from the first absence if the leave qualifies for one or more FMLA reasons.

*FPCS Policy 5.11*

## **OTHER UNPAID LEAVE OF ABSENCES**

The local board of education may grant an unpaid leave of absence for good cause to a teacher for one year.

The local board of education may extend the unpaid leave of absence for a valid reason to the teacher for one additional year.

**Ala.Code 1975 § 16-24C-13 § 16-24C-13.**

### **Procedures-**

- a. Tenured certificated personnel may be granted an unpaid leave of absence upon and subject to the following terms, conditions, and limitations:
  - (i) Leave shall be without pay or benefits except as may be required by law;
  - (ii) Leave may be sought for health reasons or any other lawful reason, but the decision to grant leave shall be at the Board's sole discretion upon due consideration of the Superintendent's recommendation;
  - (iii) Application for leave shall be made in writing to the Superintendent with an explanation of the reason(s), the request, and the requested duration thereof, and such other information as may reasonably be required by the Superintendent or the Board in connection there with;
  - (iv) Requests for extension of leave shall be considered only under extenuating circumstances;
  - (v) A teacher wishing to return to active status prior to the expiration of approved leave must notify the Superintendent in writing not less than one hundred eighty (180) days prior to the requested return date;

- (vi) Return from leave of absence will coincide with the commencement of the school year unless a different return date was sought and approved by the Board or is otherwise authorized by the Superintendent;
- (vii) Unpaid leave is not granted for the purpose of permitting the employee to secure other regular or full-time employment during the leave term, and using leave for such purpose without advance approval of the Board constitutes grounds for rescinding the leave.
- (viii) Teachers returning to active status following leave will be assigned to a position that is comparable but not necessarily identical to the position previously held, and only for which they are properly certified.

The extent of unpaid leave on tenure, accrued sick leave, or retirement benefits is governed by law.

***Leaves Extending Beyond One Year*** - For valid extenuating circumstances, the Board may extend the leave of absence for up to one additional year. If a medical condition continues to exist after extenuation of medical leaves, the employee is unable to perform the job duties and responsibilities designated on the job description, and all paid leave has been exhausted, the employee must consider separation of employment.

Questions regarding how to apply for disability should be directed to the payroll department.

Those employees who are not tenured or are probationary may take a limited maternity leave of twelve weeks if they are eligible under the Family Medical Leave Act. If an employee has available sick leave, vacation time or other applicable leave, the employee must utilize those forms of leave before taking unpaid leave under FMLA.

**PERSONNEL POLICIES PROCEDURES AND  
FORMS**

**2021-2022**

# FORT PAYNE CITY SCHOOLS TITLE II AMERICANS WITH DISABILITIES ACT (ADA) COMPLAINT FORM

Name of Complainant \_\_\_\_\_

Home Address \_\_\_\_\_

Position/Location \_\_\_\_\_

Home Phone \_\_\_\_\_ School Phone \_\_\_\_\_

Date of Alleged Discrimination \_\_\_\_\_

List any witnesses who were present: \_\_\_\_\_

\_\_\_\_\_

Where did the incident(s) occur? \_\_\_\_\_

\_\_\_\_\_

Describe the incident(s)/problems(s) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

(Attach additional pages, if necessary)

\_\_\_\_\_  
**Signature**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Received by**

\_\_\_\_\_  
**Date Received**

Please submit this to the ADA Compliance Director, 205 45<sup>th</sup> Street NE Fort Payne, AL 35967.

Digital signatures not accepted. Please print and submit according to instructions above.

# FORT PAYNE CITY SCHOOLS EMPLOYEE SEXUAL HARASSMENT COMPLAINT FORM

Name of Complainant \_\_\_\_\_

Home Address \_\_\_\_\_

Position/Location \_\_\_\_\_

Home Phone \_\_\_\_\_ School Phone \_\_\_\_\_

Date of Alleged Harassment \_\_\_\_\_

List any witnesses who were present: \_\_\_\_\_  
\_\_\_\_\_

Where did the incident(s) occur? \_\_\_\_\_

Describe the incident(s) as clearly as possible including such things as: what force, if any, was used; any verbal statements i.e. threats, request, demands, etc.

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(Attach additional pages, if necessary)

This complaint is filed based on my honest belief that \_\_\_\_\_ has sexually harassed me. I certify that the information I have provided in this complaint is true, correct, and complete to the best of my knowledge and belief.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Received by

\_\_\_\_\_  
Date Received

Please submit this to the Immediate Supervisor or Superintendent at 205 45<sup>th</sup> Street NE Fort Payne, AL 35967.



# FORT PAYNE CITY SCHOOLS GRIEVANCE FORM

(A Violation of Board Policy)

I. Name of Person Making the Grievance: \_\_\_\_\_

Address: \_\_\_\_\_ Phone: \_\_\_\_\_

II. Provide a detailed description of the grievance, note the policy in violation, and who specifically the grievance is against. Be explicit because only noted concerns will be address.

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III. Please list potential resolutions to your grievance.

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IV. Supervisor: Provide details of the actions taken toward each concern.

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Attached documents are accepted but they must be dated and signed by the person filing the grievance and by the person responding to the grievance.

\_\_\_\_\_  
Signature of Complainant

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Supervisor

\_\_\_\_\_  
Date

# FORT PAYNE CITY SCHOOLS GENERAL ADMINISTRATIVE COMPLAINT/CONCERN FORM

Name of Complainant \_\_\_\_\_

Home Address \_\_\_\_\_ Phone: \_\_\_\_\_

Name of each school district employee or other individual (s) whose decisions or action(s) is an issue:

Name: \_\_\_\_\_ School: \_\_\_\_\_

Name: \_\_\_\_\_ School: \_\_\_\_\_

Name: \_\_\_\_\_ School: \_\_\_\_\_

Describe the alleged violation of each individual, whose action is an issue, including the dates, times and actions or incident: \_\_\_\_\_

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(Attach additional pages, if necessary)

Please list each specified resolution desired. \_\_\_\_\_

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\_\_\_\_\_  
**Signature**

\_\_\_\_\_  
**Date**

Please submit this to the Superintendent's Office, 205 45<sup>th</sup> Street NE Fort Payne, AL 35967.

Digital signatures not accepted. Please print and submit according to instructions above.

# Fort Payne City Schools

## INJURY REPORT

### FOR JOB RELATED INJURY

1.Name of injured Employee (please type or print) (Last) (First) (MI)		2. - -	3.Date of Birth / /	4.Sex ___M___F
5.Home Address (Number and Street)(City or Town)(State)(Zip)		6.Telephone Number Home( ) Work( )	7.Job Title	8.Status ___ Full Time ___ Part Time ___ Contract
9.School/Work Site		10.School/Work Site Address (Number and Street) (City or Town) (State) (Zip)		
11.Date of Injury / /	12.Time of Injury : am pm		13.Date Employer Notified / /	
14.Is employee covered by medical insurance___Yes___No If yes:___Blue Cross/Blue shield ___Other		15.Name and address of attending physician		
16.Name and address of medical facility where treated ___Hospitalized___Outpatient___Emergency Treatment		17.Name of school/ work she where injury occurred		
		18.Location or place where injury occurred		
19.Describe fully what happened to cause the injury or illness				
20.Describe the injury or illness in detail and indicate the body part(s) affected				
21.Were there any witness to the injury? No Yes(if " yes", give name, address, and Telephone number)				
22. _____ Signature of Injured Person Print Name Daytime Telephone Number Date				
23. _____ Signature of Injured Person (or Other designated authority) Print Name Daytime Telephone Number Date				

# FORT PAYNE CITY SCHOOLS

## Bullying Complaint Form

**School Name:** \_\_\_\_\_

**Student Name:** \_\_\_\_\_ **Grade:** \_\_\_\_\_

Infraction Reported By:	____ Student ____ Parent
Date of Incident _____	Time _____
Specific Location of Incident: _____	
Description:	
Other Information:	

The *Jamari Terrell Williams Student Bullying Prevention Act*, No. 2018-472, defines bullying as a continuous pattern of intentional behavior that takes place on school property, on a school bus, or at a school-sponsored function including, but not limited to, cyberbullying or 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 characteristic falls into one of the categories of personal characteristics contained in the policy adopted by the local board. To constitute bullying, a pattern of behavior may do any of the following:

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

**Student:** \_\_\_\_\_

**Date:** \_\_\_\_\_ **OR**

**Parent/Guardian**\_\_\_\_\_

Date: \_\_\_\_\_

## **Common Forms of Bullying**

**[Please note that this is not intended to constitute an exhaustive list]**

### **Verbal Bullying**

Teasing  
Name-calling  
Inappropriate sexual comments  
Taunting  
Threatening to cause harm  
Other pervasive, ongoing pattern intended to intimidate, harass or shame a student

### **Social Bullying**

Exclusion – intentionally excluding a student  
Telling other students not to be friends with someone  
Spreading rumors about someone  
Embarrassing someone in public  
Other pervasive, ongoing pattern intended to intimidate, harass or shame a student

### **Physical Bullying** – the victim's personal boundaries are violated

Hitting/kicking/pinching  
Spitting  
Tripping/pushing  
Taking or breaking someone's things  
Making mean or rude hand gestures  
Other pervasive, ongoing pattern intended to intimidate, harass or shame a student

### **Cyberbullying**

Intimidating text messages or e-mails  
Rumors by email or social networking sites  
Embarrassing pictures and videos  
Trolling  
Other pervasive, ongoing pattern intended to intimidate, harass or shame a student  
Helpful

**Helpful Resources:** "Best Practices in Bullying Prevention," found at <http://stopbullyingnow.hrsa.gov/>

**Fort Payne City School System**  
**Student Report of Sexual 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 FPCS Policy 6.10.)

Date: \_\_\_\_\_

Student's Name: \_\_\_\_\_

School: \_\_\_\_\_

Description of Harassing  
Incident(s): \_\_\_\_\_

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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;

# **FORT PAYNE CITY SCHOOLS**

## **Title IX: Grievance Procedures**

### **Step 1: Initial Report**

A person (the “reporting party”) reports an alleged incident of prohibited conduct to any employee or the Title IX Coordinator. If a report is made to an employee, that employee, in turn, must notify the Title IX Coordinator.

### **Step 2: Prompt & Confidential Contact by Title IX Coordinator**

After receiving a report, the Title IX Coordinator must promptly and confidentially contact the alleged victim (the “complainant”). During this initial contact, the Title IX Coordinator must: (1) offer supportive services to the complainant, and (2) explain the process for filing a formal complaint.

Supportive services will be made available to complainants even if they choose not to proceed with filing a formal complaint. Complainants also are not required to accept supportive services. Supportive services may include, but are not limited to confidential counseling, academic course adjustments, no-contact orders, classroom reassignments, class schedule changes, leaves of absences, or school transfers.

### **Step 3: Formal Complaint**

After a Title IX Coordinator makes initial contact, a complainant may make a formal complaint. While no specific form is required, it is strongly recommended that formal reports tell the complainant’s story clearly and succinctly, following chronological order. Reports should identify the alleged prohibited conduct. Any persons with relevant information may be identified in the report.

Formal complaints must be in writing and submitted to the Title IX Coordinator. They also must be signed by the complainant or Title IX Coordinator.

Since the filing of a formal complaint is the decision of a complainant, a Title IX Coordinator should sign a complaint in lieu of the complainant only where they determine that initiating an investigation over the complainant’s wishes is not clearly unreasonable under the known circumstances at that time. This may occur where the alleged conduct poses an issue of overall student, employee, or campus safety.

### **Step 4: Initial Assessment of Complaint by Title IX Coordinator**

Once a formal complaint is submitted, the Title IX Coordinator is responsible for making the following determinations:

- a. Is the accused (the “respondent”) a person covered by the Board’s policy (i.e., a student or employee)?
- b. Did the alleged conduct occur in an educational activity or program as defined in the Board’s policy?

- c. Do the facts set forth in the complaint, assuming they are true, constitute prohibited conduct that violates the Board's policy?

If the answer to any of the above questions is no, the Title IX Coordinator **does not** have the authority to initiate an investigation and resolve the complaint. In such an instance, the reported conduct may nonetheless violate the applicable code of conduct. The Title IX Coordinator may report such conduct to an appropriate school administrator for resolution under that policy.

#### **Step 5: Written Notice to All Parties by the Title IX Coordinator**

If the Title IX Coordinator determines that the complaint meets the Board's policy requirements, they will send written notice to both the complainant(s) and respondent(s). This notice must provide:

- a. An explanation of the allegations made with sufficient details known at that time so that the parties may begin to prepare a response;
- b. A list of the remedies and/or disciplinary actions that may be imposed if the respondent is found responsible for the conduct alleged;
- c. Explain that the school bears the burden of proof rather than the parties, but that disciplinary action will not be taken unless responsibility is found by a preponderance of the evidence;
- d. Describe the grievance procedure step-by-step;
- e. Outline any appeal procedures;
- f. List supportive measures available;
- g. Notify the respondent that they may submit an initial written statement within five (5) business days; and
- h. Inform the parties that they may have the assistance of an advisor during this process – including a parent/guardian or third party of their choosing.

A respondent is not required to submit the initial written statement. The respondent may elect to accept responsibility, waiving their right to complete the remaining grievance process and appeal.

#### **Step 6: Assign an Investigator & Conduct Investigation**

The Title IX Coordinator will assign an investigator for each formal complaint. This investigator may be internal (a Board employee) or external (a person outside the school system retained by the Board). The investigator will gather evidence, conduct interviews, and review statements from witnesses and parties. An investigator has discretion to determine the relevance and credibility of witnesses and evidence.

The investigator may conduct witness interviews in person or in writing. However, no "gag orders" may be put in place.



Respondents cannot be required to make a statement or otherwise provide information relevant to the investigation. However, the investigation will proceed even where a respondent declines to actively participate.

A party may, but is not required to, provide voluntary, written consent so that the investigator may access or use their medical, psychological, or similar treatment record.

### **Step 7: Preliminary Investigation Report Provided to Parties**

At the conclusion of the investigation, the investigator must provide to all parties (including their advisors) a copy of all evidence directly related to the allegations of the complaint. This may be provided through a preliminary investigative report.

Parties have **ten (10)** days to review this evidence and respond by submitting further statements or information to the investigator. Parties may also submit written, relevant questions for the investigator to ask of any party or witness. Answers to these questions must be provided to all parties, and the parties will have **three (3)** additional days to submit limited follow-up questions.

### **Step 8: Final Investigation Report**

After reviewing any additional statements or evidence from the parties, the investigator will finalize an investigative report. This written report will be provided to the parties, their advisors, the Title IX Coordinator, and the Title IX Council.

A final investigative report should include the relevant information and facts learned during the investigation, and may include direct observations and reasonable inferences drawn from the facts, as well as any consistencies or inconsistencies between the various source information. The investigator may exclude statements of personal opinion by witnesses and statements as to general reputation for any character trait, including honesty. The investigator's report must not make a finding or recommendation regarding responsibility. The report will instead include credibility assessments based on their experience with the complainant, respondent, and witnesses, as well as the evidence provided.

### **Step 9: Title IX Council Review & Decision**

The Title IX Coordinator will assign a member of the Title IX Council to serve as decision maker in each case. The assigned council member will review the written investigative report and follow up with the investigator if they have any questions. Upon completion of the Council's review, but not later than fourteen (14) days after receipt of the final investigative report, the Title IX Council will issue a written decision regarding responsibility to all parties simultaneously. This written decision must include the Council's:

- Findings of fact;
- Conclusions about whether the alleged conduct occurred;
- Rationale for the result as to each allegation;

- The disciplinary sanction, if any, to be imposed on the respondent;
- Whether additional supportive services will be made available; and
- Information about filing an appeal.

### **Step 10: Appeals**

Appeals must be equally offered to both parties in writing. Appeals will be determined by the Superintendent and may solely be based on one of the following:

- a. Procedural irregularity that affected the outcome of the matter;
- b. Conflict of interest or bias by any involved Title IX personnel that affected the outcome;
- c. Newly discovered evidence that could affect the outcome of the matter; or
- d. Up to the Superintendent as to whether to include: Seeking reconsideration solely regarding the severity of the discipline imposed.]

To seek an appeal, a party must submit a signed, written appeal notice to the Title IX Coordinator within seven **(7) days** of receipt of the Council's decision. The notice must state the applicable grounds for appeal. If the listed reason does not fall within the three *[or four if optional choice is included]* bases listed above, the Title IX Coordinator must notify the party that the appeal has been declined. Otherwise, the Title IX Coordinator will forward the notice of appeal, Council's decision, and investigative report to the Superintendent for review, along with any new evidence submitted. The Superintendent will issue a final decision within twenty-one (21) days. No further appeals will be granted.

### **Step 11: Imposition of Discipline**

The Council's written decision will note the discipline to be imposed where a finding of responsibility is made. Discipline will be selected at the discretion of the Council and based on several factors:

- The severity of the conduct;
- The circumstances surrounding the violation;
- The disciplinary history of the respondent;
- The need for discipline to prevent further (or reoccurring) discrimination, harassment and/or retaliation; and
- The need to remedy the effects of the discrimination, harassment and/or retaliation on the complainant.

A complainant will not be disciplined under this Policy for making a complaint, even where no finding of responsibility is made. Note, however, that knowingly and intentionally making a false complaint may otherwise violate the applicable code of conduct and give rise to non-Title IX discipline.

Potential discipline where a student is found responsible:

- In-school suspension;

- Out-of-school suspension;
- Revocation of privileges, such as participation in extracurriculars and athletics;
- Expulsion;
- A no contact order; or
- A combination of any the above.

Potential discipline where an employee is found responsible:

- Paid or unpaid administrative leave;
- Termination;
- A no contact order;
- Written reprimands;
- Mandatory counseling;
- Educational assignment;
- Transfer or reassignment of duties;
- Loss of benefits; or
- A combination of the above.

*FPCS Policy 4.07*

**Fort Payne City Schools**  
**Student Procedures**  
**Anaphylaxis Preparedness Guidelines**

## **Introduction**

**Anaphylaxis** is a life-threatening allergic reaction that may involve multiple body systems. Food allergies are the leading cause of anaphylaxis in children.

Children who have asthma and food allergies are at greater risk for anaphylaxis and may often react more quickly, requiring aggressive and prompt treatment.

Anaphylaxis is a medical emergency that requires immediate intervention and treatment. Not everyone affected by anaphylaxis will experience the same thing, but common symptoms include hives, itching, flushing and swelling of the lips, tongue and roof of the mouth.

Epinephrine is the emergency drug of choice for treatment of an anaphylactic reaction and must be given immediately. *EpiPen*® (epinephrine) 0.3 mg and *EpiPen Jr*® (epinephrine) 0.15 mg Auto-Injectors are for the emergency treatment of life-threatening allergic reactions (anaphylaxis) caused by allergens, exercise, or unknown triggers; and for people who are at increased risk for these reactions. *EpiPen* and *EpiPen Jr* are intended for immediate self-administration as emergency supportive therapy only. Seek immediate emergency medical treatment after use.

*Auvi-Q*™ (epinephrine injection, USP) is used to treat life-threatening allergic reactions (anaphylaxis) in people who are at risk for or have a history of these reactions.

## **Law**

Alabama Act No. 2014-405, Anaphylaxis Preparedness Program, passed in the regular legislative session. The Anaphylaxis Preparedness Program shall incorporate the following three levels of prevention initiated by licensed public school nurses as a part of the health services programs:

- (1) Level I – Primary Prevention: Education programs that address food allergies and anaphylaxis through both classroom and individual instruction for staff and students.
- (2) Level II – Secondary Prevention: Identification and management of chronic illness.
- (3) Level III – Tertiary Prevention: The development of a planned response to anaphylaxis-related emergencies in the school setting.

Each local board of education may collaborate with a physician to develop and maintain a protocol for emergency response that shall include a supply of premeasured, auto-injectable epinephrine on each public school campus to treat potentially life-threatening allergic reactions. Single-dose auto-injectable epinephrine may be administered or provided to school children by the school nurse **OR UNLICENSED SCHOOL PERSONNEL WHO HAVE COMPLETED AN ANAPHYLAXIS TRAINING PROGRAM** conducted by a nationally recognized organization experienced in training laypersons in emergency health treatment or other medication administration programs approved by

the Alabama State Department of Education (ALSDE) and Alabama Board of Nursing (ABN).

- The learning objectives for each school are shown below.
- Common causes of emergency allergic reaction.
- How to recognize specific warning signs of a possible emergency allergic reaction.
- Correct use of epinephrine for emergency allergic reactions.

## **Responsibilities of Personnel**

### **Section 1: School System Superintendent**

- Provide leadership and designate school district resources to implement the school district's approach to managing severe allergies.
- Promote, disseminate and communicate anaphylaxis allergy-related policy to all school staff, families and the community.
- Ensure that each school has a team that is responsible for allergy management.
- Be familiar with federal and state laws, including regulations, and policies relevant to the obligations of schools to students with severe allergies, and make sure district policies and practices follow these laws.
- Support professional development on anaphylaxis for employees.

### **Section 2: School Administrator (Principal or Assistant Principal)**

- Coordinate planning and implementation of a comprehensive Anaphylaxis Allergy Management and Prevention Plan for the school in conjunction with school nurse and school improvement team.
- Communicate school district policy for managing severe allergies to all school staff, substitute teachers, classroom volunteers and families.
- Share information about students with severe allergies with all staff members **who need to know**, provided the exchange of information occurs in accordance with FERPA and any other federal and state laws that protect the confidentiality or privacy of student information.
- Support professional development on anaphylaxis for employees.

### **Section 3: School Nurse**

- Take the lead in planning and implementing the school's Anaphylaxis Allergy Management Prevention Plan.
- Support partnerships among school staff and the parents and doctors (e.g., pediatricians or allergists) of students with severe allergies.
- Make sure that students with severe allergies are identified and share information with other staff who need to know in accordance with FERPA and any other federal and state laws that protect the confidentiality or privacy of student information.
- Develop an Individual/Emergency Care Plan for each student with a severe allergy and share with appropriate staff.

- Have the epinephrine kept in a secure place that staff can get to quickly and easily.
- Regularly inspect the expiration date on all stored epinephrine auto-injectors.
- Annually train staff members how to administer an epinephrine auto-injector and recognize the signs and symptoms of food allergy reactions and anaphylaxis.
- Make sure that food service staff are aware of what actions must be taken as written in ECP if a food allergy emergency occurs in the cafeteria.
- Make sure that staff plan for the needs of students with food/latex/insect allergies during class field trip and during other extracurricular activities.
- Work with other school staff and parents to create a safe environment for students with severe allergies.

#### **Section 4: Teachers and Other Unlicensed Personnel**

- Receive emergency care plan from school nurse and understand the essential actions needed to be taken to help manage severe allergy reactions under your supervision, including when meals or snacks are served in the classroom, on field trips, or during extracurricular activities.
- Work with parents and the school nurse and other appropriate school personnel to determine if any classroom modifications are needed.
- Share information and responsibilities with substitute teachers and other adults who regularly help in the classroom (para educators, aides, instructional specialists) if permitted by the parents.
- Complete training to help you recognize and understand the following:
- Signs and symptoms of severe allergies and how they are manifested in and communicated by students.
- How to read food labels and identify allergens.
- How to use an epinephrine auto-injector (if delegated and trained to do so).
- How to respond to food allergy emergencies in ways that are consistent with a student's ECP, if appropriate; a Section 504 Plan; or IEP, if appropriate.
- When and how to call EMS and parents. General strategies for reducing or preventing exposure to food allergens in the classroom, such as cleaning surfaces, using nonfood items for celebrations, and getting rid of nonfood items that contain food allergens (e.g., clay, paste).

#### **Section 5: Food Service Staff**

- Identify, with the assistance of the school nurse, students with severe allergies in a way that does not compromise students' privacy or confidentiality rights.
- Make sure to have and understand dietary orders or the doctor's statement and other relevant medical information that is needed to make meal accommodations for students with food allergies.
- Follow policies and procedures to prevent allergic reactions and cross-contact of potential food allergens during food preparation and service.
- Manage food substitutions for students with food allergies.
- Complete annual training to help recognize following:

- ✓ Signs and symptoms of allergic reactions and how they are communicated by students.
- ✓ How to read food labels and identify allergens.
- ✓ How to use an epinephrine auto-injector (if delegated and trained to do so).
- ✓ How to deal with emergencies in the school in ways that are consistent with a student's ECP.
- ✓ When and how to call EMS and parents.
- ✓ How FERPA, USDA, and other federal and state laws that protect the privacy and confidentiality of student information apply to students with food allergies and food allergy disabilities.
- ✓ General strategies for reducing or preventing exposure to food allergens in the classroom, such as cleaning surfaces, using nonfood items for celebrations, and getting rid of nonfood items that contain food allergens (e.g., clay, paste).

## **Section 6: Transportation Staff**

- ✓ Understand information provided by the school nurse on emergency care plan for managing students with severe allergies being transported to or from school.
- ✓ Understand and complete annual training to help you recognize the following:

Signs and symptoms of severe allergy and how they are communicated by students.

How to respond to a severe allergy emergency while transporting children to and from school. How to use an epinephrine auto-injector (if delegated and trained to do so).

How to deal with emergencies in a way that is consistent with a student's ECP or transportation emergency protocol. FERPA, USDA, and other federal and state laws that protect the privacy or confidentiality of student information and other legal rights of students with severe allergies.

## **Background**

The Local Education Agency (LEA) recognizes the growing concern with severe life-threatening allergic reactions, especially with regard to food items. Other common causes of anaphylaxis include allergies to latex, medications, and insect stings.

## **Pathophysiology and Treatment**

Anaphylaxis can affect almost any part of the body and cause various symptoms. The most dangerous symptoms include breathing difficulties and a drop in blood pressure or shock, which are potentially fatal.

Medications used for treatment include:

Epinephrine  
Antihistamines

Treatment of anaphylaxis is centered on treating the rapidly progressing effects of the histamine release in the body with epinephrine. The allergen should also be removed immediately.

## **Creating an Allergen-Safe School Environment**

The LEA supports the three levels of prevention through its methods of creating an allergen-safe environment.

- Level I – Primary Prevention – Promotes health and protects against threats before problems occur with food allergy and anaphylaxis awareness and training.
- Level II – Secondary Prevention – Detects and treats problems early, as in a first-time reaction at school with staff or students. Early treatment of anaphylaxis saves lives.
- Level III – Tertiary Prevention - Protecting a student from exposure to offending allergens is the most important way to prevent life-threatening anaphylaxis.

Avoidance of exposure to allergens is the key to preventing a reaction.

The risk of exposure to allergens for a student is reduced when the school personnel, medical provider and parent/guardian work together to develop a management plan for the student.

Educating the entire school community about life-threatening allergies is important in keeping students with life-threatening allergies safe.

## **Identifying the School Team**

- School System Administration – School administrators will support the Anaphylaxis Preparedness Program by helping to monitor the medication supply for availability and by keeping it in a secure but accessible location. Support will also be provided to ensure that school staff are trained and retrained as deemed necessary.
- School Nurse – School nurses will be the Anaphylaxis Preparedness Program site coordinator for each campus. Each school nurse will work with the principal to ensure staff are trained and retrained as deemed necessary. The school nurses will also monitor the safety and security of the medication by checking the expiration date and inspecting the medication to see if any tampering has occurred. The school nurse will respond to emergencies when possible and continue to function in the role as school nurse with other duties.
- Teachers – Teachers will be provided information each year on the school program, the signs and symptoms of anaphylaxis, the location of the medication and the forms. Teachers will be offered training each year to recognize and respond to anaphylactic emergencies.
- Food Service Personnel – Food service personnel will be provided information each year on the school program, the signs and symptoms of anaphylaxis, the location of the medication, and the forms. The food service personnel will be offered training each year to recognize and respond to anaphylactic emergencies.
- Coaches, Athletic Directors, and After-School Volunteers – These people will be provided information each year on the school program, the signs and symptoms of anaphylaxis, the location of the medication, and the forms. Coaches will be offered training each year to recognize and respond to anaphylactic emergencies.
- Transportation Personnel – These people will be provided information each year on the school program, the signs and symptoms of anaphylaxis, the location of



the medication, and the forms. Bus drivers will be offered training each year to recognize and respond to anaphylactic emergencies.

### **Action Steps for Anaphylaxis Management**

- Providing necessary precautions and general training for staff in transportation, classrooms, the cafeteria, or the gymnasium.
- Training by licensed registered professional nurses for all adults in a supervisory role in the recognition and emergency management of a specific medical condition for specific students.
- Creating Individual Health Care Plans (IHP), Emergency Care Plans (ECP), 504 Plans, or Individualized Educational Plans (IEP) as indicated.
- Following specific legal documents duly executed in accordance with the regulations and laws with medical orders regarding the care of specific students with severe life-threatening conditions.
- Allowing self-directed students as assessed by the school nurse to carry life-saving medication with prior approval by the medical provider and according to health practice and procedures.

*Alabama Act No. 2014-405*

## **Student Procedures**

### **AUTOMATED EXTERNAL DEFIBRILLATOR (AED) POLICY**

#### **PURPOSE**

To provide guidance in the management of a school-based AED program which includes treatment of children under eight years old or under 25kg (55 lbs.) as well as treatment of victims eight years of age and older.

Sudden Cardiac Arrest (SCA) is a condition that occurs when the electrical impulses of the heart malfunction causing a disturbance in the heart's electrical rhythm called ventricular fibrillation (VF).

This erratic and ineffective electrical heart rhythm causes complete cessation of the heart's normal function of pumping blood resulting in sudden death. The most effective treatment for this condition is the administration of an electrical current to the heart by a defibrillator, delivered within a short time of the onset of VF.

An AED is used to treat victims who experience SCA. It is only to be applied to victims who are unconscious, without pulse, signs of circulation and normal breathing. The AED will analyze the heart rhythm and advise the operator if a shockable rhythm is detected. If a shockable rhythm is detected, the AED will charge to the appropriate energy level and advise the operator to deliver a shock.

#### **Program Coordinator**

The Program Coordinator will be assigned by the Superintendent

#### **Responsibilities**

- Coordination of training for emergency responders
- Coordinating equipment and accessory maintenance
- Revision of this procedure as required
- Monitoring the effectiveness of this system
- Communication with medical director on issues related to medical emergency response program

#### **Authorized AED Users**

The AED may be used by:

- Any employee who has successfully completed an approved CPR/AED training program
- Trained staff members will have a refresher course every 2 years
- Any trained volunteer responder who has successfully completed an approved CPR/AED training program

#### **School Office staff**

The school office staff is responsible for:

- Receiving emergency medical calls from internal locations

- Deploying AED-trained employees to emergency location
- Assigning someone to meet responding EMS aid vehicle and direct EMS personnel to site of medical emergency

#### Equipment

- AEDs at WVES and WAES include infant/child reduced energy defibrillation electrodes
- The AED will be placed only after the following symptoms are confirmed:
  - Victim is unresponsive, without a pulse
  - Victim is not breathing normally

#### Location of AEDs

During school hours, the AED will be at designated locations. These locations shall be specific to each school but should allow the device to be easily seen by staff. The locations should allow staff members to retrieve the device outside of normal school hours

- WVES – In main school office next to assistant principal's office
- WAES – Inside main school front door on wall
- FPMS – Inside main school front door next to principal's office
- FPHS – Inside main school front door next to principal's office
- FPHS – In gym

#### Additional Resuscitation Equipment

Each AED will have one set of defibrillation electrodes connected to the device and one set in carrying case. One resuscitation kit will be attached to the carrying case. This kit contains latex-free gloves, one razor, one set of trauma shears, and one facemask barrier device.

#### Equipment Maintenance

All equipment and accessories necessary for support of medical emergency response shall be maintained in a state of readiness. Specific maintenance requirements include:

- The main school office shall be informed of changes in availability of emergency medical response equipment. If equipment is withdrawn from service, the main school office shall be informed and then notified when equipment is returned to service
- The AED Program Coordinator or designee shall be responsible for having regular equipment maintenance performed. All maintenance tasks shall be performed according to equipment maintenance procedures as outlined in the operating instructions
- Following use of emergency equipment, all equipment shall be cleaned and/or decontaminated as required. If contamination includes body fluids, the equipment shall be disinfected according to procedure per Program Coordinator

#### Routine maintenance

- The AED will perform a self-diagnostic test every 24 hours that includes a check of battery strength and an evaluation of the internal components

- If the AED is not in Rescue Ready status, the Program Coordinator or designee will be contacted immediately
- An employee, assigned by the Program Coordinator, will perform a monthly check and notify the AED Program Coordinator or designee if the AED is not in Rescue Ready status

#### Medical Response Documentation

The following form shall be sent to the AED Program Coordinator or designee:

- The AED-trained employee shall complete a medical event form whenever an AED is used

*FPCS Policy 4.13*

## **RESTRAINT & SECLUSION NOTIFICATION AND PROCEDURES:**

### Procedures for Implementing Alabama Rule Seclusion and Restraint of all Students

The Fort Payne City Board of Education utilizes physical restraint in a manner that complies with the Alabama State Board of Education rule 290-3-1-02(1)(f). Physical restraint, as defined by the state rule, may be used in situations in which a student is an immediate danger to himself or to others. Designated faculty and staff are provided with training in the appropriate use of physical restraint. In each instance that physical restraint is used, the student's parents will be provided with written notification of the incident.

#### 1. Definitions from Alabama Administrative Code:

Chemical Restraint refers to any medication that is used to control violent physical behavior or restrict the student's freedom of movement that is not a prescribed treatment for the student.

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. School employees may provide limited physical contact and/or redirection to promote student safety or prevent self-injurious behavior, provide physical guidance or prompting when teaching a skill, redirect attention, provide guidance to a location, provide comfort, or provide limited physical contact as reasonably needed to prevent imminent destruction to school or another person's property. Physical Restraint that restricts the flow of air to the student's lungs, including any method (face-down, face-up, or on your side) 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 Alabama public schools and educational programs.

Mechanical Restraint, 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, is prohibited. School employees may use adaptive or protective devices when recommended by a physician or therapist to promote normative body positioning, physical functioning, and/or to prevent self-injurious behavior. Seat belts and other safety equipment can be used to secure students during transportation.

Seclusion, 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, is prohibited. The 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 below, in-school suspension, detention, or a student-requested break in a different location in the room or in a separate room.

Time-Out refers to a behavioral intervention in which the student is temporarily removed from the learning activity. Time-out is appropriately used when: (1) The non-locking setting used for time-out is appropriately lighted, ventilated, and heated or cooled; (2) The duration of the time-out is reasonable in light of the purpose of the time-out and the age of the student, but should not exceed 45 minutes per time-out; (3) The student is reasonably monitored and in line of sight by an attending adult; and (4) The time-out space is free of objects that unreasonably expose the student or others to harm.

## 2. Requirements of Seclusion and Restraint Rule:

The use of physical restraint is prohibited in Alabama public schools and 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. Notwithstanding the foregoing, physical restraint is prohibited in Alabama public schools and educational programs when used as a form of discipline or punishment or as a means to obtain compliance.

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.

*Ala. Admin Code 290-3-1, 290-3-1-02 FPCS Policy 6.17*

# **The Jason Flatt Act: Youth Suicide Awareness and Prevention Policy**

## **Introduction**

Suicide is the tenth cause of death in the United States according to the Centers for Disease Control and Prevention. For youth between the ages of 10 and 24, the cause of death rankings are 2<sup>nd</sup> and 3<sup>rd</sup> in the nation, and these rankings are higher for youth in the same age brackets in the state of Alabama. The *Jason Flatt Act* was passed in order to equip education institutions and their personnel to recognize and act on signs of suicide risk in order to provide prevention, intervention, and postvention with students at risk, their families, and the communities who may be affected.

The *Jason Flatt Act*, which amends the 16-28B-8 of the *Code of Alabama 1975*, includes several elements listed below (in italics) which should be interpreted as policy. “To the extent that the legislature shall appropriate funds, or to the extent that [the] local board may provide funds from other sources, the Fort Payne City School System shall implement the following standards and policies for programs in an effort to prevent student suicide:”

## **Section 1: Prevention of Suicide**

The *Jason Flatt Act* was passed in order to equip Alabama school districts and their personnel to recognize and act on signs of suicide risk in order to provide prevention, intervention, and postvention with students at risk, their families, and the communities who may be affected. This act, which amends 16-28B-8 of the *Code of Alabama 1975*, includes prevention of harassment and violence.

**Section 2:** The *Jason Flatt Act* includes several elements which should be interpreted as policy. The Fort Payne City System will:

- (1) *Foster individual, family, and group counseling services related to suicide prevention.*
- (2) *Make referral, crisis intervention, and other related information available for students, parents, and school personnel.*
- (3) *Foster training for school personnel who are responsible for counseling and supervising students.*
- (4) *Increase student awareness of the relationship between drug and alcohol use and suicide.*
- (5) *Educate students in recognizing signs of suicidal tendencies and other facts and warning signs of suicide.*
- (6) *Inform students of available community suicide prevention services.*
- (7) *Promote cooperative efforts between school personnel and community suicide prevention program personnel.*
- (8) *Foster school-based or community-based, or both, alternative programs outside of the classroom.*
- (9) *Develop a strategy to assist survivors of attempted suicide, students, and school personnel in coping with the issues relating to attempted suicide, suicide, the death of a student, and healing.*

- (10) Engage in any other program or activity which the Board of Education for the Fort Payne City School System determines is appropriate and prudent in the efforts of the school system to prevent student suicide.*
- (11) Provide training for school employees and volunteers who have significant contact with students on the local board policies to prevent harassment, intimidation, and threats of violence.*
- (12) Develop a process for discussing with students local board policies relating to the prevention of student suicide and to the prevention of harassment, intimidation, violence, and threats of violence.*
- (13) Provide annual training for all certificated school employees in suicide awareness and prevention. This training may be provided within the framework of existing in-service training programs or as a part of required professional development by the Fort Payne City School System.*

### **Section 3: Description of Behavior Expected of Students**

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 to (1) comply with the requirements of the law, policy, regulation, and rules prohibiting harassment, violence, or intimidation and (2) to comply with the system's prevention strategies related to suicide prevention, intervention, and postvention support.

### **Section 4: Responsibility of Reporting**

Any person involved in a cause of action or omission resulting from the implementation of this suicide prevention policy or resulting from any training, or lack thereof, required by this section, shall be subject to state immunity law.

### **Section 5: Promulgation of Policy and Related Procedures, Rules, and Forms**

This policy and any procedures and rules 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, included publication on the FPCS website.

*FPCS Policy 6.25*



**Fort Payne City Schools**  
**FUNDRAISER REQUEST FORM**

Date Applied: \_\_\_\_\_

School: \_\_\_\_\_

Club/Sport/Organization: \_\_\_\_\_

Activity #: \_\_\_\_\_

Sponsor/Coach: \_\_\_\_\_

Nature of fundraising activity: \_\_\_\_\_

\_\_\_\_\_

Purpose of fundraising activity: \_\_\_\_\_

\_\_\_\_\_

Vendor items will be purchased from:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Anticipated profit from fundraising activity:     \$ \_\_\_\_\_

Anticipated dates of fundraising activity: \_\_\_\_\_ *through* \_\_\_\_\_

**Sponsor** \_\_\_\_\_

signature

date

**Principal** \_\_\_\_\_

signature

date

**CSFO** \_\_\_\_\_

signature

date

**This form must be completed and approved before any fundraising activities begin.**

**A Purchase Order must be completed and approved before any items are ordered.**

**Fort Payne City Schools**  
**Fundraiser Reconciliation Form**

School: \_\_\_\_\_

Sport/Club/Class: \_\_\_\_\_

Activity #: \_\_\_\_\_

Coach/Sponsor: \_\_\_\_\_

***Deposits from fundraiser:***

***Invoices paid for fundraiser:***

<b>Date</b> (date on your master receipt)	<b>Master Receipt #</b> (found on the receipt attached to the back of your receipt book page)	<b>Amount</b>	<b>Date</b> (date of check written to vendor)	<b>Vendor</b>	<b>Amount</b>

Total Collected (a): \$ \_\_\_\_\_ Total Paid (b) \$ \_\_\_\_\_

Net profit from fundraiser (a – b) \$ \_\_\_\_\_

Reconciliation completed by \_\_\_\_\_ Bookkeeper \_\_\_\_\_ Date \_\_\_\_\_

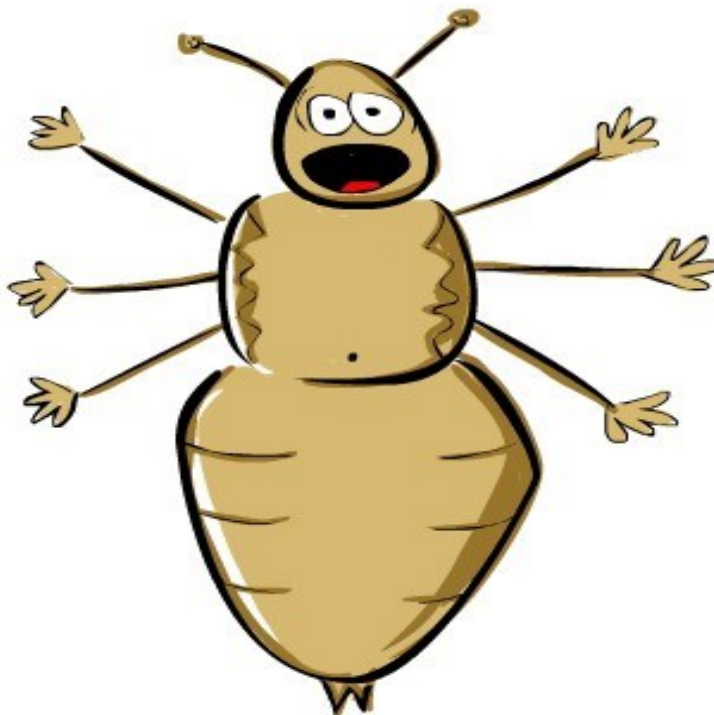
Reconciliation verified/approved by \_\_\_\_\_ Principal \_\_\_\_\_ Date \_\_\_\_\_

*Keep a copy for your files and send one copy to CSFO*

# Fort Payne City School Health Services Head Lice Manual

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A comprehensive guide to identify, treat, manage and prevent head lice



**Medical Impact:**

Pediculosis is an infestation of head lice, not an infection. It does not pose a significant health hazard and is not known to spread disease. The most common symptom is itching due to sensitization to allergens in lice saliva. Many times there are no symptoms. Occasionally, scratching leads to chafing and secondary bacterial infection requiring treatment with an antibiotic. The public health disease impact from Pediculosis capitis is negligible. The largest impact of head lice comes not from the condition itself but from our culturally based reactions and emotions towards the condition. A case of head lice in a school or day care setting can create fear and anger among the community that is far greater than it should be relative to the actual health threat it poses. This can lead to teasing of the child with secondary impact on self-esteem, anger directed toward the parents and facility personnel involved, and lost days of school and work, not just for those with lice but those afraid of getting lice. Anxiety over head lice can also lead to inappropriate treatments that pose real and significant health hazards to the child and his or her household.

**Policy and Procedure:**

It is the position of the Fort Payne City Schools Health Services Department that the management of pediculosis (head lice) should not disrupt the educational process. The presence of nits (eggs) does not always indicate active infestation and no evidence is found that the presence of nits correlates with any disease process. The “No Nit” policy, which was suggested in 1997 as a guideline by the Alabama State Department of Education (ALSDE) and the Alabama Department of Public Health (ADPH), is now being discouraged. The ADPH does not require that a student with nits be denied attendance in school, and this is supported by the Center for Disease Control (CDC), the American Academy of Pediatrics, and the National Association of School Nurses. At this time, the Fort Payne City Board of Education recommends a policy that focuses on the exclusion of active infestations only. Active infestations can be defined as the presence of live lice and the location of nits within  $\frac{1}{4}$ ” of the scalp. Nits that are found beyond  $\frac{1}{4}$ ” of the scalp have more than likely hatched or may no longer be viable.

The school nurse is the most knowledgeable professional in the school setting and ideally suited to provide education and guidance regarding “best practices” for head lice/nit management. The goal of any actions by the school nurse is to contain infestation, provide appropriate health information for treatment and prevention, prevent overexposure to potentially hazardous chemicals, and minimize school absences. The following protocol is suggested as “best practice” for managing head lice in the school setting:

- If a student is suspected of having head lice, the school nurse will be notified and will verify by visual examination with a positive or negative finding.
- The principal will be notified and the parent will be contacted (verbal communication is preferred) of positive findings and proper instructions will be provided.
- The school nurse will make a determination as to whether a child can return to class based on visual inspection. The decision for the student to be sent home will be made on a case by-case basis by the school nurse.
- Most students with live lice may remain in school until the end of the school day.

- Immediate removal of the student is usually unnecessary. If the student has lice, they probably have been infested for weeks and prompt removal of the student could lead to embarrassment and ridicule. However, cases of severe infestation may require prompt removal by the nurse.
  - Transmission via school bus seats is not likely because of the biology of head lice. In most cases the student should be allowed to ride the school bus home unless there is a severe infestation, as documented by the school nurse.
  - Any student with nits (farther than ¼" from scalp) should be allowed in school.
- Immediate treatment at home, for active infestations, is advised. Treatment suggestions will be provided by the school nurse. Parents should remove nits daily and treat if live lice are observed.
- The student will be readmitted to school after treatment and examination by the school nurse.
- If it is apparent that proper treatment has not been followed, the child can be sent back home for continued treatment. The school nurse will repeat treatment instructions to the parent.
- It is the responsibility of the parent/guardian to follow procedure and return their child to school promptly.
- If it is apparent that a family is diligently working to correct the problem, the nurse will allow the student to return to class with close monitoring.

This revised approach to head lice management in the school setting will significantly reduce unnecessary school absences, limit embarrassment of students and decrease unnecessary exposure to potentially toxic chemicals.

### **Head Lice Biology:**

#### **General Introduction**

Human head lice are minute, wingless insects that are obligate ectoparasites (parasites living outside the body of the host). They are small in size, about 1 - 5 mm or 1/32 to 3/16 of an inch in length, and either light gray or dark colored in appearance, the latter due to ingested blood. They are flattened dorso-ventrally or top to bottom and have six jointed legs with specially adapted claws for holding onto hair. They can move about readily from hair to hair, but are most adept at clinging to prevent dislodgement. They survive by piercing the skin to feed on blood and are almost exclusively associated with hair on the neck and scalp.



Head lice are members of a group of insects (Pthiraptera), which are ectoparasites of birds or mammals. Head lice belong to a particular subgroup of these insects known as the sucking lice because of their feeding mode. They are closely related to body lice, commonly known as “cooties” and are in the family

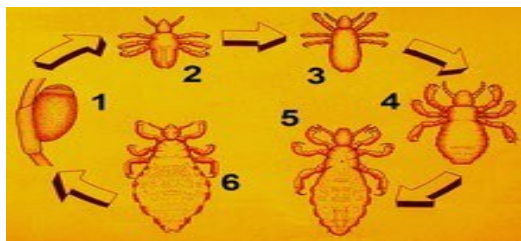
Pediculidae. Pediculidae have been associated with humans since antiquity and likely co-evolved with humans from lice associated with our primate ancestors. Most experts consider the human head louse and human body louse to be variants of the same species (*Pediculus humanus*) that segregate by habitat on the host. Lice found on humans will not survive on other animal hosts and vice versa.

### **Feeding**

The head louse feeds by using rasping teeth to penetrate scalp skin at the base of a hair or behind the ears. The louse then inserts its retractable proboscis into a blood vessel, along with anticoagulants, and feeds much like a mosquito. This feeding activity can be a source of irritation and leads to the itching/scratching characteristic of the infestation. The louse can only subsist on human blood and appears to require internal symbiotic bacteria to compensate for nutritional deficiencies in the blood meal. A louse can ingest several blood meals per day, interrupted by resting/digestion periods between feedings. Although head lice feed on blood and are relatives of the human body louse – an insect that can transmit typhus and other bacterial diseases – head lice are not known to transmit any microbiological disease agent. Skin irritation at the feeding site, secondary bacterial infections from scratching, and the psychological “trauma” of the infestations are the chief human health concerns associated with head lice.

### **Life Cycle**

Eggs are attached to hairs individually by the female and are commonly known as “nits.” A nit adheres to hairs tenaciously due to adhesive substances secreted by the female. This nit “glue” is very resistant to mechanical and chemical dislodgment. Eggs hatch in 8 - 11 days under normal conditions into a nymphal stage that is very much like a miniature adult. It will crawl and seek a place to feed immediately. There are 3 nymphal stages punctuated by molting (the shedding of exoskeleton or “skin”). The nymphal stage lasts about 7 – 10 days.



The final molt leads to an adult stage where body growth stops and sexual maturation occurs. There are separate sexes in head lice and females must mate and be fertilized in order to produce viable eggs. This needs only to occur once. A mated female can continue to produce eggs for the duration of her life, which is about 30 days. She can lay about 3 – 4 eggs daily during this period.

### **Transmission**

It is important to note that head lice are not long-distance travelers, and they are poorly adapted to life away from the host. Although adept at moving from hair to hair, they cannot jump nor can they crawl great distances (from the floor to someone’s head, for example) to re-establish. Head lice move from person to person primarily by direct hair-to-hair contact, and less frequently through shared combs,

brushes, hats, etc. Head lice may also be transmitted through shared bedding (e.g., pillow cases). Transmission usually involves the active stages (nymph or adult) of the louse and requires the transfer of at least one viable, fertilized female or one of each sex for re-infestation. Active stages cannot survive for more than a few days away from the host. A nymph or adult louse that falls from the host will perish within a few days under the most optimal conditions (low temperature and high humidity). **Under normal conditions, the survival time is most likely measured in hours.** This is because the louse is very susceptible to dehydration and will rapidly starve if removed from a blood source. Eggs can survive longer off-host periods (a week or more), but the hatched nymph must come in contact with human head hair almost immediately or it will perish. Louse eggs also do not hatch at normal room temperatures; they require the higher temperatures associated with mammalian bodies. Lice are very host-specific, and will not survive/proliferate on pets – you cannot get lice from your dog or cat. **All of this suggests that efforts to control head lice should be concentrated on removing/killing lice on the host.**

### Identification of Head Lice

#### Suggested Equipment and Supplies

- Applicator stick
- Strong source of natural light, high intensity lamp or strong flashlight
- Magnifying glass
- Trash can

Head lice are best identified by inspecting the hair and scalp for live lice or nits (eggs attached to the hair shaft). The standard for identifying head lice is finding a live louse on the head. Lice and nits are most often found at the nape of the neck, and above and behind the ears. Carefully part the hair using the applicator stick or tongue depressor and examine the hair and scalp for nits or crawling lice. Begin by inspecting the nape of the neck and the area behind the ears. If nothing is seen in these areas, continue to inspect the rest of the head to ensure the absence of lice and nits.

Adults and nymphs are difficult to see because they are small and often appear to be nearly the same color as the host's hair. Most recently laid nits will be opaque, white, shiny, and located on a hair shaft within one-quarter inch of the scalp, and generally develop a dark eyespot within 48 hours of being laid. The cap or operculum (a flap that serves as a cover of the nit case) will be intact, and an embryo may be observed by microscope. Dandruff, hair casts, globules of hair spray, and scalp conditions such as psoriasis or eczema may easily be mistaken for nits. Hair debris is easily detached or loosened from the hair shaft. Nits are firmly attached to the hair and are not easily removed. Empty nit cases are more visible and are dull yellow in color. Nits are usually found one-quarter inch or more from the scalp due to hair growth following the initial attachment. By the time the hair has grown sufficiently for the egg case to be one-half inch from the scalp, the egg has either hatched or is nonviable.

#### Treatment

Treatment should be considered only if active lice or viable eggs are observed. Once a confirmed diagnosis of head lice infestation is made there are several treatment options to choose from.

Methods include mechanical removal, treatment with pediculicides, and topical treatment with alternative products. Adjunctive activities include the elimination of lice and nits from the environment as well as from any other contacts who also have head lice, regular re-inspections for lice and nits after treatment, and, if indicated, the reapplication of a pediculicide 7 to 10 days after the initial treatment.

### **Mechanical Removal**

Mechanically removing lice and nits can be effective but time-consuming. Lice or nit combs are useful in removing lice and eggs. Many types of fine-toothed combs may be included within packages of pediculicides or they may be purchased from most drug stores or internet retailer. The effectiveness depends on their composition (metal or plastic) and construction (length and spacing) of the comb teeth, the texture of the hair to be combed, combing technique, and the time and care expended in the effort. Electronic combs may be useful for detection (if vision is limited), since they emit a sound when a live louse is present. The parent/guardian should first make sure a standard comb moves through the hair without difficulty before attempting to use a fine-tooth lice comb. Combing may be easier if the person's hair is wet or has conditioner on it. Clean the louse comb frequently to remove any caught lice or eggs. It may require several hours each night for several nights to successfully treat the problem. An entertaining video may help keep the child occupied during this exercise. Sit behind the child and use a bright light (and magnification if available) to inspect and comb through the hair, one small section at a time. Remove nits using the comb, fingernails, or by cutting the strands of hair. Combing should be repeated daily until no lice are seen and then continued for three weeks. Studies have shown that this approach alone, when carried out by parents, cured 38% of children.

### **Over-the Counter Methods**

Pediculicides are medications used to kill head lice. Pediculicides kill nymphs and adult lice, but do not destroy nits. There are many medicated products available for treatment of head lice. Most are available over the counter, but some are by prescription only and may be reimbursable through insurance. **All products must be used strictly in accordance with label directions to ensure effectiveness and prevent adverse reactions from overuse or misuse.** When used properly, their effectiveness has been reported to be 80% to 95%. (See Pediculicide Resistance).

#### **Permethrin (1%):**

Manufactured as a synthetic pyrethroid, permethrin 1% (**Nix**) is currently the recommended treatment of choice by the American Academy of Pediatrics (AAP) for head lice in newly diagnosed cases. It has even lower mammalian toxicity than pyrethrins and does not cause allergic reactions in individuals with plant allergies. It can be used in children as young as two months. The product is a cream rinse applied to hair that is first shampooed with a non-conditioning shampoo and then towel dried. It is left on for 10 minutes and then rinsed off. It leaves a residue on the hair that is designed to kill nymphs emerging from the 20% to 30% of eggs not killed with the shampoo application. In order not to remove the residue, the hair should be rinsed with plain water after application. It is suggested that the application be repeated if live lice are seen 7 to 10 days later. Many experts recommend routine re-treatment.



### **Pyrethrins plus Piperonyl Butoxide:**

Manufactured from natural extracts from the chrysanthemum, pyrethrins plus piperonyl butoxide (RID, A-200, R & C, Pronto, Clear Lice System) is neurotoxic to lice and has extremely low mammalian toxicity. The labels warn against possible allergic reaction in patients who are sensitive to ragweed, but modern extraction techniques minimize the chance of product contamination, and reports of true allergic reactions are rare. However, pyrethrins should be avoided in persons allergic to chrysanthemums or who suffer from asthma. These products are mostly shampoos that are applied to dry hair and left on for 10 minutes before rinsing. All topical pediculicides should be rinsed from the hair over a sink rather than in the shower or bath to limit exposure and with cool rather than hot water to minimize chemical absorption through the scalp. None of these natural pyrethrins are totally ovicidal (have the ability to kill a louse through the egg), as newly laid eggs do not have a nervous system for several days; 20% to 30% of the eggs remain viable after treatment. This necessitates second treatment 7 to 10 days later to kill newly emerged nymphs hatched from eggs that survived the first treatment.

### **Nit Removal after Treatment with a Pediculicide**

Because none of the pediculicides are 100% ovicidal, manual removal of nits after treatment with any product is recommended. A fine-toothed nit comb should be used. Removal of nits is recommended to reduce confusion about the effectiveness of treatment. Nits within 1 cm of the scalp should be physically removed by a fine toothed comb. Using one of these agents prior to nit combing makes it easier to remove nits. Nits that are present on the hair shaft greater than 1 cm from the scalp are not considered to be viable and do not have to be removed. Over-the-counter pediculicides kill adult and nymphal lice, but rarely kill the eggs. **Combing the hair to loosen and remove nits is recommended to fully eradicate an infestation.** The combing method is the most time-intensive, but for parents who wish to avoid chemical treatments, it is most effective.

### **Alternative Methods**

Combing the hair to loosen and remove nits is recommended to fully eradicate an infestation. The combing method is the most time-intensive, but for parents who wish to avoid chemical treatments, it is most effective. Several products are marketed as alternative methods of treatment. A number of shampoos and rinses contain herbs, oils, or enzymes believed to aid in lice removal. The majority of alternative products are referred to as being suffocants or enzymes.

Suffocants (i.e., petroleum jelly, mayonnaise, or oil-based products) can obstruct the respiratory spiracles of active lice, and potentially block the holes in the operculum of the eggs thereby suffocating the louse. A petroleum shampoo consisting of 30g to 40g of standard petroleum jelly is massaged on the entire surface of the hair, scalp, covered with a shower cap, and left on for at least 8 hours. The suffocant can then be used as a lubricant to aid in nit removal by combing. Diligent shampooing is usually necessary for at least the next 7 to 10 days to remove the residue.

Treatment products containing enzymes claim to dissolve or soften the glue that attaches the nit to the hair shaft, thereby providing easier removal of lice and nits when combing. "Natural" products are not required to meet FDA efficacy and safety standards. These products do not have licenses for the

treatment of head lice, and in some cases, have little or no data to support their use. Although natural products and alternative methods are often perceived as being intrinsically safe, Fort Payne City Schools cannot recommend these treatments without further evidence of their effectiveness. Please contact your local health department or family physician to make sure there are no potential health consequences of natural products and/or alternative methods.

Short hair is more readily searched for lice and eggs but it does not make one invulnerable to infestation. Although shaving the head completely will remove all lice and eggs, this method is not routinely recommended for aesthetic reasons and the potential negative psychological impact on the child.

**Note: Flammable or toxic substances, such as gasoline or kerosene, should never be used. Products intended for animal use should not be used to treat head lice in humans.**

### **Treatment of the Environment**

- ✓ **Check everyone in the household at the same time, prior to cleaning the environment.** This includes grandparents, younger and older siblings and parents. Statistics have suggested that 60% of people with head lice don't know they have them and have no symptoms. They may be unintentionally infecting others and continuing the cycle.
- ✓ **Launder any personal items that could be infested with head lice.** This includes: clothing, bedding, towels, cloth toys, etc. Items should be washed for at least 10 minutes at a water temperature of 130-140°F. Dry items on high heat for at least 30 minutes. For items that cannot be washed, i.e., stuffed animals, pillows, dry-clean only quilts, seal in a plastic bag and store for 14 days at room temperature or 24 hours in below freezing temperatures.
- ✓ **Vacuum.** This includes: bare mattresses, carpet, floors, stuffed animals, coat collars, hats, couches, chairs, and car upholstery. There is no need to discard the vacuum bag after cleaning, except for aesthetic purposes. Head lice cannot survive without a blood meal.
- ✓ **Inspect hairbrushes, combs, hair ties, and barrettes.** For washable accessories, wash and dry (on high heat) for at least 30 minutes. Boil combs, brushes and barrettes in water hotter than 130°F. If items cannot be exposed to high heat, soak them in Lysol®, rubbing alcohol or a pediculicide for one hour.

**NOTE: Spraying or fogging a home with insecticides or pediculicides is NOT RECOMMENDED, and may be harmful if used in a poorly ventilated area.**

## School Assistance

### Tips for Preventing Transmission

- Teach children not to share combs, brushes, hair ornaments, hats, caps, scarves, headsets or any other personal headgear.
- Do not try on other people's hats (even in department stores).
- Teach children to hang coats separately - placing hats and scarves inside coat/jacket sleeves.
- Shared headgear, (i.e., helmets) should be cleaned and disinfected with Lysol® or rubbing alcohol before being issued to other students.
- Encourage parents to check their children regularly for head lice.

### Tips for Cleaning the School Environment

- Vacuum all floors, rugs, pillows, carpet squares, and upholstered furniture. There is no need to discard the vacuum bag after cleaning except for aesthetic purposes.
- Combs and brushes used on an infested individual should be immersed in water hotter than 130°F, Lysol®, rubbing alcohol or a pediculicide for one hour.
- Play clothing, linens, smocks and cloth toys worn or handled by an infested individual within 2 days before diagnosis should be washed in water hotter than 130°F, or machine dried at the highest heat setting for at least 30 minutes.
- Other articles may be dry-cleaned or sealed in a plastic bag for at least 14 days at room temperature or 24 hours in below freezing temperatures.
- It is not necessary to hire an exterminator.
- Spraying or fogging schools with insecticides or pediculicides is NOT recommended and may be harmful if used in a poorly ventilated area.



## **Supportive Documents for Lice Procedures**

Beierle, Mary. "Head Lice in School: Don't be Nit Picky".

<http://www.d128.k12.il.us/downloads/student/health/nits.pdf>

Edwards, Julie. "Position Statement: Pediculosis in the School Community." National Association of School Nurses. July 2004. Web. 21 Feb. 2011. <http://www.nasn.org>

Frankowski B.L. & Weiner, L.B. "Head Lice". Pediatrics 110 (2002): 638-43. Print

Morton, Joseph B., comp. Alabama School Health Recommended Guidelines for the Control of Pediculosis in Schools. 24 Feb. 2006. Memorandum. Alabama State Board of Education, Montgomery.

Pollock, Richard. "Head Lice Information, Laboratory of Public Health Entomology, Harvard School of Public Health." Harvard School of Public Health - HSPH. 31 Jan. 2009. Web. 21 Feb. 2011.

<http://www.hsph.harvard.edu/headlice.html>

Weisberg, Loretta. "The Goal of Evidence-Based Pediculosis Guidelines." NASN School Nurse (July 2009): 165-166. Print.

Centers for Disease Control (2001). Fact sheet: treating head lice. Retrieved April 21, 2005 from:

[http://www.cdc.gov/ncidod/dpd/parasites/headlice/factsht\\_head\\_lice\\_treating.htm](http://www.cdc.gov/ncidod/dpd/parasites/headlice/factsht_head_lice_treating.htm)

Policy, procedures, treatment guidelines and handouts were derived from:

[http://www.lynden.wednet.edu/18531042218276453/lib/18531042218276453/Pol\\_3417\\_Head\\_Lice\\_-\\_Nit.pdf](http://www.lynden.wednet.edu/18531042218276453/lib/18531042218276453/Pol_3417_Head_Lice_-_Nit.pdf)

[http://www.michigan.gov/documents/Final\\_Michigan\\_Head\\_Lice\\_Manual\\_103750\\_7.pdf](http://www.michigan.gov/documents/Final_Michigan_Head_Lice_Manual_103750_7.pdf)

<http://health.state.ga.us/pdfs/epi/zvbd/HEAD%20LICE%20manual.pdf>

Templeton, Tammy. RN, BSN "Tallapoosa County School Health Service Head Lice Manual."