
STUDENT HANDBOOK

2019-2020

Lamar County Schools

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Lamar County Board Of Education

Post Office Box 1379
Vernon, Alabama 35592

August, 2019

Dear Parents and Students,

As we begin the 2018-19 school year, I want to strongly encourage you to be involved and informed about your child's education in The Lamar County School System. We will strive to provide an environment that is safe, one that is conducive to learning, and one that will promote and encourage student, parent, and community involvement.

We will maintain high expectations for our students and faculty. We welcome your questions and comments and look forward to working with you to make a positive difference in the lives of every student in our schools by providing the best instruction, by the best teachers, in the safest environment possible.

We look forward to working with each of you as we prepare our young people for success. We appreciate the opportunity to serve your child. Let's make Lamar County a great place to be, "TOGETHER".

Sincerely yours,

Vance Herron
Superintendent

LAMAR COUNTY BOARD OF EDUCATION SCHOOL CALENDAR 2019-2020 (Approved 02/14/2019)

August 1-2, 5-6 -----	Teacher Workdays
August 7-----	Opening Day of School
September 2 -----	Labor Day Holiday
September 18-----	½ day students, ½ day PD
October 17-----	1/2 day students, P/T Conf.
November 11 -----	Veteran’s Day Holiday
November 25-29 -----	Thanksgiving Holiday
December 20-----	End First Semester
December 18-20-----	Semester Exams
January 3 -----	Teacher Workday
January 6-----	Resume School
January 20 -----	MLK Holiday
February 14-----	Pro. Dev.
February 17 -----	President’s Day/BWMD
March 5-----	½ day students, ½ day PD
March 23-27 -----	Spring Break
April 10 -----	Good Friday
April 16-----	Academic Competition
May 8 -----	BWMD
May 12-----	Graduation- LCST
May 18-----	Graduation- Sulligent 7:00
May 19-----	Grad.- LCHS 6:00, SL 8:00
May 19-21-----	Semester Exams
May 22 -----	Teacher Workday

*** STUDENTS ARE NOT IN SESSION ON BOLD DATES**

Progress Reports will be distributed August 27th, September 17th, October 29th, November 19, January 28th, February 11th, April 7th and April 28th.

Ending of Nine Weeks Grading Periods

1st Ends October 11, 2019 (47 days) 3rd Ends March 6, 2020 (42days)
 2nd Ends December 20, 2019 (44 days) 4th Ends May 21, 2020 (47 days)

Report Card Distribution Dates

1st October 17, 2019 3rd March 12, 2020 2nd January 9, 2020 4th May 26, 2020

****Testing Dates**

- PreACT- September 30-October 18**
- ACT WorkKeys Online- Oct 1- Nov 8**
- ACCESS for ELLS Online- Jan 21- March 20**
- NAEP- Jan- March**
- ACT with Writing online- Feb 25-27, Mar 3-5**
- ACAP Alternate Assessment- Mar 2- Apr 10**
- ACT WorkKeys Online Retest April 1-7**
- ACAP Summative(Gr 2-8) Apr 6- May 1**
- ACT with Writing Online Make-up Mar 10- 12, Mar 17-19**
- ACT Plus Writing Online Emergency Test Date April 21-23, April 28-30**

Lamar County Schools Directory

<u>School</u>		<u>Phone</u>	<u>Ext.</u>
South Lamar Principal	Lisa Wright	662-4411	5001
SLS Assistant	Josh Harper	662-4411	5009
SLS High School Counselor	Mary Kathryn Bozeman	662-4411	5021
SLS Elementary Counselor	Karen Holsonback	662-4411	5020
SLS Secretary	Theresa Hudgens	662-4411	5002
SLS Bookkeeper	Tammy Fields	662-4411	5003
SHS Principal	Tommy Chism	698-9254	
2001			
SHS Assistant	Matthew Byars	698-9254	2303
SHS Assistant	Amy Lacy	698-8897	2501
SHS HS Counselor	Kathy Dean	698-9254	2020
SHS Secretary	Tammy Otts	698-9254	2002
SHS Bookkeeper	Sonya Haynes	698-9254	2003
SES Counselor	Vikki Bruce	698-8897	2520
SES Office Aide	Vicky Tucker	698-8897	2502
LCHS Principal	Jason Clark	695-7717	6001
LCIS/LCHS Assistant	Morris Moore	695-8186	7001
LCHS Counselor	Sonya Turner	695-7717	6020
LCIS/VES Counselor	Rachel Scurlock	695-8186	7020
LCHS Secretary	Kathy Taylor	695-7717	6002
LCHS Bookkeeper	Kim McAdams	695-7717	6003
LCIS Secretary	Adrienne Hathcock	695-8186	7002
VES Principal	Tracey Walker	695-9728	1001
VES Secretary	Megan Stockman	695-9728	1002
LCST	Ken Dawkins	695-7129	4001
LCST Counselor	Tamara Stanford	695-7129	4020
LCST Secretary/Bookkeeper	Tiffany Trull	695-7129	4002
Lamar County Career Coach	Tara Fields	695-712	4021

Central Office Staff

Vance Herron	Superintendent	695-7615	3001
Tom Howell	Special Education, Educate Alabama, 504	695-7615	3006
Karen Tomlin	Elem. Curr., Pro Dev, Cert, ARI, AMSTI	695-7615	3009
Scott Walker	Sec. Curr, Attend/Test, LEP, Fed Pro, Title	695-7615	3007/8
Keri Rogers	Child Nutrition	695-9125	3012
Sherry Price	CNP Bookkeeper	695-9125	3011
Greg Norton	Transportation	695-7027	3021
Falla Bradford	Central Office Secretary	695-7615	3002
Wendy Morrison	CSFO	695-7615	3003
Jan Ray	Accounts Payable, Capital Assets	695-7615	3004
Jennifer Morris	Payroll, Fed. Programs Bookkeeper	695-7615	3010
Darren Gottwald	Technology Coordinator	695-7615	3014
Beverlee Hollis	Technology/Database Manager	695-9114	3013
Ken Dawkins	Career Tech, Maintenance, Textbooks	695-7129	4001

Lamar County School District Board Members

Mr. Banks Hattaway, President
 Mr. Jonathan Beasley, Vice President
 Mr. Terry Goodin,
 Mr. Lee Mosley
 Mr. Carl Northington

The Lamar County Board of Education meets regularly on the second Thursday of each month at 6:00 p.m. at the Central Office.

General Information

Lamar County Schools Mission Statement

The mission of Lamar County School System is to ensure the development of healthy and self-reliant individuals, reaching their fullest potential and contributing to their society. We will accomplish our mission through schools which have comprehensive, challenging curricula and competent, dedicated teachers, working and learning together in a comfortable, clean, and safe environment.

Policy of Nondiscrimination

It is the policy of the Lamar County Board of Education not to discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the non-discrimination policies:

Scott Walker, Title II/IX Coordinator; PO Box 1379, Vernon, AL 35592; (205) 695-7615

The Lamar County Board of Education is committed to providing appropriate educational services to individuals, birth to 21, who have disabilities under the guidelines of IDEA (Individuals with Disabilities Education Act).

Emergency School Closing

Cancellation or Delay Due to Inclement Weather

In the event schools must be closed, the Lamar County School System's Central Office will notify the media to broadcast or televise details of the situation. Please do not call the Central Office, individual schools, or radio or television stations. Necessary details will be broadcast or televised as information is available.

For information about school closings, listen to, or watch your local radio or television stations. Parents, who are signed up, will receive notification via Blackboard School.

Parent-Teacher Conferences

Parents/guardians are urged to contact their child's teacher or school office to arrange a time for a conference. Conferences must be scheduled in such a way that will not interfere with said personnel's teaching responsibilities, preferably at the close of the school day.

Changes in Vital Information

School personnel must have accurate student information. Parents/guardians must provide correct and reliable information such as names, addresses (**mailing and 911**), telephone numbers, emergency telephone numbers, custody rights, etc. at the beginning of each school year when enrollment forms are filled out. Parents/guardians should contact school officials when any vital information changes during the school year.

Admission to Schools

A parent/guardian must be present to enroll a student.

Residence Requirements

A parent(s) or guardian(s) must meet one or more of the following residence requirements in order for his/her child (children) to be eligible for enrollment in a school of the School District:

1. Have established a legal residence within the area served by the School District; or
2. Have established residence in an area served by the School District based on verbal or written agreement.

Age Requirements

Children entering KINDERGARTEN must have reached their fifth (5th) birthday ON OR BEFORE SEPTEMBER 2nd.

Children entering FIRST GRADE must have reached their sixth (6th) birthday ON OR BEFORE December 31st.

Immunization Requirements

Immunization certificates (Blue Cards) as required by Alabama law, must be presented to the principal before a child can enroll in public school. Certificates are available from local physicians or local health departments. In addition, a ten-year tetanus shot is required in high school. If your child received a tetanus shot for an injury, please contact your doctor or the health department and have this information added to your child's immunization record. Also, send your child's school a copy of this documentation.

Papers and Documentation Required

A child enrolling in school for the first time in either kindergarten or first grade is requested to present to the principal the following:

- **official birth certificate (hospital records are not acceptable)**
- copy of a valid social security card(optional)
- current immunization form
- proof of residence
- documentation of guardianship, if applicable

Transfer Students

All students who transfer into the school system, regardless of age, is requested to present the following:

- **official birth certificate (hospital records are not acceptable)**
- copy of a valid social security card(optional)
- proof of residence
- recent report card or release from last school attended
- proof of immunization form
- documentation of guardianship, if applicable

All new students will be enrolled on a probationary basis until full admission is granted. It is the policy of the Lamar County Board of Education to provide all students, including language minority students, migrant students, homeless students, and students in foster care, with meaningful and appropriate educational programs, allowing all students the

same benefits and rights of participation regardless of race, color, disability, sex, religion, national origin, or age. The Board of Education assures that any barriers to the enrollment and education of students will be eliminated.

Home School Transfers / Non-Accredited Schools

Students that are transferring from homeschool settings to schools of the School District will be placed and given credit based on the following procedures established by the Board:

1. Schools that are not accredited by an accrediting agency recognized by the State Board of Education shall be considered a non-accredited school.
2. Credit for elective courses shall be transferred without validation.
3. Core courses shall be defined as English, mathematics, science, and social studies. Reading will be included at the elementary level only.
4. The principal or his/her designee will determine core course credit by supervising the administration of the school's most recent semester test for each prerequisite core course in which the parent/guardian is requesting enrollment. For each test the student passes, as determined by the school grading scale, the student shall be placed in the next level core course and credit shall be transferred for prerequisite courses.
5. For any test failed, placement shall be made by school officials, and no credit shall be transferred for the prerequisite course(s) in that subject.
6. In the event of controversial records/transcripts or the absence of records, the student shall take placement tests consisting of the school's previous semester tests for core courses.

Students Over the Age of Twenty-One

If a person's twenty-first birthday is on or before September second (2nd) in any given school year, he/she shall not be admitted to a school within the Lamar County School District without the written approval of the principal and superintendent, except that, in schools housing exceptional education classes designed for the older aged student, the principal is authorized to approve enrollments of exceptional education students in such classes. A person applying for enrollment who would not be able to graduate before his/her twenty-second (22nd) birthday must have the written approval of the principal and superintendent.

Withdrawal from the School System

When a student's parent(s) or guardian(s) moves and establishes residency in another school district, the student shall withdraw in accordance with such rules and regulations as may be prescribed by the Lamar County School System and the local school. It shall be the responsibility of the student and his/her parent(s) or guardian(s) to withdraw in accordance with the following rules and regulations:

- A signature from each of the student's teachers, including coaches, band and choral directors, librarians, and other special services personnel, indicating that the student has returned all school property that was assigned to him/her by including those that may have been assessed for damages or lost school property.
- The parent/guardian or student will be asked to complete a Withdrawal Form, with a copy given to the student or parent/guardian.
- The student's immunization form will be given to the student or parent/guardian. School personnel shall make a copy of the form to keep in school files.
- All state-owned textbooks and all state- or locally-owned library books must be turned in prior to withdrawal.

- A signature by the principal or designee, indicating that the student has met all requirements for withdrawal from the system.
- A report card and a partial grade for any fraction of the grading period should be included with the withdrawal form.

School Opening and Closing Times

Parents/guardians should note that, with the exception of students who ride buses or attend extended day programs, school personnel are not available to supervise students who arrive prior to or depart later than the times listed below:

Arrival Times:	Departure Time:
7:35 am Buildings will be open(employees-7:20)	3:05 pm Dismissal Bell (employees 3:20)
7:45 am Bell Rings	

Food Service

The administration of the Lamar County School System believes that good nutrition is very important to learning and that every child has the right to nutritious meals. Lamar County School Lunch Programs are required to meet the USDA Dietary Guidelines for Americans, which recommend that no more than 30 percent of an individual’s calories come from fat and less than 10 percent come from saturated fat. Lunch must provide one-third of the recommended dietary allowances of protein, vitamin A, vitamin C, iron, and calcium. Competing foods are not allowed in the lunchrooms. Please do not bring food from outside sources (restaurants or snack machines) into the lunchrooms. Students are not allowed to leave campus during lunch or breakfast. Students are permitted to bring lunch from home if the lunch is in a lunch box or plain paper bag. No carbonated beverages or drinks of minimal nutritional value are allowed. If you do choose to send a lunch from home, please make sure it is a nutritious lunch that includes fruits and vegetables. Meals must be paid for in advance or at the time of service. Students may be eligible for free or reduced priced meals in accordance with state and federal rules. Free and reduced priced meals applications are available at local schools and must be completed annually. Lunch menus are printed in local papers weekly, and posted in all schools.

Breakfast Prices

Reduced Price	\$.30
Regular Price	\$1.00
Board Employee	\$1.50
Visitor	\$2.25

Lunch Prices

Reduced Price	\$.40
Regular Price	\$2.50
Board Employee	\$3.15
Visitor	\$3.75

School Visitors

All school visitors, including parents, are required to secure a visitor’s pass from principal’s office upon arrival at a school campus. Further, students are not permitted to bring student visitors from other school systems or spend-the-day guests during regular school hours. **Any person on campus or boarding a school bus without proper authorization will be trespassing and subject to arrest.**

School Insurance

The School System provides parents/guardians the opportunity to purchase low-cost student accident insurance for their children. The insurance program is a service to students on a voluntary basis. The Board may require a student in certain curricular or extracurricular areas to participate in the school accident insurance program or file with

the school principal a statement from the student's parent or guardian that said student is adequately protected against accidents that may occur while participating in said activities. Athletic insurance is available at each school.

Field Trips

The following minimal procedures shall be adhered to when conducting field trips and excursions away from school:

1. Students shall be expected to exhibit good behavior and shall be subject to the same code of conduct applicable to regular classroom activities.
2. Students with five or more discipline referrals may not participate in field trips.
3. Students must have a Field Trip Parental Permission Note signed by their parent(s) or guardian(s) on file with school officials prior to departing on each school-sponsored field trip. Students not submitting a signed permission form **SHALL NOT** be permitted to participate in such activity. Blanket permission will be applicable for scheduled athletic events, and academic competitions.

Emergency Drills

Special drills will be planned monthly by the local school principal and staff to assure the orderly movement and placement of students and staff in the safest available areas.

In the event of a school lockdown, to ensure the safety of students and faculty, checkout and/or pick up procedures will be suspended until the lockdown period is over.

Fire Drills

Fire drills will be conducted in each school every month a tornado or lock down is not conducted.

Tornado Drills

Tornado drills will be conducted in each school at least once a semester during the school year, with one scheduled during the first month. Procedures for tornado drills shall be developed and conducted in accordance with local Civil Defense guidelines.

Lock Down Drills

Lock Down safety drills will be conducted in each school during the first six weeks of each semester.

All faculty and staff will also be trained yearly on the schools safety plan, harassment policy, and child abuse/neglect procedures.

Required Procedure (Tornado Watch)

In the event a tornado watch is issued for areas in which a school of the school district is located, the administrative officials of that school shall take all actions as specified in the approved Civil Defense Plan. When a tornado watch is in effect at the conclusion of the normal school day, students will be released by regular dismissal and transportation plans.

Required Procedure (Tornado Warning)

In the event a tornado warning is issued for areas in which a school of the District is located, the administrative officials of that school shall take all actions as specified in the Approved Civil Defense Plan. Under a tornado warning, students will not be released by regular transportation plans provided the warning is in effect at the time set for concluding normal school day activities, except that, students may be released during a

tornado warning to respective students' parents/guardians at the end of the school day, provided said parents/guardians come to the school and assume custody of their child.

Married Students

Married students are eligible to attend the schools of the school system and participate in regular school programs. Such students must maintain a responsible relationship to the school and other students and shall be expected to abide by all rules and regulations applicable to all students.

Pregnant Students

Students who become pregnant while enrolled in the local schools shall notify the school principal as soon as possible after the pregnancy has been confirmed. A pregnant student shall provide the principal a written statement from a licensed physician, including recommendations concerning advisability of school attendance for the pregnant student. An additional statement from her physician shall be provided each six weeks, verifying that she is physically able to continue in school. A pregnant student who chooses to remain in school during the semester in which she expects to deliver the child shall be governed by the same attendance policies, minimum course requirements and rules and regulations as all other students. However, the physical education program shall be adapted to special needs of pregnant students. In no case shall a pregnant student be removed from school or failed solely because of her pregnancy.

ACADEMICS

Minimum Standard for Promotion

In determining the promotion or retention of a student, the records are evaluated. The student's records contain, report card grades, attendance data, and information on special services.

This information is evaluated along with the social, emotional, and physical development of the student; however, the major consideration is given to the student's performance in the academic areas. The promotion/retention guidelines are to assure that all students are promoted or retained by the same standards.

These guidelines represent an effort to improve the instructional program of the Lamar County Schools as well as a means to meet the very basic minimum competency requirements as directed by the State Board of Education.

Provision I

Students will be informed and given a copy of the promotion/retention guidelines for their parents at the beginning of the school year, with each new student enrolling thereafter receiving a copy of the guidelines. Statements of review, signed by the parent or guardian stating that they have seen and understand the guidelines, will be returned to the school immediately and will be filed with each student's records.

Provision II

Students are expected to be in attendance 180 days. In order for a student to be considered for promotion or to earn credit when excessive absences occur, parents will be required to have a conference with a committee composed of the principal, teacher(s) and the counselor, and to provide justification for the absences. A student with the existence of extenuating circumstances, substantiated by a physician and documented by the principal, could be promoted or given credit if all other requirements are met; such determination is to be made by the committee.

Provision III

Parents will receive a report card of student's progress at the end of each nine-week period for ALL students (K-12).

Provision IV

In grades K-6, A student must attain passing grades in reading/language arts, mathematics, social studies and science in accordance with the system wide grading scale of related skills as outlined in the Alabama course of study for the grade level. In addition to passing grades, the student must be proficient at 50% of the grade-level assessments. Reading problems have been targeted as the number one reason for retention and special education referrals. Research indicates that up to 40 percent of Alabama schoolchildren will have difficulty learning to read and need specialized help. Without help, these children never catch up. Instead, they spend years struggling only to fall further behind. The research clearly suggests that children at risk for reading failure must be provided early diagnosis and early intervention if the efforts are to have the greatest chance for

success. The above provision is an effort to identify struggling readers as early as possible and provide intense intervention methods that will equip the students with adequate skills that will enable them to become successful readers.

Provision V

Any deviation from policy must be the decision of a placement committee consisting of:

1. Grade level teacher(s)
2. Principal
3. Counselor

A committee will determine the placement of cases in question:

- A. A student who has repeated a grade and has continued to make little or no progress after all possible remediation efforts has been made.
- B. Other cases of unusual nature.

The committee may recommend either

1. Retention
2. Promotion

The recommendation of the committee must be written on the student's cumulative folder.

Provision VI

1. A deficiency form may be used by teachers to notify parents that efforts need to be made to aid in the improvement of the student's work. This form may be sent home beginning with the second grading period.
2. Notice of possible retention may be sent at the end of the third grading period in grades K-6.

Kindergarten

Kindergarten students may be retained if there are indications of immaturity that would prohibit them from coping with the academic expectations of the first grade program. (Retention due to immaturity will be based on teacher judgment and principal recommendation.)

Seventh and Eighth Grades

A ten-year tetanus shot is required in high school. If your child received a tetanus shot for an injury, please contact your doctor or the health department and have this information added to your child's immunization record. Also, send your child's school a copy of this documentation.

1. Students in grades seven (7) and eight (8) will be required to pass (65) all four (4) core classes (Math, Science, Social Studies, and English) and two (2) other classes in order to pass to the next grade level.
2. No student will be automatically promoted to the next grade simply because of the number of years spent at any one (1) grade level.
3. Students who fail three (3) or four (4) academic classes must repeat the grade level, including all classes required for that grade level.
4. Students who fail one (1) or two (2) academic classes or do not pass at least two (2) other classes will be retained if they do not attend summer remediation sessions and complete them successfully.

5. Students who fail 2 core classes and 2 other classes will be ineligible for summer school and must repeat the grade including all classes required for that grade level.

Ninth, Tenth, Eleventh, and Twelfth Grades

A ten-year tetanus shot is required in high school. If your child received a tetanus shot for an injury, please contact your doctor or the health department and have this information added to your child's immunization record. Also, send your child's school a copy of this documentation.

In grades 9-12, students may be required to repeat individual courses based on teacher judgment (final grade average of F). The final average grade shall determine if a student passes or fails. The final course grade average shall be based on the yearly average grade (1st semester and 2nd semester divided by 2), except for those courses that are taught in their entirety in one semester.

In addition, students must earn Carnegie Units in accordance with the following plan in order to move to the next higher grade:

- 9th to 10th Grade - Students must earn at least 5 Carnegie Units.
- 10th to 11th Grade - Students must have earned a cumulative total of 10 Carnegie Units.
- 11th to 12th Grade - Students must have earned a cumulative total of 17 Carnegie Units and are on track to graduate.

Criteria for Participating in the Graduation Exercise

Students must be eligible to receive an Alabama High School Diploma in order to march in graduation exercises.

No student will be allowed to participate in graduation unless he/she completes the 24 required Carnegie Units or meets all requirements of the IEP.

Grading Categories and Percentages for Grades 7-12

Test/Quiz	60% (Minimum of four test given per 9 weeks)
Participation/Homework	40%

Alabama State Diploma

- 4 Credits: English Language Arts: English 9, 10, 11, 12 or any AP/IB/Postsecondary equivalent option of these courses.
- 4 Credits Mathematics: Algebra I, Geometry, and Algebra II w/Trig, or Algebra II or their equivalent. Additional course(s) to complete the four credits in mathematics must be chosen from the Alabama course of Study: Mathematics or CTE/AP/IB/Postsecondary equivalent courses
- 4 Credits Science: Biology and Physical Science. The third and fourth science credits may be used to meet both the science and CTE course requirement and must be chosen from the Alabama Course of Study: Science or CTE/AP/IB/Postsecondary equivalent courses.
- 4 Credits Social Studies: World History, U.S. History x2, Government/Economics or AP/IB/Postsecondary equivalent courses.
- 1 Credit Physical Education: LIFE(Personal Fitness) One JROTC credit may be used to complete this requirement.
- 0.5 Credit Health Education: Alabama Course of Study: Health Education
- 1 Credit Career Preparedness: Career Preparedness Course (Career and Academic Planning, Computer Applications, Financial Literacy)
- 3 Credits CTE and/or Foreign Language and/or Arts Education: Students choosing CTE, Arts Education, and/or Foreign Language are encouraged to complete two courses in sequence.
- 2.5 Credits Electives
- 24 Total Credits Required for Graduation

*Any postsecondary course used as a substitute must be Superintendent approved in advance.

Source: Lamar County Board of Education, Vernon AL

Adopted: April 22, 2013

Honors Endorsement Option

Students who wish to be considered for Valedictorian or Salutatorian and top ten must complete this option. To be considered for the opportunity to begin this track, students must have a final average of 85 or greater in their 8th grade math course.

- 4 Credits: English Language Arts: English 9, 10, 11, 12 or any AP/IB/Postsecondary equivalent option of these courses.
- 4 Credits Mathematics: Algebra I, Geometry, Algebra II w/Trig, PreCalculus or any AP/IB/Postsecondary equivalent of these courses.
- 4 Credits Science: Biology, Anatomy, Chemistry, Physics or any AP/IB/Postsecondary/CTE equivalent courses.
- 4 Credits Social Studies: World History, U.S. History x2, Government/Economics or AP/IB/Postsecondary equivalent courses.
- 1 Credit Physical Education: LIFE(Personal Fitness) One JROTC credit may be used to meet this requirement.
- 0.5 Credit Health Education: Alabama Course of Study: Health Education
- 1 Credit Career Preparedness: Career Preparedness Course (Career and Academic Planning, Computer Applications, Financial Literacy)
- 3 Credits CTE and/or Foreign Language and/or Arts Education: Students choosing CTE, Arts Education, and/or Foreign Language are encouraged to complete two courses in sequence.
- 2.5 Credits Electives
- 24 Total Credits Required for Graduation

*Any postsecondary course used as a substitute must be Superintendent approved in advance.

Source: Lamar County Board of Education, Vernon AL.

Adopted: April 22, 2013

Criteria for Valedictorian and Salutatorian

The following are the criteria in determining who may be eligible for the honors of Valedictorian and Salutatorian in the schools of the Lamar County School System:

- The student with the highest numerical grade average who qualifies for the Honors Endorsement shall be the class valedictorian. The students with the second highest numerical grade average who qualifies for the Honors Diploma shall be the class salutatorian.
- In calculating the numerical grade average, only those numerical grades in courses required (not electives) for the Honors Endorsement shall be computed.
- The candidate may neither transfer nor drop a subject once enrolled during the entire length of the course.
- The standing of the candidates must be computed on a numerical basis through the final exams of the senior year. If any letter grades are present, the candidate must have the respective school(s) attended submit the grades in numerical form, or he/she shall not be considered for the position of Valedictorian or Salutatorian.
- Candidates for Valedictorian and Salutatorian must be enrolled, on campus, at the high school for twelve (12) full months preceding date of their graduation.
- Any extraordinary situation or circumstance that may arise will be resolved by the principal.

Class Rankings

The board maintains that high schools should keep accurate records concerning class rankings of students. This is especially important for the twelfth graders since colleges and scholarship committees consider rankings in their acceptance process. Confidentiality of all records shall be respected as specified by law. Only the school principal or designee shall be authorized to release class rankings. Only students in the Honors Endorsement tract will be eligible for top ten designation.

Summer School Credit

Students who do not pass courses in a logical and sequential order are strongly encouraged to attend an approved summer school to earn the required credits/units necessary for orderly progression through course work. Students may only take two (2) courses per year, a total of six (6) credits in Summer School. The school system will not accept summer school credit from schools and programs that are not approved by the State Department of Education.

Report Cards

Report cards are for the purpose of transmitting an evaluation of student progress to the student and his/her parent(s) or guardian(s). Report cards shall be issued at least four (4) times during the scholastic year to all students enrolled in grades K -12 in the schools of the School District. Report cards will be sent home by students on Thursday following

the completion of each nine week reporting period for grades K-12 as defined by the Annual School Calendar.

Elementary students and parents/guardians are responsible for returning report cards to school personnel within five (5) school days after they are issued. If a report card is lost or damaged beyond use a replacement report card will be completed and reissued for a \$5.00 fee. (If applicable)

System Wide Grading Scale

Numerical grades are mandatory in grades 1 through 12 in all schools.

The following scale will be used:

A	90-100
B	80-89
C	70-79
D	65-69
F	0-64

Advanced Placement Courses:

Numerical grades in AP courses (approved by the College Board) will be weighted by adding ten (10) points. Numerical grades in Pre-AP courses will be weighted by adding five (5) points.

Schedule Changes

Any change of subjects must be cleared through the guidance counselor with approval from the assistant principal or principal within the first week of the semester. A course drop after this time may result in a failure of the course. Schedule changes will begin with seniors and proceed downward by grade.

Semester and Final Examinations

Final examinations may be used to evaluate student achievement when conducted in such a way that they estimate effectively the achievement of the goals and objectives on which learning activities have been based.

- All students in grades 7-12 shall take first and second semester examination for each course in which the student is enrolled. All first and final examinations will be administered as scheduled on the annual school calendar.
- No teacher shall schedule an examination other than in accordance with the Board approved annual school calendar.
- A special education student's IEP may or may not require semester examinations.

Exemptions:

ALL students in grades 7-12 will take mid-term (semester 1) exams. Students in grades 7-12 can exempt only two (2) final (sem. 2) exams if they meet any of the following criteria:

1. Final average of A in the course and no more than four (4) absences
2. Final average of B in the course and no more than three (3) absences
3. Final average of C in the course and no more than two (2) absences

Or

Sophomores who scored CCR on the Pre-ACT, Seniors/Juniors who scored CCR on a section of the of the ACT or Seniors who scored Platinum/Gold/Silver on the WorkKeys

may exempt the corresponding final. Note that there is no corresponding test for history. History can only be exempted for the grade/absence criteria.

NO exemptions will be allowed for a student who has any of the following:

1. Any suspension, including in-school suspensions, or disciplinary referral to Alternative School.
2. Three (3) unexcused absences from school
3. Three (3) discipline referrals to the office or any referral for skipping class.

College Entrance Requirements

Students planning to attend college should be aware that many colleges require an entrance examination. The test most used by colleges in the Southeast is the American College Testing Program (ACT). Further, students and their parents/guardians should be aware that some colleges and universities are now requiring the Advanced Diploma as a basis of admission; therefore, diploma and course selection should be made after careful consideration.

Textbooks

Students will be charged for a lost textbook and for malicious destruction of textbooks or materials.

Lost or Damaged Repayment Scale

100% during first year.

75% after completion of first year.

Reimbursement will be made to students who relocate and return textbooks after payment is made to the School District upon presentation of payment receipt.

Virtual School Option

The LCSD will provide a virtual pathway or virtual education option for students in 9-12. Students enrolled will complete coursework virtually from their computers.

Students must meet the following eligibility criteria to participate in the virtual pathway:

1. Must meet all enrollment guidelines for attending Lamar County Schools and remain in good standing.
2. Have consistent, daily access to the Internet.
3. Be on track for graduation.
4. Have and maintain an overall B average.
5. Compliance with the district's Student Acceptable Use Agreement.
6. Have no more than three (3) unexcused, full-day absences during the previous academic year.
7. Principal's discretion.

Students must meet the established attendance and academic progress criteria which will be monitored by LCSD staff. All full-time virtual students will be enrolled as a student in the high school zone in which they reside. These students will be counted in the average daily membership. All full-time virtual students will participate in all state testing and accountability requirements. Upon satisfying all graduation requirements, students enrolled in the virtual pathway will receive an Alabama High School Diploma.

Students enrolled in a virtual pathway are eligible to participate in extracurricular activities in the school in which they are enrolled, according to attendance zone. They are subject to the same requirements, including Alabama High School Athletic Association rules.

Students enrolled in a virtual pathway shall be exempt from any provision of general law, local law, or administrative rules that apply to the traditional delivery of instruction, including but not limited to, requirements to the physical presence of a student, transportation obligations, and time requirements, to the extent any of the foregoing conflict with the delivery of the virtual program.

Any online course delivery that is not provided by the Alabama State Department of Education shall be accredited by an institution recognized pursuant to administrative rule adopted by the ALSDE. Course work offered through the virtual program shall contain the required content as identified in the applicable Alabama Course of Study. Students participating in the virtual school option are subject to the following. Attendance requirements which may involve reporting to the school campus.

1. Virtual school or course orientation.
2. Guidance, counseling, and advisement sessions.
3. Conferences called by the teacher, counselor, or administrator.
4. Tests, quizzes, or assessments required by the teacher, school, or state.
5. Daily access of virtual course content and satisfying pacing benchmarks as established by the teacher.
6. Meeting all practice, rehearsal, participation, and eligibility requirements to maintain membership in an extracurricular activity.

Dual Enrollment/Dual Credit

Alabama Administrative Code, Rule No. 290-3-1-.02 "One(1) three semester hours postsecondary/college-level course shall equal (1) high school Carnegie credit in the same or related subject."

Numerical grades in dual enrollment courses will be weighted by adding ten (10) points for all Lamar County Students.

Student Eligibility:

- a. The student must be in grade 10,11, or 12 or have an exception granted by the participating postsecondary institution upon the recommendation of the student's principal and superintendent and in accordance with Alabama Administrative Code 290-8-9.17 regarding gifted and talented students.
- b. The student must have a "B" average, as defined by the local board of education policy, in completed high school courses.
- c. The student must have written approval of the appropriate principal and the local superintendent of education. Student success in dual credit/enrollment is dependent upon both academic readiness and social maturity. Approval from the principal and superintendent indicates that the student has demonstrated both.
- d. The student must meet the entrance requirements established by the participating postsecondary institution.
- e. English 11 and 12 may be substituted with English 101/102.

Student Guidelines:

- a. Only 12th grade students will be allowed early dismissal for dual enrollment off campus.
- b. Students must show proof of enrollment in a class that would require them to leave early to attend.
- c. If a student drops the class they will be required to return to their school for the remainder of the year.
- d. New documentation is required each semester.

- e. Students are not allowed back on campus during the school day unless they receive permission from the building principal.
- f. Students leaving campus for dual enrollment must have a signed release form on file in the office. (located at the back of this handbook)
- g. It is the student's responsibility to report their grades to the high school counselor as soon as possible so grades can be added to the student transcript.

NOTE: The Harry E. Bovay Jr. foundation scholarship can only be used by 12th grade students.

Fees for Elective Courses

Keyboarding \$20.00 per year
 Driver Education \$25.00 per year
 CTE Electives (Grades 9-12)... CTE fees may vary according to course

Fee Refund Procedure

Courses dropped during the drop-add period (first week), 100% refund. For in-system transfers, there will be no refund/no additional charge at new school.

Student Clubs

Student clubs or organizations sponsored by the school shall be under the direct control of the school principal. Each school club or organization shall be sponsored by a member of the faculty approved by the principal.

PTA's And PTO's

The Board and local schools encourage the organization and operation of PTA's or PTO's at all schools. Parents/guardians are urged to join these organizations and to participate actively in their efforts to assist our schools and children.

Special Education Programs

Services are provided for the following exceptional children and youth in accordance with the federal and state mandates concerning education for the disabled:

Specific Learning Disabilities	Visual Impairment
Deaf	Intellectual Disability
Blindness	Speech and Language Impairment
Multiple Disabilities	Autism
Other Health Impairment	Orthopedically Impairment
Emotional Disturbance	Traumatic Brain Injury
Hearing Impaired	Developmental Delay

Satisfactory completion of the goals and objectives developed for the exceptional student by the members of the IEP Committee will determine if the student is promoted or retained.

General information or procedures for evaluation and diagnosis is available at local schools. More specific information regarding referral procedures and/or classes may be obtained from Central Office personnel, in Vernon by telephoning 205-695-6195.

PST Problem Solving Team

Pre-referral interventions are individualized plans designed to assist in meeting regular education student's academic and behavior needs. The term PST stands for Problem Solving Team. A student support team is a school based, problem solving group. Team members discuss concerns related to specific needs of teachers and students and offer teachers assistance in resolving problems. The team is composed of regular education teachers, administrators, counselors, parents, and other individuals as needed, including special education teachers.

- Provide the ability to successfully teach all students in the regular education setting
- Identify both strengths and needs of students
- Address discipline, academic and behavioral needs for students
- Provide immediate support for teacher, parent and/or student concerns that need to be addressed in a timely manner
- Are written to specific individual needs of students and teachers
- Are interventions and strategies that can be evaluated by the level of success
- Should take into consideration learning styles and reasonable accommodations
- Are written for 8 to 10 week periods, but should be altered if unsuccessful
- Enable teachers to work hand and hand with their building principal to ensure PST plans are implemented appropriately
- Require follow-up meetings to assist in monitoring the success of the plan
- Ensure that appropriate referrals are made for special education services

Child Find

The Lamar County Board of Education urges parents, service providers and concerned citizens to contact Child Find, a program to locate, identify and evaluate individuals with disabilities or individuals from birth to age 21 who are believed to have disabilities. Early intervention in the lives of these individuals may significantly enhance their development and learning potential and can decrease the need for costly special programs.

Early location and identification of individuals with disabilities may also benefit the families as well as the education agencies involved by enabling service providers to plan for the types and degrees of disabling conditions they will be serving. Once individuals with disabilities are identified the education agencies can provide appropriate services and monitor an individual's progress, anticipate their educational needs and project the need for qualified personnel.

Anyone may make a referral or request information about available educational resources at their local school or education agency or by contacting Thomas Howell, Special Education Coordinator, Lamar County Board of Education at 205-695-7615, or by calling Child Find's toll-free telephone numbers, 1-800-392-8020 for ages 3 to 21 and 1-800-543-3098 (Voice and TDD) for ages birth through 2 years. People who use telecommunication devices for the deaf may also access Child Find by calling the Alabama Relay Services at 1-800-548-2546. The Child Find services are available Monday through Friday from 8 a.m. until 5 p.m. When a call is received, Child Find staff then will put the caller in contact with the appropriate local education agency. Child Find is a service of the state Department of Education through the collaborative efforts of its Division of Special Education Services, local education agencies and other education agencies. With this campaign and ongoing Child Find outreach efforts, the Department is working to make physicians, social workers, parents, service providers and the general public aware of the need to identify individuals who have disabilities or who may have disabilities and to refer them to Child Find.

GIFTED PROGRAM

Gifted students are students who perform at or who have demonstrated the potential to perform at high levels in academic or creative fields when compared to others of their age, experience, or environment. These students require services not ordinarily provided by the regular school program. Students possessing these abilities can be found in all populations, across all economic strata, and in all areas of human endeavor. (Alabama Code 290-8-9.12(1)).

Teachers, counselors, administrators, parents or guardians, peers, self, or any other individuals with knowledge of the student's abilities may refer a student. Additionally, all second grade students will be observed as potential gifted referrals using a gifted behavior checklist. For each student referred, information is gathered in the areas of Aptitude, Characteristics, and Performance. The information is entered on a matrix where points are assigned according to established criteria. The total number of points earned determines if the student qualifies for gifted services. For more information about the Gifted Program, please contact the Lamar County Board of Education, Special Education Department, at 205-695-6195.

Guidance and Counseling Services

Guidance and counseling personnel help students to become independent problem solvers. Counselors are available at your child's school for assistance, guidance, and support. If you have questions/concerns regarding the personal, social, educational, or career development of your child, please do not hesitate to contact a counselor assigned to your child's school.

Career Technical Education

Career Technical education programs will be offered at each high school. Career Technical training is also provided at the Lamar County School of Technology in Vernon. The mission of the School of Technology is to equip students with the skills and knowledge that allows them to provide regional industry with a 21st century workforce. As equal partners with sister academic institutions, LCST strives to deliver college and career ready students to the precipice of being productive and prosperous citizens. Participation in Career and Technical programs is encouraged for all populations of students in Lamar County in accordance with Federal and State statutes as well as Lamar County Board of Education policies and procedures.

Student Records

A cumulative record shall be kept on each student enrolled in the schools of the School District. The cumulative records shall be kept on approved forms. The local school principals shall be responsible for developing a plan that will ensure that such records are kept up to date and accurate. The Board shall provide files for each school, to assist local school principals in ensuring the safe keeping of student records. The cumulative student records shall be considered confidential and as such only the following individuals shall have free access to such records:

1. Teachers and other school officials of the School District who have a legitimate educational interest.
2. Appropriate community agencies involved in handling individual student health and safety concerns.
3. Reports to state agencies that are required to carry out the educational program, such as athletic eligibility reports, school leaver reports, etc.

Any other persons wishing to review student cumulative records shall do so in compliance with applicable laws. School officials are not permitted to take such files away from the school campuses.

Attendance

All student absences shall be designated as either excused or unexcused. A student shall be excused for absence from school for the following reasons:

1. Illness
2. Weather preventing attendance as determined by the principal
3. Legal requirements
4. Permission by principal
5. Death in the immediate family
6. The principal may excuse other absences if prior permission is given. Parents must make a request and it must be approved.
7. Students that check out of school, excused or unexcused, are not eligible for perfect attendance. Perfect attendance means all day, every day.

Unexcused Absences

Absence for reasons other than those defined above shall be considered as unexcused.

Excuses

In accordance with State Law, the parents or guardians must explain the cause of every absence of students under their control or charge. Every student, upon return to school, **must** bring a written excuse from home signed by the student's parents or guardian for each absence and present it to the principal or his/her designated representative.

The principal or designee shall ensure that the student's teacher(s) are notified whether the absence is excused or unexcused. All teachers shall cooperate with school principals to ensure that procedures established for notifying teachers are followed. **After the fifth absence, a doctor's excuse may be required. All written excuses shall be retained for the remainder of the school year.**

Makeup Work

If a student is absent for any excused reason as defined above, the student **shall be** allowed to make up assignments and/or examinations missed during said absence or absences. Documentation for the reason of the absence or absences must be provided to the principal or designee within three (3) days following the absence or absences. The student shall be responsible for contacting the teacher or teachers to arrange for make up work. Said student shall contact the teacher or teachers within three (3) days after returning from said absence to arrange to make up assignments and/or examinations. Teachers **shall not** provide make-up work for unexcused absences.

Makeup Work for Suspended Students

1. Suspensions will be recorded as excused absences. Make up work will be permitted for such absences unless permitting such work under the circumstances would be impractical or impossible, would serve no purpose, would place school personnel at risk of harm, or would be unreasonable in light of the grounds for the suspension.
2. Suspended students will adhere to the following guidelines for making up work missed during a suspension. Test/projects that were announced prior to the suspension should be made up the day the student returns from the suspension. The student will have two(2) days from the last day of the suspension to turn in missed assignments.
3. **The student shall be responsible for contacting the teacher or teachers to arrange to make up the work.**
4. For each day of suspension a student earns, his or her final nine week average will be dropped three (3) points.

Unexcused Absence Grading

Teachers shall not automatically assign zeros to students who are absent for unexcused reasons. Such students shall be assigned a zero for work missed as a result of unexcused absences, only if other students received a recorded grade.

Excessive Absences

Students who are absent for more than ten (10) unexcused class sessions during a semester must have faculty (student's teacher or teachers and principal) approval to receive credit for course work. Days when students are absent from school due to official suspension **shall not** be counted as a part of the ten (10) days.

Failure to meet specific standards identified above, for grades 7-12, do not require or mandate automatic retention of a student. Factors such as age, social maturity, and the previous promotion record must be considered. Nevertheless, the Lamar County School Board supports principal and teacher decisions to retain students that fail to perform at the levels expected. Teachers and principals are free to implement promotion and retention within the limits and flexibility established in "Promotion and Retention Guidelines". Teachers and principals have sole responsibility for determining those students who are to be promoted or retained.

School Participation Absences

Students who are away from school because of participation in official school-sponsored activities shall be marked accordingly and allowed to make up missed assignments and/or examinations in accordance with the makeup work policy.

Religious Absences

A student will be excused for religious holidays, not to exceed three (3) days, when the student's parents or guardians come in person to the school and sign a request for the student to be absent for this purpose. When this procedure is followed, the student's absences will be excused and shall not be counted toward the excessive absence clause of this policy. Students shall be allowed to makeup work missed during such absences.

Absences for Children of Military Personnel

The Interstate Compact on Educational Opportunities for Military Children provides, in part, that a student:

... shall be granted additional excused absences at the discretion of the LEA(local educational agency) superintendent or his/her designee to visit with his or her parent or legal guardian who has been called to duty for, is on leave from, or immediately returned from deployment to a combat zone or combat support posting. Notwithstanding the above, the Lamar County superintendent or his/her designee will determine the amount of excused absences per year for this purpose on a case-by-case basis.

Release Time

Students may receive released time from school during the regularly scheduled school day for the purpose of participating in instructional activities co-sponsored by the school and outside agencies and for participating in educational activities not offered by the school. A student must submit a written request signed by the parent/guardian and approved by the local principal to participate in released time activities. Such requests shall remain on file in the principal's office and shall relieve the school of all responsibility for the student during released time.

Checking Students Out Of School

All parents/guardians or other authorized persons coming to the school to check a student out of school must do so through the principal's office using the school's approved check-out plan. Such persons are not to go directly to the classrooms for this purpose. Students will not be released to persons other than the parent or guardian without verifiable written permission, personal contact, or good cause known to the principal.

Students who check out for any reason must not come back on campus for any reason, activities or class, before first reporting to the office. Students must be present over one-half of the school day in order to be counted present.

Excessive Tardiness

In order to protect instruction time, a student who is late to school or any class will be counted tardy. Excused tardiness must be cleared through an administrator.

Consequences for tardiness will be as determined by the principal.

Truancy

Truancy is the habitual and unlawful absence from school. In accordance with The Code of Alabama, the parent or guardian is responsible for requiring any student under his/her control or charge and under seventeen (17) years of age to attend school regularly except for legal absences as defined by The Code of Alabama and State Board of Education rules and regulations. Provided a student under sixteen (16) years of age becomes a truant, the parent or guardian of said student may be guilty of a misdemeanor and subject to punishment by law.

Provided the parent or guardian files a written statement in court stating that he/she is unable to control such student, the student may then be subject to action of the juvenile court.

Early Warning Truancy Prevention Program

The Early Warning Truancy Prevention Program (EWP) is based on state law and requires that a weekly report be submitted on all unexcused absences of students. The following procedures for handling truancies (unexcused absences) shall be uniformly administered throughout the Lamar County Schools:

1. First Truancy:
 - a. School personnel (teacher, counselor, assistant principal, principal) shall hold a conference with the student to discuss the truancy and subsequent action to be taken by the school and courts should a second, third, and fourth truancy occur.
2. Second Truancy:
 - a. Parents shall be notified in writing by the attendance clerk and or principal that said student was truant and dates of truancies. Students, who have consecutive unexcused absences which make their total unexcused absences three or more, will receive a letter from the principal and a "NOTICE TO APPEAR" in the Early Warning Truancy Prevention Program at the same time.
3. Third Truancy:
 - a. The parent/guardian or person having control of said child shall participate in the Early Warning Truancy Prevention Program provided by the Juvenile Court.
 - b. Attendance at this conference shall be mandatory except where prior arrangements have been made or an emergency exists. Failure to appear at the Early Warning Truancy Prevention Program meeting shall result in the filing of a complaint/petition for truancy against the child and or parent/guardian if appropriate.
4. Fourth Truancy:
 - a. The attendance officer will file a complaint/petition against the child and or parent/guardian if appropriate.
5. Ten Excused Absences:
 - a. Students who accumulate ten excused absences may also be required to attend Early Warning Truancy Program. This action will require the approval of the principal.
 - b. Students that have already attended Early Warning will have a complaint/petition filed against them, or parent/guardian, after the 3rd unexcused absence.

Excessive Absences and Suspension or Denial of Driver's Licenses

Based on Alabama Legislative Act 93-386, a student who drops out of school prior to age 19 or who does not maintain an acceptable attendance record will be denied an Alabama driver's license/learner's permit or have his/her Alabama driver's license/learner's permit revoked. At the time of application to the Alabama Department of Public Safety for a driver's license/learner's permit, the student must present a Diploma, Certificate of Graduation or documentation that he/she:

1. is enrolled in a secondary school, or
2. is enrolled and making satisfactory progress toward the GED certificate, or
3. is participating in an approved job training program approved by the State Superintendent of Education, or
4. is gainfully and substantially employed, or
5. is a parent with care and custody of a minor or unborn child, or
6. has a physician's statement that the parents of the person depend on him or her as their sole source of transportation, or
7. is exempt from this requirement based on statute 16-28-1 of **The Code of Alabama**.

Suspension of Current Driver's Licenses/Learner's Permits

Students 16 years and older who have a driver's license/learner's permit who withdraw or who are absent from school for 10 consecutive days or 15 days total for unexcused reasons during a semester shall be reported by the school authorities to the Department of Public Safety. The Department of Public Safety shall notify such persons that their driver's licenses/learner's permits will be suspended on the 30th day following notification unless reenrollment occurs or one of the other conditions is documented.

Students and/or parents/guardians should contact their school principal for additional information prior to making application to the Department of Public Safety for driver's license/learner's permit.

STUDENT CONDUCT

It is the belief of the Lamar County Board of Education that for meaningful instruction to occur, well disciplined and orderly schools are a must. The Lamar County Board of Education shall not tolerate conduct by any student in the school district which materially interferes with or substantially disrupts achievement of an atmosphere conducive to learning. Violators shall be subject to appropriate disciplinary measures designed to assure that no student interferes with the right of others to receive a quality education.

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

Each classroom teacher will deal with general classroom disruption by taking in-class disciplinary action. The teacher may make a personal call to the parent(s)/guardian(s) when feasible and/or by schedule a conferences with the parent(s)/guardian(s) and/or other school staff. When the action taken by the teacher is ineffective or the disruption is severe, the student may be referred to the principal or designee. Parents/guardians may be notified by the teacher, of students who consistently exhibit poor work habits, and/or they may be referred to a guidance counselor.

The offenses listed in Classes I, II, and III are not inclusive and students may be subject to disciplinary actions for other offenses.

Alternative Program

The Lamar County Board of Education operates an alternative program for at-risk students at the School of Technology in Vernon. Students are admitted to this program only through the referral of the local school principal and approval of the Alternative Program Placement Committee.

A more structured environment and a more stringent code of conduct are enforced in the program. The program provides a last chance for success to those students assigned. Failure to succeed behaviorally or otherwise may result in a recommendation to the Board of Education for expulsion from the school system and/or referral to the Juvenile Court.

Students that have been placed in the Alternative Program lose the privilege of going onto the campus of any Lamar County School during school hours except for transportation purposes. This includes participating in all extra curricular activities sponsored by the

Lamar County Board of Education. Students who violate this policy may be arrested for trespassing.

ACTIVITY STUDENTS AND PROHIBITED SUBSTANCES POLICY-JSA-1

The Lamar County Board of Education is ever mindful of the dangers drugs and alcohol pose to the health, safety and well-being of those students who participate in sports and other extracurricular activities. Activity Students are recognized as leaders and serve as role models for other students in the school system.

It is therefore imperative that our Activity Students refrain from any involvement with illegal drugs or alcohol, not only to project a positive image, but also to avoid jeopardizing the health and safety of others who may be involved in extracurricular activities.

All Activity Students are prohibited from possessing, using, selling, transmitting, intending to transmit, or being under the influence of a "prohibited substance," as defined in the handbook. The following are minimum penalties and a coach, faculty sponsor or other appropriate school official may impose a more severe penalty for a violation if the circumstances so warrant.

First Violation

Upon the first violation, the Activity Student shall be suspended from participation in the activity in which he/she is participating for a minimum of two (2) weeks. If the violation relates to the consumption or use of a prohibited substance, to the extent the substance is capable of being detected by a drug test, the Activity Student cannot return to competition until testing negative for the substance by an approved drug test. Further sanctions may be implemented by the coach or sponsor.

Second Violation

Upon the second violation, the Activity Student will be suspended from participating in any extracurricular competitive activity for a minimum of eight (8) weeks even if it has to carry over to the next year. If the violation relates to the consumption or use of a prohibited substance, to the extent the substance is capable of being detected by a drug test, the Activity Student cannot return to competition until testing negative for the substance by an approved drug test. Further sanctions may be implemented by the coach or sponsor.

Third Violation

The third violation shall result in the suspension of the Activity Student for a period of one full calendar year from the activity. The student before being reinstated to participate will have to test negative for the substance and undergo counseling as prescribed by a professional. Further sanctions may be implemented by the coach or sponsor.

Fourth Violation

The fourth violation will result in permanent suspension or being from participation in extracurricular competition in the Lamar County Schools.

Recognizing that participation in an extracurricular competitive activity through membership on a team, band, majorettes, cheerleaders, etc. is a privilege and not a right, Activity Students and their parent(s) or guardian(s) may be requested to give their consent to the code of minimum penalties set forth in this Handbook by signing a written consent form as a condition of the Activity Student becoming a member of the competitive extracurricular group.

Classification of Violations

This code of conduct contains three categories of violations -- Class I (minor), Class II (intermediate), and Class III (major). The principal or his designee shall determine the classification of an offense.

Class I Offenses - Local Infractions

L1.01 Excessive Distraction

Any conduct and/or behavior which is disruptive to the orderly educational process in the classroom or any similar grouping for instructional setting.

Examples: talking excessively, interrupting class functions, chewing gum, provoking other students, possession of radio, cd player, etc.

L1.02 Illegal Organizations

Any on-campus activities of fraternities, sororities, secret societies, or non-affiliated school clubs.

L1.03 Minor Intimidation of Student

Harassment, intimidation, threats or bullying means any intentional written, verbal, graphic, or physical act that a person or group of people exhibit towards another person or people. Harassment, intimidation, threats or bullying also means electronically transmitted acts via the internet, cellular phones personal digital assistant (PDAs) or wireless hand-held devices. These acts can include different behaviors including overt intent to ridicule, humiliate or intimidate another student or school personnel.

The Lamar County Board of Education is committed to ensuring the safety of students and staff. Any student who issues a threat of harm against another student or staff member or against the school environment in general, shall be subject to disciplinary action which may include suspension or expulsion by the Board of Education and could be subject to referral to the criminal justice system. This includes threats issued during any school related event.

L1.04 Minor (Games) For Money

Any participation in games of chance for money and/or other things of value.

L1.05 Excessive Tardiness

Repeatedly reporting late to school or class.

L1.06 Non-Direct Use of Profane Language

L1.07 Non-Conformity to Dress Code

L1.08 Minor Disruption on School Bus

L1.09 Inappropriate Display of Affection

Including, but not limited to, embracing and kissing.

L1.10 Skipping Class

L1.11 False Info. to School Employee

Including, but not limited to, forgery of parent's(s') name(s), intentionally providing false information to parents, such as changing grades, and concealment of information directly related to school business.

L1.12 Refusal to Complete Assignments

L1.13 Failure to Follow Instructions

Examples: Failure to carry correspondence home, failure to obey directions in the hallways, assemblies, etc.

L1.14 Unauthorized Use of School Property

L1.15 Littering or Defacing School Property

L1.16 Altering Report Cards

L1.17 Cell phone/Beeper

L1.18 Internet Violation

L1.19 Any Offense per Principal

Class I Offenses - Administrative Responses

Class I Administrative responses for Class I violations include but are not limited to the following:

Elementary Students (Grades K-6)

1. In-school conference and parental contact when warranted
2. Parental contact and disciplinary action
3. In-school disciplinary action such as probation, detention, completion of extra academic assignments, work assignments before/after school, corporal punishment, or suspension at the discretion of the principal or his/her designee.

Secondary Students (Grades 7-12)

1. In-school conference and parental contact when warranted. Special circumstances may warrant disciplinary action as outlined under subsequent offenses.
2. In-school disciplinary action such as probation, detention, completion of extra academic assignments, work assignments before or after school, in-school suspension, corporal punishment, or suspension at the discretion of the principal or his/her designee.

Class II & III State Responses

- | | |
|--|------------------------------------|
| 1. Alcohol Possession | 23. Kidnapping |
| 2. Alcohol Sale | 24. Larceny / Theft |
| 3. Alcohol Use | Possession of stolen property |
| 4. Arson | 25. Motor Vehicle Theft |
| 5. Assault | Unauthorized Use |
| 6. Bomb Threat | 26. Profanity / Vulgarity |
| 7. Burglary / Breaking & Entry | 27. Robbery |
| 8. Criminal Mischief (Vandalism) | 28. Sexual Battery |
| 9. Defiance of Authority | 29. Sexual Harassment |
| 10. Disobedience - Persistent, Willful | 30. Sexual Offenses / Other |
| 11. Disorderly Conduct | 31. Threats / Intimidation |
| 12. Disruptive Demonstrations | 32. Tobacco, Possession (Including |
| 13. Drugs, Possession | E-cigarette) |
| 14. Drugs, Sale | 33. Tobacco, Sale (Including |
| 15. Drugs, Use | E-cigarette) |
| 16. Cell Phones / beepers | 34. Tobacco, Use (Including |
| 17. Fighting | E-cigarette) |
| 18. Fire Alarm, Tampering / Setting | 35. Trespassing |
| Off | 36. Truancy / Unauthorized Absence |
| 19. Gambling | 37. Handgun, Possession |
| 20. Harassment | 38. Handgun, Sale |
| 21. Homicide | 39. Handgun, Use |
| 22. Inciting Others to Create | 40. Rifle / Shotgun, Possession |
| Disturbance | 41. Rifle / Shotgun, Sale |

- 42. Rifle / Shotgun, Use
- 43. Firearm Component, Possession
- 44. Firearm Component, Sale
- 45. Firearm Component, Use
- 46. Explosive / Incendiary / Poison Gas, Possession
- 47. Explosive / Incendiary / Poison Gas, Sale
- 48. Explosive / Incendiary / Poison Gas, Use
- 49. Other Weapon, Possession

- 50. Other Weapon, Sale
- 51. Other Weapon, Use
- 52. Knife, Possession
- 53. Knife, Sale
- 54. Knife, Use
- 55. Other / Unknown Weapon, Possession
- 56. Other / Unknown Weapon, Sale
- 57. Other / Unknown Weapon, Use
- 58. Other Incidents

Class II Offenses - Administrative Responses

Elementary (Grades K - 6)

Administrative responses for Class II violations include but are not limited to the following:

1. Parental or guardian contact and disciplinary action.
2. Suspension for one (1) to three (3) school days.
3. Recommendation for expulsion.

Secondary (Grades 7 - 12)

Administrative responses for Class II violations include but are not limited to the following:

1. Appropriate disciplinary action.
2. Suspension.
3. Recommendation for expulsion.

Class III Offenses - Administrative Responses

According to the Alabama State Department of Alabama the following offenses are considered automatic Class III offenses:

- | | |
|----------------------------------|---|
| 1. Handgun, Possession | 9. Firearm Component, Use |
| 2. Handgun, Sale | 10. Explosive / Incendiary / Poison Gas, Possession |
| 3. Handgun, Use | 11. Explosive / Incendiary / Poison Gas, Sale |
| 4. Rifle / Shotgun, Possession | 12. Explosive / Incendiary / Poison Gas, Use |
| 5. Rifle / Shotgun, Sale | |
| 6. Rifle / Shotgun, Use | |
| 7. Firearm Component, Possession | |
| 8. Firearm Component, Sale | |

Elementary (K-6) Secondary (7-12)

The disciplinary action for such offenses will be recommendation for expulsion by the principal as authorized in the procedures established by the Alabama State Department of Education.

Administrative Action:

Recommendation for expulsion.

Parent's Responsibility For Their Child's Conduct

The Board hereby advises parents/guardians of their responsibility for the conduct of their child(ren) based on Legislative Act No. 93-672 which amends Section 16-28-12 of **The Code of Alabama**. The Act has important implications for parents and students of the School System. Applicable sections of **The Code of Alabama** now reads as follows: Section I—Title 16, **Code of Alabama**, 1975, is amended to read as follows:

(A) Each parent, guardian, or other person having control or custody of any child required to attend school or receive regular instruction by a private tutor who fails to have the child enrolled in school or who fails to send the child to school, or to have him or her instructed by a private tutor during the time the child is required to attend a public school, private school, church school, denominational school, or parochial school or be instructed by a private tutor, or fails to require the child to regularly attend the school or tutor, or fails to compel the child to properly conduct himself or herself as a pupil in accordance with a written policy on school behavior adopted by the local board of education and documented by the appropriate school official which conduct may result in the suspension of the pupil, shall be guilty of a misdemeanor and, upon conviction, shall be fined not more than one hundred dollars (\$100) and may also be sentenced to hard labor for the county for not more than 90 days. The absence of a child without the consent of the principal teacher of the public school he or she attends or should attend, or of the tutor who instructs or should instruct the child, shall be prima facie evidence of the violation of this section.

(B) Any parent, guardian, or other person having control or custody of any child enrolled in public school who fails to require the child to regularly attend the school or tutor, or fails to compel the child to properly conduct himself or herself as a pupil in accordance with a written policy on school behavior adopted by the local board of education and documented by the appropriate school official which conduct may result in the suspension of the pupil, shall be reported by the principal to the Superintendent of Education of the school system in which the suspected violation occurred. The Superintendent or designee shall report such suspected violations to the district attorney within 10 days. Any principal or Superintendent of Education or his or her designee intentionally failing to report such a suspected violation shall be guilty of a Class C misdemeanor. The district attorney shall vigorously enforce this section to ensure proper conduct and required attendance by any child enrolled in the public schools.

In an effort to implement and communicate the basic principles of the Act, the Board endorses the following operational procedures:

Parents/guardians and students shall be informed of the intent of Act 93-672 and Title 16-28-12 of The Code of Alabama through the printing of the basic principles in student handbooks and/or in school newsletters. Such information should be communicated at the beginning of each school year.

The basic principles are as follows:

- A. Parents/guardians must enroll their children, i.e. all children between the ages of 7 and 16 shall be required to attend school.
- B. Parents/guardians are responsible for the regular attendance of their children.
- C. Parents/guardians are to compel their children to properly conduct himself/herself in accordance with the policies of the Board related to student behavior.
- D. Parents/guardians should be informed that inappropriate conduct or behavior on the part of their child(ren) may result in suspension from school and such suspensions will be reported to the Superintendent and District Attorney by school administrators.
- E. Parents/guardians may be subject to prosecution by the District Attorney on the third suspension of their child pursuant to Section 16-28-12 of The Code of

Alabama. Parents/guardians may be referred to the District Attorney's Office on the first or second suspension if, in the opinion of the principal, the offense committed by their child warrants such action.

School principals and/or the Superintendent are responsible for reporting violations of this Act to the District Attorney's Office.

Privacy and Property Rights: Student Searches

Federal and State laws and recent court rulings uphold the authority of school officials to conduct reasonable searches and seizures of property where there are "reasonable grounds." The law permits the county board of education, its employees, agents, or designees to conduct reasonable searches of students and seizure of student property to protect the health, safety, and welfare of all students. Searches may include the student's person, school lockers, automobiles and other personal belongings while on campus. Such student searches shall be in accordance with Board policy.

Interrogation and Searches by School Officials

School Property

Desks and lockers are public property and school authorities may make regulations regarding their use. Students, however, have the right to a reasonable amount of privacy in their lockers and desks. No school official shall inspect or search lockers unless there is a reasonable cause to believe that articles are kept there that may endanger other individuals in the school or that such articles possessed are contrary to law or the policies of the Board.

Individuals

School officials may make searches of a student and attendant personal possessions if there is reasonable cause to believe that the student is carrying articles that may endanger other individuals in the school or that such articles possessed are contrary to law or the policies of the Board. If a student is searched, it shall be in private by a school official (or their designee) of the same sex with a professional staff member of the same sex present.

By Law Enforcement Agencies

In accordance with the State Department of Education's Administrative Code, 290-030-010-06, local law enforcement agencies may make unannounced visits for the purpose of detecting the presence of illegal drugs at various school sites. In all cases such visits must be based on the following guidelines:

1. Such visits must be requested by and approved by the Superintendent and principal.
2. Such visits must be based on reasonable cause suspicion that illegal drugs are or have been present at the respective school site.
3. Such visits instigated by authority granted by this provision shall be used only to search school facilities.

Interrogation by Public Officials

Law Enforcement Officials

When law enforcement officers make it known that they wish to talk to a student while under supervision of the school, the student will be called to the office of the principal and in the presence of the officers, the school principal or his/her designated representative shall attempt to notify by telephone the student's parent or guardian of the situation.

The student will then be informed that he/she has three (3) choices:

1. The student may converse by phone with his/her parent or guardian.
2. The student may decline to talk with the officers until his/her parent(s)/guardian(s) is present.
3. The student may talk with the officers either in or outside the presence of a school official.

In case an arrest warrant is presented by law enforcement officers, the school principal or his/her designated representative shall make every effort to notify the parents or legal guardians of the student in question prior to the student's removal from the school premises.

Department Human Resources Officials

When Department of Human Resources officials make it known that they wish to talk with a student while under the supervision of the school, the principal or his/her designated representative shall seek to determine if the visit relates to child abuse or neglect. If so, the Department of Human Resources official shall be permitted to talk with the student in accordance with the following procedure.

Off-Campus Conduct

The authority of school officials to control student conduct off school grounds and outside school hours is well settled in the law. When students engage in off-campus conduct that has a direct negative impact on the school, its employees, or student body, such conduct is subject to review and action by school officials.

Due Process

Students shall be treated with fairness in all discipline matters and shall be accorded procedural due process when the discipline measures of corporal punishment, short and long term suspension or expulsion are applied. Before being punished for violation of a Board policy or local school rule and regulation the local school principal or designee shall ensure that students are accorded the following minimal due process procedures:

1. The student shall be given oral/written notice of the charge(s) against him/her.
2. The evidence supporting the charge(s) shall be explained to the student.
3. The student shall be given an opportunity to present his/her own version of the facts concerning the charge(s)
- 4.

The disciplining authority (principal or teacher, etc.) may impose appropriate discipline measures immediately following the informal due process hearing stated above. When a student is facing possible long-term suspension (more than 10 days) or expulsion, the Board shall ensure that the following due process procedures are accorded the student:

1. The right to a hearing.
2. The right to be represented by counsel.
3. The right to cross-examine witnesses.
4. The right to a written record of the Board's decision.
- 5.

Prior to the application of the above procedures to a special education student, (except gifted or speech impaired) said student's I.E.P. Committee shall be convened to determine if the student's behavior is related to the handicap. In the event it is determined that the student's handicap is not related to the behavior warranting punishment, the student shall be treated as any other student, except that, a special education student may not be suspended or expelled for more than ten (10) school days without being provided an alternative education program.

Corporal Punishment

In order to establish and maintain an educational climate conducive to learning, the Board permits reasonable corporal punishment of students in the schools of the School District. If such punishment is required, it shall be administered with care, tact, and caution by the principal or his/her designee.

Teachers shall be supported by the Board and administration in their efforts to teach good citizenship by requiring proper conduct. While teachers shall be reasonable in student-related demands, they need not tolerate disrespectful, boisterous, rough, and violent outbursts of language and temper on the part of students.

In all cases, corporal punishment shall be administered in accordance with the following guidelines:

1. In cases where a student maintains innocence of the offense, a brief but adequate statement of the reasons and supporting evidence shall be given orally to the student with an opportunity for the student to explain his/her side. Based upon all facts, if the situation warrants it, corporal punishment may then be administered without delay.
2. A teacher or principal may administer corporal punishment only in the presence of a teacher, administrator, or other school board employee (preferably the same sex as the offender), who should be informed beforehand of the reasons for the punishment.
3. The instrument used in corporal punishment should be wisely selected.
4. Corporal punishment should not include more than three (3) licks administered to the buttocks. Other forms of corporal punishment are not permitted in the schools of the School District.
5. Utmost care, tact, and judgment shall be exercised, and all cases of corporal punishment shall be documented by the person administering the punishment and delivered to the principal in a timely fashion.
6. School principals or teachers who have administered corporal punishment shall provide the student's parents or guardians, upon written request, an explanation of the reason(s) and the name of the witness.
7. Corporal punishment shall be administered in the office of the principal or in such place or places as may be designated by the principal.
8. Corporal punishment shall not be administered in the visual presence of other students in the classroom.

9. Those administering corporal punishment shall consider the age, size, sex, and overall physical condition of the student.

10. Corporal punishment shall not be administered in anger or with malice.

The local school principal and professional staff shall utilize all practical ways and means of helping students with problems and of inducing them to accept and act upon conduct standards approved for the school before resorting to corporal punishment.

Suspensions

Any form of Suspension is defined as the temporary removal of a student from a school for violation of school rules or regulations. The principal has the authority to suspend a student from school for up to ten (10) days. The decision to suspend will be based upon a violation(s) of the Student Code of Conduct. The suspension will be in accordance with prescribed Board Policy, and will result in ending the exemption status and participation in school sponsored activities.

Expulsions

Expulsion is defined as the removal of a student from a school for violation of school rules or regulations for a period of time prescribed by Board Policy relating to Due Process. The principal has the responsibility to recommend student expulsion to the superintendent for Board action.

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

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

If a person is found to have violated a local board of education policy concerning drugs, alcohol, weapons, physical harm to a person or threatened physical harm to a person, the person may not be readmitted to the public schools until criminal charges, if any, have been disposed of by appropriate authorities and the person has satisfied all other requirements imposed by the local board of education as a condition for readmission. (Act 94-78)

Unapproved Drink Containers

Students are not to bring drinks from home in unapproved containers. These will include, but are not limited to; restaurant cups, tumblers, Yeti containers (or like containers), or any other non-sealed or open container. Contents in such container may be inspected by school personnel and disposed of.

Firearm and Weapons

No person shall knowingly with intent to do bodily harm carry or possess a deadly weapon on the premises of a public school. Possession of a deadly weapon with the intent to do bodily harm on the premises of a public school or school bus is a Class C felony. (Note: The term deadly weapon: means a firearm or anything manifestly designed, made, or adapted for the purpose of inflicting death or serious physical injury, and such term includes, but is not limited to a bazooka, hand grenade, missile, or explosive or incendiary

device; a pistol, rifle, or shotgun; or a switchblade knife, gravity knife, stiletto, sword, or dagger, or any club, baton, billy, black-jack, bludgeon, or metal knuckles.) (Act 94-817)

In accordance with the Gun Free Schools Act of 1994, a student who brings or possesses a firearm or a reasonable facsimile of a firearm and presents it as a real firearm, or weapon as defined below on school property or to any school sponsored activity, will be expelled from school for not less than one calendar year. Such student shall be referred for criminal or juvenile prosecution.

Any person over the age of 14 who is convicted of the crime of possession of a pistol on the premises of a public school, or a public school bus, shall be denied issuance of a driver's permit or license to operate a motor vehicle for 180 days from the date the person is eligible and applies for a permit or license. If a person over age 14 possesses a driver's license on the date of conviction the driver's license will be suspended for 180 days. (act 94-820)

Automobile and Motorized Vehicle Use By Students

Students **must have a valid** driver's license and evidence of liability insurance before they are authorized to bring a vehicle on school premises. Further, students may be required to purchase a parking permit. All students should park only in approved areas. Violation of this policy may result in arrest and prosecution in accordance with Alabama law and/or disciplinary action by local school officials.

Theft or damages incurred to vehicles parked on campus shall not be the responsibility of the local school nor the Lamar County Board of Education.

Student Transportation and School Bus Conduct

Any person boarding a school bus without proper authorization will be trespassing and subject to arrest.

Lamar County School Bus Drivers will not open the bus door if any adult is within 20 feet of the bus. Drivers have been instructed to drive off if an adult is within this "Safe Zone". Law enforcement will be notified of the incident.

School buses are considered as an extension of the classroom and all students are required to conduct themselves on buses in a manner consistent with established standards for classroom behavior. In accordance with established law, student transportation at public expense is a privilege and not a right. Students may have bus-riding privileges suspended or revoked for failing to follow established school bus rules and regulations.

The following regulations shall apply to all students riding school system owned or leased buses:

1. Students are responsible to the bus driver while riding the bus.
2. Students are subject to their school's student code of conduct while riding school buses.
3. Students shall not ride school buses on trips other than regular runs without filing permits with the principal that have been authorized by their parent(s) or guardian(s) for such trips.

4. Students shall be required to get on and off buses only at stops approved for them and at no other stops without the written approval of the principal.
5. Students should adhere to the following rules while riding school buses:
 - a. be on time at the designated pickup sites
 - b. stay off public roads while waiting for the bus
 - c. wait for the bus to stop before attempting to board
 - d. keep all body parts inside the bus at all times
 - e. assist in keeping the bus safe and clean
6. Students shall refrain from loud talking or behavior that may divert the driver's attention
7. Students shall refrain from damaging the bus (pay for any damage to seats, windows, etc.);
8. Students should not bring bottles, food, etc., onto the bus on regular routes;
9. Students should leave no books, lunches, etc., on buses;
10. Students shall keep aisles of the bus unobstructed at all times;
11. Students shall help with the comfort and safety of smaller students;
12. Students should not throw anything out of bus windows;
13. Students shall remain in their seats while on the bus;
14. Students shall remain quiet when the bus is approaching a railroad crossing;
15. Students shall, in case of a road emergency, remain in the bus or follow the driver's instructions; and
16. Students shall not bring balloons or glass containers on a bus.

Students should adhere to the following requirements when exiting and crossing in front of the bus.

1. Make certain that the bus has come to a complete stop, that the door is still open and that the stop signal is extended
2. Cross in front of the bus within sight and hearing of the driver, look both ways, and stay out of the line of traffic until the path across the roadway is free from danger
3. Proceed across the roadway upon signal from driver or bus patrol; and proceed with extreme caution across four lane roadways.

Dress Code

1. Students must wear shoes unless special permission is granted by the principal.
2. Apparel, which renders one's appearance as suggestive or indecent, shall not be worn. Skirts and dresses should be worn at a mid-knee or below. No strapless or spaghetti strapped clothing or clothing that exposes the mid-riff or back will be worn.
3. Shorts of mid-knee length may be worn by students in grades 5 through 12 during the school day. Slacks, jeans, or Capri pants must reach the knee or below. Shorts for students in grades K-4 must be appropriate to the age and maturity of the child.
4. The waist of pants must be worn at the waistline. (No sagging pants.)
5. Clothing with inappropriate designs, symbols, slogans or pictures is prohibited, including that which condones violence, racism, or the use of drugs or alcohol. This includes clothes displaying slogans and pictures related to wrestling and inappropriate rock or music groups.
6. No visible body piercing jewelry is allowed other than earrings worn in the ear.
7. Hats, caps, unapproved headwear, sunglasses, and gloves are prohibited without special permission of the principal in grades K-12.

8. Apparel deemed by the principal to be gang related, shall not be worn.
9. Clothing must be in good taste for the age, maturity, and size of the student.
10. When the dress, appearance, or actions of an individual substantially disrupts the teaching-learning process, the principal has the authority to take disciplinary actions.
11. Coaches of athletic teams may make requirements beyond these with regard to athletes.
12. Stretch pants and other tight-fitting apparel are not allowed unless appropriately covered.
13. Pajamas and other sleepwear are not allowed.

Students Leaving School Campus

A student is not permitted to leave the school campus during regular school hours except in accordance with the provisions that follow.

1. A student's parent or guardian may come to the school in person and check his/her child out of school. A student may not be checked out of school by persons other than his/her parent or guardian or someone specifically designated by the student's parent or legal guardian.
2. A student may bring a written note signed by the student's parent or guardian and upon approval of the local school principal or designee may be permitted to leave the school campus. All written parental requests shall remain on file in the principal's office for the remainder of the school year.
3. In emergency situations, the school principal or designee may permit a student to leave the school campus based upon a telephone request from the student's parent or guardian. In such instances, the principal or designee shall attempt to re-contact the student's parent by telephone to confirm the request.

Any student violating this policy shall be subject to disciplinary action by the local school principal.

Student Complaints and Grievances

Students have both the right and the responsibility to express school-related concerns and grievances to the teachers and school administrators.

The normal procedure usually followed by any student is to discuss the matter with a teacher directly involved. When the nature of the grievance dictates otherwise, the student upon notifying the teacher directly involved may request a meeting with the school principal. Such meetings should be granted within two (2) working days at a reasonable time and place. One faculty member of the student's choice or his/her parent(s) or guardian(s) may be present at such meeting.

It is expected that most grievances will be resolved satisfactorily at this level. However, in the event that it cannot be settled by this procedure, then the student through his/her parent(s) or guardian(s) may pursue the grievance to the Superintendent of Schools and to the Board.

Cell Phones in Lamar County Schools

Use of wireless communication (i.e. cell phones or other wireless communication devices including smart watches) during school hours is prohibited.

Wireless communication devices and cell phones must be turned off during school hours. A wireless communication device may be confiscated if it is out in view, if it rings, or if it is being used in any way. Confiscated devices may be retrieved only by a parent/legal guardian outside of school hours. Circumstances arising from the unauthorized use of wireless communication may result as a Class II, or in a Class III offense.

Any student found guilty of using a device to photograph or produce video on school campus without the expressed written consent of the administration will be subject to disciplinary action by the Lamar County Board of Education. Devices include, but not limited to, cellular phones, computers, video recorders, I-Pads, and PDA's. Any postings on YouTube, Facebook, MySpace, Twitter, or other computer network videos during school hours shall be evidence of prohibited use of electronic devices on school property.

Note- The disciplinary action for this offense will be subject to the nature of the offense and will be left to the discretion of the administration.

The Lamar County Board of Education is not responsible for any lost, damaged or stolen devices.

Cell Phone Discipline

1ST Offense – Loss of cell phone for one (1) day, parent or designee must pick up

2nd Offense – Loss of cell phone for one (1) week

3rd Offense – Suspended from school for one (1) day

After 3rd Offense - Suspended from school for one (1) day per additional violation

Refusal to give up cell phone to an administrator or teacher will result in suspension.

Personal Computer Use in Lamar County Schools

Unauthorized use of personal computers (i.e. lap tops, I-Pads, E-Readers, Kindles, or other personal devices) during school hours, unless used for supervised classroom instruction, is prohibited.

These devices may only be used under the direct supervision of the classroom teacher.

Logging on to the internet is prohibited unless directed by the classroom teacher.

Circumstances arising from the unauthorized use of personal devices may result as a Class II, or in a Class III offense.

Refusal to give up the device to an administrator or teacher will result in suspension.

Note- The disciplinary action for this offense will be subject to the nature of the offense and will be left to the discretion of the administration.

The Lamar County Board of Education is not responsible for any lost, damaged or stolen devices.

Section 16-1-27

Use of electronic communication devices on school property

- A. A local board of education may permit any pupil to carry a pocket pager, cellular telephone, or other electronic communication device while on school property and may permit any pupil to use a pocket pager, cellular
- B. telephone, or other electronic communication device, when such use is expressly and specifically permitted by the school administrator, teacher, or employee who is acting in a supervisory capacity at the time of the use.
- C. Any pupil found in violation of this section shall be subject to suspension by the board of education.

- D. Each local board of education may adopt a local policy that pertains to pocket pagers, cellular telephones, and other electronic communication devices.
- E. Any student found guilty of using a device to photograph or produce video on school campus without the expressed written consent of the administration will be subject to disciplinary action by the Lamar County Board of Education. Devices include, but not limited to, cellular phones, computers, video recorders and PDAs. Any postings of YouTube, FaceBook, MySpace or other computer network videos during school hours shall be evidence of prohibited use of electronic devices on school premises.

Note- The disciplinary action for this offense will be subject to the nature of the offense and will be left to the discretion of the administration. (Acts 1989, No. 89-953, p. 1880, § 1; Act 2006-530, p. 1224, § 1.)

Alabama State Department of Education Policy

Use of Digital Device During the Administration of a Secure Test

Student Policy

The possession of a digital device (including but not limited to cell phones, MP3 players, cameras, or other telecommunication devices capable of capturing or relaying information) is strictly prohibited during the administration of a secure test. If a student is observed in possession of a digital device during the administration of a secure test, the device will be confiscated.

If a student is observed using a digital device during the administration of a secure test, testing for the student will cease, the device will be confiscated and is subject to search, the student will be dismissed from testing, and the student's test will be invalidated.

Local education agency (LEA) personnel will make all students, parents, and/or guardians aware of this prohibition through inclusion of this policy in the Student Code of Conduct Handbook and other regularly used modes of communication.

Seclusion and Restraint for ALL Students.

1. Definitions.

- a. Chemical Restraint - 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's medical or psychiatric condition. Use of chemical restraint is prohibited in Alabama public schools and educational programs.
- b. 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. The term does not include an adaptive or protective device recommended by a physician or therapist when used as recommended by the physician or therapist to promote normative body positioning and physical functioning, and/or to prevent self injurious behavior. The term also does not include seatbelts and other safety equipment when used to secure students during transportation. Use of mechanical restraint is prohibited in Alabama public schools and educational programs.
- c. Physical Restraint - Direct physical contact from an adult that prevents or significantly restricts a student's movement. The term physical restraint does not include mechanical restraint or chemical restraint. Additionally, physical restraint does not include: providing limited physical contact and/or redirection to promote student safety or prevent self-injurious behavior, providing physical guidance or prompting when teaching a skill, redirecting attention, providing guidance to a location, providing comfort, or providing

limited physical contact as reasonably needed to prevent imminent destruction to school or another person's property. Physical restraint that restricts the flow of air to the student's lungs: 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. Use of this type of restraint is prohibited in Alabama public schools and educational programs.

- d. 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. 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 in paragraph (1 .Xvi) of this rule, in-school suspension, detention, or a student-requested break in a different location in the room or in a separate room. Use of seclusion is prohibited in Alabama public schools and educational programs.
- e. Time-out - A behavioral intervention in which the student is temporarily removed from the learning activity. Time-out is appropriately used when
 - i. The non-locking setting used for time-out is appropriately lighted, ventilated, and heated or cooled.
 - ii. The duration of the time-out is reasonable in light of the purpose of the time-out and the age of the child; however, each time-out should not exceed 45 minutes.
 - iii. The student is reasonably monitored by an attending adult who is in reasonable physical proximity of the student and has sight of the student while in time-out.
 - iv. The time-out space is free of objects that unreasonably expose the student or others to harm.

2. Requirements

- a. The use of seclusion is prohibited in Alabama public schools and educational programs.
- b. The use of any method of physical restraint that restricts the flow of air to a student's lungs is prohibited in Alabama public schools and educational programs.
- c. The use of mechanical restraint is prohibited in Alabama public schools and educational programs.
- d. The use of chemical restraint is prohibited in Alabama public schools and educational programs.
- e. 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.
- f. 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.

Restraint

Restraint is used only as a last resort, when someone is hurting self or others, or when harm is imminent.

Notification

The Lamar County School District's policy on Seclusion and Restraint for all Students will be included in the student handbook. Upon entry into a school, each student will receive a handbook containing said policy.

Staff Training

The Lamar County School District will ensure that faculty and staff are trained in the use of physical restraint. This training shall be provided as part of a program that addresses techniques and strategies that focus on:

- Preventing the need for restraint
- Keeping staff and students safe during required restraints
- Identification of antecedent behaviors
- Use of positive behavior supports
- Crisis prevention, de-escalation and conflict management
- Information regarding state regulations pertaining to the use of physical restraint
- Certification for school personnel trainers and re-certification as required by the training program

Schools must maintain written documentation on trainings provided and a list of participants in each training. Records of such training must be made available to the ALDOE and any member of the public upon request.

Administrators will monitor the use of physical restraint to ensure fidelity of implementation. Coaching and follow-up training should be provided on an on-going basis and any situations in which the procedures are not followed should be immediately reported.

Reporting

- The use of restraint must be documented and a debriefing session held by staff or faculty participating in or supervising the restraint for each student in each instance in which the student is restrained. This documentation will be provided using an incident report that is completed for each student in each instance in which the student is restrained.
- A monthly summary report will be forwarded to the Lamar County Board of Education from each school. This report and all documentation will be reviewed monthly by central office administrators.
- An annual report shall be compiled and submitted to the board outlining all uses of physical restraint, debriefing sessions and any prohibited use of seclusion and chemical, mechanical, or physical restraint.
- Written parental notification shall be provided within one day when physical restraint is used to restrain their child. This notification will also include a copy of the incident report. Parents will also be notified in advance of the debriefing session that will be held and be afforded an opportunity to attend the session or request that the debriefing session be rescheduled so they may attend.

- Documentation of all instances of physical restraint and any prohibited use of seclusion and chemical, mechanical, or physical restraint will be reported to the Alabama Department of Education (Prevention and Support Services Section) annually.

Protection Skills

- Spacing and stance
- Moving backwards
- Protection against kicks
- Protection against strikes
- Releasing a bite
- Hair pull release using finger weave
- Hair pull release using knuckle pressure
- Front choke release
- Forearm choke neutralization
- Object recovery
- Moveable object release
- Neutralizing a bear hug

Physical Restraint Techniques

- Basket hold restraint
- Follow down technique and horizontal restraint
- Bear hug restraint
- Two person escort

Harassment

Any harassment should be reported immediately to a teacher, guidance counselor, or principal. All reported harassment incident(s) will be handled according to the Lamar County Board of Education Policy.

Lamar County Anti-Harassment Policy

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

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

Section 2. Definitions.

The term "harassment" as used in this policy means 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, 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 set forth in Section 3(b) below. To constitute harassment, a pattern of behavior may do any of the following:

1. Place a student in reasonable fear of harm to his or her person or damage to his or her property.
2. Have the effect of substantially interfering with the educational performance, opportunities, or benefit of a student.
3. Have the effect of substantially disrupting or interfering with the orderly operation of the school.
4. Have the effect of creating a hostile environment in the school, on school property, on a school bus, or at a school-sponsored function.
5. Have the effect of being sufficiently severe, persistent, or pervasive enough to create an intimidating, threatening, or abusive educational environment for a student
 - a. The term "violence" as used in this policy means the infliction of physical force by a student with the intent to cause injury to another student or damage to the property of another student.
 - b. The term "threat of violence" as used in this policy means an expression of intention to inflict injury or damage that is made by a student and directed to another student.
 - c. The term "intimidation" as used in this policy means a threat or other action that is intended to cause fear or apprehension in a student, especially for the purpose of coercing or deterring the student from participating in or taking advantage of any school program, benefit, activity or opportunity for which the student is or would be eligible.
 - d. The term "student", as used in this policy, means a student who is enrolled in the Lamar County School System

Section 3. Description of Behavior Expected of Students.

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

Section 4. Consequences for Violations.

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

Section 5. Reporting, Investigation and Complaint Resolution Procedures.

- A. Complaints alleging violations of this policy must be made on Board approved complaint forms available at the principal's and or counselor's office. The complaint must be signed by the student alleging the violation or by the student's parent or legal guardian and delivered to the principal or the principal's designee either by mail or personal delivery. At the request of the complaining student or the student's parent or legal guardian, incidental or minor violations of the policy may be presented and resolved informally.
- B. Upon receipt of the complaint, the principal or the principal's designee will, in their sole discretion, determine if the complaint alleges a serious violation of this policy. If the principal or the principal's designee will undertake an investigation of the complaint. The investigation will entail the gathering of relevant facts and evidence and will be conducted in a reasonably prompt time period taking into account the circumstances of the complaint. If the investigation establishes a violation, appropriate disciplinary sanctions will be imposed on the offending student(s). Other measures that are reasonably calculated to prevent recurrence of the violation(s) may also be imposed by the principal or school system.
- C. Acts of reprisal or retaliation against any student who has reported a violation of this policy or sought relief provided by this policy are prohibited, and are themselves a violation of this policy. Any confirmed acts of reprisal or retaliation will be subject to disciplinary sanctions that may include any sanction, penalty, or consequence that is available to school officials under the Code of Student Conduct. A student who deliberately, recklessly, and falsely accuses another student of a violation of this policy will be subject to disciplinary sanctions as outlined in the Code of Student Conduct.
- D. The complaint form developed to report violations of this policy will include a provision for reporting a threat of suicide by a student. If a threat of suicide is reported the principal or the principal's designee will inform the student's parent or legal guardian of the report.

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

This policy and any procedures, rules, and forms developed and approved to implement the policy will be published, disseminated, and made available to students, parents and legal guardians, and employees by such means and methods as are customarily used for such purposes, including publication on the Lamar County Board of Education's website. The Student Harassment Referral Action Form and the Harassment Report Form can be found in the back of this handbook.

Title Programs

We would like to remind all parents of their involvement in our local schools. When schools work together with families to support learning, children are inclined to succeed not just in school, but throughout life. Three decades of research have shown that parental participation in schooling improves student learning. Such participation of parents and families is critical not only in the very beginning of the educational process, but throughout a child's entire academic career. Title I is a supplementary, federally funded educational program. Eligibility is based on the number of students within each school who are approved to receive free or reduced lunch. The program is implemented in qualifying schools to provide an enriched and accelerated learning environment for students. Achievement of high academic standards is promoted through the services and resources provided by Title I funds. The goal of Title I is to enhance student success by providing a high-quality curriculum and instruction in a supportive and effective learning environment. These funds help our schools provide services and materials to help our students achieve the goals outlined in the Every Student Succeeds Act.

School Curriculum

Lamar County Schools provide a curriculum that is mandated by the Alabama State Department of Education. The Alabama Course of Study is followed in all applicable subjects. We also provide research-based instruction in the following ways: Alabama Reading Initiative Program, Voyager Intervention, and supplemented with the Accelerated Reading Program.

Parental Involvement

Parental involvement is an integral part of the Title I program. Parents are a child's first teacher and very important in a child's education. Title I places a lot of emphasis on the parents and how they can help a child succeed in school. We want you to understand what the school is doing and how you can help your child by becoming actively involved in all aspects of the process of the Title I program. Opportunities for active parent participation should include, but not limited to, open house, parent workshops, school-parent compacts, parent-teacher organizations, and conferences.

Parent Involvement Policy and School-Parent Compact

Each Title I school receives input from parents for the development of a parent involvement policy and a school-parent compact. The parent involvement policy explains how the school plans to work with parents to review and improve parent programs and describes how parents can become involved in the education of their children. The school-parent compact outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement.

The "Parents' Right To Know," Title I, Part A, Section 1111(h)(6) of the Every Student Succeeds Act of 2016 (ESSA), requires each local education agency (LEA) to notify parents of each student attending a Title I-participating school that they may request information regarding the professional qualifications of their child's teacher(s).

The information regarding the professional qualifications of the student's classroom teacher(s) will include, at a minimum, the following:

1. Whether the teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
2. Whether the teacher is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived.
3. The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree.
4. Whether the child is provided services by paraprofessionals and, if so, their qualifications.

On request, the Lamar County Board of Education will provide each Title I school parent with information regarding the professional qualifications of their child's teacher(s). This information may be requested from your local principal and disseminated from the office of the Superintendent of Education. A letter will be mailed or hand delivered in a face-to-face meeting to each parent upon request in a Title I-participating school. Title I funds will be used to mail the letters to parents. The request from the LEA can be mailed or hand delivered in a face-to-face meeting as requested by the parent.

This information will also be sent to parents in a uniform format on each school's letterhead and signed by each school principal. The letter will be mailed to the parents of children in the classroom where the substitute teacher will be assigned for four or more consecutive weeks. Title I funds will be used to fund the cost of mailing the letters to parents.

The Lamar County Board of Education will comply with the requirements related to Parents' Right-to-Know and Parental Notification. Each school will be provided a copy of this plan, and the LEA will revise the plan each year as necessary.

Conclusion

It is the goal of the Lamar County School System to provide opportunities for children served through supplemental academic services by Title I to acquire the knowledge and skills necessary to meet the challenging state content standards.

Title I plans will be made available to any staff, parent, or the public through your local principal's office on request. All Lamar County Schools welcome input and suggestions from parents and community members.

LAMAR COUNTY TITLE I PLAN

LEA Plan And Provisions

Section 1112(b)

Each LEA should have:

- An effective plan date and an indication of LEA approval by an authorized individual or entity.
- Documentation of the process employed in the development, approval, and regular revision of the plan.
- Communication documents, agenda, minutes/notes of meetings and sign-in sheets.
- Procedures and practices in place for disseminating individual student assessment results to teachers and parents.
- Each plan should reflect current SDE and LEA policies; e.g., ACCESS, etc.

DOCUMENTATION REQUIREMENTS

In General - To help low-achieving children meet challenging achievement academic standards, each local educational agency plan shall include:

- A. (A) A description of high-quality student academic assessments, if any, that are in addition to the academic assessments described in the State plan under section 1111(b)(3), that the local educational agency and schools served under this part will use—Although the ACT Aspire is the primary means of determining yearly student progress toward achieving content and performance standards, other indicators will be used within each school to

determine success. Each school in the Lamar County School District uses the Global Scholar for screening and intervention and progress monitoring purposes. We have specific criteria for testing students throughout the year. Progress monitoring occurs on a regular basis for students who score below benchmarks. The district utilizes the assessments that accompany the reading and mathematics textbooks. Classroom observations, feedback from the Advisory Committee and informal evaluations contribute to the assessment data. Other indicators of attainment of goals include: grades, promotion data, reading levels, D.I.B.E.L.S.

- B. At the local educational agency's discretion, a description of any other indicators that will be used in addition to the academic indicators described in Section 1111 for the uses described in such section. Using the information from the various indicators such as test data, promotion data, and report card grades, local school teams determine what program revisions are needed to insure that all students make adequate progress and achieve high standards. Also, this data will help determine weaknesses in curriculum. Modifications in the Title program and the regular curriculum will be implemented accordingly.
- C. A description of how the local educational agency will provide additional educational assistance to individual students assessed as needing help in meeting the State's challenging student academic achievement standards. The educational reform efforts in Lamar County are designed to promote achievement and accountability as established by Alabama Laws, 95-313 and 95-314. Increased involvement in decision-making and increased accountability at the local level is for the primary purpose of promoting increased student learning.
 - a. Specific measures to improve the educational program for students who have academic difficulties have been implemented by the school system. Tiered instruction in the elementary grades is incorporated throughout the district. At the high school level, there is a RTI period scheduled daily to assist students who need intervention. An alternative school meets the needs of certain students more appropriately. Also, the At-Risk program targets dropouts, students with behavior problems, and below-grade level functioning students. A comprehensive technology plan is in place. Curriculum revisions, including core academic courses as well as varied electives, have been instituted. In addition, the school system is involved in the following improvement strategies: investigating alternative school calendars, utilizing increased technology, including distance-learning, implementation of the Alabama Reading Initiative.
- D. A description of the strategy the local educational agency will use to coordinate programs under this part with programs under Title II to provide professional development for teachers and principals and, if appropriate, pupil services personnel, administrators, parents, and other staff including local educational agency level staff in accordance with sections 1118 and 1119.

Professional Development

- Professional development activities will be developed and conducted in accordance with the local Comprehensive Professional Development Plan. Through substantial and ongoing professional development, teachers will be enabled to improve their skills, resulting in a higher quality of instruction. Improved instruction results in increased student achievement.
- To insure that meaningful professional development occurs, programs will be designed to address identified needs. Test data and the trends noted serve as indicators of strengths and weaknesses in student performance as well as in instruction. This information will provide a basis for in-service training. Also, the In-service Center needs assessment, school improvement plans, and teacher surveys will be used to determine professional development needs.

Professional Development Plan for Federal Funds

The overall goal of the professional development program is to provide ongoing, sustained, intensive, classroom focused, and high-quality professional development activities that will result in improvement in instruction. Improved instruction will enable all children to increase achievement. The entire professional development program will focus on promoting expectations for all students to achieve high-content standards and achievement. This goal will be accomplished in part by providing school personnel with opportunities to participate in professional development activities that will foster improvement in instruction. Effective professional development will be provided partially by Title I, Title II, and State Professional Development funds.

The specific goals of the professional development program include:

1. Aligning professional development with state content and student performance standards.
2. Providing ongoing, sustained, intensive, classroom-focused, and high-quality professional development that has a lasting impact on instruction.
3. Supporting systemic reform by utilizing all resources to provide professional development.

The Professional Development Program will be based on a comprehensive needs assessment. Sources of needs assessment include: test data, grades, promotion data, teacher surveys, administrator evaluations of teacher, and teacher self-evaluations. In depth analyses of, D.I.B.E.L.S. data, AAA assessment data, curriculum, grades, and promotion data will serve as indicators of specific needs both at the school and system level. To address needs, a number of strategies will be implemented. School faculties will meet on a regular basis for planned programs. Each school's areas of study will reflect identified needs. Possible topics for study include, but are not limited to: analysis and interpretation of test data; review of curriculum plans; cross-grade-level discussions to promote continuity and coordination of instruction and content; development of specific curricula; utilization of technology to improve instruction; reports from conference participants, and presentation of teaching strategies to meet diverse student needs.

Teachers will be encouraged to visit other classrooms that are noted for quality instruction to gain new ideas for teaching. Release time and travel reimbursement will be provided to give teachers opportunities to participate in conferences and workshops that are conducted by professional organizations or universities. Such conferences include, but are not limited to, the Alabama Reading Conference, the Alabama Educational Technology Conference, Sea Lab, Space Camp, Alabama Science Teachers Conference, Kindergarten Conference, NCTM, Mega Conference, Science In Motion, and Integrated Science. Participation in other workshops and in-service programs provided by the University In-service Center, the State Department of Education, and other agencies will be encouraged. All participants in these professional development activities will share with colleagues the information gained.

In addition to activities at the individual schools, system-level programs will involve personnel from all schools. The primary focus of these programs will be curriculum development and planning and implementing technology. For teachers who work with Title I students, Title I funds will be used to provide opportunities to learn new techniques and strategies which will lead to greater success for students to meet state standards. Title II funds will be used to provide training for all teachers to utilize technology and to acquire teaching methods that will encourage students to develop complex thinking skills and problem-solving skills. In addition, other available local, state, and federal funds, will be used to fund the Professional Development Program. A number of opportunities for professional development are provided by the State Department of Education, the University of Alabama In-service Center, and local in-service funds. At each school, the Federal Programs Committee will be responsible for evaluating each request for Title I and Title II professional development funds and determining if the proposed activity meets the stated criteria. Student performance on the D.I.B.E.L.S, ACCESS, and AAA will determine some pd needs. However, teacher surveys and questionnaires will be used to evaluate the effectiveness of the activities. The local indicators will serve as the criteria by which the Professional Development Program will be judged.

E. A description of how the local educational agency will coordinate and integrate services provided under this part with other educational services at the local educational agency or individual school level, such as:

Coordination and Integration of Services

Education services will be coordinated and integrated to target improved student achievement most effectively. Ongoing collaboration across programs and alignment of state, local, and federal efforts will increase effectiveness, eliminate duplication, and reduce fragmentation of services. At each school, funds from all sources will be used to implement the overall school improvement plan.

Title I funds provide academic programs to assist students to meet state standards. Title I services will be coordinated with other educational services to insure that the needs of students are met while at the same time avoiding duplication of services. Special education students are eligible for Title I services on the same basis as other students. Title I personnel are to be included in IEP meetings when Title I services are considered beneficial for students with disabilities. Through collaborative planning at the school level, services for children with limited-English proficiency will be coordinated. Although no migratory or neglected or delinquent are identified currently, policies are in place to insure that such children will receive proper services in the event of their enrollment in the school system.

To promote improved instruction, Title I, Title II, and state professional development funds will be used to provide training for personnel. The focus of the training will be increased student achievement. All schools in the system and all teachers within the schools participate in Title II and state-funded professional development programs.

Title I and Title VI funds will be used for the acquisition and use of instructional and educational materials, including computer software. By enhancing instruction, these materials will impact student achievement directly.

Description of Programs

Reflecting the identified needs of the school, Title I services concentrate on assisting students who are failing or in danger of failing state performance standards. Currently, Title I funds will be used to employ 3.56 certified teachers, 2.0 paraprofessionals, 1.0 consulting resource/professional development supervisor .40 Technology coordinator, .50 Federal programs secretary, .13 Federal Programs Director. The goal of the At-Risk program includes reducing the number of retainees and potential dropouts. Title II will be used to employ 2.03 class size reduction units. Title VI will be used to fund 0.85 Database manager.

Migrant Children

Lamar County does not receive migrant funds. Currently, the system has no identified migratory children. However, if such students enroll in the system, they will be evaluated for Title I services on the same criteria as other children. Those identified as needing assistance will be provided the appropriate services.

Homeless Children

According to the definition of "homeless" students, Lamar County had 20 students identified for the 2015-2016 school year. Lamar County has an up to date homeless plan in place.

English Language Learners (ELL)

Currently, Lamar County has an ELL plan in place for any student identified through home language surveys. ELL students are eligible to receive Title I, Part A services on the same basis as other children who are selected to receive Title I, Part A services.

Students With Disabilities

The Lamar County School System will provide Title I, Part A services to students with disabilities who are identified as eligible to receive Title I, Part A services on the same basis as other children who are selected to receive Title I, Part A services.

Plan Development And Duration

This consolidated plan was developed in consultation with Title I teachers, regular program teachers, parents, administrators, librarians, counselors, and supervisors. In regularly scheduled meetings, the Federal Programs Advisory Committee was actively involved in the plan development process. The Federal Programs Advisory Committee provided input about allocations of funds, planning, implementation, and evaluation of the federal programs for 2008-2009. The plan will remain in effect throughout subsequent years, with revisions occurring as necessary.

Equitable Access and Participation

All students, regardless of gender, race, national origin, color, or disability, will be given equal access to participation in the programs conducted by the Lamar County Board of Education. Likewise, children classified as migrant, ELL, neglected or delinquent, and homeless will be identified for services, using the same criteria as for other students in the school system.

For the 2019-2020 school year, there are no identified Private Schools in Lamar County. Therefore there will be no participation from Private Schools with federal funds.

F. An assurance that the local educational agency will participate, if selected, in the State National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under Section 411(b)(2) of the National Education Statistics Act of 1994.

Title I Part A - Assurances

Improving Basic Programs Operated By LEAs

Assurance that:

- A. The LEA plan for implementation of Title I, Part A was developed in consultation with teachers, principals, pupil services personnel, administrators, other staff and parents.
- B. The plan for Title I, Part A coordinates with other programs under this Act, the Individuals with Disabilities Education Act, the Carl D. Perkins Vocational and Technical Education Act of 1998, the Head Start Act, the Adult Education and Family Literacy Act, and the McKinney-Vento Homeless Assistance Act.
- C. The LEA has a plan for assisting schools to develop capacity to comply with program operation and for providing additional educational assistance to students needing help to achieve state standards, including:
 - a. The use of school-wide programs;
 - b. Steps to ensure that both school-wide program and targeted assisted program schools have highly qualified staff (Section 1111).
 - c. Assessment results are used by schools and teachers to improve achievement (Section 1111);
 - d. School choice and supplemental education services options (Section 1116).
- D. The LEA has a Parent Involvement Policy and plan as required in Section 1118, and ensures that all requirements in Section 1118 and 111 1(h)(6), Parent's Right to Know, are implemented systematically.
- E. The LEA has a strategy for ensuring that children served by Title I, Part A will be taught the same knowledge and skills in all subjects and held to the same academic achievement expectations as all children.
- F. The LEA will implement the accountability requirements of Section 1116(f) regarding schools identified for improvement and corrective action.
- G. The LEA will ensure annual assessment of English language proficiency for all limited-English proficient students.
- H. The LEA will coordinate with other agencies that provide services to children, youth, and families to address factors that have significantly affected the achievement of students.
- I. The LEA will ensure that assessment results are promptly provided to schools, teachers, and parents.
- J. The LEA will participate in state academic assessments of 4th and 8th grade reading and mathematics under NAEP if the U.S. Department of Education pays the cost of administering such assessments, and will ensure that schools drawn for the NAEP sample will participate in all phases of these assessments, including having results published.
 - G. A description of the poverty criteria that will be used to select school attendance areas under Section 1113.

Poverty Criteria

Following Public Law 107-110 guidelines, schools in Lamar County will be selected for Title I funding on the basis of free and reduced lunch participation. Advisory Committee recommendation, enrollment and free and reduced-price lunch data from the second month and system-wide ranking of schools will be used for eligibility determination. The stated criteria will be used to determine school eligibility annually.

For the 2018-2019 school year, all schools will participate in the Title I funding. All four schools in Lamar County are school-wide schools.

H. A description of how teachers, in consultation with parents, administrators, and pupil services, personnel, in targeted assistance schools under Section 1115, will identify the eligible children most in need of services under this part.

Identification of Eligible Students

Each school conducts an annual needs assessment to determine the subject(s) to be addressed by the Title I program. Performance indicators listed previously; test data, grades, promotion data, checklists, and surveys -are used to ascertain critical areas of need. Using these data sources, the school teams (teachers, administrators, and parents) determine the school's overall program. Then, the team identifies eligible students

- I. A general description of the nature of the programs to be conducted by such agency's schools under the School-wide Program(Section 1114) and the Targeted Assistance Program(Section 1115) and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Description of Programs

Reflecting the identified needs of the school, Title I services concentrate on assisting students who are failing or in danger of failing state performance standards. Currently, Title I funds will be used to employ four certified teachers, two paraprofessionals, one consulting resource/professional development supervisor .13 federal programs director, .40 technology coordinator, .50 federal programs secretary. The goal of the At-Risk program includes reducing the number of retained students and potential dropouts. Title II will be used to employ two class size reduction units and .03 supplementary to a foundation unit.

J. A description of how the local educational agency will ensure that migratory children and formerly migratory children who are eligible to receive services under this part are selected to receive such services on the same basis as other children who are selected to receive services under this part.

Migrant Children

Lamar County does not receive migrant funds. Currently, the system has no identified migratory children. However, if such students enroll in the system, they will be evaluated for Title I services on the same criteria as other children. Those identified as needing assistance will be provided the appropriate services.

Title I, Part C - Assurances

Education Of Migrant Children

In addition to meeting the seven program assurances in Section 1304©, the LEA will ensure that-

- A. Special Education needs of migratory children, including preschool migratory children, are identified and addressed through —
 - a. the full range of services that are available for migratory children from appropriate local, state, and federal educational programs;
 - b. joint planning among local, state, and federal educational programs serving migrant children, including language instruction educational programs under part A or B of Title III; and
 - c. the integration of services available under this part with services provided by those of other programs, and
 - d. measurable program goals and outcomes.
 - e. The LEA will provide for educational continuity through the timely transfer of pertinent school records in a manner consistent with procedures the SDE may require.

K. If appropriate, a description of how the local educational agency will use funds under this part to support preschool programs for children, particularly children participating in Early Reading First, or in a Head Start or Even Start program, which services may be provided directly by the local educational agency or through a subcontract with the local Head Start agency designated by the Secretary of Health and Human Services under Section 641 of the Head Start Act, or an agency operating an Even Start program, an Early Reading First program, or another comparable public early childhood development program.

Currently our Special Education program serves students at the Head Start Program that are developmentally delayed or have speech issues. They also serve Early Intervention with the same type services.

L. A description of the actions the local educational agency will take to assist its low-achievement schools identified under Section 1116 as in need of improvement.

Support Schools

- Communicate to schools about choice — During the process of school choice, much communication needs to take place. Initially, district personnel should include the administration of a school in improvement in any and all discussions possible pertaining to plans of action concerning that school. As soon as the district finds out a school has been identified, the Superintendent will review the information with the school principal. The principal will work with the Central Office personnel, curriculum specialists, reading coaches, counselors, and teachers to determine weaknesses and possible instructional strategies that will improve student achievement. This will be done on an ongoing basis through intervention meetings, onsite visits, regular faculty meetings, special-called faculty meetings, in-service days, etc. Workshops on the implementation of new strategies may be provided. Information will be provided to teachers on following state and federal laws concerning school choice issues, and how to address compliance issues.
- Prepare schools to communicate with parents— To assist the schools in communicating with parents, Central Office personnel will design a "School Choice" letter that will be delivered to the parents of every student. The Central Office understands that choosing a school is an emotional, as well as, an academic decision, and will work with parents to ensure a smooth transaction.
- Professional Development will be required for all faculty. These sessions will focus on identified weaknesses in the school.

M. A description of the actions the local educational agency will take to implement public school choice and supplemental services, consistent with the requirements of Section 1116.

Currently, these services are waived. If we have to resume offering these services, we will follow the following plan.

Lamar County Plan For Every Student Succeeds: School Choice January 2006/Revised February 2013 Every Student Succeeds: School Choice

The Lamar County School System will comply with the requirements of Every Student Succeeds of 2016 (Section 200.44) regarding the offering of School Choice for those students who attend a school "in need of improvement" based on Adequate Yearly Progress (AYP) on the annual state reports. Public School Choice requires that in the case of a school identified for school improvement under Section 200.32, Lamar County will provide to all students enrolled in that school the option of transferring to another public school served by the LEA that is not "in need of improvement." The option will be made available not later than 14 days prior to the first day of the school year following the year in which the LEA administered the assessments that resulted in the school's identification for school improvement.

Each family interested in school transfer will complete a "Request for Transfer" and return it to the school that the student is currently attending. The parent/guardian will be provided with sufficient information to make an informed choice concerning the transfer.

If more than one school meets the requirements of AYP, Lamar County will offer parents a choice of more than one school as an alternate for transfer. The preferences of the parent/guardian will be taken into consideration. In providing students the option to transfer to another public school, Lamar County will give priority to low-achieving students and low-income families. If a student decides to transfer, the student will be permitted to remain in that school until the students has completed the highest grade available in that school.

Lamar County is required to provide choice to all eligible students, subject to health and safety code requirements regarding facility capacity. Transferring students will be treated as students who have moved into the school's attendance zone and allowed to enroll in classes or other activities on the same basis as other students in the school.

Lamar County will provide transportation for the transferring student under the provisions of Paragraph (i) Section 200.44 and Section 200.48. The system's obligation to provide transportation ends at the end of the school year in which the identified school is no longer in need of improvement, i.e., the school has met AYP for two consecutive years.

If all public schools to which a student may transfer within the system are identified for school improvement, Lamar County will offer supplemental services (SES) to eligible students, following the requirements of ESSA Section 200.45.

Every Student Succeeds: SCHOOL CHOICE Lamar County Plan 2019-2020

Public school choice (letting parents decide which school is best for their student and allowing and enabling the transfer to that school) is a key strategy in the current federal educational legislation of the Every Student Succeeds Act of 2001

(ESSA). Choice is provided through the accountability provisions: school districts with Title I school deemed to be "in need of improvement" must offer parents the opportunity to move their student to schools that meet current academic guidelines. If Adequate Yearly Progress (AYP), as defined by the Alabama State Department of Education, is not made for two consecutive years, the school is identified as "in need of improvement." After the second year, parents are afforded the opportunity to choose whether their student will attend the neighborhood school or one of the available schools of choice. Parents will continue to have this option until the school makes AYP for two consecutive years. At that point, students may complete the last grade at that particular school, but transportation will no longer be provided by the school district. This plan gives an outline of how the school district intends to deal with school choice. Questions concerning this plan may be addressed to the Superintendent of Education or the Federal Programs Coordinator by calling 205-695-7615.

Help Parents Make Informed Choices

- Communicate clearly about ESSA choice options — The Lamar County Board of Education will send a parent-friendly letter to the parents of each student enrolled at the school identified as "in need of improvement" at least 14 days prior to the opening of school. In addition, information (test scores, etc.) will be provided for the school in improvement and the choice schools do parents are able to compare results to facilitate making an informed choice. This letter will have instructions for parents who wish to make a change in their student's school.
- Deal with the deadlines of ESSA — For schools identified for school improvement, letters will be sent 14 days prior to the opening of school to allow parents ample opportunity to make a school choice for their student. Parents will be allowed to take tours of schools involved in the choice program to determine which school would best meet the needs of their student. " As soon as the district is alerted that a school has been identified, the wheels will be set in motion to provide parents every opportunity to make an informed choice of which school their student will attend.

Build System Infrastructure

- Assign and coordinate responsibilities — The Central Office will provide information concerning school choice. Every Student Succeeds Act provisions will be coordinated through the Lamar County Board of Education Office. The Principal at each school will be responsible for ensuring that the School Improvement Plan is completed and implemented according to SDE requirements.
- Guardianship or custody requirements — Each school in need of improvement presents a unique challenge regarding capacity and transportation issues. The decision as to which schools will be used as alternate schools of choice will be determined by the meeting of the requirements of AYP and overall feasibility including how much space is available at the schools, distance to alternate schools and other information. Central Office personnel will work with the head of transportation to determine what options are available to allow students the best possible choices. Decisions for specific families are made individually to encompass family needs with providing school choice. If more schools are considered "in need of improvement" than the district can feasibly handle under current conditions, the plan will be reviewed and other options will be considered.
- Build information-processing capacity — This information will be disseminated to parents upon request. Lamar County is dedicated to ensuring that students learn adequately. It is our intent to make sure that the transferring students are doing well in the school of choice. It is also important to note if students are not doing better in a school of choice. This may encourage parents to return to the neighborhood school and become involved in assisting struggling students.

Support Schools

- Communicate to schools about choice — During the process of school choice, much communication needs to take place. Initially, district personnel should include the administration of a school in improvement in any and all discussions possible pertaining to plans of action concerning that school. As soon as the district finds out a school has been identified, the Superintendent will review the information with the school principal. The principal will work with the Central Office personnel, curriculum specialists, reading coaches, counselors, and teachers to determine weaknesses and possible instructional strategies that will improve student achievement. This will be done on an ongoing basis through intervention meetings, onsite visits, regular faculty meetings, special-called faculty meetings, inservice days, etc. Workshops on the implementation of new strategies may be provided. Information will be provided to teachers on following state and federal laws concerning school choice issues, and how to address compliance issues.
- Prepare schools to communicate with parents — To assist the schools in communicating with parents, Central Office personnel will design a "School Choice" letter that will be delivered to the parents of every student. The Central Office understands that choosing a school is an emotional, as well as, an academic decision, and will work with parents to ensure a smooth transaction.

Improve Programs over Time

- Track parent choices and school enrollments — Stakeholder involvement in a well-managed process that can pay off in improvement over time. The only way to determine the effects of school choice is to track information.
 - Survey parents about satisfaction and reasons for choice — It is important to maintain a positive relationship with parents, no matter the school they choose for their student. In addition to open-ended questions, questions will be asked with ranking answers (very satisfied to very dissatisfied) that will allow Central Office personnel to determine how satisfied parents were with the school choice process and where changes should be made. The open-ended questions will provide feedback to streamline the process and make it as parent friendly as possible. When needed, student surveys and teacher surveys completed at each school will be addressed to look for trends and patterns that need to be corrected.
- N. A description of how the local educational agency will meet the requirements of Section 1119, Qualifications for Teachers and Paraprofessionals.

Lamar County Plan For The Education Of Homeless Children And Youths Goal Of The County Plan

The goal of the Plan for the Education of Homeless Children and Youths in Lamar County is to provide a framework to assure that equal educational access shall be given to homeless children and youths in the county, in compliance with the State Plan and with the McKinney-Vento Homeless Assistance Act of 2002.

Identification Of Homeless Children And Youths

- A. Definition - Homeless children and youth are those who:
 - a. Lack a fixed, regular and adequate residence; or
 - b. Have a primary nighttime residence that is:
 - i. children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;
 - ii. children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings (within the meaning of Section 103(a)(2XC);
 - iii. 103(a)(2XC);
 - iv. children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
 - v. migratory children (as such term is defined in Section 1309 of the Elementary and Secondary Education Act of 1965) who qualify as homeless for the purpose of this subtitle because the children are living in circumstances described in clauses (a) through (c).
- B. Collection of Data
 - a. Lamar County shall collect data as requested by the State Office of Homeless Children and Youths. The data will be inclusive of elements such as the nature and extent of problems of access to public schools, educational programs and services, and difficulties identifying the special needs of homeless children and youths.
 - b. In collecting these data, the Department of Education shall utilize local agencies and civic and community organizations that are most likely to have knowledge of homeless children and youths.
- C. Educational Placement
 - a. Services provided to homeless children and youths will be comparable to those offered to other students in the school, including educational services for which the child or youth meets the eligibility criteria. Educational services will include, but will not be limited to, programs for the disadvantaged, programs for the handicapped, programs for students with limited-English proficiency, programs in career/technical education, programs for the academically gifted, and school meal programs.
 - b. Each Lamar County School will form a team to determine the needs of each individual homeless child and youth and to recommend services and education programs appropriate to meet the identified needs.
 - c. The team shall be composed of the principal or his designees, the counselor (where applicable), grade appropriate teachers, and Tide I or special education teachers as appropriate.
 - d. Parents or guardians and the students shall be given the opportunity to participate in the decision-making process regarding education planning for the homeless student.
 - e. When the school team deems it appropriate, representatives of local community agencies (Department of Human Resources, mental health, juvenile court, etc.) shall be involved in the educational planning.
 - f. The school team shall determine the needs of each individual homeless child and youth and recommend services and educational programs appropriate to meet the identified needs.
- D. School Records
 - a. The personal records of homeless children and youths will be maintained in the same manner as those of other students.
 - b. Records will be maintained in a manner consistent with Section 438, Protection of the Rights and Privacy of Parents and Students, of the General Education Provisions Act.
 - c. If a homeless child or youth moves to another location, records shall be transferred in a timely manner to the new school.
- E. Compliance Resolving Disputes Regarding Placement of Homeless Students
 - a. Homeless children and youths are entitled to the same rights and protections, including due process, afforded to other children and youths.
 - b. Parents and guardians of homeless children and youths who are dissatisfied with the decision regarding school assignment are entitled to appeal the decision to the local board of education.
 - c. In the case that a dispute cannot be resolved, the parties involved will immediately notify (to avoid any delay in the enrollment of a homeless child) the State Department of Education, Office of Homeless Children and Youths, wherein the dispute will be resolved through its federal programs complaint procedure.
- F. Compliance

Lamar County will comply with the requirements of the Alabama Plan for the Education For Homeless Children and Youths.

 - a. LEA & School Liaisons
 - i. Central Office — Scott Walker, Federal Programs Coordinator
 - ii. Sulligent High — Kathy Dean, Counselor
 - iii. Sulligent Elementary — Vicki Bruce, Counselor
 - iv. Vernon Elementary — Rachel Scurlock, Counselor
 - v. Vernon Intermediate — Rachel Scurlock, Counselor
 - vi. Lamar County High — Sonya Turner, Counselor
 - vii. South Lamar High — Mary Katherine Bozeman, Counselor
 - viii. South Lamar — Karen Holsonback, Counselor
 - ix. School of Technology — Tamara Stanford, Counselor

P. A description of the strategy the local educational agency will use to implement effective parental involvement under Section 1112. (Note: Your LEA's complete parental involvement plan with all required components should be included as a part of this LEA Title I Plan or as an addendum to this plan.)

Parental Involvement

Introduction

When schools work together with families to support learning, children are inclined to succeed not just in school, but throughout life. Three decades of research have shown that parental participation in schooling improves student learning. Such participation of parents and families is critical not only in the very beginning of the educational process, but throughout a child's entire academic career.

Title I has been restructured to serve as a means for helping all students to achieve challenging academic standards. To accomplish this objective, the Act promotes the formation of new partnerships, particularly home-school partnerships, to help address more completely the full range of student needs that impact on their learning.

TIPS FROM THE RESEARCH ON PARENTAL INVOLVEMENT

While parental involvement can take many forms, here are some basic tips from research on creating parental involvement programs that work (Rioux and Berla, 1994; Flaxman and Inger, 1991)

- Good family involvement programs do not *always* require new or additional money.
- All parents and families want the best for their children and can help them succeed.
- The benefits of parental involvement are not confined to early childhood or the elementary grades; parental involvement provides strong benefits to children through high school.
- Leaders among parents must be recognized as special, and schools should take care to nurture their continued involvement; schools should continuously nurture new parent leaders.
- People and organizations will stretch to meet the needs of the program in creative and innovative ways.
- Children do best when parents are enabled to play four key roles in their children's learning: teachers (helping children at home), supporters (contributing their skills to the school), advocates (helping children receive fair treatment), and decision-makers (participating in joint problem-solving with the school at every level). (Henderson and Berla, 1994)

LEA Plan

The LEA plan must demonstrate how the LEA will enable Title I schools to substantially help all Title I children meet the State's challenging content and student performance standards that all children are expected to meet. The central responsibilities of the LEA to improve teaching and learning are through

1. intensive and sustained professional development;
2. the provision of technical assistance and support to help schools implement their Title I programs and establish effective improvement processes, and
3. the coordination of Title I services with educational, health and social services.

The role of parents and families is referenced specifically in some of the LEA plan requirements, including—

- A description of any additional high-quality student assessments the LEA will use to provide information to parents, students, and teachers on the progress being made toward meeting the State student performance standards.
- A description of the LEA's strategy to provide professional development for teachers and, where appropriate, parents, pupil services personnel, administrators, and other staff.
- A description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need in targeted assistance schools.
- An assurance that the LEA will inform eligible schools and parents of school-wide program authority.
- An assurance that the LEA will coordinate and collaborate, to the extent feasible and necessary as determined by the LEA, with other agencies providing services to children, youth, and families, including health and social services.
- An assurance that the LEA will provide services to eligible children in private schools and hold timely and meaningful consultations with private school officials.
 - The LEA's plan must be jointly developed with the parents of participating children.

Part I. Lamar County Parental Involvement Plan

In support of strengthening student academic achievement, each LEA that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy/plan that contains information required by section 1112(c)(6) of the Elementary and Secondary Education Act (ESEA) (LEA parental involvement policy/plan). The policy/plan establishes the LEA's expectations for parental involvement and describes how the LEA will implement a number of specific parental involvement activities, and is incorporated into the LEA's plan submitted to the State educational agency (SEA).

The LEA parental involvement plan must establish the LEA's expectations for parental involvement.

The Lamar County Board of Education agrees to implement the following statutory requirements:

- The LEA will put into operation programs, activities and procedures for the involvement of parents in all of its schools with Title I, Part A programs, consistent with section 1112 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- Consistent with section 1112, the school district will work with its schools to ensure that the required school-level parental involvement policies meet the requirements of section 1118(b) of the ESEA, and each include, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The LEA will incorporate this LEA parental involvement policy/plan into its LEA plan developed under section 1112 of the ESSA.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports

required under section 1111 of the ESSA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.

- If the LEA plan for Title I, Part A, developed under section 1112 of the ESSA, is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan when the school district submits the plan to the State Department of Education.
- The LEA will involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools.
- The LEA will be governed by the following statutory definition of parental involvement, and expects that its Title I schools will carry out programs, activities and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

- A. Parents play an integral role in assisting their child’s learning.
 - B. Parents are encouraged to be actively involved in their child’s education at school.
 - C. Parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.
 - D. The carrying out of other activities, such as those described in section 1112 of the ESSA.
- [For States where a Parental Information and Resource Center is established] The school district will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

Part II. Description Of How LEA Will Implement Required LEA Parental Involvement Plan Components

1. The Lamar County School District will take the following actions to involve parents in the joint development of its LEA parental involvement policy/plan under section 1112 of the ESSA:
 - a. Provide parents an opportunity to attend the Advisory Council meeting at the end of each year.
 - b. Invite parents to serve on local the local school Advisory Committee to develop/revise plan.
2. The Lamar County School District will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESSA:
 - a. Parents are asked to participate in the 5-Year SACS Study Review.
 - b. Parents are provided written notification regarding school choice.
 - c. Parents are given information about school improvement at PTO meetings.
3. The Lamar County School District will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
 - a. Provide written School/Home Compact each year.
 - b. Provide timely information about School-wide Programs and activities.
 - c. Provide parents with their child’s individual student assessment results, including an interpretation of such results.
 - d. Provide a description and explanation of the curriculum, the forms of assessments used to measure student progress.
4. The Lamar County School District will coordinate and integrate parental involvement strategies in Part A with parental involvement strategies under the following other programs: [Insert programs, such as: Head Start, Reading First, Early Reading First, Even Start, Parents As Teachers, Home Instruction Program for Preschool Youngsters, and State-operated preschool programs], by:
 - a. Provide Head Start Preschool parents an opportunity to participate in Federal Advisory Council meetings.
 - b. Provide Head Start and Pre-School parents timely information about School-wide opportunities.
 - c. Provide parents with their child’s individual student assessment results, including an interpretation of such results.
 - d. Coordinate with Head Start and the Pre-School to the extent possible for parent meetings/workshops.
5. The Lamar County School District will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy/plan in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The Lamar County Board of Education will use the findings of the evaluation about its parental involvement policy/plan and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
 - a. Each year parents will be given an end-of-the-year evaluation from each school to evaluate the parental involvement program. Each school’s school-wide committee will develop the survey based upon their individual school’s activities.
 - b. Each school will compile survey results to share with the School-wide Committee, LEA, and parents of each participating school.
 - c. Each school will provide a parent suggestion box for addressing comments and/or suggestions for improvement. Each School Parent Involvement Coordinator will periodically check the Comment/Suggestion box.
6. The Lamar County School District will build the schools’ and parent’s capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved,

parents, and the community to improve student academic achievement, through the following activities specifically described below:

- a. The Lamar County School District will, with the assistance of its Title I, Part A schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph --
 - i. the State's academic content standards,
 - ii. the State's student academic achievement standards,
 - iii. the State and local academic assessments including alternate assessments,
 - iv. the requirements of Part A,
 - v. how to monitor their child's progress, and
 - vi. how to work with educators:

Activities will include, but not be limited to:

- vii. Provide volunteer workshops at the beginning of each year to be led by the School Parent Involvement Coordinator.
- viii. Provide at least one Parent Conference Day each year.
- ix. Provide "Parents Make A Difference" newsletters monthly to all parents in school-wide schools.
 - x. Provide parents on the committee to develop School Improvement Plan.
 - xi. Provide DIBELS, Read Well, Writing Assessment, Science Fair, Social Studies Fair, and Technology workshops for parents, as appropriate.
 - xii. Provide parents opportunities to attend monthly school-wide meetings.
- b. The Lamar County School District will, with the assistance of its schools, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
 - i. Provide literacy bag program to involve parents in literacy activities appropriate for their child.
 - ii. Provide parents with information on Adult Education programs.
 - iii. Provide informational opportunities for parent and students in relation to
 - iv. transitional periods (7th, 8th) and college preparation.
- c. The Lamar County School District will, with the assistance of its schools and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
 - i. Attending SDE/PTA Parental Involvement workshops.
 - ii. Encourage attendance of faculty to all PTO meetings.
 - iii. Provide opportunities for parents to serve on LEA/School committees.

Attending the Parent Teacher Leadership Academy

- d. The Lamar County School District will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:
 - i. Monthly PTO meetings
 - ii. Parent workshop opportunities
 - iii. Parent Conference days
 - iv. Parent's College Day
 - v. Career Fairs

Attending the Parent Teacher Leadership Academy

- e. The Lamar County School District will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
 - i. All parental involvement notices will be written where parents can clearly read and understand.
 - ii. Spanish speaking parents will be provided Spanish versions of all written communications.
 - iii. Spanish/English interpreters will be provided for conferences, meetings, etc., as needed.

Part II. Discretionary Lea Parental Involvement Policy/Plan Components

The LEA Parental Involvement Policy/plan may include additional paragraphs listing and describing other discretionary activities that the school district, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;

- adopting and implementing model approaches to improving parental involvement
- Q. A description of the process/procedures the LEA uses to ensure the implementation of the Parents Right-to-Know provisions under Section 1111(h)(6), Section 1112(g), and Section 3302.

Parents'-right-to-know Plan

The "Parents' Right To Know," Title I, Part A, Section 1112 (e)(1) of the Every Student Succeeds Act of 2016 (ESSA), requires each local education agency (LEA) to notify parents of each student attending a Title I-participating school that they may request information regarding the professional qualifications of their child's teacher(s).

The information regarding the professional qualifications of the student's classroom teacher(s) will include, at a minimum, the following:

- Whether the teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
- Whether the teacher is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived.
- The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree.
- Whether the child is provided services by paraprofessionals and, if so, their qualifications.

Beginning August, 2002 and thereafter, The Lamar County Board of Education will provide each Title I school parent with information regarding the professional qualifications of their child's teacher(s). This information will be provided in a uniform format that will be disseminated from the office of the Superintendent of Education. A letter will be mailed or hand delivered in a face-to-face meeting to each parent in a Title I-participating school. Title I funds will be used to mail the letters to parents. The parent may request the information regarding their child's teacher(s) by contacting Mr. Scott Walker, Federal Programs Coordinator, at 205-695-7615. Once the request is made, the LEA will send a response to the request within ten (10) working days on a uniform format. The request from the LEA can be mailed or hand delivered in a face-to-face meeting as requested by the parent.

In addition to the information that parents may request under Parents'-Right-to-Know teacher/paraprofessional qualifications, each school that receives Title I, Part A funds shall provide to each individual parent (this information must be provided to parents without parents making a request) the following information:

- Information on the level of achievement of the parent's child in each of the State academic assessments as required under Title I; (this information will be provided to all parents at a fixed time during the year along with assessment data), and
- The Lamar County Board of Education will comply with the requirements related to Parents' Right-to-Know and Parental Notification. Examples of letters that will be sent for Parents-Right-to-Know are included in this plan.

Each school will be provided a copy of this plan, and the LEA will revise the plan each year as necessary.

Lamar County Board Of Education

Parents' Right-to-know

The "Parents' Right To Know," Title I, Part A, Section 1112(e)(1)(a) of the Every Student Succeeds Act, requires each local education agency (LEA) to notify parents of each student attending a Title I-participating school that they may request information regarding the professional qualifications of their child's teacher(s).

The information regarding the professional qualifications of the student's classroom teacher(s) will include, at a minimum, the following:

- Whether the student's teacher:
 - Has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
 - Is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived.
 - Is teaching in the field of discipline of the certification of the teacher.
- Whether the child is provided services by paraprofessionals and, if so, their qualifications, including state requirements:
 - Secondary school diploma or its recognized equivalent.
 - Completed two years of study at an institution of higher learning.
 - Obtained an associate's (or higher) degree.
 - Workkeys Assessment
- ESSA, Sec. 1112(e)(1)(B), additional information. In addition to information that parents may request under subparagraph (A), a school that receives funds under this part shall provide to each individual parent of a child who is a student in such school, with respect to such student:
 - Information on the level of achievement and academic growth of the student, if applicable and available, on each of the state academic assessments required under this part.
 - Timely notice that the student has been assigned or has been taught for four or more consecutive weeks by a teacher who does not meet applicable state certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.

This information will be provided in a uniform format that will be disseminated from the office of the Superintendent of Education (Student Handbook). When requested, a letter will be mailed or hand delivered in a face-to-face meeting to each parent in a Title I-participating school.

Pertaining to section C (ii) above, this information will also be sent to parents in a uniform format on each school's letterhead and signed by each school principal. Title I funds will be used to fund the cost of mailing the letters to parents.

The Lamar County Board of Education will comply with the requirements related to Parents' Right-to-Know and Parental Notification.

(Title I, Part A, Section 1111 (h)(6), Every Student Succeeds Act of 2016, Public Law 107-110)

School Name _____
Name of Student _____

(whose parent is requesting information)

Name of Parent(s) _____
Date Information Requested _____
Name of Teacher _____

Grade & Subject(s) Taught Related to this Request:

Has the teacher met state qualifications and licensing criteria for the grade level and subject areas in which he/she teaches?
____ Yes ____ No

Is the teacher teaching under emergency or other provisional status? ____ Yes ____ No

Undergraduate Degree _____
Major/Discipline _____
Graduate Degree _____
Major/Discipline _____

Does a paraprofessional provide instructional services to the student? ____ Yes ____ No

If yes, what are the qualifications of the paraprofessional?

High School Graduate _____(year)
Undergraduate Degree _____
Major Discipline _____
College/University Credit _____(hours)
Major/Discipline _____

Lamar Co School District Annual Parent Notice
Right to Request Teacher Qualifications

School: _____

Date:

Dear Parent or Guardian:

Our school receives federal funds for Title programs that are part of the *Every Student Succeeds Act of 2016*. Throughout the school year, we will continue to provide you with important information about this law and your child's education.

You have the right to request information regarding the professional qualifications of your child's classroom teacher(s). If you request this information, the district or school will provide you with the following as soon as possible:

- A. If the teacher has met state licensing requirements for the grade level and subjects in which the teacher is providing instruction.
- B. If state licensing requirements have been waived for the teacher on a temporary basis.
- C. The type of college degree major of the teacher and the field of discipline for any graduate degree or certificate.
- D. If your child is receiving Title I services from paraprofessionals and, if so, his/her qualifications.

If you would like to request this information, please contact your child's school. Thank you for your interest and involvement in your child's education. Sincerely,

Name

Title

Telephone Number

Email Address

Lamar Co School District
Aviso anual a Los padres
Derecho a solicitar calificaciones de Los maestros

Escuela: _____ Fecha: _____

Estimado padre/madre o apoderado:

Nuestra escuela recibe fondos federales para programas de Título I (en inglés, Title 1) que fomentan la igualdad de oportunidades educativas del año 2016 Every Student Succeeds. A lo largo del año escolar, continuaremos entregándole información importante sobre esta ley y la educación de su hijo/a.

Usted tiene derecho a solicitar información sobre las calificaciones profesionales de él o los maestros de su hijo/a. Si solicita, el distrito le entregará la siguiente información tan pronto como sea posible:

- A. si el maestro ha cumplido con los requisitos de licencia estatales para el grado y las materias que está enseñando;
- B. Si se han examinado provisionalmente los requisitos estatales de licencia del maestro;
- C. el tipo de título universitario principal del maestro y la especialidad de cualquier título o certificado de postgrado; y
- D. si su hijo/a recibe servicios del Título I de parte de paraprofesionales y, de ser así, sus calificaciones. Si desea solicitar esta información, por favor comuníquese con la escuela de su hijo/a.

Gracias por su interés y participación en la educación de su hijo/a. Atentamente,

Nombre

Título

Número telefónico

Dirección de correo electrónico

(R) Where appropriate, a description of how the local educational agency will use funds under this part to support after school (including before school and summer school) and school-year extension programs.

Lamar County Schools have in past years and will currently use At-Risk funds to fund After School and Summer School programs. Title I funds are currently budgeted for summer school programs for summer 2020.

Procedure for Handling Child Abuse/Neglect

Lamar County Schools', Child Abuse Prevention Plan, Erin's Law

Erin's Law is a law which requires all K-12 public schools to establish a child sexual abuse prevention instructional program for students in Grades K-12 that includes at least four developmentally appropriate lessons building on skills learned in the previous years. Lamar County Schools will implement The Mobile County Public Schools Child Personal Safety Curriculum to comply with the requirements of the law. We will also implement the use of the West Alabama Children's Advocacy puppet show for grades K-3, which contains age appropriate material as it pertains to sexual abuse. This program will be conducted every third year, as the WACAC also serves two other districts in our area. In the two off years, we will use the K-1 curriculum from The Mobile County Public Schools Child Personal Safety Curriculum. The curriculum will be implemented in grades 5, 7 and 10 also.

The personal safety curriculum guides contain the goal of the program, basic concepts, student learning objectives and background information for teachers. A pre- and post-test are included for use to assess student awareness of problem specifically related to sexual abuse. Each lesson contains several activities. Teachers are not expected to utilize all lessons and activities, but should select those most appropriate for their students. Teaching times will vary according to grade level. These lessons may be incorporated into health, physical education curricula or taught by a counselor. Be aware that during these lessons, students may share sensitive incidents or concerns with teachers. Teachers should remain alert for student reactions to the lessons or the follow-up discussions. Lamar County Schools comply with the mandatory reporting training that must be conducted at the beginning of each school year. Employees must register and complete the training online.

All educators are required to report immediately suspected cases of child abuse/neglect to the Department of Human Resources. The following guidelines are suggested if child abuse/neglect is suspected.

1. The educator should immediately notify the principal.
2. The principal/educator should consult with the school attendance supervisor.

DHR caseworkers will proceed to investigate the reported case. If the investigation is to begin at the school, the DHR caseworker will report to the school office and identify himself/herself to the principal or designated representative. Child abuse/neglect investigations are highly confidential and the student's rights to privacy must be respected. Only those persons necessary to conduct the investigation should be present in any interview. After an evaluation/intervention has been made, the caseworker will provide feedback to the principal and arrange monitoring procedures as needed.

Educators will report further incidents of abuse/neglect regarding that child to the assigned caseworker.

Special Information Regarding Neglect Cases:

1. Teachers should document and date specific instances or examples of neglect.
Example: On Wednesday, January 14, 1995 John Doe came to school with no coat, wearing unclean clothes and shoes with large holes.
2. Keep a running account of the above examples over a period of time.
3. Contact the parents and express concern over the neglect and make suggestions as to how they can help or seek help by calling Child Welfare at DHR.

Right to Privacy Considerations:

1. A student's school record continues to be protected by the terms of the Family Rights and Privacy Act and the policies of the Board. The School District needs a parental release form, court order or other legal document that gives school personnel the permission to release information in school records to DHR caseworkers.
2. In return, DHR personnel should share needed information with school officials. The school principal or counselor could be designated as a confidential person to receive this information and use it in the best interest of the student.

Lamar County Schools' Youth Suicide Awareness & Prevention Policy on Alabama's Jason Flatt Act

(Adapted from Mobile County Public School System Student Safety Plan Protocol)

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 2nd and 3rd 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 any local board may provide funds from other sources, each 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. Lamar County Schools 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 local board 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 inservice training programs or as a part of required professional development offered by the local 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, including publication on the (local board's) website.

Lamar County Schools' Student Safety Plan Suicide Protocol

Request For Assistance

- Once a student has expressed harm to self and/or others ideation, the counselor will be notified immediately.
- If the counselor is not available, the nurse will be contacted to complete the Student Safety Plan Protocol.
- The counselor/nurse notifies the Principal/Principal's Designee IMMEDIATELY. If the Principal is not available, it is the Principal's Designee responsibility to notify the Principal.
- All school campus administrators will be trained to complete the Student Safety Plan Protocol in the event that the counselor/nurse is unavailable. District social workers/personnel will be contacted ONLY if no one is available at the school to complete an assessment or if additional assistance is needed.
- All emergencies that require 911 assistance should be called in immediately to the Central Office-Health Services Department at 205-695-7615 ext 3008 or the Security Department at 205-695-7615 ext 3008 *Any serious injuries should be reported to your school nurse as soon as possible.*

PARENTAL NOTIFICATION

Note: The counselor/nurse/principal/principal's designee will remain with the student until the parent/guardian arrives.

1. The counselor/nurse/principal/principal's designee will contact and meet with the parent/guardian immediately. The purpose of the emergency conference is to discuss the student's immediate psychological and safety needs, including supervision. Topics to be discussed should include:
 - a. current status of student.
 - b. student's exact reference to harm self and/or others.
 - c. importance of parental role in providing supervision.
 - d. steps to be taken to supervise the student (to ensure safety):
line-of-sight supervision, removing all means of harm (e.g. removal of weapons, pills, knives, belts, shoe strings etc.) from the student's access, importance of continuous observation, etc.
 - e. assist the student/family in seeking medical/mental health services as needed.
2. If the counselor/nurse/principal's designee cannot reach a parent/guardian by phone, they will call the emergency contacts that were provided by the parent/guardian. If the parent/guardian is unable to be located, the counselor/nurse/principal/principal's designee will call 205-695-7470 (non-emergency police or Sheriff department) for assistance with locating parent/guardian.
3. If the student is taken to the hospital, the counselor/nurse/principal/principal's designee will accompany the child. Once the parent/guardian arrives, the counselor/nurse/principal/principal's designee may choose to remain but is no longer required.
4. Counselor/Nurse/Principal/Principal's Designee will ONLY provide the parent/guardian with a copy of the Student Safety Notice and the Notice of Emergency Conference Form. The parent/guardian will be advised that it is in the best interest of the student to be evaluated/assessed by a medical doctor/mental health professional before returning to school to ensure that he/she is no longer at risk of harming self or others.

5. If a student does not live with his/her legal guardian, the primary caregiver and/or adult in the household must also be contacted, notified of the student's status and asked to assist the student in seeking medical/mental health assistance.
6. The parent/guardian will be asked to sign the Student Safety Notice and the Notice of Emergency Conference Form. The parent/guardian will also be asked to indicate whether they will seek medical/mental health assistance for their child. This form acknowledges that the parent/guardian has been notified of his/her child's behaviors and the recommendations for treatment options. The form will be kept in a confidential file separate from the student's cumulative folder.
7. If the parent/guardian agrees to seek medical/mental health assistance, the counselor/nurse/principal/principal's designee will assist parent/guardian with making an appointment BEFORE the student and parent/guardian leave the school campus. In addition, student and parent/guardian will be notified that the student must participate in a mandatory readmit conference upon return to school.
8. If a student expresses thoughts of harm to self and/or others, and cannot be located in class or on campus, the counselor/nurse/principal/principal's designee will immediately be notified, and will make every effort to locate the student. The principal/available administrator and parent/guardian will, also, be notified immediately.
9. All phone calls/conferences/attempts to notify are to be documented on the Student Safety Plan Disposition Form.
10. The parent/guardian will be asked to sign the Student Safety Notice and the Notice of Emergency Conference Form. The parent/guardian will also be asked to indicate whether they will seek medical/mental health assistance for their child. This form acknowledges that the parent/guardian has been notified of his/her child's behaviors and the recommendations for treatment options. The form will be kept in a confidential file separate from the student's cumulative folder.
11. If the parent/guardian agrees to seek medical/mental health assistance, the counselor/nurse/principal/principal's designee will assist parent/guardian with making an appointment BEFORE the student and parent/guardian leave the school campus. In addition, student and parent/guardian will be notified that the student must participate in a mandatory readmit conference upon return to school.
12. The parent/guardian will be asked to sign the Student Safety Notice and the Notice of Emergency Conference Form. The parent/guardian will also be asked to indicate whether they will seek medical/mental health assistance for their child. This form acknowledges that the parent/guardian has been notified of his/her child's behaviors and the recommendations for treatment options. The form will be kept in a confidential file separate from the student's cumulative folder.
13. The parent/guardian will be asked to sign the Student Safety Notice and the Notice of Emergency Conference Form. The parent/guardian will also be asked to indicate whether they will seek medical/mental health assistance for their child. This form acknowledges that the parent/guardian has been notified of his/her child's behaviors and the recommendations for treatment options. The form will be kept in a confidential file separate from the student's cumulative folder.

14. If the parent/guardian agrees to seek medical/mental health assistance, the counselor/nurse/principal/principal's designee will assist parent/guardian with making an appointment BEFORE the student and parent/guardian leave the school campus. In addition, student and parent/guardian will be notified that the student must participate in a mandatory readmit conference upon return to school.
15. If a student expresses thoughts of harm to self and/or others, and cannot be located in class or on campus, the counselor/nurse/principal/principal's designee will immediately be notified, and will make every effort to locate the student. The principal/available administrator and parent/guardian will, also, be notified immediately.
16. All phone calls/conferences/attempts to notify are to be documented on the Student Safety Plan Disposition Form.
17. When the student returns to school, the counselor/nurse/principal/principal's designee will conduct a mandatory readmit conference with the student and parent/guardian. At that time, appropriate clearance documentation (i.e., discharge form, doctor's note, mental health clearance form, etc.) will be collected from the parent/guardian. A copy of this documentation should be attached to the school's copy of the *Student Safety Plan Protocol* and be sent to Central Office, Student Support Services, Guidance Department, Attention: Scott Walker in an envelope marked "CONFIDENTIAL".

Assessment

1. The student will be informed that their thoughts cannot be treated as confidential AND will be shared with student's parent/guardian and selected authorities.
2. Counselor/nurse/principal/principal's designee will complete the Student Safety Plan Assessment Interview Form.
3. The Notice of Emergency Conference Form and the Student Safety Notice will be completed and reviewed with the student and the parent/guardian. Provide the parent/guardian with a copy of both of these forms.
4. A copy of the Student Safety Plan Assessment Interview Form can be sent directly to the mental health provider, if requested. However, please do NOT give this assessment interview form to the parent/guardian.

Follow-up

1. The counselor/nurse/principal/principal's designee will send a copy of the completed packet (including clearance documentation) to Central Office, Student Support Services, Guidance Department, Attention: Scott Walker in an envelope marked "CONFIDENTIAL".
2. During the mandatory readmit conference with the parent/guardian, the counselor/nurse/principal/principal's designee needs to obtain a copy of the release/discharge paperwork/medical clearance document showing that the student has been assessed by a medical/mental health provider.
3. If a designee, rather than the counselor, meets with the student and parent/guardian in the mandatory readmit conference, the counselor will conduct a follow-up conference with the student as soon as the counselor returns to campus.
4. The counselor will continue to monitor the student once a week for four weeks and as needed through contact with student/teacher and/or observation.

SUICIDE PREVENTION

- Suicidal Warning Signs
- Gives away personal items
- Is very moody
- Family problems
- Physical/sexual abuse
- Loss of energy
- Peer rejection
- Drug abuse
- Neglect of appearance
- Sudden change (in anything)
- Asks legal questions about death
- Talks of life after death
- Ends a relationship
- Death of friend/family member

Major Warning Signs

- Previous suicide attempt.
- Current talk of suicide or making a plan.
- Strong wish to die, preoccupation with death.
- Recent suicide attempt by a friend / family member.
- Impulsiveness and taking unnecessary risks.

Ways to Respond: DO

- Listen (not lecture). Listening will decrease the probability of going through with suicide.
 - Assess suicide potential. Ask specific questions.
 - Do you have a plan?
 - Are the means available?
 - Have you attempted suicide in the past? How? What happened?
- How do you see yourself in the future? (shows hope)
- Be supportive. Let student know you care and help can be sought.
- Talk openly and honestly about any statements the student has made.

DO NOT

- Ignore the problem. (it won't just "go away")
- Keep the information secret. Verbal threats and plans are signals for help.
- Believe that if suicide is talked of, the threat won't be carried out. Suicide is very often talked about before it is committed.
- Be judgmental.
- Laugh it off.

STUDENT SAFETY PLAN EMERGENCY GUIDANCE REFERRAL

GENERAL INFORMATION		
Student Name:	Birthdate:	
School Name:	Grade:	
Referring Person:	Title/Position:	
Referral Date:	Referral Time:	
NATURE OF REFERRAL		
<input type="checkbox"/> Verbal threat of intent to harm self and/or others <input type="checkbox"/> Written threat of intent to harm self and/or others <input type="checkbox"/> Graphic (drawing)/Pictorial of intent to harm self and/or others		
COMMENTS		
OTHER WARNING SIGNS (Check ALL that APPLY)		
<input type="checkbox"/> Gives away personal items <input type="checkbox"/> Is very moody <input type="checkbox"/> Family problems <input type="checkbox"/> Physical/sexual abuse <input type="checkbox"/> Loss of energy <input type="checkbox"/> Peer rejection <input type="checkbox"/> Drug use/abuse	<input type="checkbox"/> Neglect of appearance <input type="checkbox"/> Sudden change (in anything) <input type="checkbox"/> Asks legal questions about death <input type="checkbox"/> Poor grades <input type="checkbox"/> Talks of life after death <input type="checkbox"/> Ends a relationship <input type="checkbox"/> Death of friend/family member	
ACKNOWLEDGEMENT OF RECEIPT		
Referral Received By:	Date Received:	Time Received:

STUDENT SAFETY NOTICE

STUDENT NAME

--

PERSONAL RESOURCES

If I am having thoughts of harming myself and/or others, I will get assistance from a trusted adult(s).
 Please provide names and phone numbers for two adults you trust:

Name of Trusted Adult:	Phone Number:
Name of Trusted Adult:	Phone Number:

AGENCY RESOURCES

AGENCIES THAT PROVIDE ASSISTANCE

Agency Name:	Agency Telephone Number:
Lamar County Northwest Mental Health Center	(205) 695-9183
Community Resources	Dial 211 for local community resources
National Suicide Prevention Lifeline	1-800-273-TALK (8255)
Fayette Medical Center Emergency Room	(205) 932-5966

SIGNATURES OF AGREEMENT

I acknowledge that I have received the names and phone numbers of professional organizations that can be reached 24 hours a day.

Student Signature (Grades 6 – 12)	Date:	Time:
Parent/Guardian Signature:	Date:	Time:
Counselor/Nurse/Principal Designee Signature:	Date:	Time:

DOCUMENTATION OF REFUSAL TO SIGN SAFETY PLAN AGREEMENT (If applicable)

Student refused to sign Student Safety Notice (Grades 6 – 12)

Parent refused to sign and/or allow student to sign Student Safety Notice

STUDENT SAFETY PLAN DISPOSITION FORM

GENERAL INFORMATION		
Student Name:	Date:	Time:
School Name:	Referred By:	
Parent/Guardian Name:	Home Phone Number:	Cell Phone Number:
Counselor/Nurse/Principal's Designee:		
State the nature of the student's threat to harm self and/or others:		
DISPOSITION OF SERVICES		
<p>Check all of the procedures used in this crisis situation:</p> <p><input type="checkbox"/> Police/Sheriff contacted (as needed – in case of dire emergency)</p> <p><input type="checkbox"/> Teacher/Counselor/Administrator was with the student at all times (i.e. line-of-sight supervision)</p> <p><input type="checkbox"/> Student is not to be sent to the office or left alone</p> <p><input type="checkbox"/> Student was interviewed privately (Student Safety Plan Assessment Interview Form)</p> <p><input type="checkbox"/> Student signs Student Safety Notice (Grades 6 – 12)</p> <p><input type="checkbox"/> Principal, Counselor, and other appropriate school/district personnel were contacted and consulted as needed</p> <p><input type="checkbox"/> Attempts to contact parent/guardian by telephone was (circle one) successful/unsuccessful</p> <p><input type="checkbox"/> Request made for parent/guardian to come to school to participate in Emergency Conference</p> <p><input type="checkbox"/> Home visit conducted to notify parent/guardian</p> <p><input type="checkbox"/> Contacted non-emergency law enforcement agency for parental/guardian notification</p> <p><input type="checkbox"/> Parent/guardian advised that their child exhibits at risk personal behavior</p> <p><input type="checkbox"/> Parent/guardian signs and is given a copy of the Notice of Emergency Conference Form & Student Safety Notice</p> <p><input type="checkbox"/> Professional therapy for student advised and parent/guardian assisted in making arrangements for prompt assessment of student prior to student and parent/guardian leaving campus</p> <p><input type="checkbox"/> Referral made to outside agency or hospital – Agency/hospital name _____</p> <p><input type="checkbox"/> Student Safety Plan Assessment Interview Form sent to outside agency or hospital</p> <p><input type="checkbox"/> Agency alerted to expect arrival of parent/guardian and student</p> <p><input type="checkbox"/> Follow-up call was made to agency/hospital to verify arrival of parent/guardian and student to facility</p> <p><input type="checkbox"/> Follow-up call was made to parent/guardian to determine disposition of services provided Date of call/Outcome. _____</p> <p><input type="checkbox"/> Date mandatory re-admit conference held _____</p> <p><input type="checkbox"/> Copy of entire STUDENT SAFETY PLAN PROTOCOL Package sent to Central Office (Guidance Department)</p> <p>Attention: _____ Date sent: _____</p> <p><input type="checkbox"/> Other _____</p>		
DOCUMENTATION: An effort was made to contact the parent/guardian by phone at the following times:		
Date:	Time:	Results: (Please check one)
		<input type="checkbox"/> No answer <input type="checkbox"/> Left message <input type="checkbox"/> Contacted Parent/Guardian
		<input type="checkbox"/> No answer <input type="checkbox"/> Left message <input type="checkbox"/> Contacted Parent/Guardian
		<input type="checkbox"/> No answer <input type="checkbox"/> Left message <input type="checkbox"/> Contacted Parent/Guardian

Counselor/Nurse/Principal's Signature

Date

STUDENT SAFETY PLAN

NOTICE OF EMERGENCY CONFERENCE

I, _____, the parent/guardian of _____ attended a conference with school personnel on (date) _____. I have been notified that based on the available information, my child appears to pose the risk of harm to self and/or others.

I have been further advised that I should seek medical/mental health consultation immediately from community agencies. I understand that the school district is not responsible for the provision of these services, but is alerting me to this emergency just as they would inform me of any other health issue. School personnel have clarified the school district's response and role. I have been told that the school will follow-up with my child after the mandatory re-admit conference to support his/her transition back to the classroom. I have been given an opportunity to ask questions regarding my child's needs and the types of support/resources available for my child from community agencies.

Parent/Guardian

Counselor/Nurse/Principal's
Designee

Date

_____ Parent/Guardian refused to sign (check if applicable)

Documentation Of Parent/Guardian Contact:

An effort was made to contact the parent/emergency contact by phone at the following times:

Date:	Time:	Results: (Please check one)
		<input type="checkbox"/> No answer Parent/Guardian <input type="checkbox"/> Left message <input type="checkbox"/> Contacted
		<input type="checkbox"/> No answer Parent/Guardian <input type="checkbox"/> Left message <input type="checkbox"/> Contacted
		<input type="checkbox"/> No answer Parent/Guardian <input type="checkbox"/> Left message <input type="checkbox"/> Contacted

The emergency conference could not be conducted because parent/guardian could not be reached OR refused to come get his/her student. The student was not allowed to leave or go home unescorted and the following action was taken:

(Check the appropriate option)

Conducted home visit to notify parent/guardian

Contacted law-enforcement agency __

Contacted emergency services (e.g. mental health, hospital, paramedics)

STUDENT SAFETY PLAN ASSESSMENT

Interview Form

Student Name _____

Date: _____

Last _____ First _____

School _____ Time: _____

Grade: _____ Date of Birth: _____ Age: _____

Introduce yourself, your role, and reason for meeting with the student.

"I'm <NAME> and I was asked to talk with you because things might not be going well for you. I was told <SUMMARIZE REASON FOR REFERRAL>."

- Would you tell me in your own way what is going on or what happened?

- Do you think things will get better or are you worried/afraid things will stay the same or get worse?

- What makes you say that?

- What, if anything, could make the situation better?

- What, if anything, could make it worse?

Foster Care Plan

Resolution Process

If an LEA seeks to place a child in foster care in a school other than the school of origin or the school requested by the educational decision-maker, the educational decision maker shall be provided written notice of his/her right to appeal the decision, including:

1. The contact information for the LEA foster care point of contact and the SEA foster care point of contact.
2. An explanation of the reasons for the LEA's decision.
3. A step-by-step description of how to dispute the LEA's decision, including a dispute form.
4. An Explanation that if the educational decision-maker chooses to initiate a dispute, the student shall remain in the school of origin, receiving all appropriate educational services, until the dispute reaches its final resolution.
5. Timelines for resolution of the dispute at each level.
6. Notice of the right to appeal to the SEA if the local-level resolution is not satisfactory.

Level I: LEA Superintendent or Designee

1. Initiating the Level I Dispute
 - a. To dispute an LEA's decision related to school selection (best interest) or enrollment for a child in foster care, an educational decision-maker must request dispute resolution in writing by submitting a dated appeal letter specifying the school in which enrollment is sought and the basis for seeking enrollment in that school. The appeal letter must include the name and contact information (phone, email and mailing address) for the educational decision-maker.
 - b. The educational decision-maker must submit the appeal letter within five school days of receiving from the LEA written notice of the right to dispute the decision. The letter may be submitted via an email with the subject "Foster Care Appeal", or delivered to any school to the attention of the superintendent. Regardless of how the appeal letter is submitted, the school or LEA shall ensure the LEA's superintendent or designee receives it immediately.
 - c. The submission of the appeal letter by email or delivery to any school initiates the dispute. From that point, the student shall remain in the school of origin until the dispute reaches its final resolution. The student shall be provided with all appropriate educational services for which the student is eligible during the pendency of the dispute. Students attending their school of origin during the pendency of the dispute will be entitled to receive transportation. The LEA will provide or arrange transportation during the dispute. Once the dispute is resolved, transportation will be provided pursuant to the local transportation procedures developed collaboratively between the LEA(s) and local child welfare agencies.
2. LEA Decision
 - a. The superintendent, or designee, will arrange for a personal conference to be held with the educational decision-maker, the student (if appropriate), and at least one representative from the local child welfare agency. The personal

conference will be arranged within five business days of the LEA's receipt of the Level I appeal letter and will take place as expeditiously as possible.

- b. Within five business days of the personal conference, the superintendent, or designee, will inform the educational decision-maker of the decision in writing, using the contact information provided in the appeal letter. The superintendent or designee may consult with the LEA foster care point of contact in making the decision. The written decision provided to the educational decision-maker must include:
 - i. A copy of the complete Level I appeal packet.
 - ii. The decision rendered at Level I by the superintendent or designee and an explanation for that decision.
 - iii. Instructions regarding how to file a Level II dispute, including the name, phone number and email address of the SEA foster care point of contact.

If the educational decision-maker disagrees with the Level I decision and wishes to appeal to Level II, the educational decision-maker shall inform the LEA superintendent or designee of the intent to appeal to Level II within five school days of receipt of the LEA's Level I decision. If the educational decision-maker does not appeal within five school days, the child shall be enrolled and provided all appropriate educational services in the school determined by the LEA. If that school is not the school the child had been attending during pendency of the dispute, the LEA will prioritize minimizing the disruption to the child's education in effecting the transition to the new school.

Level II: SEA

1. Initiating the Level II Dispute

If the student's educational decision-maker disagrees with the decision rendered by the LEA's superintendent at Level I, he/she may appeal the decision to the SEA. To appeal to Level II, an educational decision-maker must request an appeal in writing by submitting a dated appeal letter, which must include:

- The school in which enrolment is sought and the basis for seeking enrollment in that school.
- The name and contact information for the educational decision-maker.
- A copy of the previous appeal letter submitted by the educational decision-maker.
- A copy of the decision rendered by the LEA at Level I.

The letter must be submitted via an email to the SEA foster care point of contact, with the subject "Foster Child Appeal", or delivered to any school to the attention of the superintendent. The appeal letter must be submitted to both the SEA and LEA superintendent within five school days of receiving the Level I appeal decision from the LEA.

The LEA has an additional five school days from its receipt of the educational decision-maker's appeal letter to submit its response to the appeal letter to the SEA foster care coordinator, via and email with the subject "Foster Child Appeal". Documents submitted by either party after the applicable deadlines will not be considered.

The student shall remain in the school of origin until the dispute reaches its final resolution. The students shall be provided with all appropriate educational services for which the student is eligible during the pendency of the dispute. Students attending their school of origin during the pendency of the dispute will be entitled to receive transportation. The LEA will provide or arrange transportation during the dispute. Once the dispute is resolved, transportation will be provided pursuant to the local transportation procedures developed collaboratively between the LEA(s) and local child welfare agencies.

2. SEA Decision

The Level II decision will be made by a three-person panel including the SEA foster care point of contact, another SEA staff, and a representative of the state child welfare agency. The panel shall make a final decision within thirty days of receipt of the dispute. The SEA foster care point of contact will forward the final written decision to the educational decision-maker and the LEA superintendent. The written decision must include:

- A copy of the complete Level II appeal packet.
- The decision rendered at Level II and an explanation of that decision.

The LEA must implement the SEA's decision in full, immediately.

The SEA shall maintain a record of all disputes related to the children in foster care.

For every type of dispute regarding a child in foster care, the LEA and local child welfare agency must make every effort to resolve the dispute collaboratively at the local level. Documented patterns of excessive disputes to the SEA from particular LEAs and/or local child welfare agencies will be reviewed by the SEA and State child welfare agency and appropriate measures will be taken to ensure compliance by both local agencies. All parties are encouraged to seek assistance from the Foster Care Point of Contact at the SEA, and the education coordinator at the State Child Welfare Agency (or similar personnel) prior to any dispute.

Interagency Transportation Dispute Process To Resolve Disputes Between LEAs And Child Welfare Agencies Regarding Transportation

ESSA requires LEAs and child welfare agencies collaboratively to develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged, and funded for the duration of the children's time in foster care. To ensure the children receive transportation and that both the LEA and child welfare agencies are working to ensure educational stability, these transportations procedure should ensure:

- When placing a child in foster care the child welfare agency takes into consideration the location the child is going to be placed as it relates to the school of origin. When it is logistically feasible, the child will remain at his/her school of origin.
- Children in foster care needing transportation to the school of origin will promptly receive it. Transportation of a child in foster care will be handled in the most cost effective manner as decided by the LEA and DHR.
- When it is financially feasible to do so, the Lamar County Department of Human Resources will use foster care maintenance payments to pay for transportation to the school of origin. DHR has informed the LEA that it will pay foster parents mileage to transport the child to the school of origin.
- Additional cost or cost occurring when the child has to be transported by other means than a bus that would transport him/her to their assigned school. If a child cannot be transported to their school of origin via a regular bus route, the child welfare agency will be responsible for the child's transportation as long as it is financially feasible for them to do so.
- Where there are instance when no additional cost will be incurred, the LEA will transport the child via a school bus. If the LEA has to transport a child and there are additional cost, the Lamar County Department of Human Resources will reimburse the LEA for mileage and the cost for the driver. Payments made to the LEA will occur on a monthly basis at the current mileage rate.

LEAs and child welfare agencies must make every effort to collaborate in serving children in foster care. When a dispute arises between the agencies over paying the costs of transportation, the LEA and local child welfare agency must make every effort to resolve

the dispute collaboratively and the local level. Documented patterns of excessive disputes to the SEA form particular LEAs and/or local child welfare agencies will be reviewed by the SEA and State child welfare agency and appropriate measures will be taken to ensure compliance by both local agencies.

The SEA and State child welfare agency may establish a Memorandum of Understanding regarding appropriate measures to limit disputes and ensure compliance by both LEAs and local child welfare agencies. All Parties are encouraged to seek assistance from the Foster Care Point of Contact at the SEA and the Educational Coordinator at the State Child Welfare Agency (or similar personnel) prior to any dispute.

In addition, under no circumstances shall the dispute delay or interrupt the provision of transportation for a child to the school of origin. To ensure no such disruption, the agency that had been paying for transportation prior to the dispute will continue to pay until the dispute is resolved. If transportation was not provided previously, the LEA will arrange and provide the transportation while payment dispute are being resolved.

Disputes between LEAs and child welfare agencies regarding implementing the local transportation procedures, calculating and paying for additional cost of transportation to the school of origin for children in foster care, or other inter-agency transportation disputes will be resolved by a three-person panel including the SEA foster care point of contact, another SEA staff, and a representative of the state child welfare agency. Either an LEA or a local child welfare agency can bring a transportation payment dispute to the SEA by submitting a dispute resolution request to the SEA foster care point of contact via an email with the subject "Foster Child Transportation Dispute". The dispute resolution request must include:

- A complete explanation of the basis of the dispute, with all pertinent facts.
- The name and contact information of the people who have been addressing the dispute thus far on behalf of both the LEA and the local child welfare agency.
- Details of how the agencies have attempted to resolve the dispute at the local level prior to appealing to the state.

Within 10 days of receipt of the dispute resolution request, the SEA foster care point of contact will contact the party that did not submit the request (either the LEA or child welfare agency) identifying the subject matter of the dispute and inviting that party to submit any information pertinent to the dispute. The party will have ten days to submit its explanation of the dispute, with all pertinent facts. Documents submitted by either party after the applicable deadlines will not be considered.

The panel shall make a final decision within thirty days of receiving all information related to the dispute. The SEA foster care contact will forward the written decision and an explanation of that decision to the appropriate parties at both the LEA and local child welfare agency. The decision shall be the final resolution.

Notification of Rights under FERPA

for Elementary and Secondary Schools:

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days of the day the School receives a request for access.
2. Parents or eligible students should submit to the School principal [or appropriate school official] a written request that identifies the record(s) they wish to inspect. The School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
3. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate.
4. Parents or eligible students may ask the School to amend a record that they believe is inaccurate. They should write the School principal [or appropriate school official], clearly identify the part of the record they want changed, and specify why it is inaccurate. If the School decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
5. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the School has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.
6. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the *School District* to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW, Washington, DC 20202-5901

Notification of Rights Under the Protection of Pupil Rights Amendment (PPRA)

PPRA affords parents certain rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

1. *Consent* before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED)–
 - a. Political affiliations or beliefs of the student or student's parent;
 - b. Mental or psychological problems of the student or student's family;
 - c. Sex behavior or attitudes;
 - d. Illegal, anti-social, self-incriminating, or demeaning behavior;
 - e. Critical appraisals of others with whom respondents have close family relationships;
 - f. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
 - g. Religious practices, affiliations, or beliefs of the student or parents; or
 - h. Income, other than as required by law to determine program eligibility.
2. *Receive notice and an opportunity to opt a student out of* –
 - a. Any other protected information survey, regardless of funding;
 - b. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law.
 - c. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.
3. *Inspect*, upon request and before administration or use –
 - a. Protected information surveys of students;
 - b. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
 - c. Instructional material used as part of the educational curriculum.

These rights transfer to from the parents to a student who is 18 years old or an emancipated minor under State law.

Parents who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue SW
Washington, D.C. 20202-5901

PPRA Model Notice and Consent/Opt-Out for Specific Activities

The Protection of Pupil Rights Amendment (PPRA), 20 U.S.C. § 1232h, requires Lamar County to notify you and obtain consent or allow you to opt your child out of participating in certain school activities. These activities include a student survey, analysis, or evaluation that concerns one or more of the following eight areas:

1. Political affiliations or beliefs of the student or student's parents;
2. Mental or psychological problems of the student or student's family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;

6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or parents;
8. Income, other than as required by law to determine program eligibility.

This requirement also applies to the collection, disclosure or use of student information for marketing purposes, and certain physical exams and screenings.

The Lamar County School District will provide parents, within a reasonable period of time prior to the administration of the surveys and activities, notification of the surveys and activities and be provided an opportunity to opt their child out, as well as an opportunity to review the surveys. Please note that this notice and consent/opt-out transfers from parents to any student who is 18 years old or an emancipated minor under State law.

Student Health

Medication

There are times when your child may need to take medication at school. Whenever possible, it is recommended that medication be administered before and/or after school hours under the direct supervision of the child's parent or legal guardian. However, if medication must be administered during school hours, the following guidelines will be followed. Medication must have proper authorization before being allowed at school. All medications are kept locked in a central location at each school. Students are not allowed to keep over-the-counter medications such as Tylenol, aspirin, cough drops, etc. on their person. With proper authorization, emergency medications such as inhalers, Epipens, and glucagons may be kept by the student.

Prescription Medications

1. An authorization form must be completed and signed by the physician (prescriber) and parent/guardian for all prescription medications that are to be administered at school.
2. All medication must be delivered to school by a parent/guardian. Medications cannot be sent to school with a student.
3. Medications must be in the original container, with a readable label that states name, dose, and frequency.
4. Medications will be locked in a central location and dispensed by trained school personnel or the school nurse.
5. Medications cannot be sent home with a student. Therefore, only the amount of medication needed during school hours should be brought to school.
6. Any medication that is not picked up the last day of school will be destroyed.

Nonprescription Medications

1. Before nonprescription medications can be administered to a student, an authorization form must be completed, signed, and be placed on file by the parent/guardian.
2. Medications must be in the original container with the student's name on the bottle. A physician's authorization is not required for nonprescription medications. Students will only be given doses dependent upon manufactures' recommendations.

Emergency Illnesses and Accidents

If a child becomes ill or is injured at school, appropriate personnel will make a reasonable attempt to notify the parents or guardians. Parents/guardians should provide the school with current emergency phone numbers.

Emergency Medical Treatment

If an accident requires immediate medical attention or the service of a doctor and the parent cannot be reached, school officials shall act in loco parentis and take reasonable action. Such action may be to obtain emergency medical services at parental expense.

Severe Medical Problems

If a child suffers from severe health problems (epilepsy, diabetes, heart problems, allergies, etc.), the parent/guardian MUST file in the principal's office a statement or a physician's letter defining the condition and any limitation placed on the child. Such statement shall be updated yearly or when limitations change.

Important Information on Meningococcal Disease and Vaccine

What is meningococcal disease?

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

How do you catch the disease?

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

What are the symptoms?

Fever, Headache, Stiff neck, Red rash, Drowsiness, Nausea and vomiting

Meningococcal vaccine: Who should get the vaccine and when?

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

Effective for students entering sixth grade beginning fall of 2010, a booster dose of tetanus and diphtheria toxoids and acellular pertussis vaccine (Tdap) must be given at eleven (11) or twelve (12) years of age.

CDC FLU Guide for Parents

- What is the flu?
 - Influenza is an infection of the nose, throat, and lungs caused by influenza viruses. There are many different influenza viruses that are constantly changing. Flu viruses cause illness, hospital stays and deaths in the United States each year. The flu can be very dangerous for children. Each year about 20,000 children younger than 5 years old are hospitalized from flu complications, like pneumonia.
- How serious is the flu?

- Flu illness can vary from mild to severe. While the flu can be serious even in people who are otherwise healthy, it can be especially dangerous for young children and children of any age who have certain long-term health conditions, including asthma (even mild or controlled), neurological and neurodevelopmental conditions, chronic lung disease, heart disease, blood disorders, endocrine disorders (such as diabetes), kidney, liver, and metabolic disorders, and weakened immune systems due to disease or medication. Children with these conditions and children who are receiving long-term aspirin therapy can have severe illness from the flu.
- How does the flu spread?
 - Most experts believe that flu viruses spread mainly by droplets made when people with the flu cough, sneeze or talk. These droplets can land in the mouths or noses of people who are nearby. Less often, a person might get the flu by touching something that has flu virus on it and then touching their own mouth, eyes or nose.
- What are the symptoms of the flu?
 - Symptoms of the flu can include fever, cough, sore throat, runny or stuffy nose, body aches, headache, chills, fatigue and sometimes vomiting and diarrhea (more common in children than adults). Some people with the flu will not have a fever.
- How long can a sick person spread the flu to others?
 - People with the flu may be able to infect others by shedding virus from 1 day before getting sick to 5 to 7 days after. However, children and people with weakened immune systems can shed virus for longer, and may be still contagious past 5 to 7 days of flu illness, especially if they still have symptoms.
- How can I protect my child against the flu?
 - To protect against the flu, the first and most important thing you can do is to get a flu vaccine for yourself and your child. Vaccination is recommended for everyone 6 months and older. It's especially important that young children and children with long term health conditions get vaccinated. Caregivers of children with health conditions or of children younger than 6 months old should get vaccinated. (Babies younger than 6 months are too young to be vaccinated themselves.) Another way to protect babies is to vaccinate pregnant women. Research shows that flu vaccination gives some protection to the baby both while the woman is pregnant and for up to 6 months after the baby is born. Flu vaccine is updated annually to protect against the flu viruses that research indicates are most likely to cause illness during the upcoming flu season. Flu vaccines are made using strict safety and production measures. Over the years, millions of flu vaccines have been given in the United States with a very good safety record.
- Is there a medicine to treat the flu?
 - Antiviral drugs are prescription medicines that can be used to treat and prevent influenza illness. They can make people feel better and get better sooner. Antivirals can mean the difference between having milder illness instead of very serious illness that could result in a hospital stay. Antiviral drugs are different from antibiotics, which fight against bacterial infections. They work best when started during the first 2 days of illness. It's very important that antiviral drugs are used early to treat the flu in people who are very sick (for example, people who are in the hospital) or who are at high risk of having serious flu complications. Other people with flu illness may also

benefit from taking antiviral drugs. These drugs can be given to children and pregnant women.

- What are some of the other ways I can protect my child against the flu?
 - In addition to getting vaccinated, you and your children can take everyday steps to help prevent the spread of germs. These include: Stay away from people who are sick. If your child is sick with flu-like illness, try to keep him or her in a separate room from others in the household, if possible. CDC recommends that your sick child stay home for at least 24 hours after his or her fever is gone except to get medical care or for other necessities. The fever should be gone without the use of a fever-reducing medicine. Cover your mouth and nose with a tissue when you cough or sneeze. Throw the tissue in the trash after it has been used. Wash hands often with soap and water. If soap and water are not available, use an alcohol-based hand rub. Avoid touching your eyes, nose and mouth. Germs spread this way. Clean and disinfect hard surfaces and objects that may be contaminated with germs, including bathroom surfaces, kitchen counters and toys for children. Clean by wiping them down with a household disinfectant according to directions on the product label.
- What can I do if my child gets sick?
 - Talk to your doctor early if you are worried about your child's illness. Make sure your child gets plenty of rest and drinks enough fluids. If your child is 5 years and older and does not have other health problems and gets flu-like symptoms, including a fever and/or cough, consult your doctor as needed. Children younger than 5 years of age—especially those younger than 2 years old—and children with certain chronic conditions, including asthma, diabetes and disorders of the brain or nervous system, at high risk of serious flu-related complications. If your child is at high risk for flu complications, call your doctor or take them to the doctor right away if they develop flu-like symptoms.
- What if my child seems very sick?
 - Even previously healthy children can get very sick from the flu. Make sure your child gets plenty of rest and drinks enough fluids. If your child is 5 years or older and does not have other health problems and gets flu-like symptoms, including a fever and/or cough, consult your doctor as needed: Fast breathing or troubled breathing, bluish or gray skin color, not drinking enough fluids (not going to the bathroom or not making as much urine as they normally do), severe or persistent vomiting, not waking up or not interacting, being so irritable that the child does not want to be held, flu-like symptoms improve but then return with fever and worse cough, has other conditions (like heart or lung disease, diabetes, or asthma) and develops flu symptoms, including a fever and/or cough.
- Can my child go to school, daycare or camp if he or she is sick?
 - No, Your child should stay home to rest and to avoid giving the flu to other children or caregivers.
- When can my child go back to school after having the flu?
 - Keep your child home from school, daycare or camp for at least 24 hours after his or her fever is gone. (The fever should be gone without the use of a fever-reducing medicine.) A fever is defined as 100 degrees F (37.8 degrees C) or higher.

For more information, visit www.cdc.gov/flu or www.flu.gov or call 800-CDC-INFO

Safe Backpack Usage Suggestions

- Backpacks should weigh no more than a maximum of 10% of a child's body weight
- Use ergonomic backpacks with individualized compartments to efficiently hold books and equipment
- Always wear both shoulder straps and do not sling the backpack over one shoulder
- Use backpacks with wide, padded adjustable straps that fit a child's body

STUDENT HARASSMENT REFERRAL ACTION

School Name: _____

GENERAL INFORMATION

Last Name: _____ First: _____
Grade: _____

Time of Incident: _____ Date of Incident: _____ Date of Referral: _____

Reported by: _____ Title of Reporter: _____ Location of Infraction: _____

HARASSMENT REFERRAL ACTION

Harassment: _____ Other Infraction: Explain _____
Description of Infraction: _____

NOTE: PARENT MUST BE CONTACTED IN REGARD TO THIS INCIDENT BEFORE REFERRAL WILL BE PROCESSED.

Parent Notification by phone: Date(s) _____ Parent Notification by Letter: Date(s) _____

Date/time _____ Date/time _____ Date/time _____ Date/time _____

Name of Previous Parental Contact: _____

Verbal Warning: Date(s) _____ Conference with Student: Date(s): _____

Silent Lunch: Date(s) _____ In-Class Displacement: Date(s): _____

Conference with Parents: Date(s) _____ After-School Detention: Date(s): _____

Other Action(s) Explain: _____

ADMINISTRATIVE ACTION

Consultation with Student in Office: Date(s) _____ Code of Conduct Information Given: Yes No

Warning Issued for Offense: Yes No Method: Verbal Written Phone

Phone # called: _____ If written, Copy of Referral Letter placed in student file: Yes No

Parent Notification Method Used: 1st Class mail Certified Mail Student Delivery

Please Check:

In-School Suspension (ISS): _____ No. of Days: _____ Inclusive Dates: _____

Out-of-School Suspension (**OSS**): _____ No. of Days: _____ Inclusive Dates: _____

After-School Detention (ASD): _____ No. of Days: _____ Inclusive Dates: _____

Guidance Counselor Referral (**GCR**): _____ Name of Counselor: _____

Other Action (Explain): _____

Harassment Consequences, reprisals, retaliation, or false accusations actions explained.

Student Signature: _____ Date: _____

Administrator Signature: _____ Date: _____

Parent Signature: _____ Date: _____

Harassment Report

School System: _____

School Name: _____

Student Name: _____

ID#: _____

Grade: _____

Infraction Reported By: _____ Student _____ parent _____

Date _____

Time _____

Location _____

Description

Other Related Information

HARASSMENT. 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, 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 model policy adopted by the department or by a local board. To constitute harassment, 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,
- F. threatening, or abusive educational environment for a student.

Student _____ Date _____

Parent/Guardian _____ Date _____

ALABAMA STATE DEPARTMENT OF EDUCATION

SCHOOL MEDICATION PRESCRIBER/PARENT AUTHORIZATION

School Year: _____ - _____

STUDENT INFORMATION

Student's Name: _____ School: _____
 Date of Birth: ____/____/____ Age: _____ Grade: _____ Teacher: _____
 No known drug allergies--If drug allergies list: _____ Weight: _____ pounds

PRESCRIBER AUTHORIZATION (To be completed by licensed healthcare provider)

Medication Name: _____ Dosage: _____ Route: _____
 Frequency/Time(s) to be given: _____ Start Date: ____/____/____ Stop Date: ____/____/____
 Reason for taking medication: _____
 Potential side effects/contraindications/adverse reactions: _____
 Treatment order in the event of an adverse reaction: _____
SPECIAL INSTRUCTIONS:
 Is the medication a controlled substance? Yes No
 Is self-medication permitted and recommended? Yes No
 If "yes" I hereby affirm this student has been instructed
 On proper self-administration of the prescribe medication.
 Do you recommend this medication be kept "on person" by student? Yes No
 Emergency Drug required during Bus Transportation Yes No
 Cake Icing Gel ONLY for Diabetic Student during Bus Transportation Yes No
 Printed Name of Licensed Healthcare Provider: _____ Phone: () _____ - _____ Fax: _____ - _____
 Signature of Licensed Healthcare Provider: _____ Date: _____

PARENT AUTHORIZATION

I authorize the School Nurse, the registered nurse (RN) or licensed practical nurse (LPN) to administer or to delegate to unlicensed school personnel the task of assisting my child in taking the above medication in accordance with the administrative code practice rules. I understand that additional parent/prescriber signed statements will be necessary if the dosage of medication is changed.
Prescription Medication must be registered with School Nurse or trained Medication Assistants. Prescription medication must be properly labeled with student's name, prescriber's name, name of medication, dosage, time intervals, route of administration and the date of drug's expiration when appropriate.
Over the Counter Medication must be registered with the School Nurse or Trained Medication Assistant, OTC's in the original, unopened and sealed container. Local Education Agency Policy for OTC medication to be followed:
 Parent's/Guardian's Signature: _____ Date: ____/____/____ Phone: () _____ - _____

SELF-ADMINISTRATION AUTHORIZATION

(To be completed ONLY if student is authorized to complete self-care by licensed healthcare provider.)

I authorize and recommend self-medication by my child for the above medication. I also affirm that he/she has been instructed in the proper self-administration of the prescribed medication by his/her attending physician. I shall indemnify and hold harmless the school, the agents of the school, and the local board of education against any claims that may arise relating to my child's self-administration of prescribed medication(s).
 Signature of Parent: _____ Date: ____/____/____ Phone: () _____ - _____

LAMAR COUNTY SCHOOLS REQUEST FOR STUDENT RELEASE FOR DUAL ENROLLMENT

Please Print:

Student: _____ Date: _____

I acknowledge that I have received the school board policies regarding student release time and dual enrollment. I affirm that the above named student has met all the requirements and is currently enrolled at Bevill State Community College in an approved dual enrollment course. I understand that permission to leave campus early will only be granted for dual enrollment courses that require a student to leave early due to time constraints and that permission is only valid for one semester and will have to be reapplied for each subsequent semester. Students who are granted early release will be considered checked out of school.

I understand that this permission slip will remain on file at the school for the entire semester as documentation that I authorize the above student to check out for dual enrollment purposes.

I confirm that I am the above student's legal parent or guardian with the authority to make educational decisions for them. I also release the school, Lamar County Board of Education, its agents and employees of all liability regarding the above student after they are released from school per this request.

PARENT/GUARDIAN:

PRINT

SIGN

SCHOOL PRINCIPAL:

SIGN

Acknowledgment

I, _____ enrolled

(Please Print) Student Name

in _____ school and my

parent(s)/guardian(s) _____

(Please Print) Parent(s)

hereby acknowledge by our signatures that we have received and read, or had read to us, the foregoing school handbook.

(Signed) _____ Student

(Signed) _____ Parent/Guardian

Date: _____

911 Address: _____

Note: The student is to sign the above statement. If the student lives with both parents, both parents are to sign the statement. If the student lives with only one parent or guardian, only one is to sign with the student.

Please detach this page after signing and have the student return it to the homeroom teacher.