INTRODUCTION

The Birmingham Oty Schools (BCS) Code of Student Conduct (CSC) supports our schools in maintaining safe, nurturing, participatory, and productive learning environments. In order to maximize learning time and promote positive

RIGHTS AND RESPONSIBILITIES OF PARENTS AND GUARDIANS

Alabama Law 16-28-2 states that the parent or guardian is ultimately responsible for the proper conduct and regular attendance of the student while attending school.

RIGHTS

RIGHTS AND RESPONSIBILITIES OF BIRMINGHAM CITY SCHOOLS

Birmingham City Schools exist to educate school-age children whose parents or legal guardians reside in the city of Birmingham. Officials of Birmingham City Schools are responsible for providing facilities, faculty, and programs designed to educate its students.

RIGHTS

School Administrators and School Staff have the right to:

Work and teach in a safe setting where order and discipline are maintained. Be treated courteously, fairly and respectfully by students, parents or guardians, and other school staff.

Use appropriate means of student management and discipline, as prescribed by the local board of education. Act *in "loco parentis"* (in place of the parent) during the school day, or at any time when the school is responsible for the safety of

POSITIVE BEHAVIOR INTERVENTION AND SUPPORT (PBIS) FRAMEWORK

Positive Behavior Intervention Support is a mandated framework for Birmingham Oty Schools. This approach to behavior prevention is designed to improve school safety and promote positive behavior. It guides schools to decide appropriate responses to child behaviors using a preventative approach.

The main principles of PBIS are:

- 1. Every child can learn proper behavior.
- 2. Early prevention can prevent serious behavior problems.
- 3. Each child is unique, and schools must provide differentiated behavior supports.
- 4. Research and science is
- 5.
- 6. Gathering data and using data to make informed decisions about behaviors.

Additionally, BCS will use a restorative justice model to approach discipline; a practice that focuses on teaching replacement behaviors and guiding students into making better choices rather than focusing solely on punishment.

Positive Behavioral Interventions and Supports (PBIS) is based on a problem-solving model and aims to prevent inappropriate behavior through teaching and reinforcing appropriate behaviors (OSEP Technical Assistance Center on Positive Behavioral Interventions & Supports, 2007). Positive Behavioral Interventions and Supports (PBIS) is a process that is consistent with the core principles of Response to Intervention (RTI). PBIS offers a range of interventions that are systematically applied to students based on their demonstrated level of need, and addresses the role of the environment as it applies to development and improvement of behavior problems. (OSEP Technical Assistance Center on Positive Behavior Intervention & Support, 2007).

If a student is unsuccessful with PBIS interventions, he/ she should be referred to the Problem-Solving Team (PST). According to the Alabama Administrative Code, the PST is a model to guide general education intervention services for all students who have academic and / or behavioral

implementation of the Response to Instruction (RtI) framework. Decisions regarding the number of PSTs needed by a school should be determined at the school level; however, a minimum of one PST per

STEP II. Teaching and Learning

- Develop matrix of behavioral expectations for specific areas/ environments
- Determine how behaviors will be taught in classroom/non-classroom settings (i.e. lesson plans)
- -
- Differentiate Instruction
- Intervention Strategies (minimum of 9-12 weeks)
- Ongoing progress monitoring of behaviors utilizing formative assessments
- Data review (i.e. office referral, suspensions, alternative placements, SIR Report, etc.)
- Analyze (Who) (i.e. grade level meeting, department meeting, curriculum meeting, etc.)
- Reflect (Why) (i.e. grade level meeting, department meeting, curriculum meeting, etc.)

STEP III: Intensive Intervention Strategies

- Refer to PST (documentation from Step II)
- Intensive Intervention (minimum of 8 weeks)
- Recommended Intensive Intervention (i.e. one-on-one counseling, behavior contract, interventionist, specific social skills training, etc.)

Additional Resources:

OSEP Technical Assistance Center on Positive Behavior Intervention & Support: www.pbis.org

When a student shows a lack of respect for established rules, teachers shall assist the student in recognizing the inappropriate actions, identifying the rule the student is breaking, and developing a plan for making more appropriate choices. Specific teacher management and consequence options for classroom managed behaviors include:

Interventions	Consequences
Teacher/ Student Conference	Verbal Warning
Seat Change	Written Warning
Problem Solving Worksheet	Written or Verbal Reflection
Teach/ Re-teach expectations	Parent/Teacher Contact
Reinforcement of appropriate behaviors	Parent/Teacher Conference
Behavior Contract	Confiscation of Items
Clarifications of expectations	Letter of Apology
Alternate assignment	Loss of Privilege
Restorative Conversation	Detention
	In class exclusion

Classroom management will prioritize a learning environment that is safe and supportive for all students and faculty.

Teachers shall apply logical, appropriate consequences for student misbehavior, including, but not limited to, immediate intervention, student conferences, parent/guardian conferences, loss of free time, and before and after school detention. A classroom managed infraction must be reported to the parent before resulting in a Class I Offense. In order for it to result in a Class I violation, more than 3 interventions or consequences must be documented.

Special Education Procedures for a Class I and/or Class II offenses:

- 1. When a student commits a Class I and/ or Class II offense, case manager to document implementation of discipline procedures prescribed by the IEP Team.
- 2. The IEP Team will meet to review/revise the IEP including the Functional Behavior Assessment (FBA), Behavior Intervention Plan (BIP), and the total number of days suspended for the school year.
- 3. The IEP Team will complete the Special Education Checklist for Class I and Class II Offenses form within five (5) days of the suspected offense. The form shall be completed during an IEP meeting.
- 4. The IEP Team will document at least two (2) revisions of the IEP to include previous interventions.

Plan.

<u>NOTE</u>: If a student commits more than three (3) Class I offenses in a school year, further Class I offenses may be considered a Class II offense, provided more than 3 interventions have been made and documented and the school has implemented a viable PBIS program.

UNDER NO CIRCUMSTANCES SHOULD ACADEMIC GRADES BE USED FOR MAINTAINING ORDER IN A CLASSROOM, NOR SHOULD STUDENT BEHAVIOR BE INCLUDED IN CALCULATING ACADEMIC GRADES. AN ACADEMIC GRADE SHOULD REFLECT THE TEACHER'S MOST OBJECTIVE ASSESSMENT OF THE STUDENT'S ACADEMIC ACHIEVEMENT.

UNDER NO CIRCUMSTANCES SHOULD ATTENDANCE BE USED AS THE BASIS FOR A SUSPENSION. THE STUDENT SHOULD BE REFERRED TO THE ATTENDANCE OFFICER FOR ABSENCES THAT MAY CONSTITUTE TRUANCY.

DISCIPLINARY RESPONSES FOR CLASSI VIOLATIONS

GRADES K-12

Consequences for inappropriate conduct may include, but are not limited to, the following and should be matched to severity of infraction:

Interventions	Consequences*
All interventions from Class	

- 2.03 Possession of lighters or matches (*Responsibility, Caring, Citizenship*)

 Note: Use of these items on school premises may constitute a Class III offense.
- 2.04 Physical contact with another student hitting, pushing, shoving or striking another student against that student victim fails to respond with physical contact. (Respect)
- 2.05 Fighting any physical conflict/ participation between two individuals (Responsibility, Fairness, Respect)
- 2.06 Stealing Larceny

(Note:

- 3.09 POSSESSION OF FIREARMS (Including individual components or fragments or bullets) discharge, possession, transfer or sale of any firearm; the frame or receiver of any such weapon; any firearm muffler or firearm silencer; any similar destructive device (Responsibility, Respect, Citizenship)
 - <u>NOTE</u>: Possession of a firearm on school property or within 1000 feet of a school campus violates both federal and state laws. Such laws apply to all persons while on school property. The expulsion or suspension from school for a period of not less than one calendar year is mandated for all violations of this code.
- POSSESSION OF WEAPONS including, but not limited to, a switchblade knife; box cutter; metallic knuckles; laser pointer; tear gas gun; BB gun; stun gun; cell phone gun; paintball gun; pellet gun; chemical weapon or device, including mace or pepper spray; or any other weapon, instrument, or object which is used in a threatening manner and is seen by the individual being threatened as capable of causing physical harm (includes firearm replicas.) (Responsibility, Respect, Citizenship)
- 3.11 BOMB THREAT any such communication directed at any Birmingham Public School facility that has the effect of interrupt

Special Education Procedures for Class III Criminal/Major Offenses:

If a student with a disability (IEP or 504) commits a class III offense, a manifestation determination MUST be conducted (this also applies to students who have received more than 10 days of consecutive/ cumulative class II suspensions.) Who conducts the manifestation review?

The Manifestation Determination IEP (504) Team must consist of the district representative, school LEA, the parent, and relevant members of the IEP (504) Team.

What information/data must be reviewed by the team?

Copy of the IEP (504), including the FBA/ BIP if applicable

Eligibility Report

Attendance Report

Parent Special Education Rights Under IDEA (504)

Blank IEP (504) Signature Page

Discipline write-ups

All supporting data, i.e. medical, behavior logs, data sheets, etc.

Notice of Proposal or Refusal to Take Action

If patterns exist of documented incidents of misbehavior in relation to the student via discipline records and/or IEP (504) documents, the educational team must address the needs of the student through an IEP (504) meeting. If this has not been done, then the team must consider the incident a "manifestation of the student's disability".

When the IEP (504) Team determines that the behavior IS NOT

following questions must be considered:

a. Was the conduct in question caused by or does it have a direct and substantial relationship to the st disability?

YES() NO()

b.

What happens if a student, identified under IDEA, commits a crime? School officials can report crimes committed by children with disabilities to appropriate law enforcement authorities to the same extent as they do for crimes committed by non-disabled students.

schools until any criminal charges or offenses arising from the conduct have been disposed of by appropriate authorities and the student has been re-instated by the Hearing Officer.

PROCEDURES FOR FORMAL DUE PROCESS HEARINGS

An administrator (or designee) may suspend a student for a Class III offense by complying with the procedures for suspension, as well as notifying the parent(s) that the student is suspended to a hearing officer. Class III suspensions are to be scanned and emailed to the Hearing Department within 48 hours of the incident. If the school has not received notice of the hearing within three days of submission, the administrator may contact the hearing officer. Hearing Officers will not be allowed to accept a Class III suspension if they are not notified within this time period. Upon receipt of the suspension notice, the hearing officer shall comply with the following procedures in scheduling and conducting a hearing:

- oral or written notice of the charge or charges against the student within 48 hours of receipt of the Class III suspension. The hearing officer will normally conduct a hearing within ten (10) school days (or less) from the date of the suspension.
- 2. The STUDENT MUST APPEAR IN COMPLIANCE WITH THE BCS DRESS CODE FOR THE HEARING. Failure to comply will result in the student being dismissed from the hearing. However, the hearing will proceed as scheduled.
- 3. <u>parent or legal guardian</u> must appear with the student at the hearing. Rescheduling must be requested at least five (5) business days before the hearing time; otherwise, hearings will be held as scheduled regardless of the attendance of the parent/ guardian or student. Due to scheduling requirements, a delay of no more than 15 minutes can be allowed for a tardy parent/ guardian/ student.
- 4. A school hearing is an administrative proceeding and not a legal proceeding. Representation by an attorney is not necessary. However, should the parent/legal guardian feel an attorney is needed, the Hearing Officer must be notified at least five (5) business days before the hearing.
- 5. The hearing officer reserves the right to admit or deny the presence of any person in the hearing conference,

 Documentation of legal guardianship will be reW* 5 IO3(n)15(g)-5Q(re1 Tc())TJETQq0.00000912 0 612 792 reW* nBT/ F7 11.04 Tf1 0 055Q(reW* 5 IO3(n)15(g)

Instructional Superintendent

13. A recording shall be made of the hearing and shall be kept in the Hearing Department for no less than one year from the date of the hearing. The parent may request a copy of the recorded hearing for a minimal fee from the Director of Student Success.

PROCEDURE FOR APPEAL OF HEARING DECISION

If the parent(s) or guardian has <u>additional (NEW) information</u> NOT provided to the Hearing Officer, the parent(s) or guardian may file an appeal with the Director of Student Success. The appeal procedures are as follows:

- 1. (s) or legal guardian must file a written request for an appeal.
- 2. The written request for an appeal must be addressed and mailed to the Director of Student Success
- 3. The written request for an appeal must be postmarked on a date no more than seven (7) calendar days after the date of the hearing decision or delivered to the Hearing Department no more than seven (7) calendar days after the date of the hearing decision. If the written request for an appeal is not made on time, the hearing decision will be final.
- 4. The Director of Student Success, upon receipt of a timely filed written request for an appeal, will schedule an appeal hearing.
- 5. The Director of Student Success will arrange for an appeal hearing following the same procedures provided for hearings.
- 6. Pro

- is sufficient to justify such a search, and (c) when the invasiveness of the search method employed is minimal.
- 2. The school maintains control of student lockers and has the right to periodically inspect those lockers. Since students do not have exclusive possession of lockers, school officials may conduct locker searches at will. Drugdetecting dogs may be used in such locker searches at any time.
- 3. Students who park on campus are required to provide a copy of a valid driver s license and proof of insurance.

 vehicle located on school property when reasonable grounds exist for believing that the search will uncover evidence of an infraction of school disciplinary rules or of an in-地方公422百0分009600分0094但471111647 11166478 1166478 1166478 1166478 1166478 1166478 1166478 1166478 1166478 1166478 11664
- 4. To provide and maintain a safe and secure environment for students, staff and authorized visitors, sD \$\frac{1}{2} \frac{1}{2} \frac{1}

UNANNOUNCED VISITS BY LAW ENFORCEMENT AGENCIES

To provide and maintain a safe and secure environment for students, staff, and visitors, the Board supports the requirement of the Alabama Administrative Code, Section 290-030-010-06, to permit law enforcement agencies to

APPENDIX I

umatic brain injury; or

and to need special education and related services (each as defined under IDEA). The District complies with the

APPENDIX II: SECTION 504 OF THE REHABILITATION ACT OF 1973

Section 504 of the Rehabilitation Act of 1973 (Section 504) is a civil rights statute that prohibits discrimination/harassment on the basis of a disability in any program or activity receiving federal financial assistance. In particular, Section 504 provides that:

No otherwise qualified individual with a disability in the United

from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal

29 U.S.C. § 794(a) (1973)

504 Child Find is designed to: identify, refer and evaluate individuals who are in need of minimal accommodations for critical

APPENDIX III:

Requirements of the Seclusion and Restraint Rule:

The use of physical restraint is prohibited in Alabama public schools and educational programs except in the	ose
--	-----

APPENDIX IV: WRITTEN NOTIFICATION OF INCIDENT OF PHYSICAL RESTRAINT

(to be provided to parent/ guardian no later than one school day after the incident)
Today's Date: Date of Incident:
As required by Alabama rules, this is to notify you that physical restraint was used with your child at school onat(date/time). Additional attempts to contact you by phone or email have also been made so that we can arrange a meeting to discuss the incident.
If you have any questions, please do not hesitate to contact your child's school.
Sincerely,
Principal/ Designee cc: Director of Social Emotional Learning, Birmingham City Schools

4.	If the result of the threat assessment indicates that the threat is not credible, the school administrator will determine if any further action is necessary and contact the parents/ guardians of the students involved in the incident.

Early Warning Truancy Program

Parents and students will be referred to the Early Warning Truancy Program on the seventh (7TH) unexcused absence. Referral to the program includes the following steps:

- 1. The parent will receive official notification by U.S. Mail. The notice will require the parent and student to report to Jefferson County Family Court.
- 2. The parent and student will meet with the attendance officer and a court official. The attendance
 The Court Official will review the State of
- 3. If the parent and student fail to appear at the scheduled Early Warning Truancy Program, the parent may receive legal notice and a court referral.

Absence Due to Chronic Ailment:

Parents or guardians of any student having a chronic ailment that may cause the student to miss school are

The

must be provided when a student enrolls or at the time of diagnosis (if

year. The written statement must include:

- 1.
- 2. A statement from the doctor that the student may have to miss school from time to time due to this illness

Failure of parent/ guardian to provide the school with a chronic ailment statement can result in unexcused absence accumulation and referral to Juvenile Court.

A written excuse from the parent/ guardian must be submitted to the school for each absence explaining the reason for absence is due to the chronic ailment.

In cases of prolonged absences due to illness, the parent or guardian should seek assistance from the Homebound Program.

Absence Due to Exts

APPENDIX IX: STUDENT EXIT INTERVIEW

	Student Interv	
School:		Date:
Student Name:		
First	Middle	Last
Student Grade:	Date of Birth:	Student ID Number:
Participants of the S	tudent Exit Interview:	
<u> </u>		fschool.
Academic Dif	ficulties/Credit LossDis plemsEm	dent-Staff RelationsAttendance Issues like of School ExperienceLanguage Difficulty ploymentNeeded at HomeParental InfluenceOther
Provided info		school faculty/staff. (Describe strategies below.) acts of not receiving a high school diploma, which l.
•		license.
Discussed oth	er options and opportunities provid-	ed through school programs or classes. (Describe
options below.)		
	rmgion for other available community ossible educational opportunities	nity programs. (Identify below.) es for students such as private school, church school,

For a student who failed to return to school or did not officially withdraw, describe attempts to contact the student and his/ her parent or guardian (Must present artifacts):

Principal Name Signature Date

I acknowledge that an exit interview was conducted and the student and the student's parent or legal guardian have been advised that withdrawal from school shall likely reduce the student's future earning potential and increase the student's likelihood of being unemployed in the future.

Principal Name Signature Date

Other School Name Signature Date

Official

^{***}Once complete, schools must place in cumulative file and code student as withdrawn and reason for dropout.

Second Offense:

The student shall be taken to the school office or administrative designee.

The parent shall be contacted for a conference.

The parent shall be required to bring the student appropriate uniform attire/ID or take the student home to change clothes and return the student to school.

Third Offense:

The student shall be taken to the school office or administrative designee.

The student shall be suspended from school in accordance with this Code of Conduct, repeated Class I Offense.

The principal or his/ her designee shall determine appropriate ways to enforce the dress code policy utilizing alternatives listed in the Code of Student Conduct

The student shall be taken to the school office or administrative designee.

The student shall be suspended from school in accordance with this Code of Conduct, Class II Offense.

The parent must return to school with the student following the suspension for a conference.

Repeated violations of the Dress Code Policy may result in out of school suspension for noncompliance.

APPENDIX XII: SCHOOL BUS CONDUCT AND SAFETY REGULATIONS

BCS students are afforded the privilege of bus transportation to and from their home schools daily. Appropriate behavior by students is essential to maintaining safe transportation. Students are expected to behave in a manner, similar to that of a classroom environment. Inappropriate conduct on the school bus may result in a bus conduct referral. Continued violation of school bus rules may result in permanent removal from the school bus.

- Observe appropriate school bus conduct
- Be courteous and use appropriate language
- Comply with reasonable directives of BCS staff, including sitting in assigned seats
- Do not eat or drink, except for water
- Do not use tobacco products, smoke, or use electronic cigarettes
- Do not damage or tamper with bus or bus equipment
- Do not bring weapons on the bus
- Keep the bus clean
- Keep all body parts and objects inside the bus
- Always remain seated
- There shall be no physical contact with another person
- Do not bring pets on the bus
- Do not bring flammable and/ or hazardous materials on the bus
- Do not touch/open emergency exits or hatches except in the case of an emergency

Note: Students on school buses may be under video surveillance.

School bus pick up, transport, and drop-off are all considered part of the school day. BCSCode of Conduct is applicable to all components of school bus transport. The BCS Electronic Device Policy is to be followed during these times.

Transportation Infractions

If a student is not properly observing bus rider safety regulations, the Campus Principal/Director of Transportation (subject to the degree of the offense) may initiate the following steps:

1st Notice Parents receive a call alerting them of the infraction and notifying them that this is the first offense; a phone conference or face-to-face conference is mandatory. The student is warned and given this form to take home for signature and to return the next school day.

2nd Notice Parent/ Student Conference with campus administrator; student subject to (3-5) days suspension of bus privileges. A phone conference or face-to-face conference is mandatory. Parent must contact the school office within (1) school day of when the notice was issued.

3rd Notice - Student is subject to a maximum of (10) school days suspension of bus privileges. Student is provided with a written notice; parents are contacted directly via telephone. Notice of bus suspension is mailed to the parents.

4th Notice Student is denied riding privileges for the remainder of the semester, the remainder of the school year, or indefinitely. Parents and students are provided with written notice.

interference in the school environment. The intention may be expressly stated or implied and the person communicating the threat has the ability to carry out the threat.

- (e) reat of means an unjustified expression of intention to inflict injury or damage that is made by a student and directed to another student.
- (f) means an unjustified threat or other action that is intended to cause fear or apprehension in a student.
- (g) as used in this policy means a person who is enrolled in Birmingham Oty Schools.

Section 3: Description of Behavior Expected of Students

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

minor violations of the policy may be presented and resolved informally. It is not the sole responsibility of the affected student or the parent or guardian of the affected student, to report incidences of harassment or other violations of this policy, but rather District staff who are made aware of such incidents shall report said matters as well.

(b) The complaint form developed to report violations of this policy includes a provision for reporting a threat of suicide by a student. If a threat of suicide is

report unless at the discretion of the school

is child abuse or other significant harm from a parent or guardian.

- (c) Within 15 working days of the complaint being submitted, the principal or designee will conduct an impartial investigation thereby affording full due process to the complainant, this process shall include but is not limited to, meeting separately with each student and/or employee involved in the situation, as well as any witnesses that may have knowledge of the matters alleged. During the process, the complainant shall have the right to present witnesses and any other evidence related to the complaint.
- (d) As a part of this investigation, the principal o

consequence that is available to school officials under the Code of Student Conduct. A student who deliberately, recklessly, and falsely accuses another student of a

How to Differentiate Between Bullying and Other Peer Conflicts and Teasing

 $What is {\tt Bullying?} \textbf{Bullying} is \textbf{defined as a deliberate, repeated act with intention to hurt, in sult or threaten another person in school, on school grounds, in school vehicles,}\\$

APPENDIX XIV: JAMARI TERRELL WILLIAMS ANTI-BULLYING/ANTI- VIOLENCE AND ANTI

APPENDIX XVI: FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

to a student when he or she reaches the age of 18 or attends a school beyond the high school level.

- Parents or eligible students have the right to inspect and review the student records maintenance
 at the school. Schools are not required to provide copies of records unless, for reasons such as
 great distance makes it impossible for parents or eligible students to review these records. Schools
 may charge a fee for copies.
- Parents or eligible students have the right to request that a school correct records that they believe
 to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible
 student has the right to a formal hearing. After the hearing, if the school still decides not to amend
 the record, the eligible student has the right to place a statement with the record setting forth his or
 her view about the contested information.
- Generally, schools must have written permission from the parent or eligible student in order to release

School's Responsibility

he administration of medication will:

- 1. Inform appropriate school personnel of the medication
- 2. Keep a record of the administration of medication
- 3. Keep medication in a locked cabinet
- 4. Return unused medication to the parent/guardian only

The school system retains the discretion to reject requests for administration of medication in the schools.

Parent's Responsibilities

The parents of the child must assume responsibility for having the medication form properly completed and returned to the school. The parents of the child must assume responsibility for informing the school of

Illness

Many parents are concerned about when to keep children who have been ill home from school. These are a few of the most common symptoms parents should consider when determining to keep a child at home.

- 2 Your child should stay at home if he/ she has a fever of 100 degrees (orally) or more and should remain home for about 24 hours after the fever has gone.
- 2 Your child should stay home if h EM31 0 EMCnaemth rethe drmrr11(s)-4(onaeg)-1osarad1 lo there and

APPENDIX XVIII: STUDENT SEXUAL HARASSMENT

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

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

•

PLEASE SIGN THIS PAGE AND RETURN TO SCHOOL

Please Note: Your 'electronic' signature captured during online registration also serves as acknowledgement and receipt. Signed				
	RECEIPT AND ACKNOWLEDGEMENT			

TECHNOLOGY RESOURCES/DEVICE USE AGREEMENT

•	nt, regardless of age, and the student's parent or legal guardian must read and sign below. ned agreement must be returned to the school before Internet access will be permitted.
STUDENT:	DATE OF BIRTH:
SCHOOL: _	GRADE:

- BCS virtual/remote students are subject to the Code of Student Conduct while using any BCS platform, including, but not limited to Clever, Google Classroom, Schoology, Zoom, Clever).
 All students who receive a BCS issued device are subject to the Code of

RESOURCES

Policies:

Birmingham City Board of Education (Policies of the Board of Education are available on the BCS website located at www.bhm.k12.al.us.)

Alabama Legal References in COSC:

The Code of Alabama, Section 16-1-24-1; Administrative Code, 290-030-010-06.

Alabama State Law 16-28-3, Code of Alabama, 1975

-554)

-259.

Other References

- Title IX of the 1972 Education Amendments
- Section 504 of the Rehabilitation Act
- Title II of the Americans with Disabilities Act of 1990 (ADA)
- Individuals with Disabilities Education Improvement Act 04 2004 (IDEA)
- Family Educational Rights and Privacy Acts (FERPA)