



Jefferson County Schools

Student and Parent Handbook

Student and Parent Handbook

01. Introductory Information

Policy 01.01: Welcome, Expectations, and Purpose	4
Policy 01.02: Mission, Vision, and Message	5
Policy 01.03: Website and School Information	6
Policy 01.03: Website and School Information	10

02. Student and Parent Rights and Responsibilities

Policy 02.01: Scope of the Handbook	14
Policy 02.02: Approach to Student Behavior	15
Policy 02.03: Interventions to Support Students	17
Policy 02.04: Failing to Meet Expectations	19

03. Behavioral Levels Defined

Policy 03.01: Response to Student Behaviors - Definitions	20
Policy 03.02: Minor Student Behaviors	22
Policy 03.03: Intermediate Student Behaviors	24
Policy 03.04: Major Student Behaviors	27
Policy 03.05: Severe Student Behaviors	31

04. Transportation Guidelines

Policy 04.01: Transportation Guidelines	36
Policy 04.02: Transportation Behaviors	38

05. Safety and Dress Code

Policy 05.01: Physical Restraint	39
Policy 05.02: Safe and Drug-Free Schools	40
Policy 05.03: Felony Charges and Behaviors Involving a Firearm	41
Policy 05.04: Code of Conduct Jurisdiction	42
Policy 05.05: Dress Code	43

06. Admission, Enrollment, and Attendance

Policy 06.01: Admissions and Enrollment	44
Policy 06.02: Attendance	45

07. General Administration

Policy 07.01: Child Nutrition Program	48
Policy 07.02: Communications	49
Policy 07.03: Educational Opportunities	50
Policy 07.04: Extracurricular Activities	51
Policy 07.05: FERPA & PPRA	52
Policy 07.06: Finance	53
Policy 07.07: Gifted Education in Alabama	54
Policy 07.08: Health Care Services	55

08. Policies and Procedures

Policy 08.01: Anti-Harassment Policy	58
Policy 08.02: It's the Law!	59

Policy 08.03: ALSDE Secure Student Test Policy	60
Policy 08.04: Sexual Harassment Policy	61
Policy 08.05: Non-Discrimination Statement	62
Policy 08.06: Textbook Rules	63
Policy 08.07: Taylor's Law	64
Policy 08.08: Student Publications	65
Policy 08.09: Technology	66
Policy 08.10: Cell Phone and Personal Device Possession and Use	69
Policy 08.11: Digital Learning	70
Policy 08.12: Media and Web Release	71
Policy 08.13: Transfer Information	72
Policy 08.14: Change of Address	73
Policy 08.15: Notice	74
09. Forms and Appendices	
Form 09.01-F(1): Notice of Receipt	75
Exhibit 09.02-E(1): Appendix A - Responsibilities of Parents Under Alabama Law	77
Exhibit 09.03-E(1): Appendix B - FERPA	78
Exhibit 09.04-E(1): Appendix C - PPRA	80
Exhibit 09.05-E(1): Appendix D - Anti-Harassment Policy	82
Form 09.06-F(1): Form - Complaint of Bullying, Intimidation, Violence, and Threats of Violence	85
Exhibit 09.07-E(1): Appendix E - It's the Law!	88
Exhibit 09.08-E(1): Appendix F - ALSDE Use of Digital Device During the Administration of a Secure Test	90
Exhibit 09.09-E(1): Appendix G - Sexual Harassment Policy - Summary of Title IX Complaint Process and Procedure	91

Policy 01.01: Welcome, Expectations, and Purpose

Status: ADOPTED

Original Adopted Date: 07/25/2024 | **Last Revised Date:** 05/22/2025 | **Last Reviewed Date:** 05/22/2025

Welcome to another year as part of the Jefferson County family! Over the last year we have dedicated time to gathering the input of our community, our staff, faculty, and students to revise our Student and Parent Handbook to reflect our mission and our community. We hope you can see that in how we have outlined our goals, hopes, and expectations. The Handbook contains information about programs, opportunities, how we do business, and what is needed from you as students and parents.

Our mission is for every student to learn and reach their highest potential. Students need to be in school to learn so you will find information about attendance [here](#). In order for students to learn and reach their highest potential, as a community we need to act in ways that allow everyone to learn and grow. This means we have rules and expectations about student behavior. If those rules are broken or expectations not met, we have outlined the consequences, or adult responses to those behaviors. The rules and the consequences for failing to follow them have a purpose - they are designed to create the best possible school environment so the magic of learning can happen in an environment where all students feel safe, respected, confident, and valued.

The Handbook also has information about the ways that we want to support and lift up our students and families. We refer to ourselves as the JEFCOED family. Family takes care of family. We want your students to not only have the opportunity to grow in the classroom but also on the stage, the field, and in the other extra activities we provide. We are building a place where your child can find something to inspire them, be it at the school in your neighborhood or maybe one around the corner. That may mean going to a Signature Academy, the International Baccalaureate Program, dual enrollment classes, or one of the specialized magnet programs being developed. More choices mean more chances to succeed. We are focusing on giving those choices.

We understand that families also go through challenges. Students need an extra hand sometimes so we have developed supports for them and their families through mental health services, counseling, positive behavior initiatives, student peer groups, health services, academic support, and other initiatives. This is our Multi-Tiered System of Supports (MTSS). It means that every child in every school will be supported whether the need is small or great. It is like a safety net for our community. While there is no guarantee that we can help with every problem, we can guarantee that, if we can't, it won't be for a lack of trying. The Handbook also has some practical information that will be helpful as you navigate the school year and a number of disclosures and topics the law requires us to share.

Policy 01.02: Mission, Vision, and Message

Status: ADOPTED

Original Adopted Date: 07/25/2024 | **Last Revised Date:** 05/22/2025 | **Last Reviewed Date:** 05/22/2025

Our Mission: The mission of the Jefferson County School District is to ensure rigorous learning for all through engaging, innovative instruction, responsible resource management, and meaningful community and family collaboration focused on student success.

Our Vision: The vision of the Jefferson County School District is to be characterized by the use of best practices resulting in effectively providing for the diverse needs of all learners.

Message From the Superintendent and School Board: It is an honor to serve as members of the governing body for the Jefferson County School District. We are committed to providing for the diverse needs of our students, eliminating achievement gaps, and providing an equitable education for all students. We must continue to work together to provide the best possible working and learning environment to create conditions for success for employees and students entrusted to our care.

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Policy 01.03: Website and School Information

Status: ADOPTED

Original Adopted Date: 07/25/2024 | **Last Reviewed Date:** 07/25/2024

Website Information: Documents and Internet accessible information may be accessed at www.jefcoed.com

Grade Level	School	Phone	Principal
K-5	Adamsville Elementary 4600 Hazelwood Road Birmingham, AL 35005	205-379-2400	Michael Bissell
Pre-K-4	Bagley Elementary 8581 Tate Mill Road Dora, AL 35062	205-379-2500	Ammie Dawson
6-8	Bragg Middle 840 Hazel's Way Gardendale, AL 35071	205-379-2600	Dr. Brad Robertson
Pre-K-5	Brighton School 3400 Brown Circle Bessemer, AL 35020	205-379-2650	Aisha Bryant
K-5	Brookville Elementary 4275 Brookville School Road Graysville, AL 35073	205-379-2700	Zambia Harris
Pre-K-5	Bryan Elementary 600 Kimberly Cut Off Road Morris, AL 35116	205-379-2750	Christy Hamilton
Pre-K-5	Bryant Park Elementary 2020 Bryant Park Drive Clay, AL 35215	205-379-2850	Dr. Cortney Slaughter
Pre-K-12	Burkett Center 8601 Old Highway 31 Morris, AL 35116	205-379-2800	Jason Belcher
Pre-K-2	Center Point Elementary 4801 Indian Trail Birmingham, AL 35215	205-379-2900	Christi Butler
9-12	Center Point High 1000 Eagle Drive Center Point, AL 35215	205-379-3400	Dr. Terrell Brown
Pre-K-5	Chalkville Elementary 940 Chalkville School Road Birmingham, AL 35215	205-379-2950	Dr. Monique Stewart
Pre-K-5	Clay Elementary 6745 Old Springville Road Clay, AL 35048	205-379-3000	Dr. Jacnaih Finkley
6-8	Clay Chalkville Middle 6700 Trussville Clay Road Trussville, AL 3573	205-379-3100	Jason Wilson
9-12	Clay Chalkville High 6623 Roe Chandler Road Pinson, AL 35126	205-379-3050	Dr. Eugene Dallas
Pre-K-5	Concord Elementary 1886 Learning Lane Bessemer, AL 35023	205-379-3150	Dr. Lisa Holmes
5-8	Corner Middle 10005 Corner School Road Warrior, AL 35180	205-379-3230	Mike Manning
9-12	Corner High 4301 Warrior Jasper Road Dora, AL 35002	205-379-3200	Pam Dennis

Grade Level	School	Phone	Principal
3-5	Erwin Intermediate 528 23rd Avenue NW Birmingham, AL 35215	205-379-3350	LaVaris Thomas
6-8	Erwin Middle 532 23rd Avenue NW Birmingham, AL 35215	205-379-3430	Dr. Jeremy Jones
Pre-K-5	Fultondale Elementary 950 Central Avenue Fultondale, AL 35068	205-379-3450	Tai Bondman
Pre-K-5	Gardendale Elementary 860 Bauers Lane Gardendale, AL 35071	205-379-3550	Tinker Rogers
9-12	Gardendale High 800 Main Street Gardendale, AL 35071	205-379-3600	Shelton Dukes
Pre-K-5	Grantswood Community 5110 Grantswood School Rd. Irondale, AL 35210	205-379-3700	Dr. Loni Hodge
Pre-K-2	Hueytown Primary 1921 Primary School Drive Hueytown, AL 35023	205-379-4950	Felisha Reid
3-5	Hueytown Intermediate 1950 Intermediate School Rd. Hueytown, AL 35023	205-379-4100	Cari McClellan
6-8	Hueytown Middle 701 Sunrise Blvd Hueytown, AL 35023	205-379-5150	Dr. Serra Peterson
9-12	Hueytown High 4881 15th Street Road Hueytown, AL 35023	205-379-4150	Ryan Howard
Pre-K-5	Irondale Community 225 16th Street South Irondale, AL 35210	205-379-4200	Jessica Hahn
6-8	Irondale Middle 6200 Old Leeds Road Irondale, AL 35210	205-379-3800	Dr. Marvin Carter
6-12	JCCLC 50 Long Street Birmingham, AL 35217	205-379-4250	Chris Anders
6-8	JCIB Middle Years Pleasant Grove Campus 805 7th Avenue Pleasant Grove, AL 35127	205-379-5280	Lori Lightsey
9-12	JCIB High Shades Valley Campus 6100 Old Leeds Road Irondale, AL 35210	205-379-5356	Lori Lightsey
K-12	JCVAl (Virtual School) 2100 18th Street South Birmingham, AL 35209	205-379-2070	Kim Weaver
3-5	Johnson Elementary 8300 Kermit Johnson Road Pinson, AL 35126	205-379-4350	Brandi Wilson
K-5	Lipscomb Elementary 5605 10th Street South Lipscomb, AL 35020	205-379-4550	Kirsten Logan-Marshall
Pre-K-5	McAdory Elementary 6251 Eastern Valley Road McCalla, AL 35111	205-379-4650	Dr. Lori Franks

Grade Level	School	Phone	Principal
6-8	McAdory Middle 5450 Yellow Jacket Blvd. McCalla, AL 35111	205-379-4730	Dr. Montauris Abner
9-12	McAdory High 4800 McAdory School Road McCalla, AL 35111	205-379-4700	Andrew Reid
Pre-K-5	McCalla Elementary 2020 McCalla School Road Bessemer, AL 35022	205-379-3750	Dr. Charrita Hayes
Pre-K-5	Minor Community 3006 Cora Avenue Birmingham, AL 35224	205-379-4800	Dr. Mark Nixon
6-8	Minor Middle 400 Hillcrest Road Adamsville, AL 35005	205-379-2550	Marty Everett
9-12	Minor High 2285 Minor Parkway Adamsville, AL 35005	205-379-4750	Dr. Yvette Sanders
9-12	Mortimer Jordan High 1920 Blue Devil Drive Kimberly, AL 35091	205-379-4850	Rodney Ragland
Pre-K-5	Mt. Olive Elementary 1301 Brookside Road Mount Olive, AL 35117	205-379-4900	Ryan Griffin
6-8	North Jefferson Middle 8350 Warrior Kimberly Rd. Kimberly, AL 35091	205-379-4000	Terry Henderson
Pre-K-5	Oak Grove Elementary 9000 Tiger Cub Trail Bessemer, AL 35023	205-379-2450	Taylor Parsons
6-12	Oak Grove High 9494 Oak Grove Parkway Bessemer, AL 35023	205-379-5000	Steven Ray
Pre-K-2	Pinson Elementary 4200 School Road Pinson, AL 35126	205-379-5050	Nino Mason
9-12	Pinson Valley High 6895 Highway 75 N Pinson, AL 35126	205-379-5100	Michael Turner
Pre-K-5	Pleasant Grove Elementary 601 Park Road Pleasant Grove, AL 35127	205-379-5200	Staci Lewis
6-12	Pleasant Grove High 100 Spartan Drive Pleasant Grove, AL 35127	205-379-5250	Jarvis Watkins
6-8	Rudd Middle 4526 Rudd School Road Pinson, AL 35126	205-379-5300	Gerolynn Woodruff
9-12	Shades Valley High 6100 Old Leeds Road Irondale, AL 35210	205-379-5350	Taki Sarhaan
Pre-K-5	Snow Rogers Elementary 2636 Snow Rogers Road Gardendale, AL 35071	205-379-5400	Kristi Long
Pre-K-5	U.W. Clemon Elementary 2021 U. W. Clemon Parkway Adamsville, AL 35005	205-379-3850	Derrick Burney
Pre-K-5	Warrior Elementary 1921 Warrior Parkway Warrior, AL 35180	205-379-5450	Dr. Sandra Lyle

Grade Level	School	Phone	Principal
K-5	West Jefferson Elementary 4880 Freewill Drive Quinton, AL 35130	205-379-5550	Tasha Piper

Policy 02.01: Scope of the Handbook

Status: ADOPTED

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Scope of the Handbook

Students and their property are subject to all the rules and regulations of the Jefferson County Board of Education during the school day, during school-sponsored activities, while on or in School Board property and facilities, while being transported on school buses, at school bus stops, and at time and places including, but not limited to, school-sponsored events, field trips, athletic functions, and other school-related activities. This includes remote learning and our virtual school. All regulations and prohibitions also apply to automobiles and other property brought onto Board property. Application of this Student and Parent Handbook may be extended to the immediate vicinity of the school, and during after-school hours when and where student conduct could have a detrimental effect on the health, safety, and welfare of other students and the school or where the conduct could otherwise disrupt the educational process.

The Student and Parent Handbook may be applied to students involved in off-campus conduct or activity which threatens to interfere with the provision of instructional or educational services, to disrupt the school environment, or which otherwise adversely implicates the school's legitimate education or administrative interests.

Policy 02.02: Approach to Student Behavior

Status: ADOPTED

Original Adopted Date: 07/25/2024 | **Last Reviewed Date:** 07/25/2024

Approach to Student Behavior

The Board is committed to providing a learning environment that supports all students, so they can learn, grow, and achieve excellence. Sometimes, students engage in behaviors that do not support the learning environment. Our response to those behaviors will focus on our priorities of safety, rigor, learning, and growth.

The procedures identified in this section apply to all students in grades K-12. However, we expect students to take greater responsibility for their actions as they grow older and more mature. So, our response to student behavior is sometimes different based on the age of the student.

The Board is also committed to maintaining safe and secure facilities for our students, parents, and guests. The Board's Code of Conduct sets out expectations that are designed to create a safe environment for everyone, and the Board may act as necessary to ensure safety. Those actions may include the inspection and search of Board facilities and property brought onto Board facilities, including vehicles. The driver of any vehicle on Board property is responsible for any inappropriate item that is found in the vehicle. Students and others may be asked to walk through a metal detection device or to allow a search of personal property when they are attending any Board-related event or entering Board property. Any person who refuses will be denied admission to the Board facility or event and will be required to leave the premises immediately.

Expected Behaviors in our Educational Community

The Board is committed to creating a friendly, inclusive atmosphere in which rigorous learning and meaningful collaboration lead to excellence and high achievement. Students, parents/guardians, and staff help us meet that goal by:

- Treating others with respect;
- Behaving in ways that support the learning and growth of others;
- Showing kindness toward others; and
- Expressing frustration or other struggles in ways that take ownership for one's actions and emotions, while understanding that school is a place of learning and community.

Students help make sure they and their classmates succeed by:

- Completing assignments (in class or out), and other responsibilities;
- Acting in ways that create a safe and positive school environment free of physical or emotional harm for everyone;
- Consistently attending school and being on time for all classes;
- Consistently choosing words and actions that are safe and responsible; and
- Following school rules and procedures.

Parents and Guardians help us create a positive learning environment and ensure their student's success by:

- Making sure students go to school and are on time, reporting any absences or tardies to school staff;
- Sharing any problem or concern that affects their child or other students with school staff;
- Encouraging their child to complete assignments and learning activities;
- Maintaining up-to-date records at the school, such as emergency contact information, a current address, and health care information for their child; and
- Attending scheduled conferences and communicating with school staff regarding their child's progress and behavior.

Schools and school staff create a positive environment focused on student learning by:

- Maintaining a culture and climate that includes positive behavioral supports and expectations;
- Ensuring school staff are present and engaged;
- Responding to student behavior fairly and consistently;

- Showing respect to students, staff, parents, and all shareholders;
 - Welcoming and encouraging participation by parents and guardians;
 - Acting in safe and responsible ways; and
 - Following school and Board guidelines and procedures.
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Policy 02.03: Interventions to Support Students

Status: ADOPTED

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Interventions to Support Students

The District has several different programs designed to help students achieve expected behaviors and to correct behavioral issues. Many of these programs consider each struggling student's needs so that the supports can be tailored to best support that student. One such example is the Multi-Tiered System of Supports (MTSS) which is described in more detail below.

Multi-Tiered System of Supports (MTSS):

The Multi-Tiered System of Supports (MTSS) is a comprehensive framework designed to meet the individual needs and strengths of the whole child. AL-MTSS, aligned to the Alabama Achieves Strategic Plan, purposefully interconnects the academic, behavioral, physical, mental health and wellness, and other foundational needs to address all components of students' lives which contribute to their performance in school. AL-MTSS uses a proactive, team-driven approach that engages all stakeholders to ensure equitable access to opportunities that will improve outcomes for every Alabama child.

MTSS includes three areas of focus: foundational wellness, academic, and behavior. MTSS strives to target the system of supports for each student in need of intervention. It also works to improve school culture and family and community engagement. The approach is to engage a cooperative effort among all stakeholder groups.

Three Areas of Focus within AL-MTSS:

1. Foundational Wellness

- Character education
- Physical health
- Mental health
- Social skills
- Essential Life Skills

2. Academic

- Evidence-based and data-driven curriculum
- Differentiation
- Access to challenging high-interest material
- Proven effective strategies

3. Behavioral

- Clearly defined expectations
- Schoolwide climate
- Discipline
- Safety
- Attendance

Evidence-based practices, instruction, supports, and interventions align with a wide range of needs of all students and eliminate barriers to help students achieve success in each of the three areas of focus. Supports are provided in tiers, depending on individualized student need across the three areas at any given time. Tier I supports include universal support for all students. Tier II supports are more strategic and usually are needed by some students. Tier III supports are intensive and are typically needed for fewer students. Data is used at all levels to ensure equitable, safe, positive, and personalized support to help students along their educational journey.

In alignment with behavioral best practices and MTSS, our schools teach expected behaviors to our students throughout each school year. Teachers, administrators, staff, and family members work together to teach and support our students in meeting behavioral expectations at school. All school personnel are responsible for knowing the behavior expectations and providing consistent positive feedback to students. The Board believes that a school-wide approach to setting behavior expectations and recognizing appropriate student behavior helps all students make appropriate choices.

For students requiring extra support to learn and perform the expected behaviors, MTSS is used to provide supplemental interventions to these students based on data and individualized needs. Intervention, assessment, and progress monitoring identify strategies that are working to inform adjustment of intensity and nature to help each student be successful. A structure exists through the Problem-Solving Team (PST) at each local school site for teams to use data to make efficient and effective decisions about the need for continuation of successful support or the need for additional support based on data. The ability to move fluidly within the tiers of support in the MTSS framework increases opportunities for students to learn, so they can thrive in school and be an asset to the community.

The behavioral area of focus of MTSS includes Tier I universal supports for all students and the model of Positive Behavior Interventions and Support (PBIS). Clearly defined expectations for behavior play a major role in Tier I and PBIS. To ensure behavioral expectations are clearly communicated to students, the Code of Conduct is reviewed with all students annually at the beginning of each school year. Counselors review this information with new students that enroll after the school year begins.

Each school provides an overview of the practices and expectations for the local school that connect to the Code of Conduct to help students understand the District's expectations as they relate to the local school. Rules and routines for all areas of the school are explicitly taught to all students as a part of the Tier I level of support. The classroom, hallway, cafeteria, gym, library, restroom, athletic fields, playground, and school bus are examples of areas covered. Three to five specific expectations related to each area are communicated, reinforced to students, practiced, and observed for accountability. Positive reinforcement is used to praise and reward students displaying the expected behaviors. Reteaching is used to assist students who are unsuccessful in practicing expected behaviors before considering Tier II interventions.

Tier II interventions include targeted support for some students who continue to have behavioral concerns after redirection and reteaching. Tier II interventions should reduce the frequency and intensity of negative behaviors. Tier II supports may be provided in small groups or through individualized strategies that address specific behaviors. School support through the PST uses data to determine if the student is making progress in the specifically targeted area of concern.

Tier III interventions include intensive support for a few students. These students continue to demonstrate negative behaviors even with Tier II interventions and support. Personal, health, social, and family lifestyle issues may be contributing factors to behaviors requiring Tier III interventions. Wraparound services such as a counseling referral or mental health supports are available as Tier III interventions.

Tier I, II, and III interventions are not prescriptive, as they are relative to a specific student behavior or set of behaviors and supporting data. A list of examples of interventions is listed below. This list is meant to provide examples of levels of interventions for the behavioral area of focus of MTSS and is not considered exhaustive.

- Tier I behavioral intervention examples: rewards and incentives, breaks and moving position in class, non-verbal cues, teaching specific skills (organizational skills, conflict resolution, substitute words, etc.), remove unstructured time, use timer, etc.
- Tier II behavioral intervention examples: more structured breaks, reward system, daily behavior chart, non-verbal cues and signals, behavior contract, visual and individual schedule, teaching specific skills related to behavior, etc.
- Tier III behavioral intervention examples: behavior meetings, functional behavior assessment, sensory tools, daily behavior chart or form with frequent intervals, structured breaks, counseling referral, etc.

If you have any questions about the MTSS framework, which includes the Problem-Solving Team structure, please contact your local school administrator or counselor.

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Policy 02.04: Failing to Meet Expectations

Status: ADOPTED

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Failing to Meet Expectations

Student behaviors that do not meet standards and expectations as outlined by the Board for the Educational Community are generally grouped into four (4) Levels - Minor Behaviors, Intermediate Behaviors, Major Behaviors, and Severe Behaviors. The responses to each level of behavior reflect a system of graduated and matched consequences depending on the intensity and frequency of a student's behavior. While the MTSS model is applied to provide tiered support based on behaviors and data, there are actions of consequence that apply to behaviors that do not meet the outlined expectations and guidelines.

Minor Behaviors are typically handled by the classroom teacher whereas Intermediate Behaviors are more significant and may be provided greater MTSS interventions and subject to responses ranging from detention to out-of-school suspension. When a student is referred to the local school administrator for any failure to meet behavioral expectations, the principal or their designee will review the referral. Each student will be allowed to provide an explanation, admit or refute any claims, and provide a statement and the names of witnesses to the incident prior to any final disciplinary action taken. If the local school administrator determines that the preponderance of evidence validates that a student has failed to meet expectations outlined in the Code of Conduct, they will determine the behavioral definition of the infraction consistent with the Code of Conduct, as well as assign the level of consequence based on the individual student's behavioral data.

When a student commits a Major or Severe Behavior, they will be referred to the Student Services Department for a hearing. The Student Services Department hearing officer will determine the level of consequence for Major or Severe Behaviors as outlined in the Behavior Action section.

Policy 03.01: Response to Student Behaviors - Definitions

Status: ADOPTED

Original Adopted Date: 07/25/2024 | **Last Reviewed Date:** 07/25/2024

Response to Student Behaviors - Definitions

This Code of Conduct sets the appropriate range of adult responses to student behaviors. There is often some discretion in the response to any given circumstance, and the Board requires its faculty, staff, and administration to treat students equitably, considering each student's unique circumstances when determining the appropriate response to student behavior. Adults will respond to student behavior in a manner which maintains a safe learning community and aids in correcting problematic behaviors. The following descriptions provide a definition of the various types of responses available to faculty, staff, and administrators to address student behaviors:

- **Required Parental Conference:** A required parental conference is a meeting that is typically held at the school with the principal or his or her designee, parent(s), or guardian, and student to resolve the behavioral problem. If a parental conference is required for a behavior, the parent or custodian should make arrangements with the teacher or administrator providing notification of the behavior within 2 school days. Consideration for telephone conferences, virtual conferences, or in-person conferences will be given based on the severity of the behavior and availability of school personnel and the student's parent(s) or guardian(s).
- **Detention:** Assignment to a designated location on a school campus, outside the regular school day or during non-instructional times during the school day for a specified period of time.
- **Out-of-School Suspension:** Out-of-School Suspension is a temporary removal of a student from his or her regular school environment. The regular school environment is any learning environment provided by the Board. While completing an out-of-school suspension, a student is prohibited from entering any Board property and from attending or participating in school or Board-related activities (for example, athletic events, cheerleading, plays, concerts, practices, etc.) even if the activity is held off school grounds. Students assigned an out-of-school suspension will not be eligible for exam exemptions within the term the suspension is assigned. Graduating seniors who are under suspension at the time of graduation may be denied participation in the commencement exercises.
- **In-School Suspension:** In-School Suspension is a temporary removal of a student from his or her regular classroom(s) environment for disciplinary purposes but where the student remains under the direct supervision of school personnel. Direct supervision means school personnel are physically in the same location as students under their supervision. Students assigned an in-school suspension will not be eligible for exam exemptions within the term the suspension is assigned.
- **School Bus Suspension:** School bus suspension is the temporary removal of a student from the bus.
- **Alternative School Program Placement:** Students found to have committed Major or Severe Behaviors may be assigned to an alternative school program placement operated by the Board. The District offers a short-term alternative school program placement for assignments up to fifteen (15) school days per incident. Short-term alternative school program placements may involve assignment to a regional school location other than the local school in which the student is enrolled.

Severe Behaviors may result in long-term alternative school program placement of more than fifteen (15) days, and up to forty-five (45) days. Long-term alternative school placements are assigned to the Jefferson County Counseling and Learning Center ("JCCLC") in Ketona.

Any student assigned to an alternative school program placement will be prohibited from entering any Board property other than the location to which the student is assigned, and from attending or participating in any local school or Board activities which are not made a part of the Student's assignment in the program, whether on or off school or Board grounds. Any assignment to an alternative school program placement must be completed at the assigned campus and may not be completed remotely in lieu of reporting to the assigned campus.

- **Expulsion:** Expulsion is the removal of a student from the Jefferson County school system. An expelled student shall not attend any Board schools, enter onto any Board property, or attend or participate in any school or Board-related activities, regardless of the nature or location of the activity.

- **Discipline - Exceptional Education:** For students with disabilities as defined by law, the procedures and responses to student behavior in this Handbook may be modified on a case-by-case basis considering the student's unique circumstances, disability, IEP, 504 plan, or the requirements of federal or state law. Before a student is to be expelled, suspended for more than ten (10) consecutive school days, or suspended for their eleventh (11th) or more suspension day within a school year, the school should consult with the Exceptional Education Department to ensure that the student receives their procedural rights under the law, which may include a manifestation determination.

A manifestation determination for a student with a disability is conducted by the student's IEP or 504 team. If it is determined the infraction is a manifestation of the student's disability, then the IEP or 504 team will determine next steps as required by federal law. If it is determined that the infraction is not a manifestation of the student's disability, the student will be subject to the disciplinary procedures **outlined in this Handbook**.

The parent may appeal the disciplinary consequence decision to the Director of Exceptional Education for students with an IEP or the 504 Supervisor.

- **Re-Enrollment With Pending Disciplinary Consequences:** Disciplinary consequences for Major and Severe Behaviors will remain in place until the assignment or consequence is completed, and the obligation to complete the assignment or consequence will carry over from one school year to the next and between schools. A student who seeks to enroll (or re-enroll) with pending disciplinary consequences from the board or another school or school system will be required to satisfy those consequences prior to attending a Board School.
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Policy 03.02: Minor Student Behaviors

Status: ADOPTED

Original Adopted Date: 07/25/2024 | Last Reviewed Date: 07/25/2024

MINOR STUDENT BEHAVIORS

Descriptions of Minor Student Behaviors are listed below. Minor Student Behaviors are typically managed in the classroom.

DAMAGE TO PROPERTY - MINOR

Action resulting in injury or damages of less than \$100.00 to public property or the real estate or personal property of another. Payment for or replacement of damaged property may be required.

DRESS CODE VIOLATION

A student wears clothing that is not within the dress code guidelines defined by the District. Any student who fails to follow the dress code will be given the opportunity to remedy the violation. Otherwise, that student will not be allowed to attend class until compliant clothing can be secured. If necessary, parents will be called to bring compliant clothes to school. Until proper clothing can be secured, the student may not attend class and will be responsible for all class work missed. The student will be allowed to make up his or her work.

DISTRACTION OF OTHER STUDENTS

Disrupting instruction and the learning of other students in the classroom. Disruption does not include occasionally engaging with instruction in a manner that is not aligned with classroom expectations (i.e., occasionally blurting something out or having a side conversation with another student). Examples of this behavior may include, but are not limited to:

- Speaking out of turn, making inappropriate or humorous comments at inappropriate times
- Trying to engage others while they are working
- Dropping things, laughing, or making noises on purpose
- Bothering other students
- Being out of seat/walking around class without permission
- Over socializing
- Knocking on doors/windows of classroom

ELECTRONICS POSSESSION OR MINOR UNAUTHORIZED USAGE

Unauthorized possession of audio and/or video devices or other similar devices/materials, minor unauthorized use of a Board electronic device. Examples of this behavior may include, but are not limited to:

- Searching for non-academic subjects
- Visiting sites unrelated to academic instruction

HORSEPLAY

Running or physical contact that is not intended to hurt or be aggressive, but may cause harm to that student, other students, Board employees, or any adult at the school who has supervisory authority over the student.

INAPPROPRIATE PUBLIC DISPLAY OF AFFECTION

Minor, isolated incidents of kissing, hugging, or other romantically oriented physical displays of affection.

MINOR USE OF PROFANITY

An outburst of profanity (including traditional "curse" or "swear" words) and/or offensive language that does not rise to the level of a serious threat, is not harassment, does not disrupt the learning process, and is not directed at another student, Board employee, or any adult at the school who has supervisory authority over the student.

REFUSAL

Passively or silently refusing to follow a reasonable, direct, explicit request from a school Board employee or other adult in the school with supervisory responsibilities over the student in an official capacity.

UNEXCUSED TARDIES

- Elementary (K-5): Reporting late to or departing early from school a total of two (2) times.
- Secondary (6-12): Reporting late to or departing early from class a total of two (2) times.

Two tardies will constitute one Behavior for Response purposes. **NOTE:** Responses to this behavior should not include out-of-school exclusionary discipline.

UNSAFE CONGREGATIONS

Any gathering of individuals that disrupts the learning environment or obstructs vehicular or pedestrian traffic flow inside or outside school that does not disperse upon request from an adult in a role of supervision.

03.02.01 PROGRESSIVE RESPONSES TO MINOR BEHAVIORS

First Behavior	Elementary /Secondary	Teacher discussion with student; Teacher may also communicate with parent.
Second Behavior	Elementary /Secondary	- Repeat action from first behavior. - Implement strategy to address behavior (ex.: prompting, goal sheet).
Third Behavior	Elementary /Secondary	- Repeat action from first behavior. - Revise Strategy to address behavior. - If different behavior, implement strategy to address behavior.
Fourth Behavior	Elementary /Secondary	- Repeat action from first behavior. - Revise strategy to address behavior. - If different behavior, implement strategy to address behavior. - Detention for up to 2 hours.
Fifth Behavior	Elementary /Secondary	- Required Parental Conference. - Revise strategy to address behavior. - If different behavior, implement strategy to address behavior. - Detention for up to 4 hours.
Sixth Behavior	Elementary /Secondary	- A sixth Minor Behavior may result in an Intermediate Behavior classification and Intermediate Behavior Response. - See Intermediate Behaviors and Responses.

MTSS Framework Reminder

The District will be using the MTSS framework to assist students with repeated behavioral issues.

- The MTSS framework will be used to provide supplemental interventions for students displaying behaviors that do not meet expectations based on individualized student data and need.
- Intervention, assessment, and progress monitoring identify strategies that are working to inform adjustment of intensity and nature to help each student be successful.
- A structure exists through the Problem-Solving Team (PST) at each local school site for teams to use data to make efficient and effective decisions about the need for continuation of successful support or the need for additional support based on data. This structure is not prescriptive by nature, as it addresses each unique child based on their needs.
- If a parent or guardian has any questions about this process, please contact your local school administrator or counselor.

Resetting Responses to Behaviors

For elementary (K-5) students, the accumulation and progression of Minor Behaviors will reset at the beginning of each nine (9) week grading period. For secondary (6-12) students, reset will occur at the beginning of each semester.

Concerns About Application of Code of Conduct

If a parent or guardian has concerns about how their student's teacher has implemented the Minor Behaviors section of the Code of Conduct, then the parent should contact their local school's principal to resolve the issue.

Cross References

05.05

Description

[Dress Code](#)

Policy 03.03: Intermediate Student Behaviors

Status: ADOPTED

Original Adopted Date: 07/25/2024 | **Last Revised Date:** 05/22/2025 | **Last Reviewed Date:** 05/22/2025

INTERMEDIATE STUDENT BEHAVIORS

Descriptions of Intermediate Student Behaviors are listed below. Intermediate Student Behaviors are managed at the local school administrator level.

BUYING OR SELLING UNAUTHORIZED ITEMS AT SCHOOL

Buying, selling or bartering, trading, or otherwise exchanging any items at school as identified by school administration. This includes, but is not limited to, food, candy, beverages, or any other unauthorized items specifically identified by the principal. The selling of candy, gummi's, food, or any items reasonably suspected to contain a drug or derivative of a drug may subject the student(s) to Responses for Major or Severe Behaviors - Drugs. This does not typically include simple sharing of food with another student except that negative health reactions to shared food items may subject a student to an Intermediate Response or higher. Sharing or exchanging food items of any kind is discouraged due to potential food allergies and health conditions of students.

CHEATING/PLAGIARISM

Using the work of another student, work created or produced by unauthorized artificial intelligence, or unapproved outside materials for academic purposes, or failing to properly reference others' work. Advance approval of the use of artificial intelligence to complete work is required from the teacher or it is considered unauthorized.

DAMAGE TO PROPERTY - INTERMEDIATE

Action resulting in injury or damages of \$100.00 or more to public property or the real estate or personal property of another. Payment for or replacement of damaged property may be required.

DEFIANCE - INTERMEDIATE

Confrontational, derogatory, and non-compliant response to a reasonable direct, explicit request from a school Board employee or other adult in the school with supervisory responsibilities over the student in an official capacity, including directions given during emergency or crisis situations.

DISORDERLY CONDUCT

Encouraging or assisting in disruptions to the school environment that does not result in damage to private or public property or personal injury to participants or others. If the action results in a more serious incident causing damage to property or injury, see Major Behavior - Inciting Others. This category does not include fights.

FALSE INFORMATION

Intentionally providing false information to a Board employee or any adult at the school who has supervisory authority over the student, including giving false student information or concealment of information directly relating to school business; intentionally providing false or misleading information, or withholding information regarding a school investigation; or submitting false/forged documents, including but not limited to, absence excuses, tardy slips, excuse slips, report cards, hall passes, field trip forms, notes from parents or guardians, or any other material required by the school.

FIGHTING - INTERMEDIATE

Taking part in physical conflict between two people where there is a significant risk of someone getting injured, under circumstances not described in Fighting - Major or Fighting - Severe. Fighting does not include verbal confrontations, tussles, or other minor confrontations. **Note:** If a student is defending themselves, the administrator may select a lesser disciplinary consequence, including no consequence when appropriate.

GAMBLING

Betting on the outcome of a game, contest, or other event, or playing a game of chance for stakes or money.

HARASSMENT

Communicating (including all written, electronic, spoken, and other forms of communication) in a manner:

- A. That is likely to harass, intimidate, annoy, or alarm - whether socially, physically, or emotionally - another student; or
- B. That is intended to insult or stigmatize others on the basis of their sex, race, color, disability, religion, sexual orientation, or national origin.

Note: See also Anti-Harassment Policy and Reporting Form.

INTERMEDIATE VIOLATION OF ACCEPTABLE USE AGREEMENT

A violation of the Student Network Access and Acceptable Use Agreement including:

- A. Searches for, visits, or transmits of restricted websites, applications, social media, or other digital content on a school-owned electronic device;
- B. Successfully or unsuccessfully attempting to bypass internet or network filters by using proxies or other resources;
- C. Sharing a school-issued log-in (username and password) with another person;
- D. Attempts to access accounts or computers using another individual's log-in information (username and password);
- E. Recording, transmitting, or posting photographs, images, or video of a person or persons on campus during school activities and/or during school hours without authorization by school administration; and

F. Violation causing damage of more than \$100.00 to public property.

Note: In addition to the Responses for an Intermediate Behavior described below, the student's technology or computer privileges may be modified.

MULTIPLE MINOR BEHAVIORS

More than five (5) recurring, documented Minor Behaviors may result in an Intermediate Behavior Infraction. **Note:** Responses to the behavior of tardies should not include exclusionary discipline.

PARTICIPATION IN PROHIBITED ORGANIZATIONS

Behavior or activities related to participation in any illegal organization, secret societies, or any group characterized by territorial or turf concerns, or where group members and others recognize or perceive themselves as a gang that occur during the school day, during school-sponsored activities, while on or in Board property and facilities, while being transported on school buses, at school bus stops, and at times and places including, but not limited to, school-sponsored events, field trips, athletic functions, and other school-related activities.

PHYSICAL AGGRESSION TOWARD STUDENT - INTERMEDIATE

Hitting, pushing, kicking, or other similar physical acts.

PROFANITY/VULGARITY - INTERMEDIATE

Use of profane, obscene, derogatory, or inflammatory language (including traditional "curse" or "swear" words), or gestures targeted toward another person or as an outburst that is disruptive to the learning process.

PROHIBITED OBJECTS

Possession, sale, or use of any object that may be used in an intimidating or threatening fashion that has the potential to cause harm or put student learning or participation in school activities at risk. These items include, but are not limited to, lighters and matches, laser pointers, or other similar devices, or similar instruments that would not normally be considered a weapon.

SKIPPING ASSIGNED CLASS

Students who are present on campus for the school day but do not attend one or more classes or assigned programs during the day without an authorized excuse from a school official or deviating from the allowed time frame or destination permitted by a pass authorized by school personnel. **Note:** Responses to this behavior should not include off-campus exclusionary discipline.

STEALING - INTERMEDIATE

The actual or attempted intentional taking or possessing of property valued at less than \$100.00, without permission of the owner. Payment for or replacement of stolen property may be required as part of the response. Found property should be turned into school officials immediately.

TRESPASSING

To enter or remain on a Board school campus or Board facility without authorization or invitation and with no lawful purpose for entry or to enter and remain on a Board campus or Board facility after being directed to leave by the school or Board official of the facility, campus, or function. Student trespassing on another Board campus during the school day may result in a Major Behavior.

UNAUTHORIZED COMMUNICATION DEVICES

Use of personal wireless communication devices such as cell phones, smartwatches or wearable technology, iPads, iPhones, or other electronic communication devices are prohibited during school hours or while being transported on a school bus unless authorized by the Wireless Communication Device Policy without specific authorization by school officials. Such devices are subject to confiscation and search in accordance with applicable law and Board policy.

03.03.01 PROGRESSIVE RESPONSES TO INTERMEDIATE BEHAVIORS

Note: The Responses to Behaviors listed below represent the maximum level of discipline allowed. Lesser responses may be used when appropriate.

First - Second Infraction	Elementary (K-5)	• Required Parental Conference. • Up to four hours of detention, up to two days of in-school suspension depending upon availability at the local school. (Exception - Fighting, Physical Aggression Toward a Student, and Harassment, which may result in up to three days out-of-school suspension).
	Secondary (6-12)	• Required Parental Conference. • Up to six hours of detention or one day of out-of-school suspension, or three days of in-school suspension depending upon availability at the local school. (Exception - Fighting, Physical Aggression Toward a Student, and Harassment, which may result in up to three days out-of-school suspension).

Third-Fourth Infraction	Elementary (K-5)	• Required Parental Conference. • One day of out-of-school suspension or three days of in-school suspension. (Exception - Fighting, Physical Aggression Toward a Student, and Harassment, which may result in up to three days out-of-school suspension).
	Secondary (6-12)	• Required Parental Conference. • Up to two days out-of-school suspension or four days of in-school suspension.
Fifth Infraction	Elementary (K-5)	• Required Parental Conference. • Up to three days out-of-school suspension or four days of in-school suspension.
	Secondary (6-12)	• A fifth Intermediate behavior may result in a Major Behavior classification and Major Behavior Response. See Major Behaviors and Responses.
Sixth or more Infraction	Elementary (K-5)	• A sixth Intermediate Behavior may result in a Major Behavior classification and a Major Behavior Response. See Major Behaviors and Responses

MULTIPLE INTERMEDIATE BEHAVIORS IN ONE SCHOOL YEAR

A student who has previously been assigned to a short-term or long-term alternative placement and commits a third (3rd) Intermediate Behavior during the same school year will be referred to the Problem-Solving Team (PST) under the MTSS model for behavior. The IEP or 504 team will determine next steps according to the IEP or 504 Plan for any student with a disability.

Concerns About Application of Code of Conduct

If a parent or guardian has concerns about how their student's local school has implemented the Intermediate Behaviors section of the Code of Conduct, then the parent should contact their local school's principal first to resolve the issue. If the concerns have been shared with the principal and remain unresolved, the parent may contact the District's Area Director assigned to the school to resolve the issue.

MTSS Framework Reminder

The District will be using the MTSS framework to assist students with repeated behavioral issues.

- The MTSS framework will be used to provide supplemental interventions for students displaying behaviors that do not meet expectations based on individualized student data and need.
- Intervention, assessment, and progress monitoring identify strategies that are working to inform adjustment of intensity and nature to help each student be successful.
- A structure exists through the Problem-Solving Team (PST) at each local school site for teams to use data to make efficient and effective decisions about the need for continuation of successful support or the need for additional support based on data. This structure is not prescriptive by nature, as it addresses each unique child based on their needs.
- If a parent or guardian has any questions about this process, please contact your local school administrator or counselor.

Cross References

09.05-E(1)

09.06-F(1)

Description

[Appendix D - Anti-Harassment Policy](#)

[Form - Complaint of Bullying, Intimidation, Violence, and Threats of Violence](#)

Policy 03.04: Major Student Behaviors

Status: ADOPTED

Original Adopted Date: 07/25/2024 | Last Revised Date: 05/22/2025 | Last Reviewed Date: 05/22/2025

MAJOR STUDENT BEHAVIORS

Descriptions of Major Student Behaviors are listed below. Major Student Behaviors are managed at the District level.

ALCOHOL - MAJOR

Possession of alcoholic beverages at school or school-sponsored events. **Note:** See Severe Behaviors for transfer, sale, or use of alcohol.

BURGLARY

Entry into a Board building, Board structure, or Board vehicle with the intent to commit another prohibited behavior or crime, or breaking, entering, or remaining in a Board building, Board structure, or Board vehicle without justification during the hours the premises are closed to the public. Knowingly entering or remaining unlawfully in a building with intent to commit theft or a felony therein and, if in effecting entry or while in the building or immediate flight therefrom, he/she or another participant:

- Causes physical injury to any person who is not a participant.
- Uses or threatens the immediate use of a dangerous instrument.
- Knowingly enters or remains unlawfully in a building with intent to commit a crime therein.

DAMAGE TO PROPERTY - MAJOR

Intentional and deliberate action resulting in injury or damages of \$500 or more to public property or the real estate or personal property of another. Payment for or replacement of damaged property may be required.

DEFIANCE - MAJOR

Confrontational, derogatory, non-compliant response to a reasonable request (within school expectations) given by an adult COMBINED with targeted posturing or gesturing, directed profanity, verbal attack of others, and/or leaving the learning space or school without permission or supervision.

DRUGS - MAJOR

Unauthorized possession of prescription or over-the-counter drugs or drug paraphernalia (including, but not limited to, syringes, water pipes, roach clips, pot pipes, bongos, rolling papers, e-cigarettes, or vaping devices, personal vaporizer (PV), or electronic nicotine delivery system (ENDS), or smokeless cigarettes) on school grounds, at school-sponsored events, and on transportation to and from school or other school-sponsored transportation. The unauthorized use of any over-the-counter medication or prescription drugs as long as it is consistent with the instructions on the label of the over-the-counter medication or prescription drugs.

"Drugs" include all prescription drugs, over-the-counter medications, substances other than drugs which, by dosage unit, appearance (including color, size, shape and marking) and/or by representations made would lead a reasonable person to believe that the substance is an over-the-counter or prescription medication, or other substances with a potential for abuse which might create a hazard to the user's health or safety or the health or safety of another.

"Drugs" include but are not limited to gummies, edibles, or any other substances containing or reasonably suspected to contain prescription or over-the-counter medication.

Note: *Required over-the-counter or prescription medications must be delivered to the school by the parent or other responsible adult accompanied by the completed Alabama State Department of Education designated [medication authorization form](#) and kept in accordance with the Board's medication policy and procedures. Possession of over-the-counter or prescription medication by a student that does not follow this guideline is considered unauthorized possession of drugs.

EXPLOSIVES - MAJOR

Possessing explosives on Board property which have the potential to cause serious bodily injury or property damage. Explosives or explosive devices include, but are not limited to, the following examples: live projectiles, fireworks, firecrackers, stink bombs, tear gas, pepper spray, or other chemical weapons or devices.

FIGHTING - MAJOR

Taking part in physical conflict between two people when this conduct creates a substantial risk of serious physical

injury to another person and occurs under one of the following circumstances:

- During class changes, in a highly populated area such as the cafeteria or gym or in a secluded area such as a restroom where adults are not present.
- On a school bus while the bus is in motion.
- Continues despite specific instructions to cease the conduct by a teacher or other adult acting in an official capacity.
- When the altercation was planned or premeditated.

Note: If a student is defending themselves, the administrator may select a lesser disciplinary consequence, including no consequence when appropriate. More than two Fighting - Major and/or Fighting - Severe behaviors during the same school year may result in a Fighting - Severe behavior.

FIRE ALARM

Unjustified activation of a fire alarm system or tampering with any component of a fire alarm system including, but not limited to, tampering with or unnecessarily discharging a fire extinguisher. This includes knowingly causing a false fire report to be transmitted to a fire department or other government agency.

INCITING OTHERS

Inciting, promoting, publicizing, participating in, leading, encouraging, or assisting in a major disturbance which results in destruction or damage to private or public property, personal injury, substantial disruptions to the orderly learning environment, and which poses a threat to the health, safety, and/or welfare of students, employees, or others. This includes, but is not limited to, recording, transmitting, or posting photographs, images, or video of students engaged in a physical altercation occurring at school or during a school activity.

KNIFE - MAJOR

Possession of a knife. The term "knife" includes, but is not limited to, pocketknives, switchblades, hunting knives, razor blades, or box cutters. Infractions in this category also include possession of any knife or other instrument such as scissors, a pen, or other sharp object which is used in a threatening manner, and which is perceived as capable of inflicting physical harm.

MULTIPLE INTERMEDIATE BEHAVIORS

More than five (5) recurring, documented Intermediate Behaviors for students in grades 6-12 and more than six (6) recurring, documented Intermediate Behaviors for students in grades K-5 may result in a Major Behavior Infraction.

OTHER INFRACTIONS REASONABLY LIKELY TO CAUSE GREAT HARM TO PERSON OR PROPERTY OR SERIOUSLY DISRUPT THE EDUCATIONAL PROCESS INCLUDING BUT NOT LIMITED TO THE FOLLOWING:

- A. Any act on a school bus that is reasonably likely to cause great harm to the passengers, driver, or property surrounding the bus.
- B. Any other violation that is not defined by other major infractions and is reasonably likely to cause great harm to others.

PHYSICAL AGGRESSION TOWARD STUDENT - MAJOR

Intentionally hitting, pushing, kicking, or engaging in other similar physical acts toward another student in a manner that creates a substantial risk of serious physical injury to another person and occurs under one of the following circumstances:

- Occurs during class changes, in a highly populated area such as the cafeteria or gym when other classes are present, or in a secluded area such as a restroom where adults are not present.
- Occurs on a school bus while the bus is in motion.
- Continues despite specific instructions to cease the conduct by a teacher or other adult acting in an official capacity.

Note: More than two Physical Aggression Toward Student - Major and/or Physical Aggression Toward Student - Severe behaviors during the same school year may result in a Physical Aggression Toward Student - Severe behavior.

PROFANITY/VULGARITY - MAJOR

Directing obscene or profane language (including traditional "curse" or "swear" words) or gestures toward a Board employee, or any adult at the school who has supervisory authority over the student.

ROBBERY

Taking or attempting to take anything of value that is owned by another person or organization under confrontational circumstances by force or violence and/or by threat of force or violence.

STEALING - MAJOR

The actual or attempted intentional taking or possessing of property valued at more than \$100.00 without permission of the owner. This Behavior also includes knowingly possessing or retaining property that has been stolen. Payment for or replacement of stolen property may be required.

THREAT/INTIMIDATION (OF STUDENT)

A threat to do serious bodily harm or violence to another student by word or act, cyberbullying, or intimidation that may induce fear into another including, but not limited to, the following examples: a threat to kill, maim, or inflict serious harm; a threat to inflict harm involving the use of any weapon, explosive, firearm, knife, prohibited object, or other object which may be perceived by the individual being threatened as capable of inflicting bodily harm. Any threat, whether made on or off campus, in the form of a hit list, writing, statement, or communication evidencing a plan or intent to do violence to another may also be included in this category. **Note:** See Anti-Harassment Policy and Reporting Form.

Note: Any threat defined here may be considered a severe behavior under circumstances described in Threat/Intimidation (of Student) - Severe.

TOBACCO - MAJOR

The possession of tobacco or nicotine products.

VAPE/VAPOR POSSESSION

Possession of e-cigarettes, vaping devices, personal vaporizer (PV), or electronic nicotine delivery system (ENDS), or smokeless cigarettes on school grounds, at school-sponsored events, and on transportation to and from school or other school-sponsored transportation.

WEAPONS - MAJOR

Possession of any weapon or dangerous instrument is prohibited. Such items include, but are not limited to, metallic knuckles, martial arts devices, explosives, projectiles, archery equipment, bb/air guns, or other devices designed to expel projectiles at a high rate of speed, other than firearms, any device classified as a weapon by state or federal law, and any device or instrument, regardless of its normal use and purpose, that could be used in such a manner as to inflict bodily harm or physically intimidate a person, including a replica or imitation of a firearm or other object that may be reasonably perceived to be a weapon.

03.04.01 MAJOR BEHAVIOR RESPONSES

When an administrator is provided with a report of behavior that could be classified as a Major Behavior, they will review the information provided and follow the procedure for all initial reports involving students that do not meet behavioral expectations. If the local school administrator determines that the behavior would be coded as a Major Behavior, they will initiate the Major Behavior referral process by notifying the Student Services Department and the student and their family. The student may be temporarily removed from the regular school environment or placed in an In-School Suspension setting pending the Student Services hearing to review the Major Behavior. The Major Behavior hearing will be scheduled at the earliest date possible.

Detailed information will be provided to the student and their family about the Major Behavior hearing process. This will include a Due Process Referral for Major Behaviors which will outline a description of the alleged behavior, the date and time of the scheduled Student Services hearing, and details about the Student Services hearing process for Major Behaviors to assist the student and their family with understanding what to expect in the hearing. Only the student's parent(s), guardian(s), court appointed custodian, or legal counsel are allowed to attend this hearing, except that such attendance can be modified by relevant court documents (i.e., a parent without physical custody may not be allowed to attend if the primary physical custodian is not present). The parent(s) or custodian(s) may waive their right to attend the disciplinary hearing. If they provide a waiver of attendance, the hearing will proceed without the parent/custodian's and/or student's presence. At the hearing, any statement the student makes may be considered by the hearing officer. This may be considered based on a written statement if the student does not attend.

The Major Behavior hearing with the Student Services Department is to determine both whether a student committed the identified Behavior and if so, the appropriate Response to the behavior. The hearing officer will review all information provided by the school and afford the student and their parent(s)/custodian(s) an opportunity to be heard if they choose to attend. The hearing officer will then determine whether it is more likely true than not

that the student committed the alleged Behavior. Upon such a finding, the hearing officer will determine an appropriate Response to the Behavior, considering a number of relevant factors including:

- The severity of the student's behavior;
- Any harm caused to other students or staff;
- The level of disruption to the school environment;
- The student's disciplinary history within the current school year;
- Evaluations from teachers who supervise the student;
- The age and development of the student; and
- Responses assigned for other students who have engaged in similar Behaviors.

Appropriate Responses to Major Behaviors include:

- Credit for suspension or for other Responses applied during the pendency of the hearing process.
- A Behavior Contract, which may include detention or other Responses to be implemented at the local school.
- Out-of-School suspension for up to 10 days.
- Short-term alternative school program placement for up to 15 days. Short-term alternative school program placements are assigned at regional school locations. For any student so assigned, the hearing officer will review and provide a copy of rules and procedures for the assignment.

Students referred to the Student Services Department for a Major Behavior hearing may not be eligible to return to the regular school environment until the hearing is held, a decision is made, and all assigned Responsive steps, if any, are completed. For any student with an IEP or 504 Plan, the Student Services Department will coordinate with the Exceptional Education Department to ensure that procedural protections are followed, including the manifestation determination review process. A Student Services Supervisor is part of the IEP or 504 team.

Any incident involving alcohol, drugs, weapons, physical violence, or a suspected crime may result in intervention by law enforcement authorities or the Alabama State Department of Human Resources. Any item of a dangerous or illegal nature may be confiscated and turned over to law enforcement authorities immediately. Intervention and/or prosecution by law enforcement authorities will be sought where necessary or appropriate.

MULTIPLE MAJOR BEHAVIORS IN ONE SCHOOL YEAR

A student who has previously been assigned to a short-term or long-term alternative placement and commits a second (2nd) Major Behavior during the same school year will be referred to the Problem-Solving Team (PST) under the MTSS model for behavior. The IEP or 504 team will determine next steps according to the IEP or 504 Plan for any student with a disability.

Appeals

Appeals for Major Behaviors are discussed in the Appeals section under "Severe Behaviors".

Cross References

03.05
05.02
08.04
09.09-E(1)

Description

[Severe Student Behaviors](#)
[Safe and Drug-Free Schools](#)
[Sexual Harassment Policy](#)
[Appendix G - Sexual Harassment Policy - Summary of Title IX Complaint Process and Procedure](#)

Policy 03.05: Severe Student Behaviors

Status: ADOPTED

Original Adopted Date: 07/25/2024 | Last Revised Date: 05/22/2025 | Last Reviewed Date: 05/22/2025

SEVERE STUDENT BEHAVIORS

Descriptions of Severe Student Behaviors are listed below. Severe Behaviors are managed at the District level.

ALCOHOL - SEVERE

Transfer, sale, or use of, or the attempt to use, buy, transfer, or sell, alcoholic beverages at school or school-sponsored events.

ARSON

Intentionally damaging a building or putting a Board structure at risk of damage by starting or maintaining a fire or causing an explosion.

ASSAULT

An actual and intentional striking of another person against their will or intentionally causing bodily harm to an individual; aggressively causing bodily harm, disability, or permanent disfigurement; use of a weapon or other instrument to cause physical harm; for purposes other than lawful medical or therapeutic treatment, intentionally causing stupor, unconsciousness, or other physical or mental impairment or injury to another person by administering to him or her, without his or her consent, a drug, substance, or preparation capable of producing the intended harm; Includes attempts to cause serious bodily harm as described herein that were deflected or blocked. Causing physical injury to any teacher, employee, staff, or volunteer.

BOMB THREATS

Threatening the use of a bomb or any explosive device by any means of communication, regardless of whether or not a bomb actually exists.

DRUGS - SEVERE

Unauthorized possession of illegal drugs or controlled substances on school grounds, at school-sponsored events, and on transportation to and from school or other school-sponsored transportation. Transfer, sale, purchase, or use of drugs:

- Transfer of drugs (illegal, prescription, or over-the-counter) or drug paraphernalia;
- Sale of drugs (illegal, prescription, or over-the-counter) or drug paraphernalia;
- Use of illegal drugs or drug paraphernalia;
- Use of prescription or over-the-counter drugs in a manner that is inconsistent with the instructions on the label of prescription or over-the-counter drugs.

Note: *Required medications must be delivered to the school by the parent or other responsible adult accompanied by the completed Alabama State Department of Education designated [medication authorization form](#) and kept in accordance with the Board's medication policy and procedures.

"Drugs" include all illegal controlled substances, prescription drugs, over-the-counter medications, substances other than drugs which by dosage unit, appearance (including color, size, shape and marking), and/or by representations made would lead a reasonable person to believe that the substance is a controlled substance, or other substances with a potential for abuse which might create a hazard to the user's health or safety or the health or safety of another. "Drugs" include, but are not limited to, gummies, edibles, or any other substances containing or reasonably suspected to contain THC or any other drug or derivative of any drug or illegal substance.

EXPLOSIVES - SEVERE

Preparing, selling, or using explosives on Board property which have the potential to cause serious bodily injury or property damage. Explosives or explosive devices include, but are not limited to, the following examples: live projectiles, fireworks, firecrackers, stink bombs, tear gas, pepper spray, or other chemical weapons or devices.

FIGHTING - SEVERE

Taking part in a physical conflict under one or more of the following circumstances:

- Involving more than two (2) participants;
- Resulting in major injury of an individual;
- Resulting in major damage to school property;

- Resulting in the hitting, pushing, kicking, or other physical contact with a staff member or other adult acting in an official capacity at the school;
- When the student's behavior is identified as Fighting - Major and the student has previously committed two (2) or more Fighting - Major and/or Fighting - Severe behaviors in the same school year.

FIREARMS

Possession, sale, transfer, or use of a firearm. Every kind of firearm is prohibited including, but not limited to, handguns, pistols, rifles, shotguns, starter guns, and other destructive devices or components of such devices that may be readily converted or assembled.

KNIFE - SEVERE

Sale, use, or attempt to use a knife to inflict bodily harm or to intimidate a person. The term "knife" includes, but is not limited to, pocketknives, switchblades, hunting knives, razor blades, or box cutters. Infractions in this category also include sale, use, or attempt to use any knife or other instrument such as scissors, a pen, or other sharp object which is used in a threatening manner and which is perceived by the individual being threatened as capable of inflicting physical harm.

PHYSICAL AGGRESSION TOWARD STAFF

Intentionally hitting, pushing, kicking, or engaging in other similar physical acts toward a Board employee, or any adult at the school who has supervisory authority over the student.

PHYSICAL AGGRESSION TOWARD STUDENT - SEVERE

Intentionally hitting, pushing, kicking, or engaging in other similar physical acts toward another student in a manner that creates a substantial risk of serious physical injury to another person and occurs under one (1) or more of the following circumstances:

- When more than one (1) student is subjected to physical aggression;
- Resulting in major injury of an individual;
- Resulting in major damage to school property;
- When a student's behavior is identified as Physical Aggression - Major and the student has previously committed two (2) or more Physical Aggression Toward Student - Major and/or Physical Aggression Toward Student - Severe behaviors in the same school year.

SEXUAL ASSAULT

Forcible sexual offenses including rape, attempted rape, and/or offensive touching of a sexual nature against another's will or when the victim is incapable of giving consent. **Note:** See also Anti-Harassment Policy and Reporting Form.

SEXUAL HARASSMENT

Unwelcome, repeated, verbal or physical sexual behavior that is offensive and objectionable to the recipient, causes discomfort or humiliation, or interferes with school performance. Sexual harassment may consist of, but is not limited to, such acts as leering, pinching, grabbing, touching, suggestive comments, jokes, or behaviors; pressure to engage in sexual activity; using the computer or any type of electronic device to send sexual messages, spreading sexual rumors; or pulling others' clothing to expose body parts,

Note: See also Anti-Harassment Policy and Reporting Form.

SEXUAL OFFENSES OR LEWD BEHAVIOR

Acts of a sexual or lewd nature including, but not limited to the following examples:

- A. Indecent exposure which may be defined as exposing body parts under circumstances in which the conduct is likely to cause affront or alarm in a public place or to be seen by others from private premises;
- B. Possession, sale, transfer or distribution of obscene, pornographic, or sexually explicit material;
- C. Sexual contact, sexual intercourse, or other behavior or conduct intended to result in sexual gratification which is not taken by force or threat of force and where the conduct is consensual.

THREAT/INTIMIDATION (OF STUDENT) - SEVERE

A threat to do serious bodily harm or violence to another student by word or act, cyber-bullying, or intimidation that may induce fear into another, including, but not limited to, the following examples: a threat to kill, maim, or inflict serious harm; a threat to inflict harm involving the use of any weapon, explosive, firearm, knife, prohibited object, or other object which may be perceived by the individual being threatened as capable of inflicting bodily harm. Any threat, whether made on or off campus, in the form of a hit list, writing, statement, or communication evidencing a

plan or intent to do violence to another may also be included in the category.

Any such threat will be considered severe if combined with one (1) or more of the following circumstances:

- The transmission or display of images or video depicting a firearm or weapon;
- A threat of violence transmitted to multiple students;
- A threat to commit violence against the school as a whole, including, but not limited to, a threat to bring a firearm for use at the school.

Note: See *Anti-Harassment Policy and Reporting Form*

THREAT/INTIMIDATION (OF SCHOOL BOARD EMPLOYEE)

A threat to do bodily harm or violence to a Board employee or any other adult with supervisory authority over students at the school by word or act. Any threat, whether made on or off campus, in the form of a hit list, writing, statement, or communication evidencing a plan or intent to do violence to another may also be included in this category.

TOBACCO - SEVERE

The distribution, sale, transfer, or use, or the attempt to use, transfer, or sell tobacco or nicotine products.

UNAUTHORIZED USE OF A COMPUTER OR COMPUTER SYSTEM WHICH RESULTS IN, BUT IS NOT LIMITED TO, THE FOLLOWING:

- A. Unauthorized access to a computer system resulting in data modification or disclosure of restricted information;
- B. Computer tampering which causes a major disruption in the educational or administrative process. Payment for or replacement of damaged property may be required;
- C. Distribution of restricted computer passwords; and
- D. Introduction of unauthorized software into computer systems.

VAPE/VAPOR - USE, TRANSFER, OR SALE

Use, transfer, sale, or the attempt to use, transfer, or sell e-cigarette, vaping devices, personal vaporizer (PV), or electronic nicotine delivery system (ENDS), or smokeless cigarettes on school grounds, at school-sponsored events, and on transportation to and from school or other school-sponsored transportation.

WEAPONS - SEVERE

Use, transfer, or sale of any weapon or dangerous instrument. Such items include, but are not limited to, metallic knuckles, martial arts devices, explosives, projectiles, archery equipment, bb/air guns, or other devices designed to expel projectiles at a high rate of speed, other than firearms, any device classified as a weapon by state or federal law, and any device or instrument, regardless of its normal use and purpose, that is used or intended to be used in such a manner as to inflict bodily harm or physically intimidate a person, including a replica or imitation of a firearm or other object that may be reasonably perceived to be a weapon.

03.05.01 SEVERE BEHAVIOR RESPONSES

When an administrator is provided with a report of behavior that could be classified as a Severe Behavior, they will review the information provided and follow the procedure for all initial reports involving students that do not meet behavioral expectations. If the local school administrator determines that the behavior would be coded as a Severe Behavior, they will initiate the Severe Behavior referral process by notifying the Student Services Department and the student and their family. The student may be temporarily removed from the regular school environment or placed in an In-School Suspension setting pending the Student Services hearing to review Severe Behavior. The Severe Behavior hearing will be scheduled at the earliest date possible.

Detailed information will be provided to the student and their family about the Severe Behavior hearing process. This will include a Due Process Referral for Severe Behaviors which will outline a description of the alleged behavior, the date and time of the scheduled Student Services hearing, and details about the Student Services hearing process for Severe Behaviors to assist the student and their family with understanding what to expect in the hearing. The notice will include specific procedures that will be followed for the Severe Behavior hearing process, including the student's rights under applicable law, including, but not limited to, Section 16-1-14 of the Alabama Code. The parent/guardian or custodian may waive their right to attend the disciplinary hearing. If they provide a waiver of attendance, the hearing will proceed without the custodian's and/or student's presence. At the hearing, any statement the student makes may be considered by the hearing officer. This may be considered based on a written

statement if the student does not attend.

The Severe Behavior hearing with the Student Services Department is to determine both whether a student committed the identified Behavior and if so, the appropriate Response to the behavior. The hearing officer will review all information provided by the school and afford the student and their parent(s)/custodian(s) an opportunity to be heard if they choose to attend. The hearing officer will then determine whether it is more likely true than not that the student committed the alleged Behavior. Upon such a finding the hearing officer will determine an appropriate Response to the Behavior, considering a number of relevant factors including:

- The severity of the student's behavior;
- Any harm caused to other students or staff;
- The level of disruption to the school environment;
- The student's disciplinary history within the current school year;
- Evaluations from teachers who supervise the student;
- The age and development of the student;
- Responses assigned for other students who have engaged in similar Behaviors; and
- Whether a lesser intervention would appropriately address the behavior of the student.

Appropriate Responses to Severe Behaviors include:

- Credit for suspension or for other Responses applied during the pendency of the hearing process.
- A Behavior Contract, which may include detention, in-school suspension, or other Responses to be implemented at the local school.
- Out-of-School suspension for up to 10 days.
- Short-term alternative school program placement operated by the Board for up to 15 days. Short-term alternative school program placements are assigned at regional school locations at a school location other than the local school at which the student is enrolled. For any student so assigned, the hearing officer will review and provide a copy of rules and procedures for the assignment.
- Assignment to the Jefferson County Counseling and Learning Center (JCCLC) for more than 15 days, and up to 45 days. The hearing officer will provide contact information and directions for the JCCLC with instructions to call the school to set up an initial meeting.
- Expulsion.

Students referred to the Student Services Department for a Severe Behavior hearing may not be eligible to return to the regular school environment until the hearing is held, a decision is made, and all assigned Responsive steps, if any, are completed. For any student with an IEP or 504 Plan, the Student Services Department will coordinate with the Exceptional Education Department to ensure that procedural protections are followed, including the manifestation determination review process. A Student Services Supervisor is part of the IEP or 504 team.

Any incident involving alcohol, drugs, weapons, physical violence, or a suspected crime may result in intervention by law enforcement authorities or the Alabama State Department of Human Resources. Any item of a dangerous or illegal nature may be confiscated and turned over to law enforcement authorities immediately. Intervention and/or prosecution by law enforcement authorities will be sought where necessary or appropriate.

MTSS AND SEVERE BEHAVIORS

A student who commits a Severe Behavior will be referred to the Problem-Solving Team (PST) under the MTSS model for behavior. The IEP or 504 team will determine next steps according to the IEP or 504 Plan for any student with a disability.

Appeals

Students who have been found to have committed a Major or Severe Behavior and who have been assigned a disciplinary action for such may request an appeal of the decision of the Student Services Hearing Officer to the Director of Student Services, the Director of Exceptional Education or the 504 Supervisor, as applicable, within five school days of receipt of the decision. The Hearing Officer will provide the notice of the option for appeal, including the process to file the appeal along with the notice of the assigned disciplinary action. While awaiting an appeal, the student is expected to begin the disciplinary assignment. As part of the appeal process, students may be given the ability to complete make-up work. The timeline for a decision to be rendered for an appeal will be no longer than 10 school days, pending the ability to schedule the appeal conference within that time frame.

Enrolling While Serving an Expulsion or Other Pending Discipline

Students transferring into a Jefferson County School with pending discipline may not attend class until their discipline status is cleared. The student and his or her parent or guardian may meet with a representative from Student Services to determine the steps necessary prior to enrollment. This also applies to students who withdraw from a Jefferson County School with a pending Major or Severe Behavior hearing or discipline consequence.

Cross References	Description
03.04	Major Student Behaviors
05.02	Safe and Drug-Free Schools
08.01	Anti-Harassment Policy
09.09-E(1)	Appendix G - Sexual Harassment Policy - Summary of Title IX Complaint Process and Procedure

Policy 04.01: Transportation Guidelines

Status: ADOPTED

Original Adopted Date: 07/25/2024 | **Last Revised Date:** 05/22/2025 | **Last Reviewed Date:** 05/22/2025

TRANSPORTATION GUIDELINES

1. Behavioral expectations for transportation have been adopted to enhance safety for all students, Board staff, and the general public. The school bus and bus stop are considered an extension of the classroom and all Board rules apply while being transported and while waiting at the bus stops.
2. Transportation is available to all Jefferson County students that live beyond the legally prescribed two-mile walking distance from their zoned school. Transportation options within the two-mile distance related to health and safety may be considered by the transportation director. Parents residing within the two-mile distance from the school may complete a form requesting consideration by the Director of Transportation.
3. Students will be assigned to a particular school bus by the appropriate transportation personnel. Students are not permitted to ride any bus other than their regularly assigned bus without written permission from a local school administrator.
4. Each student will ordinarily be transported to or from an assigned bus stop based on their residence and/or educational opportunity locations.
5. There will be no transportation provided for students wishing to go to another address for occasional visits, parties, extracurricular activities, or other social events, except upon written request by the student's parent or guardian and specific written permission from a school administrator.
6. The location of bus stops shall be determined at the sole discretion of the Transportation Department. All requests for a new/changed bus stop location must be made in writing in a form submitted to the Director of Transportation. The Transportation Department will make the final decision after conferring with the local school principal.
7. Only students living along a bus route will be assigned to the bus serving that route. Other students will not be allowed to ride unless written permission is obtained from the local school administrator.
8. If a student misses the bus at their assigned stop, they should find other means of transportation to school on that occasion and never chase a bus down to another stop. This creates a very dangerous situation for the student which could result in serious injury. Chasing a bus down to board at another stop may result in a bus suspension.
9. In emergency situations, the Transportation Department reserves the right to change bus routes in order to get all children home in a timely and safe manner. This may include combining double-run routes into single-run routes, which could result in elementary and high school students riding the bus together in these instances.
10. In situations deemed as emergencies by the Superintendent, students may be transported by a school bus from their school to another location.

BUS EXPECTATIONS:

- a. Walk on the left, facing traffic, to the bus stop and stay off the roadway at all times while waiting for a bus.
- b. Be at your stop at least five (5) minutes ahead of the scheduled bus arrival time prepared to board the bus.
- c. Wait until the bus comes to a **COMPLETE** stop and a signal from the driver before attempting to get on or off the bus.
- d. Cross the roadway, if necessary after leaving the bus, in the following manner:
 - i. Make certain that the bus is stationary.
 - ii. Upon alighting from the bus, stand on the side of the road at a point ten (10) feet in front of the bus and wait for the proper signal to cross.
 - iii. Upon signal from the driver, look to both the right and left and proceed across the roadway in front of the bus. Never cross behind the bus!
- e. Stay seated in your assigned seat at all times.
- f. No food or drink on the bus.
- g. No talking during railroad crossings.

Video cameras may be placed on school buses to be used as a tool for school personnel to monitor behavior, and shall not limit the bus driver's authority or the discretion of school officials in implementing and enforcing the provisions of the Code of Conduct and the Transportation Behavior expectations.

Any carry-on equipment (i.e., book bags, band instruments or uniforms, sports equipment, science projects, school fundraiser items, etc.) must be held by the student owner or placed under the seat and must not interfere with either the seating or the safety of other students on the bus.

Policy 04.02: Transportation Behaviors

Status: ADOPTED

Original Adopted Date: 07/25/2024 | **Last Reviewed Date:** 07/25/2024

TRANSPORTATION BEHAVIOR DEFINITIONS

Failure to comply with the following rules may result in the actions described in the Minor and Intermediate Disciplinary Actions charts for transportation. Violation of behaviors listed in the student behaviors section of the Code of Conduct while being transported or at a bus stop will result in the consequences listed under the corresponding behavior actions for the offense.

MINOR TRANSPORTATION BEHAVIORS

M1	Using prohibited items aboard the bus including, but not limited to, gum, candy, drinks, audio and/or video devices, laser pointers, or other similar devices.
M2	Failure to follow proper procedure at bus stops.
M3	Changing seats or standing while the bus is in motion. Removing seat belts before coming to a complete stop on buses for students with disabilities.
M4	Moving from a student's assigned seat.
M5	Yelling or speaking in a loud or disruptive manner after a warning.
M6	Speaking when approaching or crossing railroad tracks.
M7	Blocking, restricting, or otherwise placing objects on or in the aisles, steps, or emergency exits.
M8	Failing to secure all items within book bags, backpacks, or cases. No items should hang from bags, cases, or backpacks as it constitutes a safety hazard, (i.e., key chains, toys, scarves).

BEHAVIOR ACTIONS FOR MINOR TRANSPORTATION INFRACTIONS

1st BUS INFRACTION	Conference with student, warning, and may also communicate with parent.
2nd BUS INFRACTION	Conference with student, reteach transportation behavior expectations, parent contact required.
3rd BUS INFRACTION	Conference with student, up to one (1) day bus suspension, parent contact required.
4th BUS INFRACTION	Conference with student, up to two (2) days bus suspension, parent conference required.
5th BUS INFRACTION	Conference with student, up to three (3) days bus suspension, and in-school conference with parent required.
6th BUS INFRACTION	A 6th infraction may follow the intermediate table.

Minor Transportation Infractions may not be appealed beyond the local school.

INTERMEDIATE TRANSPORTATION INFRACTIONS

I1	Intentionally hitting, pushing, kicking, or otherwise being physically aggressive with another student on the bus or at a bus stop.
I2	Cutting, scratching, writing on, or otherwise defacing any part of the bus. Payment for or replacement of damaged property may be required before the student rides the bus again.
I3	Refusing the direct, explicit instruction given by the bus driver, a bus aide or other employee relating to conduct or behavior on the bus, at a bus stop or that is otherwise related to bus service.
I4	Entering or exiting before the bus has come to a stop, or entering or exiting a bus through an emergency exit, window, or by any means other than the front door, except in the case of a <i>bona fide</i> emergency. May be deemed a Major Infraction if the act has potential to cause great harm to passengers (including the student committing the infraction), the driver, or property surrounding the bus.
I5	Throwing or expelling anything including, but not limited to, objects, liquids, paper, or any other material, in or out of the bus at any time. Throwing any object out of the bus while it is moving is considered a Major Infraction.
I6	Failing to keep head and hands inside the bus windows at all times.
I7	Entering or leaving the bus without the consent of the driver.
I8	Tampering with door handles and other safety equipment at any time unless directed to do so by the driver or the aide.

DISCIPLINARY ACTIONS FOR INTERMEDIATE TRANSPORTATION INFRACTIONS

1st INTERMEDIATE BUS INFRACTION	Conference with student, up to five (5) days bus suspension, parent will be contacted.
2nd INTERMEDIATE BUS INFRACTION	Conference with student, up to six (6) days bus suspension, parent conference required.
3rd INTERMEDIATE BUS INFRACTION	Conference with student, up to eight (8) days bus suspension, parent conference required.
4th INTERMEDIATE BUS INFRACTION	Conference with student, up to ten (10) days bus suspension, parent conference required.
5th INTERMEDIATE BUS INFRACTION	Conference with student, removal from bus for up to 45 days, parent conference required.

Intermediate Transportation Infractions may not be appealed beyond the local school.

Policy 05.01: Physical Restraint

Status: ADOPTED

Original Adopted Date: 07/25/2024 | **Last Reviewed Date:** 07/25/2024

PHYSICAL RESTRAINT

In order to provide a safe and orderly environment for all students, physical restraint of a student by school personnel is sometimes necessary. Physical restraint, as defined by state regulation, may be used when a student is an immediate danger to themselves or to others. All such restraints must comply with Alabama State Board of Education Rule 290-3-1-.02(1)(f). Designated faculty and staff are provided with training in the appropriate use of physical restraint. Any time a physical restraint is used, the student's parents or guardians will be provided with written notification of the incident. For further information, you may review *Procedures for Use of Physical Restraint*, available on the District's website.

Alabama State Code

290-3-1-.02(1)(f)

Description

[Physical Restraint](#)

Policy 05.02: Safe and Drug-Free Schools

Status: ADOPTED

Original Adopted Date: 07/25/2024 | Last Reviewed Date: 07/25/2024

SAFE AND DRUG-FREE SCHOOLS

The Board is committed to providing a learning environment free from alcohol, drugs, controlled substances, and weapons. This Code of Conduct includes serious consequences for those who violate its provisions relating to drugs, alcohol, controlled substances, and weapons. The Board is sympathetic to assisting parents with the dispensing of both prescription and non-prescription/over-the-counter medications. Specific instructions concerning the dispensing of medications are available at the local schools. Failure to follow the local school directives can result in the student being disciplined under the Major Behaviors section of the Code of Conduct.

The possession, use, sale, attempted sale, attempted possession, or any other involvement with tobacco, drugs, alcohol, controlled substances, or dangerous instruments will not be tolerated and will subject the violating individual to immediate disciplinary actions up to and including expulsion for students, termination for employees, and other lawful sanctions for the general public. This does not include medicine prescribed to the student that is possessed and/or used according to the Board's medication policy and procedures*. Violation of Board and State policies, rules and regulations involving tobacco, drugs, alcohol, controlled substances, weapons, dangerous instruments, or physical harm to persons may subject the student, parent or other individual to criminal charges and a restriction from entering the public schools of the State of Alabama.

*Required over-the-counter or prescription medications must be delivered to the school by the parent or other responsible adult accompanied by the completed *Alabama State Department of Education designated [medication authorization form](#)* and kept in accordance with the Board's medication policy and procedures. Possession of over-the-counter or prescription medication by the student that does not follow this guideline is considered unauthorized possession of drugs.

In accordance with state law, the Board also strictly prohibits its employees, parents, visitors, agents, or any other person other than appropriate law enforcement personnel from possessing guns or firearms of any sort, deadly weapons, or other dangerous instruments on Board-owned or controlled premises or at any Board or school-related activity. Such prohibition applies not only to firearms, guns, deadly weapons, or dangerous instruments carried by a person, but extends also to said prohibited items in vehicles, in personal items such as purses or backpacks, or otherwise in the actual or constructive possession of any person. Any violation regarding firearms will result in involvement by appropriate law enforcement authorities and may also result in expulsion from the school system.

Note: See section on Major and Severe Behaviors for Responses in the event students violate this policy.

Cross References

Description

03.04	Major Student Behaviors
03.05	Severe Student Behaviors
07.08	Health Care Services

Policy 05.03: Felony Charges and Behaviors Involving a Firearm

Status: ADOPTED

Original Adopted Date: 07/25/2024 | **Last Reviewed Date:** 07/25/2024

FELONY CHARGES AND BEHAVIORS INVOLVING A FIREARM

If a student is charged with any criminal felony or a delinquent act that would be a felony if committed by an adult, or is charged with any offense involving a firearm, the student's parent/custodian should contact the Director of Student Services or the the Exceptional Education Director or 504 Supervisor, if applicable, to determine appropriate school placement while the charge is pending or court-ordered placement is served. Students charged with a felony will not be allowed back on any school property until the appropriate placement is determined. If a student is placed on court-ordered probation with terms that preclude in-person attendance at the student's school, the Student Services Director and the Director of Exceptional Education or 504 Supervisor, if applicable, will determine the student's placement during the probationary period.

Policy 05.04: Code of Conduct Jurisdiction

Status: ADOPTED

Original Adopted Date: 07/25/2024 | **Last Reviewed Date:** 07/25/2024

CODE OF CONDUCT JURISDICTION

Students and their property are subject to all Board rules and regulations during the school day, during school-sponsored activities, while on or in Board property and facilities, while being transported on school buses, at school bus stops, and at times and places including, but not limited to, school-sponsored events, field trips, athletic functions and other school-related activities. This includes remote learning and our virtual school. All regulations and prohibitions also apply to vehicles and other property brought onto Board property. In addition to the foregoing, application of the Code of Conduct may be extended to the immediate vicinity of the school, and during after-school hours when and where student conduct could have a detrimental effect on the health, safety, and welfare of other students and the school or where the conduct would otherwise disrupt the educational process.

The Code of Conduct may be applied to students involved in off-campus conduct or activity which threatens to interfere with the provision of instructional or educational services, to disrupt the school environment or which otherwise adversely impacts the school's legitimate education or administrative interest.

Personal property, including but not limited to, vehicles, purses, wallets, gym bags, book bags, cell phones, personal items, clothing, and computers may be searched by authorized school officials when reasonable suspicion exists that the property contains prohibited materials, illegal substances, weapons, or other items, that are reasonably deemed to present a risk to the safety or welfare of the school. Board property may be entered, inspected, and searched for any lawful purpose by Board officials or their designees at any time. Board-owned or controlled property includes, but is not limited to, offices, desks, file cabinets, lockers, computers, files, documents, data, and devices.

Law enforcement agencies will make periodic visits to our schools for the purpose of detecting the presence of illegal drugs. Such visits shall be unannounced except to the Superintendent and principals of the individual schools that are subject to visitation. The Board may also use a narcotic detection dog to deter individuals from bringing illegal narcotics onto school property. The dog will be used in routine, random searches on school property including, but not limited to, school lockers, school classrooms, and school parking areas. Anything on or in Board property is subject to inspection by the Board to enforce this Code of Conduct and to effectuate its purposes, subject only to any restrictions which may be imposed by federal, state, or local law.

Policy 05.05: Dress Code

Status: ADOPTED

Original Adopted Date: 07/25/2024 | Last Revised Date: 05/22/2025 | Last Reviewed Date: 05/22/2025

DRESS CODE

The purpose of the dress code is to promote and foster an appropriate educational environment by minimizing unnecessary distractions and permitting students to focus on academic progress. The following mandatory guidelines are designed to further that intent:

1. Hats, caps, bandanas, visors, and sunglasses must be removed and placed in the locker or designated area and remain during the school day. Students may not wear a hood during the school day.
2. Earrings may be worn as long as they do not distract or draw unnecessary attention to the student. Other body piercing jewelry is not allowed, including, but not limited to, the tongue, nose, or eyebrow. Band-Aids may not be worn to conceal unauthorized jewelry. Materials such as plastic or wooden sticks or clear loops may not be worn to keep new piercings open during the school day. If it is determined by a school principal or designee that allowable earrings or jewelry worn by a student may become a safety hazard in an activity such as physical education, science laboratory, athletics, etc., the student shall remove such ornamentation.
3. Students are to wear clothing in the manner for which it is designed. Pants must be worn at the waist.
4. Sun dresses and backless dresses or tops will be worn with a jacket or appropriate covering. (Jacket or covering may not be sheer or mesh).
5. Cutoff tops, tank tops, and mesh tops can be worn if a T-shirt with sleeves is worn underneath or another shirt is worn over the top. (Cover shirt or undershirt may not be sheer or mesh).
6. Back, chest, and midriff must be covered.
7. Bracelets, belts, and other clothing and accessories with spikes, studs, or chains are not allowed.
8. Insignias, buttons, clothing, backpacks, or other articles of personal property, which are suggestive of alcohol, tobacco, vulgarities and violence, are drug-related, or are demeaning to other persons are not allowed at school or during school-sponsored events.
9. No open holes or shreds in pants above the knee.
10. Clothing must be worn over leggings/jeggings or tights and must be of appropriate length (no shorter than four inches above the knee).
11. Articles of clothing must be appropriate for school wear. Skirts, dresses, and shorts may be no shorter than the middle of the thigh. Slits in skirts should be no higher than the middle of the thigh.
12. No pajamas may be worn.
13. Shoes appropriate to the school setting, with student safety the primary concern, must be worn at all times. Students must wear shoes that allow them to safely participate in school activities such as Physical Education and science labs.
14. Book bags/backpacks and athletic bags must be placed in the locker or designated area and remain there during the school day unless approved otherwise by an administrator. Backpacks/book bags may not have wheels unless written approval is given by a physician due to medical reasons or by permission of the school administrator as deemed necessary, as described in this handbook in Healthcare Services.

Cross References

03.02

07.08

Description

[Minor Student Behaviors](#)

[Health Care Services](#)

Policy 06.01: Admissions and Enrollment

Status: ADOPTED

Original Adopted Date: 07/25/2024 | **Last Reviewed Date:** 07/25/2024

ADMISSION AND ENROLLMENT

Students are assigned to schools based on the residence of the student's primary custodial parent(s) or court-appointed primary custodian. Proof of residence is required each year for any student enrolling in a JEFCEOD School and may be requested at such other times by the school administrator.

JEFCEOD complies with the Enrollment for Children of Military Families Act. A custodial parent or court-appointed primary custodian on active military duty may provide a copy of the official military order transferring them to a military installation or reservation located within the Jefferson County School District's attendance zone. Registration may be completed via electronic means prior to residing in the state and/or local area of attendance. Proof of residency will not be required until the student physically transfers to the area, but will be required prior to the student's attendance at the school. The same opportunities for school assignment, selection of courses and sporting activities as those offered to resident students will be made available to students enrolling under this act.

Policy 06.02: Attendance

Status: ADOPTED

Original Adopted Date: 07/25/2024 | **Last Reviewed Date:** 07/25/2024

ATTENDANCE

It is critically important that students come to school so they can learn. Students are expected to attend school daily, be on time, and stay in school for the full school day. That said, we understand that sometimes absences can't be helped. Absences fall into two categories: excused absences and unexcused absences.

EXCUSED ABSENCES

Absences from school for good reasons may be considered excused if a proper excuse is provided and the absence meets one of the Alabama State Department of Education definitions for excused absences. A general list of absences that may be considered excused is below:

1. Student illness;
2. Inclement weather which makes it dangerous to attend school;
3. Quarantine;
4. Death in the immediate family;
5. Emergency conditions as determined by the principal or superintendent;
6. Legal: Required appearance as ordered by a government agency (provide documentation from court);
7. Passport or DMV (driver's license);
8. Religious Instruction: A period during the school day when a student is allowed to participate in an elective course in religious instruction;
9. Military deployments of a family member.

Parents can write their own excuses for the first seven (7) days of absences. After seven (7) parent excuses have been submitted, further parent excuses are considered unexcused. Legal excuses from the court, military deployment documentation, and doctor excuses are not considered parent excuses. For an absence to be considered excused, an excuse must be provided to the school within three (3) school days of the absence.

Sometimes, students may need to miss part of a day and need to check in or check out. These are considered partial-day absences. Excuses need to be submitted for these partial-day absences also. Parents can write excuses for seven (7) check ins/check outs for the year. After seven (7) parent excuses have been submitted, further parent excuses are considered unexcused. Legal excuses from the court, military deployment documentation, and doctor excuses are not considered parent excuses. For an absence to be considered excused, an excuse must be provided to the school within three (3) school days of the check in/check out. An excuse must include a signed written statement from the parent stating the reason for the absence and include the student's name and the date(s) of the absence(s). Missing more than half a day of school counts as a full absence, even if the student checks in or checks out.

If an absence does not fall into the categories listed above and is not otherwise excused by the principal or superintendent or his or her designee, the absence will be an unexcused absence.

When a student has seven (7) or more unexcused absences in one school year, the student can be referred to the Early Warning program. Whether or not the parent attends the Early Warning program, if the student continues to have additional absences, a petition can be filed with Family Court. If a petition is filed, the parent/student will have to answer to the Family Court Judge.

MAKEUP WORK

Makeup work is only allowed for excused absences. The student should work with the teacher to get makeup work and turn it in within three (3) days of returning to school from the absence unless special arrangements have been made. If a student is out of school for a long period of time, the parent should contact the school to get work weekly so that the student does not fall behind. The teacher may require the student to make up the work before or after school. A student will receive two (2) school days to make up work for each excused absence day. However, we encourage students to complete makeup work as quickly as possible so as not to remain behind in coursework.

ATTENDANCE AND PARTICIPATION IN EXTRACURRICULAR ACTIVITIES/SPORTS

Students must be in school for at least half a day in order to participate in extracurricular activities that occur on the same school day unless there is a principal approved emergency.

VIRTUAL STUDENTS

Students who are engaged in virtual instruction are expected to attend classes, actively engage in instructional activities, and complete all assignments.

CHRONIC ABSENTEEISM

According to the Alabama Attendance manual, chronic absenteeism refers to students who are repeatedly absent during the school year for both excused absences (e.g., suspension, illness, death in the family, etc.) and unexcused absences. **This accumulation of total absences is the major difference from truancy, which is based only on unexcused absences.** Sporadic, not just consecutive, absences matter. Missing just two days every month can cause a student to fall behind.

If the student has 10% or more days that are unexcused, doctor-excused, parent-excused or out-of-school suspension for the current school year, your child will be chronically absent for the year. Alabama defines chronic absenteeism as accumulating 18 or more total absences for the school year.

Chronic absenteeism has consequences for the school system as it counts against the school on the school report card. It can have consequences for your student because it can result in being held back from moving to the next grade or, for high school students, losing credit for any class the student is chronically absent from. It can impact you as a parent as well - according to Alabama law (see Appendix A), parents are responsible for their child's attendance at school. The law also requires us to report any situation in which a parent is failing to get their child to school.

EXCESSIVE ABSENCES

Showing up for school has a huge impact on a student's academic success. Even as children grow older and more independent, families play a key role in making sure students go to school every day and understand why attendance is so important for success in school and on the job.

DID YOU KNOW?

- Students should miss no more than 9 days of school each year to stay engaged, successful and on track to graduation.
- Frequent absences can be a sign that a student is losing interest in school, struggling with school work, dealing with a bully or facing some other difficulty.
- By 6th grade, absenteeism is one of three signs that a student may drop out of high school.
- By 9th grade, attendance is a better predictor of graduation rates than 8th grade test scores.
- Missing 10%, or 2 days a month, over the course of the school year, can affect a student's academic success.

WHY DOES IT MATTER?

- Excessive absences from school or from a class may subject a student to retention in the same grade for the succeeding school year or the denial of credit in a course.
- Any student who has been chronically absent by the state's current definition in a class or course lasting an entire academic year, may be denied credit in the course or retained in a grade.
 - For semester-length courses, failure due to excessive absences is based on missing fifty percent (50%) or more of the current state definition of chronic absenteeism.
 - The state currently defines chronic absenteeism as eighteen (18) or more absences.
 - The denial of credit may result if a student has eighteen (18) or more absences from a class or course lasting an entire academic year or nine (9) or more absences from a semester-length course.
 - If a student is considered chronically absent, the student can be held back from moving to the next grade. For high school students, chronic absenteeism in each period can result in the loss of credit for that class.

ATTENDANCE AND DRIVER'S LICENSE

Under state law, being absent from school for an excessive number of days can also prevent a student from being able to obtain their driver's license or may lead to suspension of a driver's license.

In order for a student **to get a driver's license**, the school must complete an enrollment form. If a student has more than 15 total absences or 10 consecutive absences in a semester, the school will not complete the form showing the student is eligible for a permit or driver's license.

If a student **already has a driver's license** and has more than 15 total absences or 10 consecutive absences, the student may be reported to the Department of Public Safety, resulting in the student's driver's license suspension.

TARDIES

Being tardy to school greatly affects student success and routine. Tardies include late arrivals to school and class, unexcused check-ins, and unexcused check-outs. Disciplinary actions for excessive tardies apply to student behavior. A parent may excuse up to seven (7) tardies per year for the same reasons an absence may be excused. Any tardy after seven (7) that has been excused by parent note will be unexcused.

While check-outs from school are discouraged by the Board, necessary check-outs must be processed through the school's office by the parent. A check-out may only be authorized by a student's parent or legal custodian. Appointments that are not of a critical nature should be scheduled for times and days when school is not in session. Check-outs are considered excused for the same reasons as excused absences. An unexcused check-out will be treated as a tardy and a student may not make up work that is missed due to an unexcused tardy, check-in or check-out.

WE ARE HERE TO HELP!

We want to work with families in situations where the parents are struggling to get their child(ren) to school. If you or your family is struggling with school attendance, please reach out to your school principal as soon as the challenges begin so that the school can work with you to help. We have many resources to help with attendance, and we will work with families on solutions designed to make sure students have access to education.

Cross References

09.02-E(1)

09.07-E(1)

Description

[Appendix A - Responsibilities of Parents Under Alabama Law](#)

[Appendix E - It's the Law!](#)

Policy 07.01: Child Nutrition Program

Status: ADOPTED

Original Adopted Date: 07/25/2024 | **Last Revised Date:** 05/22/2025 | **Last Reviewed Date:** 05/22/2025

CHILD NUTRITION PROGRAM

Our school district serves breakfast and lunch to students daily, ensuring that every student has the opportunity to start their day with a nutritious meal and stay energized throughout the day. Good nutrition helps support the overall well-being and academic performance of our students. For more information about our breakfast and lunch menus, please visit our [district web page](#).

Our district offers no-cost breakfast and lunch to all schools, made possible by the Community Eligibility Provision (CEP) for sites that meet USDA requirements. This means that breakfast and lunch are provided at no charge. Parents do not need to complete an application for free/reduced lunches. There is no application required. All students qualify automatically. We encourage all students to enjoy a free breakfast and lunch each day while at school.

CHARGED MEAL PROCEDURES

All school breakfast and lunch meals are free for students under the CEP (Community Eligibility Program). Information on à la carte items may be found at jeffcoed.com on the Child Nutrition department page. The District offers the option to make electronic payments to a student's lunch account for à la carte items and has partnered with [LINQ CONNECT](#), to provide an electronic method for parents to fund accounts for these items. There is no charge for parents to create an account, monitor, or receive emails regarding low student account balances. Parents may also utilize the LINQ CONNECT mobile app to monitor accounts.

The United States Office of Management and Budgets does not allow Child Nutrition Programs to carry bad debt associated with uncollected à la carte charges; therefore, it is the responsibility of the parent or guardian to pay for à la carte items a child purchases in advance or on a daily basis. The Jefferson County Child Nutrition Program offers four ways for a parent to fund their student's account:

1. Pay online using <https://linqconnect.com/main>
 2. Utilization of the LINQ CONNECT mobile application
 3. Personal Check or Cashier Check (no third party checks)
 4. Cash
-

Policy 07.02: Communications

Status: ADOPTED

Original Adopted Date: 07/25/2024 | **Last Reviewed Date:** 07/25/2024

COMMUNICATIONS

The District may notify parents/custodians, and students of information through electronic or written communications. Although the Board may elect to use various methods of providing those communications to parents and custodians, it is the ultimate responsibility of each student to notify his or her parent or custodian of all communications provided to him or her by a teacher, coach, principal, or other Board employee.

We use a mass notification system to communicate important events and information from both the local school level and district level. It is important for parents to provide the local school with updated contact information to ensure all information is received.

Policy 07.03: Educational Opportunities

Status: ADOPTED

Original Adopted Date: 07/25/2024 | **Last Revised Date:** 05/22/2025 | **Last Reviewed Date:** 05/22/2025

EDUCATIONAL OPPORTUNITIES

The District is committed to offering educational opportunities that provide choices for all students in a public school setting. We offer multiple options for students to choose from, and we strive to increase opportunities based on student and parent interest surveys, economic development needs, and partnerships with local business partners. Some of these opportunities include Signature Academies, the International Baccalaureate school pathway, dual enrollment, Advanced Placement (AP), and the Jefferson County Virtual School. We will continue to add and revise options each school year based on student and parent interest, high interest, high wage job opportunities, and economic development data.

ADVANCED PLACEMENT PROGRAM

The Advanced Placement Program is an academic program of college-level courses and examinations for high school students. Advanced Placement (AP) is for academically driven students who plan to attend two- or four-year colleges/universities after high school. AP allows students to complete college-level studies while in high school. Advanced Placement courses are accelerated in rigor and pace.

Taking AP courses in high school helps students learn about the kind of work that is expected in college while receiving support and help from their high school teachers. If getting a feel for what college work is going to be like sounds important to you, you may want to take an AP class. Usually, these classes have more interesting, challenging, and engaging lessons than general courses. Class discussions are often lively and delve deep into the subject matter. If learning like this interests you, you may want to take an AP class.

DUAL ENROLLMENT

Dual Enrollment allows students the opportunity to take college-level courses while still in high school. Students can participate in Dual Enrollment in grades 10-12. Courses completed successfully at one of our partner institutions count towards both high school credit and college credit. Jefferson County Schools have Dual Enrollment partnerships with multiple two-year and four-year post-secondary institutions. Students should understand that they are registering for college courses for college credit. The grades in these courses will become a part of the student's permanent college record. It is important that students do well in their college courses so they begin their college career with success. Talk to your high school counselor and parent(s) about the program.

More information about Advanced Placement and Dual Enrollment opportunities may be found at [JEFCOED Educational Opportunities](#).

Policy 07.04: Extracurricular Activities

Status: ADOPTED

Original Adopted Date: 07/25/2024 | **Last Reviewed Date:** 07/25/2024

EXTRACURRICULAR ACTIVITIES

School is about so much more than what happens in the classroom. Extracurricular activities primarily involve students participating in supervised activities outside of a classroom environment. Although, typically, students do not receive credit for these activities, they are still important - they help our students grow, learn, compete, and interact in ways that help them develop into well-rounded leaders. We want every student to participate in extracurricular activities and encourage your child to find something that inspires them. Some examples of extracurricular activities include athletics, clubs and associations, career technical student organizations, academic and scholastic teams, after-school musical activities, theatrical activities, student government, and student publications. For more information about current extracurricular activities in our district, please visit the [District's web page](#).

Policy 07.05: FERPA & PPRA

Status: ADOPTED

Original Adopted Date: 07/25/2024 | Last Reviewed Date: 07/25/2024

FERPA & PPRA

Jefferson County Board of Education Notification of Parent and Student Rights Under the Family Educational Rights and Privacy Act (FERPA) & Protection of Pupil Rights Amendment (PPRA)

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are outlined in Appendix B.

The Notification of Rights Under the Protection of Pupil Rights Amendment (PPRA) affords parents of elementary and secondary students certain rights regarding the conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These rights are outlined in Appendix C.

Cross References	Description
09.03-E(1)	Appendix B - FERPA
09.04-E(1)	Appendix C - PPRA

Policy 07.06: Finance

Status: ADOPTED

Original Adopted Date: 07/25/2024 | **Last Revised Date:** 05/22/2025 | **Last Reviewed Date:** 05/22/2025

FINANCE

NON-SUFFICIENTLY FUNDED CHECKS

The Jefferson County Board of Education will gladly accept checks. The following checks will not be accepted: post-dated checks, two-party checks, or hold checks. If a check is returned to Jefferson County Board of Education due to non-sufficient funds, the returned check will be sent to Envision Payment Solutions for collection. Envision will send a collection letter for the face value of the check plus a fee of thirty dollars (\$30.00). Any individual with three (3) or more returned checks may be placed on a cash-only basis as determined by school administration.

SCHEDULE CHANGE FEE

A change in schedule must be submitted in writing by August 1st. Changes will be made at the discretion of the local school administrator. Changes made after August 1st will incur a charge of thirty dollars (\$30.00) for high schools and fifteen dollars (\$15.00) for middle schools.

Policy 07.07: Gifted Education in Alabama

Status: ADOPTED

Original Adopted Date: 07/25/2024 | **Last Reviewed Date:** 07/25/2024

GIFTED EDUCATION IN ALABAMA

HOW IS "GIFTED " DEFINED IN ALABAMA?

Intellectually gifted children and youth are those who perform or who have demonstrated the potential to perform at high levels in academic or creative fields when compared with others of their age, experience, or environment. Gifted students can be found in all populations, across all economic levels, and in all areas of human endeavor. *Alabama Administrative Code §290-8-9-.12(1).*

HOW DO WE IDENTIFY GIFTED STUDENTS?

Referral By a person Who Knows the Student: A student may be referred for consideration for gifted services by a teacher, counselor, administrator, parent or guardian, peer, self, or any other person with knowledge of the student's abilities. A referral can be submitted at any time.

Second-Grade Child Find: Between September and May of each school year, every second grader is observed to determine if the student shows gifted characteristics.

WHAT INFORMATION DO WE CONSIDER TO DETERMINE IF A STUDENT IS GIFTED?

For each student referred, information is gathered in these three areas:

- Aptitude - Individual or group test of intelligence or creativity.
- Performance - three indicators of performance (e.g., achievement, test scores, grades, product, work samples, and/or portfolios) are collected.
- Characteristics - A behavior rating scale designed to assess gifted behaviors is completed by a classroom teacher.

Scores from these assessments/items are assigned points according to established criteria. The total number of points earned determines if the student qualifies for gifted services.

WHAT BENEFITS DO GIFTED STUDENTS RECEIVE?

Gifted students need services not ordinarily provided by the regular school program. Participation in the gifted program provides them with access to gifted specialists and services designed to meet their unique needs:

- Grades K-2: Accommodations are made in the general education classroom with assistance from the gifted specialist as necessary.
- Grades 3-5: Gifted students are pulled from the regular classroom to attend the gifted resource room for three (3) hours per week.
- Grades 6-8: Gifted students are enrolled in at least one advanced core content course or a fine arts offering.
- Grades 9-12: Gifted students are served through advanced courses (including Advanced Placement and International Baccalaureate), dual enrollment (where available), career/college counseling, mentorship, and independent studies.

For more information, contact: Jefferson County Board of Education, Talented and Gifted Programs Office, 2100 18th Street South, Birmingham, AL 35209, 205-379-2087 or the Gifted Education Teacher at your student's school.

Alabama State Code

290-8-9-.12(1)

Description

[Gifted Education](#)

Policy 07.08: Health Care Services

Status: ADOPTED

Original Adopted Date: 07/25/2024 | Last Revised Date: 05/22/2025 | Last Reviewed Date: 05/22/2025

HEALTH CARE SERVICES

The District is dedicated to the promotion of health and wellness for all students and staff. The implementation of professional nursing services, the provision of current health education principles, and the development of individualized health management plans are essential principles designed to protect and promote the well-being of students and staff. Our staff is made of professional Registered and Licensed Practical Nurses who provide healthcare services for our schools.

07.08.01 ADMINISTRATION OF MEDICATIONS AT SCHOOL

Medication procedures for students requiring Prescription or Over-the-Counter (OTC) medications while attending school or school activities are as follows:

- **All medications**, whether Prescription or Over-the-Counter (OTC), must be hand-delivered to the school nurse/office by the student's parent/guardian or other responsible adult. All medications must have a School [Medication Prescriber/Parent Authorization form](#) properly completed or medications will not be accepted at the school.
- **No student** will be permitted to carry or possess any type of medication, whether Prescription or OTC, on his/her person at any time (except emergency medications and approved medications prescribed for self-administration and/or carry-on-person due to a "chronic illness" such as diabetes, asthma, etc. A valid [medication authorization form](#) must be on file at the school that indicates permission from the physician and parent for a student to self-administer and/or carry-on-person. The student must be able to demonstrate proper administration of the medication and the parent and student signatures are required on the self-administration/self-carry contract). Students found possessing unauthorized medications will be subject to disciplinary action under the Major Behaviors section of the Student and Parent Handbook.
- **Controlled Substances** cannot be approved for self-administration or carry-on-person by a licensed prescriber. The quantity of medication acceptable to keep at school may be restricted and must be counted upon receiving.
- **Over-the-Counter (OTC)** medications require completion of a School Medication Prescriber/Parent Authorization form including the parent/guardian signature. The form is valid for a two-week period. If the OTC medication is required for longer than a two-week period, then a physician's signature is required. The reason for administering must be complaint specific. Without a physician's signature, the OTC dosage administered must match the manufacturer's directions for use.
- For **Over-the-Counter (OTC - including cough drops, ointments, vitamins, medicated chapstick)** medications, an unexpired, unopened, age appropriate, original manufacturer's container is required and all manufacturers' labeling must be clearly legible. The student's name must be written on the container.
- **Sunscreen**: Students can possess and use FDA-regulated over-the-counter sunscreen at school and school-based events without the need for parent or doctor's permission if the student is able to self-apply the sunscreen. Any student, parent, or guardian requesting that a school board employee apply sunscreen to a student shall present to the nurse a Prescriber/Parent Authorization form (PPA) containing a parent or custodian signature. A physician's signature or physician's order shall not be required.
- School personnel will not administer **natural remedies, herbs and/or nutritional supplements** without the explicit order of an authorized prescriber, parent authorization, verification that the product is safe to administer to children in the prescribed dosage and reasonable information regarding therapeutic and negative effects.
- **Prescription medication** will require a School Medication Prescriber/Parent Authorization form with the prescribing physician and parent/guardian's signature. A physician must complete all applicable parts on the form. All instructions regarding administration must be specific and not dependent on the judgment or discretion of the school staff.
- If the **Prescription medication** order is changed during the school year, a new authorization form is required and both the physician and parent/guardian must sign.
- For **Prescription medications**, a current pharmacy labeled container is required which includes the student's name, physician's name, name of medication, strength, dosage, time interval, and route. This includes inhalers and epi-pens.
- Each parent/guardian is responsible for maintaining a record of the date and quantity of medication provided to the school and for replenishing the school's supply when needed.
- The first dose on any NEW medication should NOT be given at school.
- The schools will not supply any Prescription or OTC medication to staff or students.
- All unused medications not picked up by parent/guardian by the **last day of each school year or date indicated by the local school nurse will be discarded** according to appropriate disposal guidelines.
- Any student requiring medical procedures such as tube-feeding, diabetic care, urinary catheterization, etc., must have the appropriate Prescriber/Parent Authorization form on file with the school nurse. If a student has a medical diagnosis requiring

nursing care, please contact the local school nurse.

- When a student will be attending an alternative school, it is the parent's responsibility to notify the alternative school if their student requires medication at school and to transport the student's medication and paperwork to and from the student's base school to and from the alternative school.
- If your student has any **food allergies** that require diet modifications or substitutions, a "[Diet Prescription for Meals at School](#)" form will need to be completed and signed by the physician and turned into the school nurse.

These medication procedures are developed with the student's safety in mind. If you have any questions or concerns, please contact your local school nurse.

07.08.02 STUDENT EXCLUSION DUE TO ILLNESS

Jefferson County Schools follows the Exclusion and Readmission Criteria for Communicable Diseases in Schools and Childcare Centers set forth by the Alabama Department of Public Health, which can be found at the following website: www.alabamapublichealth.gov. The Jefferson County School District follows the Alabama Department of Public Health guidelines regarding Covid-19 that can be found on the following link: www.alabamapublichealth.gov/covid19/schools.html. In addition, without documentation of a defined illness, the following chart details criteria for when a student should be excluded from school due to illness. Should a student develop any contagious signs or symptoms while at school or the local school nurse or administrator deem a student too ill to remain at school, school personnel will contact the parent/guardian or authorized adult and require that the student be taken home.

SYMPTOM	JEFCOED EXCLUSION PERIOD
Diarrhea/Vomiting	Until 24 hours after the last episode of diarrhea/vomiting or until the individual provides medical documentation that the cause is not infectious.
Fever (100 degrees or higher)	Until 24 hours after the last episode of fever without anti-fever medication.
Rash	Your child should not attend school until the rash has been diagnosed and treated for 24 hours.
Pink Eye	Until treated for 24 hours
Head Lice	Until treatment and there are no live bugs present on the scalp.

07.08.03 CERTIFICATE OF IMMUNIZATION

Parents are required to provide an up-to-date Certificate of Immunization ("Blue Card") detailing proof of immunization or a Certificate of Exemption issued by the Alabama Department of Health before a student may attend school and throughout the student's scholastic career, as appropriate. Immunization certificates are available from the Jefferson County Department of Health at 1400 Sixth Avenue South, Birmingham, AL 35233, 205-933-9110 and from local physicians or military clinics. Please visit the Alabama Department of Public Health's website for the immunizations required to enter school: <https://www.alabamapublichealth.gov/immunization/schedules.html>.

7.08.04 MENINGOCOCCAL DISEASE

Meningococcal disease is any illness caused by the bacteria *Neisseria meningitis*. It is the leading cause of bacterial meningitis in children two (2) to eighteen (18) years of age in the U.S. Meningococcal disease can be very serious, even life-threatening in forty-eight (48) hours or less. Symptoms of meningococcal disease are similar to influenza (flu) and may include: sudden onset of a high fever, increased sensitivity to light, headache, rash, stiff neck, confusion, nausea, vomiting, severe aches and pain in the muscles, joints, chest or belly. Meningococcal disease is spread person to person by sharing respiratory secretions through kissing or coughing, close or lengthy contact, and among people who share a room or live in the same household. Adolescents eleven (11) through eighteen (18) years of age are routinely recommended for two (2) doses of meningococcal conjugate vaccine (MCV4). Preteens should get the first dose of MCV4 at their eleven (11) to twelve (12) years of age check-up and a booster dose of MCV4 is recommended at sixteen (16) years of age. Teenagers who missed a dose and are heading off to college as a freshman living in a residence hall. Ask your doctor about getting the vaccine now. For more information on this and other vaccine recommendations, go to cdc.gov/meningococcal.

07.08.05 IMPACT OF HEAVY BACKPACKS

Carrying too heavy a backpack may affect children's health and have long-term effects. Research shows that children carrying more than 10% of their body weight is damaging to their spinal and postural health. For information visit the website at [Backpacks](#).

07.08.06 MENTAL HEALTH SERVICES

The school district offers a range of mental health services to students and their families. These services are designed to support students by eliminating barriers to academic achievement. The following services are available to all students:

- **Individual Counseling** - Short-term individual counseling services are available to all students through the school counseling program at each school. These services are brief in nature, typically 4-6 sessions, and are focused on identifying solutions to issues impacting student success in the classroom.
- **Small-Group Counseling** - These services involve small groups of students meeting with the school counselor to discuss topics such as test anxiety, grief, peer relationships, and anger management. Students are referred for small-group counseling by a teacher or a parent. If it is determined that our child may benefit from these services, an additional permission form will be sent home for your signature.
- **Crisis Intervention** - These services include short-term and immediate assistance by a school counselor to address an acute threat to a student's safety or emotional well-being.
- **Assessments or Surveys** - This can include questionnaires or surveys provided to students on topics such as behavior, feelings,

and emotional well-being.

- **School-Based Mental Health** - These services are provided by a member of the JEFCEOD CARES team, and are designed to provide structured and ongoing mental health support for identified students. Parent permission is required before services are provided. School-based mental health services may include any of the following:
 - Individual Therapy
 - Group Therapy
 - Family Therapy
 - Case Management
 - Behavior Intervention
 - Crisis Intervention

Information Regarding How to Allow, Limit, or Prevent Your Child's Participation in Mental Health Services - Under Alabama law, no student under the age of fourteen (14) may participate in ongoing school counseling services including, but not limited to, mental health services, unless (1) the student's parent or legal guardian has submitted a written opt-in granting permission for the student to participate or (2) there is an imminent threat to the health of the student or others. Parents may rescind permission at any time by contacting the school principal.

Review of Materials - You may request to review any materials used in the school counseling program and available to students by contacting the school principal.

Cross References

05.02

05.05

Description

[Safe and Drug-Free Schools](#)

[Dress Code](#)

Policy 08.01: Anti-Harassment Policy

Status: ADOPTED

Original Adopted Date: 07/25/2024 | **Last Reviewed Date:** 07/25/2024

ANTI-HARASSMENT

The Jefferson County Board of Education prohibits bullying, intimidation, violence, and threats of violence. Definitions of these terms, a description of the behavior expected of students, and related reporting, investigation, and complaint resolution procedures may be found in Appendix D.

Cross References

Description

03.05	Severe Student Behaviors
09.05-E(1)	Appendix D - Anti-Harassment Policy
09.06-F(1)	Form - Complaint of Bullying, Intimidation, Violence, and Threats of Violence

Policy 08.02: It's the Law!

Status: ADOPTED

Original Adopted Date: 07/25/2024 | **Last Reviewed Date:** 07/25/2024

IT'S THE LAW!

"It's the Law!" provides parents with notification of civil liabilities and criminal penalties for violence or other misbehavior by students on school property or against school employees. It is important for parents to review this information annually to understand these laws and how they apply. A description of these laws is listed in Appendix E.

Cross References

09.07-E(1)

Description

[Appendix E - It's the Law!](#)

Policy 08.03: ALSDE Secure Student Test Policy

Status: ADOPTED

Original Adopted Date: 07/25/2024 | **Last Reviewed Date:** 07/25/2024

ALSDE SECURE STUDENT TEST POLICY

The Alabama State Department of Education (ALSDE) requires that all students and parents are notified of the Secure Student Test Policy. This policy designates that the possession of digital devices is not allowed during the administration of a state secured test. Details regarding this policy are located in Appendix F.

Cross References

09.08-E(1)

Description

[Appendix F - ALSDE Use of Digital Device During the Administration of a Secure Test](#)

Policy 08.04: Sexual Harassment Policy

Status: ADOPTED

Original Adopted Date: 07/25/2024 | **Last Reviewed Date:** 07/25/2024

SEXUAL HARASSMENT POLICY

The Board prohibits discrimination on the basis of sex or gender in its programs or activities, including sexual harassment, as defined by law and board policy. Sexual harassment complaints should be filed through the Title IX Coordinator. The Title IX Process and Procedure related to sex-based discrimination may be found in Appendix G.

Cross References	Description
03.04	Major Student Behaviors
09.09-E(1)	Appendix G - Sexual Harassment Policy - Summary of Title IX Complaint Process and Procedure

Policy 08.05: Non-Discrimination Statement	Status: ADOPTED
Original Adopted Date: 07/25/2024 Last Reviewed Date: 07/25/2024	

NON-DISCRIMINATION STATEMENT

The Jefferson County Board of Education does not discriminate on the basis of race, color, national origin, sex, disability, religion, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person(s) have been designated to handle inquiries regarding the non-discrimination policies:

<i>Title IX</i>	<i>Homebound/504 Services</i>
Dr. Tracy Gregg, Specialist	Lisa Murphy, Supervisor
2100 18th Street South	2100 18th Street South
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Policy 08.06: Textbook Rules

Status: ADOPTED

Original Adopted Date: 07/25/2024 | **Last Reviewed Date:** 07/25/2024

TEXTBOOK RULES

Textbooks are used for learning in our schools and will be issued to students for their use and safekeeping. All textbooks are the property of the State of Alabama and must be taken good care of. Textbooks must not be damaged, including but not limited to one or more pages missing, water damage causing backs and pages to be swollen or molded, being physically marked with any kind of pencil, pen, crayon, etc., on the outside of backs, on ends, or on any pages, being defaced or marred, crushed or broken, cut, or smeared backs or pages, etc. If a textbook is lost or damaged, the student will be responsible for the cost of replacing the lost or damaged textbook. All textbooks must be returned to the teacher by the student at the end of the class or school year when used.

Policy 08.07: Taylor's Law

Status: ADOPTED

Original Adopted Date: 07/25/2024 | **Last Reviewed Date:** 07/25/2024

TAYLOR'S LAW

The Jefferson County Board of Education complies with Taylor's Law by reporting disciplinary points on the enrollment form required to obtain a driver's permit or license. Points are calculated in PowerSchool based on a student's infractions beginning during the school year when a student turns thirteen (13) years old. The Board and school do not determine the date a student is eligible for a permit or license. The application section of the Code of Alabama is as follows:

Alabama Code §32-6-7.4 Disciplinary point system - Age of student eligibility:

- a. Notwithstanding any other provision of law, each student over the age of 12 years who is enrolled in a public or private secondary school shall be subject to a disciplinary point system for an infraction committed on school property to determine the age at which the student shall be allowed to apply for a learner's permit, motor driven cycle operator's license, driver's license, or any license required by the State of Alabama for the operation of a motor vehicle or vessel. The disciplinary points imposed for a disciplinary action shall be as follows:
 1. One day in-school suspension - 1 point.
 2. One day out-of-school suspension - 2 points.
 3. Alternative school placement - 6 points.
 4. Expulsion - 20 points.
- b. (1) The points shall accumulate on a yearly basis, beginning with the school year including summer school in which the student turns 13, and accumulate each year until the student is eligible to apply for a driver's license under the imposed point system. Each accumulated point shall add one additional week to the age at which the student is eligible to be issued a learner's permit, motor driven cycle operator's license, or driver's license. (2) Notwithstanding subdivision (1), the age at which a student may apply for a license or permit shall not be extended by Act 2009-713 beyond one year from the date the student initially applies for a learner's permit, motor driven cycle operator's license, driver's license, or any license required by the State of Alabama for the operation of a motor vehicle or vessel.
- c. The following subdivisions are contingent upon the technical capability of the student data management system to track, manage, and coordinate the data:
 1. Points shall be accrued on a school-year basis.
 2. Points may not accrue for the first three days of in-school suspension in any school year; however, beginning with the fourth day of suspension in any school year, all days, including the first three, of in-school suspension shall be counted in determining the points.
 3. Points may not accrue for an initial out-of-school suspension of two days or less in any school year; however, the days of the initial suspension shall be used to determine the points after a second out-of-school suspension in any school year or all days will be used to determine points if the initial suspension exceeds two days.
 4. Accumulated points shall be reduced by one-half if the student has not received additional accumulated points for one school year. If no additional points are received for two years, all records of the accumulated points shall be removed from the student's records at the school.

Policy 08.08: Student Publications

Status: ADOPTED

Original Adopted Date: 07/25/2024 | **Last Reviewed Date:** 07/25/2024

STUDENT PUBLICATIONS

School-sponsored publications may be used as educational resources developed as part of the curriculum primarily to benefit those who compile, edit, and publish them. School publications may also be extra-curricular activities.

Student publications may offer students the opportunity to share a variety of viewpoints; however, all publications must conform to the basic educational goals of the school. Accordingly, local school officials will retain final editorial control over the style and content of student publications. Local school officials and the Board may promulgate distribution standards and may govern the time, place, and manner of the distribution of the publication. No publication which causes substantial disruption of or interferes with school activities, school affairs, or the lives of others will be allowed.

Policy 08.09: Technology

Status: ADOPTED

Original Adopted Date: 07/25/2024 | **Last Revised Date:** 05/22/2025 | **Last Reviewed Date:** 05/22/2025

TECHNOLOGY

ACCEPTABLE USE AGREEMENT

The Acceptable Use Agreement (AUA) applies to all technology resources owned, leased, operated, or maintained by the Board, regardless of the physical location of the resource or the user. It also applies to student use of all personally opened devices and technology resources (regardless of ownership) brought onto school grounds or to school activities during school hours or at school functions. The AUA applies to all technology resources for remote learner use or virtual school use. Violations of the AUA and/or Board policy may result in suspension or termination of network or computer privileges, disciplinary action, and/or appropriate legal action. Each student and his or her parent or custodian will be solely responsible for unauthorized use of the Board's technology resources, and will bear any cost resulting from or associated with such unauthorized use or misuse, including, but not limited to, any and all damages, restitution, liabilities, and costs of defense incurred by the Board.

In exchange for access to and use of the Jefferson County Board of Education technology resources, students agree to abide by the Acceptable Use Agreement and all board policies, rules, and regulations regarding the use of technology. Signature(s) on the Notice of Receipt page for school registration indicates receipt, understanding and agreement to all of the following terms, conditions, and requirements:

Access

The Jefferson County Board of Education's technology resources are made available to users for *bona fide* educational and school-related purposes. All technology resources are the property of the Jefferson County Board of Education, and any use is by permission only.

- A. The use of all Board technology resources is a privilege, not a right, and inappropriate use may result in cancellation of those privileges. Suspected inappropriate use may result in cancellation of privileges, pending investigation. The District Technology Director and/or school system administrators will determine when inappropriate use has occurred and may deny, revoke, or suspend specific user privileges and accounts accordingly.
- B. Individuals may only use accounts, files, software, and technology resources that are assigned to, provided, or approved for him/her. Individuals may not attempt to log in to the network or other technology resources as another person or use a computer that is logged on as another person.
- C. Individuals may not reduce the efficiency of use for others or attempt to modify technology resources, utilities, and configurations, change the restrictions associated with his/her accounts, or attempt to breach any technology resource security system, either with or without malicious intent. Individuals identified as a real or suspected security risk may be denied access.
- D. A user may not copy software, programs, source code, data, or any other computer resource for unauthorized or unlicensed use. A user may not modify or delete computer data or information of another user or the school.
- E. Modification or alteration of the Board's resources without authorization of the technology director is strictly prohibited. Users may not modify system settings or install software without specific authorization from the technology director.
- F. Users are not permitted to connect or install any computer hardware, components, or software without approval from the district technology director.

Internet

- A. All school rules and guidelines for appropriate technology usage shall apply to Internet usage.
- B. Users may not access, capture/record, view, download, transmit or attempt to access, capture/record, view, download, or transmit profane, lewd, obscene, pornographic, abusive, objectionable, illegal, or otherwise prohibited content on the Board's computer system or through any of its other technology resources or on personally owned devices.
- C. Student access to the Internet will be restricted in compliance with Children's Internet Protection Act (CIPA) regulations and Board policies. The Board has implemented filtering software and other security measures designed to block and prohibit access to inappropriate materials based on CIPA guidelines.
- D. The Board may also utilize monitoring software to control and monitor access to its system and the Internet and to further the safety and security of its users. Any attempt to disable, modify or circumvent this software or other limiting device is strictly prohibited.
- E. Successful or unsuccessful attempts to bypass Internet or network filters by using proxies, VPN, or other

resources are a violation of this agreement.

Privacy and Personal Safety

- A. There is no right or expectation of privacy in any Board technology resource, and the Board will monitor Internet use, network use, electronic mail, or any other use of its technology resources without limitation. All computers, devices, or their components of the Board's system may be inspected by the Board or its designees at any time.
- B. The school district may collect and examine any personal device at any time for the purpose of enforcing the terms of this agreement, investigating student discipline issues, or for any other school-related purpose. Personal devices are subject to immediate inspection when there is a reasonable suspicion that the contents or recent utilization of the device is in violation of any of the Board's policies, rules, or regulations.
- C. The Board cannot guarantee the privacy, security, or confidentiality of any information sent or received via the Internet.
- D. Student data will only be collected with district approved data collection resources to protect minors from unauthorized disclosure, use, and dissemination of personal data in compliance with FERPA (Family Educational Rights and Privacy Act).
- E. Students shall not reveal or post any personal or contact information about themselves or other people on websites and/or social media sites while utilizing the Board's technology resources. Personal information includes, but is not limited to, names, addresses, telephone numbers, photos or likenesses, video, ages, dates of birth, grade levels, social security numbers, or any other information by which a person might be identified.
- F. Any online message, comment, image, or anything else that causes a student to be concerned for his/her personal safety, should be brought to the attention of an adult. Students should immediately bring any threatening or unwelcome communications to the attention of school personnel.
- G. All passwords are required to be kept private.

Care of Devices

- A. The device is the property of Jefferson County Schools and all users should follow the procedures outlined in the JEFCEOED Acceptable Use Agreement.
- B. Students are responsible for the care of the device(s) assigned to them.
- C. Adding stickers, markings, or other cosmetic alterations is prohibited.
- D. Identifying information on the device added by the school or manufacturer may not be removed.
- E. Students should only use the device(s) assigned to them.
- F. Damaged or malfunctioning devices must be turned in to the school for evaluation and/or repair as soon as the damage or malfunction is discovered.
- G. Cords and cables should be inserted carefully into the device to prevent damage.
- H. Devices should not be left unattended, in an unlocked locker, or in a vehicle.
 - I. Students should protect the device from extreme heat or cold, food or liquids, small children, and pets.
- J. In case of theft, the school must be notified immediately so a police report can be filed.
- K. Deliberate damage to a device and/or device accessory, including but not limited to, cases, cords, and headphones, as determined by the school administrator or Director of Technology may result in disciplinary action in accordance with the Student and Parent Handbook and restitution may be required.

Copyright and Plagiarism

- A. All users are expected to abide by copyright laws and to follow the *Fair Use Guidelines for Educational Multimedia*. If students do not know if use of online material is legal or ethical, ask teachers or administrators for guidance.
- B. Users should not plagiarize (or use as their own, without citing the original creator) content, including words or images, from the Internet. Research conducted via the Internet should be appropriately cited, giving credit to the original author.
- C. Users are expected to produce their own work. Passing off any content generated by artificial intelligence (AI) as one's own without prior approval may subject the student to disciplinary actions as well as loss of credit for the associated work.

Cyberbullying

- A. Cyberbullying will not be tolerated. Engaging in these behaviors may result in disciplinary actions and/or loss of privileges.
- B. Examples of cyberbullying include, but are not limited to, harassment, intimidation, threats, impersonation, insults, displaying offensive media (including pictures and video), or lewd behavior.

Education of Students

- A. The Board provides ongoing education to all students concerning appropriate online behavior, including appropriate interaction with individuals on social networking websites and in chat rooms and cyberbullying awareness and response.
- B. Students are expected to adhere to specific classroom guidance and directives, as well as to the letter and spirit of this AUA and other Board policies. Use good judgment and ask if you don't know.

Online Collaborative Systems

The Board provides valuable online learning resources to employees and students. These resources promote collaboration and provide a controlled environment for course content. Examples of online collaborative systems used by the Board include, but are not limited to, Google Workspace for Education, Schoology (LMS), and single sign-on applications such as Clever and ClassLink.

- A. Accounts for these services are provided to all users through a controlled environment that is for Board use only. A Google Workspace for Education unique account will be assigned to each student.
 1. Email and collaborative accounts are provided for educational purposes only.
 2. Students will create, save, and collaborate in these environments via email, documents, presentations, quizzes, classroom assignments, and more.
- B. All school rules and guidelines for appropriate technology usage shall apply to online collaborative systems, including the Learning Management System (LMS).

Devices

- A. Personally owned devices will not be allowed to access the Internet via the JEFCEOD network. **Personal hotspot/Wi-Fi access is not allowed while on school property for personally-owned or district devices.**
- B. Personally owned or district devices may not be used to record, transmit or post photographs, images, audio, or video of a person or persons on campus during school activities and/or during school hours unless assigned or authorized by the school administration.
- C. The school or District assumes no responsibility for personal devices.
- D. Technical support will not be provided for personal devices.
- E. Students are not allowed to loan, trade, or sell devices.

Violations of Acceptable Use Agreement

Violations of this agreement or other Board directives regarding use of technology may have disciplinary repercussions, including, but not limited to, the following:

- Suspension or termination of network, technology, or computer privileges
- Loss of privilege of bringing personally-owned technology devices to school
- Notification of and/or conference with parents
- Disciplinary actions as authorized by the JEFCEOD Student & Parent Handbook
- Financial accountability for damage or loss
- Legal action and/or prosecution

Limitation of Liability/Disclaimers

The Board makes no warranties of any kind, either expressed or implied, that the functions or the services provided by or through the Board's technology resources will be error-free or without defect. Although the Board employs filtering and other safety and security mechanisms, and attempts to ensure their proper function, it makes no guarantees as to their effectiveness. The Board will not be responsible, financially or otherwise, for unauthorized transactions conducted, or financial obligations incurred on the system network.

The Board will not be responsible for damage or harm to persons, files, data, or hardware, or for any damages or losses incurred, including but not limited to: loss of data resulting from delays or interruption of services; loss of data stored on system resources; damage to personal property used to access system resources; the accuracy, nature, or quality of information stored on system resources; or unauthorized financial obligations incurred through system-provided access.

Cross References

Description

08.10

[Cell Phone and Personal Device Possession and Use](#)

08.11

[Digital Learning](#)

Policy 08.10: Cell Phone and Personal Device Possession and Use

Status: ADOPTED

Original Adopted Date: 07/25/2024 | **Last Revised Date:** 05/22/2025 | **Last Reviewed Date:** 05/22/2025

CELL PHONE AND PERSONAL DEVICE POSSESSION AND USE

Students may not bring cell phones or other personal communication devices to school unless the device remains turned off and stored off their person according to the Wireless Communication Device Policy.

The use or possession of cell phones or personal communication devices in a manner which does not follow the Wireless Communication Device Policy, will result in the following: the device will be taken from the student, and placed in an appropriate location until the parent reclaims it. A parent may reclaim any device so taken during the hours specified by the school administrator. The school system, which includes the school, administrator, teacher, or staff member, shall not assume responsibility for theft, loss, or damage to any personal/wireless communication device, even for devices that are taken. If the device is suspected to contain illegal or inappropriate material, the administrator has the right to inspect the contents of the device. Any illegal or inappropriate material found on the device may lead to further disciplinary action.

Violation of the rules regarding cell phone and personal device possession or use may result in disciplinary action. Please review the section on disciplinary action for details. The use of cell phones, personal hotpots, and personal computers is prohibited during the school day.

Personal devices brought to school must be turned off and stored appropriately, either in the student's backpack, locker, personal vehicle, and/or a designated place designated by the Wireless Communication Device Policy. Personal device use is prohibited during the instructional day as defined by the FOCUS Act and anytime students are being transported on a school bus unless as outlined by the Wireless Communication Device Policy.

Cross References

08.09

Description

[Technology](#)

Policy 08.11: Digital Learning

Status: ADOPTED

Original Adopted Date: 07/25/2024 | **Last Reviewed Date:** 07/25/2024

DIGITAL LEARNING

The Board may provide access to the Internet and other computer resources to enhance the educational experience for students and for more efficient operation of its schools. Access to computers and other technology resources may be offered and used for permissible purposes only and such access and use will be restricted. Each student must agree to use the Board's technology appropriately by reviewing, agreeing to, and abiding by the Board's Acceptable Use Agreement for Students as a condition to that access.

Cross References

08.09

Description

[Technology](#)

Policy 08.12: Media and Web Release

Status: ADOPTED

Original Adopted Date: 07/25/2024 | **Last Reviewed Date:** 07/25/2024

MEDIA AND WEB RELEASE

MEDIA RELEASE

The school and/or school district may publish student images and/or student work in order to enhance individual, group, school, or system-wide accomplishments. Student work includes, but is not limited to, photographs, audio/video productions, and other written and graphic works. These reproductions can be used to publicize/promote the child's school or the school district through commercial print or television media and through its own media productions. This also includes school yearbooks, school newspapers, and programs for school events such as athletics, choral, and band.

Unless parents notify the school in writing that they do not grant the right and permission to publish their child's image, individual, identifiable photograph along with their full first and last name and/or student work, these images and/or student work in yearbooks, school newspapers, online newspapers, on official websites operated by the District, social media pages, blogs, online teacher blogs, online learning management programs, or through other official digital channels, then these images and/or intellectual property may be used in those publications, sites, or digital channels without limitations, or reservation or any fee. Such notification must be made within 15 days of school enrollment.

Policy 08.13: Transfer Information

Status: ADOPTED

Original Adopted Date: 07/25/2024 | **Last Reviewed Date:** 07/25/2024

TRANSFER INFORMATION

The Jefferson County School District serves over 34,000 students in its schools. Students are assigned to schools based on attendance zones. A student may only attend a school other than his or her zoned school if they are eligible for a transfer. The Board is in the process of a comprehensive revision of its transfer program, including the development of new terms to be presented for approval to the United States District Court. This Handbook will be updated when those terms are fully developed and approved. In addition, the District will send out information about the new Transfer Program through other customary communication channels.

This new process will not impact any of the transfers already granted for the 2024-2025 school year. If you need more information or have questions about transfers for the 2024-2025 school year, including the availability of transportation, the Department of Student Services will be available to assist you. All questions, correspondence, applications, or other forms should be submitted to the following: Jefferson County Board of Education, Department of Student Services, 2100 18th Street South, Birmingham, AL 35209, 205.379-2165.

Policy 08.14: Change of Address

Status: ADOPTED

Original Adopted Date: 07/25/2024 | **Last Reviewed Date:** 07/25/2024

CHANGE OF ADDRESS

Parents are required to provide accurate residency information so that the Board may meet its obligations under state and federal law. Accordingly, when a student's address changes during the school year, parents should notify the local school immediately and must complete the Board's Change of Address form if moving out of the school zone. A student whose family moves during the school year may be provided the opportunity to stay in his/her current school for the remainder of the school year if the student and his/her family meet the required guidelines and timely submit a completed Change of Address form. A Change of Address form is required and may be obtained at [Change of Address form](#). Tuition will be required for students moving out of the District who wish to finish the school year at their current school.

Policy 08.15: Notice

Status: ADOPTED

Original Adopted Date: 07/25/2024 | **Last Reviewed Date:** 07/25/2024

The expressed enumeration or reservation by the Jefferson County Board of Education of specific rights and prerogative in the Student and Parent Handbook shall not foreclose or be deemed to restrict the authority of the Board to take such other lawful measures or actions as it may deem necessary or appropriate to promote discipline and to preserve and protect public property and the health, welfare, and safety of students, employees, and members of the public or to accomplish the objectives of the Student and Parent Handbook. The Student and Parent Handbook is not intended to be a binding contract and no contract or rights are created hereunder.

This document has been revised for the 2024-2025 school year and supersedes all previous editions. Board Approved July 25, 2024.

Form 09.01-F(1): Notice of Receipt

Status: ADOPTED

Original Adopted Date: 07/25/2024 | **Last Reviewed Date:** 07/25/2024

See PDF on the next page.

NOTICE OF RECEIPT

Name of Student
(Please Print)

School of Enrollment
(Please Print)

and parent/custodian _____

Name of Parent/Custodian(s) (Please Print)

hereby acknowledge by our signatures that we have received and read, or had read to us, the local school's handbook and the Jefferson County School District Student and Parent Handbook, which contains a copy of "It's the Law." We understand that these policies apply to all students and parents in the public schools; to school campuses, the immediate vicinity of the school, school buses or other school-owned vehicles; and to school-related activities and events.

This page will be signed electronically through the online registration process or online communication procedures.

(Signature) _____
Student Date

(Signature) _____
Parent/Guardian Date

(Signature) _____
Parent/Guardian Date

NOTE: The student is to sign the above statement. If the student lives with both parents or custodians, both are to sign the statement. If the student lives with only one parent or custodian, only one is to sign. A separate statement is to be signed for each student.

Teacher: __

Exhibit 09.02-E(1): Appendix A - Responsibilities of Parents Under Alabama Law

Status: ADOPTED

Original Adopted Date: 07/25/2024 | Last Reviewed Date: 07/25/2024

APPENDIX A

Responsibilities of Parents Under Alabama Law

- Enroll children between the ages of six (6) and seventeen (17) in either a public, private, or church school or to have the child instructed by a private tutor;
- Require any child enrolled to regularly attend school or to be regularly instructed by a tutor; **Note:** *See Appendix A for **Alabama Code Section §16-28-12**;
- Compel the child to properly conduct himself or herself as a pupil and;
- Be responsible for giving accurate and up-to-date information regarding legal addresses and contact information to school officials.

Alabama Code Section §16-28-12

Person in loco parentis responsible for child's school attendance and behavior; noncompliance; local boards to promulgate written behavior policy, contents, annual distribution, receipt to be documented; school officials required to report noncompliance; failure to report suspected violation; district attorneys vigorously to enforce provision.

- 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 have him or her instructed by a private tutor during the time the child is required to attend 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 any public school in accordance with the written policy on school behavior adopted by the local board of education pursuant to this section 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 (\$100.00) 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 or 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. Each local public board of education shall adopt a written policy for its standards on school behavior. Each local public school superintendent shall provide at the commencement of each academic year a copy of the written policy on school behavior to each parent, guardian, or other person having care or control of a child who is enrolled. Included in the written policy shall be a copy of this section. The signature of the student and the parent, guardian, or other person having control or custody of the child shall document receipt of the policy.
- C. 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 the 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 of education or his or her designee shall report suspected violations to the district attorney within ten (10) days. Any principal or superintendent of education or his or her designee intentionally failing to report 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 public school.

Cross References

06.02

Description

[Attendance](#)

Exhibit 09.03-E(1): Appendix B - FERPA

Status: ADOPTED

Original Adopted Date: 07/25/2024 | **Last Reviewed Date:** 07/25/2024

FERPA

Jefferson County Board of Education Notification of Parent and Student Rights Under the Family Educational Rights and Privacy Act (FERPA) & Protection of Pupil Rights Amendment (PPRA)

Notification of Rights Under FERPA

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

1. The right to inspect and review the student's education records within 45 days after the day the school receives a request for access.

Parents or eligible students who wish to inspect their child's or their education records should submit to the school principal a written request that identifies the records they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask the school to amend their child's or their education record should write the school principal, clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest must be set forth in the school's or school district's annual notification for FERPA rights. A school official typically includes a person employed by the school or school district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer, contractor, or consultant who, while not employed by the school, performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official typically has a legitimate education 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 or school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the Jefferson County Board of Education to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are: Student Privacy Policy Office, U.S. Department of Education; 400 Maryland Avenue, SW, Washington, DC 20202.

Notice for Directory Information Under FERPA

The Family Educational Rights and Privacy Act (FERPA), a federal law, requires that the school system, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, the school system may disclose appropriately designated "directory

information" without written consent, unless you have advised the school system to the contrary in accordance with the school system's procedures. The primary purpose of directory information is to allow the school system to include information from your child's education records in certain school publications. Examples include:

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

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks.

In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965, as amended (ESEA) to provide military recruiters, upon request, with the following information - names, addresses and telephone listings - unless parents have notified the school principal *in writing* no later than fifteen (15) days of the beginning of the school year or within fifteen (15) days after enrollment in school, whichever is later, that they do not want their student's information disclosed without their prior written consent.

If you do not want Jefferson County Board of Education to disclose any or all of the types of information designed below as directory information from your child's education records, without your prior written consent, you must notify the school principal *in writing* no later than fifteen (15) days of the beginning of the school year or with fifteen (15) days after enrollment in school, whichever is later. The Jefferson County Board of Education has designated the following information as directory information:

- Student's name;
- Address;
- Telephone listing;
- Electronic mail address;
- Photograph;
- Date and place of birth;
- Major field of study;
- Dates of attendance;
- Grade level;
- Participation in officially recognized activities and sports;
- Weight and height of members of athletic teams;
- Degrees, honors, and awards received;
- The most recent educational agency or institution attended;
- Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems, but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a PIN, password, or other factor known or possessed only by the authorized user; and
- A student ID number or other unique personal identifier that is displayed on a student ID badge, but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a PIN, password, or other factor known or possessed only by the authorized user.

Cross References

07.05

Description

[FERPA & PPRA](#)

Exhibit 09.04-E(1): Appendix C - PPRA

Status: ADOPTED

Original Adopted Date: 07/25/2024 | **Last Reviewed Date:** 07/25/2024

APPENDIX C

PPRA - Notification of Rights Under the Protection of Pupil Rights Amendment

PPRA affords parents of elementary and secondary students certain rights regarding the conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include but are not limited to, the right to:

- *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 program of the U.S. Department of Education (Ed) -
 1. Political affiliations or beliefs of the student or student's parent;
 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 relations, such as with lawyers, doctors, or ministers;
 7. Religious practices, affiliations, or beliefs of the student or student's parent; or
 8. Income, other than as required by law to determine program eligibility.
- *Receive notice and an opportunity to opt a student out of* -
 1. Any other protected information survey, regardless of funding;
 2. 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; and
 3. Activities involving collection, disclosure, or use of personal information collected from students for marketing or to sell or otherwise distribute the information to others. (This does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions.)
- *Inspect*, upon request and before administration or use -
 1. Protected information surveys of students and surveys created by a third party;
 2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
 3. Instructional material used as part of the educational curriculum.

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

The Jefferson County Board of Education will directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation in the specific activity or survey. The school system will make this notification to parents at the beginning of the school year if it has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this direct notification requirement:

- Collection, disclosure, or use of personal information collected from students for marketing, sales, or other distribution.
- Administration of any protected information survey not funded in whole or part by ED.
- Any non-emergency, invasive physical examination or screening as described above.

Parents who believe their rights under PPRA have been violated may file a complaint with: Student Privacy Policy Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington, D.C. 20202

Jefferson County Schools does not conduct invasive physical examinations or screenings. However, vision screenings may be scheduled throughout the year. Please contact your local school regarding these screenings. Parents wishing to "opt out" of vision screenings must notify the school principal in writing within fifteen (15) days of receipt of this notice or upon written notification of a scheduled screening. "Opt Out" forms are available at all schools and on the school system's website.

Cross References

07.05

Description

[FERPA & PPRA](#)

Exhibit 09.05-E(1): Appendix D - Anti-Harassment Policy

Status: ADOPTED

Original Adopted Date: 07/25/2024 | **Last Reviewed Date:** 07/25/2024

APPENDIX D

ANTI-HARASSMENT POLICY

Section 1. Bullying, Intimidation, Violence, and Threats of Violence Prohibited -

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

Section 2. Definitions -

- a. "Bullying" means a continuous pattern of intentional behavior on or off of school property, on a school bus, or at a school-sponsored function including, but not limited to: cyberbullying or written, electronic, verbal, or physical actions that are reasonably perceived as being motivated by any characteristic of a student, or by the association of a student with an individual who has a particular characteristic, if the characteristic falls into one of the categories of personal characteristics contained in this policy. To constitute bullying, a pattern of behavior may do any of the following:
 - Place a student in reasonable fear of harm to his or her person or damage to his or her property;
 - Have the effect of substantially interfering with the educational performance, opportunities, or benefits of a student;
 - Have the effect of substantially disrupting or interfering with the orderly operation of the school whether the conduct occurs on or off school property, online, or electronically;
 - Have the effect of creating a hostile environment in the school, on school property, on a school bus, or at a school-sponsored function; or
 - Have the effect of being sufficiently severe, persistent, or pervasive enough to create an intimidating, threatening, or abusive educational environment for a student.
- b. "Hostile environment" means the perception by an affected student that the conduct of another student constitutes a threat of violence or bullying and that the conduct is objectively severe or pervasive enough that a reasonable person, under the circumstances, would agree that the conduct constitutes bullying, threat of assault, or assault.
- c. "Violence" means the unjustified infliction of physical force by a student with the intent to cause injury to another student or damage to the property of another student.
- d. "Threat" means a statement of an intention to inflict pain, injury, damage, or other hostile actions to cause fear of harm. The intention may be communicated through an electronic, written, verbal, or physical act to cause fear, mental distress, or interference in the school environment. The intention may be expressly stated or implied and the person communicating the threat has the ability to carry out the threat.
- e. "Threat of violence" means an unjustified expression of intention to inflict injury or damage that is made by a student and directed to another student.
- f. "Intimidation" means an unjustified threat or other action that is intended to cause fear or apprehension in a student.
- g. "Student" as used in this policy means a person who is enrolled in the Jefferson County public school system.

Section 3. Description of Behavior Expected of Students -

- a. Students are expected to treat other students with courtesy, respect, and dignity and to comply with the Student and Parent Handbook. Students are expected and required (1) to comply with the requirements of law, policy, regulation, and rules prohibiting bullying, violence, or intimidation; (2) to refrain from inflicting or threatening to inflict violence, injury, or damage to the person or property of another student; and (3) to refrain from placing another student in fear of being subjected to violence, injury, or damage when such actions or

threats are reasonably perceived as being motivated by any personal characteristic of the student that is identified in this policy.

- b. Bullying, intimidation, violence, or threats of violence are prohibited and will be subject to appropriate disciplinary consequences and/or sanctions if the perpetrator of such action is found to have based the prohibited action on one or more of the following personal characteristics of the student:

- Race
- Sex
- Religion
- National origin
- Disability

Section 4. Consequences for Violations -

A series of graduated consequences for any violation of this policy will be those outlined in the Student and Parent Handbook 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 may be made on a Board-approved complaint form available in the handbook, on the website, or at the school's office. The complaint must be delivered to the principal or the principal's designee either by mail or personal delivery. 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 determine if the complaint alleges a serious violation of this policy. If the principal or the principal's designee determines that the complaint alleges a serious violation, the principal or the principal's designee will undertake a reasonably prompt investigation of the complaint. The investigation will entail the gathering of relevant facts and evidence taking into account the circumstances of the complaint. If the investigation establishes a violation, appropriate disciplinary sanctions may be imposed on the offending student(s). Other measures that are reasonably calculated to prevent a recurrence of the violation(s) may also be imposed by the principal or the school system.
- 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 may be subject to disciplinary sanctions that may include any sanction, penalty, or consequence that is available to school officials under the Student and Parent Handbook. A student who deliberately, recklessly, and falsely accuses another student of a violation of this policy may be subject to disciplinary sanctions as outlined in the Student and Parent Handbook.

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 on the website of each local board of education and school, shall be available at each school office, and shall be included in the Student and Parent Handbook that is distributed to each student at the beginning of each school year.

Section 7. Construction of Policy -

This policy is supplemental to other Board policies and procedures and does not repeal, replace, or supersede any other prohibition on bullying, violence, threats of violence, or intimidation found elsewhere in Board policy or procedure, including the Student and Parent Handbook. This policy shall not be construed to allow bullying, violence, threats of violence, or intimidation for any reason not specifically listed in this policy or to prohibit the Board from disciplining students for acts of bullying, violence, threats of violence, or intimidation not specifically listed herein. Students who engage in bullying, violence, threats of violence, or intimidation not specifically covered by this policy may be subject to appropriate disciplinary action in accordance with the Student and Parent Handbook.

[Reference: Alabama Code §16-28B-1, *et seq.* (1975)]

The form for Reporting Bullying, Intimidation, Violence, and Threats of Violence can be obtained at school or online at www.jefcoed.com.

Cross References

03.03
08.01

Description

[Intermediate Student Behaviors](#)
[Anti-Harassment Policy](#)

Form 09.06-F(1): Form - Complaint of Bullying, Intimidation, Violence, and Threats of Violence

Status: ADOPTED

Original Adopted Date: 07/25/2024 | **Last Reviewed Date:** 07/25/2024

See PDF on the next page.

Form for Reporting a Complaint of Bullying, Intimidation, Violence, and Threats of Violence

This form may be used by a student or a student's parent or guardian to submit a complaint regarding Bullying, Intimidation, Violence, and Threats of Violence as defined by state law and school system policy (Board Policy 3.43 [Jamari Terrell Williams Student Bullying Act Policy]).

This form should be delivered to the principal or the principal's designee either by mail or personal delivery.

Student's Name: _____ School: _____

Home Phone: _____ Email address: _____

Home Address: _____

Preferred method of contact (provide address, email, or phone number): _____

Describe the conduct/circumstances leading to the complaint, including all pertinent facts supporting the complaint.

When did this happen (over what time period if continuing or more than once):

Identify the person(s) whose actions led to the filing of the complaint, and all witnesses or other persons having information that is relevant to the complaint.

Do you have suggestions for resolving this situation? If so, list them here:

OTHER INFORMATION:

- I believe the incident in question was motivated by the following characteristic(s) (Check All That Apply):

____ Race

____ National Origin

____ Sex

____ Disability

____ Religion

____ Other _____

- The incident resulted in a threat of suicide by the victim: ____ Yes ____ No

Attach copies of documents or other evidence that is relevant to the complaint.

Attach additional paper if needed for question responses.

I affirm that to the best of my knowledge, the foregoing information is true, accurate, and complete.

Student Signature	Date:
OR	
Parent Signature	Date

Cross References

03.03

08.01

Description[Intermediate Student Behaviors](#)[Anti-Harassment Policy](#)

Exhibit 09.07-E(1): Appendix E - It's the Law!

Status: ADOPTED

Original Adopted Date: 07/25/2024 | **Last Reviewed Date:** 07/25/2024

IT'S THE LAW! PARENTAL NOTIFICATION OF CIVIL LIABILITIES AND CRIMINAL PENALTIES -

The following laws relate to civil liabilities and criminal penalties for violence or other misbehavior by students on school property or against school employees:

Attendance and Conduct - Ala. Code 16-28-12 (1975)

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

Teacher Assault - Ala. Code 13A-6-21 (1975)

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

Drug Dealing - Ala. Code 6-5-72 (1975)

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

Drugs, Alcohol, Weapons, Physical Harm, or Threatened Physical Harm - Ala. Code 16-1-24.1 (1975)

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 the person is a student, the local school system shall immediately suspend that person from attending regular classes and schedule a hearing within five 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.

Weapons in Schools - Ala. Code 13A-11-72 (1975)

No person shall knowingly, with intent to do bodily harm, carry or possess a deadly weapon on the premises of a public school. Possession of a deadly weapon with the intent to do bodily harm on the premises of a public school or school bus is a Class C felony. (Note: The term "deadly weapon" means a firearm or anything manifestly designed, made, or adapted for the purpose of inflicting death or serious physical injury, and such term includes, but is not limited to, a bazooka, hand grenade, missile, or explosive or incendiary device, a pistol, rifle, or shotgun; or a switch-blade knife, gravity knife, stiletto, sword, or dagger; or any club, baton, billy, blackjack, bludgeon, or metal knuckles.)

Firearms - Ala. Code 16-1-24.3 (1975)

Local school boards are required to implement policies providing for the expulsion of students who possess firearms at school. (Note: "firearm" has the same definition as in Section 921 of Title 18 of the United States Code and includes, but is not limited to, any weapon which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; the frame or receiver of such weapon; a firearm muffler or silencer; other destructive device, including an explosive, bomb, grenade, missile, mine or similar device; or any combination of parts designed or intended for use in converting any device into a destructive device and from which such a destructive device may be readily assembled.) See 18 U.S.C. §921.

Vandalism - Ala. code 6-5-380 (1975)

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

Pistol Possession/Driver's License - Ala. Code 16-28-40 (1975)

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.

Drop-Out/Driver's License - Ala. Code 16-28-40 (1975)

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

United States Code

18 U.S.C. §921

Description

[Definition of Firearm](#)

Cross References

06.02

Description

[Attendance](#)

08.02

[It's the Law!](#)

Exhibit 09.08-E(1): Appendix F - ALSDE Use of Digital Device During the Administration of a Secure Test

Status: ADOPTED

Original Adopted Date: 07/25/2024 | **Last Reviewed Date:** 07/25/2024

APPENDIX F

ALABAMA STATE DEPARTMENT OF EDUCATION POLICY USE OF DIGITAL DEVICE DURING THE ADMINISTRATION OF A SECURE TEST

Student Policy

The possession of digital devices (including, but not limited to, cell phones, Apple watches with 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.

Additional disciplinary action may be taken by the LEA.

Cross References

08.03

Description

[ALSDE Secure Student Test Policy](#)

Exhibit 09.09-E(1): Appendix G - Sexual Harassment Policy - Summary of Title IX Complaint Process and Procedure

Status: ADOPTED

Original Adopted Date: 07/25/2024 | **Last Reviewed Date:** 07/25/2024

APPENDIX G

SEXUAL HARASSMENT POLICY - SUMMARY OF TITLE IX COMPLAINT PROCESS AND PROCEDURE

Title IX of the Education Amendments Act of 1972 ("Title IX") provides that "[n]o person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance." This means that our students and employees are entitled to be free from sex-based discrimination in our educational programs or activities. This includes discrimination based on gender, gender identity, pregnancy status, parental status, and sexual harassment as defined by law.

Title IX defines "sexual harassment" as "conduct on the basis of sex" that satisfies one or more of the following:

1. An employee of the school system conditioning the provision of aid, benefit, or service of the school system on an individual's participation in unwelcome sexual conduct;
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to an educational program or activity of the school system; or
3. Sexual assault, dating violence, domestic violence, or stalking as defined under various federal statutes.

The filing of a Formal Title IX Complaint initiates the Title IX Complaint Process and Procedure, which includes a full investigation. Complainants and Respondents are entitled to have an advisor of their choice to assist them during this process. That may be a parent/guardian, trusted third-party, or attorney. If you have any questions or to file a title IX Complaint, please contact the Title IX Coordinator at titleixcoordinator@jefcoed.com, or 205-379-2099.

The school district must establish whether the alleged conduct occurred by a "preponderance of the evidence." This means that once the evidence has been collected, it is more likely than not that the alleged misconduct happened.

Summary of the Grievance Procedure:

1. After a Formal Complaint is received from the Complainant by the Title IX Coordinator, the Respondent may submit a written statement in response to the allegations within **seven (7) calendar days**.
 - a. A Respondent is not required to participate in the investigative process, but the investigation will continue unless a Complainant provides written notice of their desire to withdraw the Formal Complaint; or unless the Complaint is required to be dismissed.
 - b. The Title IX Coordinator will assign a faculty/staff member to investigate the allegations.
 - c. This may include witness or party interviews - whether written or in person.
 - d. The investigator has the authority and discretion to conduct the investigation as he or she sees fit, so long as it follows the procedure and is free from bias.
 - e. The investigator has the authority and discretion to determine relevance and credibility of witnesses and evidence.
 - f. It is a violation of section 2.18 of the Student Code of Conduct to intentionally provide false information to an investigator. To do so will subject the person offering the false information to discipline.
2. The investigator will provide a written preliminary investigative report.
 - a. This will include an opportunity for both the Complainant and Respondent to review all evidence directly related to the allegations of the Complaint.
 - b. The parties will have **ten (10) calendar days** to review this report and submit additional evidence to the investigator. Parties are not required to respond.
3. At the conclusion of the investigation, the investigator will prepare a final report.
 - a. The final report will be sent to both parties, who will have **ten (10) calendar days** to review and respond to it in writing. Parties are not required to respond.
 - b. The final report will not make a responsibility determination. It merely summarizes relevant evidence and indicates issues such as credibility based on factors such as consistency and corroboration.
 - c. The final report, along with any written responses received from the parties, will be sent to the Title IX Coordinator and the decision maker.
4. A separate decision maker will be assigned to the case by the Title IX Coordinator.
 - a. This person will review the final investigative report, follow up with the investigator if necessary, and

- make a decision regarding responsibility.
- b. The parties will be given an opportunity to submit written, relevant questions to the decision maker to asked of any party or witness. Parties and witnesses will have **three (3) calendar days** in which to respond to any questions asked of them.
 - **This may not include questions unrelated to the allegations or seeking confidential information (such as about a party's sexual history).
- c. The decision maker will update the parties with responses to these questions. Parties will then have **three (3) additional calendar days** to submit limited follow-up information or questions, with **two (2) calendar days** in which to respond.
- d. The decision maker will issue a decision within a reasonable time period following receipt of the parties' final responses to written questions.
- e. If the Respondent is found responsible by a preponderance of the evidence, discipline will be imposed.
- 5. Any appeal of the decision must be submitted in writing to the Title IX Coordinator within **five (5) calendar days** of the final decision, and must be based on one of the following:
 - a. Procedural irregularity that affected the outcome of the matter.
 - b. Conflict of interest or bias of the Title IX Coordinator, the investigator, or the decision maker.
 - c. Newly discovered evidence that could affect the outcome. That evidence must be provided at the time of the appeal. Speculation about the potential of additional evidence is not a basis for appeal.

Appeals will not be permitted for any other reason. Please note that the School District cannot guarantee that a complaint will be kept confidential because it is required to share certain information with all parties involved. Title IX requires that the Respondent be informed of who is making the allegations, as well as the nature of the allegations, the date and time the alleged events took place, in order to adequately respond to the allegations. Therefore, anonymous complaints are not permitted. The District nevertheless will make reasonable efforts to avoid sharing information regarding formal complaints beyond those required to receive such information.

For more information, please see the District's Title IX Policy, which is available online at www.jefcoed.com. The Title IX Coordinator may be reached at TitleIXCoordinator@jefcoed.com, or 205-379-2099.

**The U.S. Department of Education has recently released revised Title IX regulations, which become effective on August 1, 2024. The regulations are currently under legal challenge in federal court in the Northern District of Alabama. The District will update the Jefferson County Sexual Harassment Policy to comply with the revised regulations when the outcome of the legal challenge is known and the regulations become operational. Any policy changes will be communicated to all stakeholders.*

Cross References

Description

03.04	Major Student Behaviors
03.05	Severe Student Behaviors
08.04	Sexual Harassment Policy