MISSION, PURPOSE & DIRECTION
We will engage, educate and inspire our students to succeed in college, career and beyond.

VISION
MPS is a place where every student develops a love of learning, cultivates intellectual curiosity, and dreams of a future full of amazing possibilities.

EQUAL EMPLOYMENT OPPORTUNITY
The Montgomery County Board of Education operates under the following policy: “No person shall be denied employment, be excluded from participation in, or denied the benefits of, or be subjected to discrimination in any program or activity on the basis of disability, sex, race, religion, national origin, color or age.” (Board Policy GAAA)

IMPORTANT TELEPHONE NUMBERS

Helping Montgomery Families Initiative ........................................ (334) 832-1666
Safe Schools Hotline ................................................................. 1-888-SAV-KIDS
MPS Homeless/Migrant Services .............................. (334) 223-6901
MPS Student Support Services ................................. (334) 223-6850
MPS Student Social Work Services ................................. (334) 223-6851

When an explanation is needed for the Code of Student Behavior, contact the school principal.
NOTICE OF RECEIPT FORM

I ______________________, a student enrolled in ____________________________
(Student’s name) (Name of School)

and my parent/guardian hereby acknowledge by our signatures that we have received, read, and understand, and/or had read to us and understand, the 2017-2018 Code of Student Behavior.

We understand that these policies and laws apply to all parents and students enrolled in Montgomery Public Schools, and at all activities and events, including school buses, sponsored or supervised by MPS school officials.

__________________________________________  ____________________________
Student Signature      Date

NOTE: If the student lives with both parents/guardians, both are to sign the statement. If the student only lives with one parent, only one signature is required. Failure to return this form does not absolve the student or parent from the requirements stated in this Code of Student Behavior.

__________________________________________  ____________________________
Parent/Guardian      Date

__________________________________________  ____________________________
Parent/Guardian      Date
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I. INTRODUCTION

Montgomery Public Schools (MPS) is committed to creating a safe, positive learning environment for all our students. MPS has adopted the Code of Student Behavior to support the creation of a safe and positive learning environment for all members of the school community. The purpose of this Code is as follows:

1. Create a consistent set of expectations for student behavior in Montgomery Public Schools
2. Reinforce positive behavior and provide students with opportunities to develop appropriate social skills
3. Outline interventions, consequences or disciplinary procedures for students who engage in inappropriate behavior. Interventions, consequences or disciplinary procedures mean actions taken by teachers, administrators, support staff and parents to teach students the skills necessary for academic and social success.

The Code of Student Behavior applies to any student behavior that occurs on school property, while riding in a school-owned or operated vehicle, at school-sponsored events on or off campus, at designated bus stops, and at any time the student is under school jurisdiction. The Code of Student Behavior also applies to behavior off campus that significantly impacts the educational environment, including the use of social media and electronic communications, etc.

The parent/guardian is responsible for the actions of their child/children and should be involved in their education. The parent/guardian should take special notice of the weapons and controlled substance sections of this Code of Student Behavior as well as the suspension and expulsion provisions.

Failure to sign the acknowledgment section will not relieve the student or the parent/guardian from their responsibility to know the contents of the Code of Student Behavior and will not excuse any student’s non-compliance with the Code of Student Behavior.

The Montgomery County Board of Education may take all necessary actions to ensure that its facilities, personnel and students are safe and secure, and that the Code of Student Behavior is enforced. Such action may include the inspection and search of MPS facilities and property brought onto MPS facilities. Students and others may be asked to walk through a metal detection device or to allow a search of personal property when at any school-related event or when entering MPS property. Any person who refuses to be searched will be denied admission to the MPS event or facility and will be required to leave the premises immediately.

It shall be the policy of the Montgomery County Board of Education to permit law enforcement agencies to make periodic visits to MPS schools for the purpose of detecting the presence of illegal drugs. Such visits shall be unannounced except to the superintendent of schools and principals of the individual schools that are subject to visitation. The Board will also utilize a narcotics detection dog to deter individuals from bringing illegal narcotics onto school property. The dog will be utilized to conduct random searches on school property, including, but not limited to, school lockers, school classrooms, and school parking areas. Anything on MPS property is subject to inspection to enforce the Code of Student Behavior and to effectuate its purposes, subject only to any restrictions which may be imposed by federal, state, or local law.

Additionally, parents/guardians should be aware of the following law:

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 provisions.

(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 a public school, private school, church school, denominational school, or parochial school, or be instructed by a private tutor, or fails to require the child to regularly attend the school or tutor, or fails to compel the child to properly conduct himself or herself as a pupil in 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) and may also be sentenced to hard labor for the county for not more than 90 days. The absence of a child without the consent of the principal/teacher of the public school he or she attends or should attend, or of the tutor who instructs or should instruct the child, shall be prima facie evidence of the violation of this section.

(b) 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 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. (School Code 1927, §305; Code 1940, T. 52, §302; Acts 1993, No. 93-672, p. 1213, §1; Acts 1994, 1st Ex. Sess. No. 94-782, p. 70, §1.)

II. RESPONSIBILITIES

A. Responsibilities of the Principal

In order to exercise the proper disciplinary control of the school in which one is assigned through the authority granted by the Montgomery County Board of Education, each school principal shall:

1. Develop school wide positive behavior plan and student handbook.
2. Immediately inform teachers, students and other employees of the discipline policies and procedures adopted by the Montgomery County School Board at the beginning of each school year. Document that this has taken place and keep documentation on file.
3. Ensure teachers keep accurate daily records in Information Now (INow) on students’ attendance, behavior/conduct and academic progress.
4. Apply Montgomery Public Schools’ Code of Student Behavior in a consistent manner.
5. Implement RtI protocols consistently, and Positive Behavior Intervention Support (PBIS).
6. Support teachers, bus drivers, support staff and parents in fulfilling the requirements made by the Code of Student Behavior.
7. Develop and implement a means of communicating the requirements of the Code of Student Behavior to parents and the community.
8. Ensure that reasonable steps are taken to create and maintain an overall safe, orderly, and effective learning environment.
9. Maintain a standardized format for denoting parental contact as indicated by policy.
10. Document efforts to make parental contact when discipline or arrest measures are taken.
11. Plan and implement an instructional program, which captures the interest and meets the needs of each student.
12. Seek parental participation and engagement, make available to parents techniques, interventions and suggestions to enable them to better engage in their school work an educational activities of their children.
13. Provide each parent with an INOW access password for their student.

B. Responsibilities of the Teacher

In fulfilling one’s obligations to the student, the public and the profession, the teacher shall:

1. Teach and model the conduct standards as outline and defined in the Code of Student Behavior, including but not limited to positive verbal communication.
2. Keep accurate daily records in Information Now (INOW) on students’ attendance, behavior/conduct and academic progress.
3. Maintain an effective learning environment.
4. Use professional skills and understanding to prevent small classroom incidents from becoming major problems.
5. Deal justly and impartially with all students under supervision.
6. Contact parents immediately when academic and/or behavior concerns arise.
7. Know, support and implement the Code of Student Behavior and the procedures of the school to which one is assigned.
8. Respect the rights of students and others.

C. Responsibilities of the Student

In fulfilling one’s obligations, each student should:

1. Know and comply with all regulations of the Code of Student Behavior.
2. Know and comply with the rules and procedures of the school.
3. Study and complete all assignments in a skillful and timely manner.
4. Respect the authority of all school staff as well as the rights of other students and visitors.
5. Attend school on a regular basis and report to school and all classes on time.
6. Follow the school and district’s dress code.
7. Cooperate with searches using metal detectors and searches of private vehicles, school, and personal property by the principal or designee.
8. Abide by regulations set by the school and the MPS Transportation Department concerning travel to and from school, at bus stops, on school buses, and travel to and from school-sponsored events.
9. Comply with the regulations pertaining to the use and operation of private vehicles on school property:
   - Register the vehicle with the school
   - Park in the student lot
   - Vacate private vehicles immediately upon arrival at school and re-enter only at the time of authorized departure

D. Responsibilities of the Parent or Guardian

Cooperation between parents and the school maximizes instruction. A parent/guardian should:

1. Know and support the enforcement of the Code of Student Behavior.
2. Teach their child to have respect for the law, authority, and the rights of others and for private and public property.
3. Provide an enrollment card to the school that would have accurate contact information – address, email address and phone numbers.
4. Update contact information – address, email address and phone numbers- when they change within three to five days.
5. Login frequently to the parent portal in INOW to review student attendance, behavior/conduct and academic progress.
6. Ensure prompt and regular school attendance of children enrolled in Montgomery Public Schools.
7. Provide written explanations of absences or tardiness to school.
8. Ensure the basic needs of their children are met, including ensuring that their children are well-nourished and well-rested when they attend school.
9. Attend conferences and communicate with teachers and other school personnel when required, and support the school staff in their efforts to provide a quality education for their children.
10. Attend district and school functions and participate in Parent Teacher Association and other related school organizations.
11. Be knowledgeable and support the rules and procedures of the school(s) their child attends. Bring to the attention of the school authorities any problems or conditions which adversely affects the student or other students of the school.
12. Transport your children to school according to identified “start of school day” arrival procedure/time.
13. Pick children up according to designated “end of school day” departure procedure/time.
E. Responsibilities of the Support Staff
In addition to regular duties, the support staff shall:

1. Maintain an attitude of concern for the dignity and welfare of each student and fellow staff members.

2. Cooperate with the school board, superintendent, principal, teachers, students and other staff members to maintain an orderly, safe and supportive learning environment.

3. Respect the rights of students and others.

4. Where appropriate, plan and implement an instructional program which captures the interest and meets the needs of each student.

III. SCHOOL ATTENDANCE / TRUANCY POLICY

A. Compulsory School Attendance Laws

State law requires that all children between the ages of six (6) and seventeen (17) attend school. Children may attend public schools, private schools, or church schools. Children may also be instructed by a competent, private tutor or in an authorized home school. State law requires that children attending public schools conduct themselves in accordance with the policies listed in the Code of Student Behavior.

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 a public school, private school, church school, denominational school, or parochial school, or be instructed by a private tutor, or fails to require the child to regularly attend the school or tutor, or fails to compel the child to properly conduct himself or herself as a pupil in 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, may be fined not more than $6,000.00 (Code of Alabama 13.A-5-12) and may be sentenced to a term of imprisonment in the county or jail or to hard labor for the county for not more than one year. (Code of Alabama 13.A-5-7) The absence of a child without the consent of the principal, teacher of the public school he or she attends or should attend, or of the tutor who instructs or should instruct the child, shall be prima facie evidence of the violation of this section. Code of Alabama § 16-28-12.

B. Truancy Definition (Alabama Administrative Code, 290-3-1-02(7) (C)
A parent, guardian, or legal custodian having charge of any child officially enrolled in Alabama public schools (K-12) shall explain in writing the cause of any and every absence of the child no later than three school days following his/her return to school. The parent's note will enable the child to make up any work missed or prevent charges from being filed against the parent, guardian or legal custodian when a child is absent. Seven unexcused absences within a school year constitute a student being truant. Affidavits may be filed with juvenile court with 10 unexcused absences during the academic school year.

C. Truancy Intervention Program (TIP)
The Early Warning/Truancy Intervention Program is a joint effort by Montgomery Public Schools, the Montgomery County District Attorney and the Juvenile Court to address truancy and enforce the Alabama Compulsory School Attendance Law. It is designed to improve school attendance, reduce the dropout rate, increase the graduation rate, and provide parents with information that their child is habitually absent from school after the school system has made reasonable efforts to address the student’s non-attendance. The District Resource Officers (DRO) are employees of Montgomery Public Schools and are responsible for all attendance investigations. They are assigned to the Office of Student Support Services. DRO’s may be contacted at (334) 269-3774.

Truancy Intervention Procedures
1. Following the first unexcused absence, a call will be made to the number that is provided by the parent during enrollment and a notice of absence letter will be sent to the parent/guardian at the address provided during enrollment.

2. Following the second unexcused absence, the District Attorney’s (DA’s) Office will send an Attendance Alert Letter to the parent/guardian — Montgomery Public Schools (MPS) will monitor the student’s absences.
3. Following the fifth unexcused absence, the student is referred to an Attendance Intervention Program (AIP) and/or Early Warning (EW) Meeting. At the AIP and/or EW Meetings, the parent/guardian will meet with the DRO and efforts will be made to link them to services within MPS and the community, as agreed upon, to eliminate or reduce barriers that prevent the student from attending school regularly.

4. AIP Meetings are held at MPS schools. The students are not required to attend the AIP Meeting because this meeting is held during school hours.

5. EW Meetings are held at Montgomery County Phelps-Price Courthouse with representatives from MPS, Montgomery County Courthouse, Juvenile Court, and the DA's office. The parent/guardian and student must be present at the EW Meeting.

Montgomery Truancy Ordinance

A truancy ordinance is in effect for the City of Montgomery. A complete copy of ordinance No. 46-2008 can be obtained by contacting the Clerk for the City of Montgomery.

City of Montgomery Clerk's Office
103 N. Perry Street - Montgomery, Alabama 36104
Telephone: (334) 241-2096 · Fax: (334) 241-2056 www.montgomeryal.gov

ORDINANCE NO. 14-2015

AN ORDINANCE AMENDING CODE OF ORDINANCES SECTION 18-3 (a) (1) and (2) COMPULSORY ATTENDANCE

BE IT ORDAINED BY THE CITY COUNCIL OF THE CITY OF MONTGOMERY, ALABAMA, that the Code of Ordinances of the City of Montgomery, Section 18-3 (a) (1) and (2) be and is hereby amended to read as follows:

Section 18-3. Compulsory Attendance; prosecution; truants.

(a) Compulsory attendance.

(1) Every child between the ages of six and seventeen years shall be required to attend a public school, private school, church school, or be instructed by a competent private tutor, or in an authorized home school, all as defined in 16-28- et. Seq. of the Alabama Code of 1975 (hereinafter referred to as the Alabama Compulsory School Attendance Law). Each child shall be required to be in attendance at one of the said schools or in a tutorial session during school hours on each day that the school is in service during the entire school term in every scholastic year unless the child is specifically exempted under the Alabama Compulsory School Attendance Law, or the child's absence is excused for that particular day in accordance with the said law.

(2) While in attendance at a public school, each child between the ages of six and seventeen years shall be required to conduct himself or herself in accordance with the written policy on school behavior which has been most recently adopted by the Montgomery County Board of Education as required by 16-28-12(b) of the Alabama Code of (1975).

Adopted this the 19th day of March, 2015.

TODD STRANGE, MAYOR

ATTEST:

BRENDA GALE BLALOCK, CITY CLERK

14-2015
D. **Excused Absences**

Any absences not falling into the categories listed below or otherwise excused by the superintendent, principal or the superintendent’s designee will be unexcused:

1. Personal Illness
2. Serious illness in the immediate family verified by a District Resource Officer
3. Death in the immediate family (not to exceed one week)
4. Absence for the observance of recognized holidays of the child’s own faith
5. Inclement weather which makes it dangerous to attend school- as determined by Superintendent or designee
6. Court-required appearances
7. Emergency conditions as determined by the superintendent or principal
8. Suspensions
9. Prior permission of the principal with request from the parent, guardian, or legal custodian (Parent should complete the “Prior Approval of Absence” form, which may be obtained from the school office. The form must be signed by the principal before the absence takes place.)

For these absences to be excused, a parent note or doctor’s excuse must be sent to the school within three (3) days of the student’s return to school to be counted as an excused absence.

- A faxed or emailed note from the parent or doctor’s office is not acceptable
- If a student is absent three (3) consecutive days, a doctor’s excuse may be required.
- Parental excuses are limited to 15 per school year.

**Chronic Ailment Statement/Physician’s Statement of Illness**

The parent/guardian of any student who has a chronic illness or condition that may cause the student to miss school can provide a Physician’s Statement of Illness verifying the child’s condition and that the absences are necessary. The Physician’s Statement of Illness must be provided to the school at the beginning of each semester. The Physician’s Statement of Illness will automatically expire at the end of the semester. A copy of the Physician’s Statement of Illness should be forwarded to the teacher, attendance officer and school nurse. The original should be filed in the cumulative folder. When the student is absent, the parent/guardian is required to send an excuse to explain why the student was absent. If the absence is due to the condition stated in the Physician’s Statement of Illness, the parent may simply write, “See doctor’s letter”. Failure of the parent/guardian to provide the school with excuses may result in unexcused absence accumulation and referral to Juvenile Court.

The Physician’s Statement of Illness should be:
- Written on the physician’s/medical office letterhead
- Include the signature of physician
- List the diagnosis
- Offer anticipated number of absences (i.e., 3-4 days)
- Inform school district of requirement for returning to the physician’s office (i.e., after three (3) absences)
- Provide a list of any physical limitations the student may have in getting to school, (i.e., late or absent on cold days below 40 degrees)

E. **Unexcused Absences**

Any absence not listed above in the Excused Absence section or otherwise excused by the superintendent, principal, or the superintendent’s designee will be considered unexcused. Examples of unexcused absences include, but are not limited to as per Board Policy JBC issued on 1/27/2015:

1. Missing the school bus or transportation to school
2. Trips unauthorized by the principal
3. Birthdays or other celebrations
4. Any absence for which a written excuse was not provided within three (3) days from return of absence
5. Any absence due to dress code violation

F. **Make-up Work**

A student will have the opportunity to make-up exams/tests or work which occurred during an excused absence or suspension. When a student returns to school after an excused absence/suspension, he/she has three days or the number of days equal to the number of days of consecutive absences; whichever is greater, following the student’s return to class to make-up work. The teacher will provide the student any assignments missed during the absence. It is the responsibility
of the student’s parent, guardian, or legal custodian to make arrangements with each teacher and make sure make-up work is completed. Make-up work will be permitted only when written excuses from the parent, guardian, or legal custodian have been received in accordance with this policy. If a suspension is modified or reversed through the suspension appeal process, related absences will be noted as excused and the student will receive make-up work for those excused days. If a student who rides a bus is required to remain after school, the parent will be notified in advance. The parent must make arrangements for the child’s transportation from school.

G. Check-Outs

Students who leave school for any reason must check-out through the school office following their school’s check-out procedure. Only persons whose names appear on the school registration card may check-out students. Written permission should be given by the parent/guardian or “emergency person” shown on the school registration card before each check-out, except in cases of sudden illness, accident, or similar incident where telephone confirmation is the only alternative. Students who are 18 years of age may not check themselves out without following the same guidelines. Valid picture identification is required.

Students must attend a minimum of one-half of the instructional day to be counted present and to participate in extracurricular activities. An early dismissal before one-half of the school day (three and one-half hours) or a check-in after one-half of the school day is counted as an absence.

Check-ins, check-outs, and tardies for more than 50% of the class period will be considered an absence from the class period missed and will be treated as any other absence. In order to be excused, a written explanation for the time missed must be submitted and will follow the same guidelines for excused or unexcused absences as outlined in the Montgomery County Board of Education Policy Handbook.

H. Check-Ins

Students are required to report to school no later than the official beginning of the school day and to be on time for all classes during the day. Each school will devise procedures that will ensure compliance with this regulation. Only an individual whose name appears on the registration card can check-in the students unless the school verifies permission with the parent/guardian. Check-ins are excused for the same reasons as absences. Check-ins for any other reason are unexcused and may result in disciplinary action. No make-up work is allowed for unexcused check-ins. Students who are 18 years of age may not check themselves in without following the same guidelines. Valid picture identification is required.

I. Perfect Attendance

A student will not be eligible for a perfect attendance certificate if the student has an absence, check-out, or check-in.

J. Attendance Appeal

When a student’s unexcused absence is based on extenuating circumstances, the parent/guardian shall have the right to submit an appeal letter to the Office of Student Support Services requesting an attendance appeal. This must be done within five (5) days of student’s return from absence.

K. Withdrawal for Non-Attendance

Students under age six — Students under age six (6), who accumulate more than 10 consecutive or 15 days total unexcused absences during a single semester may be withdrawn from school

1. Parent or guardian will be notified of pending withdrawal via certified mail by the District Resource Officer (DRO).
2. Parent will have one (1) week to appear before the principal and/or DRO to show cause as to why the student should not be withdrawn.

Students age 18 or older — Students 18 years of age or older, who accumulate more than 10 consecutive or 15 days total unexcused absences during a single semester may be withdrawn from school.

1. The parent or guardian will be notified via certified mail of the Student Exit Interview Referral form by the DRO along with a scheduled time to appear at the school
2. The parent will have one week to appear before the principal and/or DRO to show cause as to why the student should not be withdrawn
3. If the student has not returned to school after all measures are documented above, they will be withdrawn. **The Office of Student Support Services will provide this data to the State Department of Education**

**Parents can be held accountable if they fail to make their children regularly attend school or conduct themselves properly while at school.** Under the City of Montgomery’s Truancy Ordinance, a parent or guardian can be found guilty of a misdemeanor if:

- A student has seven (7) or more unexcused absences in a school year; or
- A student commits five (5) or more suspendable offenses during the school year (a “suspendable offense” is any violation of this Code of Student Behavior which lists suspension as a possible consequence).

A parent or guardian found guilty of violating the truancy ordinance shall be punished by a fine of not more than $100 or imprisonment of up to seven (7) days, or by both fine and imprisonment. If charged, a parent may raise any defenses listed in the Alabama Compulsory School Attendance Law (See Section 16-28-13 of the Code of Alabama) or show that the child is exempt from compulsory attendance (See Section 16-28-6 of the Code of Alabama). The Code of Alabama can be found online at www.legislature.state.al.us/CodeofAlabama. Click on “Title 16: Education” on the left, then click on “Chapter 28: School Attendance” and open any section they wish to review. Hard copies of the Code of Alabama can be reviewed at their local library.

**Students**

**Students must be present at school for the entire school day throughout the school year** (unless a student’s absence is excused under the MPS attendance policy). The City of Montgomery’s Truancy Ordinance allows the police and other officers to take children between the ages of six and 17 into custody if they are found away from school and away from a parent or guardian during school hours. Under the City of Montgomery’s Truancy Ordinance, a child may be taken into custody:

- If a child between the ages of six and 17 is found away from school during school hours; **and**
- If the child is not in the custody of a parent, guardian, principal, or teacher; **then**
- The child may be taken into custody without a warrant by a police officer, a sheriff, an attendance officer, a probation officer, or any other officer authorized to arrest; **and**
- The child will be delivered to his/her parent or guardian or to his/her school.

**L. Alabama Law Enforcement Agency (ALEA) Compliance**

**Alabama Code Section 16-28-40 - License applicant under 19 to provide documentation of school enrollment, etc.; duties of school attendance official; withdrawal from school; conviction for certain pistol offenses.**

(a) The Department of Public Safety shall deny a driver’s license or a learner’s license for the operation of a motor vehicle to any person under the age of 19 who does not, at the time of application, present a diploma or other certificate of graduation issued to the person from a secondary high school of this state or any other state, or documentation that the person: (1) is enrolled and making satisfactory progress in a course leading to a general educational development certificate (GED) from a state approved institution or organization, or has obtained the certificate; (2) is enrolled in a secondary school of this state or any other state and has not at the time of application accumulated disciplinary points while a student in school that would extend the age of eligibility for the student to apply for a driver’s license; (3) is participating in a job training program approved by the State Superintendent of Education; (4) is gainfully and substantially employed; (5) is a parent with the care and custody of a minor or unborn child; (6) has a physician certify that the parents of the person depend on him or her as their sole source of transportation; or (7) is exempted from this requirement due to circumstances beyond his or her control as provided in this chapter.

(b) The attendance officer or chief attendance administrator, upon request, shall provide documentation of enrollment status and disciplinary points on a form approved by the Department of Education to any student 15 years of age or older who is properly enrolled in a school under the jurisdiction of the official, for presentation to the Department of Public Safety, on application for, or renewal or reinstatement of, a driver’s license or a learner’s license to operate a motor vehicle. Whenever a student 16 years of age or older withdraws from school, the attendance officer or chief attendance administrator shall notify the Department of Public Safety of the withdrawal. Withdrawal shall be defined as more than 10 consecutive or 15 days total unexcused absences during a single semester.

(c) **Within five days of receipt of a notice of withdrawal, the Department of Public Safety shall send notice to the licensee that his or her driver’s license or learner’s license will be suspended under this article on the 30th day following the date the notice was sent unless documentation of compliance with this article is received by the department before the 30th day.**
(d) Whenever the withdrawal from school of the student, or the failure of the student to enroll in a course leading to, or to obtain a GED or high school diploma, is beyond the control of the student, or is for the purpose of transfer to another school as confirmed in writing by the parent or guardian of the student, or is for the purpose of participating in a job training program approved by the State Superintendent of Education, no notice shall be sent by the proper school official to the Department of Public Safety to suspend the license of the student. If the student is applying for or renewing a driver’s license or a learner’s license, the attendance officer or chief attendance administrator, upon request, shall provide the student with documentation to present to the Department of Public Safety to exempt the student from this section. The local superintendent of education with the assistance of the county or city school attendance director as the case may be, and any other staff or school personnel, or the appropriate school official of any private secondary school, shall be the sole judge of whether the withdrawal is due to circumstances beyond the control of the person. Suspension or expulsion from school or imprisonment in a jail or penitentiary is not a circumstance beyond the control of a person.  


M. Report of Withdrawal/ Exclusion Status by MPS to ALEA

For purposes of these procedures only, a student may be considered “withdrawn” from school if he/she is 17 years of age or older and has accumulated more than 10 consecutive days of unexcused absences during a single semester or more than 15 days total unexcused absences during a single semester

It shall be the responsibility of the local school designee to identify students who have “withdrawn” from school. The local school designee shall complete and file, with the Department of Public Safety, the Enrollment/ Exclusion Form (SS401) for every student who is determined to be “withdrawn”.

Students will not be reported as “withdrawn” if they meet the following criteria:

1. Any student who is withdrawn from school for the purpose of transfer to another school, as confirmed in writing by the student’s parent/guardian
2. Any student who has withdrawn from school for the purpose of participation in a job training program approved by the State Department of Education
3. Any student whose absence from school beyond 10 consecutive days or 15 days total unexcused absences during a single semester is, in the opinion of the principal or designee, beyond the control of the student as defined below.

Circumstances Beyond the Control of the Student

1. Students who are mentally or physically unable to attend school
2. Students who are regularly and legally employed under the provisions of the Child Labor Law
3. Students who, because of the distance they reside from school and the lack of public transportation, are compelled to walk more than two miles to attend a public school (Authority- School Attendance Manual, Alabama State Dept. of Ed 2011)
4. Does not include suspension or expulsion from school or imprisonment as an exemption.  

(Alabama Code Section 16-28-40)

Students can appeal this policy within 15 days of the issuance of the enrollment status. The appeal shall be filed, in writing, include a statement of reasons for the appeal, and be sent directly to the Student Support Services Officer. Authority- School Attendance Manual, Alabama State Dept. of Ed 2011

The individual requesting the appeal shall be notified in writing of the decision. If the individual does not agree with the decision, he/she may appeal to the Superintendent within five (5) days. The superintendent shall review the decision, make a determination and notify the individual orally or in writing of the decision.

Procedure for Reporting “Withdrawn” Students to ALEA

1. DROs review attendance data with schools to determine students who meet criteria of 17 years or older with more than 10 consecutive days of unexcused absences during a single term or more than 15 days of unexcused absences during a single semester
2. The DRO sends a letter to the parent advising them of the policy to report to the Department of Public Safety
3. The DRO files the Enrollment Form with the Department of Public Safety due to non-attendance.
IV. STUDENT ENROLLMENT

A. Compulsory Attendance Age

Every child between the ages of six and 17 years shall be required to attend a public school, private school, church school, or be instructed by a competent private tutor for the entire length of the school term in every scholastic year except that every child attending a church school as defined in Section 16-28-1 is exempt from the requirements of this section, provided such child complies with enrollment and reporting procedures specified in Section 16-28-7. Admission to public school shall be on an individual basis on the application of the parents, legal custodian or guardian of the child to the local board of education at the beginning of each school year, under such rules and regulations as the board may prescribe. (School Code 1927, §301; Code 1940, T. 52, §297; Acts 1956, 2nd Ex. Sess., No. 117, p. 446, §3; Acts 1982, No. 82-218, p. 260, §4.)

Section 16-28-4 - Minimum age at which child may enter. A child who is six years of age on or before September 1 or the date on which school begins in the enrolling district shall be entitled to admission to the public elementary schools at the opening of such schools for that school year or as soon as practicable thereafter. A child who is under six years of age on September 1 or the date on which school begins in the enrolling district shall not be entitled to admission to the first grade in the public elementary schools during that school year; except, that an underage child who transfers from the first grade of a school in another state may be admitted to school upon approval of the board of education in authority, and an underage child who has moved into this state having completed or graduated from a mandated kindergarten program in another state shall be entitled to admission to the public elementary schools regardless of age. A child who becomes six years of age on or before February 1 may, on approval of the board of education in authority, be admitted at the beginning of the second semester of that school year to schools in school systems having semiannual promotions of pupils.

B. Documents Required for School Admission

Any student entering the Montgomery Public School System, regardless of grade level, shall be required to submit the following:

1. Parent/Guardian Photo ID — Valid drivers or non-driver’s license
2. Student’s birth certificate- proof of age and verification of guardianship- if different from birth certificate
3. A current State of Alabama Certificate of Immunization

*Mandatory Immunization Law*— Each child enrolled in day care, Head Start, and public or private school in Alabama must have a valid Alabama Certificate of Immunization on file at the facility that they attend. The certificate may be obtained from the physician or clinic that administers the vaccine or may be completed by any county health department in the state if the parent presents a vaccine record from the provider. For students who are moving to Alabama, out of state vaccine records must be transferred to the Alabama Certificate of Immunization prior to enrollment in day care, Head Start, or school entry. This may be accomplished by taking a vaccine record from the provider to the local county health department, or if a physician in Alabama has been chosen by the family, the record may be transposed by the physician.

*The State of Alabama does not recognize philosophical, moral or ethical exemption from vaccination.* A medical exemption may be used by a physician or an Alabama Certificate of Religious Exemption may be obtained from the local county health department. Attendees of day care and Head Start must be age-appropriately vaccinated against Diphtheria, Tetanus, Pertussis, Measles, Mumps, Rubella, Haemophilus Influenza Type B, Polio, and Chickenpox.

4. Two proofs of residence – At least one primary proof of residence is required annually at registration and may be requested throughout the school year. All documents submitted as proof of residence must contain the parent or legal guardian’s physical address in order for the school to verify that the residence is in zone. (No Post Office Box address will be accepted)

C. Provision for Determining Residence of Students

At the beginning of each school year and with each residence change, the school shall obtain from the parent/guardian at least one (1) of the items described below to demonstrate residence at the address given. The documentation should be kept as a part of the student record.

D. Forms of Acceptable Proof of Residence

Required—TWO documents that reflect a student's physical residence – Must submit at least one primary proof

Primary Proof of Residence

1. Utility Bills or Deposit Receipts - for electric, gas or water service only
   a. Must be current — within 30 days – for electric, gas or water service
2. Apartment or Home Lease/ Mortgage
a. Apartment/ Home lease- Official document – only to be used if all utilities are included — monthly mortgage statement — must be current— within 30 days.

Secondary Proofs:
1. Property Tax Records or Deeds- Tax Receipt, Property Deed (Please blacken out any personal financial information)
2. Income Tax Records- Copy of check from the IRS, Correspondence from the IRS
3. Social Security Checks or other correspondence from Social Security Office
4. Correspondence from other U.S. government agencies- (Department of Human Resources, Food Stamp Office)
5. Employment Records- Paycheck stub issued from employer showing physical address of employee within the last 30 days

E. Parent/ Custody Issues

Due to the overwhelming number of custody issues involving students, all Montgomery Public School System employees will follow the procedure as outlined below relating to non-custodial parents access to student records and visitation. School system employees should not be placed in the position of reading and attempting to interpret divorce decrees to resolve custody issues. The student enrollment card, as completed by enrolling parent, should govern issues related to pick up, visitation etc. of students at school. The non-custodial parent has the right to receive copies of the child/children’s educational records including, but not limited to, a copy of report cards, unless such rights have been specifically revoked by a court order or other legally binding document.

Any specific custody issue should be forwarded to Montgomery Public Schools’ board attorney along with a copy of the enrollment card and custody paperwork- for review and final interpretation. The primary purpose of our schools is to provide a safe learning environment for all students with our focus on instruction. The schools should not become the environment for parental custody disputes.

STUDENT ONLINE ENROLLMENT

New Students to MPS

All students new to Montgomery Public Schools will register using the online registration website at https://registration.mps.k12.al.us. The link can also be found on the MPS homepage under the "For Parents" tab, and on each school’s Website.

Parent(s)/legal guardian(s) can utilize the online registration process in one of three ways:

1. Register using the online registration system on a device with Internet access at their convenience.
2. Visit their zoned school to utilize a computer(s) designed for registration by the school.
3. Visit their zoned school where school personnel will assist with the entering of information necessary to complete the registration process.

Documents Required for School Admission

Any student entering the Montgomery Public School System, regardless of grade level, shall be required to submit the following via the online registration site or deliver in person to the school in which the student is registering for:

1. Parent/Guardian Photo ID — Valid drivers or non-driver’s license
2. Student’s birth certificate proof of age and verification of guardianship- if different from birth certificate
3. An up-to-date State of Alabama Certificate of Immunization
4. Two proofs of residence – At least one primary proof of residence is required annually at registration and may be requested throughout the school year.

All documents submitted as proof of residence must contain the parent or legal guardian’s physical address in order for the school to verify that the residence is in zone. (No Post Office Box address will be accepted)
Students Currently Enrolled in MPS

Residency and Demographic Verification - Prior to the beginning of the school year, parent(s)/guardian(s) of all returning MPS students should login to the Returning Student Update site at https://update.mps.k12.al.us to verify their address and student demographic information. At the beginning of each school year and with each residence change, the school shall obtain from the parent/guardian at least one (1) of the items described below to demonstrate residence at the address given. Proof of residency documentation may be uploaded via the Returning Student Update site or delivered, in person, to the school in which the student attends.

The documentation will be kept as a part of the student record. All addresses of MPS students and their legal parent/guardian(s) will be checked and verified through various third party agencies.

F. SCHOOL VISITORS (BOARD OF EDUCATION POLICY)

Parents/guardians and community members are invited and encouraged to visit the school. To ensure the safety of students, staff and visitors, ALL PERSONS (PARENTS, COMMUNITY MEMBERS, VOLUNTEERS, BOARD EMPLOYEES, ETC.) VISITING THE SCHOOL ARE REQUIRED TO ENTER THROUGH THE DESIGNATED MAIN ENTRANCE TO SIGN IN AT THE SCHOOL OFFICE AND PRESENT PROPER IDENTIFICATION, INCLUDING AT LEAST ONE PHOTO ID. A visitor’s pass will then be issued by office personnel. All school visitors must comply at all times with Board of Education policies, administrative rules, and school regulations. Any person entering a Montgomery Public School building is subject to a routine hand-held search or walk through a metal detector. This is to include any school sponsored activity on or off school property, and non-school sponsored activities on school property.

1. Parents/guardians are asked to plan any visit so that they arrive at the beginning of classes. The purpose of the visit is to observe. Therefore, parents/guardians should not interact with their child, other students, and/or attempt to have a conference with the teacher.

2. Principal and school administration will reserve the right to limit the number of visitors to a classroom. More than one visitor or a parent with other children could distract students and hinder the learning process.

3. Students on suspension from any schools are not allowed on campus and will be considered trespassing.

4. Students from other schools will be allowed on campus only with the permission of school administration.

5. Parent/guardian conferences with the teacher and/or principal must be scheduled in advance and concluded in a timely manner set by building principal
   a. Mutual courtesy and respect should be shown during the conference. Visits may be prohibited at certain times such as: the first and last weeks of school, immediately before or after vacations and other breaks and while standardized testing or other assessments are being conducted
   b. Conferences can only be held with a parent/guardian. Parents/guardians must notify the principal in advance if they are requesting that additional persons attend. The principal will have the final decision whether or not additional persons may attend the conferences. If special accommodations are needed for a conference, call the school to make arrangements prior to visit.

6. Disruptive Visitors — Montgomery Public Schools expects mutual respect, civility and orderly conduct from all individuals on school property or at school sponsored activities, no matter his or her status or the purpose of his or her presence. Any person who becomes physically or verbally disruptive on school property may be subject to criminal prosecution as well as termination of visiting privileges. Disruptive conduct includes, but is not limited to, using a raised voice, using profanity, uttering verbal or written threats or employing threatening gestures or otherwise engaging in an action deemed inappropriate by the building administrator. In the event a person visiting school property is deemed to be disruptive, the person will be instructed to leave school property and law enforcement may be called for assistance, if necessary. The building administrator may, with the approval of the Superintendent or designee, issue a no-trespass notice against any person who is deemed to have created a disruption while on school property or at a school-sponsored event. The no-trespass notice shall be in force until such time as the Superintendent or Superintendent’s designee deems appropriate to lift that order.

7. All visitors’ cell phone calls should be completed prior to entering the building. All electronic devices should be turned off. Visitors should follow all school rules regarding telecommunication devices for students.
G. Student Zone Variances
Zone Variances are available June 5, 2017 through July 27, 2017 for the 2017-2018 school term. Zone Variances are valid for one school year and are granted for Medical Needs, Special Needs (IDEA), Section 504, and Court Orders. Please see MPS Website for additional information or call the Office of Student Support Services at (334) 223-6850.

V. SPECIAL POPULATIONS

A. Special Education Students
Montgomery Public Schools provides a free, appropriate public education for students with disabilities between the ages of three and 21, including children with disabilities who have been suspended or expelled from school. A student eligible for special education services must be identified according to the definitions, criteria and minimum evaluative components set forth by federal and state regulations. Guidelines of the Individuals with Disabilities Education Act (IDEA) will be observed when disciplining identified students.

B. Gifted Program
**DEFINITION:** Intellectually gifted children and youth are those who perform at or have demonstrated the potential to perform at high levels in academic or creative fields when compared with others of their age, experience, or environment. These children and youth require services not ordinarily provided by the regular school program. Children and youth possessing these abilities can be found in all populations, across all economic strata, and in all areas of human endeavor. Gifted students may be found within any race, ethnicity, gender, economic class, or nationality. In addition, some students with disabilities may be gifted. The Montgomery Public School System shall prohibit discrimination against any student on the above basis with respect to his/her participation in the gifted program.

The Alabama Administrative Code requires that LEAs must utilize a variety of service delivery options that may include but are not limited to resource room pull-out, consultation, mentorships, advanced classes, and independent study. Gifted students’ need for complexity and accelerated pacing must be accommodated for in the general education program. Accommodations may include strategies such as flexible skills grouping, cluster grouping with differentiation, curriculum compacting, subject and grade acceleration, dual enrollment, and advanced classes. Montgomery Public Schools has established a procedure for considering any requests for subject or grade acceleration.

**SERVICE DELIVERY:** Montgomery County has selected the following service delivery options:

| · Elementary K-2 | Consultation — The gifted specialist consults with general education teachers to address the needs of gifted students in the general education classroom. |
| · Elementary grades 3-5 or 6 | Resource room pull-out in the elementary school |
| *pull-out services to 6th grade students depends on whether the students are scheduled as elementary or middle school students |
| · Middle School | Advanced classes on-site in the middle schools |
| · High School | Advanced classes on site in the high schools |
REFERRAL PROCESS: Teachers, counselors, administrators, parents or guardians, peers, the student him or herself, or any other individuals with knowledge of the student’s abilities may refer a student. Additionally, all second grade students will be observed as potential gifted referrals using a gifted behavior checklist. For each student referred, information is gathered in the following three areas:

**Aptitude** — Assessed through an individual or group test of intelligence or creativity.

**Characteristics** — A behavior rating scale designed to assess gifted behaviors is completed by a classroom teacher.

**Performance** — At least three indicators of performance at a gifted level such as achievement test scores, grades, products, work samples, and/or portfolios.

- Tests and evaluative materials selected should be sensitive to cultural, economic, and linguistic differences and must be administered by qualified personnel under the supervision of an LEA.
- For students who exhibit creative thinking abilities the *Torrance Test of Creative Thinking* must be administered unless the student has been determined eligible with a verbal or nonverbal assessment.
- The scores from the assessment/items used are entered on a matrix where points are assigned according to established criteria. The total number of points earned determines if the student qualifies for gifted services.
- To initiate a referral for gifted services, contact the GRST (Gifted Referral Screening Team) Chairperson at the school. For more information about the gifted program contact the Special Education Department at (334) 269-3808.

EVALUATION OF GIFTED STUDENTS IN RESOURCE ROOM PULLOUT (QUEST)

1. General education teachers are to ensure that students are not penalized because of time out of the regular program to participate in the gifted program.

2. A gifted student should not be expected to do the class activities missed while participating in the program and the number of grades should be adjusted accordingly. However, gifted students are expected to complete all homework assignments. If new material is introduced, the student will be instructed by a peer or teacher in a small group or one-on-one setting.

3. If a test is missed because of participation in the program, provision is to be made for a make-up test without penalty to the student. Since a student will miss the same day of regular class each week, provision may need to be made for the student to make up scheduled tests on a regular basis (i.e. Friday spelling tests could be administered on Thursday).

4. The student will receive an evaluation from the gifted teacher at the end of each unit of study. Units of credit are not to be awarded for participation in the gifted program as in the regular program.

5. If a gifted student does not perform satisfactorily in the majority of his/her regular program classes, the provision will be made for a parent conference. A Gifted Specialist should participate in the conference. A gifted student may not be denied gifted services because of classroom performance or behavior. Only the GEP Committee can make the determination to interrupt gifted services due to behavioral or academic issues.

ACCELERATION:

Accommodations for acceleration are available to students who perform above grade level in grades K-12. All requests for acceleration must be made to the principal. Requests for acceleration follow the process in the Montgomery Public Schools Acceleration Procedure guidelines. A copy of these guidelines is in each school.
C.  SECTION 504 STUDENTS

Section 504 of the Rehabilitation Act of 1973 protects the rights of individuals with disabilities in programs and activities that receive federal financial assistance. Pursuant to Section 504, a qualified individual with a disability shall not, solely by reason of his or her disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity in the school district. “No otherwise qualified individual with disabilities in the United States shall solely by reason of her or his handicap, as defined in section 706(8) of this title, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal assistance or under any program or activity conducted by an executive agency of the United States Postal Service: (20 U.S.C. Section 794)

Section 504 regulations require a school district to provide a free, appropriate public education to each qualified student with a disability in the school district, regardless of the nature or severity of the disability. A free, appropriate public education consists of the provision of regular or special education and related aids and services designed to meet the student’s individual educational needs as adequately as the needs of non-disabled students are met.

Students receiving services under Section 504 may not be subjected to a disciplinary change in placement for more than 10 school days unless the Section 504 team first determines: (a) that the behavior giving rise to the discipline was not substantially related to the student’s disabling condition or; (b) that the behavior is due to an inappropriate implementation of the plan. This process occurs in a manifestation determination hearing.

Procedural safeguards see Grievance Procedures on page 42. Additional information regarding Section 504 and parental rights is located on the Montgomery Public Schools website: www.mps.k12.al.us or by contacting the Office of Student Support at (334) 223-6850.

SECLUSION AND RESTRAINT POLICY

Montgomery Public Schools shall prohibit the use of seclusion, a procedure that isolates and confines the student in a separate, locked area until he or she is no longer an immediate danger to himself/herself or others. The seclusion occurs in a specifically constructed or designated room or space that is physically isolated from common areas and from which the student is physically prevented from leaving.

Seclusion does not include — and Montgomery Public Schools shall allow — the following situations: a staff member trained in the use of de-escalation techniques or restraint is physically present in the same unlocked room as the student; time-out as defined below; in-school suspension; alternative school; detention; or a student-requested break in a different location in the room or in a separate room.

Time-Out — A behavioral intervention in which the student is temporarily removed from the learning activity. Time-out is appropriately used when:

1. The non-locking setting used for time-out is appropriately lighted, ventilated, and heated or cooled.
2. The duration of the time-out is reasonable in light of the purpose of the time-out and the age of the child; however, each time-out should not exceed 45 minutes.
3. The student is reasonably monitored by an attending adult who is in reasonable physical proximity of the student and has sight of the student while in time-out.
4. The time-out space is free of objects that unreasonably expose the student or others to harm.

MPS shall prohibit the use of Chemical Restraint, which refers to any medication that is used to control violent physical behavior or restrict the student’s freedom of movement that is not prescribed treatment for the student’s medical or psychiatric condition.

MPS shall prohibit the use of Mechanical Restraint, which refers to the use of any device or material attached to or adjacent to a student’s body that is intended to restrict the normal freedom of movement and which cannot be easily removed by the student. Mechanical Restraint does not include — and MPS shall allow — an adaptive or protective device recommended by a physician or therapist when used as recommended by the physician or therapist to promote normative body positioning and physical functioning, and/or to prevent self-injurious behavior. In addition, mechanical restraint does not include seat belts and other safety equipment when used to secure students during transportation.

MPS shall prohibit the use of Physical Restraint that restricts the flow of air to the student’s lungs or any method (face-down, face-up, or on the side) of physical restraint in which physical pressure is applied to the student’s body that restricts the flow of air into the student’s lungs.
MPS shall prohibit the use of **Physical Restraint** which refers to direct physical contact from an adult that prevents or significantly restricts a student’s movement *except* in those situations in which the student is in immediate danger to himself or others and the student is not responsive to less intensive behavioral interventions including verbal directives or other de-escalation techniques. **Physical restraint shall not be used as a form of discipline or punishment.** Physical Restraint *does not include* — and MPS shall allow — limited physical contact and/or redirection to promote student safety or to prevent self-injurious behavior, providing physical guidance or prompting when teaching a skill, redirecting attention, providing guidance to location, providing comfort, or providing limited physical contact as reasonably needed to prevent imminent destruction to school or another person’s property.

**MPS shall utilize the following procedures for use of Physical Restraint:**

1. All physical restraint must be immediately terminated when the student is no longer in immediate danger to himself or others or if the student is observed to be in severe distress.

2. Parents shall be provided, at least annually, with information regarding the policy for use of physical restraint.

3. Annual staff and faculty training on the use of physical restraint as well as the Montgomery Public Schools Seclusion and Restraint Policy.

4. Maintain written or electronic documentation on training provided and a list of participants for each training.

5. Written parental notification when physical restraint is used to restrain their student within one school day from the use of restraint.

6. The use of physical restraint shall be documented by staff or faculty participating in or supervising the restraint for each student, in each instance, in which the student is restrained.

7. Annual report submitted to the Alabama Department of Education regarding the use and documentation of restraint and any prohibited use of seclusion, chemical, mechanical or physical restraint.

**Nothing in this policy shall be construed to prohibit an employee of Montgomery Public Schools, any of its schools, or any of its program employees, from any of the following:**

1. Use of any other classroom management techniques or approaches, including a student’s removal from the classroom that is not specifically addressed in this policy.

2. The right of school personnel to use reasonable force as permitted under the *Code of Alabama*, 1975, 16-1-14 or modifies the rules and procedures governing discipline under the *Code of Alabama*, 1975, 16-28-12.

3. Reasonable actions to diffuse or break up a student fight or altercation.

4. Reasonable action to obtain possession of a weapon or other dangerous objects on a student or within control of a student.

5. Discretion in the use of physical restraint to protect students or others from eminent harm or bodily injury. Nothing in this policy shall be construed to create a criminal offense or private cause of action against Montgomery Public Schools, or its programs or its agents, or employees.

6. In instances in which a student is an immediate danger to himself or herself or others, the school or program must determine when it becomes necessary to seek assistance from law enforcement and/or emergency medical personnel. Nothing in this policy shall be construed to interfere with the duties of law enforcement or emergency medical personnel. Parents must be promptly informed when students are removed from the school or program setting by emergency medical or law enforcement personnel.

This policy adheres to the *Alabama Administrative Code* regulation for seclusion and restraint for all students.
VI. STUDENT BEHAVIOR

Montgomery Public Schools has placed an emphasis on school-wide systems of learning support that include proactive strategies for supporting appropriate student behaviors. Two fundamental frameworks used by MPS are Positive Behavioral Interventions and Supports (PBIS) and Response to Instruction (RtI). Positive Behavioral Interventions and Supports (PBIS) is a research-based, multi-tiered approach to improving student behavior and creating a positive climate and culture that enhances student learning. PBIS provides behavioral strategies to address psychological, social and emotional needs. RtI is a multi-tiered approach to the early identification and support of students with learning and behavior needs. Both frameworks provide early, systematic and intensive assistance to students who are at risk or already underperforming.

The seriousness of the offense, the academic placement, attitude and age of the student, as well as the pattern of misconduct, and the degree of cooperation should be considered in determining the appropriate action. The process is intended to be instructional and corrective. In some instances, restitution may be required. Elementary school students are less mature than secondary school students. Generally, when an elementary student behaves inappropriately, the behavior should be handled differently. Every emphasis should be placed on using corrective strategies to teach appropriate behavior in positive ways.

RESPONSE TO INSTRUCTION (RtI)

Based on the Response to Instruction (RtI) framework as outlined by the Alabama State Department of Education, a multi-tiered system of support will be implemented to address the behavioral needs of students. Three tiers of supports are provided to students:

TIER I - All students receive universal support (successful with approximately 80%)
The first step in the RtI process for Tier I is to establish a comprehensive school-wide Positive Behavior Intervention Support Plan that includes rewards and consequences for all students. Consistent enforcement of consequences and rewards are essential to a positive learning culture.

Key Components
- Establish 3-5 school-wide expectations
- Explicitly teach and model expectations
- Provide incentives and reinforcement for those who meet expectations
- Provide consistent consequences for those who are not meeting expectations
- Re-teach as necessary

Suggested Strategies
- Incentives and reinforcement for teachers who are implementing PBIS
- PBIS Events as incentives
- Classroom level incentives and reinforcement systems
- Classroom level modeling and re-teaching

Corrective Action
- See Tier I interventions strategies for examples in the Corrective Strategies Guide
- This may include Class A and B offenses

Tier I Progress Monitoring
PBIS team will review discipline data related to their PBIS goals monthly.

TIER II - Some students receive Targeted Support (approximately 15%)
The second step in the RtI process is to refer students, who need additional behavioral support, to Tier II. This is in addition to Tier I. The school-based Problem Solving Team (PST) may be convened and a notice of meeting invite provided to the parent/guardian.

Evidence:
- Teacher Behavior Log
- Daily Behavior/parent contact log
- Office Referrals
- FBA/BIP
- Other available data

Suggested Strategies
- Develop a Functional Behavioral Assessment
- Develop a Behavior Intervention Plan
- Refer to Behavior Intervention Center
- Consider referral to Behavior Interventionist or Social Worker
- Provide advisory/mentoring services
• Loss of participation in PBIS activities
• Small group counseling

**Corrective Action**
• This may include Class A and B offenses
• See Tier II interventions list for examples in the Corrective Strategies Guide

**Referral to PST:** The building administrator may refer students to the Problem Solving Team for Tier II supports if the student has consistently demonstrated disruptive behaviors that impede the learning environment not limited to Out of School Suspensions.

**Tier II Progress Monitoring**
The teacher will monitor the behavior and modify interventions as necessary. The Problem Solving Team (PST) team may intervene and/or reconvene within four to eight weeks to determine next steps.

**TIER III - Few students receive Intensive Support (approximately 5%)**
The RtI-PST facilitator refers to the PST to analyze multiple sources of data to determine Tier II or Tier III interventions

**Evidence:**
• PST referral form
• Behavior Log
• Daily Behavior Data
• Office Discipline Referrals
• Documentation of interventions

**Suggested Strategies**
• Refer to Behavior Intervention Center
• Revise the Functional Behavioral Assessment
• Revise the Behavior Intervention Plan
• Refer to school or Community Based Mental Health Services
• Refer for Special Education Services
• Revise IEP/EL intervention plans, if applicable
• Refer to Behavioral Interventionist and/or Social Worker
• Refer to Student Support Service

**Corrective Action**
• See Tier III interventions list for other examples in the Corrective Strategies Guide

**Referral PST:** The building administrator will refer students to the Problem Solving Team (if not referred previously) for Tier III supports if the student has consistently demonstrated disruptive behaviors that impede the learning environment not limited to Out of School Suspensions and has not responded to Tier II interventions.

**Tier III Progress Monitoring**
The PST team will reconvene within four weeks (elementary schools) or eight weeks (secondary schools) to determine next steps. However, if the behavior continues to increase or new behaviors occur, the team may reconvene earlier.

**Note:** A student who is referred to the Office of Student Support Services for Due Process and/or receives an alternative placement will automatically be referred for Tier III supports.

**PRINCIPAL’S AUTHORITY**
The principal is granted authority to modify the consequences for violating a rule indicated in the Code of Student Behavior by exercising good judgment in consideration of extenuating factors presented by school system employees, the student or the student’s parent or representative. Such factors may include, but are not limited to, the age of the student, the seriousness of the offense, the prior discipline record of the student, the degree of disruption to the educational process, and any other relevant factors. Repetitive instances of misconduct constitute a violation of policy B10: Persistent/Willful Disobedience, and will be handled according to consequences under the Code of Student Behavior. Consequences are applicable to all grade levels unless otherwise specified

**CLASSIFICATION OF RULES**
Rules of the Code of Student Behavior are divided into five classes: Class A, Class B, Class C, Class D and Class E. Consistent enforcement of consequences is essential.

Students are expected to treat other students and staff members with courtesy, respect, and dignity, and to comply with the Code of Student Behavior at all times. This section describes a wide range of behaviors prohibited by students in Montgomery Public Schools. Behaviors are divided into five categories based on their severity. Class A and B offenses are subject to the discretionary
authority of the principal. Class C, D and E offenses are more serious and are considered criminal in nature. As students progress through their school career, it is reasonable to assume that an increase in age and maturity implies a greater level of responsibility for their actions. Differences in age and maturity are recognized in determining the level of disciplinary action to be taken.

**Class A – Violations of Classroom Rules**

Class A behaviors include student offenses that interfere with the educational process in the classroom or disrupt other areas of school jurisdiction and/or that violate Board of Education policy. Teachers must attempt to resolve Class A behaviors when it is appropriate before referrals are made to the administrator for official disciplinary action.

<table>
<thead>
<tr>
<th>Offense and Subsequent Offenses</th>
<th>Level 1</th>
<th>Level 2 Second Offense &amp; Subsequent Offenses</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distraction of other students</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Failure to follow directions</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Failure to bring materials to class</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Failure to follow the dress code policy</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cheating - (see GPR)</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Petty theft</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Public displays of affection</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Littering</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Offensive touching (not sexual)</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rude or discourteous behavior</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gum chewing or eating candy etc.</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reporting false information</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Toys or items which may be distracting to the school environment/nuisance items</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cell phone violation/ Electronic Device (1&lt;sup&gt;st&lt;/sup&gt; &amp; 2&lt;sup&gt;nd&lt;/sup&gt; Offense ONLY)</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Any other offense not addressed elsewhere in this document that the principal, faculty, and/or staff may deem to fall within this category</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Class A offenses are cumulative by group for each academic year. The words “Second Offense and Subsequent Offenses” refer to and include all second and subsequent violations of any Class A offense. If the offense is committed by a special education student, please refer to the Special Education section before disciplining the student. If the offense is committed by a Section 504 eligible student, please refer to the 504 section before disciplining the student.

Class A consequences may not be appealed beyond the principal.

**Accumulation of Class A Offenses may be upgraded to a Class B or C Offense.**

Class A acts include behaviors that interfere with the educational process in the classroom or disrupt other areas of school jurisdiction and/or that violate Board of Education policy. Teachers are expected to manage general classroom disruptions and distractions and keep a discipline log on each student enrolled in the classroom. The classroom teacher may deal with classroom disruptions by taking in-class disciplinary action, by calling the parent/guardian(s) when feasible, and/or by scheduling a con-
ference with the parent/guardian and other school staff, if necessary. When the action taken by the teacher is ineffective or the disruption is severe, the student should be referred to the principal or his/her designee. A parent/guardian should be notified by the teacher when a student consistently exhibits poor work habits and inappropriate conduct. If the offense is committed by a special education student, please refer to the Special Education section before disciplining the student. If the offense is committed by a Section 504 eligible student, please refer to the 504 section before disciplining the student.

After a teacher has exhausted all means of correcting a student’s behavior, then an office referral for a Class A offense may be written. A copy of the discipline log should be attached to the office referral for review by the administration.

**CLASS B Offenses**

**Violations of School Rules and/or Board of Education Policy**

Class B offenses include student behavior that seriously disrupts classroom instruction or other areas of school jurisdiction and/or that violate Board of Education policy. The seriousness of the offense, attitude and age of student, as well as the pattern of misconduct and the degree of cooperation should be considered in determining what action should be taken. The process is intended to be instructional and corrective, not punitive. Corrective action shall be adapted to the needs and the background of a student as much as possible and shall be reasonable and fair with regard to the seriousness of the offense. Punishment shall not be used as a substitute for a reasonable effort to achieve desirable internal controls by good teaching and effective counseling. If a proposal for due process is submitted, a five-day scheduling window will be coded as “Suspension Pending”. These days will be defined at the conclusion of the hearing. Referral to the PST (Problem Solving Team) is encouraged in addition to behavioral consequences.

<table>
<thead>
<tr>
<th>STUDENT MISCONDUCT</th>
<th>Level 1</th>
<th>Level 2 Second Offense &amp; Subsequent Offenses</th>
<th>Level 3 (1-3 Days Suspension)</th>
<th>Level 4 More than 3 Days Suspension to Proposal for Expulsion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Offense and Subsequent Offenses</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Criminal Mischief/Pranks/Vandalism</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Defiance, Disrespect, and Opposition to Authority</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Disobedience: Persistent /Willful</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Possession of Cell Phones or Telecommunication Devices (3rd Offense)</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Gambling</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Harassment/Bullying</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Disrespectful Words</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Sexual Offense</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Obscenity</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Threats/Intimidation</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Possession of Tobacco Products, Matches or Lighters</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Sale of Tobacco Products, Matches/Lighters</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Use of Tobacco Products, Matches/Lighters</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Trespassing</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>
**Code 08: Criminal Mischief/Pranks/Vandalism**
Students will not commit or participate in any act or prank that causes or has the potential to cause harm to another person or property or intentionally damage, vandalize, or attempt to damage any school or private property. Examples include: graffiti, carving initials in school furniture, destroying computer records, counterfeit money.

**Consequences:**
- In-School Suspension
- Out-of-School Suspension not to exceed three days or
- Restitution may be required
- Law enforcement may be called

**Code 09: Defiance Disrespect and Opposition to Authority**
Willful disobedience of a direct order of instruction from a school board employee or others having legal authority. A contumacious opposition or disregard of an order from a school board employee or others having legal authority (Policeman, fireman) openly expressed in words or actions. This conduct substantially disrupts the orderly conduct of a school function or is behavior that substantially disrupts the orderly learning environment or poses a threat to the health, safety and/or welfare of students, staff or others.

**Consequences:**
- In-School Suspension
- Out of School Suspension not to exceed three days

**Code 10: Disobedience: Persistent/Willful**
Reoccurring, intentional violation of the Code of Student Behavior as determined by the school administrator which substantially disrupts the orderly conduct of a school function, behavior which substantially disrupts the orderly learning environment, or poses a threat to the health, safety, and/or welfare of students, staff, or others will not be permitted.

**Consequences:**
- In-School Suspension
- Out-of-School Suspension not to exceed three days

**Code 16: Possession of Cell Phones or Telecommunication Devices (For Use Other than for Instructional Purposes)**
Students are not permitted to use a cell phone or any electronic device in school. This includes, but is not limited to an iPhone, Blackberry, Smartphone, Apple Watch or other adapted tablets/PDAs or electronic devices.

- Principalst have the authority to allow the use of cell phones and electronic devices for instructional purposes during class, however that permission must be granted before students are allowed to openly display cell phones or other electronic devices in class/school.
- Unless otherwise stated, cell phones and other electronic devices are to be out of view and not in use while students are in the school building, in classes that may be held outside of the building, and on school sponsored field trips.
- If a cell phone rings or beeps in class/school, it is considered being in use. Therefore, it is advised that student phones remain off while in the school building.
- Students assigned to behavior alternative sites are to adhere to the MPS Cell Phone Usage Policy on page 78.
- Cell phones and/or headphones should NEVER be in use in the hallways, lunchrooms, restrooms or at bus stops.
- Procedures for confiscating, securing and returning devices will be developed on a school by school basis. School officials accept no responsibility for safeguarding confiscated items or for loss or damage to confiscated property.
- Cell phone should not be used for cheating on school assignments and/or tests; taking pictures or video recording school employees or other students.

**Consequences**
Device may be confiscated on any offense
Third Offense: Out of School Suspension not to exceed two days
If a violation of this rule also violates other Class B and/or C offenses, other consequences will be imposed.
Code 19: Gambling
Students will not engage in games of chance for stakes, or bet on the outcome of a game, contest, or other event.

Consequences
In-School Suspension
Out-of-School Suspension not to exceed three days

Code 20: Harassment/ Bullying
A continuous pattern of intentional behavior (this is not a one-time event - see Code 31), whether physical acts, verbal, written or electronic, that is intended to annoy, intimidate, extort, alarm or terrorize another person, or poses a threat to the health, safety, and/or welfare of students, staff, or others on school grounds, in school vehicles, at designated school bus stops, or at school activities or sanctioned events, whether on or off school property. Harassment includes, but is not limited to:

- verbal acts, teasing, use of sarcasm, jokes, obscene, abusive, vulgar, or irreverent language;
- name-calling and belittling;
- nonverbal behavior such as graphic or written statements;
- conduct that is physically threatening, harmful or humiliating including, but not limited to the following: striking, shoving, kicking, touching a person or subjecting him/her to physical contact or gestures toward another student or school employee; or extortion of anything of value (such as personal property, money or information) from any other student or school employee through verbal, written, or physical threats, coercion, or intimidation;
- posting to Facebook, Twitter, YouTube, Instagram, Vines, Snapchat, and any other established or emerging social media, that initiates an act of physical aggression to be completed on school grounds or at school sponsored events.

Ala. Code § 16-28B-3

- Students with complaints of bullying and harassment should complete the Bullying/Harassment Complaint Form on page 81.

Consequences
See Student Anti-Bullying and Harassment Policy on pages 38-42
In-School Suspension or
Out-of-School Suspension not to exceed three days or
Proposal for Due Process/Expulsion (See Principal’s Authority)
Law enforcement may be called

Code 26: Disrespectful Words
Students will not use obscene, abusive, or vulgar language to include excessive use of profanity, which substantially disrupts the orderly conduct of a school function, learning environment, or poses a threat to the health, safety, and/or welfare of students, staff, or others.

Consequences
In-School Suspension
Out-of-School Suspension not to exceed three days

Code 30 (A): Sexual Offense
Students will not engage in any sexual acts including but not limited to sexual touching of themselves or others, and/or indecent exposure.

Consequences
In-School Suspension or
Out-of-School Suspension not to exceed three school days or
Proposal for Due Process/Expulsion (See Principal’s Authority)

Code 30 (B): Obscenity
Students will not create, possess, or distribute obscene materials or demonstrate acts which are deemed indecent or lewd by community standards, including written, verbal, electronic communication and written publications. This also includes sexing, which is defined as the act of producing, sending, receiving (keeping), or forwarding sexually explicit messages, photographs, video links, or images primarily between mobile phones. It may also include the use of a computer or any digital or electronic device.
Sexting is a punishable offence in the United States. A student, who electronically distributes sexually explicit photographs or videos of themselves, or of their friends or partners, can be charged with distribution of child pornography and those who receive (keep) the images can be charged with possession of child pornography.

**Consequences**
- In-School Suspension or
- Out-of-School Suspension not to exceed three school days or
- Proposal for Due Process/Expulsion (See Principal’s Authority)

**Code 31: Threats/Intimidation**
- **Code 31.1: Include towards a school employee**
- **Code 31.2: Include gang affiliation**
  This occurs when a student unlawfully places another person in fear of bodily harm through physical acts, gestures, or verbal, written or electronic threats without displaying a weapon, or subjecting the person to actual physical attack through physical acts, gestures or verbal, written or electronic expression.

**Consequences**
- Out-of-School Suspension not to exceed three school days
- Proposal for Due Process/Expulsion (See Principal’s Authority)
- Law enforcement may be called

**Code 32: Possession or**
- **Code 33: Sale or**
- **Code 34: Use of Tobacco Products, Matches or Lighters**
  Students will not possess, use, distribute, or sell/transfer tobacco products on school grounds, at school-sponsored events, or on bus transportation to and from school. Students will not possess, use, or distribute matches, lighters or any other smoking equipment, which also includes hookah, electronic cigarettes, cigars, pipe tobacco, other novel tobacco products, and future tobacco products.

**Consequences**
- In-School Suspension or
- Out-of-School Suspension not to exceed three school days with Corrective Strategies
- Confiscate all materials

**Code 35: Trespassing**
Students will not enter or remain in any school structure, conveyance, or on any school board facility without authorization by school personnel. A student will not be on the campus of another school other than his/her assigned school without the knowledge and consent of the officials of that school. A student who refuses to leave MPS property after being requested to do so is subject to arrest. **Students under suspension or expulsion are not allowed on any Montgomery Public School campus, nor shall they attend any school function without prior permission.**

**Consequences**
- In-School Suspension or
- Out-of-School Suspension not to exceed three school days or
- Law enforcement may be notified

**Code 36: Truancy/Unauthorized Absence, Tardies**
Students are required to attend classes after entering the school building. Students should not be late to school or class, and/or skip a class, nor be absent from school without the knowledge of the parent/guardian and principal. Types of absences are explained in the attendance section on page 11.

**Consequences**
- Zero on missed assignments with unexcused tardies and unexcused absences
- Required parental contact (School Messenger may be used.)
**Class C Major Offenses**

Class C violations include illegal behaviors that disrupt the orderly educational process in the classroom or other areas of school jurisdiction, and violate Board of Education policies, city, state and federal laws. **When a proposal for due process is submitted, a five-day scheduling window will be coded as “Suspension Pending”.** These days will be defined at the conclusion of the due process hearing. The principal shall notify appropriate law enforcement officials when any person violates local Board of Education policies concerning drugs, alcohol, weapons, physical harm to a person, or threatened physical harm to a person. If that person is a student enrolled in any public school, the local school system shall immediately suspend that person from attending regular classes and any school related activity and schedule a hearing at the earliest possible date, which shall not be later than five school days. **Authority: Code of Alabama (1975) 16-1-24.1, 16-1-24.3; Alabama Administrative Code 290-8-9-.09** Referral to the PST (Problem Solving Team) is encouraged in addition to behavioral consequences.

### STUDENT MISCONDUCT

<table>
<thead>
<tr>
<th>Offense and Subsequent Offenses</th>
<th>Level 1</th>
<th>Level 2 Second Offense &amp; Subsequent Offenses</th>
<th>Level 3 (1-3 Days Suspension)</th>
<th>Level 4 Proposal for Expulsion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arson (Setting a fire on/in school property)</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Bomb threat</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Burglary/breaking &amp; entry or larceny/theft/possession stolen; unauthorized use of vehicle (theft)</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Disorderly conduct/disruption of school; disruption demonstration involving five or more students; or Incite others/create a disruption of school</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Fighting among students</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>False fire alarm</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Possession of a realistic replica of a weapon or firearm</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

**Code 04: Arson (Setting a fire on/in school property)**

A student must not intentionally damage a building or structure, or put a building or structure at risk of damage by starting or maintaining a fire or causing an explosion. Firecrackers, fireworks and trash can fires, which are a contributing factor to a damaging fire, are also considered arson. In the absence of a damaging fire, firecrackers and fireworks are included in the **Weapon-Other** category (Code 49). This category does not include the simple act of lighting a match or lighter. **(See B34)**

**Consequences**

- Out-of-School Suspension not to exceed three days or
- Proposal for Due Process/Expulsion (See Principal’s Authority)
- Restitution is required, if needed
- Law enforcement will be called

**Code 06: Bomb Threat**

Students shall not, by any means of communication, unlawfully place any person in fear of bodily harm by real or false threat to use a bomb or other explosives, regardless as to whether or not a bomb or explosive actually exists.

**Consequences**

- Out-of-School Suspension not to exceed three days or
- Proposal for Due Process/Expulsion (See Principal’s Authority)
- Law enforcement will be called
Code 07: **Burglary/Breaking & Entry or**
Code 24: **Larceny/Grand Theft/Possession Stolen**
Code 25: **Unauthorized Use of Vehicle (Theft)**

Students will not unlawfully enter a building with the intent to commit a crime. Students will not steal, attempt to steal, or knowingly be in possession of stolen school or private property. This includes theft of a car, truck, motorcycle, or anything that is self-propelled.

**Consequences**
- Out-of-School Suspension not to exceed three days or
- Proposal for Expulsion (See Principal’s Authority)
- Restitution required
- Law enforcement may be called

**Code 11: Disorderly Conduct/Disruption of School**

Any act which substantially disrupts the orderly conduct of a school function or which substantially disrupts the orderly learning environment or poses a threat to the health, safety, and/or welfare of students, staff, or others. This category does not include fights that involve two students.

**Consequences**
- Out-of-School Suspension not to exceed three days or
- Proposal for Due Process/Expulsion (See Principal’s Authority)
- Law enforcement may be called

**Code 12: Disruptive Demonstration involving Five or More Students or**
**Code 22: Incite Others to Create a Disruption of School**

Demonstrations consisting of a group of students who, in a course of a demonstration, are likely to cause substantial harm or serious inconvenience, annoyance, or alarm, and intentionally refuse or fail to disperse when ordered to do so by an authorized school official, peace officer, or other public servant lawfully engaged in executing or enforcing the law. Students will not congregate to lead or participate in any activity or demonstration that substantially disrupts the orderly conduct of a school function, educational process, or poses a threat to the health, safety, and/or welfare of students, staff, or others. Inciting others is defined as leading, encouraging, or assisting in a major disturbance.

**Consequences**
- Out-of-School Suspension not to exceed three days or
- Proposal for Due Process/Expulsion (See Principal’s Authority)
- Law enforcement may be called

**Code 17: Fighting Among Students**

Fighting is a situation in which two or more students mutually engage in physical violence that creates a substantial risk of serious physical injury to another person, but it does not include a situation in which one student is attacked. If it can be clearly determined that a student engaged in self-defense, that participant will not be suspended. *(This does not include who hit first and hitting back.)* Fighting does not include verbal confrontations, horseplay, or other minor confrontations. Administrators need to consider age and developmentally appropriate behavior before using this category. A student who is attacked or who receives a threat of attack should seek assistance from any readily available staff.

**Consequences**
- Out-of-School Suspension not to exceed three days or
- Proposal for Due Process/Expulsion (See Principal’s Authority)
- Law enforcement may be called
**Code 18: False Fire Alarm**
Students shall not, by any means of communication, knowingly cause a false fire report to be transmitted to an official or volunteer fire department or to any other governmental agency. This action substantially disrupts the orderly conduct of a school function, disrupts the orderly learning environment, or poses a threat to the health, safety, and/or welfare of students, staff, or others. This included discharging or tampering with fire equipment.

**Consequences**
Out-of-School Suspension not to exceed three days or
Proposal for Due Process/Expulsion (See Principal’s Authority)
Law enforcement will be called
Fire Marshal will be notified

**Code 29: Sexual Harassment**
Students will not engage in conduct constituting sexual harassment. Sexual harassment is unwanted, repeated, verbal, written, or physical sexual behavior that is offensive and objectionable to the recipient, causes discomfort or humiliation, and interferes with school performance. Administrators need to consider the age and developmentally appropriate behavior before using this category. Conduct that may be considered sexual harassment includes, but is not limited to, the following:

*Unwelcome sexual invitations/requests for sexual activity in exchange for preferences, favors, etc.*

- Any unwelcome communication that is sexually suggestive, sexually degrading, or implies sexual motives or intentions, such as sexual remarks or innuendos about an individual’s clothing, appearance or activities, sexual jokes, sexual gestures, public conversations about sexual activities, sexual rumors, “cat calls,” and whistles;

- Unwelcome and offensive name-calling, profanity, or actions that are sexually suggestive, sexually degrading, or sexually intimidating, such as unwelcome touching or blocking an individual, standing too close, or stalking;

- Unwelcome and sexually offensive physical pranks or touching an individual’s clothing;

- Leers, stares, gestures, or slang that is sexually suggestive or sexually degrading, or imply sexual motives or intentions; or

- Clothing with sexually obscene or sexually explicit slogans or messages, when used to harass.

**Consequences**
See Student Anti-Bullying and Harassment Policy
Out-of-School Suspension not to exceed three (3) days or
Proposal for Due Process/Expulsion (See Principal’s Authority)
Notifying the Student Support Services Office is required in all cases
Law enforcement may be called

**Code 49: Replica Weapon**
Possession Other/ Unknown Weapon- See Possession of Realistic Weapon page 33.

**Consequences**
Out-of-School Suspension not to exceed three days or
Proposal for Due Process/Expulsion (See Principal’s Authority)
Law enforcement may be called
Class D Major Offenses

Class D violations include illegal behaviors related to drugs, alcohol, assault, possession of weapons, and sexual battery that disrupt the orderly educational process in the classroom or other areas of school jurisdiction, and violate Board of Education policies, city, state and federal laws. **When a proposal for due process is submitted, a five-day scheduling window will be coded as “Suspension Pending”.** These days will be defined at the conclusion of the due process hearing. The principal shall notify appropriate law enforcement officials when any person violates local Board of Education policies concerning drugs, alcohol, weapons, physical harm to a person, or threatened physical harm to a person. If that person is a student enrolled in any public school, the local school system shall immediately suspend that person from attending regular classes and any school related activity and schedule a hearing at the earliest possible date, which shall not be later than five school days. *Authority: Code of Alabama (1975) 16-1-24.1, 16-1-24.3; Alabama Administrative Code 290-8-9*

| STUDENT MISCONDUCT |
|-------------------|-----------------|-----------------|-------------------|
| Offense and Subsequent Offenses | Level 1 | Level 2 Second Offense & Subsequent Offenses | Level 3 (1-3 Days Suspension) | Level 4 Proposal for Expulsion |
| Purchase, possession, sale, delivery, distribution or use of alcoholic beverages |  |  |  | Proposal for Due Process/Expulsion |
| Purchase, possession or sale, delivery, distribution or use of marijuana, narcotics, stimulants, and any other unauthorized or illegal substance or drug paraphernalia; inappropriate use of medications, purchase, possession, sale delivery, distribution, or use of other intoxicants |  |  |  | Proposal for Due Process/Expulsion |
| Sexual battery (Forcible sex offenses, includes attempted) |  |  |  | Proposal for Due Process/Expulsion |
| Robbery |  |  |  | Proposal for Due Process/Expulsion |
| Possession of a weapon or firearm |  |  |  | Proposal for Due Process/Expulsion |
| Assault (Serious attack) |  |  |  | Proposal for Due Process/Expulsion |

**Code 01:** **Purchase, Possession, or**

**Code 02:** **Sale, Delivery, Distribution or**

**Code 03:** **Use of Alcoholic Beverages**

Students will not purchase, possess, use, be under the influence of, sell, transmit, deliver, or distribute alcoholic beverages on any school campus, bus or at any school function.

**Consequences**

Proposal for Due Process/Expulsion

Law enforcement will be called

**Code 05:** **Assault (Serious Attack)**

Assault refers to intentionally causing bodily harm to an individual. This includes an attack that causes serious bodily harm to the victim. This category should be used only when the attack is very serious. Administrators need to consider age and developmentally appropriate behavior before using this category. Examples include an individual who harms another person:

- with intent to disfigure another person seriously and permanently
- with conduct that creates a grave risk of death to another person
- with intent to cause physical injury to another person by means of a deadly weapon or instrument
- with intent to cause serious physical injury to another person
Consequences
In all cases, law enforcement will be called
Proposal for Due Process/Expulsion (See Principal’s Authority)

Code 13: **Purchase, Possession or**
Code 14: **Sale, Delivery, Distribution or**
Code 15: **Use of Marijuana, Narcotics, Stimulants, and Any Other Unauthorized or Illegal Substances or Drug Paraphernalia; Inappropriate Use of Medications, Purchase, Possession, Sale, Delivery, Distribution, or Use of other Intoxicants.**

Students will not purchase, possess, use, be under the influence of, sell, transmit, deliver, or distribute any controlled drugs or narcotics, such as marijuana, illegal stimulants, or any other illegal drugs or drug paraphernalia at any time. Students will not use prescription medications other than those prescribed for the student by a licensed practitioner. This category includes over-the-counter medications only if they are abused by the student. This rule also applies to a non-controlled (look-a-like) substance that is represented to be a controlled substance. Students will not be under the influence of intoxicants such as glue, solvents, “Lean” or other hallucinogens.

Consequences
Proposal for Due Process/Expulsion (See Principal’s Authority)
Law enforcement will be called

Code 27: **Robbery**
Robbery refers to taking or attempting to take anything of value that is owned by another person or organization under confrontational circumstances by force or threat of force and/or violence and/or by putting the victim in fear. A key difference between robbery and larceny is that a threat or assault is involved in a robbery.

Consequences
In all cases, law enforcement will be called
Proposal for Due Process/Expulsion (See Principal’s Authority)

Code 28: **Sexual Battery (Forcible sex offenses, includes attempted)**
This includes forcible rape, child molestation, forcible sodomy, and other forcible indecent contact, including attempted acts.

Consequences
In all cases, law enforcement will be called
Proposal for Due Process/Expulsion (See Principal’s Authority)

**Possession of a Weapon, Realistic Replica of a Weapon, or Firearm**
Students will not possess, conceal, or transport any weapon, realistic replica of a weapon, facsimile of a gun, firearm, air gun, pellet gun, or any instrument or device capable of firing a projectile, or other instrument that could cause or is intended to cause injury or harm to another. Nor will students misuse otherwise acceptable objects in a manner intended to cause harm to others.

Consequences
Proposal for Due Process/Expulsion (See Principal’s Authority and “Expulsion for Firearms Possession” listed below)
Law enforcement will be notified

**Codes for Possession/Sale of a Weapon**

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>37</td>
<td>Poss. of a Handgun</td>
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<td>44</td>
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<td>47</td>
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<tr>
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<td>Poss. Other Weapon</td>
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<td>Sale Other Weapon</td>
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<tr>
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<tr>
<td>53</td>
<td>Sale Knife</td>
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<tr>
<td>55</td>
<td>Poss. Other/Unknown Weapon</td>
</tr>
<tr>
<td>56</td>
<td>Sale Other/Unknown Weapon</td>
</tr>
</tbody>
</table>
Expulsion for Firearms Possession

Alabama Code § 16-1-24.3 requires local school boards to have policies requiring a one-year expulsion for students who have brought a firearm to school or possess a firearm in a school building, on school grounds, on school buses, or at school-sponsored events.

Students who are expelled under this law may not attend regular school in any public school in the state during the year of expulsion. Under this law, the Board of Education or the Superintendent may choose to modify (not apply) the expulsion requirement for a particular student on a case-by-case basis. In addition, the appropriate discipline of students with disabilities must be determined on a case-by-case basis in compliance with the requirements of the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act.

A “firearm” for purposes of this law includes, but is not limited to, any handgun, pistol, shotgun, rifle, black powder firearm, starter gun, or any other weapon that uses gunpowder or another explosive to fire ammunition; the frame or receiver of such a weapon; any firearm muffler or silencer; any explosive bomb, grenade, poison gas bomb, or similar explosive devices (see 18 U.S.C. § 921(4) for further details); and any other type of weapon that shoots ammunition by use of an explosive or other propellant, if it has a barrel with a bore of more than one-half inch in diameter. The definition of “firearm” under this law does not include devices that were not designed to use as a weapon (for example, replicas and water guns). (See 18 U.S.C. § 921(4) for further details.) It also does not include ordinary fireworks.

WEAPONS LIST-   Weapons include, but are not limited to, the following:

1. A firearm, including, but not limited to, any hand gun, shotgun, black powder firearm, flare gun, zip gun, or any other device from which a projectile is discharged by explosive powder.

2. A realistic replica of any firearm, including, but not limited to, realistic replicas of a handgun, rifle, or shotgun, black powder firearm, flare gun, zip gun, air gun, blank gun (starter’s pistol), gas-operated gun or arrow gun.

3. Knife, irrespective of the blade length, (unless the student is six years of age or younger) including, but not limited to:

   - Box cutter
   - Swiss Army knife
   - Utility knife
   - Straight razor
   - Lock-blade knife
   - Butterfly knife
   - Carpet knife
   - Exacto knife
   - Spring-loaded knife
   - Folding knife
   - Key chain knife
   - Linoleum knife
   - Switch blade
   - Stiletto knife
   - Palm knife
   - Razor blade
   
   Any other item that utilizes a razor blade or other blade, replaceable or fixed.

4. Nunchucks (nunchaku), throwing stars, fighting claws or other weapon utilized in martial arts.

5. Explosive devices of any type including, but not limited to, fireworks.

6. Bicycle chain or heavy duty chain, bike sprocket, when not being used for the purpose for which it was normally intended.

7. Baton
   Black jack
   Bow and/or arrow
   Brass knuckles
   Bullet
   Bull whip
   Cattle prod
   Club
   Cross bow
   Hand Axe
   Hatchet
   Ice pick
   Impact baton
   Kubotan
   Leather Strap
   Loaded gloves
   Machete
   Night stick
   Sling shot
   Sling shot
   Spear
   Sword/sword cane
   Skewer
   Taser

8. Any device capable of discharging a projectile of any kind.

9. Any other object not specifically listed that is primarily meant or that may be adapted, used, or threatened to be used, to attack or to inflict injury.

Class E  Major Offenses

Class E violations include illegal behaviors –related to weapons, homicide, kidnapping - that disrupt the orderly educational process in the classroom or other areas of school jurisdiction, and violate Board of Education policies, city, state and federal laws. This includes the Use of weapons, homicide and kidnapping. When a proposal for due process is submitted, a five-day scheduling window will be coded as “Suspension Pending”. These days will be defined at the conclusion of the due process
hearing. The principal shall notify appropriate law enforcement officials when any person violates local Board of Education policies concerning drugs, alcohol, weapons, physical harm to a person, or threatened physical harm to a person. If that person is a student enrolled in any public school, the local school system shall immediately suspend that person from attending regular classes and any school related activity and schedule a hearing at the earliest possible date, which shall not be later than five school days. Authority: Code of Alabama (1975) 16-1-24.1, 16-1-24.3; Alabama Administrative Code 290-8-9-.09

<table>
<thead>
<tr>
<th>STUDENT MISCONDUCT</th>
<th>Level 1</th>
<th>Level 2 Second Offense &amp; Subsequent Offenses</th>
<th>Level 2 Second Offense &amp; Subsequent Offenses</th>
<th>Level 4 Proposal for Expulsion</th>
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</thead>
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<tr>
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<td>Proposal for Due Process/Expulsion</td>
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<tr>
<td>Kidnapping</td>
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<td></td>
<td></td>
<td>Proposal for Due Process/Expulsion</td>
</tr>
<tr>
<td>Use of a Handgun, Firearm Component, Explosive, Knife or Unknown Weapon</td>
<td></td>
<td></td>
<td></td>
<td>Proposal for Due Process/Expulsion</td>
</tr>
</tbody>
</table>

**Violations of Criminal Statutes (Violent Criminal Offense)**

Students may not commit the following acts that have been identified by the State Department of Education as violent criminal offenses. The student will be removed immediately from school premises and school-related events.

**Rule C: Use of a Handgun, Firearm Component, Explosive, Knife or Unknown Weapon**

The use of a weapon is defined as the use of, or possession with intent to use any instrument or object to harm or intimidate another person.

**Codes for Use of Weapons**

- 39 Use of Handgun
- 54 Use Knife
- 48 Use Explosives/Poison Gas
- 51 Use Other Weapon
- 45 Use Firearm Component
- 57 Use Unknown Weapon

**Consequences**

In all cases law enforcement will be called
Proposal for Due Process/Expulsion (See Principal’s Authority)

**Code 21: Homicide**

Homicide refers to murder, killing of one human being by another, or killing a person through negligence.

**Consequences**

In all cases, law enforcement will be called
Proposal for Due Process/Expulsion (See Principal’s Authority)

**Code 23: Kidnapping**

This is the unlawful seizure, transportation, and/or detention of a person against his/her will, or of a minor without the consent of his/her custodial parent(s) or legal guardian.

**Consequences**

In all cases, law enforcement will be called
Proposal for Due Process/Expulsion (See Principal’s Authority)
ARREST OF A STUDENT FOR NON-SCHOOL RELATED CRIMES

The arrest of a student for non-school related crimes may be cause for placement in an alternative school or expulsion. The decision to assign a student to an alternative school shall include a review and consideration of the circumstances of the offense, safety risks and history of the student as determined by the superintendent or his/her designee, which may include, but is not limited to, psychiatric or psychological evaluation and/or counseling. A student may not be admitted as a transfer student or readmitted to Montgomery Public Schools if the student is being charged as an adult or charged with a felony until criminal charges or offenses arising from the conduct, if any, have been disposed of by appropriate authorities. Guidelines of the Individuals with Disabilities Education Act will be observed when disciplining identified students.

SUSPENSION PROCEDURES

A suspension is the temporary removal of a student from school for a designated period of time in which the student may not attend school or participate in school-related activities until the suspension period has ended.

Definition of Suspension:
1. A suspension shall be defined as action taken to deprive a student the privilege of attending school because of behavior which was found to be in violation of the Code of Student Conduct.
2. A student will not be able to withdraw from or enroll in any other school in the Montgomery Public School System while under suspension.
3. A suspended student shall not participate in any school-sponsored activities or attend on–campus activities until the suspension is cleared.
4. All suspended absences will be considered as excused absences.

Procedural Policies for Suspensions- Initial Hearing by principal or designee
1. The principal or designee shall conduct an informal due process conference prior to any suspension. However, if the student’s presence in the school endangers persons or property, the principal shall be authorized to have the student immediately removed from the school and shall conduct the informal due process conference as soon as possible. When necessary to determine alleged misconduct, the principal or designee may suspend a student from school for a period up to three school days pending an investigation. If the investigation determines that the student is not responsible for the misconduct, the suspension will be rescinded. (If rescinded, the student has the opportunity to make-up any work missed and absences are excused).
2. Prior to any suspension, the principal or designee must inform the student of the misconduct of which he/she is accused and the basis for the accusation.
3. Prior to any suspension, the principal or designee must give the student an opportunity to explain his/her version of the facts. The principal or designee may interview witnesses requested by the student. The witnesses are not required to be sworn in for this informal due process conference; however, the control of the process is subject to the discretion of the principal or designee. The principal or designee shall make a reasonable effort to reach a fair determination of the incident based on the information obtained before making any disposition.
4. If the principal or designee imposes a suspension or a disciplinary action other than a recommendation for due process, no further hearing shall be required.
5. Telephone contact shall be attempted and a letter sent to the parent/guardian responsible for the student when suspended explaining the reason for the suspension, and the date and time of a conference if required for a student’s readmission from a suspension.
6. The principal may allow a student to return to school from a suspension without a parent conference if it is determined that readmitting the student is in the best interest of the student. A parent/guardian who willfully refuses to attend a readmission conference/meeting in person or by phone regarding a student’s behavior may be referred to the Circuit Court’s Juvenile Division.
7. In the event the suspension is for damage to property owned by the school system or property contracted by the school system, the notice shall advise the parent/guardian that Montgomery Public Schools may pursue legal action until payment or arrangements for payment for the damage has been made.

SUSPENSION APPEAL

Any parent/guardian of a suspended student shall have the right to appeal an out of school and/or bus suspension to the Office of Student Support in writing within five (5) school days of the suspension. A suspension appeal will be conducted to review
the facts of the suspension. The decision of the student support services officer and/or the superintendent is final. A suspension appeal form may be picked up at your local school, from the Office of Student Support Services or downloaded from the Student Support Services section of the MPS website. Additionally a copy has been included in the Code of Student Behavior on page 82. Suspension appeals should be mailed via U.S. Postal Service or hand delivered to Student Support Services, 321 Early Street, Montgomery, AL 36104. All suspended students shall remain in school until the end of the school day unless released into the care of a parent/guardian. No student should be sent home without proper documentation of the particular misconduct and reason for the suspension. Suspension appeals do not apply to proposal for due process suspensions.

**DUE PROCESS PROCEDURES**

A principal CANNOT expel a student or send a student to alternative placement. Only a principal can recommend a student for alternative placement or expulsion through a due process hearing. If a principal or designee recommends a student for a due process hearing, the student may be suspended pending the results of the hearing. The student will have a due process hearing, in which the superintendent or designee will determine after the hearing whether to uphold the suspension days, place the student in an alternative placement or expel the student.

**Definition of Alternative Placement**- The removal of a student from the regular school setting to an alternative setting for a designated period of time. (State Reporting Code SIR 2)

**Expulsion**- The permanent removal of the rights and obligations of a student to attend a public school. Any student who has been expelled will not be readmitted to any MPS school until the designated expulsion time has elapsed AND the student has successfully completed the Second Chance Foundation’s therapeutic counseling program. (State Reporting Code SIR 3)

**Procedures for Due Process/Hearings**

1. A hearing shall be conducted by request of school administration for all recommendations for alternative school placement or expulsion.

2. A hearing shall be conducted within five (5) school days from the date the student is given notice of the proposal or recommendation for due process hearing. Every effort will be made to contact parent/guardian. **If parent/guardian cannot be contacted, due to not updating current information with the school, the hearing will still be held.**

3. The student shall be afforded the opportunity to know the charges and evidence against him/her, will be given the opportunity to defend his/her actions, and will be permitted to question and present evidence. The student must be accompanied by a parent/guardian and may be assisted by an attorney or any other person of the student’s choice.

4. Until the hearing takes place, the student may remain suspended from school and all MPS school-related activities.

5. Upon conclusion of the hearing, the superintendent or designee shall determine whether the student shall be expelled, put in alternative placement setting, or if other corrective or disciplinary actions shall be taken.

**Procedures for Special Education Due Process Hearings**

1. A hearing shall be conducted by request of school administration for all recommendations for alternative school placement or expulsion.

2. A hearing shall be conducted within five (5) school days from the date the student is given notice of the proposal or recommendation for due process hearing. Every effort will be made to contact parent/guardian. **If parent/guardian cannot be contacted, due to not updating current information with the school, the hearing will still be held.**

3. The student shall be afforded the opportunity to know the charges and evidence against him/her, will be given the opportunity to defend his/her actions, and will be permitted to question and present evidence. The student must be accompanied by a parent/guardian and may be assisted by an attorney or any other person of the student’s choice.

4. Prior to a due process hearing for special education students, the following procedures must take place: 1) A Disciplinary Action Compliance Review form must be completed and signed by a compliance officer and a behavior specialist. 2) Pending the results of the Disciplinary Action Compliance Review, a Manifestation Determination Review (MDR), must be held to address the behavior infraction for which a due process packet was submitted. 3) In instances of special circumstances (possession of drugs, possession of weapons, serious bodily injury), regardless of the outcome of the Disciplinary Action Compliance Review, and MDR, the infraction goes automatically to a due process hearing. Students that are in the referral process invoke the same rights. In lieu of a Manifestation Determination Review, a Disciplinary Action Review (Protections for students not yet determined eligible for special education services) is conducted to address the infractions committed by students in the special education referral process.

5. Due process decisions for special education students are made by the IEP team.
Appeal Procedures from Due Process Hearings

Alternative Placement Results

Any parent/guardian of a student shall have the right to appeal the result of a due process hearing resulting in an alternative placement to the superintendent or designee in writing within five (5) school days of the decision. Appeals should be mailed via U.S. Postal Service (USPS) or hand delivered to Student Support Services, 321 Early Street, Montgomery, AL 36104. A due process hearing appeal will be conducted to review the facts of the decision regarding alternative placement. The decision of the superintendent or designee is final for all decisions regarding alternative placement. **While waiting on the appeal, students should be enrolled in alternative school.**

Due process appeals for special education students must be addressed by the IEP team. All special education appeals should be sent to the director of special education, Bellinger Hill, 1153 South Lawrence St. Montgomery, AL 36104

Expulsion Results

Any parent/guardian of an expelled student shall have the right to appeal the result of a due process hearing resulting in expulsion to the superintendent or designee in writing within five school days of the decision. Appeals should be mailed via USPS or hand delivered to Student Support Services, 321 Early Street, Montgomery, AL 36104. The hearing will be held within five (5) school days of the receipt of the appeal.

Appeal from Order of Expulsion

- The parent/guardian may, within five (5) school days after the decision, request the Montgomery County Board of Education to review the findings of the superintendent or designee.
- A preliminary appeal will be scheduled in a timely manner to examine the evidence of the due process hearing.
- The time for the hearing shall be set by the Board of Education with appropriate parental contact.
- If the Board of Education affirms the action of the superintendent or designee, the decision is final.
- The Board of Education may affirm, modify or reverse the action previously taken.

Due process appeals for special education students must be addressed by the IEP team. All special education appeals should go to the director of special education, Bellinger Hill, 1153 South Lawrence St. Montgomery, AL 36104

Special Education students (excluding gifted students) who are expelled, under the special circumstances clause, shall continue to receive special education services according to their current Individualized Education Program (IEP)

VII. STUDENT ANTI-BULLYING AND HARASSMENT POLICY

The Montgomery County Board of Education is committed to providing its students equal educational opportunities in a safe learning environment free from bullying and harassment. These forms of dangerous and disrespectful behavior will not be tolerated.

The Board expects students to conduct themselves in keeping with their levels of development, maturity and demonstrated capabilities with proper regard for the rights and welfare of other students and school staff; the educational purpose underlying all school activities; and the care of school facilities and equipment. The board expects district administrators, faculty, staff and volunteers to demonstrate appropriate behavior, treat others with civility and respect, refuse to tolerate bullying and harassment, and provide positive examples for student behavior.

A. Definitions

"Bullying” means any repeated and pervasive verbal, written, or electronic expression, physical act or gesture, or a pattern thereof, that is intended to cause distress upon one or more students in the school, on school grounds, in school vehicles, at designated school bus stops, or at school activities or sanctioned events, whether on or off school property. Bullying includes, but is not limited to, hazing, harassment, intimidation or menacing acts directed at a student which may, but need not be, based on the student’s race, color, sex, ethnicity, national origin, religion, mental, physical or sensory disability, socioeconomic background, age or sexual orientation.

“Harassment” means knowingly pursuing a pattern of conduct, whether physical, verbal, written or electronic, that is intended to annoy, intimidate, extort, alarm or terrorize another person, or poses a threat to the health, safety, and/or welfare of students, staff, or others on school grounds, in school vehicles, at designated school bus stops, or at school activities or sanctioned events, whether on or off school property. Harassment includes, but is not limited to:

- verbal acts, teasing, use of sarcasm, jokes, obscene, abusive, vulgar, or irreverent language;
- name-calling and belittling;
- nonverbal behavior such as graphic or written statements;
• conduct that is physically threatening, harmful or humiliating including, but not limited to the following: striking, shoving, kicking, touching a person or subjecting him/her to physical contact or gestures toward another student or school employee; or
• extortion of anything of value (such as personal property, money or information) from any other student or school employee through verbal, written, or physical threats, coercion, or intimidation.

“Disability Harassment” means any verbal, written, physical act, gesture or electronic intimidation or abusive behavior towards a student in school, on school grounds, in school vehicles, at designated school bus stops, or at school activities or sanctioned events, whether on or off school property that is based on the student’s disability and creates a hostile environment by interfering with, or denying the student’s participation in, or receipt of benefits, services or opportunities in the school district.

“Racial Harassment” means physical, verbal, written or electronic misconduct towards a student in school, on school grounds, in school vehicles, at designated bus stops, or at school activities or sanctioned events, whether on or off school property relating to an individual’s race, color or ethnicity when the conduct:
• has the purpose or effect of creating an intimidating, hostile or offensive academic environment;
• has the purpose or effect of substantially or unreasonably interfering with an individual’s academic performance, or otherwise adversely affects an individual’s academic opportunities.

“Sexual Harassment” means any unwelcome sexual advances or propositions, requests for sexual favors, sexually degrading words, graphic comments about a person’s body, unwelcome touching or other inappropriate physical acts, gestures, verbal, written, or electronic expression of a sexual nature towards a student in school, on school grounds, in school vehicles, at designated bus stops, or at school activities or sanctioned events, whether on or off school property.

   Sexual harassment may take place under any of the following circumstances:
   a. when submission to such conduct is made, explicitly or implicitly, a term or condition of obtaining an education; or
   b. submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual’s education; or
   c. that conduct or communication has the purpose or effect of substantially or unreasonably interfering with an individual’s education, or creating an intimidating, hostile or offensive educational environment;

   Sexual harassment includes, but is not limited to the following:
   • unwelcome sexual invitations/requests for sexual activity in exchange for grades, preferences, favors, etc.;
   • any unwelcome communication that is sexually suggestive, sexually degrading, or implies sexual motives or intentions, such as sexual remarks or innuendos about an individual’s clothing, appearance or activities, sexual jokes, sexual gestures, public conversations about sexual activities, sexual rumors, “cat calls,” and whistles;
   • unwelcome and offensive name-calling, profanity, or actions that is sexually suggestive, sexually degrading, or sexually intimidating, such as unwelcome touching or blocking an individual, standing too close, or stalking.

“Hazing” means committing an act against a student, or coercing a student into committing an act, in school, on school grounds, in school vehicles, at designated bus stops, or at school activities or sanctioned events, whether on or off school property that creates a risk of harm to a person, in order for that student to be initiated into or affiliated with a group or organization, or for any other purpose. Hazing includes, but is not limited to:
• any type of physical brutality such as whipping, beating, striking, branding, shocking, or placing a harmful substance on the body;
• any activity that intimidates or threatens the student with ostracism, subjects the student to extreme mental stress, embarrassment, shame or humiliation, adversely affects the mental health or dignity of the student, encourages criminal acts or discourages the student from remaining in school.

B. Reporting Bullying and Harassment Behavior

Any student who believes he or she has been the victim of bullying or harassment, or any person with knowledge or belief of such conduct that may constitute bullying or harassment toward a student should immediately report the alleged acts.

The written report may be made to any staff member. The staff member will assist the student in reporting to the principal or other appropriate district personnel. Teachers and other school staff who witness acts of bullying or receive student reports of bullying are required to promptly notify the school principal or his/her designated staff.

Reports should be made on the Bullying/Harassment Complaint Form, attached in the Code of Student Behavior page 81. The report may be mailed or personally delivered to the principal or his or her designee. The school principal or his or her designated administrator is required to accept and investigate all reports of harassment or bullying. The school principal or designated admin-
istrator is required to notify the parent or guardian of a student who commits a verified act of harassment or bullying of the response of the school staff and consequences of the verified act and/or the consequences that may result from further acts of bullying.

Reports may be made anonymously, but formal disciplinary action may not be based solely on the basis of an anonymous report. The investigation shall be completed not more than five business days after the administrator or designated investigator investigating the report receives notice of the complaint, except for good cause shown or with consent of the parties. The principal or designated investigator shall make a written report to the chief academic officer upon completion of the investigation. The report shall include a determination of whether the allegations have been substantiated as factual and whether they appear to be in violation of this policy, and the proposed discipline, if any.

Appeals from discipline implemented as a result of a bullying complaint against a student shall be handled according to established suspension and due process procedures.

Retaliation against any person who reports or is thought to have reported student harassment or bullying, files a complaint or otherwise participates in an investigation regarding student harassment or bullying is prohibited.

The school administrator investigating the report will make every effort to inform the parents or guardians of the complainant and individual(s) against whom the complaint was filed prior to the investigation taking place. The investigation may consist of personal interviews with the complainant, the individual(s) against whom the complaint was filed, and others who may have knowledge of the alleged incidents(s) or circumstances giving rise to the complaint. The investigation may also consist of other methods or documents deemed relevant by the investigator.

C. Consequences for Bullying or Harassment Behavior

Verified acts of bullying or harassment shall result in disciplinary action and/or corrective action reasonably calculated to end the identified conduct, deter future conduct and protect the complainant and other similarly situated individuals. In imposing disciplinary and corrective measures, the district shall take into account the harm the victim and other members of the school community suffered and any damage to school property. The decision of whether discipline is imposed and the nature of any disciplinary action must comply with the school board’s disciplinary policies.

The following factors, at a minimum, shall be given full consideration by district and school administrators in determining appropriate consequences and remedial measures for each act of bullying or harassment.

Factors for Determining Consequences

- Age, development, and maturity levels of the parties involved
- Degree of harm
- Surrounding circumstances
- Nature and severity of the behavior(s)
- Incidences of past or continuing pattern(s) of behavior
- Relationship between the parties involved
- Context in which the alleged incident(s) occurred

Factors for Determining Remedial Measures

Personal
- Life skill competencies
- Experiential deficiencies
- Social relationships
- Strengths
- Talents
- Interest
- Hobbies
- Extracurricular activities
- Classroom participation
- Academic performance

Environmental
- School culture
- School climate
- Student-staff relationships
• Social-emotional and behavioral supports
• Social relationships
• Community activities
• Neighborhood – school relationship
• Family situation

Consequences and appropriate remedial actions for a student who commits one or more acts of bullying or harassment may range from positive behavioral interventions up to, and including, suspension or expulsion, as set forth in the Code of Student Behavior.

Consequences for a student who commits an act of bullying or harassment shall be unique to the individual incident and will vary in method and severity according to the nature of the behavior, the developmental age of the student, and the student’s history of problem behaviors and performance, and must be consistent with the Code of Student Behavior. Remedial measures shall be designed to: correct the problem behavior; prevent another occurrence of the behavior; and protect the victim of the act. Effective discipline should employ a school-wide approach to adopt a rubric of bullying offenses and the associated consequences. The consequences and remedial measures may include, but are not limited to, the examples listed below:

**Examples of Consequences**

- Admonishment/parent conference
- Temporary removal from the classroom/isolation
- Loss of privileges
- Classroom or administrative detention/after school detention
- Referral to disciplinarian
- In-school suspension
- Out-of-school suspension, not to exceed five days
- Due process hearing

**Examples of Remedial Measures**

*Personal*

- Framing the aggressive behavior as a failed attempt to solve a real problem or reach a goal. The adult assists the misbehaving student to find a better way to solve the problem or meet the goal.
- Peer support group
- Corrective instruction or other relevant learning or service experience
- Supportive discipline to increase accountability for the bullying offense
- Supportive interventions, including participation of intervention and referral services, peer mediation, etc.
- Behavioral assessment or evaluation
- Behavioral management plan, with benchmarks that are closely monitored
- Involvement of school disciplinarian
- Student counseling
- Parent conferences
- Appropriate therapeutic services

*Environmental (Classroom, School Building, or School District)*

- Set a time, place, and person to help the bully reflect on the offending behavior, maintaining an emotionally-neutral and strength-based approach
- School and community surveys or other strategies for determining the conditions contributing to harassment, intimidation, or bullying
- School culture change
- School climate improvement
- Adoption of research-based, systemic bullying prevention programs
- Modifications of schedules
- Adjustments in hallway traffic
- Modifications in students routes or patterns traveling to and from school
- Targeted use of monitors (e.g., hallway, cafeteria, bus)
- General professional development programs for certificated and non-certificated staff
- Professional development plans for involved staff
- Disciplinary action for school staff who contributed to the problem
- Parent conferences
- Referral to family counseling
- Involvement of parent-teacher organizations
Involvement of community-based organizations  
Development of a general bullying response plan  
Peer support groups  
Law enforcement involvement (e.g., school resource officer, juvenile officer)

VIII. GRIEVANCE PROCEDURES

Definition of a Grievance: A grievance is a written complaint filed by a person who believes that an MPS employee has acted improperly or has otherwise caused the grievant to suffer a hardship or a wrong. Grievances may be made by parents, guardians, third parties and/or students.

A. Discrimination Grievance (Title IX, ADA, Title VI and Section 504)

Anti-Discrimination Policy  
The Montgomery County Board of Education shall not discriminate on the basis of race, color, national origin, sex, religion, age or disability in any of its programs, services or activities. It is the policy of the Board of Education to comply fully with Section 504 of the Rehabilitation Act ("Section 504"), Title II of the Americans with Disabilities Act ("Title II"), Title IX of the Education Amendments ("Title IX"), Title VI of the Civil Rights Act ("Title VI") and any other applicable state or federal laws. Prohibited actions include, but are not limited to, harassment, denial of opportunities or benefits for discriminatory reasons, and retaliation for complaints filed. The compliance coordinator may be contacted at the Board of Education.

The Board of Education shall utilize the following grievance procedures to provide for prompt and equitable resolution of complaints made by parents, guardians, third parties, and/or students alleging discrimination on the basis of race, color, national origin, sex, religion, age or disability committed by employees, students or third parties.

LEVEL I

1. The grievant must provide the following information to the school principal on the Grievance Complaint Form for Discrimination: (1) the name and address of the person making the complaint, (2) the name of the school district employee or other individual whose decision or action is at issue, (3) a description of the alleged violation, including dates and times of incidents (4) the type of discrimination alleged and (5) each specific resolution desired. The Grievance Complaint Form for Discrimination is found on page 85.

2. The Complaint Form shall be personally delivered or mailed to the principal within 60 calendar days after the grievant (parent, guardian, third party, and/or student who has a complaint) becomes aware of the alleged violation of discrimination. Any additional documentation the grievant wishes to be considered in the investigation should be attached to the Complaint Form.

3. In the event the complaint is regarding the school principal, the grievant must provide the following information to the compliance coordinator: (1) the name and address of the person making the complaint, (2) the name of the school district employee or other individual whose decision or action is at issue, (3) a description of the alleged violation, including dates and times of incidents (4) the type of discrimination alleged and (5) each specific resolution desired. The compliance coordinator may appoint a designee to handle the complaint against the principal pursuant to the grievance procedures. The compliance coordinator shall follow the grievance procedures set forth below in lieu of the principal.

4. The principal shall schedule a meeting with the grievant within five (5) school days after the written complaint has been submitted to the principal.

5. The principal shall conduct any investigation of the facts necessary before rendering a decision. These procedures contemplate informal but thorough investigations, affording all interested persons, if any, an opportunity to submit evidence and witnesses relevant to the complaint.

6. The principal shall provide a written response to the complaint, unless good cause for delay is shown, within ten (10) school days of the meeting with the grievant. The response will include the principal’s decision regarding resolution of the grievance and the basis for the decision. The response need not disclose all information received during the investigation to protect the individ-
uals who in good faith participated in the investigation. The response shall not disclose confidential information regarding other students or employees.

LEVEL II

7. If the grievant is dissatisfied with the principal’s decision, the grievant may appeal the decision to the compliance coordinator. The appeal must be made in writing, personally delivered or mailed to the compliance coordinator within five (5) school days of the grievant receiving the principal’s decision. If the grievance was regarding the school principal, and originally made with the compliance coordinator, proceed directly to Step 10 of the procedures.

8. The compliance coordinator shall review the written documents and may schedule and hold a conference with the grievant, principal or other individuals the compliance coordinator determines appropriate.

9. The compliance coordinator shall issue to the grievant, unless good cause for delay is shown, within fifteen (15) school days after the grievant submits the appeal, a written determination as to the appeal and its resolution. The written determination need not disclose all information received during the appeal to protect the individuals who in good faith participated in the appeal process. The written determination shall not disclose confidential information regarding other students or employees.

LEVEL III

10. If the grievant is dissatisfied with the compliance coordinator’s decision, the grievant may appeal the decision to the superintendent. The appeal to the superintendent must be made in writing, personally delivered or mailed to the superintendent within five (5) school days of the grievant receiving the compliance coordinator’s decision.

11. The superintendent shall review the written documents and may schedule and hold a conference with the grievant, principal or other individuals the superintendent determines appropriate.

12. The superintendent shall issue to the grievant, within a reasonable time after the grievant submits the appeal, a written determination as to the appeal and its resolution. The written determination need not disclose all information received during the appeal to protect the individuals who in good faith participated in the appeal process. The written determination shall not disclose confidential information regarding other students or employees. The decision of the superintendent is final.

13. In the event a person files a complaint under multiple areas or otherwise has several avenues available under the Board of Education policies and procedures, those policies and procedures may be consolidated in order to achieve a prompt and equitable resolution of the complaints, when doing so will not deprive the grievant of any rights granted under any of the separate policies and procedures. However, under no circumstances shall the filing of a grievance complaint stay or otherwise delay other administrative proceedings.

14. The Board of Education will take all appropriate steps to prevent the recurrence of any discrimination as identified in this policy and to correct discriminatory effects on the grievant and others, if appropriate.

15. Individuals shall not be subjected to retaliation because they filed a grievance, appeal or participated in an investigation pursuant to the grievance procedures.

16. The compliance coordinator for the 2017-2018 school term will be the chief academic officer (CAO) or his/her designee.

B. Grievance on General Administrative Actions, Procedures or Practices

The Board of Education shall utilize the following grievance procedures for equitable resolution of complaints arising from administrative decisions, practices or actions. Grievances under this section should first be discussed with the principal with the objective of resolving the matter informally. The aggrieved person and the principal shall discuss the grievance with a view toward arriving at a mutually satisfactory resolution. The formal grievance procedure is as follows:

LEVEL I

1. The grievant must provide the following information to the school principal on the Grievance Complaint Form for Administrative Procedures, Practices or Actions: (1) the name and address of the person making the complaint, (2) the name of the
school district employee or other individual whose decision or action is at issue, (3) a description of the alleged violation, including dates and times of incidents, (4) the specific resolution desired. The Grievance Complaint Form for Administrative Procedures, Practices or Actions is found on page 83.

2. In the event the complaint is regarding the school principal, the grievant must provide the following information to the executive director for leadership and continuous improvement: (1) the name and address of the person making the complaint, (2) the name of the school district employee or other individual whose decision or action is at issue, (3) a description of the alleged violation, including dates and times of incidents and (4) the specific resolution desired. The executive director for leadership and continuous improvement shall follow the grievance procedures set forth below in lieu of the principal.

3. The Complaint Form shall personally delivered or mailed to the principal. Any additional documentation the grievant wishes to be considered in the investigation should be attached to the Complaint Form.

4. The principal shall schedule a meeting with the grievant within five (5) school days after the written complaint has been submitted to the principal.

5. The principal shall conduct any investigation of the facts necessary before rendering a decision. These procedures contemplate informal but thorough investigations, affording all interested persons, if any, an opportunity to submit evidence and witnesses relevant to the complaint.

6. The principal shall provide a written response to the complaint within ten (10) school days of the meeting with the grievant. The response will include the principal’s decision regarding resolution of the grievance and the basis for the decision. The response need not disclose all information received during the investigation to protect the individuals who in good faith participated in the investigation. The response shall not disclose confidential information regarding other students or employees.

LEVEL II

7. If the grievant is dissatisfied with the principal’s decision, the grievant may appeal the decision to the executive director for leadership and continuous improvement (ED). The appeal must be made in writing, personally delivered or mailed to the executive director for leadership and continuous improvement within five (5) school days of the grievant receiving the principal’s decision. If the grievance was regarding the school principal and originally made with the executive director for leadership and continuous improvement, proceed directly to Step 10 of the procedures.

8. The executive director for leadership and continuous improvement shall review the written documents and may schedule and hold a conference with the grievant, principal or other individuals the ED determines appropriate.

9. The ED shall issue to the grievant, within a reasonable time after the grievant submits the appeal, a written determination as to the appeal and its resolution. The written determination need not disclose all information received during the appeal to protect the individuals who in good faith participated in the appeal process. The written determination shall not disclose confidential information regarding other students or employees.

LEVEL III

10. If the grievant is dissatisfied with the executive director’s decision, the grievant may appeal the decision to the chief academic officer. The appeal to the chief academic officer must be made in writing, personally delivered or mailed to the CAO within five (5) school days of the grievant receiving the Executive Director’s decision.

11. The CAO shall review the written documents and may schedule and hold a conference with the grievant, principal or other individuals the Superintendent determines appropriate.

12. The CAO shall issue to the grievant, within a reasonable time after the grievant submits the appeal, a written determination as to the appeal and its resolution. The written determination need not disclose all information received during the appeal to protect the individuals who in good faith participated in the appeal process. The written determination shall not disclose confidential information regarding other students or employees.

13. In the event a person files a complaint under multiple areas or otherwise has several avenues available under the Board of Education policies and procedures, those policies and procedures may be consolidated in order to achieve a prompt and
equitable resolution of the complaints, when doing so will not deprive the grievant of any rights granted under any of the separate policies and procedures. However, under no circumstances shall the filing of a grievance complaint stay or otherwise delay other administrative proceedings.

14. Individuals shall not be subjected to retaliation because they filed a grievance, appeal or participated in an investigation pursuant to the grievance procedures.

Investigations under this section will only address general disputes with administrators or district staff. Investigations into allegations of discrimination, and gifted program complaints shall be made on their designated forms and will be conducted pursuant to the grievance procedures for those sections.

C. Grievance on Gifted Program and Practices

Grievance procedures have been established to settle equitably at the lowest possible administrative level, differences and issues relating to the gifted program. Grievances related to the gifted program should first be discussed with the designated gifted coordinator with the objective of resolving the matter informally. The aggrieved person and the gifted coordinator shall discuss the grievance with a view toward arriving at a mutually satisfactory resolution. The formal grievance procedure is as follows:

**LEVEL I**

1. The grievant must provide the following information to the school principal on the Grievance Complaint Form for the Gifted Program: (1) the name and address of the person making the complaint, (2) the name of the school district employee or other individual whose decision or action is at issue, (3) a description of the alleged violation, including dates and times of incidents and (4) each specific resolution desired. The Grievance Complaint Form for the Gifted Program is found on page 98.

2. In the event the complaint is regarding the school principal, the grievant must provide the following information to the ED (1) the name and address of the person making the complaint, (2) the name of the school district employee or other individual whose decision or action is at issue, (3) a description of the alleged violation, including the dates and times of incidents and (4) the specific resolution desired. The ED shall follow the grievance procedures set forth below in lieu of the principal.

3. The Complaint Form shall personally delivered or mailed to the principal. Any additional documentation the grievant wishes to be considered in the investigation should be attached to the Complaint Form.

4. The principal shall schedule a meeting with the grievant within five (5) school days after the written complaint has been submitted to the principal.

5. The principal shall conduct any investigation of the facts necessary before rendering a decision. These procedures contemplate informal but thorough investigations, affording all interested persons, if any, an opportunity to submit evidence and witnesses relevant to the complaint.

6. The principal shall provide a written response to the complaint, unless good cause for delay is shown, within ten (10) school days of the meeting with the grievant. The response will include the principal’s decision regarding resolution of the grievance and the basis for the decision. The response need not disclose all information received during the investigation to protect the individuals who in good faith participated in the investigation. The response shall not disclose confidential information regarding other students or employees.

**LEVEL II**

7. If the grievant is dissatisfied with the principal’s decision, the grievant may appeal the decision to the ED. The appeal must be made in writing, personally delivered or mailed to the ED within five (5) school days of the grievant receiving the principal’s decision. If the grievance was regarding the school principal and originally made with the ED, proceed directly to Step 10 of the procedures.

8. The ED shall review the written documents and may schedule and hold a conference with the grievant, principal or other individuals the ED determines appropriate.

9. The ED shall issue to the grievant, within a reasonable time after the grievant submits the appeal, a written determination as to the appeal and its resolution. The written determination need not disclose all information received during the appeal to protect the individuals who in good faith participated in the appeal process. The written determination shall not disclose
confidential information regarding other students or employees.

10. If the grievant is dissatisfied with the ED decision, the grievant may appeal the decision to the CAO. The appeal to the CAO must be made in writing, personally delivered or mailed to the CAO within five (5) school days of the grievant receiving the ED's decision.

**LEVEL III**

11. The CAO shall review the written documents and may schedule and hold a conference with the grievant, principal or other individuals the Superintendent determines appropriate.

12. The CAO shall issue to the grievant, within a reasonable time after the grievant submits the appeal, a written determination as to the appeal and its resolution. The written determination need not disclose all information received during the appeal to protect the individuals who in good faith participated in the appeal process. The written determination shall not disclose confidential information regarding other students or employees.

13. In the event a person files a complaint under multiple areas or otherwise has several avenues available under the Board of Education policies and procedures, those policies and procedures may be consolidated in order to achieve a prompt and equitable resolution of the complaints, when doing so will not deprive the grievant of any rights granted under any of the separate policies and procedures. However, under no circumstances shall the filing of a grievance complaint stay or otherwise delay other administrative proceedings.

14. Individuals shall not be subjected to retaliation because they filed a grievance, appeal or participated in an investigation pursuant to the grievance procedures.

In the event the aggrieved person is not satisfied with the disposition of the grievance by the school district, he or she should follow the procedures listed in the *STATE COMPLAINT AND MEDIATION PROCESSES FOR MATTERS PERTAINING TO GIFTED STUDENTS*. This information is available for download from the Alabama State Department of Education and may be obtained by calling (334) 242-8144 or is available at [www.alsde.edu](http://www.alsde.edu).

**IX. BUS RULES/INFORMATION**

**A. General**

The driver is in charge of the school bus in the same manner a teacher is in charge of a classroom. The bus is considered an extension of the classroom. Students shall conduct themselves in an orderly and respectful manner. Poor conduct is not tolerated in the classroom nor will it be tolerated on the bus. Failure to do so endangers the driver and students.

RIDING THE BUS IS A PRIVILEGE, NOT A RIGHT. LOSS OF BUS TRANSPORTATION MAY OCCUR IF THE BUS RULES ARE NOT FOLLOWED. ANY SUSPENSION FROM THE BUS CAN BE APPEALED. Please see Suspension Appeal form on page 82.

**THE CHARLES POLAND, JR. ACT (ACT 2013-347)**

Under the new law, the crime of trespass in the first degree includes intentionally stopping, impeding, delaying or detaining any school bus from being operated for public school purposes “with the intent to commit a crime”. Perpetrators will also be prosecuted in the first degree if they are found guilty of:

- Entering a public school bus while the door is open to load or unload students without lawful purpose while at a railroad grade crossing or after being forbidden from doing so by the bus driver or other authorized school official
- Refusing to depart the school bus after the bus driver in charge or other school official demands this of said occupant: or
- Intentionally destroying, defacing, burning or damaging any public school bus.

**Meeting the Bus**— It is the parent/guardian’s responsibility to have their child at the assigned bus stop at least 10 minutes before the regular pickup time and remain at the stop until the bus arrives.
Who Do I Call?

- For questions regarding the transportation process to include bus stops, bus routes, bus pick up times, drop off times, etc., please call the MPS Transportation Department at (334) 284-2085.
- Direct all questions or concerns related to disciplinary actions to your child’s school administrative staff. The driver will not have any information regarding the outcome of infractions submitted to school office.

A. Bus Rules

The bus is an extension of the classroom or school. **The school administrator, transportation director, the superintendent and his/her designee are the only authorized MPS staff to make the recommendation to suspend students from the bus.** The following rules apply:

1. The driver is in charge of the bus and students. Students must obey the driver promptly and willingly.
2. All school rules/regulations are in effect when students are on the school buses.
3. Students must board or exit the bus at their assigned bus stop. Students should not request special consideration.
4. Students must not move toward the bus until the bus has made a complete stop and the doors are opened.
5. Students must remain seated while the bus is in motion and remain seated until the bus has come to a complete stop.
6. The bus driver is responsible for seating arrangements and may assign students to a seat. Students must sit in an assigned seat.
7. Students crossing the road after getting off the bus should walk at least 10 feet in front of the bus to make sure they are seen by the driver. **Students should never walk in the back of the bus.**
8. Students must be quiet at all railroad crossing and road intersections.
9. The school district will hold the student or parent/guardian responsible for any damage to a school bus caused by the student. The parent will be required to make restitution.
10. Students must not transport any item too large to be stored under a bus seat. Alabama law requires that all packages, book bags, projects, band instruments, etc., transported on a bus, fit under the seat. No athletic equipment will be transported.
11. Students must not throw anything from a bus window.
12. Students must keep the aisle free of feet, books or any objects that may obstruct the pathway.
13. Students will not fight, push, play or participate in any activity that would disrupt the process of transporting students or might cause an unsafe environment.
14. Students must not eat or drink on the bus.
15. Students must **never** tamper with or exit the emergency doors or windows unless authorized.
16. Students must use appropriate language. No profanity is allowed.
17. When students are suspended from riding the bus, he/she will not be permitted to ride any MPS bus until the suspension has ended.
18. Electronic devices must not be used on the bus.
19. The playing of cards or any form of gambling on a school bus is prohibited.
20. Parents may not remove a student from a bus after the student has boarded without school approval.
21. Students will not use any aerosol sprays or body products (deodorants, perfume, etc.) on the bus.
22. Students shall **NOT** sit in the driver’s seat or attempt to operate any bus mechanisms.
23. Students shall not strike matches, have lighters, use tobacco, alcohol or drugs in any form on the bus.
24. **Students who do not adhere to the rules are subject to disciplinary action, suspension, or expulsion.**
Reporting Incidents
Students who have difficulty with other students while riding the bus should report the problem to the driver as soon as possible. If the problem cannot be resolved by the driver, then the driver will report the incident to the school principal. The bus driver has no authority to administer disciplinary actions. Please contact your child’s school in regards to disciplinary concerns.

A. BUS BEHAVIOR CLASSIFICATIONS AND CONSEQUENCES

CLASS D-I  Major OFFENSES:
1. Profanity/threats directed towards the bus driver
2. Tampering with emergency equipment/unauthorized use bus emergency door or window
3. Throwing objects on/out of the bus
4. Use of tobacco or any controlled substances
5. Bullying and/or fighting
6. Possession, threat or use of weapons, explosives or flammables (see page 33)
7. Vandalism to the bus (restitution will be made)
8. Hanging out of the windows
9. Spitting out the windows
10. Sexual offense/sexual harassment

Consequences Grades K-3
Major Violations:
• Student will be suspended for up to 10 days and may lose bus privileges. This must be approved by the Office of Student Support Services
• Proposal for Due Process/Expulsion (Principal/Transportation Director)
• Restitution will be required, if warranted
• Loss of bus privilege for up to one year
• Law enforcement may be called for criminal prosecution

Consequences Grades 4-12
Major Violation:
• Student will be suspended for up to 10 days and may lose bus privileges. This must be approved by the Office of Student Support Services.
• Proposal for Due Process/Expulsion (Principal/ Transportation Director)
• Restitution will be required, if warranted
• Law enforcement may be called for criminal prosecution

CLASS D-II  Minor OFFENSES:
1. False identification (failing to give the bus driver your name)
2. Excessive noise
3. Horseplay
4. Eating/drinking/ littering on the bus
5. Profanity, verbal abuse, harassment, obscene gestures or possession of unacceptable material
6. Getting on/off at an unassigned stop
7. Playing cards on the bus
8. Uses of electronic devices on the bus
9. Using body products on the bus
10. Riding a bus while suspended
11. Delaying bus schedule
12. Refusing to stay seated
13. Refusing to obey driver’s instructions
14. Disruptive behavior
15. Other offenses as reported by the driver or principal

**Consequences Grades K-3**

**Minor Violations:**
First violation- Students receive warning notice to allow parent/guardian to take corrective action
Second violation- Student will receive up to two days suspension
Third violation- Student will receive up to three days suspension
Continued violations by a student will result in the loss of bus privileges

**Consequences Grades 4-12**

**Minor Violations:**
First violation- Students receive warning notice to allow parent/guardian to take corrective action
Second violation- Student will receive up to two days suspension
Third violation- Student will receive up to three days suspension
Continued violations by a student will result in the loss of bus privileges

**Class D – Violations of Bus Rules**

Class D violations (Class I, II offenses) include disruptive behaviors that interfere with transporting students in Montgomery Public Schools’ jurisdiction. Bus drivers are expected to manage general bus disruptions and distractions. When the action taken by the drivers is ineffective or the disruption is severe, the drivers may write a bus referral for a Class D-I offense or a Class D-II offense. The referral is submitted to the school principal for disciplinary action.

Suspension from bus transportation does not excuse the student from school attendance. It is the parent/guardian’s responsibility to ensure students are transported to and from school. Students MUST be responsible for their own conduct while on the bus, ensuring their actions do not risk their safety or the safety of others.

**B. Special Education Bus Suspensions**

Whether a bus suspension would count as a day of suspension would depend on whether the bus transportation is part of the child’s IEP. If the bus transportation is part of the child’s IEP, a bus suspension would be treated as a suspension unless the public agency provides the bus service in some other way because that transportation is necessary for the child to obtain access to the location where all other services will be delivered. If the bus transportation is not part of the child’s IEP, a bus suspension would not be a suspension. In those cases, the child and his or her parents would have the same obligations to get the child to and from school as a non-disabled child who had been suspended from the bus. However, education agencies must address whether the behavior on the bus is similar to behavior in the classroom that is addressed in an IEP and whether bus behavior should be addressed in the IEP or in a behavioral intervention for the child. Any bus suspensions that are a part of the IEP must be appealed through the Dept. of Special Education.

The goal of Montgomery Public Schools Transportation Department is to provide a safe and enjoyable ride for all students.
X. DRESS CODE POLICY

ALL MPS SCHOOL STUDENTS ARE REQUIRED TO WEAR UNIFORMS.

State educational authorities and recent court decisions have determined that style of dress and hair should not disrupt classes, interfere with learning, prevent instruction, and should comply with state health and safety standards. Montgomery Public Schools believes that requiring neat, clean, and appropriate clothing encourages an atmosphere conducive to learning, work, and discipline. Students are required to dress according to school board policy.

SCHOOL UNIFORM OPT-OUT PROVISION- If a sincerely-held religious belief, disability or medical condition, financial hardship, or other special extenuating circumstance prevents a child from being in uniform, the parent should seek an exemption from the Office of Student Support Services. The school principal may also give students permission not to wear uniforms for curricular and extracurricular purposes. For more information, call (334) 223-6850.

The following guidelines apply:

• Colors of uniforms (top and bottom) will be determined by the school.
• Only one belt may be worn with attire. Standard belt buckles only (no oversized belt buckles).
• Shorts, skirts and skorts must be no higher than knee length from the crease in the back of the knee. Slits in skirts and dresses must meet the knee length regulation.
• Students must wear shoes that cover their feet. Athletic shoes are preferred. WHITE, BLACK OR A COMBINATION OF WHITE AND BLACK SHOES ARE PREFERRED BUT PRINCIPALS MAY PERMIT OTHER COLORS AS THEY DEEM APPROPRIATE. No bedroom slippers, flip flops, stilettos or slides will be allowed.
• On special occasions, principals may designate days when dress for students may be adjusted.
• Hats, caps, sweatbands, bandanna, visors, sunglasses and hoodies must be removed and placed in the locker or designated area and remain there during the school day (except for health and/or religious reasons, which must be approved in advance by the administration).
• Nose jewelry may not to be worn by boys or girls while they are in school. For safety reasons, visual piercing jewelry will be limited to ears only. Hoops larger than one inch will not be allowed. Jewelry which includes long necklaces, accessories with spikes or chains, heavy medallions, removable dental grills, heavy bracelets and large finger rings will not be allowed.
• Students are to wear clothing that fits properly. Pants must be worn at the waist (no sagging). Clothing must be clean with no open holes. No shredded clothing will be allowed. Oversized or undersized clothing, including skirts, blouses, dresses, pants, or shirts, will not be allowed. No clothing shall be worn inside out; suspenders/braces shall be fastened and belts buckled.
• Tattoos, insignias, and buttons which promote alcohol, tobacco, drugs, vulgarities, violence, illegal activity, or are demeaning to other persons may not be worn at school.

Consequences

First violation- Parent will be contacted and required to take corrective action. The parent will be asked to bring appropriate apparel/shoes to school

Second violation- Student will receive a one-day detention and/or In school Suspension. The parent will be asked to bring appropriate apparel/shoes to school

Third or subsequent violations will be upgraded to B10: Persistent/Willful Disobedience and consequences will be issued accordingly.

XI. GENERAL POLICY STATEMENTS

A. PRINCIPAL’S AUTHORITY

The principal is granted authority to modify the consequences for violating a rule indicated in the Code of Student Behavior by exercising good judgment in consideration of extenuating factors presented by school system employees, the student or the student’s parent or representative. Such factors may include, but are not limited to, the age of the student, the seriousness of the offense, the prior discipline record of the student, the degree of disruption to the educational process, and any other relevant factors. Repetitive instances of misconduct constitute a violation of policy B10: Persistent/Willful Disobedience, and will be handled according to consequences under the Code of Student Behavior. Consequences are applicable to all grade levels unless otherwise specified.
B. AMNESTY/SURRENDER CLAUSE
A student who discovers, or realizes that he/she has possession of items that violate district policy while on school property shall, upon discovery, immediately turn in the prohibited items to school personnel, or notify them to the whereabouts of the items. Upon turning the item in, the student shall not be subject to any disciplinary consequence. This amnesty does not apply when the items are discovered by someone else, for example, in a school-wide search. It also does not apply when an administrator’s investigation reveals that the student has used the items for prohibited purposes.

C. CORPORAL PUNISHMENT POLICY
Montgomery Public Schools does not advocate the use of corporal punishment. Corporal punishment will not be administered to any students.

D. SEARCHES AND OR INSPECTION OF SCHOOL PROPERTY
The building principal and his/her designees may conduct legally appropriate searches. All searches must be conducted in the presence of two MPS employees, one of which must be a building administrator. Students will not be involved in conducting searches.

1. Property Searches — Lockers, desks, and other school property will be subject to search. Although a student may exercise exclusive control of his/her locker as opposed to access to fellow students, the control is not exclusive against school officials. School officials may search or authorize a search of vehicles, on school property, when there is reasonable suspicion to believe prohibited materials are being concealed. The student will be invited to be present during the search, except in cases of clear and present danger to life, health, or property.

2. Bodily Searches — School officials may conduct bodily searches of students whenever there is reasonable suspicion to believe the search will reveal a violation of school policy or produce evidence of unlawful activity, but it cannot be invasive. Metal detectors, either walk-through or hand-held, may be used to facilitate the search. Searches should be conducted on a same-gender basis.

3. Confiscation — any unlawful, disruptive, dangerous material, or other property held in violation of board policy found in or on school premises may be confiscated. Any other items or materials deemed inappropriate to possess on school property may also be confiscated. School officials accept no responsibility for safeguarding confiscated items.

4. Use of School Property — Montgomery Public Schools property may not be used for any unlawful purpose. Search dogs and metal detectors may be used to search on school property. Any person entering a Montgomery Public School building is subject to a routine hand-held search or walk-through a metal detector search. This is to include any school sponsored or non-school sponsored activity on school property.

E. PENALTIES FOR DEFACING/DESTROYING PUBLIC PROPERTY
Under Alabama law, it is unlawful to destroy or deface public property. A person who inflicts damage of:
   (a) $2,500 or over is guilty of a Class C felony;
   (b) $500 up to $2,500 is guilty of a Class A misdemeanor; and
   (c) Up to $500 is guilty of a Class B misdemeanor

Parents or guardians of a minor who caused the damage will be liable for actual damages plus court costs. The minor who is convicted of violating the act “will be ordered by the court to correct or clean up any destruction or defacement.

F. CURRICULUM GUIDE FOR INSTRUCTIONAL SUPPORT
Questions regarding Montgomery Public Schools’ curriculum guide for instructional support should be referred to the principal. Parents may request a copy of this policy from the school or the Office of Instructional Support Services at (334) 223-6840.

G. Human Resources
If you have questions or concerns with an incident at the school involving MPS personnel, please notify the principal. If you need additional assistance, please contact the Office of Human Resources.

H. BEHAVIOR DURING EXTRACURRICULAR ACTIVITIES
Students participating in extracurricular activities must comply with the established rules and regulations governing student behavior set by the State of Alabama and the Montgomery County Board of Education. Participation in extracurricular activities is a privilege, not a right. All students engaging in extracurricular activities are expected to be on their best behavior at all times. If a student engages in prohibited behavior (i.e. profanity, fighting, violations of state law and district policy, or any other prohibited
behavior which results in removal from an extracurricular activity) one or more of the following consequences may apply:

- Suspension from the activity
- Removal from the team or club
- Suspension from school for violation of state law or district policy; and/or
- Recommendation for expulsion/due process hearing

The school sponsor in charge of the extracurricular activity will document any student misbehavior and refer the student to an administrator for disciplinary action upon the student’s return to school. The school sponsor will confiscate and document any physical evidence that is a violation of state law and board policy, as well as secure statements from the student who has allegedly committed an offense and all witnesses to the incident. Should the confiscated evidence be controlled substances or weapons, law enforcement officials shall be notified immediately.

Attending school-sponsored activities away from the regular school setting and participating in extracurricular activities are valuable parts of a comprehensive educational experience. To ensure that these activities are successful, administrators must clearly explain behavioral expectations to students, parents, sponsoring staff members and chaperones. Students must encourage and display appropriate behavior as well to make these activities beneficial and productive.

School Sponsored Activities

Any school sponsored activity is under the jurisdiction of Montgomery Public Schools. Any person that is not a student at the school that is sponsoring the activity must have permission from the school principal to attend that activity. Any student that is under a suspension may not attend any school sponsored activity. All students that attend the alternative school are under a long term suspension therefore they must have permission from the base school principal to attend any activities at that school.

I. INTERNET ACCEPTABLE USE POLICY

The Montgomery County Board of Education provides computers as tools to enhance students’ learning. The district’s computer network and the Internet, whether used on or off-campus; whether owned by the school district or by the student or his/her family; whether accessed on campus or off campus during or after school hours; may not be used for the purpose of harassment of any kind. All forms of harassment over the Internet (commonly referred to as cyberbullying) are unacceptable and will be viewed as a violation of school board policy and the district’s acceptable computer use policy and procedures.

Malicious use of the district’s computer system is prohibited. Users are responsible for the appropriateness of the material they transmit over the system. Hate mail, harassment, discriminatory remarks, or other antisocial behaviors are expressly prohibited.

G-Suite (Google Apps for Education)

All students in grades K-12 have G-Suite accounts for the use of Google Apps and Google Drive. Student in grades 6-12 also have Google email to use for instructional purposes

Social Media

Cyberbullying includes, but is not limited to the following misuses of technology: harassing, teasing, intimidating, threatening, or terrorizing another person by sending or posting inappropriate and hurtful e-mail messages, instant messages, text messages, digital pictures or images, or Website postings, including blogs, Facebook, Twitter, Instagram ,Vine, YikYak, Kik, SnapChat, etc. It is also recognized that the author (poster or sender) of the inappropriate material is often disguised (logged on) as someone else.

Students and community members who believe they have been the victims of such misuses of technology, as described in this policy, should not erase the offending material from the system. A copy of the material should be printed and brought to the attention of the school administrator.

The administration shall fully investigate all reports of cyberbullying. In situations where the cyberbullying originated from a non-district owned computer, but was brought to the attention of school officials, any disciplinary action will be based upon whether the conduct is determined to be substantially disruptive of the educational process so that it interrupts or impedes the day-to-day operations of a school. In addition, such conduct must also violate another district policy. Such conduct includes, but is not limited to sexual or racial harassment, and threats made on or off school grounds to kill or hurt a staff member or student.

Disciplinary action may include: the loss of computer privileges, detention, suspension, or expulsion for verified perpetrators of cyberbullying. In addition, when any kind of threat is communicated or when a hate crime is committed, the administration will report such crimes to local law enforcement officials.
Consequences
Parental conference to loss of Internet privileges.
If a violation of this rule also violates other Class B and/or C offenses, other consequences will be imposed.

What are the privileges and rights of the user?
The use of all Montgomery Public Schools technology resources is a privilege, not a right, and inappropriate or suspected inappropriate use will result in revocation of those privileges, pending an investigation. Moreover, users of Montgomery Public Schools’ technology must be aware that the school system cannot assume any liability arising out of the illegal or inappropriate use of technology resources. The rights of the user include:

Privacy: All users have a right to privacy. However, if a user is believed to be in violation of the guidelines, a system administrator or other staff may review communications to maintain system integrity and to ensure that students are using the Internet responsibly.

Safety: Any user who receives threatening or unwelcome communications should bring them to the attention of a teacher or administrator.

Intellectual Freedom: Any statement of personal belief is implicitly understood to be representative of the author’s individual point of view and not that of the school.

Inappropriate Materials or Language: No profane, abusive or impolite language should be used to communicate, nor should materials be accessed that are not in line with the rules of school behavior.

Equal Access: All users will be granted equal access to the Internet. Exploration of the Internet is encouraged relative to the purpose of research and education. No single user should monopolize the workstation connected to the Internet.

What are the guidelines?
1. BE PREPARED to be held accountable for your actions. Exemplary behavior is expected from all users at all times.
2. DO NOTIFY an adult immediately if you encounter materials that violate the school code of conduct.
3. DO NOT use a computer or the Internet to hurt, harass, attack, or harm other people or their work.
4. DO NOT damage the computer or network in any way.
5. DO NOT degrade the performance of the network through the posting of electronic chain letters or other useless information.
6. DO NOT use the Internet for illegal activities, i.e. threats, instructions on how to perform an illegal act, child pornography, drug dealing, purchase of alcohol, gang activities, etc.
7. DO NOT install software or download unauthorized files, games, programs, or other electronic media.
8. DO NOT violate copyright laws.
9. DO NOT view, send, or display obscene, profane, lewd, vulgar, rude, disrespectful, threatening, or inflammatory language, messages or pictures.
10. DO NOT share your password with another person.
11. DO NOT reveal your personal address or phone number or those of anyone else.
12. DO NOT access work, folders or files belonging to Montgomery Public Schools or the district’s employees or students.
13. DO NOT re-post non-academic personal communication without the original author’s prior consent.
The term "computer" as used in this policy, is intended to have a broad interpretation. Computer as used herein means the computer itself along with all of the accessories and peripherals used in connection with the computer such as, but not limited to, the servers, backup or portable (USB or jump) drives, backup disk, network servers, communication servers, modems, Internet access software, CD ROMS, CD/DVD Drives, printers, software, stored data, computer hardware, e-mail and any and all data and programs used on the computers. This includes tablets or any electronic device on the MPS network.

The Montgomery County Board of Education permits and encourages the use of computers in support of education, research, or business applications consistent with the purposes of the Board. Students will be educated about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyberbullying awareness and response. All students must adhere to this policy. Students must also adhere to any other acceptable use guidelines devised by the local school, including the signing of acceptable use procedures.

1. Computer accounts are to be used only by the authorized owner of the account for the authorized purpose.
2. The illegal installation or use of copyrighted software for use on computers owned or operated by the Board is prohibited. Appropriate license(s) must be possessed by individual schools or the school system before copyrighted software may be installed or used.
3. Any use of computers for purposes inconsistent with the educational mission of the school or school system is prohibited. The illegal publication or copying of copyrighted material is prohibited and students may be held individually liable for their own actions that violate copyright laws.
4. Users shall not intentionally seek information on, obtain copies of, or modify files, other data, or passwords belonging to other users, or misrepresent other users on the computer or MPS network.
5. All communications and information stored on computers owned or operated by the Board shall be considered property of the Board.
6. Computers shall not be misused or abused in any way, such as developing programs that harass other users or infiltrate a computer and/or damage software components or using computers to disrupt other computers.

7. Antisocial behaviors (harassment, discriminatory remarks, etc.) are prohibited on the computer. The computer will not be used to access Internet sites or to run programs that are offensive, illegal or otherwise not suitable or proper for use in public schools.
8. Use of computers to access files dangerous to the integrity of individual computers (i.e., viruses) is prohibited.
9. Technology protection measures (specific software that blocks or filters Internet access and monitors on-line activities of minors) must be functioning on all MPS computer equipment. Bypassing the filter or using personal Internet hot spots is prohibited.
10. The Board reserves the right to review and to remove users’ files without warning.
11. Taking still pictures or video from electronic devices is prohibited unless instructed by a teacher or administrator.

The Montgomery Board of Education provides access to electronic mail and the Internet. Individual users of the Board’s computer networks are responsible for their behavior and communications over those networks. The Board expects users to comply with Board standards. Beyond the clarification of such standards, the district makes no warranties of any kind, whether expressed or implied, for the access it is providing, nor will it be responsible for any damages suffered. This includes loss of data resulting from delays, non-deliveries, mis-deliveries, or service interruptions caused by its own negligence or user errors or omissions. Use of any information obtained via the Internet is at the user’s risk. This district denies any responsibility for the accuracy or quality of information obtained through its system. The district is not responsible for unauthorized costs incurred by students. Files and communications may be reviewed to maintain system integrity and insure that users are using the system responsibly. Users should not expect that files and communication stored on computers will be private. The following are examples of behaviors that
are not permitted. This list should not be considered exhaustive.

- Sending or displaying obscene and offensive messages or pictures, child pornography, and any visual depictions that are harmful to minors (under 17)
- Using obscene/profane language
- Harassing, insulting, or attacking others
- Damaging computers, computer systems, or networks
- Violating local, state, or federal statutes or copyright laws
- Using another user’s password
- Trespassing in another user’s folders, work, or files
- Using technology resources without authorization
- Wasting limited time and resources

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- Employing the network for personal or commercial purposes or using computers for purposes other than those specified by the Board
- Accessing inappropriate matter on the Internet and World Wide Web
- Accessing any chat room not specifically approved by MPS

Violations may result in a loss of access as well as other disciplinary or legal action. Penalties for students who violate this policy will be commensurate with those outlined in the Code of Student Behavior. Students encountering inappropriate materials or messages on the Internet are responsible for making a prompt report to a teacher or another school official.

XII. Alabama State Department of Education Policy on the Use of Digital Devices during the Administration of a Secure Test

The possession of a digital device (including but not limited to cell phones, MP3 players, cameras, or other telecommunication devices capable of capturing or relaying information) is strictly prohibited during the administration of a secure test. If a student is observed in possession of a digital device during the administration of a secure test, the device will be confiscated. If a student is observed using a digital device during the administration of a secure test, testing for the student will cease, the device will be confiscated and is subject to a search, the student will be dismissed from testing, and the student’s test will be invalidated.

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

Alabama State Department of Education Suggested Guidelines for the Search of Digital Device Seized During the Administration of a Secure Test (Revised May 18, 2011)

Please note that these guidelines were created with the assumption that students (and preferably parents) have been notified (verbally and in writing when at all possible) that: (1) the possession of a digital device is strictly prohibited during the administration of a secure test; (2) if the device is used during the administration of a secure test, the device will be confiscated and is subject to a search; and (3) if the device is used during the administration of a secure test, the student’s test will automatically be invalidated.
The suggested guidelines are as follows:

1. Assuming that a student is observed in the possession of or use of a digital device during the administration of a secure test, the device will be confiscated by the test administrator. “Smart phones” should temporarily be turned off to help prevent any remote-access data-wipe.

2. The test administrator should deliver the device as soon as practicable to a school administrator.

3. A “chain of custody” list should be kept to record everyone who had possession of the device and when the device was transferred to someone else. The device should be stored by the school administrator in a secure location until the next step is taken.

4. For the purposes of determining whether a search of a digital device should take place, the school administrator should:
   a. Learn the facts regarding the seizure of the device from the test administrator, and
   b. Determine whether it is reasonable under all the circumstances to believe that the student could have been using the device to cheat or for some other undetermined purpose.

5. If the school administrator determines that the student was merely in possession of the digital device then it may be returned to the student in accordance with the school system’s policy.

6. If the school administrator believes that it is reasonable to suspect that the student was using the device for an impermissible purpose then he or she may search the device, limiting the search to only what is necessary to reasonably determine whether the student was cheating, copying secure test information, or violating a school rule. The school administrator should follow the local policy requirements regarding the search of student property.

7. If no wrongful activity is discovered on the device, then it may be returned to the student in accordance with the school system’s policy.

8. If wrongful activity is discovered on the device regarding the test at issue or, if other wrongful activity is inadvertently discovered on the device, then the school administrator should secure the device in accordance with the school system’s policy and notify the system test coordinator, school system attorney, or local superintendent as appropriate.

9. Following a search in which wrongful activity is discovered, and when the device is a “Smart phone,” the device should be turned off after the search to help prevent a potential remote-access data-wipe.

10. Any disciplinary actions should be taken in accordance with the school system’s disciplinary policy.

11. Test irregularity reports should be completed in accordance with the Alabama State Department of Education’s student assessment handbook.

12. In any situation involving the search and seizure of a student’s property, a school administrator should consult with his or her supervisor in accordance with the school system’s policy.

The Alabama Educator Code of Ethics defines the professional behavior of educators in Alabama and serves as a guide to ethical conduct. The code protects the health, safety and general welfare of students and educators; outlines objective standards of conduct for professional educators; and clearly defines actions of an unethical nature for which Ethical Administration of Assessments.

The Alabama Student Assessment Program Handbook illustrates professionally responsible and ethical practices in educational assessment for use by all individuals engaged in the administration, interpretation, and use of state standardized assessments, and in the reporting of results from these assessments. These individuals include, but are not limited to, classroom teachers, principals, school psychologists, superintendents, district staff, Alabama State Department of Education (ALSDE) staff, and educational research and policy professionals.
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 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 a record should write the school principal [or appropriate school official], clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and 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.

2. 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. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer or contractor outside of the school who performs an institutional service of function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

   Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student’s enrollment or transfer. [NOTE: FERPA requires a school district to make a reasonable attempt to notify the parent or student of the records request unless it states in its annual notification that it intends to forward records on request.]

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

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

4. FERPA defines certain student information as “directory” information to be: name, address, telephone number, photograph, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, “from and to” dates of enrollment, degrees, and honors, and the most recent educational institution attended by the student. Montgomery Public Schools will release this information when requested unless notified in writing by the parent/legal guardian of the eligible student by October 1, that such information not be released. Directory opt out notifications should be mailed via U.S. Postal Service or hand delivered to the Office of Student Support Services, 321 Early Street, Montgomery, AL 36104.

5. The Montgomery County Board of Education recognizes the right of the United States Armed Forces’ recruiters to have access to secondary school student information. These recruiters will be provided “directory information,” including students’ names, addresses, and telephone numbers unless a parent notifies the district in writing that the student’s information should not be disclosed without prior written consent. (Title IX, Section 9528)
FERPA permits the disclosure of PII from students’ education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, §99.32 of the FERPA regulations requires the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A school may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student.

- To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(2) are met. (§99.31(a)(1))

- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student’s enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2))

- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency in the parent or eligible student’s State (SEA). Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§99.31(a)(3) and 99.35)

- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4))

- To state and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system’s ability to effectively serve, prior to adjudication, the student whose records were released, subject to §99.38. (§99.31(a)(5))

- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§99.31(a)(6))

- To accrediting organizations to carry out their accrediting functions. (§99.31(a)(7))

- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8))

- To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9))

- To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(a)(10))

- Information the school has designated as “directory information” under §99.37. (§99.31(a)(11))
XIV. PRO-CHILDREN ACT OF 1994

In conjunction with the Safe Schools/Healthy Schools Initiative, Montgomery Public Schools has agreed to comply with the Pro-Children Act of 1994. This act requires Montgomery Public Schools and its vendors to prohibit all smoking in any indoor facility used to provide services and instruction to students. If you are aware of any violations of the Pro-Children Act of 1994 occurring on properties operated by Montgomery Public Schools, call the MPS Communication Office at (334) 223-6761.

XV. UNSAFE SCHOOL CHOICE OPTION

1. Definitions: A transfer option school (TOS) in the state of Alabama is one in which for three consecutive school years the school has expelled one percent of the student population or five students (whichever is greater) for violent criminal offenses committed on school property during school hours or committed at school-sponsored activities. The words “transfer option school” means a “persistently dangerous school” as those words are used in the No Child Left Behind Act of 2001, Public Law 107-110, Title IX, Sec.9532 (a) and (b). For the purpose of this definition, a “violent criminal offense” shall mean homicide; robbery; assault in the first and/or second degree; sexual battery (including rape), as these offenses are defined in the Criminal Code of Alabama (see Sec.13A-6-1, et. seq., Ala. Code 1975); and use of a handgun, firearm component, explosive, knife, and other “unknown weapons” as defined by the Student Incident Report (SIR).

2. A student who becomes a victim of a violent criminal offense committed on school property during school hours or at school-sponsored activities shall be given an opportunity to transfer to a safe public school within the LEA. The Local Educational Agency (LEA) or district shall notify the student’s parent/guardian of the right to transfer as soon as practicable, not to exceed 10 calendar days from the date of a final determination by the school board or its designee that a violent criminal offense has occurred. All LEA transfer procedures will be observed. It shall be the policy of the Alabama State Department of Education (SDE) to notify the LEA annually when one or more of its schools have been identified as a transfer option school. Each superintendent or his or her designee shall orally notify the Prevention and Support Services Section of the State Department of Education with 24 hours of the decision that a violent criminal offense has occurred, followed by written confirmation. The State Department of Education will assist the LEA in resolving all safety issues. At a minimum, an LEA that has one or more schools identified as persistently dangerous must:

- **Step 1** Notify parents/guardians of each student attending the school within 10 working days that it has been identified as a transfer option school and offer students the opportunity to transfer to a safe public school within the LEA if another school is available.

- **Step 2** Complete the transfer for those students who opt to do so within 20 working days.

- **Step 3** Develop a corrective action plan to be submitted to the SDE for approval within 20 working days of the LEA’s receipt of status.

- **Step 4** Implement the corrective action plan.

Once a school has been identified as a transfer option school, it can return to safe status by (1) completing steps 1—4 above and (2) completing two consecutive years with less than one percent of the student population or five students (whichever is greater) expelled for violent criminal offenses as defined in its policy.

**Author:** Dr. Ed Richardson

**Statutory Authority:** Const. of Ala. 1901, Amend No. 284, Code of Ala. (1975), 16-1-1, 16-2-2, 16-3-ll through 12, 16-3-14, 16-8-35 through 36, 16-12-8, 16-26-1 through 3, 1982 Acts of Ala. No. 82-482, No Child Left Behind Act of 2001, Public Law 107-110, Title IX, Sec. 9532 (a) and (b).

**History:** Adopted ER effective March 13, 2003; adopted ER as regular rule May 8, 2003, effective June 12, 2003.
Per the Alabama Accountability Act, “Failing Schools” are the bottom 6% of public schools for the 2015-16 school year based on the state’s standardized assessment (ACT Aspire and Alabama Alternate Assessment) in reading and math. Students are tested in reading and math in grades 3-8 with the Aspire Assessment and in reading and math in the 10th grade with the Aspire Assessment and the Alabama Alternate Assessment. In accordance with the AAA law, a revised list will be posted annually.

- Bellingrath Middle School
- Capitol Heights Middle School
- Carver Senior High School
- Chisholm Elementary School
- Fews Secondary Acceleration Academy
- Jefferson Davis High School
- Johnson Elementary School
- Lanier Senior High School
- Lee High School
- Southlawn Middle School

Parent Notification Regarding Choice and Transfers
Notification to parents of children enrolled in an Alabama public school designated as a failing school or scheduled to enroll in a failing school as defined above will be provided such notification in January that will outline the options those parents may pursue related to School Choice as follows.

Montgomery Public Schools is required by the AAA to notify parents of their transfer options:

a. Option 1 – The student may remain or enroll in the assigned school.

b. Option 2 – The student may transfer to a comparable school that is not included on the annual list of “failing schools” within the same local school system that has available space and is willing to accept the student.

c. Option 3 – If the local system has not made Option 2 available, the student may transfer to a comparable school that is not included on the annual list of “failing schools” within another Alabama local school system that has available space and is willing to accept the student.

d. Option 4 – The student may transfer to a qualifying non-public Alabama school that is willing to accept the student.

Transfer Process

a. Parents choosing any of the four applicable options for transfer must complete the required Notice of Transfer and submit to the local superintendent by May 2, 2017 for the 2017-2018 school year.

b. The Notice of Transfer must include verification from the school administrator of the school where the student is transferring.

c. Eligibility for tax credit remains for a student who transferred under a previously designated school until the highest grade in which a student would have otherwise remained at that school.

Transportation

a. Transportation services for students who transfer from a failing school to another non-failing school within the same system remain the responsibility of the local education agency (LEA).

b. Transportation costs for students who transfer from a failing school to a non-failing school in another LEA or a non-public school become the responsibility of the parent.

Student Assessment
Students who transfer from a failing school to a non-failing public or qualifying non-public school and participate in the tax credit and/or scholarship program must participate in the approved statewide student assessment program or a nationally norm-referenced test that measures comparable content standards in math and language arts for accountability reporting.

Students with Disabilities

a. Students with disabilities who transfer to another non-failing school within the same district remain eligible for services as outlined in the current Individualized Education Program (IEP).

b. Students with disabilities who transfer to another non-failing school within another public school system remain
eligible for services as outlined in the current Individualized Education Program (IEP). The receiving LEA may convene an IEP Team meeting to make any revisions to the IEP based on the needs of the student within the new environment.

c. Students with disabilities who transfer to a non-public school will be eligible for the equitable services provided to non-public school students contained in the LEA Non-Public School Special Education Services Plan.

Qualifying Non-Public School
a. A qualifying non-public school does not include schools that provide educational services through homeschools or online courses.

b. A qualifying non-public school must meet the requirements to participate in the scholarship program authorized by the Alabama Accountability Act of 2015-434.

c. A qualifying non-public school must be accredited by one of the six regional accrediting agencies recognized by the Alabama State Board of Education or meet all of the conditions for a qualifying school provided by the Alabama Accountability Act of 2015-434.

As a reminder, eligibility for tax credit remains for a student who transferred under a previously designated school until the highest grade in which a student would have otherwise remained at that school.

Please note that any questions concerning the tax credit eligibility should be directed to the Alabama Department of Revenue (ADOR). Various tax guidance documents and references are available at http://revenue.alabama.gov/accountability/. If additional assistance is needed, parents may also contact the ADOR at 334-242-1099 or 334-353-9770. Questions related to scholarship availability, student selection, etc., should be directed to the appropriate scholarship granting organization. A list of approved scholarship granting organizations and their contact information is available at http://www.revenue.alabama.gov/accountability/.

**XVII. POLICIES FOR ELL, HOMELESS, MIGRANT & NEGLECTED STUDENTS**

**Education for Homeless Children and Youth Program**

The McKinney-Vento Homeless Assistance Act

The Education for Homeless Children Youth Program is funded under the McKinney-Vento Homeless Assistance Act. Title IX, Part A, of the Every Student Succeeds Act 2015. The program is designed to ensure that homeless children and youth have access to the same free, appropriate public education that is provided to all children.

**Who is homeless?**
The McKinney-Vento Act defines “homeless children and youth” as individuals who have a lack fixed, regular and adequate nighttime residence. The term includes

- Children and youth who are:
  - sharing the housing of other persons due to loss of housing, economic hardship, or similar reason (doubled-up);
  - living in motels, hotels, trailer parks, or camping grounds due to lack of alternative adequate accommodations;
  - living in emergency or transitional shelters;
  - abandoned in hospitals; or

- Children and youth who have a primary nighttime residence that is a public or private place not designed for, or ordinarily used as, regular sleeping accommodation for human beings;

- Children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and

- Migratory children who qualify as homeless because they are living in circumstance described above.

Identification of “homeless” will be determined on a case-by-case by the homeless education specialist (334) 223-6901. The definition above will be used but the relative permanence of the living arrangement will also be considered.

Students classified as “homeless” are required to follow all protocols and board policies according to the Code of Student Behavior at school and all school activities.
Purpose
To establish a Board Policy to ensure that homeless, migrant, English learners, and neglected and delinquent students are provided educational services needed to allow them to achieve the same challenging state content and student performance standards as other students.

Philosophy and Commitments
The Montgomery County Board of Education acknowledges its responsibility under the Every Student Succeeds Act to ensure a free and appropriate education for homeless, migrant, English learners, and neglected and delinquent students, and to the extent possible, to address the special educational and support needs of these identified populations. In satisfying the intent of the Every Student Succeeds Act regarding these identified populations, this system will do the following:

- Appoint system liaisons to act on behalf of students and families within the specified populations.
- Enact procedures to eliminate enrollment barriers.
- Provide materials, services, and support to enable the specified populations to meet challenging academic standards.
- Increase efforts to ensure the timely identification of such children within the LEA.
- Increase the awareness among school personnel, parents, and community agencies of student/family rights and LEA responsibilities regarding services available to these children.

Purpose: To establish a Board Policy approving the Dispute Resolution Procedures regarding the enrollment of homeless children and youth.

Philosophy and Commitments
It is the policy of the Montgomery County Board of Education to acknowledge the rights of homeless children and youth to enroll in school regardless of residential status, and to the extent possible will honor the placement request of the parent/guardian or unaccompanied youth under the Every Student Succeeds Act. The following procedures, therefore, are established for resolving disputes regarding eligibility status and placement decisions of homeless children and youth:

- Students wishing to enroll at the school level as homeless students through satisfying general indicators of homelessness are to be temporarily enrolled immediately (within one day) and referral forms forwarded to the Homeless Education Liaison for verification of that status.
- Permanent placements of homeless students are approved through the McKinney Vento-Homeless Education Program Office.
- If a dispute arises regarding the denial of the homeless status, the parent/guardian or unaccompanied youth must be informed of the right to challenge the decision through the following levels:
1. The McKinney-Vento Homeless Education Program Office
2. Student Support Services Office
3. The Superintendent’s Office
4. The Board of Education
5. The Alabama State Department of Education

If a dispute arises over the school placement of a child or youth clearly meeting the definition of homeless under the NCLB McKinney-Vento provisions, the following dispute resolution procedure is in effect:

- Parents/guardians or unaccompanied youth are to be advised through the school-level contact person, McKinney-Vento Homeless education liaison or the Student Support Services Office of their rights:
  1. To challenge the placement decision orally or in writing, and
  2. To be advised of the dispute resolution procedure

<table>
<thead>
<tr>
<th>SECTION: INSTRUCTIONAL PROGRAM</th>
<th>CODE: IDDE</th>
<th>ISSUE DATE: 06-30-14</th>
</tr>
</thead>
<tbody>
<tr>
<td>DESCRIPTION TERM: EDUCATION OF THE HOMELESS (Page 2)</td>
<td>RESCINDS: ISSUED: 05-22-2006</td>
<td></td>
</tr>
</tbody>
</table>

- Following a written or verbal notification of a desire to enter into a challenge of the placement decision by the parent/guardian, or unaccompanied youth, the formal dispute resolution process may then be initiated by the McKinney-Vento Homeless Education Liaison or through the Student Support Services Office. During the dispute resolution process the student shall remain enrolled. (The term “enroll” includes attending classes and participating fully in school activities.)

- The placement decision will be made by the Student Support Services Office in writing and shall include an explanation of the placement decision. The communication will be provided within five (5) to ten (10) working days to the parent/guardian or unaccompanied youth and the McKinney-Vento Homeless Education Program Liaison. If needed, the communication shall be presented orally, in a language that the parent/guardian can understand. A copy of the appeal rights will be provided to the parent/guardian or unaccompanied youth.

- Parents/guardians or unaccompanied youth may further appeal the decision to the Superintendent of the schools and the Board of Education verbally or in writing. The placement decision will be made, presented in writing, and shall include an explanation of the placement decision. This communication will be provided within ten (10) working days to the parent/guardian or unaccompanied youth, the McKinney-Vento Homeless Education Program Liaison, and the Student Support Services Office.

- If the dispute has not been satisfactorily resolved at the district level, parents/guardians or unaccompanied youth should be informed of their right to appeal the decision to the Homeless Education Coordinator at the Alabama State Department of Education.

NOTE: Enrollment disputes between school districts should be resolved at the state level.

*Source: McKinney-Vento Homeless Education Assistance Act of 2001 Dispute Resolution No Child Left Behind (NCLB) Act of 2001 (PL 107-110, Section 722)*
### First Day for Students
August 10, 2017

### Grading Period Ending Dates

<table>
<thead>
<tr>
<th>Period</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>End of First Nine Weeks</td>
<td>October 5, 2017</td>
</tr>
<tr>
<td>End of Second Nine Weeks</td>
<td>December 15, 2017</td>
</tr>
<tr>
<td>End of Third Nine Weeks</td>
<td>March 9, 2018</td>
</tr>
<tr>
<td>End of Fourth Nine Weeks</td>
<td>May 24, 2018</td>
</tr>
</tbody>
</table>

Last Day for Students: May 24, 2018  
Last Day for Teachers: May 25, 2018

### Semester Dates

<table>
<thead>
<tr>
<th>Semester</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Semester Ends</td>
<td>December 15, 2017</td>
</tr>
<tr>
<td>Second Semester Ends</td>
<td>May 24, 2018</td>
</tr>
</tbody>
</table>

### Report Card Dates
October 12, 2017  
January 11, 2018  
March 22, 2018  
May 24, 2018

### Teacher / Staff Professional Development Dates - *(Students Do Not Attend School On These Dates)*
August 7-9, 2017  
October 6, 2017 - **Parent Visitation Day** - No classes/student holiday. Parents can visit the school anytime (with or without their children) to talk with teachers, see their children's classrooms, and learn how they can become more involved in the education process.  
October 9, 2017  
January 2, 2018  
February 20, 2018  
March 19, 2018  
May 25, 2018

### School Holidays

<table>
<thead>
<tr>
<th>Holiday</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Labor Day</td>
<td>September 4, 2017</td>
</tr>
<tr>
<td>Veterans Day</td>
<td>November 10, 2017</td>
</tr>
<tr>
<td>Thanksgiving Break</td>
<td>November 20-24, 2017</td>
</tr>
<tr>
<td>Winter Break</td>
<td>December 18, 2017-January 1, 2018</td>
</tr>
<tr>
<td>King/Lee Birthday</td>
<td>January 15, 2018</td>
</tr>
<tr>
<td>President's Day</td>
<td>February 19, 2018</td>
</tr>
<tr>
<td>Spring Break</td>
<td>March 12-16, 2018</td>
</tr>
<tr>
<td>Weather Day</td>
<td>March 30, 2018</td>
</tr>
<tr>
<td>TESTS</td>
<td>TESTING DATES</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>---------------------------------</td>
</tr>
<tr>
<td>District Quarterly 1 Test</td>
<td>September 22 – October 5, 2017</td>
</tr>
<tr>
<td><em>ACT WorkKeys</em> Online Testing</td>
<td>December 1, 2017— February 28, 2018</td>
</tr>
<tr>
<td>District Quarterly 2 Test</td>
<td>December 1—15, 2017</td>
</tr>
<tr>
<td><em>Second Grade Gifted Child Find Testing</em></td>
<td>January 3 – 5 and 8 –10, 2018</td>
</tr>
<tr>
<td><em>ACT WorkKeys</em> Paper Testing with Accommodations</td>
<td>February 21 — March 7, 2018</td>
</tr>
<tr>
<td>District Quarterly 3 Test</td>
<td>February 26 – March 9, 2018</td>
</tr>
<tr>
<td><em>NAEP (Select Schools /Grades Only)</em></td>
<td>TBD by NAEP if Montgomery County is selected</td>
</tr>
<tr>
<td>ACCESS 2.0</td>
<td>January 22 — March 23, 2018</td>
</tr>
<tr>
<td><em>Alternate ACCESS for ELLs</em></td>
<td>January 22 — March 23, 2018</td>
</tr>
<tr>
<td>State Assessment (Grades 3-8 &amp;10)</td>
<td>April 9 — May 4, 2018</td>
</tr>
<tr>
<td><em>ACT with Writing — Pre-Test Session</em></td>
<td>Prior to Test Date</td>
</tr>
<tr>
<td><em>ACT with Writing Paper Testing with Accommodations</em></td>
<td>April 3 – April 17, 2018</td>
</tr>
<tr>
<td><em>ACT with Writing</em> Online Format*</td>
<td>April 3 – April 12, 2018</td>
</tr>
<tr>
<td><em>Alabama Alternate Assessment (AAA)</em></td>
<td>March 5 – April 13, 2018</td>
</tr>
<tr>
<td>District Quarterly 4 Test</td>
<td>May 7 – 18, 2018</td>
</tr>
</tbody>
</table>

1. With *ACT WorkKeys* Online testing, the three subtests may be administered in one session or in three separate sessions.

2. The pre-test session of the *ACT WorkKeys* must be completed prior to the administration of the test; this session may be conducted on the morning of the test or on a separate day. Timed testing must begin no later than 9 a.m.

3. Accommodations for *ACT WorkKeys* are determined by the IEP team or 504 Committee.

4. More information will be released at a later date about the State Assessment.

5. The pre-test sessions of the *ACT with Writing* must be completed on a SEPARATE day PRIOR to the administration of the test. Although the pre-test session may be administered at any time on a day prior to the test administration, timed testing for the *ACT with Writing* must begin no later than 9 a.m. This is true for both paper and online testing.

6. ACT must approve all accommodations on the *ACT with Writing*. Documentation must be submitted directly to ACT.

7. A window is allowed for the *ACT with Writing* Online Testing. Since a different form of the test is given each day, schools may choose to test on more than one date during the online window. A student must complete the test in one day.

**Note:** Dates are subject to change. Schools’ assessment team (principal, BTC, ELL Facilitator, Sped Facilitator, and Technology Coordinator) will determine dates within the window on which they will test and submit your dates to the MPS Office of Assessment and Accountability when the information is requested.
August 1, 2017

Dear Parent(s)/Guardian(s):

The Montgomery County District Attorney’s Office and the Montgomery Public Schools System have partnered to form the Helping Montgomery Families Initiative (HMFI). Its mission is to identify and intervene with youth at risk “of being truant” and youth who have been suspended but not yet arrested.

Truancy and serious misconduct at school may lead to juvenile delinquency or worse. Alabama School Compulsory Attendance Law requires parents/guardians to ensure that their children attend school regularly, and that they behave themselves appropriately in class.

HMFI will coordinate a wide range of community agencies and organizations to assist suspended or truant students and their families so that the student can return to school without further problems.

- On the first serious “B” violation, the student’s parent(s)/guardian(s) will receive a warning letter from the Montgomery County District Attorney’s Office. The student’s principal and central office will be notified of the letter.

- On the second “B” or the first “C” violation, the suspended student and parent(s)/guardian(s) must participate in the HMFI family assessment and intervention plan.

- Failure of the student or parent(s)/guardian(s) to fully cooperate or subsequent “B” or “C” violations may result in taking legal action against the student and/or parent(s)/guardian(s).

- Parents of students at risk of being considered truant or are truant will receive a DA Attendance Alert Letter; continued unexcused absences will require participation in attendance programs; if interventions fail; an affidavit or petition will be filed in Juvenile court against the guardian/parent and age appropriate students.

The Montgomery County District Attorney’s Office and the Montgomery Public Schools System want your child to be successful. The Helping Montgomery Families Initiative is the resource for helping a suspended or truant child to overcome barriers to success in school and in life.

Sincerely,


REGINALD EGGLESTON ED.D,
CHIEF EDUCATION OFFICER OF MPS
1. All prescription medication must be registered in the school office.

2. A school employee trained to assist with medications will supervise the taking of prescription medication when the School Medication Prescriber/Parent Authorization has been completed.

   *Note: This form must be completed by the parent/guardian and the prescribing physician before school personnel can assist with medication.*

3. The current prescription bottle must be labeled with the child’s name and must indicate specific directions. The time to be given must be a specific time (for example, noon, 11 a.m., etc.) during the school day. Samples from doctors are acceptable, but must be accompanied by a doctor’s written orders to administer, including the child’s name, name of medication, and the time and amount to be taken.

4. Changes in medication or medication dosage will require a new School Medication Prescriber/Parent Authorization form and a new prescription bottle.

5. School employees will not assume responsibility for supervising the taking of nonprescription medication or over the counter (OTC) medications. OTC medications will not be administered at school unless the medication is prescribed by a doctor or clinic and the medication is in a prescription bottle with the same directions required for prescriptions. A School Medication Prescriber/Parent Authorization form must be completed.

6. All medication is required to be delivered to the school office by the parent/guardian. Parents/guardians are required to meet with the School Nurse or trained Medication Assistant to verify and document medication count and authorization forms.

7. Medication will be dispensed as specified until the parent requests, in writing, to discontinue or until the supply is depleted. Parents will be notified when supply is nearly depleted to allow opportunity for replenishment.

8. Parents/guardians are responsible for picking up any remaining medication at the end of the school term. Any medication left at the school following the last day of the school term will be disposed of without notification to the parent.
ALABAMA STATE DEPARTMENT OF EDUCATION
SCHOOL MEDICATION PRESCRIBER/PARENT AUTHORIZATION

School Year: ________-__________

STUDENT INFORMATION

Student’s Name: _______________________________     School: ___________________________________
Date of Birth: _____/_____/______ Age: _________Grade: ______ Teacher: _____________________

☑ No known drug allergies—If drug allergies list: ________________________
Weight: ________ pounds

PRESCRIBER AUTHORIZATION (To be completed by licensed healthcare provider)

Medication Name: ______________________________Dosage: ______________Route: ______________
Frequency/Time(s) to be given: ___________________ Start Date: ___/____/____ Stop Date: ___/___/___
Reason for taking medication:__________________________________________
Potential side effects/contraindications/adverse reactions:__________________________________________
Treatment order in the event of an adverse reaction:__________________________________________

SPECIAL INSTRUCTIONS:

Is the medication a controlled substance? Yes ☐ No ☐
Is self- medication permitted and recommended? Yes ☐ No ☐
If “yes” I hereby affirm this student has been instructed
On proper self-administration of the prescribe medication.
Do you recommend this medication be kept “on person” by student? Yes ☐ No ☐

Printed Name of Licensed Healthcare Provider: ____________________Phone:  (     ) _______-_______ Fax: _____-______
Signature of Licensed Healthcare Provider: ___________________________________________   Date: ________________

PARENT AUTHORIZATION

I authorize the School Nurse, the registered nurse (RN) or licensed practical nurse (LPN) to administer or to delegate to unlicensed school personnel the task of assisting my child in taking the above medication in accordance with the administrative code practice rules. I understand that additional parent/prescriber signed statements will be necessary if the dosage of medication is changed. I also authorize the School Nurse to talk with the prescriber or pharmacist should a question come up with the medication.

Prescription Medication must be registered with School Nurse or trained Medication Assistants. Prescription medication must be properly labeled with student’s name, prescriber’s name, name of medication, dosage, time intervals, route of administration and the date of drug’s expiration when appropriate.

Over the Counter Medication must be registered with the School Nurse or Trained Medication Assistant, OTC’s in the original, unopened and sealed container. Local Education Agency Policy for OTC medication to be followed:

Parent’s/Guardian’s Signature: ___________________________Date: ___/___/___ Phone:  (     ) _______-_______

SELF-ADMINISTRATION AUTHORIZATION

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

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

Signature of Parent: _______________________________ Date: ___/___/_____ Phone: (   ) _______-______
Montgomery Public Schools Student Information Form

(MUST BE COMPLETED FOR EACH STUDENT AT REGISTRATION)

SCHOOL: _________________________________   Year: 2017-2018

Directions: Complete one form for each student enrolled. NOTE: If you currently live in your own home or apartment, complete only the name of the school, student’s name, date of birth and return this form to the school.

Student Name: _________________________________ Check one: Male_____ Female ________

Date of Birth: _________/______/________

Current Address: __________________________ City:  _____________ State:   AL   Zip: ________

Previous Address: _________________________ City:  _____________ State: ____ Zip: ________

Last School Attended: _______________________________________________________________

Last Date Attended: _________________________________________ Current Grade: ________

I hereby attest that the information above is correct. I understand that if I falsely enroll the student named above in a school that he/she is not eligible to attend, the student will be referred to the Student Support Office and the current school selection will be terminated.

Parent/Guardian Signature: __________________________________________ Date: ___________

Telephone: (Home) _____________________ (Work) _______________ (Cell) ________________

The information provided below will help the school to determine if the student qualifies for additional services. Please check YES or No for each question below.

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Are you sharing the home of someone else due to the loss of your home or economic hardship?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Are you currently living in a hotel, motel, shelter, car, or awaiting foster care placement?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Are you or your parent/guardian a seasonal agricultural worker and/or seasonal fisherman having to live with another family or in a hotel?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Are you the parent/guardian trying to enroll a child that you <strong>do not</strong> have legal custody or special permission to enroll?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Are you a high school student <strong>NOT</strong> living with either parent and enrolling yourself in school?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

NOTE: If you answered “YES” to one (1) or more of the questions above, please answer the questions below.

<table>
<thead>
<tr>
<th>HOUSING STATUS</th>
<th>The student lives in the following situation (check only one):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shelter/Transitional Housing (For Example: Family Sunshine Center, Salvation Army, etc.)</td>
<td></td>
</tr>
<tr>
<td>Doubled-up (Living with family/friend temporarily because of economic hardship, awaiting foster care placement, loss of home, or similar conditions.)</td>
<td></td>
</tr>
<tr>
<td>Hotel/Motel</td>
<td></td>
</tr>
<tr>
<td>Unsheltered (For example: cars, parks, campgrounds, etc.)</td>
<td></td>
</tr>
</tbody>
</table>
To Parent or Guardian:
The purpose of this form is to provide the school nurse with additional information regarding your child’s health needs. The school nurse may contact you for further information. The information requested is essential for the school nurse to meet the health needs of your child.

**This information will be kept confidential.**

**PLEASE complete both sides of this form (Return to the School Nurse)**

<table>
<thead>
<tr>
<th>Name of Student (Last, First, Middle)</th>
<th>Birth Date</th>
<th>Sex</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Address (Street)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Home Telephone Number:</th>
<th>Cell Phone Number:</th>
<th>Additional Phone Number:</th>
<th>Grade</th>
<th>Teacher/Homeroom</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name of Parent/Guardian (Last, First, Middle)</th>
<th>Work Phone Number:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Transportation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

- [ ] Bus Rider Bus Number:
- [ ] Car Rider
- [ ] Special Needs Bus
- [ ] After School

### Part I – Health Information

**Place your child receives health care:**

- [ ] Physician’s Name: ____________________________
- [ ] Address: ____________________________
- [ ] Phone: ____________________________
- [ ] Community Health Center
- [ ] Hospital Clinic
- [ ] No Regular Place
- [ ] Private Doctor / HMO

**Your child’s Insurance Information:**

- [ ] ALL KIDS
- [ ] Medicaid
- [ ] No Insurance
- [ ] Other: ____________________________
- [ ] Private Insurance

**Preferred Hospital: ____________________________**

**Place your child receives dental care:**

- [ ] Dentist’s Name: ____________________________
- [ ] Address: ____________________________
- [ ] Phone: ____________________________
- [ ] Community Health Center
- [ ] Hospital Clinic
- [ ] No Regular Place
- [ ] Private Dentist / HMO

### Part II – Medical History / Medical Equipment / Procedures Required at School

- [ ] Catheter
- [ ] Gastric Tube
- [ ] Nebulizer Treatments
- [ ] Oxygen Supplement
- [ ] Tracheostomy

- [ ] Vagal Nerve Stimulator (VNS)
- [ ] Ventilator
- [ ] Wheelchair
- [ ] Walker

- [ ] Other: Please explain: ____________________________

Medications and Procedures at School require a Prescriber/Parent Authorization Form (one for each medication or procedure) Please see your school nurse.

**Please Complete Back of Form (Signature Required)**
## Part III – Medical History

<table>
<thead>
<tr>
<th></th>
<th>YES □ NO</th>
<th><strong>KNOWN HEALTH PROBLEMS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>□ YES □ NO</td>
<td>If NO, go directly to the bottom of the page and provide parent/guardian signature</td>
</tr>
<tr>
<td></td>
<td>□ YES □ NO</td>
<td>If YES, and diagnosed by a physician, answer each question below.</td>
</tr>
<tr>
<td></td>
<td>□ YES □ NO</td>
<td><strong>Attention Deficit Disorder (ADD)</strong></td>
</tr>
<tr>
<td></td>
<td>□ YES □ NO</td>
<td>Attention Deficit Hyperactivity Disorder (ADHD)**</td>
</tr>
<tr>
<td></td>
<td>□ YES □ NO</td>
<td>Requires medication □ At school □ At Home</td>
</tr>
<tr>
<td></td>
<td>□ YES □ NO</td>
<td><strong>Allergies:</strong> □ Hives/rash □ Medications</td>
</tr>
<tr>
<td></td>
<td>□ YES □ NO</td>
<td>□ Food □ Insects □ Environmental □ Medications □ Other:</td>
</tr>
<tr>
<td></td>
<td>□ YES □ NO</td>
<td><strong>Asthma</strong> □ Uses an inhaler at school □ Uses an inhaler at home</td>
</tr>
<tr>
<td></td>
<td>□ YES □ NO</td>
<td><strong>Blood/Bleeding Problems:</strong> □ Hemophilia, □ Von Willebrand’s, □ Other</td>
</tr>
<tr>
<td></td>
<td>□ YES □ NO</td>
<td>Frequent Nose Bleeds: <strong>Please explain:</strong></td>
</tr>
<tr>
<td></td>
<td>□ YES □ NO</td>
<td>Cancer/Leukemia: <strong>Please explain:</strong></td>
</tr>
<tr>
<td></td>
<td>□ YES □ NO</td>
<td>Cerebral Palsy: <strong>Please explain:</strong></td>
</tr>
<tr>
<td></td>
<td>□ YES □ NO</td>
<td>Cystic Fibrosis: <strong>Please explain:</strong></td>
</tr>
<tr>
<td></td>
<td>□ YES □ NO</td>
<td><strong>Dental Problems:</strong> <strong>Please explain:</strong></td>
</tr>
<tr>
<td></td>
<td>□ YES □ NO</td>
<td>Diabetes □ Type 1 Diabetes □ Monitors Blood Sugars at school □ Requires Insulin at school</td>
</tr>
<tr>
<td></td>
<td>□ YES □ NO</td>
<td>□ Insulin pump □ Type 2 Diabetes □ Managed with diet □ Glucagon order</td>
</tr>
<tr>
<td></td>
<td>□ YES □ NO</td>
<td>□ Oral medication</td>
</tr>
<tr>
<td></td>
<td>□ YES □ NO</td>
<td>Emotional/Behavioral/Psychological: <strong>Please explain:</strong></td>
</tr>
<tr>
<td></td>
<td>□ YES □ NO</td>
<td>Gastrointestinal/Stomach Problems: <strong>Please explain:</strong></td>
</tr>
<tr>
<td></td>
<td>□ YES □ NO</td>
<td>Genetic/Rare Disorders: <strong>Please explain:</strong></td>
</tr>
<tr>
<td></td>
<td>□ YES □ NO</td>
<td>Headaches: <strong>Please explain:</strong></td>
</tr>
<tr>
<td></td>
<td>□ YES □ NO</td>
<td>Hearing Problems: □ Right Ear □ Left Ear □ Both ears □ Hearing loss □ Hearing aid</td>
</tr>
<tr>
<td></td>
<td>□ YES □ NO</td>
<td>□ Tubes □ Cochlear Implant</td>
</tr>
<tr>
<td></td>
<td>□ YES □ NO</td>
<td><strong>Heart Condition:</strong> □ Activity restrictions: □ Medications taken at home: <strong>Please explain:</strong></td>
</tr>
<tr>
<td></td>
<td>□ YES □ NO</td>
<td><strong>Hypertension (High Blood Pressure):</strong> <strong>Please explain:</strong></td>
</tr>
<tr>
<td></td>
<td>□ YES □ NO</td>
<td>Juvenile Arthritis/Bone-Joint Problems: <strong>Please explain:</strong></td>
</tr>
<tr>
<td></td>
<td>□ YES □ NO</td>
<td>Kidney/Bladder/Urinary Problems: <strong>Please explain:</strong></td>
</tr>
<tr>
<td></td>
<td>□ YES □ NO</td>
<td>Scoliosis: □ No Treatment □ Wears Brace □ Surgery □ Family History</td>
</tr>
<tr>
<td></td>
<td>□ YES □ NO</td>
<td>Seizures/Convulsions: Type of seizure: □ Diastat □ Klonopin □ Versed □ Medication taken at home □ Other □ Please explain:</td>
</tr>
<tr>
<td></td>
<td>□ YES □ NO</td>
<td><strong>Sickle Cell:</strong> □ Anemia □ Trait</td>
</tr>
<tr>
<td></td>
<td>□ YES □ NO</td>
<td><strong>Shunt:</strong> □ VP shunt <strong>Please explain:</strong></td>
</tr>
<tr>
<td></td>
<td>□ YES □ NO</td>
<td>Spina Bifida:</td>
</tr>
<tr>
<td></td>
<td>□ YES □ NO</td>
<td>Special Diet: <strong>Please explain:</strong></td>
</tr>
<tr>
<td></td>
<td>□ YES □ NO</td>
<td>Vision Problems: □ Wears glasses □ Wears contacts □ Other</td>
</tr>
<tr>
<td></td>
<td>□ YES □ NO</td>
<td>Other Medical Conditions: <strong>Please include any medications taken at home only.</strong></td>
</tr>
</tbody>
</table>

### Required Signatures

Signature of parent(s) or guardian: ____________________________________________
Date: _________________________

Signature of school nurse: ________________________________________________
Date: _________________________
MPS Child Nutrition Program’s Guidelines for Special Dietary Needs

The MPS Child Nutrition Program is committed to serving our children nutritious and appealing meals that meet the dietary guidelines. These meals are always served to students, staff, and visitors of the schools in a positive, cheerful manner. We pride ourselves on contributing to the quality and excellence of a student’s education experience.

We understand that certain children have special dietary needs and we will do our best to accommodate those needs. For a student with a chronic medical condition such as diabetes, cystic fibrosis, or a non-life threatening food allergy, a diet prescription signed by a licensed physician, registered nurse, registered dietitian, or physician assistant is required. A student with a disability or life threatening food allergy must have a diet prescription signed by a licensed physician.

Physician’s Statement for Children with Disabilities USDA Regulations 7 CFR Part 15b requires substitutions or modifications in school meals for children whose disabilities restrict their diet. A child with a disability must be provided substitutions in foods when that need is supported by a statement signed by a licensed physician.

The physician’s statement must identify:
· the child’s disability
· an explanation of why the disability restricts the child’s diet
· the major life activity affected by the disability
· the food or foods to be omitted from the child’s diet
· the food or choice of foods that must substituted

Medical Statement for Children with Special Dietary Needs: Each special dietary request must be supported by a statement, which explains the food substitution that is requested. It must be signed by a recognized medical authority.

The medical statement must include:
· an identification of the medical or other special dietary condition which restricts the child’s diet
· the food or foods to be omitted from the child’s diet
· the food or choice of foods to be substituted

Special information regarding milk substitution requests:
Per the “USDA Rule on Fluid Milk Substitutes for School Nutrition Programs”, Montgomery Public Schools’ Child Nutrition Program does not offer a milk substitute for students with medical or special dietary needs at this time. See the attached Diet Prescription for Meals at School form.
Diet Prescription for Meals at School

Date: ____________________  Name of Student: _____________________________

LEA: ____________________  School Attended by Student: ____________________
_______________________________________________________________________

Information below to be completed by recognized medical authority

Disability or medical condition that requires the student to have a special diet.
Include a brief description of the major life activity affected by the student’s
disability

Diet Prescription (Check all that apply)

☐ Diabetic  ☐ Reduced Calorie
☐ Increased Calorie  ☐ Modified Texture
☐ Other (Describe) ________________________________________

Foods Omitted (Please check food groups to be omitted.)

☐ Meat and Meat Alternates  ☐ Milk and Milk Products
☐ Bread and Cereal Products  ☐ Fruits & Vegetables
☐ Other (Describe) ________________________________________

Substitutions (Please provide suggested substitutions for omitted foods or attach information.)

Textures Allowed (Check the allowed texture)

☐ Regular  ☐ Chopped  ☐ Ground  ☐ Pureed

Other Information Regarding Diet or Feeding (Please provide additional information on the back of this form or attach to this form.)
I certify that the above named student needs special school meals prepared as described above because of the student’s disability or chronic medical condition.

_________________________________________  __________________   ____________
Physician/Recognized Medical Authority Signature  Office Phone     Date

*The diet prescription must be renewed annually.*
BUS INFORMATION FORM
Transportation Department/Bus Instruction-Parent/Guardian Signature Form
5000 Troy Highway, Montgomery, AL 36116/334-284-2085
“Riding a bus is a privilege, not a right”

Student Name: _____________________________________________ Grade: ________________
Street: __________________________________________________________
City: __________________________ State: ___________ Zip: ________________________
Home phone: __________________________ Cell Phone: ______________________

I have read and understood the REGULATIONS/RULES COVERING STUDENTS RIDING SCHOOL BUSES and agree to assume full responsibility for my child’s conduct on the bus. Failure of the above named student to comply with the following conditions may result in disciplinary action. I have read and agree to abide by the conditions.

PARENTAL Responsibility:

- Do not detain the bus at the bus stop. Report any misconduct on school buses to the principal.
- Report bus numbers of any buses observed operating a careless or unsafe manor the Transportation Department.
- Encourage students to observe all safety and conduct regulations for the safe and efficient operation of the school bus.
- See that your child is at the bus stop 10 minutes BEFORE the bus is scheduled to arrive
- Observe extreme caution when approaching bus stops, moving buses, or stopped buses.

My student will be riding bus number:

_____ Morning Route _____ Afternoon Route_________ Both Morning and Afternoon Route

Nurse Required on Bus ____________

Parents / Guardian Signature: ____________________________ Date: ____________
Student Signature: ____________________________ Date: ____________

[Bus Information Form]
Parents and Students:

Montgomery Public Schools’ Internet Acceptable Use Procedures are designed to provide guidelines for using the Internet in the classroom, media center and computer labs at your school. Please read the privileges and rights of the user information, and Board policy IFBGB Internet Safety Policies and Computer Usage found on the following pages. If you have any questions, contact the Office of Technology Support Services at (334) 269-3830.

These procedures must be read and signed by the student and a parent/guardian, and returned to the student’s teacher. Students will not be given access to the Internet until this form is signed and returned to the school.

Please note that if a student violates the terms of these procedures, they may lose their Internet privileges or be disciplined in accordance to the consequences outlined in the Code of Student Behavior. It is the parent/guardian and student’s responsibility to read and ask questions about these procedures. This form should be signed and returned to the teacher as soon as possible.

I acknowledge that I have read, understand and agree to all terms as outlined in the Montgomery Public School Internet Acceptable Use Procedures. I further understand that this agreement will be kept on file at my school.

_____ my child may use e-mail and the Internet while at school according to the rules outlined.
_____ I would prefer that my child not use e-mail and the Internet while at school.

________________________________  ____________________________________
Student’s Name (Printed)                 Parent/Guardian’s Name (Printed)

________________________________   ____________________________________
Student’s Signature     Parent/Guardian’s Signature

________________________________   ____________________________________
Teacher/Section      Date
STUDENT MEDIA RELEASE FORM

Student’s Name: ___________________________________________________________
Grade: ____________________   School: ______________________________________

I hereby give Montgomery Public Schools the right and permission to publish, use photographs or
video, and/or audio recordings of my child, a student enrolled in Montgomery Public Schools.

I understand that such reproductions could be used to publicize or promote the school system,
and/or my child's school through its own media productions (district Website, social media,
printed and/or online brochures, reports, promotional videos, etc.) or through the commercial
media (television, radio, Internet or print).

I waive any right to inspect and/or approve the finished product and do release Montgomery
Public Schools from any liability by virtue of distortion by processing. I further agree that these
items may be used for publication, broadcast or reproduction without limitation or reservation or
any fee.

Parent/Guardian Signature: _______________________________________________
Parent/Guardian Name: __________________________________________________
Date: ______________________________
UNIVERSAL FIELD TRIP PERMISSION FORM

I ______________________________ give permission for my child _________________________________
(Print Parent/Legal Guardian’s Name) (Print Child’s Name)
to accompany his/her class on all MPS sponsored field trips. Information regarding individual trips will be
provided to me by the school in advance of all field trips.

• I understand that I will be notified in advance of any cost, the date, and time of departure and the anticipated return time.

• In granting permission, I assume responsibility for any damage to person(s) or property that might be caused by my child while they are participating on a field trip.

• I agree that if it is necessary for my child to receive medical treatment during the course of the trip, I will be contacted and will be responsible for any and all relevant medical costs.

• I agree that if the behavior or health of my child should result in him/her being sent home prior to the expected return time, I will be responsible for making the necessary arrangements.

• I agree that I will not hold Montgomery Public Schools responsible for any loss of personal property while on a field trip.

• I understand that I have the right to refuse that my child attend any field trip.

I ______________________certify that I am the parent/legal guardian of ______________________
(Please Print) (Please Print)
and I understand that all school policies and procedures, including those outlined in the Code of Student Behavior will apply to my child while on school-sponsored field trips.

Parent Signature: ______________________________ Date: ______________________________
Students are not permitted to use a cell phone or any electronic device in school. This includes, but is not limited to an IPhone, Blackberry, Smartphone, other adapted PDAs or electronic devices. Principals have the authority to allow the use of cell phones and electronic devices for instructional purposes during class, however that permission must be granted before students are allowed to openly display cell phones or other electronic devices in class/school. Unless otherwise stated, cell phones and other electronic devices are to be out of view and not in use while students are in the school building, in classes that may be held outside of the building and on school sponsored field trips. If a cell phone rings or beeps in class/school, it is considered being in use. Therefore, it is advised that student phones remain off while in the school building. Students assigned to behavior alternative sites are to adhere to the MPS Cell Phone Usage Policy. Procedures for confiscating, securing and returning devices will be developed on a school by school basis. School officials accept no responsibility for safeguarding confiscated items or for loss or damage to confiscated property.

Consequences for violation:
1. Device may be confiscated on any offense.
2. Third Offense: May be upgraded to a B offense.

If a violation of this rule also violates other Class B and/or C offenses, additional consequences will be imposed.

_____________________________________________________________________________________
I have read and understand the MPS Cell Phone Usage Policy stated above and grant permission for my student, ____________________________ to carry a cell phone under the terms and conditions listed above. (Please Print Student's Name)

Parent/Guardian's Signature: ____________________________ Date: _______________________

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ALABAMA APPLICATION FOR STUDENT ENROLLMENT

PLEASE PRINT Must be completed by Parent/Legal Guardian

DATE

SCHOOL

GRADE

LAST NAME

FIRST NAME

MIDDLE NAME

DATE OF BIRTH

SEX – Circle One: MALE FEMALE

HOME PHONE

PHYSICAL ADDRESS

CITY

ZIP CODE

MAILING ADDRESS

CITY

ZIP CODE

STUDENT LIVES WITH – Circle One: PARENTS MOTHER FATHER GUARDIAN:

RELATION

*SOCIAL SECURITY NUMBER (voluntary)

PARENT(S)/GUARDIAN (verification shall be in accordance with local school board policy)

MOTHER/GUARDIAN Email Address

EMPLOYER Address

Cell Phone

Work Phone

FATHER/GUARDIAN Email Address

EMPLOYER Address

Cell Phone

Work Phone

SPECIAL INFORMATION ABOUT CUSTODY

EMERGENCY CONTACT: (PLEASE LIST NUMBERS OTHER THAN YOUR OWN)

EMERGENCY #1

CONTACT Relation Phone

CONTACT Relation Phone

THESE PEOPLE HAVE PERMISSION TO CHECK MY CHILD OUT OF SCHOOL (In accordance to school system check-out procedures)

1. Relation Phone

2. Relation Phone

3. Relation Phone

NAME AND ADDRESS OF LAST SCHOOL ATTENDED: _______________________

PARENT SIGNATURE: _____________________

*Disclosure of your child's social security number (SSN) is voluntary. If you elect not to provide a SSN, a temporary identification number will be generated and utilized instead. Your child's SSN is being requested for use in conjunction with enrollment in school as provided in Ala. Admin. Code §290‐3‐1.02(2)(b)(2). It will be used as a means of identification in the statewide student management system. January 2015
ALABAMA APPLICATION FOR STUDENT ENROLLMENT

PLEASE PRINT Must be completed by Parent/Legal Guardian

DATE_________________ SCHOOL ___________________ GRADE_________________

LAST NAME_________________ FIRST NAME_________________ MIDDLE NAME_________________

DATE OF BIRTH_________________ SEX-Circle One: MALE FEMALE

HOME PHONE_________________

PHYSICAL ADDRESS_________________ CITY_________________ ZIP CODE_________________

MAILING ADDRESS_________________ CITY_________________ ZIP CODE_______ STUDENT

LIVES WITH – Circle One: PARENTS MOTHER FATHER GUARDIAN: RELATION

*SOCIAL SECURITY NUMBER (voluntary)

PARENT(S) / GUARDIAN (verification shall be in accordance with local school board policy)

MOTHER/GUARDIAN ______________________ Address ______________________

Email Address ______________________ Cell Phone ______________________

EMPLOYER ______________________________ Work Phone ______________________

FATHER/GUARDIAN ______________________ Address ______________________

Email Address ______________________ Cell Phone ______________________

EMPLOYER ______________________________ Work Phone ______________________

SPECIAL INFORMATION ABOUT CUSTODY ______________________

EMERGENCY CONTACT: (PLEASE LIST NUMBERS OTHER THAN YOUR OWN)

EMERGENCY #1 CONTACT_________________ Phone_________________

Relation_________________ Phone_________________

EMERGENCY #2 CONTACT_________________ Phone_________________

Relation_________________ Phone_________________

THESE PEOPLE HAVE PERMISSION TO CHECK MY CHILD OUT OF SCHOOL (In accordance to school system check-out procedures)

1. ______________________ Relation_________________ Phone_________________

2. ______________________ Relation_________________ Phone_________________

3. ______________________ Relation_________________ Phone_________________

NAME AND ADDRESS OF LAST SCHOOL ATTENDED: ______________________ PARENT SIGNATURE: ______________________

*Disclosure of your child’s social security number (SSN) is voluntary. If you elect not to provide a SSN, a temporary identification number will be generated and utilized instead. Your child’s SSN is being requested for use in conjunction with enrollment in school as provided in Ala. Admin. Code §290-3-1.02(2)(b)(2). It will be used as a means of identification in the statewide student management system. January 2015
### Ethnicity and Race

| Student’s Name: ______________________________ | Grade: __________________________ |
| Guardian Signature: __________________________ | Date: __________________________ |

**Please answer BOTH Question 1 AND Question 2**

**Question 1:** Is this student Hispanic/Latino? **CHOOSE ONLY ONE ETHNICITY:**

- [ ] NO, not Hispanic/Latino
- [ ] YES, Hispanic/Latino (A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.)

*The above question is about ethnicity, not race. No matter what you selected above, please continue to answer the following Question 2 by marking one or more boxes to indicate what you consider your student’s race to be.*

**Question 2:** What is the student’s race? **CHOOSE ONE OR MORE:**

- [ ] AMERICAN INDIAN OR ALASKA NATIVE. A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.
- [ ] ASIAN. A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
- [ ] BLACK OR AFRICAN AMERICAN. A person having origins in any of the black racial groups of Africa.
- [ ] NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER. A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
- [ ] WHITE. A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

<table>
<thead>
<tr>
<th>Ethnicity – Choose only one:</th>
<th>Race – Choose one or more:</th>
</tr>
</thead>
<tbody>
<tr>
<td>NOT Hispanic/Latino</td>
<td>American Indian or Alaska Native</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>Asian</td>
</tr>
<tr>
<td></td>
<td>Black or African American</td>
</tr>
<tr>
<td></td>
<td>Native Hawaiian or Other Pacific Islander</td>
</tr>
<tr>
<td></td>
<td>White</td>
</tr>
</tbody>
</table>

Date: __________________________  Staff Signature: __________________________
Bullying/Harassment Complaint Form

Student Name: ___________________________ Grade: ___________________________

School Name: ___________________________ Person Reporting: ___________________________

Location of incident: ___________________________ Date of Incident: ____________ Time: ____________

**Specific Description of Bullying/Harassment Complaint**

Please attach any additional documentation for which consideration is desired in investigation of this complaint.

Signature of person reporting: ___________________________ Date submitted to principal: ____________

The Montgomery County Board of Education prohibits all forms of bullying and harassment against students. The Board's anti-bullying and harassment policy can be found in the Code of Student Behavior. The Alabama Code defines harassment as follows: Ala. Code 16-28B-3. HARASSMENT. A continuous pattern of intentional behavior that takes place on school property, on a school bus, or at a school-sponsored function including, but not limited to written, electronic, verbal, or physical acts that are reasonably perceived who has a particular characteristic, if the characteristic falls into one of the categories of personal characteristics contained in the model policy adopted by the department or by a local board. To constitute harassment, a pattern of behavior may do any of the following:

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

**Details of Actions Taken:**

Principal's Signature: ___________________________ Date: ___________________________
Suspension Appeal Form
(To include Out of School/Bus Suspensions)
Office of Student Support

Date: _____________   Student’s Name: ________________________________________________________
School Name:_____________________________________________________________________________

Does the student receive Special Education Services?   (_____Yes)  (_____ No)
Does the student have a 504 plan?      (_____Yes)  (_____No)
DOB: ___/___/___    Age: ______ Grade: _____  Last four digits of the student’s Social Security No. _________

TO WHOM IT MAY CONCERN:
My child was suspended on _____________from ______________________ for the period of time indicated
below. (Date)                                 (School/ Bus #)

Length of Suspension: _________      Dates of Suspension: From ____/____/____  To ____/____/____
I am appealing:  
☐ The Principal's Decision to Suspend my Child
☐ Information written on the office referral

for the following reason(s): ________________________________________________________________
________________________________________________________
________________________________________________________

and would like the committee to consider:  
________________________________________________________
________________________________________________________

Parent/ Legal Guardian Printed Name:  _____________________________________________________
Parent/ Legal Guardian Signature: ___________________________________________________________
Address: ____________________City/Zip: ______________________________________________________
Home Phone: _____________________ Cell Phone: ____________________________________________

A copy of the referral must be attached to this appeal. All appeals must be hand-delivered to the address listed below or mailed
via U.S. Postal Service within five (5) school days of the suspension. Faxed or emailed appeals will not be accepted.

*Suspension Appeal form is for Out-of-School/ Bus Suspensions only. Does not apply to due process suspensions.

Montgomery Public Schools Office of Student Support Services
321 Early Street, Montgomery, AL 36104
Phone: 334.223.6850
Grievance Complaint Form
(General Administrative Procedure)

I. Name of Person Making Complaint: __________________________________________________
   Address: _______________________________________ Phone: __________________________

II. Name(s) of each school district employee or other individual(s) whose decision or action(s) is an
   issue:
   Name: ______________________________ School: ___________________________________
   Name: ______________________________ School: ___________________________________
   Name: ______________________________ School: ___________________________________

III. Please provide a description of the alleged violation of each individual whose action is an issue,
   including dates, times of actions or incidents. (Please Print.) You may attach additional pages to the
   form.
   __________________________________________________________________________________
   __________________________________________________________________________________
   __________________________________________________________________________________
   __________________________________________________________________________________
   __________________________________________________________________________________
   __________________________________________________________________________________
   __________________________________________________________________________________
   __________________________________________________________________________________

IV. Please list each specific resolution desired.
   __________________________________________________________________________________
   __________________________________________________________________________________
   __________________________________________________________________________________
   __________________________________________________________________________________
   __________________________________________________________________________________
   __________________________________________________________________________________

V. Please attach any additional documentation for which consideration is desired.

VI. My other grievance(s) (if applicable) are for:
   □ Gifted Procedures and Practices    □ Form attached
   □ Discrimination                   □ Form attached
VII. In the event a person files a complaint under multiple areas or otherwise has several avenues available under the Board of Education policies and procedures, those policies and procedures may be consolidated in order to achieve a prompt and equitable resolution of the complaints, when doing so will not deprive the grievant of any rights granted under any of the separate policies and procedures. However, under no circumstances does the filing of a grievance complaint stop or delay other administrative proceedings.

VIII. This form and any additional supportive documentation shall be personally delivered or hand mailed to the school principal. In the event the complaint is made against the principal, this form and any additional documentation shall be personally delivered or hand mailed to the Executive Director of Leadership and Continuous Improvement.

Principal: *Details of Actions Taken:*

- -
- -
- -
- -
- -
- -
- -
- -

______________________________  ______________
Signature of Complainant/Parent    Date

______________________________  ______________
Signature of Principal    Date
Grievance Complaint Form

Discrimination based on race, color, national origin, sex, religion, age or disability (Title IX, ADA, Title VI and Section 504)

I. Name of Person Making Complaint: __________________________________________________
   Address: _______________________________________ Phone: __________________________

II. Name(s) of each school district employee or other individual (s) whose decision or action(s) is an issue:
   Name: ______________________________ School: ___________________________________
   Name: ______________________________ School: ___________________________________
   Name: ______________________________ School: ___________________________________

III. Please provide a description of the alleged violation of each individual whose action is an issue, including dates, times of actions or incidents. (Please Print.) You may attach additional pages to the form.
   ______________________________________________________________________________
   ______________________________________________________________________________
   ______________________________________________________________________________
   ______________________________________________________________________________
   ______________________________________________________________________________
   ______________________________________________________________________________

IV. Please list each specific resolution desired.
   ______________________________________________________________________________
   ______________________________________________________________________________
   ______________________________________________________________________________
   ______________________________________________________________________________
   ______________________________________________________________________________
   ______________________________________________________________________________

V. Type of discrimination alleged: ___________________________________________________

VI. Please attach any additional documentation for which consideration is desired.
VII. My other grievance(s) (if applicable) are for:

- Gifted Procedures and Practices
- Discrimination

VIII. In the event a person files a complaint under multiple areas or otherwise has several avenues available under the Board of Education policies and procedures, those policies and procedures may be consolidated in order to achieve a prompt and equitable resolution of the complaints, when doing so will not deprive the grievant of any rights granted under any of the separate policies and procedures. However, under no circumstances does the filing of a grievance complaint stop or delay other administrative proceedings.

IX. This form and any additional supportive documentation shall be personally delivered or hand mailed to the school principal. In the event the complaint is made against the principal, this form and any additional documentation shall be personally delivered or hand mailed to the Executive Director of Leadership and Continuous Improvement.

Principal: Details of Actions Taken:

- -
- -
- -
- -
- -
- -
- -
- -

Signature of Complainant/Parent    Date

Signature of Principal    Date
Grievance Complaint Form
(Gifted Procedures and Practices)

I. Name of Person Making Complaint: __________________________________________________
   Address: _______________________________________ Phone: __________________________

II. Name(s) of each school district employee or other individual (s) whose decision or action(s) is an
    issue:
    Name: ______________________________ School: ___________________________________
    Name: ______________________________ School: ___________________________________
    Name: ______________________________ School: ___________________________________

III. Please provide a description of the alleged violation of each individual whose action is an issue,
     including dates, times of actions or incidents. (Please Print.) You may attach additional pages to the
     form.

     ________________________________________________________________________________
     ________________________________________________________________________________
     ________________________________________________________________________________
     ________________________________________________________________________________
     ________________________________________________________________________________
     ________________________________________________________________________________
     ________________________________________________________________________________

IV. Please list each specific resolution desired.

     ________________________________________________________________________________
     ________________________________________________________________________________
     ________________________________________________________________________________
     ________________________________________________________________________________
     ________________________________________________________________________________
     ________________________________________________________________________________

V. Please attach any additional documentation for which consideration is desired.

VI. My other grievance(s) (if applicable) are for:

   ☐ Gifted Procedures and Practices      ☐ Form attached
   ☐ Discrimination                      ☐ Form attached
VIII. My other grievance(s) (if applicable) are for:

☐ Gifted Procedures and Practices  ☐ Form attached
☐ Discrimination  ☐ Form attached

VIII. In the event a person files a complaint under multiple areas or otherwise has several avenues available under the Board of Education policies and procedures, those policies and procedures may be consolidated in order to achieve a prompt and equitable resolution of the complaints, when doing so will not deprive the grievant of any rights granted under any of the separate policies and procedures. However, under no circumstances does the filing of a grievance complaint stop or delay other administrative proceedings.

X. This form and any additional supportive documentation shall be personally delivered or hand mailed to the school principal. In the event the complaint is made against the principal, this form and any additional documentation shall be personally delivered or hand mailed to the Executive Director of Leadership and Continuous Improvement.

Principal: Details of Actions Taken:

_________________________________________________________________________________________

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Signature of Complainant/Parent Date

Signature of Principal Date
Section 504 of the Rehabilitation Act of 1973 provides the following rights to students and parents/legal guardians of students with Section 504 disabilities:

1. The right to take part in, and receive benefits from, public education programs without discrimination based on disability.

2. The right to receive regular or special education and related aids and services designed to meet individual needs as adequately as non-disabled students.

3. The right to be educated in the least restrictive setting, i.e., with non-disabled students to the maximum extent appropriate.

4. The right to be educated in facilities and receive services comparable to those provided non-disabled students.

5. The right to have evaluation, educational, and placement decisions made based upon a variety of information sources, and by persons who know the child, the evaluation data, and placement options.

6. The right to receive periodic reevaluations and an evaluation before any significant change in program or service.

7. The right to have accommodations that allow for an equal opportunity to participate in school and school-related activities.

8. The right to an equal opportunity to participate in co-curricular and extra-curricular activities offered by the school district.

9. The right to examine all relevant educational records relating to decisions regarding identification, evaluation, educational programming, and placement regarding your child.

10. The right to obtain copies of our child’s educational records at a reasonable cost, unless the fee would effectively deny access to the educational records.

11. The right to receive a response from the school district to reasonable requests for explanations and interpretations of your child’s educational records.

12. The right to request an amendment of your child’s educational records if there is a reasonable cause to believe they are inaccurate, misleading, or otherwise in violation of the privacy rights of your child.

13. You have the right to challenge the actions of the District’s Section 504 Committee in regard to your child’s identification, evaluation, or educational placement, by filing a complaint with the District’s Section
504 Coordinator, within 30 calendar days from the time you received written notice of the Section 504 Committee's action(s). A due process hearing will be scheduled before an impartial hearing officer and you will be notified in writing of the date, time, and place for the hearing. You have the right to participate in the hearing and to be represented by counsel if you choose. If you disagree with the decision of the impartial hearing officer, you have a right to request a review of the decision in a court of competent jurisdiction.

14. On Section 504 matters other than your child’s identification, evaluation, and/or placement, you have a right to file complaint with the District’s Section 504 Coordinator, who will investigate the allegations to the extent warranted by the nature of the complaint in an effort to reach a prompt and equitable resolution.

15. You have a right to file a complaint with the Office of Civil Rights. The contact information is as follows:

Office for Civil Rights
U.S. Department of Education 61 Forsyth Street S.W.
Suite 19T10
Atlanta, GA 30303-3104.
Telephone: (404) 974-9405
Fax: (404) 562-6455
Email: OCR.Atlanta@ed.gov

I acknowledge that I have received and read this notification of the parental procedural rights provided for by Section 504 regulations. If I have questions, I may ask the Section 504 Coordinator for Montgomery Public Schools at the Central Office, who I can reach by calling (334) 223-6850.

_________________________              _________
Print Name of Student    Date

_________________________
Print Name of Parent/Guardian

_________________________
Signature of Parent/Guardian    Date
Montgomery County Board of Education Members

Robert Porterfield- District 6 (Board President)
Phone: (334) 264-8566
Schools in District 6: Carver Elementary, Carver High, Davis Elementary, Fitzpatrick Elementary, Johnson Elementary, McInnis, MacMillan International Academy at McKee and McKee Middle

Dr. Lesa Keith- District 1 (Vice President)
Phone: (334) 546-0693
Schools in District 1: Dalraida Elementary, Garrett Elementary, Highland Avenue Elementary, Highland Gardens Elementary, Morningview Elementary and Wares Ferry Road Elementary

Melissa B Snowden- District 5
Phone: (334) 244-1626
Schools in District 5: Blount Elementary School, Brewbaker Primary School, Brewbaker Intermediate School, Brewbaker Middle School, Brewbaker Technology Magnet High School, Carr Middle School, Dunbar-Ramer School, Georgia Washington Middle School, Halcyon Elementary School, Park Crossing High School and Wilson Elementary School

W. Durden Dean- District 2
Phone: (334) 215-8616
Schools in District 2: Capitol Heights Middle School, Children's Center, Dozier Elementary School, Flowers Elementary School, Goodwyn Middle School, Lee High School and Vaughn Road Elementary School

Eleanor Lewis Dawkins- District 3
Phone: (334) 262-1301
Schools in District 3: Baldwin Middle Arts & Academics Magnet School, Booker T. Washington Magnet High School, Chisholm Elementary School, Forest Avenue Academics Magnet School and Paterson Academy of Creative Education (PACE) School

Mary Briers- District 4
Phone: (334) 281-7316
Schools in District 4: Catoma Elementary, Bellingrath Middle School, E.D. Nixon Elementary School, Fews Secondary Acceleration Academy, King Elementary, Lanier High, Loveless Academic Magnet Program High, Morris Elementary, Pintlala Elementary, Southlawn Elementary, Southlawn Middle, Youth Facility and CITY School

Arica Smith- District 7
Phone: (334) 281-9431
Schools in District 7: Bear Exploration Center, Crump Elementary, Dannelly Elementary, Floyd Elementary, Floyd Middle Magnet and Jefferson Davis High
Montgomery Public Schools’ School & Central Office Directory

Schools Directory

Baldwin Arts & Academics Magnet (6-8)  (334) 269-3870  410 S. McDonough St. 36104-4226
Bear Exploration Center (K-5)  (334) 284-8014  2525 Churchill Dr. 36105
Bellingrath Middle School (6-8)  (334) 269-3623  1650 Ray Thornton Rd, 36117-8487
Blount Elementary (K-5)  (334) 244-0078  632 S. Union Street, 36104-5887
Booker T. Washington Magnet (9-12)  (334) 269-3618  4445 Brewbaker Dr. 36116-4299
Brewbaker Primary (K-2)  (334) 284-8005  4405 Brewbaker Dr. 36116-4299
Brewbaker Intermediate (3-5)  (334) 284-8006  4405 Brewbaker Dr. 36116-4299
Brewbaker Middle (6-8)  (334) 284-8008  4405 Brewbaker Dr. 36116-4299
Brewbaker Tech Magnet High (9-12)  (334) 284-7100  116 Federal Drive, 36107-1798
Capitol Heights Middle (6-8)  (334) 264-4005  3100 Mobile Drive, 36108-4058
Carver Elementary (K-5)  (334) 269-3625  307 E. Vandiver Blvd. 36110-1800
Carver High (9-12)  (334) 269-3636  307 E. Vandiver Blvd. 36110-1800
Catoma Elementary (K-5)  (334) 284-8008  3425 Carter Hill Road, 36111-1396
Chisholm Elementary (K-5)  (334) 269-3643  307 E. Vandiver Blvd. 36110-1800
Crump Elementary (K-5)  (334) 269-3685  4405 Brewbaker Dr. 36116-4299
Dalraida Elementary (K-5)  (334) 260-1007  4405 Brewbaker Dr. 36116-4299
Dannelly Elementary (K-5)  (334) 260-1012  1700 W. Fifth Street, 36106-1587
Davis Elementary (K-5)  (334) 269-3662  1700 W. Fifth Street, 36106-1587
Dozier Elementary (K-5)  (334) 260-1012  555 McLemore Drive, 36117-7633
Dunbar-Ramer School (K-8)  (334) 562-3250  56 Naftel Ramer Rd. Ramer, AL 36069
Fitzpatrick Elementary (K-5)  (334) 284-8044  4055 Fitzpatrick Blvd. 36116-4820
Flowers Elementary (K-5)  (334) 260-1015  4055 Fitzpatrick Blvd. 36116-4820
Floyd Elementary (K-5)  (334) 284-7120  4055 Fitzpatrick Blvd. 36116-4820
Floyd Middle (6-8)  (334) 284-7130  4055 Fitzpatrick Blvd. 36116-4820
Forest Avenue Magnet (K-5)  (334) 269-3673  696 Ga.Wash.Rd., Pike Rd, AL 36064
Georgia Washington Middle (6-8)  (334) 215-8290  696 Ga.Wash.Rd., Pike Rd, AL 36064
Goodwyn Middle (6-8)  (334) 260-1021  696 Ga.Wash.Rd., Pike Rd, AL 36064
Highland Avenue Elementary (K-5)  (334) 269-3690  696 Ga.Wash.Rd., Pike Rd, AL 36064
Jefferson Davis High (9-12)  (334) 269-3712  696 Ga.Wash.Rd., Pike Rd, AL 36064
King Elementary (K-5)  (334) 284-8080  696 Ga.Wash.Rd., Pike Rd, AL 36064
Lanier High (9-12)  (334) 269-3726  696 Ga.Wash.Rd., Pike Rd, AL 36064
All buildings used by the Montgomery County Board of Education are free of friable (easily air-borne) asbestos. Most buildings built before 1985 contain some forms of non-friable asbestos (most commonly found in floor tile). This asbestos is managed according to an approved management plan that may be examined in each principal’s office. The Montgomery County Board of Education is in full compliance with A.H.E.R.A. (Asbestos Hazard Emergency Response Act) and asbestos-containing material is inspected on a regular basis as required by law. For more information, contact the MPS Operations Office (334) 223-6750.
In fact, it’s a source of hope for a hungry student. In Montgomery County, roughly 51,980 residents struggle with food insecurity at various times during the year.* In many of those homes, there are children who likely attend Montgomery Public Schools. That’s why we’re inviting churches, community groups and others who may be interested in helping hungry students to learn more about the Montgomery Backpack Food Partnership. Each week, volunteers purchase food that can be placed in a bag or school backpack that a child can take home over the weekend or during an extended break from school. For more information about the program, a list of backpack partners, or to learn about volunteer opportunities with an existing program, visit the homepage of the MPS website at EngageEducateInspire.org, under the Departments/ Communication Office tab, or call (334) 223-6700.

*Source: http://map.feedingamerica.org/county/2014/overall/alabama/county/montgomery