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5.1 EDUCATIONAL PHILOSOPHY AND MISSION STATEMENT

Philosophy

The Board recognizes that the basic purpose for the existence of a school system is to provide a quality education, which meets the unique needs of all students in the School District. We believe that students are our most valuable natural resource; therefore, the curriculum of the School District must be developed and implemented to serve the needs of the students enrolled in the schools of the School District.

The Board believes these objectives can best be met through the development of a school program that will meet the intellectual, emotional, physical, civic, social, and aesthetic needs of students in our democratic society. The Board believes in the worth and dignity of the individual and deems that it is necessary that schools be organized and operate to foster and build positive self-concepts of students, faculties, and staff. The Board believes further that an atmosphere conducive to learning should exist at all times. This should be reflected specifically in the teaching learning process and the broader curriculum as a whole.

The Board believes that the quality and kind of education that students may be expected to receive depends upon many premises, three of which are:

1. The extent to which people are willing to pay for education
2. The dedication, loyalty, and ability of the professional staff in exercising its obligation to students
3. The concept in the minds of citizens of what comprises a good school program

It is the conviction of the Board that every student is entitled to the best educational opportunity that can be provided. It is to this end that the members of this Board, individually and collectively, dedicate their service.

Vision Statement

Colbert County Schools exist to provide a quality education in a safe environment that encourages students to grow academically, socially, and ultimately become life-long learners and productive citizens.

Mission Statement

Colbert County Schools will provide a challenging curriculum with supportive learning environments that promote shared involvement between the district, parents, students, and stakeholders.

Core Beliefs

- The district believes that the needs of students must be met and recognizes individual differences.
- The district believes that students must be provided a challenging curriculum.

- The district believes that stakeholder involvement is essential.
- The district believes that supportive learning environments along with high expectations are crucial elements to learning.
- The district believes all students have potential to learn.
- The district believes that learning is a life-long process.

SOURCE: Colbert County Board of Education, Tuscumbia, Alabama
 ADOPTED: Sep 3, 1987; REVISED: Jan 4, 1996

5.2 GOALS AND OBJECTIVES

The Board has established the following broad goals and objectives for each student:

1. **Intellectual Discipline**
 - a. knowledge of the basic skills in reading, writing, and arithmetic in the elementary grades, accompanied by the study of mathematics, science, social studies, English, and other required disciplines in the higher grades
 - b. development of the skills of logical analysis, evaluation, problem solving, and critical thinking
 - c. development of skills, knowledge, and attitudes necessary for effective communication, including listening, speaking, reading, and writing
2. **Economic and Occupational Competence**
 - a. development of skills and associated knowledge and attitudes necessary for making intelligent choices for entering the world of work
 - b. knowledge of the fundamental economic structure and processes of the American system as well as opportunities for the individual citizen in the system
 - c. competence in the application of economic knowledge to such practical functions as handling personal finances and participating in community economic affairs
3. **Citizenship and Self-Awareness**
 - a. knowledge of comparative political systems with emphasis on the democratic process
 - b. development and practice of skills for participation in the political process and understanding how political decisions are made
 - c. development of skills, knowledge, and attitudes necessary for becoming a responsible citizen and understanding values as they relate to society
 - d. knowledge of the importance of and information for positive character development
4. **Technology**
 knowledge and understanding of the role and use of current technology in the 21st Century
5. **Health and Ecological Balance**
 - Physical
 - a. development of skills and knowledge of the requirements for personal hygiene

- b. knowledge and understanding of the importance of proper nutrition, wellness, and physical exercise to maintain personal health
- c. knowledge of the dangers of addiction to harmful practices or consumption of harmful substances
- d. knowledge and understanding of the physical world and the relationship of the individual to it

Environmental

competence in recognizing and preventing environmental and ecological problems.

6. **Creativity and the Arts**

- a. knowledge of and appreciation for the fine arts
- b. development of opportunities for participation in educational activities that stress creativity in writing, thinking, and related areas.

7. **Community and Continuing Education**

- a. commitment to education for the entire community to provide means for economic improvement, cultural development, and enrichment of personal and family lives
- b. encouragement of citizens to participate in school activities on a community-wide basis
- c. appropriate physical education and recreational athletic opportunities aimed at physical fitness and participation in life-time sports

SOURCE: Colbert County Board of Education, Tuscumbia, Alabama
ADOPTED: Sep 3, 1987; REVISED: Jan 4, 1996

5.3 ACADEMIC FREEDOM

Academic freedom may be defined as the right of a qualified scholar to pursue the search for truth in its many forms and to make public his/her methods and findings. It is the right of a teacher to encourage freedom of discussion on controversial issues in the classroom and to develop in students a love of knowledge and a desire to research for truth. The teacher shall keep in mind that academic freedom is not a political right guaranteed in the Constitution, but rather a necessary condition for the successful practice of the academic profession in a free society.

The teacher shall take into account the degree of maturity of his/her students and the need for guidance and help in studying the issues.

When exercising academic freedom through the teaching/discussion of controversial issues, a teacher should seek advice and counsel of the administration, and may seek counsel with colleagues, and his/her associates concerning the limits to which the questions should and may be explored. In practicing academic freedom, the teacher must be aware of his/her moral and ethical obligations to students, their parents/guardians/custodians, and to the community. The teacher shall take into account the degree of maturity of his/her students and arrive at one's views.

SOURCE: Colbert County Board of Education, Tuscumbia, Alabama
ADOPTED: Sep 3, 1987
LEGAL REF.: Keyishian v. Board of Regents, 385 U.S. 589 603 (1967).

5.4 CONTROVERSIAL ISSUES

The Board recognizes the fact that controversial issues are an inherent part of our democratic tradition and that knowledge and understanding of controversial issues are indispensable to education for citizenship. Therefore, teachers and other professional employees shall have the freedom to deal with controversial issues in the curriculum so long as the following guidelines are observed:

1. Teachers shall adapt the study of controversial issues to the age, maturity, and academic background of students.
2. Teachers shall place major emphasis on HOW to think rather than WHAT to think.
3. Students shall have access to all available materials which are relevant, educationally significant, and appropriate to the issues being studied.
4. Students shall have the opportunity to express their opinions within the limits of decency, good will, and respect for the opinions of others.
5. Teachers shall teach students the principles and techniques of the scientific method and shall provide opportunities for practice in applying established facts to specific problems.
6. Teachers shall seek to develop in students the ideals of truth and honesty.
7. Teachers shall seek to create an atmosphere in which differences of opinion can be voiced without fear and hostility, but with mutual respect for all viewpoints.
8. Teachers shall seek to develop in students a sense of responsibility for their beliefs, opinions and attitudes and shall encourage them to base their own opinions on research, tested experience, and knowledge.
9. Teachers shall encourage the suspension of judgment and conclusions until all relevant and significant facts have been assembled, critically examined, and checked for accuracy.
10. Teachers shall take a non-adversarial position in the classroom during the discussion of controversial issues.
11. Teachers shall exercise moral and ethical judgment while exploring controversial issues.
12. Teachers should seek the counsel and advice of school administrators and colleagues before exploring controversial issues in the classroom.

SOURCE: Colbert County Board of Education, Tuscumbia, Alabama
ADOPTED: Sep 3, 1987; REVISED: Jan 4, 1996

5.5 CURRICULUM DEVELOPMENT

The Board maintains that curriculum development should be a continuous process always reflecting the assessed needs of the students in the School District. The Superintendent and his/her staff shall periodically conduct curriculum reviews and analyses.

The Superintendent shall be responsible for coordinating and maintaining the instructional program in accordance with the provisions of the State Constitution, state statutes, rules and regulations of the State Board of Education, and policies of the Board.

Curriculum Consistency

It is the policy of the Board that every student enrolled in the public schools of the School District be provided the opportunity for an appropriate education. To ensure an appropriate education for every student, the curriculum shall be consistent throughout the School District and said curriculum shall be coordinated with an approved continuum of skills for each grade level. The curriculum shall be consistent with the content standards of the Alabama Course of Study.

Major Changes

The Board believes that the knowledge needs of students change from time to time. Therefore, the curriculum should change to reflect such needs. However, major changes in curriculum should be made only after appropriate study by the Superintendent, appropriate committees, and approval by the Board.

Procedures for Major Curriculum Changes

Major changes in the curriculum initiated at the local school level and/or at the central office level, shall be implemented as follows:

A. Central Office Level

1. Major curriculum changes initiated at the central office level may be proposed by any professional central office or school employee to the superintendent. The Superintendent may consider an employee's idea(s) for change and if such is approved by the Superintendent, he/she may submit the proposed change(s) to staff and appropriate system-wide curriculum committee for study and/or development of a plan and procedure for implementation.
2. Upon completion of the committee's plan and suggested procedure for implementation and approval of said plan and procedure by the Superintendent, the proposed changes shall be submitted to appropriate, representative professional employees in the School District for their input.
3. Every effort shall be made by the Superintendent to develop some consensus for as much acceptance of the plan as possible.
4. The Superintendent shall submit the proposed changes to the Board for approval.

B. Local School Level

1. Major curriculum changes at the local school level may be proposed by any professional employee at individual schools or a professional employee at the Central Office level by making a proposal to the principal of the school.
2. The principal of the school may consider such ideas for change and present such ideas to the appropriate local school committee(s) for consideration.
3. The principal shall receive reports from the appropriate committee and if he/she wishes may request said committee(s) to develop a plan and possible implementation procedures to be presented to the Superintendent for consideration.
4. Once the Superintendent receives the proposed changes in curriculum from the principal and the local school committee, he/she may initiate procedures outlined in A.1, 2, 3, and 4 above.

SOURCE: Colbert County Board of Education, Tuscumbia, Alabama
ADOPTED: Sep 3, 1987 REVISED: Nov 18, 2010

5.6 CURRICULUM ADOPTION

The Board, upon the recommendation of the Superintendent, shall review and approve all newly developed instructional programs offered in the School District.

SOURCE: Colbert County Board of Education, Tuscumbia, Alabama
ADOPTED: Sep 3, 1987
LEGAL REF.: Ala. Code §16-8-10, §16-8-28, §16-9-21, §16-3-15, §16-35-5, §§16-40-2 to 4; Accreditation Standards of the Southern Association of Colleges and Schools.

5.7 DRUG EDUCATION

The Board authorizes the establishment of a drug education program to be taught at all grade levels. The program should be comprehensive in nature and directed toward the acquisition of factual information. The program shall adhere to all state statutes, State Board of Education regulations, and Board policy.

See policy 6.26 in the student section (6) of this manual:

DRUG USE

The Board, recognizing possible incidence of drug use by certain students, instructs the Superintendent to take steps to improve the educational program so that students are made aware of the physical and psychological dangers incurred through the improper use of drugs.

All local school principals are instructed to cooperate fully with law enforcement agencies and are to report to them any and all information that would be considered beneficial in their efforts to control illegal drug use.

The Superintendent is also instructed to take steps to develop a plan to discourage any person from coming on the campus of any school in the School District who is in possession of or under the influence of marijuana, hallucinogenic drugs, narcotics of any kind, or any substance, other than prescription drugs, which may alter behavior.

The administration will make arrangements to cooperate with the local state, and federal narcotic officers in the detection, prevention and prosecution of any and all possible violations. All local school principals are instructed to cooperate fully with law enforcement agencies and are to report to them any and all information that would be considered beneficial in their efforts to control illegal drug use.

Students violating any drug policy established by the Board may be subject to punishment by law and/or disciplinary action by appropriate school officials.

SOURCE: Colbert County Board of Education, Tuscumbia, Alabama
ADOPTED: Sep 3, 1987; REVISED: Jan 4, 1996
LEGAL REF.: Ala. Code, §§16-41-1 to-4(b), §16-41-7.

5.8 SCHOOL WELLNESS POLICY

The Colbert County School System is committed to providing school environment that promotes and protects children's health, well-being, and ability to learn by supporting healthy eating and physical activity.

Therefore, it is the policy of the Colbert County School System that:

1. The school district shall engage students, parents, teachers, food service professionals, health professionals, and other interested community members in developing, implementing, monitoring, and reviewing system wide nutrition and physical activity policies.
2. All students in grades Pre K-12 shall have opportunities, support, and encouragement to be physically active on a regular basis.
3. Foods and beverages sold or served at school shall meet the nutritional recommendations of the *Healthy Hunger-Free Kids Act of 2010*. Food and beverages sold individually during the school day (such as vending, ala carte, school stores, etc) will meet the USDA Smart Snacks guidelines and the Alabama State Department of Education *Implementation of USDA Smart Snacks in School and Fundraising Activities*. Food and beverages sold as fundraisers will meet *ALSDE Implementation of USDA Smart Snacks* as well.
4. Qualified child nutrition professionals shall provide students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students and shall provide clean, safe, and pleasant settings and adequate time for students to eat.

5. To the maximum extent practicable, all schools in our district shall participate in available federal school meal programs, including the School Breakfast Program, National School Lunch Program, and Summer Feeding Program/Seamless Summer Option.
6. Schools shall provide nutrition education, nutrition promotion and physical education to foster lifelong habits of healthy eating and physical activity, and shall establish linkages between health education and school meal programs, and with related community services.

School Action Plan

The Colbert County Board of Education will provide a district wellness policy that will serve as building blocks for individual schools to write an action plan for improving student health that is unique to the individual needs of their school. Schools should organize a school health council to develop, implement, monitor, review, and, as necessary, revise school nutrition and physical activity policies. Each school shall conduct triannual evaluations to identify strengths and weaknesses and prioritize changes as an action plan for improving student health. The assessment and planning steps shall involve teachers, child nutrition staff or other school staff as appropriate, parents, students, and the community.

5.8.1 NUTRITIONAL QUALITY OF FOODS AND BEVERAGES SOLD AND SERVED ON CAMPUS

The school campus shall reflect a healthy nutrition environment. Adequate time to eat shall be allowed to have a pleasant dining experience. Schools shall ensure that all students have daily access to meals served. Schools may not establish policies, class schedules, bus schedules, or other barriers that directly or indirectly restrict access to or the completion of meals.

School Meals

Meals served through the National School Lunch, Breakfast, and Summer Programs shall:

1. Be appealing and attractive to children and be served in clean and pleasant settings using HACCP food safety principles to ensure the best quality of food;
2. Schools shall focus on improving meal quality and increasing the variety of fruits and vegetables, especially raw fruits and vegetables including Alabama grown produce as available;
3. Serve only low-fat (1%) and fat-free milk, and nutritionally-equivalent non-dairy alternatives (to be defined by USDA);
4. Serving sizes shall comply with the meal pattern requirements as described by the United States Department of Agriculture (USDA) regulations. Foods served and/or sold through the cafeteria shall adhere to the guidelines established by the USDA and The Healthy, Hunger-Free Kids Act of 2010.

5. School meals must average, for a weekly period, meeting the standards of the *Healthy Hunger - Free Kids Act of 2010*. School lunches shall meet the standard of providing 550 – 650 calories for grades K-5, 600-700 calories for grades 6-8, and 750-850 calories for grades 9-12.
6. Emphasis is to be placed on increasing the quantity of whole grains served. Products are considered Whole Grain if a *whole grain product* is listed as the primary grain ingredient in the ingredient statement. Examples include whole wheat flour, cracked wheat, brown rice, yellow corn meal and oatmeal;
7. Free water will be provided to students at breakfast and lunch.
8. Schools must review the items offered as ala carte sales and evaluate the nutritional contributions of each item. Foods not meeting the criteria listed below shall be eliminated or portion sizes reduced in order to be in compliance with the requirements;

Breakfast

All children shall be encouraged to have breakfast, either at home or at school, in order to meet their nutritional needs and enhance their ability to learn:

1. All Colbert County Schools shall operate a School Breakfast Program.
2. School administrators shall arrange bus schedules and utilize methods to serve school breakfasts that encourage participation.
3. Schools shall notify parents and students of the availability of the School Breakfast Program.
4. School Administrators shall encourage parents to provide a healthy breakfast for their children that do not eat breakfast at school. This can be accomplished through newsletter articles, take-home materials, or other means.

Free and Reduced-Price Meals

Federal Law requires that schools make every effort to eliminate any social stigma attached to, and prevent the overt identification of, students who are eligible for free and reduced-price school meals.

1. Schools in Colbert County shall utilize electronic identification and payment systems that do not identify the student's eligibility.
2. In the event of computer failure, school cafeterias shall have procedures in place to account for meals without exposing individual student's eligibility status.
3. School Administrators are to promote the availability of school meals to all students and encourage participation in the lunch and breakfast program.

Meal Times and Scheduling by School Administrators

1. Provide adequate time for students to eat and enjoy school meals (a minimum of 15-20 minutes to consume their meal), after being seated.

2. Ensure school staff is assigned to monitoring duties in the lunchroom to provide supervision in the serving and dining areas.
3. Schedule meal periods at appropriate times.
4. Shall not schedule tutoring, club, or organizational meetings or activities during mealtimes, unless students may eat during such activities.

Food Allergies

According to the USDA, food allergies affect about 2 percent of adults and 4 to 8 percent of children in the United States. Each year in the U.S., it is estimated that anaphylaxis to food results in 30,000 emergency room visits, 2,000 hospitalizations, and 150 deaths. Food allergies are the leading cause of anaphylaxis, a sudden, severe and potentially life-threatening allergic reaction according to the USDA. The major food allergens are milk, eggs, fish, tree nuts, peanuts, wheat, crustacean shellfish and soybeans. If a student has a known food allergy, the parent/guardian should provide documentation from a licensed physician to the school nurse who will notify the CNP Managers. CNP will provide alternate foods for those known allergies. CCS Child Nutrition employees have been trained in food safety including food allergen awareness. The CNP staff will make every effort to avoid cross contact of major food allergens.

5.8.2 Qualifications for Child Nutrition Director:

Any person employed as a CNP Director must meet the standards of the Code of Alabama (1975) 290-080-030-05 and 06 as amended June 6, 1994. A CNP Director who does not meet the educational requirements must complete those requirements within a three-year period from the date of employment. If educational requirements are not met within the three-year period the person cannot continue being employed as a CNP Director.

5.8.3 Qualifications of School Food Service Staff:

Qualified nutrition professionals shall administer the school meal programs. As part of the school district's responsibility to operate a food service program, we shall provide continuing professional development for all nutrition professionals in schools. Staff development programs shall include appropriate certification and/or training programs for child nutrition directors, school nutrition managers, and cafeteria workers, according to their levels of responsibility. School nutrition staff development programs are available through the USDA, School Nutrition Association and the Institute of Child Nutrition. Professional Development will include Serv Safe training for all CNP employees. All staff will meet or exceed the annual training requirements of USDA Professional Standards for Child Nutrition Professionals.

5.8.4 USDA and Alabama Smart Snacks Standards in Schools and Fundraising

Beginning school Year 2016-2017, all schools shall provide a consistent environment

that is conducive to healthful eating behaviors during school hours. The school campus shall reflect healthy nutrition environments. Schools must not establish policies, class schedules, bus schedules or other barriers that directly or indirectly restrict access to and compete with meal schedules.

Healthy and appealing foods shall be available through cafeteria meals and a la carte items. Foods served and/or sold through the cafeteria shall adhere to the Smart Snacks in School standards established by USDA and the Healthy Hunger-Free Kids Act of 2010. Portion sizes, calories, sodium, fat, and sugar limits must comply with the requirements as described by the USDA Smart Snacks in School Standards.

Schools must review the items offered as a la carte sales and evaluate the nutritional contribution of each item. Single items and additional portions of foods that constitute the reimbursable meal may be sold as a la carte so long as these items are also in compliance with the USDA Smart Snacks in School standards. Foods sold as the “entrée” of any single meal are exempt from the USDA Smart Snacks in School standards, and may be sold a la carte on the day of, and the day after, the item is on the menu. Except in the case of entrees, as outlined above, all foods sold a la carte during the school day must meet the USDA Smart Snacks in School standards as outlined below. Food items that do not meet these standards should be eliminated from a la carte sales, or be sold in reduced portion sizes in order to comply with the USDA requirements.

Schools should focus on improving food quality in the school meal programs by offering whole grain-rich breakfast and lunch items, having one percent or less fat milk as the standard beverage, and increasing fruit and vegetables preferably using freshly grown, Alabama produced. Preparation of foods in the cafeteria must use cooking techniques to reduce fat, sugar, sodium in school meals. School districts must not prepare foods by deep or pan frying and should reduce the number of pre-prepared (i.e. processed) food items that are planned and served each week. Food flash-fried by the manufacturer may be served but should be prepared by a food preparation method other than frying.

Every school shall ensure that all foods sold in vending machines, school stores, and cafeterias are in compliance with the USDA Smart Snacks in Schools standards. The School Food Authority (SFA) may wish to utilize focus group(s), survey, and other methods to evaluate and approve items that are in compliance with USDA Smart Snacks in Schools standards. Healthy products must be priced at a level to encourage students to purchase items.

Amendments made by Section 208 of the Healthy Hunger-Free Kids Act of 2010 required the Secretary of Agriculture to establish nutrition standards for all foods sold in schools, other than food sold under the school lunch and breakfast programs. Food sold will follow the Smart Snacks in School Standard, or “Nutrition Standards for All Foods Sold in School FNS-2011-0019.” Food items in competition with the CNP scheduled meal times may not be sold or provided free of charge to students.

This includes, but is not limited to food items purchased through school organizations and those donated from outside sources. To encourage students to eat healthy meals, schools are required to restrict student access to concessions, extra sales, vending, and fundraisers one hour before or after meal periods. Therefore, schools may not schedule sales of such items immediately before or after meals that would compete with the meal service. If sales should occur that are in completion with the meal, then all income generated from such sales will be required to be given to Child Nutrition

for depositing in the school cafeteria account. The policy is not intended to restrict access to healthy snacks during recess, or at times other than the meal service.

Nutrition Standards for Foods Sold Individually (exempts reimbursable meals)

Smart Snacks in Schools guidelines as established by USDA

Any food sold in school must:

1. Be a “whole grain-rich grain product”; **or**
2. Have as the first ingredient a fruit, a vegetable, a dairy product, or a protein food; **or**
3. Be a combination food that contains at least ¼ cup of fruit and/or vegetable.

Foods must also meet several nutrient requirements:

1. Calorie Limits
 - a. Snacks items: 200 calories or less
 - b. Entrée items: 350 calories or less
2. Sodium Limits
 - a. Snack items: 230 mg or less**
 - b. Entrée items: 400 mg or less**
3. Fat Limits
 - a. Total Fat: 35% of calories or less
 - b. Saturated Fat: Less than 10% of calories
 - c. Trans fat: zero grams
4. Sugar Limits
 - a. 35% or less of weight from total sugar

**On July 1, 2016, snack items must contain 200 mg sodium or less per item.

Accompaniments

1. Must be included in the nutrient profile as part of the food item sold to help control the amount of calories, fat, sugar, and sodium added to foods.
2. Examples include: cream cheese, salad dressing, catsup, mustard, pickles, pickle relish, dips, sauces, and butter.

School Definitions:

1. Elementary Schools Pre K – Grade 5
2. Middle Schools Grades 6 – 8

3. High Schools

Grades 9 – 12

Beverage Portion Sizes

All schools may sell:

1. Plain water (with or without carbonation)
2. Unflavored low fat milk (May serve 1% flavored milk during SY17-18 due to state waiver)
3. Unflavored or flavored fat free milk and milk alternatives permitted by NSLP/SBP
4. 100% fruit or vegetable juice
5. 100% fruit or vegetable juice diluted with water (with or without carbonation), no added sweeteners.

Portion size limitation by school categories:

- Elementary schools may sell up to 8-ounce portion of milk or juice
- Middle schools and High schools may sell up to 12 ounces portion of milk or juice
- There is no portion size limit for plain water.

In addition to: No calorie and lower calorie beverage options for high school students.

1. No more than 20-ounce portions of calorie-free, flavored water (with or without carbonation); and other flavored and/or carbonated beverages that are labeled to contain less than 5 calories per 8 fluid ounces or 10 calories or less per 20 fluid ounces.
2. No more than 12 ounce portions of beverages with 40 calories or less per 8 fluid ounces, or 60 calories or less per 12 fluid ounces.

5.8.5 Fundraising Activity Guidelines

School Day

School Day means, for the purpose of competitive food standards implementation, the period from midnight to 30 minutes after the end of the official school day.

Fundraising Activities

Fundraising activities that involve the selling of food should reinforce food choices that promote good health.

Allowable Fundraising on School Campuses:

- Foods that meet the USDA Smart Snacks in School standards, but are not sold in competition with school meals. Example: Fruit
- Foods that do not meet the USDA Smart Snacks in School standards, but are not consumed at school. Example: Cookie Dough Sales
- Non-food item. Example: School Supplies
- Food fundraisers which meet exempt fundraising definition.

Exempt Fundraiser Definition

An exempt food fundraiser is defined as the sale of food items that do not meet the USDA Smart Snacks in School standards and are sold during the school day. A school may sponsor up to and not to exceed **30 exempt fundraisers per year**, for no more than one (1) day each in length. Exempt fundraiser food is prohibited from being sold as a la carte item, in vending machines or in school stores, or before school on school campus.

Food sold as part of exempt fundraisers may not be sold one (1) hour before or after meal periods. Example: If lunch ends at 12:30 p.m. then the fundraiser could not start until 1:30 p.m.

Exempt Food Fundraiser Procedure:

- School Principal
 - Alabama's Implementation of USDA Smart Snacks in School and Exempt Fundraisers Form.
 - Complete, approve and sign form (see attachment)
 - Provide a copy to CNP Director.
 - Provide documentation of approval upon request by Alabama State Department of Education (ALSDE) for audit review.
- Superintendent
 - Attestation of Compliance with Alabama Implementation of USDA Smart Snacks in School and Fundraising Activities.
 - Complete and sign the attestation document (see attachment)
 - Provide to CNP Directors to support the annual online application renewal.
- Child Nutrition Director
 - Place a copy of the Alabama's Implementation of USDA Smart Snacks in School and Exempt Fundraiser Form (signed by the school principal) in the wellness plan file.
 - Provide documentation of approval upon request by ALSDE.

Semi-annual due dates are: July 1 and January 1 of each school year. *The completed Alabama's Implementation of USDA Smart Snacks in School and Exempt Fundraisers Form is required to be signed and on file as described above before exempt food fundraisers commence.*

The Smart Snack Calculator may be found at:

https://www.healthiergeneration.org/take_action/schools/snacks_and_beverages/smart_snacks/alliance_product_calculator/?gclid=CjwKEAjw8e2sBRCYte6U3suRjFESJAB4gn_g1jlxg-Y83JUEV8x9oTORHOMSI14110DHGHwmeaa6BxoCDCrw_wcB

After School Snacks:

Afterschool snacks can be provided only if there is an enrichment program offered. Afterschool snacks must contain at least two different components of the following four: a serving of fluid milk; a serving of meat or meat alternate; a serving of vegetables or fruits or full strength vegetable or fruit juice; a serving of whole grain or enriched bread or cereal.

5.8.6 Nutrition and Physical Activity Promotion and Food Marketing

Nutrition Education and Promotion

The Colbert County School System aims to teach, encourage, and support healthy eating by students. Schools shall provide nutrition education and engage in nutrition promotion that:

1. is offered at each grade level as part of a sequential, comprehensive, standards-based program designed to provide students with the knowledge and skills necessary to promote and protect their health;
2. is part of not only health education classes, but also classroom instruction in subjects such as math, science, language arts, social sciences, and elective subjects;
3. includes enjoyable, developmentally-appropriate, culturally-relevant, participatory activities, such as contests, promotions, taste testing, farm visits, and school gardens;
4. promotes fruits, vegetables, whole grain products, low-fat and fat-free dairy products, healthy food preparation methods, and health-enhancing nutrition practices;
5. emphasizes caloric balance between food intake and energy expenditure (physical activity/exercise);
6. links with school meal programs, other school foods, and nutrition-related community services;
7. teaches media literacy with an emphasis on food marketing; and
8. includes training for teachers and other staff.

Integrating Physical Activity into the Classroom Setting

At a minimum, students will receive the Physical Education State Course of Study recommendation for per day activity and students will be encouraged to fully embrace regular physical activity as a personal behavior. All Physical Education waivers have been withdrawn as of June 30, 2005. Waivers for exemption to physical education requirements must be approved by the State Department of Education as specified in ‘the “no exception/no substitution policy”, which require full justification to the State Superintendent of Education in any year in which a waiver is requested. Waivers for High School students must follow the guidelines as outlined in Instructional Code Changes (290-3-1.02(8)(f).

5.8.7 Food Safety

In accordance with the USDA Child Nutrition Reauthorization Act of 2010, each cafeteria manager and principal shall initiate and implement a Food Safety Plan based on Hazard Analysis Critical Control Point principals. The Board Of Education shall provide each school with Standard Operating Procedures that shall be used to establish a Food Safety Plan and monitoring procedures at each school cafeteria and all school campus areas. All CNP employees will attend ServSafe training. The HACCP plan will be reviewed every 2 years and updated with the Food Code.

5.8.8 Monitoring and Policy Review

The superintendent or designee shall ensure compliance with established district-wide nutrition and physical activity wellness policies. In each school, the principal or designee shall ensure compliance with those policies in his/her school and shall report on the school's compliance to the school district superintendent or designee.

5.8.9 School Food Service Staff

At the school or district level, shall ensure compliance with nutrition policies within school food service areas and shall report on this matter to the superintendent (or if done at the school level, to the school principal).

5.8.10 Policy Review

The district wellness committee shall review this policy on an as needed basis.

1. Richard B. Russell Nation School Lunch Act (70 P.L. 396, 60 Stat. 230)
2. Healthy Hunger Free Kids Act of 2010
3. Federal Register, Vol. 78, No. 125, Friday, June 28, 2013, Rules and Regulations
4. U. S. Department of Agriculture, Food and Nutrition Service, FNS-466, December 2013
5. U. S. Department of Agriculture Memo SP 36-2014, Smart Snacks Nutrition Standards and Exempt Fundraiser

The U.S. Department of Agriculture (USDA) prohibits discrimination against its customers, employees, and applicants for employment on the bases of race, color, national origin, age, disability, sex, gender identity, religion, reprisal, and where applicable, political beliefs, marital status, familial or parental status, sexual orientation, or if all or part of an individual's income is derived from any public assistance program, or protected genetic information in employment or in any program or activity conducted or funded by the Department. (Not all prohibited bases will apply to all programs and/or employment activities.)

If you wish to file a Civil Rights program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, found online at http://www.ascr.usda.gov/complaint_filing_cust.html, or at any USDA office, or call (866) 632-9992 to request the form. You may also write a letter containing all of the information requested in the form. Send your completed complaint form or letter to us by mail at U.S. Department of Agriculture, Director, Office of Adjudication, 1400 Independence Avenue, S.W., Washington, D.C. 20250-9410, by fax (202) 690-7442 or email at program.intake@usda.gov.

Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339; or (800) 845-6136 (in Spanish).

USDA is an equal opportunity provider and employer.

SOURCE: Colbert County Board of Education, Tuscumbia, AL
ADOPTED: Jul 30, 2015; Revised: Nov 16, 2018
LEGAL REF.: P.L. 108.265, Part 210 and 220, and Section 204 Child Nutrition and WIC Reauthorization Act.

5.8.F1 ALABAMA'S IMPLEMENTATION OF USDA SMART SNACKS IN SCHOOL AND EXEMPT FUNDRAISERS FORM

School Food Authority (SFA): _____

School Name: _____

Please check one: July 1 January 1

Form should be completed and signed by the principal before the fundraisers commence.

	Sponsoring Organization	Item Sold	Date of Sale
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
18			
20			
21			
22			
23			
24			
25			
26			
27			
28			
29			
30			

Principal Signature _____ Date _____

Original: Principal File at School Copy: SFA CNP Wellness File

5.8.F2 ANNUAL ATTESTATION STATEMENT

DATE:

FROM: [School Fund Authority Superintendent]

TO: [State Agency Official and Title]

SUBJECT: Attestation of Compliance with Alabama Implementation of USDA Smart Snacks in School and Fundraising Activities

Instruction: The following statement must be signed by the school food authority (SFA) superintendent operating exempt food fundraisers in schools with National School Lunch and/or School Breakfast Programs, and filed as outlined in the Alabama Implementation of USDA Smart Snacks in School and Fundraising Activities.

I _____, as the superintendent of _____

[SFA Name], do hereby attest that the aforementioned SFA and all schools under its jurisdiction operating the National School Lunch Program authorized under the Richard B. Russell National School Lunch Act (42 U.S.C. 1751 et seq), and/or the School Breakfast Program authorized under the Child Nutrition Act of 1966 (42 U.S.C. 1773), are in compliance with Alabama Implementation of USDA Smart Snacks in School and Fundraising Activities for School Year _____.

I certify that this attestation is true and correct, and therefore, I believe _____ [SFA Name] is in compliance with Alabama Implementation of USDA Smart Snacks in School and Fundraising Activities.

In addition, I understand that Alabama Implementations of USDA Smart Snacks in School and Fundraising Activities Form must be completed semi-annually and filed by the following dates: July 1 and January 1 of each School Year.

Superintendent Signature

Date

5.9 PARENT INVOLVEMENT

It is the goal of the Colbert County Board of Education to develop strong partnerships with the home. Families and schools working as partners increase student achievement and develop positive attitudes about self and school.

Original: CNP Director

Parents in their child's education through two-way, and meaningful communication as well as other school and system-wide activities designed to:

1. Ensure that parents play an integral role in their child's learning.
2. Promote family literacy and parenting skills.
3. Ensure that parents are included, as appropriate, in decision-making, and serve on advisory committees that promote parent input into the process of program review, planning, and improvement.
4. Assist parents in helping their child meet challenging state and local student content and achievement standards.
5. Assist schools in planning and implementing effective parent involvement activities.
6. Involve parents in the annual evaluation and possible revision of the content and effectiveness of the Parent Involvement Policy in improving the quality of the system's schools.

Affording parents substantial and meaningful opportunities to participate in the education of their children shall be assured by and through the use of advisory committees, opportunities to volunteer, parent involvement meetings, parent-teacher conference days, reasonable access to staff, written resource materials, community and system-wide surveys, as well as needs assessments.

SOURCE: Colbert County Board of Education, Tuscumbia, Alabama
ADOPTED: Nov 4, 2003
LEGAL REF.: No Child Left Behind Act of 2001, Section 1118.

5.10 SUMMER SCHOOL

The Board may operate summer schools when needed to serve the educational goals of the School District. All summer sessions will comply with Alabama law and *The Alabama Administrative Code*, §290-030-010- (9), Supp. No. 85-2. *The Code* outlines the following procedures that apply to the operation of summer schools by the School District.

1. All professional personnel must have valid Alabama Certificates.
2. The Board must authorize all summer schools and establish fees to be charged.
3. The Superintendent and the principal(s) must organize summer schools and report to

the State Department of Education.

4. Summer school instruction must be limited to students for make-up work and enrichment activities. Required courses will not be available to a student enrolled in a summer school program unless:
 - a. that student has failed the course(s), and/or
 - b. it is necessary that the course which is part of the student's approved program of study be taken during the summer in order for the student to take another course during the regular scholastic year.
 - c. this is the only course left that the student must complete to graduate.
5. A student should not be enrolled in summer school solely for the purpose of reducing the class load for the ensuing scholastic school year(s).

For High School Credit

1. One (1) Carnegie Unit of credit requires a minimum of 140 clock hours of instruction or students may demonstrate mastery of Alabama course of study content standards without specified instructional time.
2. A student desiring to take summer school courses at a school other than that in which he/she is regularly enrolled must obtain prior written permission from his/her principal and parent/guardian/custodian.

The student and parent/guardian/custodian are to be held responsible for errors in subject selection unless this procedure is followed.

For Elementary and Junior High Credit

School administrators and teachers may recommend and advise a student and his/her parent/guardian/custodian that the student could benefit educationally from attending summer school and/or may require summer school attendance as a prerequisite to move to the next grade. Summer school attendance does not guarantee promotion to the next grade unless the conditions placed by the school are met.

SOURCE: Colbert County Board of Education, Tuscumbia, Alabama
ADOPTED: Sep 3, 1987; REVISED: Oct 5, 1989; Jun 8, 1995; Apr 10, 1997; Aug 21, 2008
LEGAL REF.: Ala. Code, 16-8-10; The Alabama Administrative Code, §290-030-010- (9), Supp. No. 85-2.

5.11 EVENING SCHOOLS

General

The Board approves the operation of selected evening schools and community education programs to meet the needs of particular persons within the county, provided funds are available from external sources. Such programs shall be operated in accordance with all applicable laws and policies of the Board. The following provisions shall apply:

Student Participation: School District Programs

Students enrolled in the regular (K - 12) school program may participate in evening school or community education programs sponsored by the School District or other appropriate agencies based on the following guidelines:

1. Space is available in the program(s).
2. Age, maturity, experience, prerequisite, etc., requirements are met.
3. Applicable fees are paid.
4. Credit (Carnegie unit, grade enhancement, promotion, etc.) will not be awarded under any circumstances for work completed in such programs.

Student Participation: Non-School District Programs

Students enrolled in the regular (K - 12) school program may participate in non-school district sponsored programs, as they and their parents/guardians/custodians deem appropriate. Credit (Carnegie unit, grade enhancement, promotion, etc.) will not be awarded under any circumstances for work completed in such programs.

SOURCE: Colbert County Board of Education, Tuscumbia, Alabama
ADOPTED: Sep 3, 1987

5.12 EARLY ADMISSION TO INSTITUTIONS OF HIGHER LEARNING

The Board recognizes that certain students may be able to benefit from early enrollment in college level courses while maintaining enrollment in the schools of the School District. The Board encourages local school principals and parents/ guardians/custodians to plan for and approve such educational experiences. All such enrollments should be based on the following guidelines:

Enrollment Outside the Regular School Day

The School District in essence has no control over the enrollment of its students in institutions of higher learning when such courses are to be taken outside the regular school day; however, the Board strongly discourages parents/guardians/ custodians from permitting their child to enroll in college courses outside the regular school day. It is felt that such enrollments often overburden students with an inordinate amount of school work and, in some situations, can be injurious to the student's health.

Summer and Weekend Programs - - Many institutions of higher learning offer valuable summer and weekend courses that are designed to provide enrichment or accelerated learning opportunities for high school students. The Board encourages local school personnel to make such opportunities known to students who could benefit and handle such programs of study.

In all cases, the following provisions shall apply to students dually enrolled in college level courses and in the schools of the School District:

1. Carnegie Units may be awarded for courses required for graduation based on completion of college course work.
2. Any college courses to be submitted for meeting the Carnegie Unit totals for graduation must be approved, in writing, in advance, by the local school principal where the student expects to graduate.

Enrollment During the Regular School Day

Many institutions have developed programs, which permit high school students to enroll and participate in college level courses during the regular school day. The local school professional staff should seek out such programs and seek to identify potential students who could benefit from such programs.

When students are permitted to participate in such programs, the following guidelines shall apply:

1. Such enrollment shall be approved by the local school Principal, the student's current teachers, and the student's parent/guardian/custodian.
2. Such enrollment shall not necessitate the student missing any regularly scheduled high school classes or any part of such classes required for graduation.
3. Such enrollment shall not obligate the School District to provide any additional transportation for such students.
4. All students so enrolled shall have a signed copy of the high school dual enrollment application on file.

SOURCE: Colbert County Board of Education, Tuscumbia, Alabama
ADOPTED: Sep 3, 1987; REVISED: Jan 4, 1996; Jul 17, 2014; Jul 21, 2016

5.13 DUAL ENROLLMENT

The Board of Education recognizes that certain students may benefit from a dual enrollment/dual credit program. Dual enrollment affords a student the opportunity to enroll in a postsecondary institution while attending high school for the purpose of earning credits for a high school diploma and/or a postsecondary degree. A student must meet the requirements of the Alabama State Board of Education Policy 801.03 Admission: Dual Enrollment/Dual Credit for High School Student with the following restrictions, to be eligible to participate in the dual enrollment program:

1. A student must have written permission from the principal and superintendent or his/her designee.
2. Students may be allowed to take a core course with the administrator giving prior permission.
3. Grades earned at the College level for dual credit will be a part of the student's permanent record and will be averaged into the student's overall GPA. College letter

grades will be transposed into numerical grades as follows: A=95, B=85, C=75, D=65, F=55.

4. The student and his or her parents/guardians are responsible for all costs of the college course(s) including transportation.
5. Students may enroll in classes toward career/technical certificates for programs not available at the high school campus.
6. The high school is not responsible for classes that may be cancelled at the college.
7. A student must have a “B” Average in his or her high school work as defined by LEA policy before enrolling in college classes for dual credit, except they may be deemed eligible to participate in dual enrollment courses pending demonstrated ability to benefit as documented by successful completion and placement identification on assessments approved by the Department of Postsecondary Education. Students eligible under this section will be restricted to pursuing career/technical and health-related courses. Students enrolled under this provision must have earned a “B” average in high school courses related to the occupational/technical studies, if applicable, which the student intends to pursue at the postsecondary level and have maintained an overall grade point average of 2.50. Students enrolled under this provision must have written approval of the students’ principal and superintendent.
8. Should a student be dropped from a course for any reasons at the college, the high school will not be responsible for scheduling that student into a class during the semester.
9. The high school will not be responsible for dual enrollment/dual course credits that may not transfer to colleges.
10. Dual credit/dual enrollment is not an avenue for early graduation.
11. A student must have written parental permission to drive and must provide his or her own transportation for courses offered off of the campus during a normal school day. A student must follow all policies and procedures for driving a vehicle on campus.
12. Students taking postsecondary level courses must abide by, and are subject to, Colbert County School Board of Education Code of Student Conduct and attendance requirements while attending college courses and/or while on the campus for related activities.
13. Students will be allowed to take postsecondary level courses only from institutions having a written agreement with the Colbert County Board of Education.
14. A request from the student for taking a college course for dual credit must be made in advance, allowing the high school to determine if said college course meets the Alabama State Course of Study requirements.

The Dual Enrollment Application Form 5.13.F must be completed by each eligible student and

placed in the student's cumulative records.

SOURCE: Colbert County Board of Education, Tuscumbia, Alabama
ADOPTED: Sep 2, 1999; REVISED: Aug 21, 2008; Jul 17, 2014
LEGAL REF.: The Alabama State Board of Education, 802.03

5.13.F

**COLBERT COUNTY SCHOOLS
HIGH SCHOOL DUAL ENROLLMENT APPLICATION**

Name: _____ Grade: _____ School: _____

Date of Birth: _____ Social Security No.(Voluntary): _____ ACT Score: _____

HS Grade Average: _____ Expected Date of HS Graduation: _____

Postsecondary Institution: _____

Postsecondary Course(s) to be taken: _____

Postsecondary Course(s) Schedule: Day: _____ Time: _____

If requesting dual credits, please complete:

High School Course Equivalencies: _____
(When completed student will receive credit/grade on their high school transcript.)

(Three semester postsecondary credit hours shall equal one high school credit)

I hereby certify that I have read the policy governing the dual enrollment program. I approve of my dependent taking the above postsecondary course(s) to earn credits toward a high school diploma or a postsecondary degree. I grant permission for my dependent to travel off campus during a normal high school day to take the above course(s) and further release the Colbert County Board of Education, its employees, administrators, and agents from any and all liability in any way associated with any off-campus activity to include but not limited to travel while away from his/her respective high school in the Dual Enrollment Program. I further agree to indemnify and hold harmless the Colbert County Board of Education from any and all manner of actions, causes of actions, suits, claims or demands whatsoever arising from any accident and/or injury while my dependent is off campus from his/her respective high school pursuant to the Dual Enrollment Program.

Parent/Guardian Signature: _____ Date: _____

The above student meets all requirements to enroll in a postsecondary institution. Prior permission to enroll is approved.

Principal: _____ Date: _____

Superintendent: _____ Date: _____

Teacher: _____ Date: _____

5.14

VIRTUAL SCHOOL OPTION POLICY

SCOPE & DELIVERY SERVICES

The Board provides eligible students who reside within areas served by Colbert County Schools, in grades 9-12, the option to complete a program of courses to lead to the receipt of a diploma through a virtual platform. Such courses will be delivered through online learning platforms most beneficial to the student. Virtual learning platforms may include, but are not limited to the Alabama State Department of Education's ACCESS (Alabama Connecting Classrooms, Educators and Students Statewide) program, Edmentum, Study Island, etc.

STUDENT ELIGIBILITY CRITERIA

Virtual students are defined as students who are currently enrolled or shall be enrolled and participating in a number of virtual courses sufficient for matriculation from grade to grade, and in the case of Grades 9 through 12, to be on the track for high school graduation in four years and shall not be enrolled at the same time in another public or non-public K-12 school. Nonresident students are not eligible to participate in the school system's virtual school program.

MONITORING PERFORMANCE & TESTING REQUIREMENTS

Individual student performance will be monitored pursuant to the school system's traditional academic credit requirements and grade scale. Students utilizing the virtual school option will be subject to all state testing and accountability requirements and will be subject to the same rules and regulations regarding the administration of such tests applicable to traditional public school students enrolled in the traditional public school.

The Superintendent is hereby authorized to take whatever action may be necessary to facilitate the state testing and accountability applicable to virtual school students. The school system reserves the right to require students utilizing the virtual school option to participate in state testing and accountability requirements on campus at a date and time selected by the school system.

ATTENDANCE

Students participating in the virtual school option are subject to the following attendance requirements which may involve reporting to the school campus:

- Virtual school or course orientation
- Guidance, counseling and/or advisement session
- Conferences called by the instructor, counselor, or administrator
- Tests, quizzes or assessments required by the instructor, school, state or federal agencies
- Daily access of virtual course content and satisfying pacing benchmarks as established by the instructor
- Meeting all practice, rehearsal, participating and eligibility requirements to maintain membership in an extracurricular activity.

SOURCE: Colbert County Board of Education, Tuscumbia, Alabama
ADOPTED: Jun 28, 2016; June 29, 2020
LEGAL REF.: Act of Alabama No. 2015-89

5.14.F1 COLBERT COUNTY VIRTUAL SCHOOL BENEFITS, EXPECTATIONS, & MINIMUM REQUIREMENTS

The Virtual School Agreement of Colbert County Schools combines the existing Virtual Agreement Policy of ACCESS Distance Learning and additional virtual school option requirements by Colbert County Schools pursuant to Act of Alabama No. 2015-89.

Virtual school offers students numerous benefits in terms of time flexibility and program customization. Along with these advantages, students also assume increased responsibility in time management, organization, self-direction, and self-regulation.

BENEFITS

- Instruction from Alabama-certified teachers.
- No tuition and minimal fees.
- Accredited diploma upon satisfying all requirements for graduation.
- Flexibility and personalized learning experiences.
- Individualized academic and career preparation advancement.
- Early graduation option upon meeting eligibility criteria.
- Flexibility to pursue interests intensively.

EXPECTATIONS

Technology

- 24-hour access to some type of device or other digital resource.
- Acquire and maintain consistent Internet access

Attendance

- Adhere to Colbert County Board of Education's attendance policy.
- Attend class daily in accordance with Colbert County school calendar. Attendance requirement is satisfied by logging into the Virtual Learning Platform.

Course Progression

- Students are required to progress through online courses at a rate comparable to, or in advance of, the progression of a traditional class.
- Students are permitted to work ahead of the standard course progression and finish courses early.
- Students who fall behind comparable course progress will be subject to Academic Probation.

Academic Probation (Intervention strategy)

- Through mid-quarterly grade monitoring, students are expected to maintain a 60% overall average in their courses. When students fall below this overall average, they will be placed on Academic Probation which requires the following:
 - Attendance will be taken two days a week by being physically present at the Virtual School as long as they are on Academic Probation.
 - Weekly grade counseling with Colbert County Virtual School staff.

Academic Probation (Intervention strategy) (Continued)

- Students remain on Academic Probation until the next grade monitoring, approximately four

and a half weeks later.

- Students who achieve an overall average at or above 60% at the next grade monitoring will be removed from Academic Probation.
- Students who do not achieve an average at or above 60% at the next grade monitoring will be re-enrolled at their base school.

MINIMUM REQUIREMENTS TO REMAIN ENROLLED

- Reside in Colbert County, Alabama.
- Participate in the one-on-one initiative.
- Maintain consistent, daily access to the Internet (minimum 1.5 Mbs).
- Maintain minimum overall GPA of 2.0 in courses taken during the current academic year.
- Accumulate no more than 5 unexcused, full-day absences during the current year.
- Maintain appropriate course progression as measured by the completion of weekly assignments, quizzes, and/or tests.
- Adhere to the Virtual School Agreement
- Remain in good standing as a student of the Colbert County Virtual School.
- Students with discipline infractions resulting in suspension or expulsion will immediately be removed from the Colbert County Virtual School.

I understand that failure to comply with the above stated expectations and minimum, requirements could result in removal from the Colbert County Virtual School. Removal from the Colbert County Virtual School can occur any time during the year. Students who are removed from the Colbert County Virtual School and who are granted enrollment at their base school or any other school are not guaranteed course equivalents in the traditional, face-to-face format.

Student Signature: _____

Date: _____

Parent Signature: _____

Date: _____

SOURCE: Colbert County Board of Education, Tuscumbia, Alabama
ADOPTED: Jun 28, 2016; June 29, 2020

5.14.F2

**COLBERT COUNTY VIRTUAL SCHOOL
ACADEMIC INTEGRITY CONTRACT**

Virtual School students attest to academic integrity regarding each of the following topics. If a student fails to abide by these policies, the student will be removed from the course with a failing grade and will be subject to other consequences as determined by ACCESS and local school system administrators.

- All work must be completed by the student alone.
- Any collaboration among students must be pre-approved by the instructor.
- Plagiarism will not be allowed in any form. This will include copying or using the ideas or words of others and presenting them as one’s own.
- Students will not allow others to copy their work.
- Content from the Internet will not be misused or misrepresented.

All Virtual School instructors utilize a variety of technologies to check student work for authenticity. If an instructor confirms that a student has plagiarized work in any manner, the student will be subject to consequences determined by virtual course instructor, ACCESS Distance Learning administrative staff, the distance learning teacher, and the local school system, and will be subject to removal from the course with a failing grade.

Student Signature: _____

Date: _____

Parent Signature: _____

Date: _____

SOURCE: Colbert County Board of Education, Tuscumbia, Alabama
ADOPTED: Jun 28, 2016; June 29, 2020

**5.14.F3 COLBERT COUNTY VIRTUAL SCHOOL
ASSESSMENT ACKNOWLEDGEMENT SIGNATURE FORM**

Colbert County Virtual School students must take all unit tests, course examinations, and Alabama mandated assessments in an environment proctored by Colbert County Virtual School staff. Students are responsible for the following:

- Completing unit tests and course examinations in the proctored environment without the use of study aids or computer helps unless so allowed by the instructor.
- Provide reliable transportation to and from the testing site(s) designated by the Colbert County Virtual School staff.
- Verify the proctor records the student’s test title, assigning teacher, test date, start time, and end time.
- Students are responsible for scheduling testing appointments with the course instructor or Colbert County Virtual School staff.
- Scores earned on exams that are not taken at an approved testing site with a proctor are subject to invalidation and review by the Colbert County Virtual School.

Student Signature: _____

Date: _____

Parent Signature: _____

Date: _____

SOURCE: Colbert County Board of Education, Tuscumbia, Alabama
ADOPTED: Jun 28, 2016; June 29, 2020

5.14.F4

**COLBERT COUNTY VIRTUAL SCHOOL
APPLICATION FOR ENROLLMENT**

STUDENT INFORMATION

Last Name: _____ First Name: _____ MI: _____

Grade Level: _____ Base School Name: _____

Email: _____ Phone: _____

PARENT INFORMATION

Last Name: _____ First Name: _____ MI: _____

Email: _____ Phone: _____

STUDENT QUESTIONS

Please provide a short explanation of why you wish to enroll in Capstone Virtual Academy:

Virtual learning, as opposed to traditional classroom learning, requires self-organization, self-discipline, and self-motivation. Describe your plan for becoming a successful distance learner. (Items to address may include: Daily schedule, academic assistance, study habits, learning strategies, social interaction, transportation to test sites, etc.):

5.15 CREDIT RECOVERY

In accordance with the guidelines of the Alabama Department of Education (ALSDE), the Colbert County School System will provide students who have received failing grades in courses that are required for graduation an opportunity to recover the lost credit/standards through a standards based approach that will target specific knowledge and non-mastered skills contrasted to requiring the student to repeat the entire course. Such students must meet eligibility requirements to apply, and the Credit Recovery Program must be operated under the guidelines established by the ALSDE and the Colbert County Board of Education.

Student Eligibility, Admission, and Removal

Students are eligible to apply for Credit Recovery if the final grade earned in a required course/semester was a 40 or above (on a 100 point scale). Furthermore, students will be allowed to make up the standards they have failed during the first semester of an academic year (in a one credit course). A student may also choose to repeat a course in its entirety during the next regular school term.

Students must complete a request form (5.15.F1) form to request placement in the Credit Recovery Program. The student and parent/guardian must sign the request form to consent to placement in the program and to acknowledge agreement with the terms of admission and program requirements. A credit recovery student registration form (5.15.F2) must be completed and signed by the student, parent/guardian, and counselor if admitted to the program.

Students may be removed from a Credit Recovery Program at the discretion of the administrator supervising the program for circumstances involving serious or repeated misbehavior, failure to adhere to program attendance requirements, or failure to make adequate progress towards meeting remediation requirements. Also, any student who is suspended or placed in alternative school will be immediately removed from the program. Tuition will not be refunded if a student is removed for disciplinary/attendance reasons.

Credit Recovery Program Authorization and Operation

A tuition fee of \$100.00 per course must be paid to participate in the program. If the student successfully completes the course, a total of \$50.00 may be refunded per course. Two courses per year are the maximum allowed to recover.

The administrator will set exact hours and dates for credit recovery. Teachers working with students in Credit Recovery programs must be certified in the content area they are teaching or in one content area if they are facilitating a software-based program. The Colbert County Board of Education currently uses the Grad Point program for its credit recovery classes. In situations where online courses are being utilized, an approved adult employee of the school system may be used as a facilitator. The teacher who assigned the failing grade to the student shall identify the content standards not mastered by the student and complete the High School Graduating Requirement Failure Form (5.15.F3). The identified standards not mastered shall be shared with the facilitator. ACCESS (Alabama Connecting Classrooms, Educators, and Students Statewide) may also be utilized for credit recovery. If ACCESS is utilized for credit recovery, state guidelines will be followed. Credit Recovery Program offerings may be limited by the availability of space, teachers, or appropriate

computer-based content for specific courses.

Instructional Content and Curriculum

Instruction may be delivered through a combination of computer-based instructional software and/or targeted small-group instruction supervised and managed by a certified teacher in the subject area or through direct instruction from a teacher who is certified in the subject area of the course being recovered. Credit Recovery teachers will receive training pertaining to effective course organization and operational management of the applicable computer-based instructional software.

The student must complete his or her individual remediation plan within the operating dates and hours of the Credit Recovery Program. Students may attempt to recover a maximum of two credits/courses per year, but one credit must be completed before attempting the next. Instructional assignments, whether computer-based or teacher-based, will be aligned with the Alabama academic content standards approved by the Alabama State Board of Education. Special education teachers will not be present during the credit/standards recovery class.

Grades and Credit

A maximum grade of 70 (on a 100 point scale) may not be exceeded in a Credit Recovery course. The student must master all required modules of the assigned learning plan (Grad Point Recovery program) with a minimum 70 average. Upon successful completion of the program, for students with a 40-49, a grade of 60 will be the final grade. For students with a 50-59, a grade of 70 will be the final grade.

Grade forgiveness will be used, whereby the original failing grade is replaced by the Credit Recovery grade for computing grade-point averages. The original failing grade must remain on the transcript.

SOURCE: Colbert County Board of Education, Tuscumbia, Alabama
ADOPTED: Jun 28, 2016
LEGAL REF.: The Alabama Administrative Code, §290-3-1-.02 (8.3)10, Supp. No. 98-4.

5.15.F1

CREDIT RECOVERY REQUEST FORM

I, _____, a student enrolled at _____,
(Student name) (School)

request consideration for Credit Recovery in _____
(Name of course failed)

I have read the requirements for admission to the Credit Recovery program and understand my responsibilities if admitted. I am aware that **a maximum grade of 70** is available through Credit Recovery and that should I desire a higher grade, I will be required to take the entire course through traditional methods. My signature and that of my parent/guardian convey our understanding of this grading procedure and all other requirements associated with the Credit Recovery program.

Student Signature Date

Parent Signature Date

Teacher of Course Failed Signature Date
Attached Documentation

Counselor Signature Date

Principal Signature Date

5.15.F2 CREDIT RECOVERY STUDENT REGISTRATION FORM

Student Name: _____ Grade Level: _____

Gender: M ___ F ___ Student#: _____ Date of Birth: ___/___/___

Home Address: _____
Street City State Zip Code

Home Telephone: _____ Parent/Guardian Work Telephone: _____

Parent/Guardian Name(s): _____

Parent/Guardian Address/Telephone Number (if different from student):

Emergency Contacts:

Name:	Relationship to Student:	Telephone Number:
_____	_____	_____
_____	_____	_____

List any prescription medication that the student must take during school or the hours of operation listed for the Credit Recovery Program:

Step #1: Read the information regarding the Colbert County Board of Education’s Credit Recovery Program’s eligibility and guidelines for participation.

Step #2: Submit tuition payment at the time of registration to the principal.
Requests for refunds must be made in writing and received by the supervising administrator prior to the first class. Students dismissed from the Credit Recovery Program are not entitled to a refund or any portion of the tuition.

Step #3: Please list the course(s) requested for Credit Recovery and the numerical grade received in that course:

Signature of Counselor from student’s home school: _____

Step #4: Return this completed and signed form, along with your tuition payment, to your high school principal.

I have read and met all requirements for the Colbert County Board of Education's Credit Recovery Program. I have received the rules/regulations/expectations/procedures for the Credit Recovery Program and I agree to abide by all guidelines of the program.

Student Signature: _____ Date: _____

I understand that if my child does not follow all rules/regulations/expectations/procedures of the Credit Recovery Program, he/she may be dismissed from the program and will lose the opportunity to regain the lost credit through the Credit Recovery Program.

Parent/Guardian Signature: _____ Date: _____

This section for Office Use Only:

Date Paid: _____ Amount Paid: _____ Received By: _____

5.16 CREDIT ADVANCEMENT

School systems may choose to offer students who exhibit proficiency beyond the level required for all students for an individual course the opportunity to pursue **Credit Advancement** as an alternative to the traditional Carnegie Unit approach to course completion if offered by the local school system. For a student to be eligible for Credit Advancement he or she must:

1. Be recommended by a current or former teacher of the subject/course being considered for Credit Advancement.
2. Have criterion-referenced or norm-referenced test scores that support an above grade-level proficiency of content in the subject/course being considered for Credit Advancement.
3. Complete a Credit Advancement Request Form (5.16.F), signed by the parent or guardian, the high school counselor, and high school principal (Attachment A).

Credit Advancement may occur as follows:

The student may request to take comprehensive final exam covering all of the standards of the course before formal enrollment in the course. A mastery score of 80 or above must be obtained to receive credit for the course through Credit Advancement, and this score will be included in the student's overall Grade Point Average.

If a student (or parent/guardian) does not want to accept (rejects) the student's mastery score of 80 or above, the student may enroll in the course and will take the final examination at the end of the course, if required.

The student will be allowed to take a comprehensive final exam for Credit Advancement one time at a cost of \$100 per exam.

The National Collegiate Athletic Association (NCAA) may not recognize Credit Advancement for course credit. Please check with the NCAA.

SOURCE: Colbert County Board of Education, Tuscumbia, Alabama
ADOPTED: Jun 28, 2016

5.16.F**CREDIT ADVANCEMENT REQUEST FORM**

I, _____, would like to request the opportunity to obtain
(Student Name)
credit for _____ through Credit Advancement. I have obtained
(Name of course)
the recommendation of my former teacher of the course listed above, and my high school counselor has documented my above-average ability through a review of my performance on state and national assessments of achievement. I realize that I must obtain a score of 80 or above on the comprehensive final exam for the course requested to be eligible for Credit Advancement. After receiving my score on the comprehensive final exam, I have the option of accepting the grade or pursuing the course through traditional means. Should I accept the exam score, it will be used in the calculation of my Grade Point Average.

Student Signature _____ Date _____

Parent/Guardian Signature _____ Date _____

Counselor Signature _____ Date _____

Teacher Signature of Applicable Course _____ Date _____

Principal Signature _____ Date _____

5.17 CORRESPONDENCE STUDY

General

The Board approves the use of appropriate correspondence study courses in the schools of the School District provided:

1. Such courses are arranged on an individual basis.
2. Such courses are offered through institutions recognized by the State Department of Education or from institutions accredited by the national accrediting agency recognized by the U.S. Office of Education.
3. The school principal and Superintendent give prior written approval for each correspondence course on an individual basis after consultation with appropriate faculty members.
4. The school principal identifies and approves a qualified local school faculty member to serve as the cooperating teacher for such course.

Student Eligibility

The above and following guidelines are applicable for a student to be approved to take and apply earned credit (Carnegie Units) toward meeting School District requirements for promotion or graduation:

1. A required course may not be taken by correspondence study unless:
 - a. It previously has been attempted and failed by the student requesting it, or scheduling places an undue hardship on the student.
 - b. The school principal and Superintendent give prior written approval.
2. Enrichment/elective courses for credit must have the prior written approval of the school principal.
3. All costs associated with the correspondence course must be borne by the student.
4. All requirements and guidelines imposed by the institution(s) offering the correspondence course must be met.
6. Not more than one Carnegie Unit may be earned through correspondence study during the regular academic year.

Credit Deadlines

To apply credit earned through correspondence study, the following guidelines shall be met:

1. A student and his/her parent/guardian/custodian must assume the responsibility for having the correspondence institution send an official grade report to the school. All

grades/Carnegie Units earned through correspondence study cannot be applied to a student's records until the official grade report is received.

2. A graduating senior must have any applicable correspondence study grade reports on file with the school on or before the date set for the beginning of final examination in order to participate in graduation exercises.

English Requirement Deadline

A student may be enrolled in correspondence study to attain credit for a previously failed English course; however, the correspondence study grade report for that course must be on file prior to the beginning of the school year in order to take the next higher English course.

SOURCE: Colbert County Board of Education, Tuscumbia, Alabama
ADOPTED: Sep 3, 1987; REVISED: Jan 4, 1996; Aug 3, 2000; Aug 21, 2008
LEGAL REF.: Alabama Administrative Code, §290-3-1-.02(11)(a-d)

5.18 HOME SCHOOLS: REGULATIONS FOR ESTABLISHMENT

Alabama Laws Governing Private Tutors

Title §16-28-5, *Ala. Code*, 1975, reads as follows:

"Instruction by a private tutor means and includes only instruction by a person who holds a certificate issued by the State Superintendent of Education and who offers instruction in the several branches of study required to be taught in the public schools of this state, for at least three hours (3 hours) a day for 140 days each calendar year, between the hours of 8:00 A.M. and 4:00 P.M., and who uses the English language in giving instruction. Such private tutor shall, prior to beginning the instruction of any child, file with the county superintendent of education, where his place of instruction is in territory under the control and supervision of the county board of education, or the city Superintendent, where his place of instruction is in territory under the control and supervision of a city board of education, a statement showing the child or children to be instructed, the subjects to be taught and the period of time such instruction is proposed to be given. Such tutor shall keep a register of work, showing daily the hours used for instruction and the presence or absence of any child being instructed and shall make such reports as the State Board of Education may require."

Board Requirements

The Board by this presentation notifies persons wanting to tutor their children at home that they must meet all requirements as noted above in Title 16-28-5 of *Ala. Code* and any other applicable laws of the state of Alabama. Therefore, persons residing in an area served by the School District who are planning to tutor their children at home in place of enrolling them to a public, private, or parochial school should complete a "Registration for Private Home Tutoring Form" (Filed: 5.18.F) prior to beginning such instruction.

Penalties

Failure to enroll children in an approved school or tutoring program may result in misdemeanor charges and upon conviction a fine of not more than \$100.00 and a sentence of 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 school he/she attends or should attend or the tutor who instructs or should instruct such child shall be prima facie evidence of the violation of this section.

SOURCE: Colbert County Board of Education, Tuscumbia, Alabama
ADOPTED: Jan 4, 1996
LEGAL REF.: Ala. Code, §§16-28-1 to 24.

5.18.F REGISTRATION FOR PRIVATE HOME TUTORING FORM

**COLBERT COUNTY BOARD OF EDUCATION
Tuscumbia, Alabama**

NOTE: This form is available at the Central Office and at local schools.

Name of Student to Receive
Private Home Tutoring _____

County School Student
Would Attend _____

Parent/guardian/custodian
Name and Address _____

Location Where
Instruction Takes Place _____

Hours of Daily Instruction _____

Name of Subjects To
Be Taught _____

Name of Certified Teacher _____

Note: A copy of the valid Alabama teaching certificate must be attached to this form.

Forward this Form to: Superintendent
Colbert County Board of Education
425 Highway 72 West
Tuscumbia, Alabama 35674

or

Return it to any Colbert County School Office

5.19 HOME SCHOOLS: STUDENT TRANSFERS AND GRADE PLACEMENTS

Transfers from Nonaccredited/Home Schools

Admission and grade placement of students transferring to schools within the School District shall be based on Alabama Accreditation Standards. *The Alabama Administrative Code*, §290-3-1-.02(7)(c) in reference to the placement of students transferring from non-accredited/home schools reads as follows:

“If the parent(s)/guardian(s) disagree with the placement decision, the principal or his/her designee shall supervise the administration of the school’s most recent semester test for each prerequisite core course in which the parent/guardian is requesting enrollment. For each test the student passes as determined by the school grading scale, the student shall be placed in the next level core course and credit shall be transferred for prerequisite course(s).”

Nonaccredited Schools Defined

Nonaccredited schools are defined as follows: any elementary/secondary school not accredited by a state department of education (i.e., Alabama SDE, etc.) or a regional institutional accrediting agency (i.e., SACS, etc.).

Grade Placement Guidelines

Students transferring to a school within the School District from a nonaccredited/home school shall be placed in a grade based on demonstrated ability and record of attendance and work done in school(s) previously attended. Credit for courses pursued in a nonaccredited school must be validated by the principal with an appropriate faculty committee.

Validation of Courses Taken in Nonaccredited Schools

Validation of courses taken in nonaccredited schools shall encompass the following guidelines in all schools of the School District:

Elementary (Grades 1-5) -- If there is a question about a transfer student's grade placement, a brief examination in the skill subjects of reading and math shall be administered to the student prior to placement in any grade/homeroom. The only intent of such tests should be to determine the aptitude and ability of the transfer student to work effectively at the grade level specified. Such test should endeavor to cover a broad sampling of the material covered by the students in general. For Reading Tests: administer the placement test provided by the publishers of the basal readers adopted for use by the School District or a commercially published reading placement test to the transfer student. The test should be administered by a selected teacher(s) and principal or designee. Based on test scoring information, verify that student can correctly sight read with at least eighty-percent (80%) accuracy. If eighty-percent (80%) accuracy is achieved, place accordingly. If not, placement at a lower grade more suited to the student's educational level is appropriate and should be considered. For Math Tests: administer the placement test provided by the publisher of the math textbooks adopted for use by the School District or a similar math placement published by a publisher of a math textbook approved for use by the state textbook committee to the transfer student.

The test should be administered by a selected teacher(s) and principal or designee. If sixty-percent (60%) accuracy is achieved, place the student accordingly. If not, placement at a lower grade more suited to the student's educational level is appropriate and should be considered. When extenuating circumstances exist or when teachers and principals feel more information is needed, other tests may be administered, i.e., standardized achievement tests, etc. In all cases, the placement of such students shall be the sole prerogative of the principal and applicable teachers.

Middle/Secondary (Grades 6-12) – Credit for elective courses shall be transferred without validation, while transfer of the core courses (English, math, science and social studies) shall be as follows: Validation of academic performance shall be accomplished on a course by course basis for each grade level involved. Such validation shall be accomplished by administering the preceding year's final examination for each applicable course in which the person is seeking grade placement/course credit. The final examinations shall be those administered during the preceding year at the school in which the person is seeking to enroll/receive credit. A grade of 60 or better on each final examination for each course shall be required for validation. For example, a person who seeks credit for algebra I shall pass the final examination with a grade of 60.

Validation at One Grade Level Only

Validation of course credit shall be required at one grade level only.

Example: A person presents a transcript from a nonaccredited private school listing courses taken at the 9th grade level with a recommendation for promotion to the 10th grade, or

Example: A person presents a written outline or oral statement of work completed in a nonaccredited home school indicating that the person has completed academic work through the 11th grade level.

Validation Remedy: The principal or designee of the school in which the person is seeking to enroll should schedule a time (prior to enrollment/placement) to validate the courses taken in the nonaccredited private/home school by administering the preceding year's final examinations given in that school in corresponding or similar academic courses.

Corresponding/Similar Courses: When corresponding/similar courses cannot be readily determined for a person seeking enrollment/grade placement due to lack of transcripts/records, the principal or designee shall then validate academic performance by administering the preceding year's final examinations in the general academic core, i.e. English, math, science, social studies, etc.

Reporting Grades Received in Nonaccredited Private/Home Schools

In instances where course grades earned in nonaccredited private/home schools are not validated by School District personnel, there is no requirement on the part of School District personnel to attest to the validity of such grades to outside agencies or institutions. Further, there is no requirement for School District personnel to validate such course grades other than for one year and for grade placement/enrollment purposes.

SOURCE: Colbert County Board of Education, Tuscumbia, Alabama
ADOPTED: Jan 4, 1996; REVISED: Sep 2, 1999; Mar 12, 2002
LEGAL REF.: The Alabama Administrative Code, §290-3-1-.02(7)(c)

5.20 STUDY-WORK-RELEASE PROGRAMS

Out-of-school employment is not permissible during regular school hours, except that those students participating in approved career technical related programs that provide work related experiences away from school campuses may hold such employment positions, and except as provided by Act of the Legislature No. 95-604. Students participating in career technical related programs must comply with all applicable rules and regulations pertaining thereto.

SOURCE: Colbert County Board of Education, Tuscumbia, Alabama
ADOPTED: Sep 3, 1987; REVISED: Jan 4, 1996
LEGAL REF.: Ala. Code, §16-3-18, §16-9-21, §25-8-7, §25-8-14, §16-37-4, §16-37-5.

5.21 RELEASE OF FIFTH YEAR SENIORS

Students classified as seniors who do not graduate with their regular class may return to school the following year(s) as a fifth year senior. Students so classified may be permitted to return to school to attempt only those courses needed for graduation and may be released from school after attending such classes, provided the following requirements are met:

1. The student's parent/guardian/custodian signs a Parental Release Form acknowledging that their child will be released from school on a daily basis at a specified time.
2. The School District is not obligated to provide transportation services to said student for early release.

SOURCE: Colbert County Board of Education, Tuscumbia, Alabama
ADOPTED: Sep 3, 1987; REVISED: Apr 10, 1997; Jun 2, 2008; Apr 22, 2010

5.22 INSTRUCTIONAL REMEDIATION

Remediation shall be available to every student who is deficient in a basic skill or competency. Deficiencies in basic skills are identified through norm-referenced tests; the Alabama High School Graduation Exam; and teacher-made tests. For students deficient in basic skills, teachers shall infuse remediation into the regular instructional program at all grade levels. In addition, special assistance may be offered through computer assistance, academic skills classes at certain grade levels, and special education classes. Students who fail any portion of the Alabama High School Graduation Exam shall receive remediation on each item failed before the next administration of that Examination. Written documentation of the remediation for the Alabama High School Graduation Exam is required.

SOURCE: Colbert County Board of Education, Tuscumbia, Alabama
ADOPTED: Sep 3, 1987; REVISED: Jan 4, 1996

5.23 HOMEBOUND INSTRUCTION

Special Education Students

The Superintendent is responsible for appointing a qualified person(s) to provide homebound instruction for eligible special education students. Any student diagnosed as having an exceptionality as defined by *The Alabama Administrative Code*, Chapter §290-080-090, Special Programs I, who cannot attend school because of a physical or mental condition must be scheduled to receive instruction according to his/her individualized education program (IEP) within the home.

Regular Students (Non-Special Education)

The Superintendent may provide homebound instructional services for regular, non-special education students of the School District.

Eligibility Requirements for Homebound Services

Special Education Students

A homebound placement is a least restrictive environment option, not a disabling condition. Eligibility determination for this type of LRE shall be made by the student's IEP Committee. Placement of a special education student in a homebound setting may not take place until approval is granted by the student's IEP committee. A special education student will be provided homebound services when the following criteria and guidelines are met:

1. The parent/guardian/custodian of the special education student requests homebound services by completing the School District's Homebound Services Referral Form and submits the completed Form to the local school principal. A physician's statement requesting homebound services and noting the reasons for such services must be attached to the completed Form. NOTE: The parent's/guardian's/custodian's request and the physician's stated reasons for homebound services must be based on the personal illness or injury of the student, i.e., homebound services cannot be provided to permit students to care for others; family members, etc.
2. The anticipated absence from school must be at least six (6) weeks as attested to in the physician's request statement.
3. The student must be currently enrolled in a regular school and/or special education program.

Regular Students (Non-Special Education)

A regular (non-special education) student may be provided homebound services when the following criteria and guidelines are met:

1. The parent/guardian/custodian of the student requests homebound services by completing the School District's Homebound Services Referral Form and submits the completed Form to the local school principal. A physician's statement requesting

homebound services and noting the reasons for such services must be attached to the completed Form. NOTE: The parent's/guardian's/custodian's request and the physician's stated reasons for homebound services must be based on the personal illness or injury of the student, i.e., homebound services cannot be provided to permit students to care for others; family members, etc.

2. The anticipated absence from school must be at least six (6) weeks as attested to in the physician's request statement.
3. The student must be currently enrolled in a regular school (non-special education) program.

Weekly Time Requirements

Special Education Students

Homebound services provided by the School District for special education students shall, in accordance with state law, be provided at least three (3) hours per week. Additional hours of homebound service time may be provided for special education students based on individual student IEP recommendations.

Non-special Education Students

Homebound services provided for non-special education students will not be available for more than three (3) hours per week.

Responsibility for Instructional Plans, Etc.

The regular classroom teacher(s) is responsible for developing each respective homebound student's instructional plan, including but not limited to the following: 1) preparing the scope of studies, preparing any examinations, and outlining of assignments and grading assigned work/examinations.

The homebound teacher(s) is responsible for meeting with the student's classroom teacher(s) and collecting work assignments/ examinations/etc., transporting assignments/examinations/etc. to student's home, explaining the assignments, teaching the assignments, collecting and transporting completed assignments to the regular teacher for grading and grade assignment.

Homebound and Student Pregnancies

Pregnancy and the normal recuperative period following delivery does not make a special education or non-special education student eligible for services in a homebound program. A physician may make a written request for homebound services if serious personal complications develop during the pregnancy that endangers the student's physical health and safety and, in the opinion of the attending physician, would require such student to remain within the home for an expected six-week period. Further, a written request may be made if, following the delivery, serious complications develop that endanger the physical health and safety of the student and which, in the opinion of the attending physician, would require such students to remain within the home for an expected six-week period.

Attendance Accounting

All special education and non-special education students formally approved for homebound services as noted above shall be marked present in the attendance register during the entire term of such absence. However, in the event it is determined by the homebound teacher that the student is unavailable or will not meet with the homebound teacher at the assigned time(s), the homebound teacher shall notify the regular classroom teacher and the student shall be marked absent in all such instances.

SOURCE: Colbert County Board of Education, Tuscumbia, Alabama
ADOPTED: Jan 4, 1996

5.23.F

HOMEBOUND STUDENT REFERRAL FORM

COLBERT COUNTY BOARD OF EDUCATION

Tuscumbia, Alabama

DIRECTIONS: The parent/guardian/custodian of a student in need of homebound services (an expected absence of at least six (6) weeks based on doctor's prognosis) must complete the section below and return the completed form to his/her child's school principal.

STUDENT'S NAME: _____

DATE OF BIRTH: _____ / _____ / _____ PHONE: (____) _____

ATTENDING PHYSICIAN'S NAME: _____

PARENT'S/GUARDIAN'S/CUSTODIAN'S NAME: _____

ADDRESS: _____

HOME PHONE: (____) _____ WORK PHONE: (____) _____

DESCRIPTION OF STUDENT'S HEALTH PROBLEM: _____

PARENT'S/GUARDIAN'S/CUSTODIAN'S SIGNATURE: _____

DIRECTIONS: The following section must be completed by the principal or designee.

SCHOOL: _____ GRADE: _____

PHYSICIAN'S REFERRAL ON FILE? Yes () No ()

SCHOOL CONTACT PERSON: _____ Sp. Ed. _____ Reg. _____

DATE CONTACTED: _____ / _____ / _____ RETURN TO SCHOOL: _____ / _____ / _____

NOTE: The principal should contact the homebound teacher and/or appropriate Central Office personnel to discuss each request for homebound services.

HOMEBOUND TEACHER CONTACTED? Yes () No () Date _____ / _____ / _____

If No is checked, why? _____

PRINCIPAL'S SIGNATURE: _____

NOTE: In the event the parent/guardian/custodian is not present, the student listed above, while in the homebound program, will be under the care and supervision of _____ while the homebound teacher works with the student.

HOMEROOM TEACHER: _____ SECTION : _____

LOCKER NUMBER AND COMBINATION: _____ / _____

CLASS SCHEDULE

	SUBJECT	TEACHER
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____
7.	_____	_____
8.	_____	_____

Directions to Home: _____

5.24 ENROLLMENT IN HOSPITAL AND STATE SUPPORTED EDUCATIONAL TREATMENT PROGRAMS

School District personnel will assist students who are placed in hospitals or in a state supported educational treatment facility which provides state supported instruction. This assistance must be requested by the parent/guardian/custodian, so that the School District may be made aware of the student's status in either type facility.

The principal or designee will provide information to assist the hospital or a state supported educational treatment facility staff in providing appropriate and grade-sensitive instruction to School District students while they are enrolled in either type such facility. The following assistance shall be provided:

1. A copy of the student's schedule of classes.
2. Page numbers and/or chapters the student should address.
3. Textbooks, if requested by the parent/guardian/custodian.
4. Determine academic grades to be assigned based on consultations with hospital/facility staff and a review of tests, class work, homework, and other similar work completed by the student and returned to School District teachers by hospital/facility staff.

The hospital or a state supported educational treatment facility staff will be expected to provide the following assistance to the School District:

1. Return all student tests/class work/homework/evidence of other appropriate educational efforts completed by the student while enrolled in the hospital or a state supported educational treatment facility, with suggested grades for such assignment/work.
2. Return all textbooks and/or other materials provided by the School District to the student's parent/guardian/custodian for return to the School District.

The parent/guardian/custodian will be expected to provide the following assistance:

1. Pick up textbooks/assignments/expectations from the school and sign release forms insuring that they will be financially responsible for the books and/or other materials.
2. Obtain a copy of the withdrawal form when withdrawing their child from school for enrollment in the hospital or a state supported educational treatment facility.
3. Return all textbooks to the school upon their child's release from the hospital or a state supported educational treatment facility.

The enrollment in a state supported educational treatment facility will require the withdrawal of the student from his/her school of the School District. Students enrolled in such programs will be withdrawn from the attendance register.

Enrollments in a non-state supported educational treatment facility for an anticipated less than six weeks stay shall receive instruction from the student's classroom teacher via the parent/custodian/guardian of the student for both delivery and return of the educational materials (to include any test materials) furnished to the student by the School District.

Enrollments in a non-state supported treatment facility (hospital) for an anticipated six weeks or longer stay (based on a physician's statement) shall entitle the student to receive home-bound services provided by the School District. (See FILE: 5.23 – Policy).

SOURCE: Colbert County Board of Education, Tuscumbia, Alabama
ADOPTED: Jan 4, 1996; REVISED: Nov 19, 2009

5.25 SPECIAL EDUCATION

The Board authorizes the Superintendent to direct the preparation and maintenance of a comprehensive plan for the development and implementation of individual instructional programs for all qualified exceptional children of school age residing within the School District who are in need of and qualify for specialized assistance.

The Superintendent is instructed to include within his/her plan procedures which fully comply with the equal protection and due process clauses of the Constitution as these related (1) identification; (2) testing procedures relative to assignment; (3) actual assignment and instruction; and (4) other legal aspects concerning exceptional children.

All development and implementation procedures shall comply with specified state and federal statutes concerning education programs for exceptional students.

The School District's local plan for special education and the policy manual by the State Board of Education are on file in the office of the Coordinator of Special Education. These documents are available for review and contain specific information concerning the policies and procedures governing the Special Education Program.

SOURCE: Colbert County Board of Education, Tuscumbia, Alabama
ADOPTED: Sep 3, 1987; REVISED: Jan 4, 1996
LEGAL REF.: 20 U.S.C. 1401 et.seq

5.26 COCURRICULAR AND EXTRACURRICULAR ACTIVITIES

The Board encourages the development of educationally related activities that enrich and broaden educational opportunities for students. The Board hereby directs School District and local school personnel to ensure that all co-curricular and extracurricular activities meet the following guidelines:

1. Such activities are approved by the Superintendent of Schools.
2. Such activities are under the control of and approved by the local school principal.
3. Such activities are under the direct supervision of an activity sponsor approved by the local school principal.

4. Such activities are supervised by appropriate professional staff members and/or volunteers/chaperons.
5. Such activities held away from the school campuses shall be conducted in accordance with all requirements specified in the field trip and excursion policy filed IFCEB under this cover.

Co-curricular activities are defined as those events, plays, forums, performances, etc. that are associated closely with and are an outgrowth of classroom educational experiences. Extracurricular activities are defined as those events, performances, games, proms, dances, etc. that designed to provide extra educational and social experiences for students. In order for a co-curricular or extracurricular activity to be considered a school sponsored activity it must:

1. Meet all criteria specified above.
2. Be scheduled by the local school principal.
3. Have an employee(s) of the Board assigned to teach, monitor, coordinate, advise, sponsor or chaperon the activity as a part of employment responsibilities.

SOURCE: Colbert County Board of Education, Tuscumbia, Alabama
ADOPTED: Sep 3, 1987

5.27 ADULT EDUCATION PROGRAM

The Board promotes the Adult Basic Education program by providing facilities and other resources for the program's operation.

The Adult Basic Education curriculum shall be designed for those adults, seventeen (17) years old and older, not enrolled in a regular (K -12) school program. Such enrollees shall have been out of school for at least one year to be eligible to enroll in the program. (The Superintendent shall be empowered to waive this requirement under unusual circumstances.)

Participants who complete the program may take the examination to receive a Graduate Equivalency Diploma (GED) but are not eligible to receive a regular high school diploma.

Eligibility/Requirements for GED

Any person must meet the following requirements to obtain a GED:

1. Must be a minimum of eighteen (18) years of age, except that a seventeen (17) year old may take the test provided he/she has been out of school at least twelve (12) consecutive months following the date of withdrawal.
2. Form E -2 must be completed and notarized by the last school attended if the applicant is less than 17 years of age.

3. Must pay all applicable fees.
4. Must present identification at the time of testing in the form of a valid driver's license or birth certificate and a social security card.

The GED testing program is state administered and only certain institutions are authorized to give the test.

Contact Office

Persons interested in enrolling in or obtaining information about the School District's Adult Basic Education program should contact the Superintendent's office. The address is as follows:

Colbert County Board of Education
425 Highway 72 West
Tuscumbia, Alabama 35674

SOURCE: Colbert County Board of Education, Tuscumbia, Alabama
ADOPTED: Sep 3, 1987; REVISED: Aug 2, 1990; Aug 1, 2009
LEGAL REF.: Ala. Code, §§16-34-1 to -4. Act No. 2009-564 Amending §16-28-6.

5.28 LENGTH OF SCHOOL DAY AND SCHOOL YEAR

The length of the school day and of the school year for students will be in keeping with the intent of State laws and State Board of Education rules and regulations. They are as follows:

1. School Day - Shall not be less than six (6) hours, or 360 minutes, of actual teaching time, exclusive of all recesses or intermission periods. Class periods shall be planned to ensure this amount of instructional time.
2. School Year - Shall provide for at least 180 school days of classroom instruction.

The daily schedule for beginning and closing times may vary from school to school but must meet the guidelines as stated above. Each school principal shall ensure that his/her school's schedule shall reflect at least six (6) hours (360 minutes) of instructional time.

SOURCE: Colbert County Board of Education, Tuscumbia, Alabama
ADOPTED: Sep 3, 1987; REVISED: Jan 4, 1996
LEGAL REF.: Ala. Code, §16-1-1.

5.29 SCHOOL OPENING AND CLOSING TIMES

General

It is apparent that a high percentage of parents/guardians/ custodians of school-aged children are of necessity members of the community's work force. Statistics support the rapid growth in the number of instances where both parents/guardians/ custodians are working outside the home, with the number of "latch-key" children increasing at high rates over the last three decades. Our community

is directly impacted, as are most other cities and towns across the country. As a result, our School District is directly affected in many ways; especially by the increased incidents of students' early arrivals at school each morning and late departures in the afternoons. School personnel should attempt to assist and remain sensitive to the needs of both students and parents/guardians/custodians in this matter; however, School District personnel should not and cannot be expected to assume supervisory responsibility for students on school premises at unreasonable times.

Policy

Therefore, the Board hereby directs each school principal to develop, implement, and publicize a plan for reasonable supervision of students transported by parents/guardians/ custodians who arrive before school opens and depart after school closes each school day. A part of such plan shall include a written statement that school personnel will not assume responsibility for such students more than thirty (30) minutes before the time set for opening classes/homeroom each morning and thirty (30) minutes after the time set for closing the normal school day's classes. In all cases, responsibility shall be accepted and supervision provided for students who arrive at school via School District buses or who participate in approved activities sponsored by the school.

The written statement shall be widely publicized and included in each school's student handbook/information sheets/etc.

SOURCE: Colbert County Board of Education, Tuscumbia, Alabama
ADOPTED: Jun 8, 1995

5.30 CARE OF STUDENTS BEFORE AND AFTER SCHOOL HOURS

Opening and Closing Times

The time set for the opening and closing of the schools of the School District are thirty (30) minutes prior to the time students are to report to homeroom/first class and thirty (30) minutes after the last class period each day. Between these times and throughout the school day school personnel will be on duty and available to supervise and care for students. However, School District personnel should not and are not expected to assume responsibility for students whose parents/guardians/ custodians permit their child(ren) to arrive at school before the time noted above and/or to remain at school after the time noted above. By presentation of this policy, the Board hereby notifies parents/guardians/custodians that school personnel are not available to assume responsibility for students who arrive on a school campus before and remain after the times noted above, except that school personnel shall be on duty to assume responsibility for students transported via School District-owned buses.

Parents'/Guardians'/Custodians' Responsibility

Parents/guardians/custodians are expected to take responsibility for seeing that their child arrives before the opening of school and is picked up after the closing of school within the time frames noted above. If for any reason parents/ guardians/custodians are not able to comply with the times noted, a conference should be scheduled with the principal to discuss the matter.

Before and After-School Supervision Plan

Each school principal should develop a plan for supervising students who arrive prior to the time set for the opening of school and for students who remain after the time set for the closing of school. Such plan should incorporate the following minimal requirements:

1. The plan should be written.
2. The plan should direct students arriving early to report immediately to a designated room/location/site, etc. The room/location/site should be properly supervised by an appropriate number of staff members.
3. The plan should direct students remaining on the school premises after school closes for any extended length of time to report to a designated room/location/site, etc.

Notification

School principals are hereby directed to give notice to the parents/guardians/custodians of all students in their respective school of the content and intent of this policy. The notification shall be given in written form (newsletters, student handbooks, newspaper articles, etc.) at the beginning of each school year.

SOURCE: Colbert County Board of Education, Tuscumbia, Alabama
ADOPTED: Jan 4, 1996

5.31 CLASS SIZE (AND PUPIL-TEACHER RATIO)

In respect to class size, the Board recognizes that the size of a class is a relative matter, depending upon the subject being taught, the aims and objectives of the course, and the type of school organization.

The Board encourages and supports efforts to bring student -teacher ratios and class sizes in line with the recommendations of state and regional accrediting agencies.

SOURCE: Colbert County Board of Education, Tuscumbia, Alabama
ADOPTED: Sep 3, 1987; REVISED: Jan 4, 1996
LEGAL REF.: Regulations of the State Department of Education; The Alabama Administrative Code.

5.32 PLANNED PROGRAM OF STUDIES FOR EIGHTH GRADE STUDENTS

Planned Program of Studies

Planned programs of studies for high school students should begin prior to the student entering the ninth grade. Based on requirements outlined in Alabama's Plan of Excellence, a planned program of studies must be completed for each student in the School District prior to completing the eighth grade; therefore, the Board directs the Superintendent to require high school and junior high school counselors to conduct student -counselor conferences with all students prior to finishing the eighth grade to complete a program of studies for each student. The plan shall include the following:

1. The development of an approved program of studies form to be used by the School District.
2. The approved program of studies form shall provide for a student and parent/guardian/custodian signature.
3. The approved program of studies form shall provide for the selection of the "Standard" or "Advanced" diploma or "Certificate of Completion".
4. Provisions shall be made for maintaining a file copy of the completed and signed form for each student through the student's date of graduation.
5. The planned program of studies may be changed prior to the beginning of any school year upon written request by the student and parent/guardian/custodian with the approval of the school counselor and principal.

NCAA Regulations for Student Athletes

All NCAA regulations related to student athletes shall be distributed at the eighth grade level student-counselor conferences

SOURCE: Colbert County Board of Education, Tuscumbia, Alabama
ADOPTED: Sep 3, 1987
LEGAL REF.: The Alabama Education Plan of Excellence

5.33 INDIVIDUALIZED INSTRUCTION

The Board maintains that a systematic approach to the assessment of individual achievement and the diagnosis of individual need is essential to the concepts of individualized instruction and continuous progress. The respective school staff shall cooperatively plan and implement a student needs assessment program which will include some or all of the following: standardized tests, teacher-made tests, minimal competency tests, observations, and conferences.

SOURCE: Colbert County Board of Education, Tuscumbia, Alabama
ADOPTED: Sep 3, 1987

5.34 CAREER AND TECHNICAL EDUCATION

Work-Based Learning

Purpose

The purpose of Cooperative Education/Work-Based learning is to provide work-based experiences in approved training stations that typically cannot be obtained in the classroom.

Work-based learning is a major component of Colbert County Schools' Career & Technical Education Program. WBL curriculum integrates classroom instruction with productive, progressive, supervised, work-based experiences related to student's career objectives. Content is planned for

students through a cooperative arrangement between the school and employee under the direction of a Work-based Learning/Co-op Coordinator who holds a Class B or higher certificate in CTE, has taken the *Functions of the Coordinator* or *Principles of Coordination* coursework, and who completed Child Labor Law training annually.

Work-based learning can be paid (Apprenticeships) or unpaid (Internships) experience for 12th grade students where hours worked, wages earning, and experience are monitored and documented by the employer and the coordinator.

It is the role of the LEA administration to ensure that instructional activities support and promote quality, work-based learning experience is in compliance with the *Alabama Work-Based Learning Manual*. It is also required that the work-based learning coordinator comply with all Federal and Alabama Child Labor and minimum wage laws.

Work-based learning students must provide documentation of 140 hours of paid or unpaid experience to the coordinator, who is required to have communication, contact, or visit the training station of each student a minimum of once per month. WBL students will be awarded one credit for successful completion of the 140-hr career experience. The coordinator will secure an evaluation from the employer at least once per grading period, at the end of the semester/term, and at other times as deemed appropriate. The coordinator will maintain accurate records of the training agreements and all other required documentation with appropriate signatures. In addition, the coordinator will complete and submit reports to the ALSDE as required twice per year.

Determination of Student Eligibility:

The Coordinator (employed on a 10-month contract) will ensure that all requirements for cooperative education are met by the participating student:

- Is at least 16 years of age
- Is classified as a 12th grade student on track for graduation
- Has a clearly defined Career Defined Career Objective
- Is physically and mentally capable of performing the essential functions of the desired work-based experience
- Has completed pre-requisite courses, including Career Preparedness
- Has an acceptable attendance, grade, and discipline record
- Has completed and Application for Enrollment
- Has submitted recommendation forms.

Problem-solving at the Workplace/School

When concerns or issues arise with a Work-based learning student, the employer is it immediately contact the coordinator wo will attempt to solve the problem. However, if necessary, the CTE administrator may be asked to intervene to determine the student's eligibility to remain in the program.

Live Work

Definition

Live work is work done by students as part of their training program. Such work includes service, repair, or production, jobs of any and all kinds.

Relationship to Training

Live Work will be conducted when, in the opinion of the instructor and Director, the training program requires such projects for acquisition of occupational skills leading to employment. Live Work will be assigned to individual students by their instructor(s) as part of the student's training program.

Administration

Administration and control of live work in accordance with local board of education policies are the responsibilities of the Director. All live work personnel must be approved by the Director or his/her designee. The Director shall be responsible for the determination and collection of all charges and maintenance of appropriate records.

Live Work Projects

Live work will be performed in specific projects for specific individuals and organizations. The scope and extent of each project will be well-defined and documented before acceptance. The appropriate live work form for any job exceeding \$10.00 must be signed by the Director before any work is done.

1. Tax supported programs and Institutions
2. Public Employees
3. Colbert County School's Students
4. Charitable organization which are supported by donations
5. Individuals and Organizations
 - a. Such live work is not designated for competition with private enterprise
 - b. The circumstances involved are unusual and justify the acceptance of the live work project
 - c. The instructor justifies in writing why the live work is necessary for the training program and files a signed copy with the Director.

Release of School Liability

The person, programs, institution, organization for which live work is done shall:

1. Assume all responsibility for the results of the work being done by the students (Colbert County Schools is not responsible for items left in vehicles during the time of services).
2. Bear all actual cost of the materials and parts involved.

3. Pay a service charge according to schedule as prescribed by the section on service charges that is established by the Director of the school to cover indirect expense;
4. Sign a form agreeing to the above condition and specifically stipulating the work to be performed.

Service Charge for Live Work Projects

The total charges (cost plus a service charge) for live work will be as follows: Actual Cost Plus 25%

*In exceptional cases, service charges may be increased with prior approval from Director.

Safety Policies and Procedures

All Career Tech Programs in Colbert County Schools are subject to annual safety inspections by any member of administration at the school level or district level. A local school safety plan is available on every campus and is updated annually. This safety plan contains emergency procedures, crisis management plans, fire and tornado procedures, and evacuation routes.

Each department will adhere to applicable industry standards in relation to OSHA, MSDS, NIMS, BIC, and NATEF certification. Hazardous material spills will be handled in accordance to the school safety plan.

Students' medical plans will be filed in the school office and each teacher will be briefed on any medical conditions. Routine evacuation drills will be held on the campus of each high school based on the schedule set forth by each administrator.

The current Colbert County Schools Student Handbook will serve as a guide for local policies. Any safety threat should be immediately reported to the school principal and the career tech director.

SOURCE: Colbert County Board of Education, Tuscumbia, Alabama
ADOPTED: Oct 20, 2016

5.35 EVALUATION OF INSTRUCTIONAL PROGRAM

The Board shall establish and maintain means for evaluating the effectiveness and appropriateness of the School District's instructional programs. Elements of this evaluation may include:

1. Public opinion demonstrated through questionnaires periodically issued at the school and School District level.
2. Accreditation reports issued by the Southern Association of Schools and colleges and State Accreditation Programs.
3. Analysis of honors and awards attained by schools, school organizations, students, and teachers.

4. Achievement of graduates.
5. Analysis of test results from nationally normed tests administered by the state.
6. Review of student's retention and dropout data.

SOURCE: Colbert County Board of Education, Tuscumbia, Alabama
ADOPTED: Sep 3, 1987; REVISED: Jan 4, 1996

5.36 INSTRUCTIONAL MATERIALS AND RESOURCES

The Board strongly encourages the utilization of a wide variety of materials and equipment in the instructional program. The selection of media should be determined by the objectives of the course and the experiences and activities to be provided in efforts to meet such objectives. Teachers are encouraged to keep abreast of the types of materials and equipment, which can contribute toward meeting the goals and objectives of the courses. Teachers are further encouraged to assist the administration in the selection and purchase of such materials and equipment for the school.

Teachers are also encouraged to become familiar with the operation of various audiovisual equipment to the point that they feel secure in the use of such equipment for instructional enrichment.

The Board maintains that teachers should be encouraged to avail themselves of the wide range of instructional materials at their disposal. Textbooks and supplementary materials in their own rooms and school libraries, the popular media (newspapers, radio, television), and resources within the community are some of the instructional aids to which teachers may have access.

SOURCE: Colbert County Board of Education, Tuscumbia, Alabama
ADOPTED: Sep 3, 1987

5.37 TEXTBOOK SELECTION AND ADOPTION

The Board shall approve all textbooks used in the School District. A textbook committee shall be appointed by the Board upon recommendation of the Superintendent. Members of the textbook committee shall serve for terms of one year and the composition will include at least three parents. Members appointed to serve should be knowledgeable and/or certified in the discipline area from which the textbooks for that year are to be selected.

The textbook committee shall base its selection and adoption of textbooks in accordance with the provisions of Alabama Law.

SOURCE: Colbert County Board of Education, Tuscumbia, Alabama
ADOPTED: Sep 3, 1987; REVISED: Jan 4, 1996; Feb 4, 1999
LEGAL REF.: Ala. Code, §§16-36-4 to-39. Act No. 98-320

5.38 LOCAL SCHOOL MATERIAL SELECTION AND PURCHASE

The Board encourages teachers and local school personnel to give careful attention to the selection and purchase of instructional supplies. In selecting and purchasing supplies, the goal should be to

obtain the best product at the lowest price. All instructional supplies and materials must be purchased in accordance with the following procedures.

1. Prior approval must be obtained from the local school principal for all purchases.
2. A review shall be made by the local school principal to determine the availability of funds prior to approving purchases.
3. A local school purchase order must be completed and signed by the local school principal prior to all purchases to be paid from local school funds.
4. A School District purchase order must be completed and signed by the local school principal prior to all purchases to be paid from Central Office funds.

Invoices shall not be paid from school funds when the above procedures are not followed.

SOURCE: Colbert County Board of Education, Tuscumbia, Alabama
ADOPTED: Sep 3, 1987

5.39 SCHOOL LIBRARIES

The Board believes that the school library/media center is a fundamental part of the educational program. The availability of many materials in a variety of formats present to students and teachers the opportunity of selecting the media best suited for individual needs and modes of learning.

Each school in the School District shall maintain a school library/media center under the direction of a state certificated school librarian/media specialist in accordance with State and/or Regional Accreditation Standards.

Selection and review of library/media center material should be made through the cooperative efforts of the staff, parents, and students. Coordination of materials selection is the responsibility of each school librarian/media center specialist who must maintain an updated and balanced collection and must provide standard library books and bibliographies to aid in the selection process.

Since the library is an integral part of the instructional program, the librarian should plan with all teachers to make available library materials, which can contribute to instruction in the classroom. The librarian should promote regular group sessions as well as individual help to ensure that each student acquires a high degree of proficiency in the use of the library for research as well as for leisure reading. Provision should be made for all students to have periodic access to the library.

The school library/media center will remain open for use by students and staff members during the school day.

SOURCE: Colbert County Board of Education, Tuscumbia, Alabama
ADOPTED: Sep 3, 1987
LEGAL REF.: The Alabama Administrative Code

5.40 TEXTBOOK/AUDIOVISUAL/INSTRUCTIONAL MATERIAL REVIEW

PROCEDURE

Informal Procedure

Occasionally objections to the selection of textbooks, audiovisual, and/or instructional materials will be made by the public, despite the care taken to select appropriate materials for use in the schools. In the event that such materials are questioned, the principles of intellectual freedom, the right to access of materials, and the integrity of the school librarian/media personnel must be considered. In such cases, reasonable, informal efforts shall be made to resolve the objection(s) by the teacher, school librarian/media person, and/or principal involved; however, no agreement should be made at this level that results in the withdrawal of materials from "general use." If reasonable, informal efforts fail to resolve the objection(s), the following procedure should be initiated:

Formal Procedure

When a request for formal review of textbooks, audiovisuals, or library materials is made, the procedures outlined below should be followed:

1. All requests for the review of such materials will be directed to the local school principal.
2. The local school principal will inform the complainant of the selection procedures used to procure library materials, request that the materials in question be returned to use, and make no further comment or commitment.
3. The local school principal will request the complainant to submit a formal "School Districts Textbook/Audiovisual/ Instructional Material Review Form (Filed IFBE-F1 under this cover).
4. Upon the submission of the completed Review Form, the local school principal will inform the Superintendent of the complaint. An Advisory Review Committee will be appointed by the principal to determine the disposition of the material in question. The Advisory Review Committee will consist of the principal, the school librarian/media specialist, two classroom teachers, one parent, and one student (if appropriate). The complainant shall not be a member of the review committee.
5. Upon receipt of the complainant's completed Review Form, the local school principal requests a review of the challenged material(s) by the Advisory Review Committee within fifteen (15) school days and notifies the Superintendent that such review is being made. The challenged material(s) will be in the possession of the Advisory Review Committee during the review procedure.
6. The Advisory Review Committee will conduct the following minimal review:
 - a. Read, preview, and/or examine material(s) referred to it.
 - b. Check the general acceptance of the material by referring to any available reviews.
 - c. Weigh values and faults against each other and form opinions based on the material as a whole and not passages pulled out of context.
 - d. Assess the use of such material in other similar school systems.

- e. Meet to discuss the material and to prepare a report, which outlines the Committee's recommended disposition of the material.
 - f. File a copy of the report in the school office.
7. The Advisory Review Committee will notify the complainant in writing of its decision. A copy of the decision will be sent to the Superintendent.
 8. The local school principal will either retain or withdraw the challenged material, based on the decision of the Advisory Review Committee.
 9. The decision of the Advisory Review Committee may be appealed to the Superintendent. This request for appeal must be presented in writing to the Superintendent within fifteen (15) school days. A copy of the Superintendent of School's decision will be sent to the complainant, local school principal, and Advisory Review Committee.

Requests by Parents/Guardians/Custodians to Remove Their Child(ren) From Certain Instruction Based on Religious Grounds or Conscientious Objections

In the event that a parent/guardian/custodian make it known to a teacher that, based on religious grounds or deeply held beliefs, he/she prefers that his/her child(ren) be removed from specific instructional or extra-curricular activities on a short-term basis, the child(ren) should be withdrawn from the activity. In such cases, the child(ren) withdrawn must be placed under the supervision of another certified staff member or other responsible School District employee.

SOURCE: Colbert County Board of Education, Tuscumbia, Alabama
ADOPTED: Sep 3, 1987; REVISED: Jan 4, 1996

**5.40.F TEXTBOOK/AUDIOVISUAL/INSTRUCTIONAL MATERIAL
REVIEW FORM**

COLBERT COUNTY BOARD OF EDUCATION
Tuscumbia, Alabama

Note: No materials in question will be reviewed until the following form is completed fully by the person concerned.

INITIATED BY: _____

HOME PHONE: (_____) _____ WORK PHONE: (_____) _____

ADDRESS: _____

TEACHER: _____ PARENT: _____ OTHER: _____

REPRESENTING:

Self: _____ Organization: _____
(Identify Please)

MATERIAL QUESTIONED:

BOOK:

Author: _____ Title: _____

Copyright date: _____

AV MATERIAL:

Type of media: _____

(Filmstrip, record, etc.)

Title: _____

OBJECTION(S):

1. Have you read or viewed the entire material in question? Yes() No()
If not, what parts? _____
2. Describe your objections to this material. Please be specific _____

3. What do you believe might be the result of reading or viewing of this material?

4. For what age group would you recommend this material? _____

5. Describe any value you see in this material. _____

6. What reviews of this material have you read? _____
7. What do you believe to be the basic theme of this material? _____

8. What would you like school personnel to do about this material? Please check one of the following:
_____ Do not assign it to my child
_____ Withdraw it from all students as well as my child

_____ *Send it to the Review Committee for evaluation and recommendation*

11-30-95

5.41 INTERNAL REVIEW OF AUDIOVISUAL MATERIAL

In an effort to insure that audiovisual materials used in the schools of the School District are best suited to the educational needs, age, and maturity of students, the Board directs that the following guidelines govern the use and review of all audiovisual materials to be shown in any classroom or school setting:

Internal Materials

The local school principal or designee (school librarians/media specialists) shall be responsible for library/media center acquisitions at each school. The principal or designee shall work closely with members of the certified teaching staff in selecting appropriate instructional materials for the various grade levels and content areas. All books, magazines, tapes, audiovisual materials, and other teaching aids should be appropriate for the population using them. Where the content of such materials is unknown, the school librarian/media specialist shall review and examine them before making such materials available to students and teachers.

External Materials

Audiovisual material obtained from sources external to the school libraries/media centers must meet the following standards prior to use in a classroom or school setting:

1. Relate directly to the School District curriculum and serve as a means of teaching a specific objective(s).
2. Relate directly to the lesson or unit plan being taught.
3. Be previewed in its entirety by the teacher prior to using the material in a classroom or school setting.
4. Commercial audiovisual material with a uniform rating code of G, PG and PG-13 may be considered for showing in the schools of the School District based on the following guidelines:
 - a. G and PG rated material may be considered for use in grades K-6 based on teacher review and discretion.
 - b. G, PG and PG-13 rated materials may be considered in grades 7-12 based on teacher review, discretion, and written approval of the principal.

Special Education Students

Guidelines governing special education programs will be determined by the Special Education Department.

SOURCE: COLBERT County Board of Education, Tuscumbia, Alabama
ADOPTED: Jan 4, 1996; REVISED: Jun 14, 2001; Feb 20, 2014

5.42 STUDENT ACCEPTABLE USE POLICY

The following is the policy of Colbert County Schools and has been approved by the Superintendent and School Board.

Colbert County Schools offer access to email, Google Drive, and the Internet as a resource for instruction and to provide access to materials that complement the instructional program. We respect each family's right to decide whether to apply for access. To gain access, the parent/guardian and student will be required to sign a written consent form prior to being allowed access to email and the Internet. This consent form is included in each student registration packet.

A staff member will supervise Internet use and will review communications to maintain system integrity and to determine that students are using the system responsibly. However, students are responsible for appropriate behavior while using the Internet. Any material, written or pictorial, accessed on the Internet must conform to established school policy and cannot be obscene or contain profanity or abusive language. Vandalism of equipment or programs will result in punishment as defined in school policy.

All users must abide by the following guidelines:

1. Be accountable for your actions. Appropriate behavior is expected from users at all times.
2. Notify an adult immediately if you encounter materials that violate this policy or school handbook.
3. Do not use the Internet or email 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 use the Internet, email or Google Drive for illegal activities, i.e. hacking, threats, child pornography, drug dealings, purchase of alcohol, gang activities, etc.
6. Do not install software or download unauthorized files, games, programs, or other electronic media.
7. Do not violate copyright laws
8. Do not view, send, or display obscene, profane, lewd, vulgar, rude, disrespectful, threatening, or inflammatory language, messages, or pictures.
9. Do not share your password with another person
10. Do not access another student's work, folders, or files.
11. Email and Google Drive will be filtered for content.

12. Email and Google Drive access will be terminated if the following conditions are met, student withdraws, misuse of email or Google Drive, disciplinary action, or graduates from High School.

Violation of this policy will result in loss of Internet access at school and other disciplinary action.

Computer Lab Policy

1. NO FOOD OR DRINK!
2. Only work on class assignments.
3. Students using any computers, software, and any other technology resources should not:
 - A. Send, display, or download offensive messages or pictures
 - B. Use obscene language
 - C. Violate copyright laws
 - D. Trespass in other users' files, folders, or work
4. Do NOT change any computer settings (including, but not limited to, printer configurations, desktop backgrounds, Internet settings)
5. Music must be listened to using headphones and at a volume where others cannot hear it.

When you are finished at a workstation please:

1. Log out.
2. Pick up all paper around your station.
3. Push chair under desk.
4. Make sure you leave a clean and orderly workstation for the next user.

Violation of any of the above policies could result in loss of access, disciplinary action, and/or possible legal action. (File: 6.22)

SOURCE: Colbert County Board of Education, Tuscumbia, Alabama
ADOPTED: Sep 7, 2007; REVISED: Mar 18, 2010; Aug 11, 2016; June 29, 2020

5.42.F1

ACCEPTABLE USE POLICY

PERMISSION FORM

Each student is required to submit the Acceptable Use Policy Permission form at the beginning of each school year.

This Acceptable Use Policy, is designed to provide guidelines for using the Internet in the classroom, media center, your own device, and computer lab of your school.

This permission form must be read and signed by both the student and a parent/guardian and then returned to your child's homeroom teacher. Students will not be allowed Internet access until the signed permission form has been returned.

Please note that if you violate the terms of this policy, you will lose Internet privileges. *It is your responsibility to read and understand the policy.*

I acknowledge that I have read the Acceptable Use Policy. I understand and agree to all terms as outlined in this policy. I further understand that this agreement will be kept on file at the school for the academic year in which it was signed.

By signing below, I acknowledge my child has permission to use the internet for research, testing, classwork and other educational assignments designated by an employee of the Colbert County Schools.

Signed and dated by both parent/guardian and student.

Parent/Guardian: _____ Date: _____
(Signature)

Student: _____ Date: _____
(Signature)

5.42.F2

INTERNET ACCEPTABLE USE POLICY

DISCIPLINE NOTIFICATION

Date: _____

Dear Mr./Mrs. _____:

This letter is to inform you that your son/daughter has violated the Colbert County School System’s Internet Acceptable Use Policy (AUP). You and your child read and signed an AUP at the beginning of this school year which stated that if you violate the terms of this policy, you may lose privileges or receive punishment as defined in Board Policy File: IFBED.

This letter is to notify you that _____ was found to be in violation of the AUP policy as described below:

As a result of this we are taking the following disciplinary actions:

_____ Sending a warning reminder to parent and student about AUP agreement

_____ Loss of Internet privileges for one week

_____ Loss of Internet privileges for one month

_____ Permanent loss of Internet privileges.

_____ Other disciplinary action as defined below:

If you have any questions, feel free to consult your copy of the AUP, or call us during the day at _____. We appreciate your support and understanding in this matter.

Sincerely,

Principal or Designee

5.43

INTERNET ACCEPTABLE USE POLICY

FACULTY AND STAFF

The Colbert County Schools offer a variety of network and Internet resources to all staff as part of the instructional process. All uses of the Colbert County Schools' data system must be in support of education and must be consistent with all state and district policies. This document contains the Acceptable Use Policy herein referred to as (AUP) for Users of the Colbert County Schools' data system. This document must be signed by all Users.

Network Resources and Phones

1. Employees shall not access files/folders or retrieve any stored communication unless they have been given authorization to do so. Each employee is responsible for the security of his/her own password.
2. The Technology Department reserves the right to set parameters for Google Apps as needed. Each Teacher will have enough storage on Google Drive for their instructional needs. It is encouraged that teachers remove old data off their google drive or any network shared drive if that data is no longer needed. It is to be understood that data stored on Google Drive or any network shared drive is not private.
3. Cell phones should be used for instructional purposes or emergency situations only. Personal calls and/or texts made during the school day should be during non-instructional times. Staff should not use cell phones to access or update personal social networking sites during the school day.

Electronic Mail and the Internet

Google email accounts and Internet access will be given to all Colbert County Schools' staff. Employees are encouraged to use email and the internet to enhance instruction, promote student learning, and provide communication with the home.

1. E-mail and Internet access is to be used for instruction, research, home communication, and school administration purposes only. Access to these resources provided by Colbert County Schools is not to be used for private business or personal gain. This includes sending out "for sale" emails, shopping online during the instructional day, etc.
2. Users shall not compose, send, or attach defamatory, inaccurate, abusive, profane, sexually oriented, threatening, racially offensive, or illegal documents/files. This includes sending out school or district-wide emails questioning the teaching ability or actions of other staff members.
3. Users shall not visit sites that contain profane, sexually oriented, threatening, racially offensive, or other objectionable material. Users shall not try to circumvent the web filter that blocks such sites.
4. All staff and student correspondence via electronic mail should be to facilitate classroom

learning.

5. When sending an email to a group of parents, staff should put each parent email address on the Bcc line to protect parent confidentiality.
6. Staff should not “reply all” to district-wide emails or to emails sent to multiple schools.
7. Teachers, library media specialists, and other educators will select and guide students’ use of computer and instructional resources at all times.
8. Users shall not transmit via email or post online a student’s work or picture containing personally identifiable information without written parental consent.
9. Students should not be allowed to reveal their name or personal information or establish relationships with “strangers” on the Internet or through email unless the communication has been coordinated by a teacher and written permission is granted by the student’s parent/guardian.
10. All school email and Internet usage is logged and can be checked by District personnel if inappropriate conduct is suspected. Email correspondence should not be considered private. Inappropriate conduct related to the business of the district which will constitute disciplinary action, includes but is not limited to
 - aiding in the spread of hate groups.
 - defaming other employees and/or school board members.
 - facilitate bullying.
 - posting inappropriate statues/pictures.
 - enable the spread of unreliable and/or false information.
 - facilitate neither support nor opposition for a political candidates.
11. Students are prohibited by their AUP from playing non-educational games, or watching non-instruction videos through Youtube, Netflix or other streaming sites. Staff should not encourage nor give permission to play non-educational games or stream non-instructional videos during class-time.

District Webpages

The Colbert County Schools’ website offer individual teacher web pages, numerous subsection pages for organizations, clubs, sports, curriculum, etc.

1. The use of the webpages must be in support of education.
2. Users will be responsible for maintaining the content of their webpage. Users will not use obscene, profane, vulgar, rude, inflammatory, threatening, or disrespectful language, materials and/or pictures.
3. Sponsors/coaches of extracurricular organizations may establish webpages. Material presented on the organization web page must relate specifically to organization activities

and will include only user-produced material.

4. Users may not use the Colbert County Schools' webpages for commercial purposes. Users may not offer, provide, or purchase products or services through the schools' data system.
5. Users may not use the Colbert County Schools' webpages for political lobbying. See also *Inappropriate Conduct*.
6. Students must be under teacher supervision when working on school webpages/blogs. They are NOT permitted to have their own login. They must use the teacher's/sponsor's login and all content must be checked by the teacher/sponsor before the page is published.
7. Users will not plagiarize works that they find on the Internet.
8. Access to the webpage is a privilege not a right. Inappropriate use will result in suspension of privileges as well as disciplinary action. District personnel have the authority to determine whether or not content is appropriate.
9. Staff wishing to host classroom content on non-District platforms must notify and receive permission from the building principal unless the site is in some way affiliated with the district (e.g. district Edmodo, district google sites, etc.).

Social Networking

1. District employees may set up a professional or class twitter, Facebook or other social media account for the purpose of sending out information and reminders.
2. In order for District employees to utilize a social networking site for instructional purposes in which there will be two-way communication with students they shall comply with the following:
 - a. They shall request prior permission from the principal.
 - b. If permission is granted, staff members will set up the site following any District guidelines. Guidelines may specify whether access to the site must be given to the technology staff.
 - c. If written parental consent is not otherwise granted through AUP forms provided by the District, staff shall notify parents of the site and obtain written permission for students to become "friends" prior to the students being granted access. This permission shall be kept on file at the school level.
 - d. Once the site has been created, staff members are responsible for monitoring and managing the site to promote safe and acceptable use.
3. Users shall not use social media to promote, express political views or campaign for a political candidate.
4. District Employees shall not use defamatory language while posting on school sponsored social media. See also *Inappropriate Conduct*.

5. Staff members are discouraged from inviting students to be friends on personal social networking sites. Staff members are also discouraged from accepting friend requests from students on personal social networking sites. Employees taking such action do so at their own risk. Staff members should use professional judgment and caution when posting pictures of students on personal social networking sites.

All employees shall be subject to disciplinary action if their conduct relating to use of technology or online resources violates this policy or other applicable policy, statutory or regulatory provisions governing employee conduct.

As an employee of Colbert County Schools, I have read and agree to the Internet Acceptable Use Policy.

Employee Name (Print): _____

School: _____

Employee Signature: Date: _____

I acknowledge that I have read, understand and agree to all terms as outlined in the Internet Acceptable Use Policy. I further understand that this agreement will be kept on file at the school for the academic year in which it was signed.

Name (printed)

Signature

Today's Date

SOURCE: Colbert County Board of Education, Tuscumbia, Alabama
ADOPTED: Aug 31, 2017

5.45 COMPUTER SOFTWARE SELECTION AND DUPLICATION

It is the intent of the School District to adhere to the provisions of copyright laws in the area of microcomputer software. It is also the intent of the School District to comply with license

agreements and/or policy statements contained in software packages used in the School District. It is recognized that computer software piracy is a major problem for the industry and that violations of computer copyright laws contribute to higher costs and greater efforts to prevent copying and/or lessen incentives for the development of good educational software. All of these results are detrimental to the development of effective educational uses of microcomputers. Therefore, in an effort to discourage violation of copyright laws and to prevent such illegal activities, the following guidelines shall control computer software selection and duplication in the School District:

1. The ethical and practical problems caused by software piracy will be taught to educators and students in all schools of the School District.
2. School District employees will be informed that they are expected to adhere to the provisions of the 1976 Copyright Act as amended in 1980 governing the use of computer software. Section 117 states that the owner of a computer program may make one copy of a program to be used as an archival copy unless licensing provisions obtained with the software state otherwise. Backup copies are not to be used on a second computer at the same time an original is in use simultaneously.
3. Software shall not be placed on a network system without a designated network version or a license agreement. When permission is obtained from the copyright holder to use software on a network system, efforts will be made to secure this software from illegal copying.
4. Illegal copies of copyrighted programs may not be made or used on School District equipment.
5. Any legal or insurance protection of the School District will not be extended to employees who intentionally violate copyright laws.
6. The Superintendent or designee is designated as the only individual who may sign license agreements for software for schools in the School District. A copy of any software agreement or license shall remain on file at the Central Office.
7. It is the responsibility of the principal at each school site to establish practices, which will enforce the School District copyright policies.
8. All staff members (including instructional assistants) will be expected to abide by the provisions of this policy.
9. The Board by this presentation hereby notifies all employees of the intent of this policy.

Computer Software Use Guidelines

The following computer programs are permissible for use in classrooms throughout the School District:

1. Programs in the public domain.
2. Programs covered by a licensing agreement with the software author, authors, vendor or

developer, whichever is applicable.

3. Programs donated or loaned to the school (not illegal copies) and a written record that a bona fide contribution exists.
4. Programs purchased by individual schools and a record that a bona fide purchase exists.
5. Programs purchased by the user and a record that a bona fide purchase exists and can be produced by the user upon demand.
6. Programs being reviewed or demonstrated by the user in order to reach a decision about possible future purchase or requested contribution or licensing.
7. Programs written or developed by School District employees and students for the specific purpose of being used in the classrooms of the School District.

It is also the policy of the School District that there be no copying of copyrighted or proprietary programs on computers belonging to the School District.

SOURCE: Colbert County Board of Education, Tuscumbia, Alabama
ADOPTED: Jan 4, 1996
LEGAL REF.: 17 U.S.C. 106; Adapted with permission from policy statement approved by Board of Directors of the International Council for Computers in Education.

5.46 FIELD TRIPS AND EXCURSIONS

Recognizing that educational field trips and trips to various types of contests for instructional purposes help provide desirable learning experiences, the Board delegates to the Superintendent the responsibility for development of administrative criteria governing field trips. Only those field trips, however, that grow out of the instructional program or are otherwise related to the program are to be permitted on school time. Other trips such as those involving band and athletic activities should be confined to non-school time except where the school is engaged in an activity, competition, or contest that requires use of school time.

Approvals and Forms

Approvals Required for Local and In-State Field Trips

All local and in-state field trips, including travel associated with athletic contests, must be approved in advance by the school principal and the Superintendent. Notification of such travel must be received by the Superintendent at least seven (7) days prior to the anticipated travel date, except when extenuating circumstances exist.

Approvals Required for Out-of-State or Overnight Travel

All out-of-state and overnight field trips, including travel associated with athletic contests, must be approved in advance by the principal, the Superintendent, and the Board. Requests for out-of-state and overnight travel must be submitted to the Superintendent at least thirty (30) days prior to the anticipated travel date, except when extenuating circumstances exist.

Approval Forms

Requests for approval of all field trips, including travel associated with athletic contests, must be submitted on School District Field Trip Request Forms, filed IFCB-F1 under this cover. Upon approval of any field trip, the school principal shall be responsible for obtaining the Superintendent's approval on a School District Field Trip Request Form. Such approval shall be made at least seven (7) days in advance of the expected travel date for local and in-state field trips with a thirty (30) day advanced approval required for out-of-state and/or overnight field trips, except when extenuating circumstances exist.

Parental Permission Form Requirement

Before any trip as noted above is taken, a completed and signed School District Parental Permission Form (filed 5.46.F2) under this cover) shall be secured from each student planning to go on the field trip. Students who have not submitted a signed Parental Permission Form shall not be allowed to take the trip. Students participating in a series of trips, such as football, basketball, etc., may submit one Parental Permission Form to cover all trips associated with the activity.

Field Trip Transportation - School District-Owned Buses

In order to reduce the cost of field trips for students, School District buses should be used for local field trips when possible. Privately owned buses/common carriers may be used for trips extending beyond the normal school day based on prior approval by the Superintendent. Approval for the use of privately owned buses/common carriers must be secured from the principal prior to discussions of the trip with students. Private buses/common carriers should be used only when School District buses are not available. When School District buses are used, the following provisions will apply:

1. Field trip buses, when available, shall be operated according to terms and conditions that apply specifically to such buses. Reservations must be made through the Director of Transportation by the principal or designee with the teacher/sponsor preparing the Field Trip Request Form for approval by the principal.
2. At least one certified teacher or principal must ride the bus and accept responsibility for seeing that all rules and regulations governing school buses are carried out.
3. All field trip bus passengers should be enrolled in school, be an employee of the School District, or be designated as chaperon by the trip sponsor and approved by the principal. Any exceptions must be approved by the principal.
4. The principal of each school is responsible for handling the scheduling of such trips.
5. Mileage and other applicable cost factors (driver, substitute driver, etc.) for each field trip will be computed by the Director of Transportation based on current, approved rates with billings submitted to schools on a monthly basis.
6. Only adult drivers with a state-approved school bus driver's certificate and CDL will be permitted to drive field trip buses with the cost of paying the driver to be borne by the school or class making the trip(s). If a substitute driver must be employed to complete the field trip driver's regular bus route, the cost of paying the substitute driver also must be borne by the school or class making the trip(s).
7. The Director of Transportation is responsible for arranging for field trip buses based on

contact by the school principal, assigning a permit number, employing the driver, and making arrangements for fuel.

8. The field trip sponsor should return the School District- owned bus in a clean condition as determined by the Director of Transportation.
9. Due to energy regulations, allocations, proration, and other financial problems, the Board may cancel trips, increase prices, or curtail the use of buses. Principals will be notified if changes occur.

Field Trip Transportation - Private Vehicles

The Board approves the use of privately owned vehicles to transport students participating in field trips, excursions, or interscholastic activities where only a small number of students, less than fifteen (15), will be attending or participating in a particular activity. Such approval is based on a recognized need for additional standard, cost effective transportation at certain times to support the School District's instructional program and extracurricular activities. In no case shall a fifteen (15) passenger van be used for transporting students. All vehicles used must be regularly maintained and driven by a reputable driver with a good driving record. Privately owned vehicles may be utilized to transport a student or student groups to and from such activities provided:

1. Less than fifteen (15) students will be involved in the respective field trip, excursion, or interscholastic activity. In such instance, the school principal shall have the discretion to utilize a private vehicle(s) with sufficient passenger capacity(ies) not to exceed the number of approved seat belts to transport the student or student group on such trips. When more than fifteen (15) students are involved, standard School District buses or approved common carriers must be utilized.
2. Students going on the field trip, excursion, or interscholastic activity present signed School District Parental Permission Forms noting the use of private vehicles to the field trip sponsor prior to the date of expected travel.
3. A student or student group is assigned to ride in a private vehicle by the principal, field trip sponsor, or other school personnel, and such vehicle is driven by an adult with a valid Alabama driver's license, i.e. no student drivers. Conversely, a student with a valid Alabama driver's license may be permitted to drive his/her private vehicle to selected school-sponsored events with parental approval; however, other students, field trip participants, team members, etc. shall not be assigned to ride with such student by school personnel.
4. The School District secures liability insurance coverage that will extend to approved adult drivers, who are employees of the Board, when transporting a student or student group in private vehicles as a part of regular school activities. Field trips, excursions, and interscholastic activities are included under this provision provided a School District Field Trip Request Form has been completed, approved, and signed by the principal or authorized school official.

Release of Students While On Field Trips/Excursions

Students who elect to participate in school-sponsored field trips and excursions are expected to travel to and from the field trip activity/athletic event as a group and to participate in and remain with the field trip/athletic group for the duration of the activity unless permission is granted by the sponsor/coach. Students shall be required to travel to and from all field trip activities via the transportation vehicle provided by the School District except that parents/guardians/ custodians may personally transport their child(ren) to and from such activities upon written notification and approval of the field trip sponsor/ coach. In addition, parents/guardians/ custodians may request other transportation plans, at the conclusion of a field trip/athletic event, by personally submitting a written request to the field trip sponsor/coach at the event;

Field Trip Sponsor's Responsibility

Teachers and other staff members sponsoring student field trips, excursions, etc. shall be responsible for the following:

1. Planning, organizing, conducting, and supervising all educational, social, etc. components of the trip.
2. Completing their portion of the School District Field Trip Request Form and submitting it to the principal on a timely basis (thirty (30) days prior to out-of-town and overnight trips and seven (7) days prior to other trips), except when extenuating circumstances exist.
3. Arranging for procurement of the financial resources to pay all costs associated with the trip, if applicable.
4. Arranging for an adequate number of chaperons for the trip.
5. Communicating with parents/guardians/custodians about the trip and securing a Parental Permission Form for each student participating in the activity.
6. Preparing a roster of students, employees, and chaperons making the trip.
7. Providing timely notice to other teachers of the field trip to include roster of names of those students making the trip.
8. Providing notice to appropriate lunchroom personnel when the field trip will necessitate students being away during the normal lunch period.
9. Working with the principal and Director of Transportation to secure necessary Buses.
10. Contacting the Director of Transportation and principal in case of an emergency while on the field trip.
11. Insuring that regular route buses are back at the school site by 2:00 p.m. and ready to run regular routes. In the event the field trip will extend beyond the 2:00 p.m. deadline, arrangements must be made to secure an "extra" or commercial carrier bus.

ADOPTED: Sep 3, 1987; REVISED: Jan 4, 1996; Apr 12, 2007
LEGAL REF.: Alabama Local School Accounting and Reporting Procedures

5.46.F1

FIELD TRIP REQUEST FORM

COLBERT COUNTY BOARD OF EDUCATION
Tuscumbia, Alabama

Note: *This form must be completed by personnel sponsoring any school activity to be conducted away from the school premises six weeks in advance of the proposed activity.*

SCHOOL: _____ DATE: _____

SUBMITTED BY: _____ SIGNATURE: _____

CHECK: () Within County () Within State () Out-of-State

TYPE OF FIELD TRIP: () Academic (Other than Athletic/Band/Music)
() Athletic () Band () Music () Other

DESTINATION: _____

PROPOSED DATE(S) OF TRIP: _____

GRADES/GROUPS INCLUDED: _____

NUMBER OF STUDENTS: _____ NUMBER OF CHAPERONS: _____

DEPARTURE TIME FROM SCHOOL: _____

RETURN TIME TO SCHOOL: _____

MODE OF TRANSPORTATION: () School Bus () Walk () Commercial Bus () Private Cars

If school buses are to be used, indicate number: _____

EDUCATIONAL OBJECTIVE(S) AND/OR PURPOSE OF THE ACTIVITY:

PRINCIPAL'S SIGNATURE: _____ DATE: _____
() Approved () Disapproved

NURSE'S SIGNATURE: _____ DATE: _____

CHILD NUTRITION DIRECTOR SIGNATURE: _____ DATE: _____

SUPERINTENDENT'S SIGNATURE: _____ DATE: _____
() Approved () Disapproved

BOARD APPROVAL: (out-of-state and/or overnight) () Yes () No

Note: *Students participating in any activity away from the school premises must have a parental Authorization and Release Form on file for each such activity.*

Revised:
10/04/16

5.46.F2(S) FORMULARIO DE PERMISO DE LOS PADRES POR UNA EXCURSIÓN DE ESTUDIOS CONSEJO DE EDUCACIÓN DEL CONDADO DE COLBERT

Tuscumbia, Alabama

Escuela/Departamento _____ Fecha _____

**A los padres/guardianes
Del maestro(a)/entrenador(a)/patrocinador(a) de su niño**

Una actividad escolar ha sido planificada fuera del local de la escuela. La información específica que se relaciona a la actividad aparece en la lista abajo:

Nombre de mi niño _____

Actividad escolar propuesta _____

Nombre de la persona encargada _____

Excursión _____

Destino de la excursión _____

Hora de salida _____ Hora de regreso _____

Costo de la excursión _____ (Los cheques se pagan a la escuela.)

Método de transporte () Autobús del distrito () Transporte comercial
() Vehículo privado () Caminar

En caso de emergencia, mi niño puede _____ no puede _____ recibir tratamiento médico en el centro médico de emergencia más cercano. (Los padres/guardianes serán responsables por los gastos de cualquier tratamiento médico de emergencia.)

Si usted le da permiso a su niño de hacer la excursión basada en la información proveída arriba, haga el favor de indicarlo con una "X" en el espacio abajo, escribir su nombre en el espacio proveído, y devolver este formulario por su niño a la persona encargada. Si usted no desea que su niño haga la excursión, haga el favor de indicarlo con una "X" en el espacio indicado y regresar el formulario no firmado por su niño a la persona encargada.

Mi niño puede _____ no puede _____ participar en la actividad indicada arriba.

Mi niño tiene seguro médico. Sí _____ No _____

Firma del padre/madre/guardián(a) Fecha

Nota: *No se permite que los niños hagan excursiones afuera sin un formulario de permiso para cada excursión o una serie de excursiones, como el fútbol, básquetbol, etc.*

5.47 SCHOOL VOLUNTEERS

The Board recognizes that volunteers can make many valuable contributions to the schools and can be effective learning resources. Therefore, the Board endorses a volunteer program in the schools of the School District, subject to suitable regulations and safeguards, including constant monitoring to assure proper management. These regulations shall be developed and promulgated by the Superintendent or staff in cooperation with the faculty of each school. Said regulations shall include provisions for annual inservice training opportunities dealing with job requirements, student relations, School District policies, school rules and regulations, legal requirements, etc.

SOURCE: Colbert County Board of Education, Tuscumbia, Alabama
ADOPTED: Sep 3, 1987

5.48 STUDENT GUIDANCE PROGRAM

The Board feels that all students within the School District should have the benefit of a functional guidance program. The academic years of students are critical ones and are a time when proper guidance by the home and school is vital to the development of individuals.

Therefore, the School District and local schools shall cooperatively develop a program of guidance to meet the needs of the students of the School District. The guidance program shall encompass the areas of educational guidance, personal guidance, and vocational guidance.

The guidance program shall utilize professionally trained counselors and teachers and shall provide the following:

1. Counseling services for all students on an individual and/or group basis.
2. Information for students necessary to make wise decisions concerning educational, vocational or personal planning.
3. Counseling services for students concerning achievement and aptitude.
4. Testing programs that will assist students to better understand themselves and assist teachers to better understand the students with whom they are working.
5. Assistance for students and teachers to help improve communications between the school and the home.
6. Follow-up studies of former students to facilitate evaluation of the effectiveness of the total school program.

SOURCE: Colbert County Board of Education, Tuscumbia, Alabama
ADOPTED: Feb 5, 1987

5.49 REPORT CARDS AND GRADING SYSTEM

Philosophy

The Board believes that grades (marks) primarily should represent student achievement, not merely be a composite of qualities such as effort, preparation, application, or attitude. The Board also recognizes, however, that those factors do influence the learning process, and the judgment and decision of teachers in this regard shall be respected.

Grades and Grading Procedure

Each teacher is expected to determine the comparative value of individual grades on tests, papers, projects, and other learning exercises within accepted standards. Further, each teacher shall establish a grading procedure for arriving at the grades to be assigned in accordance with the established grade scale of the School District. The established grading procedure shall be in writing and shall be posted at the front of the grade book or before each respective class grade sheet(s) within the grade book. (See Policy 5.51 for more information) Under no circumstances shall academic grades shall be used as punishment for misbehavior.

Report Cards

Report cards are for the purpose of transmitting an evaluation of student progress to the student and his/her parents/guardians/custodians. Report cards shall be issued at least four (4) times (each nine weeks) during the scholastic year. Since the Board believes that good communication between teachers and parents/guardians/custodians is of the utmost importance, they recognize that there may be times between grading periods when a teacher needs to notify a parent/guardian/custodian of concerns about student performance. Deficiency reports shall be issued to parents/guardians/custodians of students who have a grade of D or F in a subject at the four and one half (4 1/2) week point of the nine-week grading period.

Report Card Approval

All report cards used by the schools of the School District shall be approved by the Superintendent. Any change in report card forms used by the schools of the School District shall be preceded by a cooperative District-wide study. Report cards approved for use within the School District must include a section outlining grading symbols with specific explanations defining said symbols and grade placement categories.

Academic Grades

Kindergarten – Grades shall be mandatory in kindergarten classes in the schools of the School District based on the following scale:

+ = Can perform task N = Needs improvement – = Cannot perform task

Grade 1 – Spelling, Reading, Language and Math will be reported both as a letter and number grade. All other grades will be S-Satisfactory, N-Needs Improving, and U-Unsatisfactory.

Grade 2 – Language, Spelling, Reading and Math will be reported as a letter and number grade with all other grades being S-Satisfactory, N-Needs Improving, and U-Unsatisfactory.

Grades 3 and 4 – All grades in Language, Spelling, Reading, Math, Science/Health and Social Studies will be reported as both a letter and number grade with all other grades being S-Satisfactory,

N-Needs Improving, and U-Unsatisfactory.

Grades 5-12 – Numerical grades shall be mandatory in grades 5 through 12 in schools of the School District based on the following scale:

- A = 90 - 100 Work is Outstanding
- B = 80 - 89 Work is Above Average
- C = 70 - 79 Work is Average
- D = 60 - 69 Work is Below Average
- F = Below 60 Work is Failing

Conduct Grades and Absences and Tardies

Conduct grades and absences and tardies shall be mandatory and included on the report cards at all grade levels and classes, and for all grading periods.

Replacement Report Cards – Noncomputerized

Students and parents/guardians/custodians are responsible for safeguarding noncomputerized report cards while they are in their custody. If such report card is lost or damaged beyond use, an initial replacement report card will be completed and re-issued for a \$2.00 fee with subsequent replacement cards at \$5.00 each. School principals shall insure that replacement report cards are completed fully prior to issuing them to students. All replacement report cards must be clearly designated as replacement cards.

Replacement Report Cards - Computerized

Computerized report cards will be replaced for a \$2.00 fee.

Alteration of Report Cards

Report cards are not to be altered in any manner by students. Any corrections that are needed on report cards should be reported promptly to the applicable teacher(s). Violation of any parts of this policy by students may result in disciplinary action by school officials.

Minimum Number of Grades Per Reporting Period

Academic subjects must have a minimum of six major grades per reporting period to be averaged for the nine-week grade. Major grades are defined as individual grades for test, reports, recitations, etc., or combinations such as homework grades being averaged and counted as one major grade.

Issue of Report Cards

Report cards will be sent home on the fourth school day following the end of the reporting period.

5.50 REQUIRED EXAMINATIONS AND EXEMPTIONS

The Board feels that the periodic use of teacher-made examinations aids School District personnel in evaluating student learning and achievement and provides a means for assessing the effectiveness of the teaching-learning process in the schools of the School District. Therefore, the Board encourages principals and teachers to insure that students are provided with meaningful opportunities to engage in the preparation for and completion of comprehensive unit/grading period examinations. In an effort to standardize certain aspects of the administration of six weeks and semester examinations on a District-wide basis, the following guidelines shall be applicable:

Mid-Term/Final Examination Schedule/Format - Grades 7-12

All students* in grades 7-12 shall take mid-term examinations in each course in which they are enrolled. Students may exempt final examinations based on exemption policy specified below.

* A special education student's IEP may or may not require semester examinations.

All mid-term/final examinations will be administered according to the schedule outlined in the School District's Annual School Calendar. No teacher shall schedule or principal authorize the scheduling of the regular mid-term/final examinations for a class or school other than in accordance with the Board's examination schedule; however, individual student examinations may be authorized by the principal to accommodate extenuating circumstances. The mid-term/final examination schedule in all schools (grades 7-12) shall be scheduled over not less than two (2) consecutive days. For a split period, the first half or Split A, midterm will be given on the day preceding the exam schedule, with the second half or Split B being taken on the regular exam schedule. The midterm exam for the split period cannot be exempted.

Mid-Term/Final Examination Credit Weighting

On the semesterized eight block schedule, if a student exempts the final exam, the final grade will be determined by tripling the two nine week grades and adding to this total the midterm exam grade, which will be divided by seven. This will allow the mid-term exam to count $\frac{1}{7}$ of the final grade. If a student takes the final exam, the final grade will be determined by tripling the two nine week grades and adding to this total the midterm exam grade and final exam grade, which will be divided by eight. This will allow both the mid-term and final exams to count $\frac{1}{8}$ of the final grade.

On the seven period day schedule, if a student exempts the final exam, the final grade will be determined by multiplying the four (4) nine-week grades by 1.5 and adding to this total midterm exam grades, which will be divided by seven. This will allow the mid-term exam to count $\frac{1}{7}$ of the final grade. If a student takes the final exam, the final grade will be determined by multiplying the four (4) nine-week grades by 1.5 and adding the mid-term exam grade and final exam grade, which will be divided by eight. This will allow both the mid-term and final exams to count $\frac{1}{8}$ of the final grade.

On the split period schedule, if a student exempts the final exam, the final grade will be determined by multiplying the four (4) nine-week grades by 1.5 and adding to this total midterm exam grades, which will be divided by seven. This will allow the mid-term exam to count $\frac{1}{7}$ of the final grade. If a student takes the final exam, the final grade will be determined by multiplying the four (4) nine-week grades by 1.5 and adding the mid-term exam grade and final exam grade, which will be divided by eight. This will allow both the mid-term and final exams to count $\frac{1}{8}$ of

the final grade.

Exemption Policy

Students in Grades 7-12 of all schools of the School District may be exempt from the final examinations if they meet the following conditions:

1. An average of 90 or above with no more than four (4) absences on the semesterized eight block schedule or eight (8) absences on the seven period day or split period during the year in the class.
2. An average of 80-89 with no more than three (3) absences on the semesterized eight block schedule or six (6) absences on the seven period day or split period during the year in the class.
3. An average of 70-79 with no more than two (2) absences on the semesterized eight block schedule or four (4) absences on the seven period day or split period during the year in the class.
4. An average of 60-69 with no more than one (1) absence on the semesterized eight block schedule or two (2) absences on the seven period day or split period during the year in the class.
5. Student eligibility for exemption will be determined by the teacher in each class on the basis of the yearly average and the number of absences from the class during the year.
6. Absences due to participation in official school sponsored activities are not to be included in the number of absences counted for exemption purposes.
7. Any student suspended (out-of-school suspension or expulsion) from school for any reason will not be eligible for an exemption in any class except the policy may be waived for 11th and 12th grade students who met incentive guidelines on the ACT/Workkeys (See Incentive Guideline.)
8. Students who qualify for an exemption in a class may at their own choosing take that examination; however, if they choose to do so, the examination score will count toward the student's yearly average.
9. Students who miss more than 1/2 of a class period for any reason, other than official school participation absences, will be counted absent from the class for exemption purposes. The teacher of the class will make this determination.

Incentive Guideline

11th Graders – May exempt all classes in which they have a passing grade if the student scored a composite score of 21 on the ACT/with writing.

12th Graders – May exempt all classes in which they have a passing grade if the student scores “Gold or higher” on the ACT Workkeys

SOURCE: Colbert County Board of Education, Tuscumbia, Alabama
ADOPTED: Jun 8, 1995; REVISED: Apr 10, 1997; Jun 17, 1999; Sep 4, 2003; Jul 18, 2006; Jun 2, 2008; Jul 16, 2009; Jun 27, 2013; Jul 17, 2014; Jul 20, 2017, June 24, 2019

5.51 TEACHER GRADE BOOKS

Each teacher shall keep a yearly grade book or page in a grade book for each class he/she teaches. Such grade book(s) shall be kept current (within five (5) days of giving an assignment)-and in the teacher's possession and readily available. Each teacher's official grade book shall be open to review and, after the completion of the school year, shall be filed in the principal's office or other designated location for a period of five (5) years.

Each teacher is expected to determine the comparative value of individual grades on tests, papers, projects, and other learning exercises within accepted standards. To this end, each teacher is expected to provide students with a sufficient number (at least six in any nine-weeks grading period) of assignments on which to base student grades. Further, each teacher shall establish a grading procedure for arriving at the grades to be assigned in accordance with the established grade scale of the School District. The established grading procedure shall be in writing and shall be posted at the front of the grade book or before each respective class grade sheet(s) within the grade book.

SOURCE: Colbert County Board of Education, Tuscumbia, Alabama
ADOPTED: Jan 4, 1996 REVISED: Jun 2, 2008; Jul 17, 2014; Jul 20, 2017

5.52 PARENT-TEACHER CONFERENCES

All schools of the School District shall develop and implement plans to schedule conferences as needed with the parents/guardians/custodians of each enrolled student. Such plan shall require school principals, after consultation with faculty members, to notify the parents/guardians/custodians of all students in their schools that they may schedule conferences with their teachers and administrators to discuss educational matters related to their child. Said notification shall be in written form and shall identify the procedure for scheduling a parent-teacher conference. (Student handbook)

Parent-teacher conferences must be scheduled in such a way that it will not interfere with personnel teaching responsibilities, preferably at the close of the day or during the preparation period.

Based on requirements outlined in the State Board Education policy, it is mandatory that the parents/guardians/custodians of all eighth (8) grade students be given the opportunity to come to school to discuss and plan his/her child's high school program of studies.

SOURCE: Colbert County Board of Education, Tuscumbia, Alabama
ADOPTED: Feb 5, 1987
LEGAL REF.: Alabama State Board of Education Plan for Excellence.

5.53 SCHOOL VISITORS

General

In order to maintain a safe and organized learning environment within the schools of the School District, all visitors are required to report immediately to the principal's office upon arrival at a school campus. The principal or their designee shall act appropriately based on the visitor's request.

In all cases instructional time shall be protected, except in the case of emergencies.

The principal shall be required to post a notice of requirements for visitors at each school entrance. Such notices shall inform all visitors to report to the principal's office prior to entering other parts of the schools. Students are encouraged to notify their parents of this policy.

Student Visitors

Students enrolled in the schools of the School District are not permitted to bring student visitors to school during regular school hours without prior approval by the principal.

Trespassing

Refusal to register through the principal's office or to identify one's self to school authorities may constitute trespassing and constitute grounds for prosecution.

Discretionary Authority

The Superintendent and/or school principal may deny admission to a school function or deny access to school property based on safety considerations.

SOURCE: Colbert County Board of Education, Tuscumbia, Ala
ADOPTED: Feb 5, 1987; REVISED: Jun 8, 1995; Oct 5, 2000; Dec 3, 2013

5.54 HOMEWORK POLICY

Students will be provided opportunities to enhance and expand their understanding of skills and concepts through appropriate homework assignments. Such assignments should logically relate to classroom activities. Homework may be assigned to students on an individual and/or group, based on teacher judgment.

Student Responsibilities

Students will be expected to assume the following responsibilities when homework is assigned:

3. Complete the assignment in the specified time periods
2. Return the assignment on time.
3. Do the best work possible when completing assignments.

Teacher Responsibilities

Teachers will be expected to assume the following responsibilities when homework is assigned:

1. Assign homework on a regular but reasonable basis, keeping in mind the nature of the assignment and demands that may be placed on students by other teachers.

2. Assign homework that is related to in-class instructional activities.
3. Grade and/or review the homework and return it to students on a timely basis.
4. Utilize homework as an important part of student evaluation.
5. Expect all students to complete assignments.

SOURCE: Colbert County Board of Education, Tusculmbia, Alabama
ADOPTED: Sep 3, 1987

5.55 CRITERIA FOR VALEDICTORIAN AND SALUTATORIAN AND HONOR GRADUATES

The following criteria shall be used for determining who may be eligible for Valedictorian and Salutatorian in the Schools of the School District:

1. The candidate must be in the Alabama Diploma with Advanced Academic Endorsement Curriculum in grades 10 through 12, which shall include:
 - a. Four units of English: to include the highest-level tenth through twelfth grade English courses offered at the school.
 - b. Four units of Science: to include Biology I, Chemistry and/or Physics.
 - c. Four units of Social Studies: World History Since 1500, U.S. History to 1900, U.S. History Since 1900, Government (1/2) and Economics (1/2).
 - d. Four units of Math to include Algebra I, Algebra II with Trigonometry and Geometry
 - e. A minimum of one years of the same foreign language.
2. For beginning ninth grade 2013-2014, the candidate must be in the Alabama Diploma with Advanced Academic Endorsement recognized by the School District Curriculum in grades 9 through 12, which shall include:
 - a. Four units of English: to include 2 units Pre-AP English and 2 units AP English.
 - b. Four units of Science: to include 2 units Pre-AP Science, 1 unit of AP Science, and 1 unit of an Advanced Science Elective.
 - c. Four units of Social Studies: World History, Early US History, Modern US History, Government (1/2), and Economics (1/2).
 - d. Five units of Math: to include 4 units Pre-AP Math and 1 unit AP Math.
 - e. A minimum of one year of a foreign language.
3. All Carnegie unit and half unit designated courses offered by a local high school shall be eligible for and figured into the calculations for determining class standing or overall average, except that any course designated with an "assistant" description (Library Assistant, Office Assistant, etc.) shall not be used in calculating the overall average of candidates.
4. The candidates must have been enrolled at the local high school for one-full school year prior to the date of their graduation.

5. Grades in all classes shall be computed at face value.
6. The standing of the candidates shall be computed on a numerical basis up to and including the second nine weeks of the senior year.
7. If letter grades are present, the candidate must have the respective school(s) attended submit the grades in numerical form. Provided the school will not or cannot provide numerical grades, said student's letter grades will be converted to numerical grades at the mid-point of the grading scale approved for use by high schools of the School District (File 5.49 and 5.54).
8. In determining the overall grade average, all final course grades (excluding "Assistant" courses) shall be averaged. The student with the highest overall grade average shall be valedictorian, with the second highest being named salutatorian. Grade point averages shall be carried three places to the right of the decimal.
9. Any extraordinary situations or circumstances that may arise will be resolved by the school principal. The School District may, through a committee made up of high school principals, maintain a common list of courses to be excluded in determining the overall grade point average for students.

The following criteria shall be used for determining who may be eligible as "Honor Graduates" in the schools of the School District:

1. The candidate must be eligible to receive an Alabama High School Diploma with an Advanced Academic Endorsement recognized by the School District.
2. The candidates must have an overall grade average of at least 90.
3. In determining the overall grade average for "Honor Graduates", all final course grades through the second nine weeks of the senior year will be averaged. The grade average shall be carried 2 places to the right of the decimal point and if the last number is 5 or more, the preceding number is raised to the next higher number.
4. The candidates must meet any additional requirements that may be approved by the high schools.

Weighting of Pre-AP, AP, Dual Enrollment, and Advanced Courses

Credit-bearing Pre-AP, AP, Dual Enrollment, and Advanced courses shall be weighted.

To compute GPA's on a 4 point scale, the chart below is used to convert the unweighted numeric grade.

Pre-AP and Advanced Pre-AP Courses – An extra 0.5 point is added on the 4.0 scale as follows: A = 4.5 B = 3.5 C = 2.5 D = 1.0

Advanced Placement (AP) and Dual Enrollment Courses – An extra point is added on the 4.0 as follows: A = 5.0 B = 4.0 C = 3.0 D = 1.0

Standard Courses: A = 4.0 B = 3.0 C = 2.0 D = 1.0

SOURCE: Colbert County Board of Education, Tuscumbia, Alabama
ADOPTED: Sep 3, 1987; REVISED: Aug 2, 1990; Jul 2, 1991; Jun 8, 1995; Apr 10, 1997; Sep 2, 1999; Jun 2, 2008; Jun 27, 2013;
Jul 17, 2014, June 24, 2019

5.56 MAKE - UP OPPORTUNITIES

The Board feels that regular attendance by students is necessary for making consistent progress in school. However, the Board recognized that students must be absent from school for various reasons and must be provided adequate opportunities to make up schoolwork missed during excused absences. To this end, the following procedures shall apply:

Excused Absences

If a student is absent for any excused reason as defined above, the student shall be allowed to make up schoolwork and/or examinations missed during said absence or absences. The student shall be responsible for contacting the teacher or teachers to arrange for make-up work. Said student shall contact the teacher or teachers within three (3) days after returning from said absence(s) to arrange a time to make up work and/or examinations. Teachers shall not be required to reteach lessons, but students shall be given a reasonable opportunity to learn the lessons missed due to excused absences.

Unexcused Absences

Teachers shall not be obligated to provide make-up work or examinations for students absent for unexcused reasons.

Make-up Work - Excused Absences

If a student is absent for any excused reason as defined above, the student shall be allowed to make up all major assignments and other work missed during said absence or absences at a time agreeable to the teacher(s). Teachers shall not be required to reteach lessons, but students shall be given a reasonable opportunity to learn the lessons missed due to excused absences.

At the Secondary Level-- The student shall be responsible for contacting the teacher or teachers to arrange to make up the work.

At the Elementary Level-- The parent/guardian/custodian shall be responsible for arranging necessary make-up work.

Time Limit on Work Assigned/Missed During Excused Absences-- Arrangements must be made with the teacher to complete exams, homework, papers, projects, etc. missed or assigned during an excused absence(s) must be made within three (3) days after returning to school from an excused absence. Normally, arrangements and make-up work must be completed within a total of five (5) school days; however, for long-term absences additional days to make up the work may be approved by the principal.

Time Limit on Work Assigned Prior to Excused Absences -- Exams, homework, papers, projects, etc. assigned prior to an excused absence(s) are due on the date the student returns to school. However, for long-term absences additional days to make up the work may be approved by the principal.

Make-up Work - Unexcused Absences

Teachers shall not provide make-up work or examinations for students absent for unexcused reasons. Teachers, at their discretion, may require students absent for unexcused reasons to make up homework, class work, etc., on a non-credit basis in order to help such students maintain academic pace. Teachers shall not assign zeroes to students absent for unexcused reasons on an automatic basis; zeroes may be assigned to such students only when other students in general receive grades for homework, examinations, recitation, etc.

SOURCE: Colbert County Board of Education, Tuscumbia, Alabama
ADOPTED: Sep 3, 1987; REVISED: Jan 4, 1996

5.57 USE OF SCHOOL NAME OR SCHOOL DISTRICT NAME

The Board hereby prohibits School District personnel, other individuals, community organizations, institutions, agencies, businesses, and others from using, either in oral or written form, the name of the School District or individual school to obtain personal financial gain, preferred status, preferential treatment, or for any purpose that could convey the impression that an activity, event, entrepreneurial endeavor, etc. is sanctioned or approved by school personnel without the prior written approval of the Board.

SOURCE: Colbert County Board of Education, Tuscumbia, Alabama
ADOPTED: Jan 4, 1996
LEGAL REF.: Ala. Code, §16-11-11.

GRADUATION REQUIREMENTS 2020-2021

Alabama High School Diploma 28 Credits

ENGLISH	<u>4 units</u>
MATHEMATICS	<u>4 units</u>
<i>To include the equivalent of:</i>	
Algebra I	1 unit
or	
Algebra IA and IB	2 units
Geometry	1 unit
Algebra w/Finance or Algebra II or	
Algebra II w/Trig	1 unit
Math Elective	1 unit
SOCIAL STUDIES	<u>4 units</u>
World History	1 unit
Early US History	1 unit
Modern US History	1 unit
Government	½ unit
Economics	½ unit
SCIENCE	<u>4 units</u>
Biology	1 unit
Physical Science	1 unit
Science Electives	2 units
OTHER REQUIREMENTS	<u>2.5 units</u>
Career Preparedness	1 unit
Health	½ unit
*L.I.F.E. PE	1 unit
ELECTIVES	<u>9.5 units</u>
<i>3 units in CTE/Arts Education, and/or Foreign Language. Students are encouraged to complete two courses in sequence.</i>	
<i>Chemistry may be substituted for Physical Science in special circumstances.</i>	
<i>NCAA Eligibility only awards 1 credit for Algebra IA and IB</i>	

Alabama High School Diploma (With Advanced Academic Endorsement recognized by the School District)

* R.O.T.C., Marching band, and athletics may be submitted for L.I.F.E. PE.

SOCIAL STUDIES	<u>4 units</u>
World History	1 unit
Early US History	1 unit
Modern US History	1 unit
Government	½ unit
Economics	½ unit
SCIENCE	<u>4 units</u>
Biology	1 unit
Chemistry	1 unit
Science Electives	2 units
FOREIGN LANGUAGE	<u>1 unit</u>
OTHER REQUIREMENTS	<u>2.5 units</u>
Career Preparedness	1 unit
Health	½ unit
*L.I.F.E. PE	1 unit
ELECTIVES	<u>9.5 units</u>
<i>3 units in CTE/Arts Education, and/or Foreign Language. Students are encouraged to complete two courses in sequence.</i>	
<i>English 10th-12th required to take Advanced English.</i>	

Work Essential Equivalent Courses

MATHEMATICS	<u>4 units</u>
<i>Four credits to include the equivalent of:</i>	
Algebraic Essentials A	1 unit
Algebraic Essentials B	1 unit
Geometry Essentials A	1 unit
Geometry Essentials B	1 unit
SCIENCE	<u>4 units</u>
<i>Four credits to include the equivalent of:</i>	
Life Skills Science I	1 unit
Life Skills Science II	1 unit
Life Skills Science III	1 unit
Life Skills Science IV	1 unit
SOCIAL STUDIES	<u>4 units</u>
<i>Four credits to include the equivalent of:</i>	
Essential World History	1 unit
Essential US History 10	1 unit
Essential US History 11	1 unit
Essential US Government	½ unit
Essential US Economics	½ unit
COOPERATIVE CAREER/TECHNICAL EDUCATION (270 hours)	<u>1 unit</u>
WORKFORCE ESSENTIALS	<u>1 unit</u>
OTHER REQUIREMENTS	<u>2.5 units</u>
Career Preparedness	1 unit
Health	½ unit
*L.I.F.E. PE	1 unit
ELECTIVES	<u>7.5 units</u>
<i>2 units in CTE/Arts Education, and/or Foreign Language. Students are encouraged to complete two courses in sequence.</i>	

GRADUATION REQUIREMENTS 2021-2022

Alabama High School Diploma 28 Credits

ENGLISH	<u>4 units</u>
MATHEMATICS	<u>4 units</u>
<i>To include the equivalent of:</i>	
Algebra I	1 unit
or	
Algebra IA and IB	2 units
Geometry	1 unit
Algebra w/Finance or Algebra II or	
Algebra II w/Trig	1 unit
Math Elective	1 unit
SOCIAL STUDIES	<u>4 units</u>
World History	1 unit
Early US History	1 unit
Modern US History	1 unit
Government	½ unit
Economics	½ unit
SCIENCE	<u>4 units</u>
Biology	1 unit
Physical Science	1 unit
Science Electives	2 units
OTHER REQUIREMENTS	<u>2.5 units</u>
Career Preparedness	1 unit
Health	½ unit
*L.I.F.E. PE	1 unit
ELECTIVES	<u>9.5 units</u>
<i>3 units in CTE/Arts Education, and/or Foreign Language. Students are encouraged to complete two courses in sequence.</i>	
<i>Chemistry may be substituted for Physical Science in special circumstances.</i>	
<i>NCAA Eligibility only awards 1 credit for Algebra IA and IB</i>	

Alabama High School Diploma (With Advanced Academic Endorsement recognized by the School District)

* R.O.T.C., Marching band, and athletics may be submitted for L.I.F.E. PE.

SOCIAL STUDIES	<u>4 units</u>
World History	1 unit
Early US History	1 unit
Modern US History	1 unit
Government	½ unit
Economics	½ unit
SCIENCE	<u>4 units</u>
Biology	1 unit
Chemistry	1 unit
Science Electives	2 units
FOREIGN LANGUAGE	<u>1 unit</u>
OTHER REQUIREMENTS	<u>2.5 units</u>
Career Preparedness	1 unit
Health	½ unit
*L.I.F.E. PE	1 unit
ELECTIVES	<u>9.5 units</u>

3 units in CTE/Arts Education, and/or Foreign Language. Students are encouraged to complete two courses in sequence.

English 10th-12th required to take Advanced English.

Work Essential Equivalent Courses

MATHEMATICS	<u>4 units</u>
<i>Four credits to include the equivalent of:</i>	
Algebraic Essentials A	1 unit
Algebraic Essentials B	1 unit
Geometry Essentials A	1 unit
Geometry Essentials B	1 unit
SCIENCE	<u>4 units</u>
<i>Four credits to include the equivalent of:</i>	
Life Skills Science I	1 unit
Life Skills Science II	1 unit
Life Skills Science III	1 unit
Life Skills Science IV	1 unit
SOCIAL STUDIES	<u>4 units</u>
<i>Four credits to include the equivalent of:</i>	
Essential World History	1 unit
Essential US History 10	1 unit
Essential US History 11	1 unit
Essential US Government	½ unit
Essential US Economics	½ unit
COOPERATIVE CAREER/TECHNICAL EDUCATION (270 hours)	<u>1 unit</u>
WORKFORCE ESSENTIALS	<u>1 unit</u>
OTHER REQUIREMENTS	<u>2.5 units</u>
Career Preparedness	1 unit
Health	½ unit
*L.I.F.E. PE	1 unit
ELECTIVES	<u>7.5 units</u>
<i>2 units in CTE/Arts Education, and/or Foreign Language. Students are encouraged to complete two courses in sequence.</i>	

GRADUATION REQUIREMENTS 2022-2023

Alabama High School

Diploma

28 Credits

ENGLISH	<u>4 units</u>
MATHEMATICS	<u>4 units</u>
<i>To include the equivalent of:</i>	
Algebra I	1 unit
or	
Algebra IA and IB	2 units
Geometry	1 unit
Algebra w/Finance or Algebra II or Algebra II w/Trig	1 unit
Math Elective	1 unit

SOCIAL STUDIES	<u>4 units</u>
World History	1 unit
Early US History	1 unit
Modern US History	1 unit
Government	½ unit
Economics	½ unit

SCIENCE	<u>4 units</u>
Biology	1 unit
Physical Science	1 unit
Science Electives	2 units

OTHER REQUIREMENTS	<u>2.5 units</u>
Career Preparedness	1 unit
Health	½ unit
*L.I.F.E. PE	1 unit

ELECTIVES **9.5 units**
3 units in CTE/Arts Education, and/or Foreign Language. Students are encouraged to complete two courses in sequence.

Chemistry may be substituted for Physical Science in special circumstances.

NCAA Eligibility only awards 1 credit for Algebra IA and IB

**Alabama High School
Diploma**
 (With Advanced Academic Endorsement
 recognized by the School District)

* R.O.T.C., Marching band, and athletics may be submitted for L.I.F.E. PE.

SOCIAL STUDIES	<u>4 units</u>
World History	1 unit
Early US History	1 unit
Modern US History	1 unit
Government	½ unit
Economics	½ unit

SCIENCE	<u>4 units</u>
Biology	1 unit
Chemistry	1 unit
Science Electives	2 units

FOREIGN LANGUAGE	<u>1 unit</u>
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OTHER REQUIREMENTS	<u>2.5 units</u>
Career Preparedness	1 unit
Health	½ unit
*L.I.F.E PE	1 unit

ELECTIVES **9.5 units**
3 units in CTE/Arts Education, and/or Foreign Language. Students are encouraged to complete two courses in sequence.

English 10th-12th required to take Advanced English.

**Work Essential
Equivalent Courses**

MATHEMATICS	<u>4 units</u>
<i>Four credits to include the equivalent of:</i>	
Algebraic Essentials A	1 unit
Algebraic Essentials B	1 unit
Geometry Essentials A	1 unit
Geometry Essentials B	1 unit

SCIENCE	<u>4 units</u>
<i>Four credits to include the equivalent of:</i>	
Life Skills Science I	1 unit
Life Skills Science II	1 unit
Life Skills Science III	1 unit
Life Skills Science IV	1 unit

SOCIAL STUDIES	<u>4 units</u>
<i>Four credits to include the equivalent of:</i>	
Essential World History	1 unit
Essential US History 10	1 unit
Essential US History 11	1 unit
Essential US Government	½ unit
Essential US Economics	½ unit

COOPERATIVE CAREER/TECHNICAL EDUCATION (270 hours)	<u>1 unit</u>
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WORKFORCE ESSENTIALS	<u>1 unit</u>
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OTHER REQUIREMENTS	<u>2.5 units</u>
Career Preparedness	1 unit
Health	½ unit
*L.I.F.E. PE	1 unit

ELECTIVES **7.5 units**
2 units in CTE/Arts Education, and/or Foreign Language. Students are encouraged to complete two courses in sequence.

28 Credits**ENGLISH** **4 units****MATHEMATICS** **4 units***To include the equivalent of:*

Algebra I 1 unit

or

Algebra IA and IB 2 units

Geometry 1 unit

Algebra w/Finance or Algebra II or
Algebra II w/Trig 1 unit

Math Elective 1 unit

SOCIAL STUDIES **4 units**

World History 1 unit

Early US History 1 unit

Modern US History 1 unit

Government ½ unit

Economics ½ unit

SCIENCE **4 units**

Biology 1 unit

Physical Science 1 unit

Science Electives 2 units

OTHER REQUIREMENTS **2.5 units**

Career Preparedness 1 unit

Health ½ unit

*L.I.F.E. PE 1 unit

ELECTIVES **9.5 units***3 units in CTE/Arts Education, and/or Foreign Language. Students are encouraged to complete two courses in sequence.**Chemistry may be substituted for Physical Science in special circumstances.**NCAA Eligibility only awards 1 credit for Algebra IA and IB***Alabama High School****Diploma****(With Advanced Academic Endorsement recognized by the School District)*** *R.O.T.C., Marching band, and athletics may be submitted for L.I.F.E. PE.***SOCIAL STUDIES** **4 units**

World History 1 unit

Early US History 1 unit

Modern US History 1 unit

Government ½ unit

Economics ½ unit

SCIENCE **4 units**

Biology 1 unit

Chemistry 1 unit

Science Electives 2 units

FOREIGN LANGUAGE **1 unit****OTHER REQUIREMENTS** **2.5 units**

Career Preparedness 1 unit

Health ½ unit

*L.I.F.E PE 1 unit

ELECTIVES **9.5 units***3 units in CTE/Arts Education, and/or Foreign Language. Students are encouraged to complete two courses in sequence.**English 10th-12th required to take Advanced English.***Work Essential
Equivalent Courses****MATHEMATICS** **4 units***Four credits to include the equivalent of:*

Algebraic Essentials A 1 unit

Algebraic Essentials B 1 unit

Geometry Essentials A 1 unit

Geometry Essentials B 1 unit

SCIENCE **4 units***Four credits to include the equivalent of:*

Life Skills Science I 1 unit

Life Skills Science II 1 unit

Life Skills Science III 1 unit

Life Skills Science IV 1 unit

SOCIAL STUDIES **4 units***Four credits to include the equivalent of:*

Essential World History 1 unit

Essential US History 10 1 unit

Essential US History 11 1 unit

Essential US Government ½ unit

Essential US Economics ½ unit

**COOPERATIVE
CAREER/TECHNICAL
EDUCATION (270 hours)** **1 unit****WORKFORCE ESSENTIALS** **1 unit****OTHER REQUIREMENTS** **2.5 units**

Career Preparedness 1 unit

Health ½ unit

*L.I.F.E. PE 1 unit

ELECTIVES **7.5 units***2 units in CTE/Arts Education, and/or Foreign Language. Students are encouraged to complete two courses in sequence.*

Twenty-eight (28) units of credit are required for graduation. If not otherwise stated, all courses for the advanced diploma requirements will be at the advanced level.

For students to receive the Alabama High School Diploma or Alabama High School Diploma with an Advanced Academic Endorsement (recognized by the school district), they must complete state assessment requirements. In addition, the Board shall adhere to the following standards specified by the Alabama State Board of Education:

1. Except in case of bona fide change of residence or other circumstances equally valid for making an exception, a student is not to be graduated from high school unless he has been in continuous attendance during the entire high school year immediately preceding the date of graduation. If so desired, a local board of education may require students residing within its attendance zone and transferring from a non-accredited school/school setting to attend its school(s) for two (2) entire high school years immediately preceding the date of graduation. In the event of the transfer from one school to another of a twelfth grade student who wishes to become a candidate for graduation at the end of the year, the school receiving the student should require approval in writing of the transfer and the student's candidacy for graduation from the principal of the school from which the student has withdrawn. The letter of approval together with any necessary memoranda should be filed with the transcript of the student's record from the discharging school. In case of doubt as to procedure or appropriate action in such case, either or both of the principals of the schools concerned should discuss the matter with the State Department of Education.
2. High school diplomas shall be issued only upon the authority of the Board and shall be on forms prescribed or approved by the Board. Diplomas shall bear the signature of the president of the Board, Superintendent of Schools and the principal of the school.
3. All state public secondary schools shall have the "Great Seal of Alabama" on the face of the diploma issued by the school.
4. High schools are not authorized to issue a diploma based on GED tests or any other tests.
5. All schools shall follow the course offering requirements contained in courses of study as published by the Alabama State Department of Education. A list of courses of studies may be obtained without cost from the State Superintendent of Education, Montgomery, AL 36130.

SOURCE: Colbert County Board of Education, Tuscumbia, Alabama
ADOPTED: Sep 3, 1987; REVISED: Aug 2, 1990; Jun 8, 1995; Sep 5, 1996; Sep 5, 1996; Sep 2, 1999; Sep 4, 2001; Jul 2, 2003; Aug 21, 2008; Jun 23, 2011; Aug 6, 2012; Jun 27, 2013; Nov 21, 2013; Jul 17, 2014; May 7, 2015; Jun 28, 2016; Jul 20, 2017; Apr 19, 2018; June 29, 2020
LEGAL REF.: Alabama State Course of Study and Alabama State Board of Education Resolution, Dated February 23, 1984.

5.58R CLASS LOAD AND PROMOTION REQUIREMENTS

General

Students graduating from the schools of the School District must meet all course requirements as

outlined in the policy 5.58 filed under this cover.

Student Load

Students in grades seven (7) through eleven (11) must take a minimum of eight (8) classes per year.

Students classified as fifth year seniors with principal and parent approval may be permitted to enroll only for those courses needed for graduation.

Any exception to the above guidelines will be considered on an individual basis.

On the semesterized eight block schedule, if a student exempts the final exam, the final grade will be determined each nine weeks counting 45% and Mid-Term Exam counting 10%. If a student takes the final exam, the final grade will be determined by each nine weeks counting 40%; Mid-Term Exam counting 10%; and Final Exam counting 10%.

On the seven period day schedule, if a student exempts the final exam, the final grade will be determined by multiplying the four (4) nine-week grades by 1.5 and adding to this total midterm exam grades, which will be divided by seven. This will allow the mid-term exam to count 1/7 of the final grade. If a student takes the final exam, the final grade will be determined by multiplying the four (4) nine-week grades by 1.5 and adding the mid-term exam grade and final exam grade, which will be divided by eight. This will allow both the mid-term and final exams to count 1/8 of the final grade.

Students in the seventh (7th) through twelfth (12th) grades may attend summer school when approved by the local principal to make up course work (See Policy 5.10).

Colbert County Board of Education Promotion/Retention Policies

Elementary Grades

The Colbert County Board of Education has determined that the decision regarding promotion/retention in the elementary school is best made by the respective school principals and the student's teacher, except for special education students whose determination shall be made by the IEP Committee. Each case shall be considered individually and a decision made, which is based on the best interest of the student. To help provide consistency throughout the School District, the Board offers the following guidelines for promotion, while recognizing that factors such as previous failures in the elementary grades must be considered. Any exceptions to these guidelines should be carefully weighed giving due consideration to the probability of success at the next grade level and what benefit may be gained by retaining the child in his/her present grade level.

Kindergarten

Kindergarten teachers should encourage parents of a child who is not developmentally ready for first grade to allow the child to remain in kindergarten a second year. Kindergarten students should have learned to recognize the letters of the alphabet, the sounds of the letters, blend three letter words, and recognize high-frequency words. They should be able to write numbers from 0 to 20 and represent a number of objects with a written numeral 0-20. Kindergarten students should have learned to count

and recognize the numbers 0-100. They should also understand the relationship between numbers and quantities and be able to connect counting to cardinality in order to be prepared for success in first grade.

The Colbert County Board of Education believes that for a student to be successful in grades 1-4, mastering grade level reading and math competencies are a prerequisite.

First Grade

To be promoted from first to second grade a student should have a yearly average of at least 60 in each of the subjects of reading and math.

Second Grade

To be promoted from second to third grade, a student should have a yearly average of at least 60 in each of the subjects of reading and math.

Third Grade

To be promoted from third to fourth grade, a student should have a yearly average of at least 60 in each of the subjects of reading and math. Each student should have a minimum yearly average of 60 in each of two of the four other major subject areas (language, spelling, science/health and social studies).

Fourth Grade

To be promoted from fourth to fifth grade, a student should have a yearly average of at least 60 in each of the subjects of reading and math. A student should also have a minimum yearly average of 60 in each of two of the four other major subject areas (language, spelling, science/health and social studies).

Fifth Grade

To be promoted from fifth to sixth grade, a student should have a minimum yearly average of at least 60 in each of at least 2 of the following subjects (reading, English, and math) and fail no more than two subjects overall.

Sixth Grade

To be promoted from sixth grade to the seventh grade, a student should have a minimum yearly average of 60 in each of at least 2 of the following subjects (reading, English and math) and fail no more than two subjects overall.

Grades Seven and Eight

The Board has determined that the decision regarding promotion/retention in grades seven and eight is best made by the respective school principal, and the student's teachers. Each case should be considered individually and a decision made which is based upon the best interest of the student. The promotion/retention of special education students will be determined by the IEP committee. All

other cases for retention must be reviewed by a local school committee consisting of the principal, the student's teachers, and the guidance counselor. The committee should consider the following factors before making a decision for retention:

1. Age of student
2. Number of times previously retained, both cumulative and in current grade
3. Other extraordinary circumstances

Seventh Grade

To be promoted from the seventh grade to the eighth grade, a student should have a minimum yearly average of 60 in each of three of the four academic subjects (English/Literature, math, science and social studies) and if any other subjects are failed, any academic subject failed must be passed in summer school.

Eighth Grade

To be promoted from eighth to ninth grade, a student should have a minimum yearly average of 60 in each of three of the four academic subjects (English/Literature, math, science and social studies) and if any other subjects are failed, the academic subject failed must be passed in summer school. For a student to be prepared for success in high school, he/she should have passed all academic subjects.

Grades Nine Through Twelve

Twenty-eight (28) units of credit in are required for graduation. If not otherwise stated, all courses for the advanced diploma requirements will be at the advanced level. Movement from one homeroom to another is based on the following criteria:

- | | | |
|-------------------------|----|--|
| Tenth Grade Homeroom | -- | students must have earned at least six (6) carnegie units. |
| Eleventh Grade Homeroom | -- | students must have earned a cumulative total of at least thirteen (13) carnegie units. |
| Twelfth Grade Homeroom | -- | students must have a cumulative total of at least twenty (20) carnegie units and be able to graduate during the scholastic year in which they are promoted to the twelfth grade. |

For Alabama High School Graduation Exam purposes only, a student may move to a tenth grade homeroom after the first semester if they have earned six (6) carnegie units or to an eleventh grade homeroom after the first semester if they have obtained twelve (12) carnegie units. Otherwise, all homeroom placements will be made at the beginning of each school year and remain the same the entire school year.

SOURCE: Colbert County Board of Education, Tuscumbia, Alabama

ADOPTED: Sep 3, 1987; REVISED: Mar 4, 1988; Mar 4, 1993; Jun 8, 1995; Aug 8, 1996; Nov 8, 1996; Apr 10, 1997; Jun 17, 1999; Nov 2, 1999; Jan 3, 2002; Jul 18, 2006; June 2, 2008; Apr 22, 2010; Jun 23, 2011; Jul 17, 2014; Jul 20, 2017; Apr 19, 2018; June 29, 2020

5.59 GRADUATION REQUIREMENTS: DIPLOMAS – CERTIFICATES

The following diplomas and certificates will be available for issuance by all high schools in the School District:

1. Alabama High School Diploma - This diploma will be awarded to students who complete the Colbert County/Alabama State Board of Education requirements established for the Alabama High School Diploma and pass all areas of the Alabama High School Graduation Examination, except;

Any student with a disability(s) (defined by the Individuals with Disabilities Education Act and/or Section 504 of the Rehabilitation Act of 1973) shall take the Alabama High School Graduation Exam (AHSGE) with state-approved accommodations or without accommodations (according to the IEP Team or 504 Committee) through the 12th grade. If one subject-area test of the AHSGE is not passed, but all other graduation requirements for the Alabama High School Diploma have been met, then alternate documentation (obtained all required course credits, documented the disability(s) which substantially limits their ability to demonstrate achievement in the area where a subject-area test of the AHSGE was not passed, participated in remediation, met attendance requirements, and holds a cumulative C average in grades) will be used to confer the Alabama High School Diploma. The flexibility granted here is retroactive to first-time ninth graders in the 1997-1998 school year (Class of 2001) and applies only to students with disability(s) (defined by the Individuals with Disabilities Education Act and/or Section 504 of the Rehabilitation Act of 1973) taking the Alabama High School Graduation Exam.
2. Alabama High School Diploma with Credit Based Endorsement - This diploma will be awarded to students who complete the Colbert County/Alabama State Board of Education requirements established for the Alabama High School Diploma with Credit Based Endorsement and pass three of the five subject area tests including Reading, Math and one of the other three subject tests (Language, Science or Social Studies).
3. Alabama High School Diploma with an Advanced Academic Endorsement - This diploma will be awarded to students who complete the Colbert County/Alabama State Board of Education requirements established for the Alabama High School Diploma with an Advanced Academic Endorsement and pass all areas of the Alabama High School Graduation Examination.
4. Alabama High School Occupational Diploma - This diploma will be awarded to special education students, with the exception of gifted, who complete the Colbert County/Alabama State Board of Education requirements established for the Alabama High School Occupational Diploma.
5. Attendance Certificate - Regular Program students who failed to pass all sections of the Alabama High School Graduation Exam but have earned the necessary Carnegie Units for graduation may be issued an Attendance Certificate.

6. Graduation Certificate - This certificate will be awarded to students based on the following provisions:

- a. **Special education students**, with the exception of the gifted, shall follow the objectives set out for them at the annual IEP meeting by the IEP Committee in reference to the Alabama High School Graduation Examination. If the Committee, after examining all pertinent data, decides that the student is not capable of attempting and/or passing the Alabama High School Graduation Examination and that his/her time should be directed toward other objectives, then the senior student will be issued the Graduation Certificate instead of the State-approved diploma for having pursued those goals set out by the IEP Committee. The student will have the same opportunities to participate in all other activities associated with graduation from high school.

If the IEP Committee, after reviewing all pertinent data, decides that the student should attempt the Alabama High School Graduation Examination, then he/she will receive the same opportunities, including remediation, as any other student taking the Alabama High School Graduation Examination.

After unsuccessfully attempting the Examination, the special education student may elect to receive the Graduation Certificate in lieu of a diploma and proceed through graduation exercises, subject to the provisions of paragraph 1.a. above.

- b. **Regular program students** who have earned the Carnegie Units commensurate with their grade level but have failed to pass the Alabama High School Graduation Examination shall receive remediation for their deficiencies as shown by the test results. If after the customary opportunities for taking the Alabama High School Graduation Examination, the student still has failed to pass the required subtests of the Exam, the student may pursue the following options:

- (1) Accept the Attendance Certificate in lieu of a state-approved diploma and participate in graduation exercises, or
- (2) Continue to attempt the Alabama High School Graduation Examination at the regular times and settings for taking the test up to the age of twenty-one (21). Upon passing the Examination, the student will be issued the earned diploma and will be eligible to participate in the next scheduled graduation exercise, or
- (3) Pursue the route of the GED at an approved institution.

- c. **Regular program students** classified as seniors and who have not earned the Carnegie Units necessary for graduation but who have passed the Alabama High School Graduation Examination may pursue the following options:

- (1) Continue to pursue the Carnegie Units needed for graduation up to the age of twenty-one (21) where upon earning the needed Carnegie Units the student will be issued the earned diploma and be eligible to proceed through the next scheduled graduation exercise, or
- (2) Pursue the route of the GED at an approved institution.

ADOPTED: Jun 8, 1995; REVISED: Apr 10, 1997; Dec 9, 1999; Feb 3, 2000; Apr 6, 2006; Aug 21, 2008
LEGAL REF.: The Alabama Administrative Code, §290-3-1-.02(8)(a-h), Supp. No. 07-3; State Board of Education Resolutions dated, Feb 23, 1984.

5.59.R GRADUATION REQUIREMENTS: DIPLOMAS – CERTIFICATES FOR BEGINNING NINTH GRADE 2013-2014

The following diplomas and certificates will be available for issuance by all high schools in the School District:

1. Alabama High School Diploma - This diploma will be awarded to students who complete the Colbert County/Alabama State Board of Education requirements established for the Alabama High School Diploma and state assessment requirements.

Any student with a disability(s) (defined by the Individuals with Disabilities Education Act and/or Section 504 of the Rehabilitation Act of 1973) shall take the state assessments with state-approved accommodations or without accommodations (according to the IEP Team or 504 Committee) through the 12th grade.
2. Alabama High School Diploma with an Advanced Academic Endorsement (recognized by the School District) - This diploma will be awarded to students who complete the Colbert County/Alabama State Board of Education requirements established for the Alabama High School Diploma with an Advanced Academic Endorsement (recognized by the school district) and state assessment requirements.
3. Attendance Certificate - Regular Program students who failed to pass all sections of the Alabama High School Graduation Exam but have earned the necessary Carnegie Units for graduation may be issued an Attendance Certificate.
4. Graduation Certificate - This certificate will be awarded to students based on the following provisions:
 - a. **Special education students**, with the exception of the gifted, shall follow the objectives set out for them at the annual IEP meeting by the IEP Committee in reference to the Alternate Achievement Standards (AAS). The student will have the same opportunities to participate in all other activities associated with graduation from high school.
 - b. **Regular program students** who have earned the Carnegie Units commensurate with their grade level but have failed to meet state assessment requirements, may pursue the following options:
 - (1) Accept the Attendance Certificate in lieu of a state-approved diploma and participate in graduation exercises, or
 - (2) Pursue the route of the GED at an approved institution.
 - c. **Regular program students** classified as seniors and who have not earned the

Carnegie Units necessary for graduation but who have met the state assessment requirements, may pursue the following options:

- (1) Continue to pursue the Carnegie Units needed for graduation up to the age of twenty-one (21) where upon earning the needed Carnegie Units the student will be issued the earned diploma and be eligible to proceed through the next scheduled graduation exercise, or
- (2) Pursue the route of the GED at an approved institution.

SOURCE: Colbert County Board of Education, Tuscumbia, Alabama
ADOPTED: Jun 8, 1995; REVISED: Apr 10, 1997; Dec 9, 1999; Feb 3, 2000; Apr 6, 2006; Aug 21, 2008; Jun 27, 2013
LEGAL REF.: The Alabama Administrative Code, §290-3-1-.02(8)(a-h), Supp. No. 07-3; State Board of Education Resolutions dated, Feb 23, 1984.

5.60 ELIGIBILITY FOR PARTICIPATING IN GRADUATION EXERCISES

The Board authorizes local high school principals and appropriate staff members to design and implement graduation ceremony exercises for their respective schools. In all cases, eligibility criteria for participation in graduation exercises (marching) shall include the following provisions:

1. A diploma can be awarded only if a student has passed all required subject tests on the Alabama High School Graduation Exam, and has met the twenty-seven (27) Carnegie units for 2008-2009, twenty-six (26) Carnegie units for 2009-2010 and twenty-five (25) Carnegie units for the 2010-2011 school year as established by the Board (see Policy 6.52 and/or 5.59 for more information).
2. **Regular program students** who have earned the number of carnegie units for graduation but failed to pass the Alabama High School Graduation Exam after the customary opportunities for taking the examination, may accept an Attendance Certificate in lieu of a State-approved diploma and participate in graduation exercises (***can march***) (See Policy 6.52 or 5.59, Section 5-b, for more information).

Regular program students who have passed the Alabama High School Graduation Exam, but failed to get the required number of carnegie units for graduation shall not be eligible to participate in graduation exercises (***cannot march***) (See Policy 6.52 or 5.59, Section 5-b, for more information).

Special education students, with the exception of the gifted, may participate in graduation exercises (***can march***) provided they are eligible to receive a Graduation Certificate or Diploma (See Policy 6.52 or 5.59, Section 1-a and 5-a, for more information).

3. Students must have no outstanding indebtedness owed to the school or class to participate (march) in graduation exercises. Note: any earned certificate or diploma must be issued whether or not the student is eligible to participate in the graduation exercise.

SOURCE: Colbert County Board of Education, Tuscumbia, Alabama
ADOPTED: Jun 8, 1995; REVISED: Sep 2, 1999; Feb 3, 2000; Jun 2, 2008

5.61 TEST SECURITY PLANS AND PROCEDURES

A test security plan approved by the Alabama State Department of Education is on file in the office of the School District Test Coordinator.

The testing procedures listed in the *Student Assessment Handbook*, published by the Alabama State Department of Education, will be followed for all state assessments, including off-grade assessments of the Stanford/OLSAT. A copy of the *Student Assessment Handbook* is on file in the office of the School District Test Coordinator.

New certified employees will review and sign the "Test Security Acknowledgement Form" filed as IIB-F1 under this cover, as required by the Alabama State Department of Education.

SOURCE: Colbert County Board of Education, Tuscumbia, Alabama
ADOPTED: Sep 3, 1987; REVISED: Aug 2, 1990
LEGAL REF.: Alabama Administrative Code, §290-040-020-.05), the Student Assessment Handbook.

5.62 DATA GOVERNANCE POLICY

The Superintendent is authorized to establish, implement, and maintain procedures governing the quality, security, storage use, and sharing of data maintained digitally by the school system. Procedures to be established shall comply with applicable state and federal law and shall include establishing a data governance committee to define security controls, and maintain records regarding security access that shall include physical security and access. Nothing in this policy or in any procedures authorized hereunder creates or expands any entitlement to confidentiality of records beyond that which is established by law or specific Board policy.

This data governance and use policy and all procedures and measures established hereunder will apply to Board employees and all Board operations. Any unauthorized access, use, transfer, or distribution of Board data by any employee, student, or other individual, may result in disciplinary action that may include a recommendation for termination, expulsion, and/or other legal action.

(See Data Governance Policy Manual which is maintained on the website of Colbert County Schools)

SOURCE: Colbert County Board of Education, Tuscumbia, Alabama
ADOPTED: Jul 21, 2016

5.63 TEACHING METHODS

The Board strongly encourages teachers to use in their classrooms a variety of teaching methods and materials which are consistent with sound principles of learning and with an understanding of students and their needs. Adequate provisions should be made for students to do independent research as well as to engage in small and large group activities and experiences.

All teaching methods used should be designed to encourage all students to perform at the highest level individually possible.

SOURCE: Colbert County Board of Education, Tuscumbia, Alabama
ADOPTED: Sep 3, 1987

5.64 OUTSIDE PRESENTERS/LECTURERS

The Board requires that classroom or assembly program presenters/lecturers who are neither members of the student body, faculty, nor administration of the school or School District, have prior approval of the school principal.

SOURCE: Colbert County Board of Education, Tuscumbia, Alabama
ADOPTED: Sep 3, 1987
LEGAL REF.: Ala. Code, §§16-8-7 to -10, 1§6-9-15.

5.65 TEACHING ABOUT RELIGION

Teaching about religion as it relates to a study of the historical development of mankind is

appropriate. The use of the Holy Bible or other religious documents as educational and reference materials in this study is acceptable. Specific religious indoctrination is prohibited in the schools.

SOURCE: Colbert County Board of Education, Tuscumbia, Alabama
ADOPTED: Sep 3, 1987
LEGAL REF.: U.S. Const. amend. I; U.S. Const. amend, XIV, 1; Ala. Code, §16-8-28, §16-9-21; School District of Abington Township of Pennsylvania v. Schempp, 535 S. Ct. 1560 (1963); Lemon v. Kurtzman, 91 S. Ct. 2105 (1971).

5.66 VOLUNTARY RELIGIOUS EXPRESSION

The Board does not discriminate against student or their parents or guardians on the basis of their religious viewpoints or their expression of such viewpoints. Such views and expressions are treated in the same manner as nonreligious viewpoints, activities, or expressions.

Students may express their religious beliefs in all phases of their schoolwork without penalty or reward based on the religious nature or content of such expression. Schoolwork is evaluated according to the academic standards and pedagogical objectives that otherwise apply to the work or activity in question. These standards and objectives include but are not limited to acquisition and/or mastery of factual information; development of analytical, problem solving, learning, critical thinking, communication, organizational, and social skills; college preparatory and career readiness training; proficiency in and appreciation of the performing arts; and the development of personal skills that are designed to facilitate attainment of the foregoing objectives, future academic success, and employability. The scholastic work of the system's students will be evaluated in light of the foregoing standards and objectives, academic and curricular guidelines and criteria established or approved by the state and Bestplace Boards of Education and determined by evaluation, achievement, assessment, and testing materials, instruments, methods and measure that have been generally recognized as appropriate for such purposes within the educational community and applied successfully in public school settings.

Students may organize and participate in religious activities before, during, and after school and have access to school facilities to the same extent students are permitted to organize and participate in other noncurricular activities to the extent that such access to or use of board facilities does not constitute a constitutionally impermissible endorsement or sponsorship of the organization or violate any right established or imposed by either the Alabama or United States Constitutions.

SOURCE: Colbert County Board of Education, Tuscumbia, Alabama
ADOPTED: Jun 28, 2016
LEGAL REF.: Act of Alabama No. 2015-12

5.67 LESSON PLANS

It is the belief of the Board that good lesson plans improve learning opportunities for students and provide teachers with basic instructional plans that enhance and guide the teaching process in a positive way. The Board further believes that detailed lesson plans are essential when the regular teacher must be away from the classroom. In order for our School District to have the best educational programs possible for our students, substitute personnel must have access to specific lesson plans and directives to guide them in providing quality instruction. Therefore, the Board approves the following principles related to lesson plans and their preparation:

General Plans

The Board requires a general plan of work, to include daily schedules and brief lesson plans, to be prepared by each teacher and submitted to the principal on a weekly basis.

Specific Plans -- **Planned Absences and/or Minor Illnesses That Do Not Inhibit Lesson Plan Preparation**

Specific (detailed) lesson plans shall be prepared by the teacher in his/her absence for use by the substitute teacher. Such plans shall be in sufficient detail to permit the substitute teacher to carry-out the teacher's regular instructional activities in a manner that will benefit students educationally.

SOURCE: Colbert County Board of Education, Tuscumbia, Alabama
ADOPTED: Sep 3, 1987; REVISED: Jan 4, 1996
LEGAL REF: Ala. Code, §16-8-7 to -10, §16-9-15.

5.68 CLASSROOM DISRUPTIONS

The Board recognizes that classroom disruptions can be placed in two general categories - internal and external.

Internal disruptions can be caused in many varied ways. Examples may be defined as, fund -raising activities, classroom discipline problems, interruptions by student from other classes, other teachers, intercom announcements at an improper time, etc..

External disruptions can vary widely. Examples of external disruptions are defined as those that result from outside the school activity or school family. Examples may include visitors, weather related problems, disasters, etc.

The local school principal shall have the responsibility to see that the classroom instructional time is free of interference. He/she shall develop and enforce local school rules designed to reduce both the internal and external disruptions of instructional time.

SOURCE: Colbert County Board of Education, Tuscumbia, Alabama
ADOPTED: Sep 3, 1987
LEGAL REF.: Ala. Code, 1§6-40-5; The Plan of Excellence.