

## ACKNOWLEDGMENT

### The 1985 Revision Committee

Appreciation is extended to the members of the Instructional Policy Committee for their valuable contribution in the development of written school board policies for the School District. Many hours of work by the members of this committee are represented by the instruction policies that follow. Members of the Instructional Policy Committee were as follows:

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### The 1997 Revision Committee

Appreciation is extended to the members of the Instructional Policy Committee for their valuable contribution to the development and revision of written school board policies for the School District. Many hours of work by the members of this committee are represented by the personnel policies that follow. Members of the 1997 Instructional Committee were as follows:

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FILE

IKI

IKK

ILD

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## **POLICY REVISAL PROCEDURE**

The development of sound educational policies is a complex process. The Board, administration, and policy development committee members fully realize the need for continuous input from School District personnel, students and lay citizens. It is realized by all concerned that the policy statements contained in this manual may contain inconsistencies and/or errors and will need to be revised and updated periodically. We solicit your help in making this policy manual both functional and informative.

To ensure orderly policy revision and to inform all interested persons of the policy revisal process, the following procedures will be utilized:

### Procedures

When it becomes apparent that a need exists for revising, deleting or adding a policy statement the person(s) involved should:

1. Make this need known, in writing, to his/her immediate supervisor. The written statement should identify the discrepancy in the policy statement and their suggested alternative(s) for correction.
2. The supervisor involved will transmit the written statement through his/her supervisor(s) to the Superintendent of Schools.
3. The Superintendent of Schools will appoint a representative ad hoc policy committee at the beginning of each school year to review, offer advice and provide input to the Superintendent of Schools on policies suggested for revision, deletion or inclusion. Normally the committee will be convened in the month of March if policy review is needed.
4. After review and approval, the Superintendent of Schools will submit the policy committee's recommendation to the Board for consideration.

## **EDUCATIONAL PHILOSOPHY**

The Board recognizes that no one philosophy of education can express the total sentiments or beliefs of all teaching personnel. Generally, education is perceived as a process of growth and includes the mental, moral, emotional, physical, and spiritual aspects of the individual. Each student is seen as a unique person who possesses certain potentials, needs, aspirations, and interests. As each student is different, it is the purpose of education to provide him/her with appropriate experiences in school that enhances maximum achievement potential so that he/she may be a useful and productive member of society.

It is understood that though all students will not learn all things equally well, all should have an equal opportunity in the pursuit of education; thus, the Board will make every attempt to balance its program to provide for the varied interests and needs of the students and to provide the appropriate courses required by law and State Board of Education policies and resolutions.

The Board accepts the conclusion that education is a comprehensive program that must be undertaken in cooperation with other institutions and agencies and will seek to establish and maintain strong ties with parents/guardians and appropriate community programs.

## **INSTRUCTIONAL GOALS AND OBJECTIVES**

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

### **1. Intellectual Discipline**

knowledge of the basic skills in reading, writing, and arithmetic in the early elementary grades, accompanied by the study of mathematics, science, history, English and other required disciplines in the higher grades

development of the skills of logical analysis, evaluation, and problem solving

development of skills, knowledge and attitudes necessary for effective communication, including listening, speaking, reading and writing

knowledge of basic computer skills and the development of an understanding of their use in contemporary society

### **2. Economic and Occupational Competence**

knowledge of the fundamental economic structures and processes of the American system and the opportunities for the individual citizen in the system

development of skills and associated knowledge and attitudes necessary for making intelligent choices for entering in the world of work

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-Understanding**

knowledge of comparative political systems with emphasis on the democratic process

develop and practice skills in participating in the political process and understanding of how political decisions are made

development of skills, knowledge and attitudes necessary for becoming a responsible citizen and understanding values as they relate to society

4. Physical and Environmental Health and Ecological Balance

development of skills and knowledge of the requirements for personal hygiene, nutrition and physical exercise to maintain personal health

knowledge of the dangers of addiction to harmful practices or consumption of harmful materials

knowledge and understanding of the physical world and the relationship of the individual to it

competence in recognizing and preventing environmental and ecological problems

5. Creativity and the Arts knowledge and appreciation of the fine arts

6. Community and Life-Time Education

commitment to education for the entire community to provide means for economic improvement, cultural development, and enrichment of personal and family lives

encouragement of citizens to participate in school activities on a community-wide basis

appropriate physical education and recreational athletic opportunities aimed at physical fitness and participation in lifetime sports

## **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 search 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.

When exercising academic freedom through the teaching/discussion of controversial issues, a teacher is duty-bound to seek advice and counsel of the administration, 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, and to the community. 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 in order to arrive at one's views.

SOURCE: Winston County Board of Education, Double Springs, AL

ADOPTED: Jun. 24, 1986

LEGAL REF.: Keyishian v. Board of Regents, 385 U.S. 589, 603 (1967).

## **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 public school 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 that 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 neutral position in the classroom during the discussion of controversial issues.
11. Teachers shall exercise moral and ethical judgment while exploring controversial issues.
12. Teachers shall seek the counsel and advice of school administrators and colleagues before exploring controversial issues in the classroom.

## **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 of Schools and his/her staff shall periodically conduct curriculum review and analysis and report the findings to the Board.

The Superintendent of Schools 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 an opportunity for an appropriate education. To ensure an appropriate education for all students, course offerings shall be available to students on a consistent basis to permit them to pursue any course of study or diploma approved by the SDE and for which they qualify.

### Major Changes

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

### Procedures for Major Curriculum Changes

Major changes in the curriculum may be initiated at the local school level and/or at the central office level.

#### 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 of Schools. The Superintendent of Schools may consider an employee's idea(s) for change and if such is approved by the Superintendent of Schools, 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 of Schools, the proposed changes shall be submitted to other professional employees in the School District for their input.
3. Every effort shall be made by the Superintendent of Schools to develop some consensus for as much acceptance of the plan as possible.
4. The Superintendent of Schools shall submit the proposed changes to the Board for approval.

B. Local School Level

1. Major curriculum changes initiated at the local school level may be proposed by any professional central office or school employee 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 of Schools for consideration.
4. Once the Superintendent of Schools receives the proposed changes in curriculum from the principal and the local school committee, he/she may initiate procedures outlined in A-1, A-2, A-3, and A-4 above.

FILE: ICBA

## **CURRICULUM ADOPTION**

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

SOURCE: Winston County Board of Education, Double Springs, AL

ADOPTED: Jun. 24, 1986

LEGAL REF.: The Code of Alabama, 16-8-10, 16-8-28, 16-9-21, 16-3-15, 16-35-5, 16-40-2 to 4;  
Standards of the Southern Association of Colleges and Schools.

## **BASIC PROGRAM**

The basic program of instruction in the School District shall include those courses specified in the current State Course of Study. All courses shall be taught by properly certified personnel.

The Board in compliance with the requirements of the State Course of Study and State Board of Education regulations requires that all curriculum components taught within the School District be clearly defined and coordinated from grade level to grade level. The Board requires the Superintendent of Schools to develop and maintain a comprehensive curriculum plan. This plan shall include opportunities for students to develop higher-order intellectual skills such as logical thinking and creativity.

The Board, Superintendent of Schools and other members of the School District's staff shall periodically review the status of the curriculum plan and assess the degree to which students appear to be accomplishing the objectives contained within the plan.

SOURCE: Winston County Board of Education, Double Springs, AL

ADOPTED: Jun. 24, 1986; REVISED: July 7, 1998

LEGAL REF.: The Alabama Course of Study.

## **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 JCDAD shown below and filed in the student section of this manual:

### **DRUG USE**

The Board, recognizing possible incidence of drug use by certain students, instructs the Superintendent of Schools 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.

The Superintendent of Schools is also instructed to take steps to prevent 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 this policy may be subject to punishment by law and/or disciplinary action by appropriate school officials.

SOURCE: Winston County Board of Education, Double Springs, AL

ADOPTED: Jun. 24, 1986

LEGAL REF.: The Code of Alabama, 16-41-1 to -4(b), 16-41-7.

## **PARENTAL INVOLVEMENT**

It is the goal of the Winston 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.

The key factor in the home-school partnership is the relationship between the family and the teacher. Families are the child's first teacher and are an essential resource in the continued learning process of their children. Teachers are professionals who manage a variety of instructional resources. Organizational support from the school board, district administrators and building principals enables teachers to effectively develop the partnership.

The intent of this policy is to result in consciously doing those things already in practice in a more efficient, consistent and effective manner as well as generating new ways of strengthening the partnership.

The partnership between home and school will be supported by:

1. The development of an infrastructure to continually assess, plan and implement strategies that build the partnership.
  - A. A district-wide committee of parents, teachers, administrators and representatives from cooperative agencies to guide overall program efforts and serve as a home-school partnership network.
  - B. Coordination of activities through the staff development system in areas of communication with families, teacher inservice and assessment of teaching strengths toward creation of the best possible experience for each child.
2. Self-study of family involvement practices by teams of family members, teachers, counselors and administrators in each school using the following seven basic principles considered essential to home/school partnerships. Each school will develop a family/school policy localizing its program to meet the community's specific needs.
  - A. Every aspect of the school climate is open, helpful and friendly.
  - B. Communications with families (whether about school policies and programs or about their own children) are frequent, meaningful, clear and two-way.
  - C. Families are treated as collaborators in the educational process, with a strong complementary role to play in their children's school learning and behavior.
  - D. Family members are encouraged, both formally and informally, to comment on school policies and to share in the decision-making process.
  - E. The school encourages volunteer participation from families and the community at large.
  - F. The principal and other school administrators actively express and promote the philosophy of partnership with all families.
  - G. The entire school recognizes its responsibility to forge a partnership with all families in the school, not simply those most easily available.

3. Resources will be provided to families, teachers, counselors and principals by the Parent Resource Coordinator.

The Winston County Board of Education and staff will provide leadership in the development of clear and meaningful avenues of family involvement. Full realization of the partnership will be achieved through the on-going commitment and active participation by both home and school.

SOURCE: Winston County Board of Education, Double Springs, AL  
ADOPTED: July 6, 2000

## **TITLE I PROGRAM**

### Qualifying Schools for Title I

Title I remedial services in reading and mathematics will be offered on a priority basis to students in grades 1-6 in all schools which qualify as determined by an annual survey to determine economic deprivation.

### Qualifying Students for Title I

Once an individual school qualifies, then all educationally deprived students in that school are eligible for Title I services regardless of their family incomes.

Students are selected for inclusion in Title I reading and/or mathematics program based upon greatest educational need as determined by one (1) or more of the following four (4) criteria of selection:

1. Normed referenced tests.
2. Cumulative records.
3. Diagnostic test results.
4. Teacher opinion, which must document specific deficiencies.

### Title I Teachers

Teachers paid from Title I funds are employees of the Board and are subject to the same regulations as other teachers. Title I teachers may not function in place of regular program teachers and therefore may not have any other instructional duties such as homeroom or playground supervision. They may, however, be assigned non-instructional duties to which all other teachers are assigned on a rotating basis such as bus duty and hall duty. Title I teachers are not eligible for the instructional money provided by the state, but are eligible for instructional supply money from Title I funds.

## **TITLE I PARENTAL INVOLVEMENT**

In recognition that the parent is the child's first and most important teacher, and that the parent's continued involvement is essential for the success of the child, the Winston County Board of Education is committed to building a strong parent-school partnership. Furthermore, federal regulations (Section 200.34) state that funds may be received only if programs, activities, and procedures for the involvement of parents/guardians of participating children are implemented. To support a strong parent-school partnership, the following policies were developed, in consultation with parents/guardians of participating Title I students, to ensure that parents/guardians are involved in planning, implementing, and evaluating the Title I program:

In the spring of the school year, after students have been identified as eligible to receive Title I services, parents/guardians will be notified as to the reasons their child was selected. This notification will include the instructional objectives and methods of the Title I program and a copy of the parent involvement policy.

Following the selection of the students who may receive Title I services and the notification of their parents/guardians, the Title I staff will convene an annual meeting to which the parents/guardians of all participating children must be invited. The purpose of this meeting shall be to explain the programs and activities provided with Title I funds. It will be held either at the building level or countywide.

Parents or guardians of each Title I child will be given the opportunity to participate in at least one (1) annual parent-teacher conference and any additional conferences needed to insure understanding and cooperation among the parents/guardians, students, and respective school official necessary for the child to profit fully from all school experiences. Furthermore, parents/guardians will be encouraged to talk with their child's Title I teacher any time during the school term as needed.

The Title I Planning Committee will meet at least once a year at each respective participant's school. Other meetings may be held as needed. During the Spring meeting, the Committee will assess and discuss the effectiveness of the parent involvement program and discuss how the program for the coming year will be designed, operated, and evaluated.

Title I teachers will report to each child's parents/guardians on the child's progress twice each school year. Other progress reports will be sent as necessary to keep parents/guardians informed adequately. Compacts will be available to enhance home and school cooperation.

Parents will be invited to attend Open House and other PTO events during the school year.

FILE: IDBDC  
(Continued)

Appropriate training will be provided to all Title I staff to increase the effectiveness of the staff in working with the parents/guardians of participating Title I students and the building of a partnership between home and school. This training will be conducted by such methods as teacher participation in workshops, inservice sessions, and/or a statewide conference.

In order to increase the effectiveness of parents/guardians in working with their children in the home, support will be given through parent training and services. Parents will be consulted as to the type and design of the training and services needed.

The Title I program staff will coordinate parent involvement activities with the Adult Education Act whenever possible.

SOURCE: Winston County Board of Education, Double Springs, AL

ADOPTED: July 7, 1998; REVISED: July 6, 2000

LEGAL REF: Federal Register, Vol. No. 96, Monday, May 19, 1986; 34 CFR Parts 200 and 204, Page 272; Public Law, 103-382, 1994.

## 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 Resolutions outline the following procedures that apply to the operation of summer schools by the School District:

1. 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 the following criteria are met:
  - a. The student must have previously attempted and failed the course(s), or
  - b. It is necessary that the course(s) 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, or
  - c. If the student's age is projected to be at least 21 years at the time he/she would graduate, then special permission may be granted by the principal.
2. A student should not be enrolled in summer school solely for the purpose of reducing the class load for the ensuing scholastic year.
3. A student may not use credit earned in summer school to satisfy course requirements for any required Advanced Diploma course, i.e. English, math, foreign language, science, or social studies courses. All required Advanced Diploma course work must be taken and credit earned during the regular school year.

### For High School Credit

1. One (1) Carnegie Unit of credit requires a minimum of 140 clock hours of instruction.
2. The time required for a repeated subject shall be the same as for a new subject.
3. No more than two (2) Carnegie Units may be earned during any summer session.
4. No more than one-fourth (1/4) of the Carnegie Units required for graduation may be earned in summer school sessions.

### For Junior High/Middle School Credit

A student may make up no more than two (2) courses in any given summer school session.

### For Elementary Students

School administrators and teachers may recommend and advise a student and his/her parent(s)/guardian(s) that the student could benefit educationally from attending summer school and/or strongly recommend summer school attendance. However, summer school attendance will not be used as a source for promotion when the student has been retained at the end of the regular school year, nor will it be used as a condition of promotion in any fashion.

### For Special Education Students

A special education student's IEP program may require different amounts of time from those noted above to complete a summer school course/credit.

Determining Promotion and Retention - Grades 7-8 and 9-12

**Grades 7 and 8-** Beginning with the 2007-2008 school year, grades 7 and 8 pass/fail is determined by averaging together the two semester grades. When a student in grades 7 or 8 fails to achieve a final passing grade average for a course during the regular academic year, the entire course must be retaken. This must be done in the following school year unless the student attends summer school. If the student elects to attend summer school, only the semester(s) in which a passing grade was not earned, must be retaken. The yearly average will then be determined by the applicable example as stated below:

Example A – Semester 1 Average– 60, Semester 2 Average – 80 = School Year Average is 70 – student passes the year; student will not attend summer school.

Example B – Semester 1 Average-60, Semester 2 Average – 50 = School Year Average is 55 – student may elect to attend summer school to recover both semesters which will be averaged to get school year average or must retake the entire course in the next regular school year.

Example C – Semester 1 Average-60, Semester 2 Average -67 = School Year Average is 63.5 – student may elect to attend summer school to recover 1<sup>st</sup> semester grade which will then be averaged with 2<sup>nd</sup> semester grade to get school year average or must retake the entire course in the next regular school year.

**Grades 9-12-** Summer School Credit – Beginning with the 2007-2008 school year, grades 9-12 pass/fail is determined by averaging together the two semester grades on a full Carnegie Unit Course or by the average on a half Carnegie Unit Course.

Example A – Semester 1 Average– 60, Semester 2 Average – 80 = School Year Average is 70 – student is awarded 1 Carnegie Unit, student will not attend summer school.

Example B – Semester 1 Average-60, Semester 2 Average – 50 = School Year Average is 55 – student is awarded 0 Carnegie Units, but may elect to attend summer school to recover both semesters which will be averaged to get school year average.

Example C – Semester 1 Average-60, Semester 2 Average -67 = School Year Average is 63.5 – student is awarded .5 Carnegie Units, but may elect to attend summer school to recover 1<sup>st</sup> semester credit which will then be averaged with 2<sup>nd</sup> semester grade to get school year average.

Summer School Availability and Costs

The School District receives no funding for summer schools; therefore, the availability of summer course offerings at all grade levels shall be based on sufficient student demand to financially support each respective course. The basic costs associated with the operation of summer schools shall be borne by the enrolled students.

Approval For Summer School Credit Outside The School District

A student at any grade level who wishes to take a summer school course(s) at a school outside the School District must obtain prior written permission from the principal of the school in which the student is enrolled in order for the course to be considered for credit.

FILE: IDCA  
JFH  
(Continued)

Errors and Omissions

The student and parent(s)/guardian(s) are to be held responsible for errors in subject selection and appropriate approvals unless the above procedures are followed.

SOURCE: Winston County Board of Education, Double Springs, AL

ADOPTED: Jun. 24, 1986; REVISED: July 7, 1998; May 16, 2000; July 31, 2003; Dec. 20, 2007

LEGAL REF.: The Alabama Administrative Code, 290-030-010- (9), Supp. No. 85-2;  
State Board of Education Resolution, March 14 and 15, 1985.

## **EVENING SCHOOLS**

### General

The Board approves the operation of selected evening schools and community education programs (i.e., adult basic education programs, community education type programs, other informal non-academic programs, etc.) to meet the needs of particular persons within the School District, 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 Non-Credit Programs

Students enrolled in the regular school program may participate in evening school or Community Education non-credit programs sponsored by the School District based on the following guidelines:

1. Space is available in the program(s).
2. Age, maturity, experience, prerequisites, etc. requirements are met.
3. Credit (Carnegie Unit, grade enhancement, promotion, etc.) will not be awarded for work completed in such programs.

### Student Participation: School District Credit Programs

Students enrolled in the regular school program may participate in Carnegie Unit credit courses approved by the Board and operated by the School District in the evening based on the following guidelines:

1. The student's principal approves the student's participation in the course in writing.
2. All course prerequisites, requirements, etc. are met.
3. Courses required for graduation must have been attempted and failed in the regular school program prior to enrollment.
4. Space is available in the course(s).
5. Student enrollments are sufficient to cover the total cost of each course based on student fees.

Note: All such evening courses offered in the School District shall be taught by teachers certified in the applicable discipline areas of the courses and such courses shall be scheduled to meet for the equivalent number of hours (140) as regular courses.

### Accumulation of Credit in Evening Programs

1. No more than two (2) Carnegie Units may be earned in any school year in evening programs.
2. No more than a total of eight (8) Carnegie Units required for graduation may be earned in evening programs (See note below).

Note: (Cumulative Total of eight (8) Carnegie Units) No more than a total of eight (8) Carnegie Units of credit toward any diploma may be earned in non-traditional programs, i.e., summer schools, correspondence courses, evening schools, etc. Such credit must be earned in compliance with School District policies related to Summer Schools, Correspondence Study, and Evening

Schools (See policies IDCA, JFH; IDCCA, JFHF).

Student Participation: Non-School District Non-Credit Programs

Students enrolled in the regular school program may participate in non-school system sponsored programs as they and their parent(s)/guardian(s) deem appropriate. Credit (Carnegie Unit, grade enhancement, promotion, etc.) will not be awarded for work completed in such programs.

Student Participation: Non-School District Credit Programs

Students may be approved to take a course(s) in evening programs offered by other public school systems and count such course work toward graduation, promotion, or grade enhancement provided the following provisions are met:

1. The course must not be currently offered in a School District evening program.
3. The course must be taken in an approved evening school program sponsored and operated by another accredited Alabama public school system.
4. The course must be specifically designed for the awarding of Carnegie Units/course credits.
5. The principal of the school the student attends must approve the student taking the course in advance and in writing.
6. Courses required for graduation must have been attempted and failed in the regular school program prior to enrollment.

Costs

Costs associated with attendance in any such programs shall be borne by the student. The Board shall not be obligated to pay costs or transportation expenses associated with any evening program.

SOURCE: Winston County Board of Education, Double Springs, AL

ADOPTED: Jun.24, 1986: REVISED: July 7, 1998

LEGAL REF.: Alabama Administrative Code, 290-030-010 (25), Regulation XXV.

## **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 Home Study Council.
3. The school principal gives 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 students requesting it; and
  - b. The school principal gives 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(s) must be borne by the student.
4. All requirements and guidelines imposed by the institutions offering the correspondence course must be met.
5. Not more than one fourth of the total units required for graduation may be taken by correspondence study.

### Credit Deadlines

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

1. A student and his/her parent(s)/guardian(s) must assume the responsibility for having the correspondence institution send an official grade report to the school. 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 examinations in order to participate in graduation exercises.

SOURCE: Winston County Board of Education, Double Springs, AL

ADOPTED: Jun. 24, 1986

LEGAL REF.: The Alabama Administrative Code, 290-030-010 5 (14).

## **DUAL ENROLLMENT/DUAL CREDIT**

The Board establishes dual enrollment programs permitting certain high school students to enroll in postsecondary institutions in order to earn dual credits for a high school diploma and/or a postsecondary degree at both the high school level and participating postsecondary level. The dual enrollment program is open to all students meeting the following requirements:

A. Eligible Students.

Students participating in a dual enrollment program shall pay normal tuition as required by the postsecondary institution and shall meet the following requirements:

1. Be in grade 12 or have an exception granted by the student's parents/guardians, principal, and Superintendent of Schools.
2. Have an overall "80" average or better on all high school (grades 9-12) courses attempted. (For this policy, the grade average is the average of the grades that are recorded on the permanent record card.)
3. Have a grade no lower than "80" on each respective high school course taken in the discipline area of the post-secondary course. (e.g., a student requests approval to take a elective mathematics course at a post-secondary institution and receive college credit hours and an elective Carnegie Unit. In this example, the student must have no grade in any mathematics (grades 9-12) course below an "80" as recorded on the permanent record card.
4. Have written approval of the student's principal, Superintendent of Schools, parent or guardian.

B. Course offerings.

1. Courses shall be postsecondary/college level. Post secondary/college remedial courses shall not meet the requirements of this program.
2. Students enrolled in courses offered during the normal high school day on or off the high school campus shall have prior permission of the student's parents/guardians, principal, Superintendent of Schools, and the participating postsecondary institution president/designee.

C. Credits.

1. Ten (10) quarter/six (6) semester credit hours at the postsecondary level shall equal one (1) of Carnegie Unit at the high school level in the same or related subject.

D. Formal Partnership.

For each postsecondary institution in which Dual Enrollment/Dual Credit is permitted, the School System shall enter into a formal agreement that specifies permitted courses. A postsecondary institution must be SACS accredited in order to enter a partnership for Dual Enrollment/Dual Credit with the School District.

E. Committee.

A District-Wide committee shall be established and have the responsibility of evaluating course content of postsecondary institutions as well as credentials of postsecondary institution instructors. This Committee shall also evaluate the overall Dual Enrollment/Dual Credit enrollment program and make recommendations to the Board about policy and procedure.

The Superintendent of Schools shall develop procedures for the administration of this program. These procedures should establish clear guidelines to be followed but allow flexibility for unusual exceptions.

SOURCE: Winston County Board of Education, Double Springs, AL

ADOPTED: July 7, 1998; REVISED: April 26, 2001

LEGAL REF.: The Code of Alabama, 16-8-8, 16-1-30, 16-9-13; SBE Administrative Code, CH 290-030-010 (13).

## **HOME SCHOOLS: REGULATIONS FOR ESTABLISHMENT**

### Alabama Laws Governing Private Tutors

Title 16-28-5, The Code of Alabama, 1965, 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 of schools, 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 child(ren) at home that they must meet all requirements as noted above in Title 16-28-5 of The Code of Alabama 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 child(ren) at home in place of enrolling them in a public, private, or parochial school should complete a "Registration for Private Home Tutoring Form." (Filed: IDCCD-F1) 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: Winston County Board of Education, Double Springs, AL

ADOPTED: July 7, 1998

LEGAL REF.: The Code of Alabama, 16-28-1 to 24.

**REGISTRATION FOR PRIVATE HOME TUTORING**

**WINSTON COUNTY SCHOOLS**

**Double Springs, Alabama**

\*\*\*\*\*

NAME OF THE CHILD'S PREVIOUS SCHOOL \_\_\_\_\_

NAME OF CERTIFIED TEACHER \_\_\_\_\_ SS# \_\_\_\_\_

DOES THE TUTOR HOLD A VALID ALABAMA TEACHER'S CERTIFICATE?

\_\_\_\_\_ YES \_\_\_\_\_ NO \_\_\_\_\_ ELEMENTARY \_\_\_\_\_ SECONDARY

\_\_\_\_\_  
NAME, AGE, AND GRADE OF THE CHILD THAT WILL RECEIVE INSTRUCTION

STATE THE TIME OF DAY THIS STUDENT WILL RECEIVE INSTRUCTION:

FROM \_\_\_\_\_ TO \_\_\_\_\_

HOW MANY DAYS PER YEAR? \_\_\_\_\_

- THE TUTOR MUST:
1. Keep a daily lesson plan
  2. Keep a register of attendance

SHOULD CHILD CEASE TO RECEIVE INSTRUCTION FROM THE TUTOR, THE PARENTS MUST NOTIFY THE LOCAL SCHOOL SUPERINTENDENT FOR PLACEMENT IN PUBLIC SCHOOL.

\_\_\_\_\_  
NAME OF PARENTS

\_\_\_\_\_  
ADDRESS OF PARENTS

\_\_\_\_\_  
SIGNATURE OF PARENTS (DATE)

\_\_\_\_\_  
SIGNATURE OF SUPERINTENDENT (DATE)

\*NOTE: A copy of the valid Alabama Teaching Certificate must be attached to this form.

FORWARD THIS FORM TO:

Superintendent  
Winston County Board of Education  
P.O. Box 9  
Double Springs, AL 35553

## **HOME SCHOOLS: STUDENT TRANSFERS AND GRADE PLACEMENTS**

### Transfers from Non-accredited/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, 290-030-010-06 -10 (iv) (c) in reference to placement of students transferring from non-accredited/home schools reads as follows:

"Admissions and classification of students transferring from non-accredited (defined as accreditation by a state or a nationally recognized regional accreditation agency) elementary, junior/middle, and senior high schools should be on the basis of demonstrated ability and records of attendance and work done in schools previously attended. Credit for such courses pursued in a non-accredited school must be validated by the principal with an appropriate faculty committee. A student may also be admitted by successfully passing an entrance examination." (See policy JBCDB for information on transfers from accredited schools)

### 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 recognized regional accreditation agency (i.e., SACS, etc.).

### Grade Placement Guidelines

Students transferring to a school within the School District from a non-accredited school (public school, home school, church school, etc.) shall be placed in a grade based on demonstrated ability and record of attendance and work done in school(s) previously attended. In accordance with Alabama Accreditation Standards, credit for courses pursued in a non-accredited school must be validated by the principal with an appropriate faculty committee.

### Validation of Courses Taken in Non-accredited Schools

Validation of courses taken in non-accredited schools shall encompass the following guidelines in all schools of the School District:

**Elementary (Grades 1-7)** -- If there is a question about a transfer student's grade placement, appropriate school personnel shall administer the language and mathematics sections of the achievement test currently approved by the SDE for state-wide achievement testing prior to the student being placed in any grade. When possible, an alternate version of the achievement test should be used. The grade placement determination from the achievement test shall then be used as the determining factor in assigning grade placement of the respective student.

**Secondary (Grades 8-12)** -- 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 end-of-year examinations for each applicable course in which the person is seeking grade placement/course credit. The end-of-year examinations shall be those

administered during the preceding year at the school in which the transferring student is seeking to enroll/receive credit. A grade of 65 or better on each examination taken shall be required for validation of respective courses. For example, a student transferring at the eighth grade level validates seventh grade math by passing the end-of-year seventh grade math exam with a grade of 65 or better. For example, a student transferring at the tenth grade level validates Algebra I by passing the end-of-year Algebra I exam with a grade of 65 or better.

#### Validation at One Grade Level Only

Validation of course credit shall be required at one (1) grade level only.

**Example:** A person presents a transcript from a non-accredited 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 non-accredited 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 non-accredited private/home school by administering the preceding year's semester/trimester 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 trimester examinations in the general academic core, i.e. English, math, science, social studies, etc.

#### Reporting Grades Received in Non-accredited Private/Home Schools

In instances where course grades earned in non-accredited 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 (1) year and for grade placement/enrollment purposes.

SOURCE: Winston County Board of Education, Double Springs, AL

ADOPTED: July 7, 1998; REVISED: July 6, 2000; July 31, 2003

LEGAL REF.: The Alabama Administrative Code, 290-030-010-06 -10 (iv) (c).

## **LIVE WORK PROJECTS**

### Definition

Live work is done by students as a part of their career/technical education program. Such work can be done either in school or on a job location and includes service, repair, or production jobs of any and all kinds. The purpose of live work is to provide realistic experiences for students.

### Relationship to Career/Technical Education Program

Live work will be conducted when, in the opinion of the career/technical education instructor and director, the program requires such projects for acquisition of career/technical skills leading to employment. The instructor as part of the student's career/technical education program will assign live work to individual or groups of students.

### Administration of Live Work Projects

Administration and control of live work projects in accordance with local Board of Education policies are the responsibilities of the director/administrator of each school. All live work performed must be approved by the local administration. A work order/request will be completed for each live work project. The instructor shall be responsible for the determination and collection of all charges and maintain appropriate records including work orders. All funds collected by the instructor shall be receipted and turned into the local school office. The instructor will have the responsibility for securing parts/materials for live work projects during school hours.

### Live Work Project Priority

Live work will be performed on specific projects for specific individuals and organizations. The scope and extent of each project will be well defined and documented before acceptance.

Live work projects brought into the career/technical programs will be done in the following priority:

- (1) Students enrolled in the career/technical education program
- (2) Faculty and schools
- (3) Public

All work will be performed by students and may not leave the school until cost of all parts and supplies are paid. No work will be performed for the general public unless the instructor deems it necessary for instructional purposes.

Live work may also be conducted on items donated to the career/technical education programs for this purpose (ex. vehicles donated to the automotive technology program).

Release of School Liability

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

- (1) Assume responsibility for the results of the work being done by students.
- (2) Bear all actual cost of materials and parts involved.
- (3) Recognize that the school is not responsible for loss or damage to articles brought to the school for live work.
- (4) Pay a service charge according to the schedule as prescribed by section on service charges and established by the director/administrator of the school to cover indirect expenses
- (5) Sign a form agreeing to the above conditions and specifically stipulating the work to be done.

Service Charge for Live Work Projects

The total charges (cost plus a service charge) for a live work project will be as follows:

- (1) Actual cost plus 20% for indirect cost
- (2) A service charge not to exceed \$5.00

In exceptional cases, such as the construction of a public building, a reduced charge for the indirect expenses of live work projects may be used provided the director/administrator concurs in writing. The school must recover all costs.

Students will not be charged the indirect cost and service charge while working on their own personal property. (ex. Automobiles in automotive technology)

Construction Projects

All construction projects must be approved by the director/administrator of the school.

Restriction on Live Work Projects

To avoid competition with private enterprise, live work projects are restricted a follows:

- (1) Live work will be done only when it is needed for training and necessary for the acquisition of occupational skills leading to employment.
- (2) Live work will be done only when the activity falls within the scope and sequence of the career/technical education curriculum. The instructor shall have the responsibility for accepting or rejecting live work according to his/her teaching outline.
- (3) No person shall use career/technical education programs for personal gain or profit.

## **EMPLOYMENT RELEASE PROGRAMS**

### For School Approved Programs

The Board has authorize cooperative education/special education transition programs in those areas of the curriculum which have gained approval from the State Department of Education (e.g. marketing education, business education, trade and industrial education, etc.) and which conform to the guidelines for such programs. Carnegie units shall be awarded according to the State Department of Education regulations.

Release of students to participate in cooperative education /special education transition programs is permissible, provided:

1. Employment does not in any way conflict with child labor laws.
2. Employment is approved by the appropriate cooperative education/special education transition coordinator.
3. Employment is approved in writing by the student's parent/guardian.
4. Employment does not conflict with student's other schoolwork.
5. Employment is an extension of course work. All employment is supervised by the cooperative education/special education transition coordinator.
6. The student is legally eligible for employment.
7. The student follows all guidelines of the cooperative education/special education transition program while in the program.

The primary objective of student employment should be to contribute to his/her educational development and should in no way limit his/her performance in the regular school program. Employment shall be in accordance with the Child Labor Law. Work permits are issued in accordance with the Alabama Child Labor Law from the Superintendent of Schools or designee.

### For Other Purposes

Students shall not be permitted to leave school early on a continuing basis except for participating in an approved cooperative education/special education transition program.

### Release of Fifth Year Seniors

Students classified as fifth (5th) year seniors (at least five (5) years in grades 9-12) may be granted permission to attend school only for the time required to attend the classes necessary for earning the Carnegie Units needed for graduation, provided the following provisions are met:

1. Permission is granted by the principal.
2. Parental approval is granted in writing.
3. The student abides by all rules and regulations set by the school principal, i.e. the student leaves the campus promptly at the release time, remains off the campus, etc.

SOURCE: Winston County Board of Education, Double Springs, AL

ADOPTED: Jun. 24, 1986; REVISED: July 7, 1998

REVIEWED: March 25, 2010

LEGAL REF.: The Code of Alabama, 16-3-18, 16-8-4, 16-8-29, 16-9-21, 25-8-7, 25-8-14, 16-37-4, 16-37-5.

## **INSTRUCTIONAL REMEDIATION**

### General

Teachers and staff members are encouraged to use available item analysis data from all applicable normed- and criterion-referenced tests administered by the School District to identify each student's strengths and weaknesses. Further, teachers and staff members are encouraged to use such information to infuse remediation into the regular instructional program for students who are deficient in all skills and concepts. Local school principals should make item analysis data from state and local standardized tests easily accessible to teachers to facilitate and enhance remediation opportunities for students throughout the School District.

### Basic Skill/Competency Defined

Basic skills/competencies for remediation purposes are defined by the School District as those skills/competencies identified by the achievement test currently approved for use by the State Department of Education and those identified by the current High School Basic Skills Exit Examination or the current Alabama Graduation Examination.

### Documentation

Documentation of remediation of the basic skills/competencies is based on the teaching of the School District's course of study. Documentation of remediation of skills/competencies on the High School Basic Skills Exit Examination or the current Alabama Graduation Examination is required as outlined in the current Handbook of Administrative Procedures for the Alabama Graduation Examination Program.

### Requirements

The Board requires that, within the regular classroom setting, remediation be available to each student who is deficient in a basic skill/competency as identified by the current achievement test approved by the SDE for statewide testing. In addition, the Board requires that each student who fails any portion of the High School Basic Skills Exit Examination or the current Alabama Graduation Examination is remediated on all items failed before the next administration of said Examination.

### Special Education Students

Remediation of special education students shall be based on each individual student's IEP.

## **HOMEBOUND INSTRUCTION**

The Superintendent of Schools is responsible for appointing a qualified person(s) to provide homebound services for eligible students. Any exceptional student who cannot attend school because of physical condition (even with special transportation) must be scheduled to receive instruction according to his/her individualized education program within the home. To be eligible for homebound services a student must have a physician referral for such service and have an anticipated absence from school for an extended period of time. It is the responsibility of the student's principal and/or teacher to notify the Superintendent of Schools' office to provide the required information if it appears that homebound services are necessary. The homebound student's regular teacher is responsible for providing an instructional plan, including an outline of assignments, preparation of any exams, grading of assigned work/examinations, etc, with the homebound teacher being responsible for carrying out the teacher's instructions during the three (3) hours per week required for homebound instruction.

### Eligibility for Homebound Services

- A. A homebound placement is a least restrictive environment option, not a handicapping condition. Eligibility determination for this type of LRE shall be made by the student's IEP Committee.
- B. Pregnancy and the normal recuperative period following delivery does not automatically make a special education student eligible for services in a homebound program. A physician may make a written referral for homebound services if there are serious complications during pregnancy or following delivery that requires a student to remain within the home.
- C. Regular education students who are performing satisfactorily in a regular school program do not become eligible for special education services just because they may have a temporary health or medical problem which requires a temporary recuperative period. These students are best served by the regular education program. Only special education students can be considered for homebound services under special education.

SOURCE: Winston County Board of Education, Double Springs, AL

ADOPTED: Jun. 24, 1986

LEGAL REF.: The Alabama Administrative Code, 290-030-010 (15) (k).

## **HOMEBOUND SERVICES: REQUIREMENTS FOR STUDENTS AND PARENTS**

Note: This sheet should be given to each student and his/her parent(s)/guardian(s) upon approval for homebound services.

We are aware of the extreme difficulty you are experiencing. It is very unfortunate that your condition is keeping you from attending school; however, we are pleased that you have been approved for homebound services and trust that you will benefit from such services. To this end, we want to make you aware of your responsibilities and obligations related to our homebound study program.

You, the student, are expected to meet the following requirements:

1. Provide the school authorities with periodic updates from your doctor relative to your progress in overcoming the condition necessitating your absence from school.
2. Complete all work assigned by the homebound teacher and have such assignments completed on time. Each assignment should be identified with the following: your name, date, subject, and chapter and page (if applicable)
3. Attend school when possible, with your doctor's permission, even if on a limited basis (part of the day).
4. Contact your teacher(s) when you return to school to clear all make-up work and tests.

You, the student, may expect the homebound teacher to meet the following requirements:

1. Prepare appropriate weekly assignments for you to complete at home.
2. Collect, score, and return your completed work on a weekly basis.
3. Prepare appropriate evaluation activities for you to complete at home.
4. Monitor any applicable test administered in the home setting.
5. Consult with your regular teacher(s) to determine appropriate grades for your home learning experiences.

You, the parents, are expected to meet the following requirements:

1. You or an adult caregiver must be present during the time that homebound services are being provided.
2. You or an adult caregiver must take care of any medical or physical needs your child might have during the time that homebound services are being provided.

Our goal is to help you keep up with classes during your extended absence. Assigned work must be completed and turned in on a timely basis. All grades will be assigned by the regular classroom teacher after consultation with the homebound teacher.

SOURCE: Winston County Board of Education, Double Springs, AL

ADOPTED: July 7, 1998 REVISED: Nov. 2, 2000

LEGAL REF.: The Alabama Administrative Code, 290-030-010 (15) (k).

**HOMEBOUND STUDENT REFERRAL FORM**  
**WINSTON COUNTY BOARD OF EDUCATION**  
**Winston, Alabama**

\*\*\*\*\*

DIRECTIONS: The parent/guardian 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 Name \_\_\_\_\_  
Address \_\_\_\_\_  
Home Phone \_\_\_\_/\_\_\_\_ Work Phone \_\_\_\_/\_\_\_\_  
Description of Student's Health  
Problem \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Parent's/Guardian's Signature \_\_\_\_\_

\*\*\*\*\*

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

School \_\_\_\_\_ Grade \_\_\_\_\_  
Physician's Referral on File \_\_\_ Yes \_\_\_ No (Check One)  
School Contact Person \_\_\_\_\_ Sp. Ed. \_\_\_ Reg. \_\_\_  
Date Contacted \_\_\_\_/\_\_\_\_/\_\_\_\_ Return to Schl. \_\_\_\_/\_\_\_\_/\_\_\_\_

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 or guardian 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 No. and Combination \_\_\_\_\_

CLASS SCHEDULE

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

Directions to Home: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

7/7/98

## **SPECIAL EDUCATION**

The Board authorizes the Superintendent of Schools to prepare and maintain a comprehensive plan for the development and implementation of individual instructional programs for all exceptional children ages three (3) to 21 years residing within the School District who are in need of and meet the Special Education requirements according to specific state/federal statutes.

The Superintendent of Schools shall be 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 to (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.

LEGAL REF.: 20 U.S.C. 1401 et.seq.

FILE: IDDFG

## **INDIVIDUAL STUDENT INTELLECTUAL EVALUATIONS**

The School District shall provide for psychological testing of specified students. In all cases, written permission from the student's parents/guardians shall be secured by appropriate school officials prior to psychological testing of any student in the School District.

SOURCE: Winston County Board of Education, Double Springs, AL  
ADOPTED: Jun. 24, 1986

## **STUDENT ACTIVITIES**

School-sponsored student activities are a vital part of students' lives and of the total school program. Therefore, the Board encourages the professional staff and students of the schools of the School District to cooperatively plan and implement appropriate student activities to meet the needs of all students.

All school-sponsored student activities must have prior approval by the local school principal and activity sponsor and the Superintendent of Schools. All school-sponsored student activities shall be under the control of the local school principal or designee.

All school-sponsored activities shall be supervised by a member or members of the school professional staff.

School principals shall be responsible for producing a written school plan that encompasses all school sponsored activities.

School activity is defined as any educational experience or curricular or extracurricular event that is approved officially by appropriate school personnel based on the following criteria.

1. It is scheduled by school officials.
2. School officials have made specific assignments to an employee(s) of the Board to teach, coordinate, monitor, advise, sponsor, or chaperon said activity as a part of employment responsibilities.

## **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 cocurricular 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 volunteers/chaperons.
5. Such activities are a part of or an addendum to the written approved plan of school activities.

Cocurricular 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 are designed to provide extra educational and social experiences for students. In order for a cocurricular 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.

## **INTERSCHOLASTIC ACTIVITIES AND ATHLETICS**

### **General**

The Board is committed to the belief that for the learning process to be complete, additional student activities, such as athletics, must be an integral part of the educational curriculum.

### **Availability**

Interscholastic athletics shall be made available for students in the high schools (grades 9-12) and may be available to students in the junior high/middle schools (grades 7-8) of the School District. The Superintendent of Schools or designee shall develop and maintain an athletic program in the School District that emphasizes participation of the maximum number of students and conforms to the guidelines of the Alabama High School Athletic Association and Title IX. Students shall at all times adhere to the regulations and procedures of the athletic program.

### **Responsibility**

The principal of each high school and junior high/middle school shall be responsible for the school's overall interscholastic athletic program, including the behavior of the school team, students, and spectators at all athletic functions held at home and away. Further, it shall be the responsibility of the principal to insure that the school's athletic program conforms to the rules of the Alabama High School Athletic Association, to approve all expenditures of funds related to athletic programs, to approve athletic schedules, and to insure that reasonable safety precautions are taken when transporting students to athletic events sponsored by the school.

### **Parental Consent and Physical Examinations**

It shall also be the policy of the Board that whenever a student engages in an interscholastic athletic program sponsored by the School District, he/she shall have written parental consent on file and shall have successfully passed a physical examination by a licensed physician. The physical examination form signed by the licensed physician shall state that the student is in appropriate cardiovascular condition to participate in the respective sport.

### **Insurance Requirement**

Varsity Football -- All athletes participating in varsity football shall be required to purchase their own football insurance through the school or otherwise provide school officials with parental certification that coverage is provided by family insurance policies(y) (see Consent Form filed JHCAA-F1).

Other Athletic Programs -- All athletes participating in junior or varsity athletic programs shall be required to purchase school accident insurance or provide school officials with parental statement that sufficient coverage is otherwise provided by the parent (see Consent Form filed JHCAA-F1).

Responsibility -- The principal and the athletic director/coach shall assure the Board, through the Superintendent of Schools or designee, that the provisions of this policy are met annually before a student shall be allowed to participate in any interscholastic athletic activity, including tryouts. Such responsibility extends to insuring that all AHSAA Catastrophic Insurance eligibility forms and tryout list are submitted in a timely manner.

### **Catastrophic Insurance**

All eligible students participating in varsity or junior high (Grades 7 - 12) athletic activities will be insured under the AHSAA Catastrophic Insurance Policy. The principal and the athletic director/coach shall be responsible for submitting the AHSAA Eligibility Form (Form 3) to insure coverage under the Catastrophic Insurance Policy on a timely basis (at least 5 days prior to participation in practice or events). Further, the principal and the athletic director/coach shall be responsible for submitting the names of eligible "tryouts" (6th grade students may be included on the tryout list) on school letter head to the AHSAA prior to such tryouts in order to insure their coverage under the Catastrophic Insurance Policy.

### **Insurance Disclaimer Statement**

The Board hereby notifies students and parents/guardians that insurance coverage for injuries associated with School District athletic programs is the sole responsibility of the parent(s)/guardian(s) of each respective student athlete. Further, the Board hereby declares that it will not assume any financial responsibility for medical treatment associated with student athletic injuries while participating in School District athletic events.

### **Number of Activities**

The Board permits students to participate in as many athletic activities and academic activities as he/she is capable while maintaining eligibility.

**STUDENT ATHLETE CONSENT/INSURANCE FORM**  
**WINSTON COUNTY BOARD OF EDUCATION**  
**Double Springs, Alabama**

\*\*\*\*\*

**NOTE:** This form must be completed, signed by the parent, and filed prior to a student (grades 7-12) participating in any AHSAA sanctioned athletic contest or practice sponsored by a school of the School District. It shall be the responsibility of the principal and appropriate coaches to secure completed forms on all applicable student athletes. Such completed forms shall be kept on file at the school for the scholastic year.

**PARENTAL CONSENT STATEMENTS**

I/we, the parent(s) \_\_\_\_\_ consent for my/our child to participate in interscholastic athletics at \_\_\_\_\_ School.

I/we consent for my/our child to travel by public or private vehicle to athletic contests/practices away from the school campus in which teams or individuals from the above named school may participate.

I/we consent for my/our child to use the facilities and athletic training equipment at the above named school at his/her own risk at any time with permission of the athletic staff.

I/we will not hold the school, the Winston County Board of Education, or its employees liable in any way in case of an injury or accident occurring from participation in contests or practices or from travel associated with the school's athletic program.

\_\_\_\_\_  
Student Athlete                      Date                      Parent/Guardian                      Date

**NOTE:** The form must be signed by the student athlete and his/her parent/guardian and dated.

\*\*\*\*\*

**PARENTAL INSURANCE DECLARATION**

**DIRECTIONS:** Please circle A or B below and sign the statement circled.

A. I do not request that the school carry athletic insurance on my/our child. I/we certify that my child is covered by a family insurance policy(ies).

\_\_\_\_\_  
Parent's/Guardian's Signature                      Date  
Insurance Company Carrying Policy(ies) \_\_\_\_\_  
Policy(ies) or Group Number(s) \_\_\_\_\_

B. The School District offers a School-Day Insurance Policy that may provide the necessary coverage needed by your child to participate in the athletic program. In all cases, you must have adequate insurance to cover your child in case of injury.

I/we will contact you or the school principal immediately to get information on the School-Day Insurance offered by the School District. Please note, your child cannot practice or participate without proper insurance coverage.

\_\_\_\_\_  
Parent's/Guardian's Signature                      Date

**NOTE:** Parents/guardians should contact the school principal/coach to determine the costs of the various insurance plans available to cover athletes. A check should be made payable to the school and returned with this form to cover the costs of the insurance plan.  
7/7/98

## **NO PASS/NO PLAY**

The Board recognizes the value of all extracurricular activities as they relate to the total education of students. The Board also recognizes and supports high academic standards and the necessity of developing a framework to annually assess each student involved in extracurricular activities and his/her progress toward graduating from high school on schedule with his/her class. The Board also recognizes that the Class of 2000 and subsequent classes will be required by State Board of Education resolution and the Alabama Administrative Code to earn a minimum of 24 credits in Grades 9-12, with four (4) credits each in science, mathematics, social studies, and English.

The Board prescribes the following regulations for eligibility by students in this school system to participate in all extracurricular activities:

1. Students entering Grades 10-12 must, for the last two (2) semesters or three (3) trimesters of attendance and summer school, if applicable, have a passing grade and earn the appropriate number of credits in each of six (6) subjects that total six (6) Carnegie units of credit, including four (4) credits from the four (4) core subjects composed of English, science, social studies, and mathematics with a composite numerical average of 70.
2. Physical education may count as only one (1) unit per year.
3. No more than two (2) Carnegie units may be made up during summer school. If a unit(s) or subject(s) is repeated in summer school, the higher numerical grade for the units(s) or subjects(s) may be used to compute the composite grade average.
4. A student who is eligible at the start of the academic year remains eligible for the entire academic year. Students deemed ineligible at the beginning of the school year by virtue of having failed to meet the requirements outlined in #1 above may regain their eligibility at the end of the first semester/trimester by meeting the requirements for eligibility in their last two semesters (3 trimesters or 2 trimesters and 1 semester), including summer school. Eligibility restoration must be determined no later than five (5) school days after the beginning of the second semester or second trimester.) A student who regains eligibility at the end of the first trimester may not participate in interscholastic athletics until 88 days of the school year have been completed. An accredited correspondence course may be accepted, but must be completed before Sept. 1.
5. An ineligible student may not become eligible after the fifth (5<sup>th</sup>) school day of each semester. Bona fide transfers may be dealt with according to rules of the Alabama High School Athletic Association for sports and rules to be developed by this Board as they pertain to other extra curricular activities.
6. Each eligible student entering Grades 10-12 must have a minimum composite numerical average of 70 on the six (6) Carnegie units from the preceding year, including summer school. Summer school work passed may substitute for regular school work repeated in computing the 70 average.

7. Each eligible student involved in athletics must meet the definition of a regular student as defined by the Alabama High School Athletic Association.
8. Any student who earns more than four (4) credits in the core curriculum in any given year or who accumulates a total in excess of the required four (4) per year may be exempt from earning the four (4) core courses in the succeeding year as long as that student remains on schedule for graduation with his/her class by earning eight (8) core credits over any two-year span, including summer school..

Students entering Grades 8 and 9 must, for the last two (2) semesters or three (3) trimesters of attendance and summer school, if applicable, have passed at least five (5) new subjects with a minimum composite numerical average of 70 in those five subjects with all other rules applying the same as to students in Grades 10-12.

Students promoted to the seventh grade for the first time are eligible.

Extracurricular activities associated with athletics are defined as those recognized and sanctioned by the Alabama High School Athletic Association, and other extracurricular activities are defined as those that are sanctioned by a public school which are not related to a student's academic requirements or success in a course(s). Regular curricular activities are defined as those that are required for satisfactory course completion. School sponsors are required to submit a request for each curricular activity that occurs outside the regular school day and/or school to the principal, superintendent, and the local Board for approval. Each request for full participation by all students, regardless of academic standing, in a curricular activity shall be granted if the principal, superintendent, and the local Board approve participation in the activity as an extension of a course(s) requirement(s) and it is an event sanctioned by a state/national subject matter association. Notwithstanding anything to the contrary in this policy, student participation in extracurricular activities offered by the school through math, science, band, choral music, and other courses at events such as athletic events (pregame, game, halftime, or other breaks), club conventions, parades, amusement park trips and competitions, trips by tour companies, performances at various meetings, etc., are extracurricular, and students academically ineligible under this policy shall not be allowed to participate.

Decisions on a student's participation in extracurricular activities should be developed and reached on a local school/system level consistent with the requirements found in the Individuals with Disabilities Education Act (1997) and its implementing regulations, both federal and state, as well as Section 504 of the Rehabilitation Act of 1973 if the student is identified as eligible under these statutes, rules, and regulations, and such participation is determined to be appropriate.

This policy is effective for all students in Grades 8-12 beginning with the 1999-2000 school year with their eligibility determined by grades earned during the 1998-99 school year and 1999 summer school, and shall remain in effect for each succeeding year in the same format

FILE: IDFC  
JHCAAB  
(Continued)

as described herein. The local Board shall implement this policy as a minimum for all students in Grades 7-12 under its control. Each local Board shall notify the State Superintendent of Education within 30 days of receipt of notice of adoption of this rule by the State Board of Education that it is in effect in all applicable schools within its jurisdiction.

SOURCE: Winston County Board of Education, Double Springs, AL

ADOPTED: Aug. 19, 1997, REVISED: July 7, 1998; Oct. 15, 1998; Nov. 16, 1999; Aug. 29, 2000; July 31, 2003

LEGAL REF: Const. Of Ala. 1901, Amend. No. 284, Code of Ala. (1975),BB16-1-1, 16-2-2, 16-3-11, through 12, 16-3-14,16-4-14, 16-8-35 through 36, 16-12-8, 16-26-1 through 3, 1982 Acts of Ala. No. 82-482. Code of Alabama, 290-3-1-.02 (17)

## **ADULT BASIC 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, 17 years old and over, not enrolled in a public school.

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 18 years of age, except that a 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. (There are exceptions)
2. Form E-2 must be completed and notarized by an official of the last school attended.
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.
5. Must be an Alabama resident.

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 of Schools' office. The address is: Winston County Board of Education, P. O. Box 9, Double Springs, AL 35553.

SOURCE: Winston County Board of Education, Double Springs, AL

ADOPTED: Jun. 24, 1986; REVISED: July 7, 1998; Nov. 23, 210

LEGAL REF.: The Code of Alabama, 16-34-1 to -4; Alabama Act 2009-564

## **GROUPING FOR INSTRUCTION**

### Within Schools

The Board maintains that students assigned to classes on a heterogeneous basis with teachers grouping within individual classes on a homogeneous basis for instructional purposes. Such assignments shall be made by the school principal, with the advice and counsel of teachers.

### Within Classes

Within each classroom, homogeneous grouping should be implemented by the teacher on the basis of a systematic assessment of student skills deficiencies involving some or all of the following: textbook placement tests, diagnostic tests, state approved achievement tests, teacher observations and professional judgement, conferences with students, conferences with parents/guardians, and teacher-made tests. Based on the information obtained, grouping then should be made that will allow teachers to work with students who have common needs. Such groups should be flexible and allow students to move freely from one group to another as they learn.

For remediation purposes, homogeneous grouping may be refined by analyzing the item count sections of state achievement tests and the use of normed referenced tests.

SOURCE: Winston County Board of Education, Double Springs, AL

ADOPTED: Jun. 24, 1986

REVIEWED: March 25, 2010

LEGAL REF.: The Code of Alabama, 16-1-13.

## **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 hours, or 360 minutes, of actual teaching, exclusive of all recesses or intermission periods. Class periods shall be planned to allow for this amount of instructional time.
2. School Year - Shall be at least 180 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 in the applicable laws of Alabama Relating to Education.

The school principal shall ensure that each teacher's schedule shall reflect at least six hours (360 minutes) of instructional time as specified above.

SOURCE: Winston County Board of Education, Double Springs, AL

ADOPTED: Jun. 24, 1986; Oct. 23, 2007

LEGAL REF.: The Code of Alabama, 16-1-1.

## **SUPERVISION OF STUDENTS BEFORE AND AFTER SCHOOL HOURS**

The Board hereby directs each school principal to develop, implement, and publicize a plan for reasonable supervision of non-School District transported students 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 15 minutes before the time set for opening classes/homeroom each morning and 15 minutes after the time set for closing the normal school day's classes. However, responsibility shall be accepted and supervision provided for students who arrive early or depart late to participate in programs sponsored by the school (i.e., breakfast program, supplemental curriculum related programs, athletic programs, etc.) and those who are transported via School District buses.

### Procedure For Early Arrival and Late Departure Children

Due to the necessity of having to supervise young students closely and the fact that teachers and other school personnel have many responsibilities before and after the regular school day, parents/guardians must assume the responsibility for bringing their children to school at reasonable times and picking up their children promptly after the school day ends. In situations where parents/guardians do not abide by the school arrival and departure schedule and fail to bring and pick up their children within the specified time frame, the following procedure will be used to insure compliance:

1. After the first occurrence, the principal will contact the parent/guardian by telephone or personal contact to discuss and attempt to resolve the matter. In the event telephone or personal contact is not possible, a letter seeking an amicable resolution to the problem will be transmitted to the parent/guardian.
2. After the second occurrence, the principal will write a letter to the parent/guardian outlining the requirements of this policy, including the provisions outlined in item 3 below.
  - a. On the third occurrence, the principal will assume the responsibility for arranging a required conference with the parent/guardian, superintendent or designee and himself/herself to determine the disposition of the matter.
4. Provided the parent/guardian fails to attend the conference noted above, the principal has the authority to contact the Department of Human Services and to instigate neglect charges against the parent(s)/guardian(s).

### 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. The room/location/site should be supervised by an appropriate number of staff members.

Notification and Publicity

The content of this policy shall be widely publicized and included in each school's student handbook/information sheets/etc.

FILE: IEE

## **PLANNED PROGRAM OF STUDIES FOR HIGH SCHOOL STUDENTS**

Planned programs of studies for high school students should begin prior to the student entering the ninth grade. As students approach the end of the eighth grade, programs of studies shall be developed which outline the course work that will constitute each student's high school course of study. The program planning process will begin with a counselor-student conference with all eighth-grade students and shall be approved in writing by the students' parents/guardians. Any subsequent changes in a student's program must be made only after consulting the student's parents/guardians.

Students in grades 7 – 12 shall be enrolled in at least 5 academic courses per semester.

SOURCE: Winston County Board of Education, Double Springs, AL

ADOPTED: Jun. 24, 1986; REVISED: Aug. 5, 2004

LEGAL REF.: The Alabama State Board of Education Plan of Excellence.

**PROGRAM OF STUDIES PLANNING FORM - (FOUR-YEAR PLAN)  
WINSTON COUNTY BOARD OF EDUCATION**

\*\*\*\*\*

Name of Student \_\_\_\_\_ SSN \_\_\_\_\_ School \_\_\_\_\_

- \_\_\_ **Alabama High School Diploma (AHSD)**
- \_\_\_ **Alabama High School Diploma with Career/Technical Endorsement (AHSD/CTE)**
- \_\_\_ **Alabama High School Diploma with Advanced Academic Endorsement (AHSD/AAE)**
- \_\_\_ **Alabama High School Diploma with Advanced Career/Technical Endorsement (AHSD/ACTE)**
- \_\_\_ **Alabama Occupational Diploma (AOD)**
- \_\_\_ **Graduation Certificate**

**Credits Required for Graduation: 2001 – 25; 2002 – 25; 2003 – 26; 2004 – 24**

**Electives will increase each year as credits required for graduation increase.**

Subject Area Units Required	Grade 9 Advisor:	Grade 10 Advisor:	Grade 11 Advisor:	Grade 12 Advisor:
English – 4				
Mathematics–4				
Science – 4				
Soc. Studies-4				
Academic required courses above plus elective courses for all students may be taken at any grade level.				
When course to be completed	Physical Ed. 1	Health 1 /2	Fine Arts 1/2	Computer Apps (see FILE: IHF)
*May be waived if computer literacy, keyboarding skills, and introductory applications are verified by qualified staff at the high school. The designated ½ credit would then be added to the electives.				
<b>AHSD/AAE Requires 2 cr.</b>	Foreign Language I		Foreign Language II	
<b>AHSD/CTE &amp; AHSD/ACTE Require 3 cr.</b>	Career/Technical Education I		Career/Technical Education II	
<b>AOD Requires</b>	Career/Technical (2 credits)	Cooperative Education (may be 1 of C/T credits)		
Electives – 5 ½ <b>AHSD</b>	Electives – 2 <b>AHSD/CTE</b>	Electives – 3 ½ <b>AHSD/AAE</b>	Electives – 3 <b>AHSD/ACTE</b>	Electives - 3 <b>AOD</b>

**Parent's Signature:** \_\_\_\_\_  
(Required for Initial Plan)

**Date:** \_\_\_\_\_

**Parent's Signature:** \_\_\_\_\_  
4/22/04 (Required if program is changed)

**Date:** \_\_\_\_\_

## **INDIVIDUALIZED INSTRUCTION**

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

An analysis of the results of these diagnostic tests and/or conferences should be used to help teachers to group students and organize instructional activities that will provide individual help and challenges for students. The results of all tests administered to students will be passed from one grade level to the next so that each teacher can utilize the already existing information on each student.

## **INSTRUCTIONAL RESOURCES AND MATERIALS**

### Resources

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, their school libraries, the popular media (newspapers, radio, television), and resources within the community are just some of the instructional aids to which teachers may have access.

### Materials

The Board strongly encourages the utilization of a wide variety of materials and equipment in the instructional program. The selection of materials and equipment 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 that can contribute toward meeting the goals and objectives of the courses they teach. Teachers are further encouraged to assist the administration in the selection and purchase of such materials and equipment for the school.

Teachers are to become familiar with the operation of various audio-visual equipment to the point they feel secure in the use of such equipment for instructional purposes.

SOURCE: Winston County Board of Education, Double Springs, AL

ADOPTED: Jun. 24, 1986

LEGAL REF.: The Code of Alabama, 16-8-28, 16-9-21.

## **MAINTENANCE, REPAIR, UPDATING AND REPLACEMENT OF CAREER/TECHNICAL EDUCATION EQUIPMENT**

To ensure that skills taught in career/technical education courses are consistent with prevailing business and industrial standards, the Winston County Board of Education adopts the following procedures for maintenance, repair, updating, and replacement of equipment.

### **Equipment Maintenance and Repair**

Each instructor shall, as needed, schedule for equipment maintenance or repair. A maintenance request form stating the cost for parts and service is submitted to the director for approval and reimbursement to the career/technical program from the career/technical education program's allocated maintenance funds.

Each instructor shall, as applicable for the program, develop a maintenance schedule for cleaning, greasing and oiling equipment, changing filters, draining water from air compressors, etc. and follow it.

The career/technical director shall annually inspect labs and classrooms to determine if tools and supplies are properly stored; equipment is kept in good repair and properly used; and safety requirements are met. It is the responsibility of the career/technical director and each instructor to see that facilities, equipment, and instructional materials are kept in good working order and in safe, operable condition.

### **Equipment Updating and Replacement Procedures**

The career/technical director and instructor shall for each department, cooperatively develop, complete, and utilize an annual needs assessment survey to determine when instructional supplies, textbooks, or equipment should be replaced or updated. Instructors shall utilize their state equipment list, curriculum guides, advisory committee recommendations, and state career/technical education specialist to help determine their current and future equipment, textbook, and instructional supplies needs.

The career/technical director and the instructor for each department shall jointly prepare an annual budget for each instructional program. All local, state, and federal career/technical education funds allocated for each department shall be reflected in the budget. When possible, consideration should be given to setting aside a portion of funds for large, long-range expenditures that may be needed to update equipment.

Purchase orders shall be prepared for all goods and/or services purchased for Winston County career/technical education programs. A separate purchase order shall be prepared for each vendor and shall be signed by the appropriate person. The superintendent has the final responsibility for approving or disapproving all purchases and/or services. However, approval or

disapproval must be made in terms of budgetary allocation, needs, desirability, and contribution to the program.

Instructors shall report facility maintenance needs on a building maintenance request form to the building principal. The principal will forward the request to the maintenance department for scheduling the repair as expeditiously as possible. Requests for major repairs, building modification, or additions shall be submitted by the director the superintendent and/or Board. The superintendent must approve minor alterations which involve changing the original building plans.

#### **Care of Facilities and Equipment**

Each instructor and the building supervisor must ensure care and protection of the school property. Abuse and misuse of school furniture and property is not to be tolerated and should be reported to the administration.

#### **Willful Damage to School and Personal Property**

Each student enrolled in the career/technical education programs shall be responsible for respecting school and work production property at all times. When school or live work property is damaged, destroyed, or defaced by a student, the student and/or his parent/guardian shall be required to make full restitution for the willful damage to the school or personal live work property. The student shall also be subject to disciplinary action as deemed necessary and advisable by school officials.

FILE: IFAAA

## **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 of Schools, and members shall serve for a period of one (1) year. The selection and adoption of textbooks shall be in accordance with the provisions of Alabama Law.

SOURCE: Winston County Board of Education, Double Springs, AL

ADOPTED: Jun. 24, 1986

LEGAL REF.: The Code of Alabama, 16-36-4 to -39.

## **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 instructional 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.

## SCHOOL LIBRARIES SELECTION POLICY

The Board believes that the school library 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 materials best suited for individual needs and modes of learning.

Each school in the School District shall maintain a school library under the direction of a state certificated librarian/media specialist, in accordance with accreditation standards.

Selection and review of library materials should be made through the cooperative efforts of the staff, parents/guardians, and students. Coordination of materials selection is the responsibility of each school librarian 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 that 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.

SOURCE: Winston County Board of Education, Double Springs, AL

ADOPTED: Jun. 24, 1986; REVISED: April 24, 2006

LEGAL REF.: State Department of Education Accreditation Standards, Bulletin 9, 1975.

## **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 librarian/media personnel must be considered. In such cases, reasonable, informal efforts shall be made to resolve the objection(s) by the teacher, 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

The Board supports principles of intellectual freedom inherent in the First Amendment of the Constitution of the United States. Therefore, the Board recognizes the right of persons to express objections to textbooks, audiovisuals, library books, and instructional materials that they deem inappropriate. When a request for review of materials is made, the procedures outlined below should be followed:

1. The suitability of particular textbooks or other materials may be questioned. All complaints related to textbooks, audiovisuals, library books, and other such materials shall be presented to the Superintendent on the School System's Request for Review of Instructional Materials Form, filed IFBE-F1. The Superintendent of Schools will forward duplicate copies to the principal and library/media specialist of the school involved.
2. Textbooks, library books, audiovisuals, or other such instructional materials shall remain in use until the Review Committee and/or Superintendent/Board has made a final decision on the materials in question.
3. The material in question shall be reviewed by an ad hoc Review Committee composed of the appropriate (Elem. or Secondary) Curriculum Coordinator, the school principal, a teacher representing the appropriate subject area, a parent representative appointed by the school principal, a lay person interested in school affairs appointed by the Superintendent of Schools, a library media specialist from the School District appointed by the Superintendent of Schools, and the school library media specialist. Upon receipt of a complaint, the Review Committee shall function at the call of the Superintendent of Schools, with the Curriculum Coordinator serving as chairperson.

4. The review of questioned materials shall be treated objectively and responsibly. Every opportunity shall be afforded those persons or groups questioning school materials to meet with the Review Committee and to present their opinions. The school media specialist and any other persons involved in the selection of the questioned material shall have the same opportunity. The best interest of the students, the curriculum, the school, and the community shall be of paramount consideration.
5. The Review Committee will reach a majority decision concerning the recommended disposition of the material in question in a timely manner. A report of the final decision will be mailed to the person or group initiating the complaint with copies provided to all members of the Review Committee and the Superintendent of Schools.
6. The person or group initiating the complaint may appeal such decision to the Board for further consideration by filing a written request with the Superintendent of Schools.

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

In the event that a parent/guardian 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.

**TEXTBOOK/AUDIOVISUAL/INSTRUCTIONAL MATERIAL  
REVIEW FORM  
WINSTON COUNTY BOARD OF EDUCATION  
Double Springs, AL**

\*\*\*\*\*

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 \_\_\_\_\_ Organization \_\_\_\_\_ 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

7/7/98      Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## **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 (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 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, or 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-12 based on teacher review and discretion.
  - b. PG-13 rated materials may be considered for use only in grades 9-12 based on teacher review, discretion, and parental notification.
  - c. Commercial audiovisual material with a uniform rating code above PG-13 may not be shown in the schools of the School District.

### Special Education Students

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

## REPRODUCTION OF COPYRIGHTED MATERIALS

The following guidelines shall govern the reproduction of copyrighted materials in the School District:

1. Board employees may reproduce copyrighted materials under the provisions of the copyright laws currently in force under Title 17 of the United States Code.
2. Any reproduction of copyrighted materials will be undertaken either with the written permission of the copyright holder or within the bounds of "Fair Use" guidelines provided in the Copyright Act; otherwise, the individual responsible for reproduction may be liable for infringing the copyright under existing laws.
3. The ethical and practical problems caused by the unauthorized copying of any copyrighted materials (printed or video) will be taught to educators and students in all schools of the School District.
4. The Board in recognizing the importance of the Copyright Law of the United States (Title 17, United States Code) hereby notifies all employees that a willful infringement of the law may result in disciplinary action. In the case of a court action for damages, a finding of willful infringement would preclude the Board paying any judgment rendered against the employee and paying any attorney's fees or costs which the employee would incur in conjunction with a lawsuit and may render the employee liable to the Board for any damages which the Board is liable to pay.

SOURCE: Winston County Board of Education, Double Springs, AL

ADOPTED: July 7, 1998

LEGAL REF.: Title 17, U.S. Code 106.

## **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 (1) 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 of Schools or designee is 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 that 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: Winston County Board of Education, Double Springs, AL

ADOPTED: July 7, 1998

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.

## **STUDENT ACCEPTABLE USE POLICY FOR TECHNOLOGY**

The Winston County Board of Education strives to provide an educational environment rich in resources that will enable all students to reach his/her full potential. The Board is offering to those students who agree to act in a considerate and responsible manner, monitored Internet services. You should understand that even the very best Internet filtering software might not block all unacceptable sites, but most educators believe that the benefits to students from access to the Internet far exceed the disadvantages. Access is a privilege, not a right, and requires parental permission.

Misuse and vandalism of equipment, misuse of programs, and/or services will result in restricted or prohibited Internet use and will be punished as defined in the school conduct policies. Further, the system may not be used for commercial purposes to offer, provide, or purchase products or services through the system or use the system for political lobbying or any type of personal financial gain.

The Winston County Board of Education endorses the following student Internet guidelines:

### **1. PERSONAL SAFETY**

- a. You will not post contact information or credit information (e.g., address, social security number, driver's license number, date of birth), or any other pertinent personal information.
- b. Any contact or receipt of any message you feel is inappropriate or makes you feel uncomfortable should be reported to the network administrator or the sponsoring teacher.
- c. Use of unapproved e-mail and chat rooms is not permitted.
- d. Use of any unapproved instant messaging service such as Yahoo Pager or MSN messenger is not permitted.

### **2. ILLEGAL ACTIVITIES**

- a. You will not attempt to gain unauthorized access to any computer system or go beyond your authorized access by entering another person's ID and password for accession of data files or network resources.
- b. You will not deliberately attempt to disrupt the computer system or destroy data by spreading computer viruses or by any other means.
- c. You will not post contact information (e.g., address, social security number, driver's license number, date of birth), or any other pertinent personal information that violates the privacy of an individual.

(continued)

- d. You will not attempt to access, modify or delete any data files, folders or system configurations beyond your authorized access.
- e. You will not use any network, server or password monitoring equipment or software.
- f. No computers/handheld devices should be connected to the network without approval from the Technology Department

**3. TECHNOLOGY SECURITY**

- a. You are responsible for the security of your password, and should take all reasonable precautions to prevent others from being able to use your password. *Under no circumstances* should you give your password to another person.
- b. You will immediately notify a teacher or the system administrator if you have identified a possible security problem. Do not look for security problems; this may be construed as an illegal attempt to gain access.
- c. You will avoid the inadvertent spread of computer viruses and spyware caused by downloading files.
- d. Personal software may not be installed or used at the school site.

**4. INAPPROPRIATE LANGUAGE**

- a. On any and all uses of the Internet, whether in application to public or private messages, or material posted on the Web pages, you will not use obscene, profane, lewd, vulgar, rude, inflammatory, threatening, or disrespectful language. You will not post information that could cause danger or disruption or engage in personal attacks, including prejudicial or discriminatory attacks. You will not harass another person by a persistent action that distresses or annoys another person and you must stop if asked to do so.

**5. RESPECTING RESOURCE LIMITS**

- a. You will use the system only for educational activities.
- b. You will not download, save or print files without permission from a sponsoring teacher.

**6. PLAGIARISM AND COPYRIGHT INFRINGEMENT**

- a. You will not plagiarize words that you find on the Internet. Plagiarism is taking the ideas or writings of others and presenting them as if they were yours.
- b. You will not download, copy or install unlicensed software.

**7. INAPPROPRIATE ACCESS TO MATERIAL**

- a. You will not use the Internet to access material that is profane or obscene or that advocates illegal acts or violence or discrimination toward other people.
- b. If you mistakenly access inappropriate information, you should immediately tell your teacher or other adult who is designated by the school. This will protect you against a claim of intentional violation of this policy.
- c. Your parents should instruct you if there is additional material they think would be inappropriate for you to access. The school system fully expects that you will follow your parents' instruction in this matter.

**8. FOR YOUR INFORMATION**

- a. **Free Speech.** Free speech as set forth in the school disciplinary code, applies also to your communication on the Internet.
- b. **Search and Seizure.** You should expect no privacy of the contents of your personal files on the Winston County School's system, or the local school network or PCs. Routine maintenance and monitoring of the system can lead to discovery that you have violated this policy, the school code, or the law.
- c. **Due Process.** This school system will cooperate fully with local, state, or federal officials in any investigation related to illegal activities conducted through the Winston County Schools system. In the event of a claim that you have violated this policy, the school disciplinary code, or the law in your use of the Internet, you will be given written notice of suspected violations and an opportunity to present an explanation according to school code and/or state and federal law. Additional restrictions may be placed on your use of the Internet.

The school system makes no guarantee that the functions or the services provided by or through the school system will be error-free or without defect. The school system will not be responsible for any damage you may suffer including, but not limited to, loss of data or interruptions of service. The school system is not responsible for the accuracy or quality of the information attained through or stored on the system. The school system will not be responsible for financial obligations arising from unauthorized use of the system.

When you are using the school network or Internet, it may feel like you can more easily break a rule and not get caught. This is not true. Electronic footprints are imprinted on the system whenever an action is performed. Therefore, you are likely to be caught if you break the rules.

SOURCE: Winston County Board of Education, Double Springs, AL

ADOPTED: July 7, 1998; REVISED: March 14, 2006

LEGAL REF.: The Code of Alabama, 16-8-9, 16-21-1 to 3,

**STUDENT TECHNOLOGY USE AGREEMENT COMPLIANCE FORM  
Winston County Board of Education**

**Student**

I understand and will abide by the system Technology Use Agreement. I further understand that any violation of the regulations is unethical and may constitute a criminal offense. Should I commit any violation, my access privileges may be revoked, school disciplinary action and/or appropriate legal action may be taken.

**Student Name (please print)** \_\_\_\_\_

**Student Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Parent or Guardian**

As the parent or guardian of this student, I have read the Technology Use Agreement. I understand that this access is designed for educational purposes. The Winston County School System has taken precautions to eliminate controversial material; however, I also recognize it is impossible for the Winston County Schools system to restrict access to all controversial materials and I will not hold them responsible for materials acquired on the Internet. Further, I accept full responsibility for supervision if and when my child's use is not in a school setting. I hereby give permission to use the school network and the system Internet and certify that the information contained on this form is correct.

**Parent/Guardian Name (please print)** \_\_\_\_\_

**Parent Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Sponsoring Teacher**

I have read the Technology Use Agreement and agree to promote this agreement with the student. Because the student may use the Internet for individual work or in the context of another class, I cannot be held responsible for the student's use of the Internet. As a sponsoring teacher, I do agree to instruct the student on acceptable use of the Internet and proper Internet etiquette.

**Teacher's Name (please print)** \_\_\_\_\_

**Teacher's Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

Please indicate with a check mark whether or not your child may use the Internet.

My child may use the Internet \_\_\_\_\_ My child **may not** use the Internet \_\_\_\_\_

**TECHNOLOGY USE PRIVILEGES WILL NOT BE GRANTED UNLESS THIS FORM IS RETURNED WITHIN FIVE (5) SCHOOL DAYS.**

## **PARENT ACCEPTABLE USE POLICY FOR TECHNOLOGY**

The Winston County Board of Education strives to provide an educational environment rich in resources that will enable all students to reach his/her full potential. The Board is offering to parents who agree to act in a considerate and responsible manner, monitored Internet services. You should understand that even the very best Internet filtering software might not block all unacceptable sites, but most educators believe that the benefits to students from access to the Internet far exceed the disadvantages.

Misuse and vandalism of equipment, misuse of programs, and/or services will result in restricted or prohibited Internet use. Individuals will be held liable for any damage resulting from the misuse of equipment and resources. Further, the system may not be used for commercial purposes to offer, provide, or purchase products or services through the system or use the system for political lobbying or any type of personal financial gain.

The Winston County Board of Education endorses the following parent Internet guidelines:

### **1. PERSONAL SAFETY**

- a. You will not post contact information or credit information (e.g., address, social security number, driver's license number, date of birth), or any other pertinent personal information.
- b. Any contact or receipt of any message you feel is inappropriate or makes you feel uncomfortable should be reported to the network administrator or the sponsoring teacher.
- c. Use of unapproved e-mail and chat rooms is not permitted.
- d. Use of any unapproved instant messaging service such as Yahoo Pager or MSN messenger is not permitted.

### **1. ILLEGAL ACTIVITIES**

- a. You will not attempt to gain unauthorized access to any computer system or go beyond your authorized access by entering another person's ID and password for accession of data files or network resources.
- b. You will not deliberately attempt to disrupt the computer system or destroy data by spreading computer viruses or by any other means.
- c. You will not post contact information (e.g., address, social security number, driver's license number, date of birth), or any other pertinent personal information that violates the privacy of an individual.
- d. You will not attempt to access, modify or delete any data files, folders or system configurations beyond your authorized access.
- e. You will not use any network, server or password monitoring equipment or software.

**3. TECHNOLOGY SECURITY**

- a. You are responsible for the security of your password, and should take all reasonable precautions to prevent others from being able to use your password. *Under no circumstances* should you give your password to another person.
- b. You will immediately notify a teacher or the system administrator if you have identified a possible security problem. Do not look for security problems; this may be construed as an illegal attempt to gain access.
- c. You will avoid the inadvertent spread of computer viruses and spyware caused by downloading files.
- d. Personal software may not be installed or used at the school site.

**4. INAPPROPRIATE LANGUAGE**

- a. On any and all uses of the Internet, whether in application to public or private messages, or material posted on the Web pages, you will not use obscene, profane, lewd, vulgar, rude, inflammatory, threatening, or disrespectful language. You will not post information that could cause danger or disruption or engage in personal attacks, including prejudicial or discriminatory attacks. You will not harass another person by a persistent action that distresses or annoys another person and you must stop if asked to do so.

**5. RESPECTING RESOURCE LIMITS**

- a. You will use the system only for educational activities.
- b. You will not download, save or print files without permission from a sponsoring teacher.

**6. PLAGIARISM AND COPYRIGHT INFRINGEMENT**

- a. You will not plagiarize words that you find on the Internet. Plagiarism is taking the ideas or writings of others and presenting them as if they were yours.
- b. You will not download, copy or install unlicensed software.

**7. INAPPROPRIATE ACCESS TO MATERIAL**

- a. You will not use the Internet to access material that is profane or obscene or that advocates illegal acts or violence or discrimination toward other people.
- b. If you mistakenly access inappropriate information, you should immediately tell the teacher or other adult who is designated by the school. This will protect you against a claim of intentional violation of this policy.
- c. Parents should instruct their children if there is additional material they think would be inappropriate for them to access. The school system fully expects that students will follow their parents' instruction in this matter.

**8. FOR YOUR INFORMATION**

- a. ***Free Speech.*** Free speech as set forth in the school disciplinary code, applies also to your communication on the Internet.
- b. ***Search and Seizure.*** You should expect no privacy of the contents of your personal files on the Winston County School's system, or the local school network or PCs. Routine maintenance and monitoring of the system can lead to discovery that you have violated this policy, the school code, or the law.
- c. ***Due Process.*** This school system will cooperate fully with local, state, or federal officials in any investigation related to illegal activities conducted through the Winston County Schools system. In the event of a claim that you have violated this policy, the school disciplinary code, or the law in your use of the Internet, you will be given written notice of suspected violations and an opportunity to present an explanation according to school code and/or state and federal law. Additional restrictions may be placed on your use of the Internet.

The school system makes no guarantee that the functions or the services provided by or through the school system will be error-free or without defect. The school system will not be responsible for any damage you may suffer including, but not limited to, loss of data or interruptions of service. The school system is not responsible for the accuracy or quality of the information attained through or stored on the system. The school system will not be responsible for financial obligations arising from unauthorized use of the system.

When you are using the school network or Internet, it may feel like you can more easily break a rule and not get caught. This is not true. Electronic footprints are imprinted on the system whenever an action is performed. Therefore, you are likely to be caught if you break the rules.

SOURCE: Winston County Board of Education, Double Springs, AL

ADOPTED: March 14, 2006

LEGAL REF.: The Code of Alabama, 16-8-9, 16-21-1 to 3.

## **EMPLOYEE ACCEPTABLE USE OF SCHOOL TECHNOLOGY POLICY**

The Winston County School District is pleased to make available to teachers and support staff access to interconnected computer systems within the District and to the Internet. This network provides access to various School and District educational and management software, educational resources, e-mail, and Internet based resources. In order for the Winston County School District to be able to continue to make its computer network and Internet access available, all teachers and support staff must take responsibility for appropriate and lawful use of this access.

### **1. PERSONAL RESPONSIBILITY**

By signing this Policy, you are agreeing not only to follow the rules in this Policy, but are agreeing to report any misuse of technology equipment, services or data.

### **2. ACCEPTABLE USES**

The use of computers, data files, networked resources, email, and the Internet is for educational, career development and job related purposes only.

### **3. UNACCEPTABLE USES**

- a. Uses that violate the law or encourage others to violate the law.
- b. Viewing, transmitting, uploading or downloading materials of a violent, dangerous or inappropriate sexual content. Such information might be profane or obscene, advocates or condones the commission of unlawful acts, or advocates or condones violence or discrimination towards other people.
- c. Using the computer network for advertising or solicitations by employees, students or outside groups.
- d. Access to any computer system beyond your authorized access by entering another person's ID for accession of another person's files.
- e. Intruding into the networks or computers of others, and downloading or transmitting confidential information, or copyrighted materials.
- f. Failure to protect passwords or sharing passwords that jeopardize the security of the computer network or other networks on the Internet.
- g. Intentionally uploading or downloading a worm, virus, "Trojan horse", "time bomb" or other harmful form of programming or vandalism.
- h. Intentionally downloading files that contain spy-ware.
- i. Participating in "hacking" activities or any form of unauthorized access to other computers, networks, or information systems.
- j. Creating or forwarding e-mail chain letters or engaging in "spamming". Spamming is sending an annoying or unnecessary message to a large number of people.
- k. Using the network for commercial purposes, financial gain, or fraud.

- l. Posting contact information (e.g., address, social security number, driver's license number, date of birth), or any other pertinent personal information that violates the privacy of the individual.
- m. Use of any unapproved instant messaging service such as Yahoo Pager or MSN messenger.
- n. Unauthorized downloading or installation of unapproved software, games, system tools or screensavers.
- o. Downloading, copying or installing unlicensed software.
- p. The use of network monitoring or auditing equipment or software. The use of monitoring and auditing tools is restricted to the Technology Department for security auditing purposes only.
- q. Any modification to network equipment without the approval of the Technology Department. (e.g., servers, switches/hubs, wireless routers/access points)

#### **4. INFORMATION TECHNOLOGY (IT) SECURITY**

- a. You are responsible for the security of computer(s) assigned to you, this includes: virus and spyware protection, backups of data stored on your computer(s) and the physical security of your computer(s).
- b. You are responsible for the security of your user account and password and should take all reasonable precautions to prevent others from being able to use your user account and password. *Under no circumstances* should you give your password to another person. Passwords should never be written down, transmitted or stored unencrypted in files or email.
- c. Passwords should be changed yearly and meet minimum password standards.
- d. A screen/keyboard lock or login screen should be active on all computers when they are not in use.
- e. All computer applications that access high risk or confidential data, such as STI, should be closed after each use. High Risk Data is defined as information assets for which there are legal requirements for preventing disclosure of financial penalties for disclosure. Data covered by federal and state legislation, such as FERPA, HIPAA, or the Data Protection Act, are in this classification. Payroll, personnel, student, curriculum and financial information are also in this class because of privacy requirements.
- f. Students should never be allowed to access high risk or confidential data.
- g. You are responsible for the security of any computer printouts that contains high risk or confidential data that you generate.
- h. You are responsible for the security of any media that contains high risk or confidential data files that you create.
- i. Computers should be properly shutdown and turned off at the end of the school day.
- j. You will immediately notify the system administrator and/or school administrator if you have identified a possible security problem. Do not look for security problems; this may be construed as an illegal attempt to gain access.

**5.COMPUTER WORKSTATIONS AND EQUIPMENT**

- a. Computer workstations should be protected from power fluctuations by the installation of surge protection devices.
- b. All computer workstations, laptops and peripheral equipment shall be protected from environmental hazards including, temperature, water, fire, and dust.
- c. All computer workstations and peripheral equipment should be shut down and powered off at the end of the day.
- d. It is the individual user's responsibility to insure the physical security of computer workstations and peripherals assigned to them.
- e. All computer repair and maintenance shall be performed by the technology department.

**6.PRIVACY**

Network and Internet access is provided as a tool for educational, career development and job related activities. The Winston County School District reserves the right to monitor, inspect, copy, review and store at any time and without prior notice any and all usage of the computer network and Internet access and any and all information transmitted or received in connection with such usage.

The school system makes no guarantee that the functions or the services provided by or through the school system will be error-free or without defect. The school system will not be responsible for any damage you may suffer including, but not limited to, loss of data or interruptions of service. The school system is not responsible for the accuracy or quality of the information attained through or stored on the system. The school system will not be responsible for financial obligations arising from unauthorized use of the system.

Yes\_\_\_\_\_ No\_\_\_\_\_ I have read and agree to follow the Winston County Schools Employee Acceptable Use of School Technology Policy.

Name (printed): \_\_\_\_\_ School: \_\_\_\_\_

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

SOURCE: Winston County Board of Education, Double Springs, AL

ADOPTED: March 14, 2006

LEGAL REF.: The Code of Alabama, 16-8-9, 16-21-1 to 3.

## **WEB PAGE ESTABLISHMENT AND MAINTENANCE**

The establishment of web pages by students, faculty, or staff which are to be published on networks owned or controlled by the Winston County Board of Education must adhere to the following guidelines.

1. Each web site must contain the name of the school and a responsible person to contact if mistakes need to be corrected. All web sites must conform to the local community standards of content and design, and conform to all rules and policies of the Winston County Board of Education
2. The use of images, recorded sounds, copyrighted materials, and trademarks is subject to legal restriction. No one may use photographs, video clips, sound clips, or materials which may be subject to copyright, trademark, or trade secret restrictions without written permission of all parties, as applicable.
3. The web page is designed to provide information to people worldwide. The information on the web page will not violate any individual's right to privacy. E-mail addresses, phone numbers, or personal data will not be published unless a written permission is obtained from the individual concerned.
4. No one may use, display, or cause to be disseminated the name "Winston County Board of Education or any subdivision thereof, without prior written permission from the Winston County Superintendent of Education or designee. Web pages should not make any statement to infer or imply official endorsement or approval by the Winston County Board of Education unless prior written permission is obtained.

In the event any web page(s) are discovered which violate any policies or guidelines outlines in this document, the pages will be removed immediately and the violators shall be subject to disciplinary action.

## **INTERNET SAFETY**

### **INTRODUCTION**

It is the policy of the Winston County Board of Education to: (a) prevent user access over its computer network to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications; (b) prevent unauthorized access and other unlawful online activity; (c) prevent unauthorized online disclosure, use, or dissemination of personal identification of minors; and (d) comply with the Children’s Internet Protection Act.

### **DEFINITIONS**

Key terms are as defined in the Children’s Internet Protection Act.

**TECHNOLOGY PROTECTION MEASURE.** The term “technology protection measure” means a specific technology that blocks or filters Internet access to visual depictions that are:

1. Obscene, as that term is defined in Section 1460 of Title 18, United States Code;
2. Child Pornography, as that term is defined in Section 2256 of Title 18, United States Code; or
3. Harmful to minors.

**HARMFUL TO MINORS.** The term “harmful to minors” means any picture, image, graphic image file, or other visual depiction that:

1. Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion;
2. Depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and
3. Taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

**SEXUAL ACT; SEXUAL CONTACT.** The terms “sexual act” and “sexual contact” have the meanings given such terms in Section 2246 of Title 18, United States Code.

### **ACCESS TO INAPPROPRIATE MATERIAL**

To the extent practicable, technology protection measures (or “Internet filters”) shall be used to block or filter Internet, or other forms of electronic communications, access to inappropriate information.

Specifically, as required by the Children’s Internet Protection Act, blocking shall be applied to visual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors.

Subject to staff supervision, technology protection measures may be disabled or, in the case of minors, minimized only for bona fide research or other lawful purposes.

INAPPROPRIATE NETWORK USAGE

To the extent practicable, steps shall be taken to promote the safety and security of users of the Winston County Board of Education's online computer network when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications.

Specifically, as required by the Children's Internet Protection Act, prevention of inappropriate network usage includes: (a) unauthorized access, including so-called "hacking," and other unlawful activities; and (b) unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

SUPERVISING AND MONITORING

It shall be the responsibility of all members of the Winston County Board of Education's staff to supervise and monitor usage of the online computer network and access to the Internet in accordance with this policy and the Children's Internet Protection Act.

Procedures for the disabling or otherwise modifying any technology protection measures shall be the responsibility of the school principal or designated representatives.

SOURCE: Winston County Board of Education, Double Springs, AL

ADOPTED: Nov. 29, 2001

LEGAL REF.: Children's Internet Protection Act [Pub. L. No. 106-554, 47 USC 254 (h), and 18 USC 1460, 2246 and 2256.

## **Information Technology Security Policy**

### **I. Scope of the Policy**

This policy covers all areas of the Winston County School District, all staff, all students and all other users of the District facilities.

### **II. Purpose**

This document states the information technology security policy of the Winston County School District. Information Technology (IT) as used here includes computer systems and associated devices, networks and communication facilities.

This policy states the conditions of use, the rights and responsibilities of users and administrators and the methods used to implement the policy.

The aim of the policy is to insure:

- Uninterrupted IT services
- The integrity and validity of data
- The ability to recover effectively and efficiently from disruption
- The protection of all Winston County Schools IT assets, including data, software and hardware

### **III. Physical Security**

#### **a. Computer Servers**

- i. All servers shall be located in a secure, lockable room or secure server cabinet.
- ii. Access shall be restricted to authorized personnel for server and network administrative purposes only; visitors should be supervised at all times.
- iii. Protection from electrical failures and fluctuations shall be protected against by the installation of an uninterrupted power supply, (UPS) and surge protection device.
- iv. Server equipment shall be adequately protected from environmental hazards including temperature, water, fire and dust.
- v. It is the schools' administrators' responsibility to insure the physical security of computer servers.

#### **b. Network Equipment**

- i. When financially feasible, network equipment such as switches, hubs, routers and media converters shall be secured in a lockable network cabinet or other secure location that is inaccessible by unauthorized personnel.
- ii. Access shall be restricted to authorized personnel.

- iii. All physical, (twisted pair, fiber, wire-less or modem), network installations and upgrades must be approved, performed, or supervised by, the Technology Department.
- iv. It is the schools' administrators' responsibility to insure the physical security of network equipment.
- c. Computer workstations and peripheral equipment
  - i. No computers/handheld devices should be connected to the network without approval from the Technology Department.
  - ii. Computer workstations should be protected from power fluctuations by the installation of surge protection devices.
  - iii. All computer workstations, laptops and peripheral equipment shall be protected from environmental hazards including, temperature, water, fire, and dust.
  - iv. All computer workstations and peripheral equipment should be shut down and powered off at the end of the day.
  - v. It is the individual user's responsibility to insure the physical security of computer workstations and peripherals assigned to them.
  - vi. All computer repair and maintenance shall be performed by the technology department

#### IV. Information Security

- a. Data Classification - It is essential that all Winston County School data be protected. All data should be reviewed and classified at one of the following three levels of classifications:
  - i. All computer applications that access high risk or confidential data, such as STI, should be closed after each use. High Risk Data is defined as information assets for which there are legal requirements for preventing disclosure of financial penalties for disclosure. Data covered by federal and state legislation, such as FERPA, HIPAA, or the Data Protection Act, are in this classification. Payroll, personnel, student, curriculum and financial information are also in this class because of privacy requirements.
  - ii. Confidential – Data that would not expose the District to loss if disclosed, but that the data owner feels should be protected to prevent unauthorized disclosure. The owner of the data is responsible for the security of this data.
  - iii. Public – Information that may be freely disseminated.
- b. Control of Access to High Risk Information
  - i. Access to all computers/networks that access High Risk Information must be controlled by individual and unique login names and authentication passwords.

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(continued)

- ii. Each individual user is responsible for the security of their user account and password and will be held responsible for any activity that takes place in their accounts. Any discovered violation or attempted violation of system security must be reported immediately to the Technology Department.
  - iii. As stated in current acceptable use policies, users must not share usernames and passwords, nor should they be written down or recorded in unencrypted electronic files or documents. All users must secure their username, password, and system access from unauthorized use.
  - iv. User accounts should be disabled or removed when an employee is no longer employed or assigned to a school site. It is the responsibility of the local school administrator to notify the technology department when accounts need to be closed.
  - v. Logins and passwords should not be coded into programs or queries unless they are encrypted or otherwise secure.
  - vi. A screen/keyboard lock or login screen should be active on all machines when they are not in use.
  - vii. All connections or software that access High Risk Information data must be closed when not in use. Minimizing to the task bar is not acceptable.
  - viii. All High Risk Information data shares must be protected by share access controls that allow only authorized users' access to the shares.
  - ix. Only authorized users should attempt access to High Risk Information.
  - x. Students should never be allowed access to any High Risk Information except for curriculum software where an authorized system administrator has assigned them a unique username and password that allows them access to course work or test assigned to them.
  - xi. Computer generated printouts that contain High Risk Information must be protected from unauthorized access or copying. Printouts containing High Risk Information must be shredded prior to disposal.
  - xii. Computer removable media that contains High Risk Information must be stored in a protected area that prevents access. High Risk Information backups should be encrypted when feasible to add an extra level of security. Removable media containing High Risk Information must be destroyed prior to disposal.
- c. Passwords
- i. All users of systems that contain High Risk Information must have a strong password.
  - ii. All server administrator or root accounts must be given a password that conforms to the password selection criteria when a system is installed, rebuilt or reconfigured.
  - iii. Passwords must not be placed in emails unless they have been encrypted.

- iv. System – server level administrative passwords should be changed on a regular basis as specified by the Technology Department.
  - v. User level passwords should be changed yearly at minimum or when specified by the Technology Department.
  - vi. User passwords should meet the following standards:
    - 1. A minimum of seven alphanumeric characters.
    - 2. Contain both upper and lower case characters.
    - 3. Include special characters (e.g. @\$%^&\*()\_+).
  - vii. Passwords should not contain:
    - 1. A word in any language, slang, dialect, jargon, etc.
    - 2. Personal information, names of family, pets, etc.
  - viii. When changing passwords the reuse of the previous three passwords is not allowed.
  - ix. Passwords should never be written down or stored on-line.
  - x. Do not use the “Remember Password” feature of applications.
  - xi. The use of password auditing/cracking software is restricted to the Technology Department for security auditing purposes only.
- d. Acceptable Use of Computer and Network/Internet Resources
- i. All employees of the Winston County Schools must sign an acceptable use policy.
  - ii. All students and their parents must sign an acceptable use policy each school year.

## V. Information Loss Prevention

- a. Data Backup
  - i. Backup of all High Risk Information must be completed on a regular basis and stored in a safe and secure manner that protects the data and meets disaster recovery requirements.
  - ii. Backups must include multiple generations of data.
  - iii. It is the responsibility of school administrators to ensure data backups are being performed at their school.
- b. Virus Protection
  - i. The willful introduction of computer viruses or disruptive/destructive programs into the Winston County Schools environment is prohibited, and violators may be subject to prosecution.
  - ii. All desktop and laptop systems that connect to the network must be protected with approved, licensed anti-virus software that is kept updated. It is the responsibility of each individual user to insure his/her computer is protected and has up-to-date virus definition files, and will be held accountable for any virus activity that takes place on their computer.

- iii. All servers that connect to the network must be protected with approved, licensed anti-virus software and kept updated. It is the responsibility of the server administrator to insure anti-virus software is installed and active with up-to-date definitions files.
  - iv. All removable media, floppies, CD's, USB drives, etc. from an external source must be virus scanned before they are used within Winston County Schools.
  - v. Incoming e-mail should be scanned when financially feasible to implement.
  - vi. When feasible, system or network administrators will inform users when a virus has been detected.
- c. Spy-ware protection – It is the responsibility of all users to scan their computer on a regular basis for spy-ware. It is the responsibility of the Technology Department to provide spy-ware scanning and removal tools.
- d. Firewall
- i. At minimum, a firewall should be installed that protects the Winston County Schools network from intrusion from the outside world.
  - ii. When financially feasible, an additional layer of firewalls should be installed to protect servers housing data classified as High Risk Information from potential internal security threats.
- e. Intrusion Detection
- i. When financially feasible, intrusion detection software should be installed on all servers housing data classified as High Risk Information.
  - ii. The use of intrusion detection software is restricted to the Technology Department for security auditing purposes only.
- f. Auditing
- i. Operating systems and application software event logging processes must be enabled on all host and server systems. Where possible, alarm and alert functions, as well as logging and monitoring systems, must be enabled.
  - ii. The use of LAN analyzer equipment and software is restricted to the Technology Department for security, maintenance and troubleshooting purposes only.
  - iii. Server, firewall, and critical system logs should be reviewed frequently.
- g. Internet Security.
- i. All connections to the Internet, (including dial-up and wireless), must go through a properly secured connection point to ensure the network is protected when the data is classified as High Risk or Confidential.
  - ii. Internet and other external access is restricted to authorized personnel only. Only staff and students with signed Acceptable Use Policies are authorized to access Internet resources.

- h. System Security
  - i. All server installations and upgrades must be approved and performed or supervised by the Technology Department.
  - ii. All server-networked applications must be approved and installed or supervised by the Technology Department.
  - iii. All systems connected to the Internet should have a licensed vendor-supported version of an operation system installed.
  - iv. The use of unauthorized software is prohibited. In the event of unauthorized software being discovered, it will be removed from the computer immediately. The Technology Department should be consulted if software is in question prior to installation.
  - v. All systems connected to the Internet must be current with security patches.
  - vi. Regular system integrity checks of host and server systems housing High Risk Information should be performed.

#### VI. Disaster Recovery

- a. When financially feasible, a documented and tested disaster recovery plan should be established for each site and server that stores High Risk Information.
- b. At minimum, backups of data and applications should be maintained at an offsite location. Data backups maintained offsite should be updated at a minimum of once a week. Application backups should be updated as new versions are installed.

#### VII. Sanctions

- a. Computers, labs or network segments on the Winston County Schools network will be disconnected if they are deemed by the Technology Department to be a security threat or danger to the remainder of the LAN / WAN.
- b. Penalties for violation of this policy range from loss of computer resource usage privileges to expulsion for students or dismissal for employees. Each case will be determined separately on its own merits.



## **FIELD TRIPS AND EXCURSIONS**

The Board, recognizing that educational field trips and trips to various types of contests for instructional purposes help provide desirable learning experiences, delegates to the Superintendent of Schools 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 nonschool time, except where the school is engaged in an activity, competition or contest that requires use of school time.

### General Criteria

1. All field trips, excursions and travel associated with athletic contests must receive prior approval by the Board, the Superintendent of Schools and the local school principal.
2. Requests for approval of all field trips, excursions and travel associated with athletic contests must be submitted to the local school principal on a School District Field Trip Request Form, filed IFCB-F1 under this cover. The local school principal, upon his/her approval shall submit the Field Trip Request Form to the Superintendent of Schools for approval and recommendation to the Board. A series of trips, such as athletic contests, may be approved by submitting only one (1) request form.
3. Before any trip as noted above is taken, a completed and signed School District Parental Permission Form shall be secured from each student planning to make the trip. Students who have not submitted a signed Parental Permission Form shall not be allowed to take the trip. The Parental Permission Form is filed IFCB-F2 under this cover. Students participating in a series of trips, such as football, basketball participants, may submit one (1) Parental Permission Form to cover all trips associated with the activity.
4. On regular school days School District owned buses may be used for field trips and excursions anywhere within a 75-mile radius of Winston County. Such buses must be returned to the departure point no later than 2:30 p.m. on school days. Field trips and excursions on School District owned buses outside of Winston County are limited to one (1) per year per class. Trips within Winston County are not counted as field trips toward the limit, but are subject to the mileage rate set by the Board.
5. Overnight field trips within the state are allowable, but must have prior approval of the Board. It is the responsibility of the local principal to submit a Field Trip Request Form to the Superintendent in time for placement on the Board's next meeting agenda.
6. Absolutely no 15-passenger vans (school-owned or privately-owned) may be used to transport students at any time.

Field Trip Transportation - School Owned Buses

1. Field trip or activity buses, when available, shall be operated on the terms and conditions in effect by the Board that apply specifically to such buses. Reservations must be made through the local school principal to the Transportation Department, with the principal preparing the trip transportation request.
2. At least one (1) 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 activity bus passengers must be enrolled in school, be an employee of the School District, or be designated as chaperon by the school principal.
4. The principal of each school is responsible for handling the scheduling of such trips.
5. Mileage for each trip will be computed by the school principal and paid to the Board without the expense of invoice at the rate set annually by the Board. (Payment is to accompany request form.)
6. The newest bus available at the local school will be assigned by the principal for overnight trips (approved by the Board).
7. Drivers will be paid by the school or group. Only adult drivers with a school bus driver's license are permitted to drive activity buses.
8. The principal is responsible for employing the driver, arranging for the bus, and making arrangements for fuel.
9. The bus driver must not stop on a highway to load or unload passengers during darkness.
10. A clean-up fee will be charged to the school or group unless the bus is returned to the driver in a clean condition.
11. 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 does not endorse the use of private vehicles to transport students participating in field trips, excursions or interscholastic activities; however, it recognizes the need for additional transportation at certain times; and the use of private vehicles may be utilized for the transportation of students to such activities provided:

1. Students provide the school with a signed School District Parental Permission Form noting the use of private vehicles.
2. All private vehicles must be driven by properly licensed adults. No student drivers shall be permitted.
3. The total number of occupants (including students and adults) transported shall not exceed the number of seat belts available in the respective vehicle.

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 and conducting all educational, social, etc., components of the trip.
2. Completing the School District Field Trip Request Form and submitting it to the principal on a timely basis.
3. Arranging for procurement of the financial resources to pay all costs associated with the trip.
4. Arranging for an adequate number of chaperons for the trip.
5. Communicating with parents/guardians about the trip and securing a Parental Permission Form for each student participating in the activity.

SOURCE: Winston County Board of Education, Double Springs, AL  
ADOPTED: Jun. 24, 1986; REVISED: July 7, 1998; July 6, 2000; May 7, 2001; July 17, 2003;  
Nov. 18, 2004; July 6, 2007

**FIELD TRIP/SCHOOL BUS REQUEST FORM  
WINSTON COUNTY BOARD OF EDUCATION  
Double Springs, AL**

\*\*\*\*\*

SCHOOL/DEPARTMENT \_\_\_\_\_ DATE \_\_\_\_\_

TO: \_\_\_\_\_ Principal/Supervisor

SUBMITTED BY: \_\_\_\_\_  
Signature(s)      **TEACHER/SPONSOR**                      **SCHOOL NURSE**

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

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

\_\_\_\_\_                      \_\_\_\_\_                      \_\_\_\_\_  
Date of Trip                      Subject Area or Sport/Music Category                      Grades(s)

\_\_\_\_\_                      \_\_\_\_\_                      \_\_\_\_\_  
Number of Students                      Number of Chaperons                      Destination

\_\_\_\_\_                      \_\_\_\_\_                      \_\_\_\_\_  
Departure Time                      Return Time                      Distance One Way (From School) (To School) (Estimated)

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

If School Buses Are Requested, Indicate Number \_\_\_\_\_ Driver \_\_\_\_\_

EDUCATIONAL OBJECTIVE(S) AND/OR PURPOSE (ACADEMIC, ATHLETIC, BAND, MUSIC)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

APPROVED/DISAPPROVED    APPROVED/DISAPPROVED    APPROVED/DISAPPROVED

\_\_\_\_\_                      \_\_\_\_\_                      \_\_\_\_\_  
Principal/Supervisor                      Transportation Supervisor                      Superintendent

\_\_\_\_\_                      \_\_\_\_\_                      \_\_\_\_\_  
Date                      Date                      Date

**FIELD TRIP PARENTAL PERMISSION FORM**  
**WINSTON COUNTY BOARD OF EDUCATION**  
**Double Springs, AL**

\*\*\*\*\*

School/Department\_\_\_\_\_ Date\_\_\_\_\_

To: Parent(s) or Guardian(s)

Your Child's Name \_\_\_\_\_

From: Your Child's Teacher/Coach/Sponsor

A school activity has been planned away from the normal school premises. The specific information about the activity is listed below:

Name of School Activity\_\_\_\_\_

Name of Person in Charge\_\_\_\_\_

Trip Destination\_\_\_\_\_

Departure Time\_\_\_\_\_

Expected Time of Return\_\_\_\_\_

Cost to Your Child\_\_\_\_\_

Method of Transportation\_\_\_\_\_

Other\_\_\_\_\_

In order for your child to make the trip to participate in the school activity, you are asked to signify your approval for your child to make the trip by signing below.

Parent/Guardian Signature\_\_\_\_\_

Provided you do not wish for your child to make the trip, please return this form unsigned by your child to the person in charge. In such case, your child will be provided with appropriate educational experiences at school.

## **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 of Schools 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. Local school principals are responsible for transmitting the names of all approved school volunteers to the central office for inclusion on the inservice training list.

School volunteers must be approved by the school principal and the work site supervisor or teacher(s) prior to assuming any duties at a school.

## **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 are 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 which they are working.
5. Assistance for students needing more intensive diagnosis.
6. Assistance for students and teachers to help improve communications between the school and home.
7. In addition, when possible, follow-up studies of former students to facilitate evaluation of the total school program.

## REPORT CARDS

Report cards are for the purpose of transmitting an evaluation of student progress to the student and his/her parent(s) or guardian(s). Report cards shall be issued at least four (4) times during the scholastic year to all students enrolled in grades 1-12 in the schools of the School District. Reports to parents/guardians of kindergarten students shall be made at least three (3) times during the school year.

All report cards used by the schools of the School District shall be approved by the Board. 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.

### Progress Reports

Progress reports will be issued at the end of each 3-week period that report cards are not being issued. The progress reports will be issued to students who have an average of 70 or lower.

### Academic Grades

Numerical grades shall be mandatory in grades 1 through 12 in all schools of the School District based on the following scale with the exceptions as explained in the section entitled "Academic Grades K-3":

- A = 90 -100
- B = 80 - 89
- C = 70 -79
- D = 65 -69
- F = 64 and below

### Academic Grades K-3:

Letter grades shall be mandatory in grades 1-3 in Reading Initiative schools of the School District in Social/Natural Sciences, Physical Education and Conduct only, based on the following scale:

- G=Good
- S=Satisfactory
- I=Improving
- N=Needs Improvement
- U=Unsatisfactory

All other subjects in grades 1-3 will use the numerical grade scale as stated in the section "Academic Grades".

Letter grades shall be mandatory in kindergarten classes in the schools of the Schools District based on the following scale:

S=Satisfactory  
I=Improving  
N=Needs Improvement  
U=Unsatisfactory

#### Readiness Activities – Grade 1

For the 1<sup>st</sup> 3-weeks of school, students in Grade 1 in schools of the School District will be engaged in readiness activities and may not receive academic grades. The first grading period will reflect grades earned during weeks 4 through 9 of the first 9-week grading period.

#### Conduct Grades

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

#### Absences and Tardies

The number of absences shall be included on the report cards for all classes, at all grade levels and for all grading periods.

#### Distribution of Report Cards

Report cards shall be sent home by students not later than five (5) school days after the completion of each nine (9) weeks as defined by the Annual School Calendar.

#### Return of Report Cards

Students (K-6) and parents/guardians are responsible for returning report cards to school personnel within five (5) school days after they are issued.

#### Replacement Report Cards

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

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Altering 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.

SOURCE: Winston County Board of Education, Double Springs, AL  
ADOPTED: Jun. 24, 1986; REVISED: July 7, 1998; July 6, 2000; Sept. 14, 2000; Dec. 14, 2001; July 15, 2004; Aug. 12, 2004

## SEMESTER EXAMINATIONS

All semester examinations will be administered according to a schedule by the Superintendent of Schools and approved by the Board.

No teacher shall schedule a final examination other than in accordance with the Board approved schedule for such examinations.

The following exemptions are per class per semester. Approved school-activity absences do not count as absences toward this policy.

### **Semester Examinations (52/55-minute, 18 week courses)**

All students in grades 7-12 shall take a semester examination for each course in which they are enrolled unless they are exempt by meeting the following criteria:

GRADE	ABSENCES	BEHAVIOR REFERRALS
90+	5 or less	1 or less
80-89	4 or less	1 or less
70-79	3 or less	1 or less
65-69	0	0

### **Grade Computation of Semester Average (52/55 minute course)**

To compute the semester average for a student who exempts the examination, each of the two (2) 9-weeks grades will be added together then divided by 2. (Example – 1<sup>st</sup> 9-weeks grade is 95; 2<sup>nd</sup> 9-weeks grade is 91.  $95 + 91 = 186 / 2 = 93$ . The semester average is 93.)

To compute the semester average for a student who takes the examination, the two (2) 9-weeks grades are doubled, added to the examination score, then divided by 5. The examination will carry a weight of 20% of the semester average. (Example – 1<sup>st</sup> 9-weeks grade is 95; 2<sup>nd</sup> 9-weeks grade is 91; semester exam grade is 88.  $95 \times 2 = 190$ ;  $91 \times 2 = 182$ .  $190 + 182 + 88 = 460 / 5 = 92$ . The semester average is 92.)

SOURCE: Winston County Board of Education, Double Springs, AL

ADOPTED: Jun. 24, 1986; REVISED: Aug. 19, 1997, July 27, 1999; July 6, 2000; Aug. 29, 2000; Nov. 2, 2000; Dec. 1, 2003; July 15, 2004

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## **SEQUENTIAL ENGLISH REQUIREMENT**

Students in grades 9 – 12 must make satisfactory progress by passing courses in a logical and sequential fashion, i.e., ninth (9 th) grade English before taking 10 th grade English. Therefore, beginning with the adoption of this policy, students in grades 9 – 12 will not be permitted to enroll in English courses that span more than two (2) consecutive grade levels, i.e., students may enroll concurrently in ninth (9 th) and 10 th grade English but not in ninth (9 th) and 11 th grade English, etc.

Further, students may not be enrolled in more than two (2) English courses in any given trimester, i.e., students must have passing grade averages for both semesters/trimesters of ninth (9 th) grade English prior to being permitted to enroll in first semester/trimester 11 th grade English.

SOURCE: Winston County Board of Education, Double Springs, AL  
ADOPTED: July 7, 1998; REVISED: May 16, 2000; July 31, 2003

## **STUDENT AND PARENT CONFERENCES**

### Student Conferences

The Board encourages professional school personnel to engage in conferences with students concerning the student's academic achievement. Insight and understanding into the cause or causes of unsatisfactory academic achievement by students can often be gained through student-personnel conferences. Professional school personnel and students should always attempt to create an atmosphere that will allow and encourage student-personnel conferences.

### Parent Conferences

All schools of the School District shall develop and implement plans to schedule a minimum of one (1) conference with the parents/guardians of each enrolled student. Such plan shall require school principals, after consultation with faculty members, to notify the parents/guardians of all students in their schools that they may schedule conferences with 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.

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

## **HOMEWORK**

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 judgement.

### Student Responsibilities

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

1. 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 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.

## **CLASS RANKINGS**

The Board maintains that high schools should keep accurate records concerning class ranking of each student. This is especially important for the 12th graders since colleges and scholarship committees consider rankings in their acceptance process. Confidentiality of all records shall be respected as specified by law.

Local school principals should seek to develop a plan that would ensure that class rankings of students are computed on a consistent basis in all schools of the School District.

SOURCE: Winston County Board of Education, Double Springs, AL

ADOPTED: Jun. 24, 1986

LEGAL REF: 20 U.S.C. 1232 (g-i).

## CRITERIA FOR VALEDICTORIAN AND SALUTATORIAN

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

1. Beginning with the ninth grade class entering in 2002-2003 academic year the candidate must have taken a minimum of 16 academic subjects in grades 9 through 12. The 16 academic courses are defined as: a. Four units of English, b. Four units of Science: to include Biology I, Chemistry and Physics c. Four units of Social Studies: to include World History, American History, and Government and Economics. d. Four units of Math including Algebra I, Algebra II, Geometry, and the highest-level 12<sup>th</sup> grade math course offered at the local school. Dual enrollment courses in the core areas, if taken by a student, will substitute for the academic subject.
2. The candidates must have been enrolled at the local high school for one (1) full school year prior to the date of their graduation.
3. Grades in all classes shall be computed at face value except for weighted average classes as stated in FILE: JFECA – Weighted Average Courses.
4. The standing of the candidates shall be computed on a numerical basis up to and including the second trimester average of the senior year on a trimester schedule **or** up to and including the first semester average of the senior year on a semester schedule.
5. If letter grades are present, the candidate must have the respective school(s) attended submit the grades in 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 (Filed JFAA).
6. In determining the overall grade average, only the course grades for all core courses attempted in grades 9-11 plus the first and second trimester course grades of the senior year on a trimester schedule or first semester of the senior year on a semester schedule shall be averaged for each senior student. The student with the highest overall grade shall be valedictorian, with the second highest being named salutatorian.
7. Any extraordinary situations or circumstances that may arise will be resolved by the school principal.

SOURCE: Winston County Board of Education, Double Springs, AL

ADOPTED: Jun. 24, 1986; REVISED: May 21, 1996; July 7, 1998; July 6, 2000; June 14, 2001; July 11, 2002; July 31, 2003; July 21, 2005; July 30, 2009; July 15, 2010

FILE: JFECA  
IHCAA

## **WEIGHTED AVERAGE COURSES**

Beginning with the 9<sup>th</sup> grade class entering in 2010-2011 academic year, dual enrollment courses and advanced placement course averages will be weighted at 1.2 for the purposes of course rankings and selection of valedictorian and salutatorian.

In order for students to have equitable opportunity for weighted average computation, dual enrollment courses may not be weighted at 1.2 unless advanced placement courses are also offered and weighted at 1.2 at the same school during the same semester at no enrollment cost to the student and weighted at 1.2.

SOURCE: Winston County Board of Education, Double Springs, AL  
ADOPTED: July 15, 2010

## **PROMOTION, PLACEMENT, AND RETENTION**

It is the policy of the Board to require that the academic, social and emotional welfare of students be given serious attention when a grade level or program promotion, placement, or retention is to be made. Grade level or program assignment will be made without regard to race, sex, religion, belief, national origin, or ethnic group.

Promotion, placement, or retention of students shall be made in the best interests of the student after a careful evaluation of all factors relating to the advantages and disadvantages of the alternatives.

The principal's decision, with appropriate input from the professional staff, concerning a student's promotion, placement, or retention will be final.

### Elementary School

Students who have shown a lack of progress in the acquisition of basic skills and other learning experiences will be identified by the staff and Principal by the end of the 2nd reporting period. A conference with the parents/guardian regarding the student's lack of progress will be initiated by appropriate school personnel at this time.

Promotion, placement, or retention of students shall be made in the best interests of the student after consideration of the following:

- A. Academic Aptitude/Achievement - A comparison of a student's academic aptitude and current level of achievement.
- B. Social and Emotional Maturity - A student whose social and emotional development is such that he/she would be unable to relate effectively to and interact with other students assigned to the grade level.
- C. Physical Growth - A student whose physical size and development is such that retention would result in the student being significantly larger than the other students.
- D. Age - A student whose age is such that retention would result in the student being considerably older than the other students.
- E. Attendance Pattern - An evaluation of the student's absences should be conducted to determine the effect on his/her progress.
- F. Teacher Judgment - Students will be considered for retention in grades (1-3) if they are functioning more than 1 grade level below grade in reading and math. Students will be considered for retention in grades (4-6) if they are functioning more than 2 grade levels below grade in reading and math. The teacher will make this determination based upon standardized test scores and classroom observation.

G. Other Factors - The principal and professional staff should consider any other unusual factors they feel appropriate.

When a child is retained, the principal should present a written notification to the parent and Supervisor of Instruction.

A student in a departmentalized program, grades five (5) through eight (8), can fail no more than one (1) subject/course to be considered for promotion to the next grade level. A final passing grade will be based on a yearly average.

Secondary

Credits required for graduation from the Winston County School System are as follows: 2001 – 25; 2002 – 25; and 2003 – 26. Beginning 2004, 24 credits will be required due to a change from trimester to semester scheduling.

The minimum number of credits necessary to be promoted from one grade to the next is as follows:

<u>Grade Level</u>	<u>Year 2002</u>	<u>Year 2003</u>	<u>Year 2004 and thereafter</u>
Grade 10	6 credits	6 credits	6 credits
Grade 11	14 credits	14 credits	12 credits
Grade 12	19 credits	20 credits	17 credits

Exceptions to these requirements; may be made only when a facility change is involved. The following criteria should be considered in making exceptions:

1. Particular courses passed including those required for graduation.
2. Age and maturity of the students.
3. At which campus the student can be most appropriately scheduled.
4. Other programs in which the student may be interested and has experienced some success.

When an exception is granted, the principal should present a written notification to the parent/guardian and the Supervisor of Instruction.

SOURCE: Winston County Board of Education, Double Springs, AL  
ADOPTED: Sep. 26, 1989; REVISED: July 7, 1998; July 6, 2000; July 11, 2002; April 22, 2004;  
July 27, 2006; Dec. 19, 2006

## **MAKE-UP OPPORTUNITIES**

The Board recognizes that students should be provided a time to make up work, especially assignments and tests missed because of excused absences. Schools shall follow the procedures and arrangements as outlined below:

### Make-up Work - Excused Absences

If a student is absent for any excused reason as defined in JBD, 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 two (2) days to arrange a time within a three (3) day period 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.

### Make-Up Work - Unexcused Absences

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

FILE: IHEAB

## **USE OF SCHOOL NAME AND 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: Winston County Board of Education, Double Springs, AL

ADOPTED: July 7, 1998

LEGAL REF.: The Code of Alabama, 16-8-12.

**ALABAMA HIGH SCHOOL GRADUATION REQUIREMENTS**

**1. COURSE REQUIREMENTS**

The Alabama courses of study shall be followed in determining minimum required content in each discipline. Students seeking the Alabama High School Diploma with Advanced Academic Endorsement shall complete advanced level work in the core curriculum. Students seeking the Alternate Adult High School Diploma shall complete the prescribed credits for the Alabama High School Diploma and pass the test of General Education Development (GED).

<b>COURSE REQUIREMENTS</b>	<b>Alabama High School Diploma <u>Credits</u></b>	<b>Alabama High School Diploma with Advanced Academic Endorsement <u>Credits</u></b>	<b>Alternate Adult High School Diploma <u>Credits</u></b>
<b>ENGLISH LANGUAGE ARTS</b>	<b>4</b>	<b>4</b>	<b>4</b>
Four credits to include the equivalent of:			
English 9	1	1	1
English 10	1	1	1
English 11	1	1	1
English 12	1	1	1
<b>MATHEMATICS</b>	<b>4</b>	<b>4</b>	<b>4</b>
Four credits to include the equivalent of:			
Algebra I	1	1	1
Geometry	1	1	1
Algebra II with Trigonometry		1	
Mathematics Elective(s)	2	1	2
<b>SCIENCE</b>	<b>4</b>	<b>4</b>	<b>4</b>
Four credits to include the equivalent of:			
Biology	1	1	1
A physical science	1	1	1
Science Electives	2	2	2
<b>SOCIAL STUDIES*</b>	<b>4</b>	<b>4</b>	<b>4</b>
Four credits to include the equivalent of:			
Grade 9 Social Studies	1	1	1
Grade 10 Social Studies	1	1	1
Grade 11 Social Studies	1	1	1
Grade 12 Social Studies	1	1	1
<b>PHYSICAL EDUCATION</b>	<b>1</b>	<b>1</b>	<b>1</b>
<b>HEALTH EDUCATION</b>	<b>0.5</b>	<b>0.5</b>	<b>0.5</b>
<b>ARTS EDUCATION</b>	<b>0.5</b>	<b>0.5</b>	<b>0.5</b>
<b>COMPUTER APPLICATIONS**</b>	<b>0.5</b>	<b>0.5</b>	<b>0.5</b>
<b>FOREIGN LANGUAGE***</b>		<b>2</b>	
<b>ELECTIVES</b>	<b>5.5</b>	<b>3.5</b>	<b>5.5</b>
Local boards shall offer foreign languages, fine arts, physical education, wellness education, career/technical education, and driver education as electives.			
<b>TOTAL CREDITS</b>	<b>24</b>	<b>24</b>	<b>24</b>

\* All four required credits in Social Studies shall comply with the current *Alabama Course of Study*.  
 \*\* May be waived if competencies outlined in the computer applications course are demonstrated to qualified staff in the local school system. The designated one-half credit shall then be added to the electives credits, making a total of six electives credits.  
 \*\*\* Students earning the diploma with the advanced academic endorsement shall successfully complete two credits in the same foreign language.

**2. ASSESSMENT REQUIREMENTS** – Pass the required statewide assessment for graduation.

**1. COURSE REQUIREMENTS**

Effective for students with disabilities as defined by the Individuals with Disabilities Education Act (Public Law 101-476) who begin the tenth grade in the 1997-98 school year, students must earn the course credits outlined in Ala. Admin. Code r. 290-3-1-.02(8)(g)1. and successfully complete an approved occupational portfolio in order to be awarded the Alabama Occupational Diploma.

COURSE REQUIREMENTS	Alabama Occupational Diploma <u>Credits</u>
<b>ENGLISH LANGUAGE ARTS</b>	<b>4</b>
Four credits to include the equivalent of: Employment English I Employment English II Employment English III Applied Employment English IV	1 1 1 1
<b>MATHEMATICS</b>	<b>4</b>
Four credits to include the equivalent of: Job Skills Math I Job Skills Math II Job Skills Math III Applied Job Skills Math IV	1 1 1 1
<b>SCIENCE</b>	<b>4</b>
Four credits to include the equivalent of: Life Skills Science I Life Skills Science II Life Skills Science III Applied Life Skills Science IV	1 1 1 1
<b>SOCIAL STUDIES</b>	<b>4</b>
Four credits to include the equivalent of: Career Preparation I Career Preparation II Career Preparation III Applied Career Preparation IV	1 1 1 1
<b>CAREER/TECHNICAL EDUCATION</b>	<b>2</b>
*Cooperative Career/Technical Education	<b>1</b>
<b>HEALTH EDUCATION</b>	<b>0.5</b>
<b>PHYSICAL EDUCATION</b>	<b>1</b>
<b>ARTS EDUCATION</b>	<b>0.5</b>
<b>ELECTIVES</b>	<b>3</b>
Existing laws require LEAs to offer arts education, physical education, wellness education, career/technical education, and driver education as electives.	
<b>TOTAL CREDITS</b>	<b>24</b>

\*May be a part of the two credits for Career/Technical Education. The designated one credit for Cooperative Education will then be added to the electives, making a total of four electives.

**2. ASSESSMENT REQUIREMENTS**

Complete successfully an approved Alabama Occupational Diploma Portfolio for graduation.

**Alabama High School Diploma with Career/Technical Endorsement and  
Alabama High School Diploma with Advanced Career/Technical Endorsement**

**1. COURSE REQUIREMENTS**

Effective for students who begin the ninth or tenth grade in the 1999-2000 school year, students may earn an Alabama High School Diploma with Career/Technical Endorsement or an Alabama High School Diploma with Advanced Career/Technical Endorsement by completing the required credits in the core curriculum consistent with guidelines established by the State Department of Education and local boards and a coherent sequence of three career/technical courses in a career major. For the advanced career/technical endorsement, advanced level work must be completed; and core curriculum requirements may be satisfied by credit earned through applied academic courses or embedded or substitute credit situations.

<b>COURSE REQUIREMENTS</b>	<b>Alabama High School Diploma with Career/Technical Endorsement <u>Credits</u></b>	<b>Alabama High School Diploma with Advanced Career/Technical Endorsement <u>Credits</u></b>
<b>ENGLISH LANGUAGE ARTS</b>	<b>4</b>	<b>4</b>
Four credits to include the equivalent of: English 9 English 10 English 11 English 12	1 1 1 1	1 1 1 1
<b>MATHEMATICS</b>	<b>4</b>	<b>4</b>
Three credits to include the equivalent of: Algebra I Geometry Algebra II with Trigonometry Mathematics Electives (1 may be embedded)	1 1 1 2	1 1 1 1
<b>SCIENCE</b>	<b>4</b>	<b>4</b>
Two credits to include the equivalent of: Biology A physical science Science Electives (1 may be embedded or substituted)	1 1 2	1 1 2
<b>SOCIAL STUDIES*</b>	<b>4</b>	<b>4</b>
Four credits to include the equivalent of: Grade 9 Social Studies Grade 10 Social Studies Grade 11 Social Studies Grade 12 Social Studies	1 1 1 1	1 1 1 1
<b>PHYSICAL EDUCATION</b>	<b>1</b>	<b>1</b>
<b>HEALTH EDUCATION</b>	<b>0.5</b>	<b>0.5</b>
<b>ARTS EDUCATION</b>	<b>0.5</b>	<b>0.5</b>
<b>COMPUTER APPLICATIONS**</b>	<b>0.5</b>	<b>0.5</b>
<b>CAREER/TECHNICAL EDUCATION</b> (sequenced program of courses)***	<b>3</b>	<b>3</b>
<b>ELECTIVES****</b>	<b>2.5</b>	<b>2.5</b>
Local boards shall offer foreign languages, arts education, physical education, wellness education, career/technical preparation, and driver education as elective credits.		
<b>TOTAL CREDITS</b>	<b>24</b>	<b>24</b>

- \* All four required credits in Social Studies shall comply with the current *Alabama Course of Study*.
- \*\* May be waived if competencies outlined in the computer applications course are demonstrated to qualified staff in the local school system. The designated one credit will then be added to the elective credits, making a total of three elective credits.
- \*\*\* The Alabama courses of study shall be followed in determining minimum requirements for the coherent sequence of career/technical education courses. Consistent with guidelines established by the State Department of Education, completer status (three credits in a career/technical education program, or two credits in an occupational program plus the Advanced Cooperative Education work-based experience) is required for advanced career/technical endorsement and concentrator status (two credits in a career/technical education program and one career/technical education or academic credit related to student's objective) is required for career/technical endorsement.
- \*\*\*\* Students may earn the advanced career/technical and the advanced academic endorsements concurrently if the elective credits as outlined above are used to earn the required credits in foreign language.

## 2. ASSESSMENT REQUIREMENTS

Pass the required statewide assessment for graduation.

### COURSE INFORMATION

1. English Language Arts Required Courses. Students must earn four (4) credits to include the equivalent of one credit each of English 9, English 10, English 11, and English 12. The content for each of these courses is prescribed by the Alabama Course of Study: English Language Arts.

2. Mathematics Required Courses. Students must earn four (4) credits from courses in the seven (7) categories listed below, including the equivalent of one credit each of Algebra I and Geometry and for a diploma with the advanced academic endorsement, one credit of Algebra II with Trigonometry. The content for each of the courses listed below is prescribed by the Alabama Course of Study: Mathematics.

1. Introduction to Algebra.
2. Algebra I.
3. Geometry.
4. Algebra II with Trigonometry.
5. Mathematics in Society (Prerequisite: Algebra 1). The course shall be defined in the 1997 Alabama Course of Study: Mathematics.
6. Embedded Mathematics Credit (Prerequisite: Algebra I and Geometry).
7. Advanced Mathematics.

3. Science Required Courses. Students must earn four (4) credits from courses in the six (6) categories listed below to include the equivalent of one credit each of Biology and a Physical Science, and for the advanced academic endorsement diploma, two credits of an Additional Life and/or Physical Science. The content for each of the courses listed below is prescribed by the Alabama Course of Study: Science.

1. Biology.
2. A Physical Science.
3. Earth and Space Science.
4. Additional Life Science (Prerequisite: Biology).
5. Additional Physical Science.
6. Embedded Science Credit (Prerequisites: Biology and a Physical Science).

4. Social Studies Required Courses. Students must earn four (4) credits to include the equivalent of one credit in grade 9, one credit of World History in grade 10, one credit

of United States History in grade 11, and one-half credit each of American Government and Economics in grade 12. The content for each of the courses listed-below is prescribed by the Alabama Course of Study: Social Studies. AP European History may be substituted for World History, IB History of the Americas I may be substituted for U.S. History, and History of the Americas II may be substituted for American Government and Economics.

5. Other Required Courses. Students must successfully complete the following courses. The content for each of these courses is prescribed by the applicable Alabama Course of Study.

1. Physical Education. - One credit.
2. Health Education. One-half credit.
3. Computer Applications. - One-half credit.
4. Fine Arts - One-half credit.
5. Foreign Language. Students earning the diploma with the advanced academic endorsement must successfully complete two credits in the same foreign language.

6. Applied Academic Courses. Applied Academics is the presentation of subject matter in a way that integrates a particular academic discipline such as mathematics, science, or English with work-force applications and hands-on laboratory experiences dealing with practical equipment and devices. These courses must have a structured curriculum, undergo rigorous scrutiny including pilot testing and have the approval of the State Superintendent.

7. Embedded Credit. Embedded Credit is credit awarded for satisfactory completion of a designated, sequential career/technical program containing embedded academic content from the core curriculum.

Embedded credit can be awarded in the 11th or 12th grade when the student completes a career/technical program that qualifies for award of embedded credit as approved by the SDE. Program completion is defined as earning three (3) or more credits in a career/technical program. A maximum of one (1) math embedded credit and/or one (1) science embedded credit can be earned by an individual student. When embedded academic credit is awarded, the number of credits identified on the transcript as career/technical credits earned will be reduced by the number granted for embedded academic credit.

8. Substitute Credit. Substitute credit is credit awarded for satisfactory completion of a designated career/technical education course containing academic content from the core curriculum as a substitute for required courses or an elective math, science, **INSERT-health**, or fine arts credit. Substitute academic credit earned through specified career/technical course offerings can be awarded as approved by the SDE.

**ALABAMA OCCUPATIONAL DIPLOMA INFORMATION**

1. The School District offers students with disabilities the option to earn an Alabama Occupational Diploma in all high schools in the School District. The School District provides for each eligible student to participate in general, career/technical, and special education courses, as appropriate, for meeting graduation requirements. Eligible students completing the requirements shown above shall be awarded an Alabama Occupational Diploma.
2. Each student completing the program must have an approved occupational portfolio containing a collection of evidence of the student's knowledge, skills, abilities, and employment competencies.
3. The IEP committee shall select a program of study leading toward the Alabama High School Diploma, the Alabama Occupational Diploma, or the Graduation Certificate, and document this decision on the IEP developed during the student's ninth grade year, or the IEP developed during the year prior to the student's 16th birthday, whichever occurs first. This decision must be reviewed annually.
4. Students may select and move between courses of study leading to the Alabama High School Diploma, the Alabama Occupational Diploma, and the Graduation Certificate, as appropriate. When there is indecision regarding which diploma option would be most appropriate for a student, the IEP committee is strongly encouraged to select the higher of the options being considered.
5. The Superintendent of Schools will distribute information explaining the Alabama Occupational Diploma throughout the School District.

SOURCE: Winston Co. Board of Education, Double Springs AL

ADOPTED: Jun. 24, 1986; REVISED: Aug. 22, 1989; May 21, 1996; Sep. 4, 1997; July 7, 1998, July 27, 1999; August 17, 1999; July 6, 2000; Sept. 14, 2000; August 7, 2001; July 31, 2003; Feb. 10, 2005; Dec. 19, 2006

LEGAL REF.: Alabama Legislature - Foundation Program, *Alabama Administrative Code* Rule 290-3-1-.02 (8) (a) – (g), SDE Memo 1/6/05

## **GRADUATION REQUIREMENTS - DIPLOMAS/CERTIFICATES**

The following diplomas and certificates will be available for issuance at high schools of the School District:

1. **Alabama High School Diploma (Standard Diploma)**– The Alabama High School Diploma (Standard Diploma) will be awarded to students enrolled in the 9<sup>th</sup> grade in and prior to the 1996-1997 school year who complete the requirements established for the Alabama High School Diploma and pass all required areas of the High School Basic Skills Exit Examination; to students who enrolled in the 9<sup>th</sup> grade in the 1997-98 school year and complete the requirements established for the Alabama High School Diploma and pass all four (4) areas of the Alabama High School Graduation Examination; and to students who enrolled in the 9<sup>th</sup> grade in the 1998-99 school year and complete the requirements established for the Alabama High School Diploma and pass all five (5) areas of the Alabama High School Graduation Examination.
2. **Alabama High School Diploma With Advanced Academic Endorsement** – The Alabama High School Diploma with Advanced Academic Endorsement will be awarded to students enrolled in the 9<sup>th</sup> grade in and prior to the 1996-1997 school year who complete the requisite requirements established for the Alabama High School Diploma With Advanced Academic Endorsement and pass all required areas of the High School Basic Skills Exit Examination; to students who enrolled in the 9<sup>th</sup> grade in the 1997-98 school year and complete the requirements established for the Alabama High School Diploma with Advanced Academic Endorsement and pass all four (4) areas of the Alabama High School Graduation Examination; and to students who enrolled in the 9<sup>th</sup> grade in the 1998-99 school year and complete the requirements established for the Alabama High School Diploma with Advanced Academic Endorsement and pass all five (5) areas of the Alabama High School Graduation Examination.
3. **Alabama High School Diploma with Career/Technical Endorsement** - The Alabama High School Diploma with Career/Technical Endorsement will be awarded to students enrolled in the 9<sup>th</sup> or 10<sup>th</sup> grade in the 1999-2000 school year who complete the requirements established for the Alabama High School Diploma with Career/Technical Endorsement and pass all five (5) areas of the Alabama High School Graduation Examination.
4. **Alabama High School Diploma with Advanced Career/Technical Endorsement** - The Alabama High School Diploma with Advanced Career/Technical Endorsement will be awarded to students enrolled in the 9<sup>th</sup> or 10<sup>th</sup> grade in the 1999-2000 school year who complete the requirements established for the Alabama High School Diploma with Advanced Career/Technical Endorsement and pass all five (5) areas of the Alabama High School Graduation Examination.

5 **Alternate Adult High School Diploma** – Effective for the seniors of 2000-2001 school year, seniors, with and without disabilities, who are pursuing the Alabama High School Diploma may choose to concurrently pursue the Alternate Adult High School Diploma. Students with disabilities who are pursuing the Alabama Occupational Diploma may also pursue the Alternate Adult High School Diploma.

6 **Alabama Occupational Diploma** - Beginning with the 1997-98 school year, the Alabama Occupational Diploma will be awarded to students who complete the requirements established for the Alabama Occupational Diploma.

7 **Graduation Certificate** - Based on the State Board of Education's mandate requiring students beginning with the graduating class of 1985 to pass the Alabama High School Graduation Examination and earn the required Carnegie units to receive the State-approved diploma, the Board authorizes the issuance of a graduation certificate to certain special education students based on the following provisions:

Special education students, with the exception of the gifted and the speech impaired, shall follow the objectives set out for them at the annual IEP meeting by the IEP Committee in reference to the High School Basic Skills Exit Examination. If the committee, after examining all pertinent data, decides that the student is not capable of attempting and/or passing the 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 High School Basic Skills Exit Examination, then he/ she will receive the same opportunities, including remediation, as any other student taking the exam.

8 **Attendance Certificate** - Regular program students who have earned the Carnegie units commensurate with their grade level but have failed to pass the High School Basic Skills Exit Examination, shall receive remediation for their deficiencies as shown by the test results. If, after the four- (4) customary opportunities for taking the Examination, the student still has failed to pass the test, the student may pursue the following options:

- a. Accept an Attendance Certificate in lieu of a diploma and proceed through graduation activities, and/or

- b. Continue to attempt the Graduation Examination at the regular times and settings for taking the test up to the age of 21 and upon passing the High School Basic Skills Exit Examination be issued the earned diploma and be eligible to proceed through the next scheduled graduation exercise, and/or
- c. Pursue the route of the GED at an approved institution.

Regular program students who have not earned the Carnegie Units necessary for graduation but who have passed the High School Basic Skills Exit Examination may pursue the following options:

- a. Continue to pursue the Carnegie Units needed for graduation up to the age of 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, and/or
- b. Pursue the route of the GED at an approved institution.

SOURCE: Winston County Board of Education, Double Springs, AL

ADOPTED: Jun. 24, 1986; REVISED: July 7, 1998; Oct. 26, 1999; August 7, 2001

LEGAL REF.: The Alabama Administrative Code, 290-030-010-.6, (11.3), Supp. 89-1.

## **ELIGIBILITY FOR PARTICIPATING IN GRADUATION CEREMONIES/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 encompass the following provisions:

1. An Alabama High School Diploma (Standard), Alabama High School Diploma with Advanced Academic Endorsement, Alabama High School Diploma with Career/Technical Endorsement, or Alabama High School Diploma with Advanced Career/Technical Endorsement can be awarded only if a student has passed all required areas on the High School Basic Skills Exit Examination and met the Carnegie Unit requirement established by the Board. An Alternate Adult High School Diploma can be awarded for a student who has met all requirements for the Alternate Adult High School Diploma. The Alabama Occupational Diploma can be awarded for a student who has met all requirements for the Alabama Occupational Diploma (see policy JFE and/or IHFAC for more information on specific diploma requirements).
2. A student who has met the Carnegie Unit requirement established by the Board, but has not passed all required areas of the High School Basic Skills Exit Examination, WILL be eligible to participate in the graduation ceremony (marching). Such student will receive the Attendance Certificate.
3. A student who has not met the Carnegie Unit requirement established by the Board, but has passed all required areas of the High School Basic Skills Exit Examination, WILL NOT be eligible to participate in the graduation ceremony (marching) or be eligible to receive the Attendance Certificate.
4. A special education student who has NOT met the minimum requirements for a diploma shall be permitted to participate in the graduation ceremony and be will awarded the Graduation Certificate provided he/she has met all IEP requirements. See Policy JFE and/or IHFA for more information.
5. A student must have no outstanding indebtedness owed to the school or a class.

## TESTING PROGRAM

The Board maintains that the testing program in the School District shall consist of:

1. Standardized tests for achievement, academic aptitude, and diagnosis of difficulties;
2. Minimal competency tests
3. Individual psychological tests and all other tests deemed necessary for identification, placement and instruction in the Special Education Program;
4. Individual and group screening tests;
5. Teacher-made tests;
6. Vision-hearing, language and speech;
7. Alabama High School Graduation Examination;
8. Tests for vocational aptitude or achievement (such as OVIS, Kuder, etc.)
9. Others as seen needed to administer the school programs such as (Title I, SPE, etc.).

Confidentiality of test results will be assured and information will be released only in compliance with the Education Amendment of 1974 (P.L. 93-380) known as the Buckley Amendment.

All school principals shall cooperate with the State Department of Education in scheduling and administering standardized tests for achievement and/or aptitude. All school principals will cooperate as additional tests are administered when local needs arise (vision, hearing, etc.).

When individual intellectual evaluation is required as part of the eligibility battery of assessments for SPE services or the programming battery of assessments, the evaluation shall be conducted only by persons approved in accordance with State Guidelines. Testing children referred for placement in special education classes and the written report of such evaluation shall utilize the individual intellectual report format specified in the Policies and Procedures Manual, Program for Exceptional Children and Youth.

SOURCE: Winston County Board of Education, Double Springs, AL

ADOPTED: Jun. 24, 1986

LEGAL REF.: The Education Amendment of 1974, P.L. 93-380.

## TEST SECURITY

The Board hereby directs that test security procedures be developed and operationalized to protect the integrity of all standardized and/or state tests administered by School District personnel. The Board will not accept any responsibility, liability, or potential liability for School District personnel who may violate ethical or professional standards in regard to such tests.

### Procedures

To insure the security of test materials used within the School District, a plan specifying test security procedures shall be developed. The plan shall include the following procedures:

1. A detailed description of dissemination and collection procedures during testing periods,
2. A description of accountability for lost or damaged test booklets,
3. The procedures for destroying old or damaged test booklets,
4. A description of location and security storage areas for testing materials,
5. An inventory list of all testing materials in the System,
6. The plans for monitoring test administration procedures in schools during the testing period,
7. A list of all building test coordinators and a brief description of their roles and responsibilities, and
8. A statement describing test security procedures used for the norm-referenced achievement tests and school ability tests purchased from local programs other than the state testing program (for example: tests used for evaluation of Title I programs).

In addition, the School District shall adhere to the following guidelines:

1. Designate a certified staff member to be responsible for the testing program and test security (test coordinator),
2. Designate a certified staff member at each school to serve as the building test coordinator,
3. Secure under lock and key all testing materials stored at the LEA and limit access to authorized personnel only. Authorized personnel will include the Superintendent of Schools and the Test Coordinator. The test administration manuals that contain dictated portions of the test are considered secure materials and should also be kept under lock and key. Such manuals are not to be taken off school premises,
4. Prohibit unauthorized use of the tests such as reproduction of any part of the test or disclosure of specific items contained in the tests, and
5. Require the Test Coordinator to have a plan for monitoring test administration procedures in individual schools to insure adherence to standardized testing conditions.

## TEST SECURITY POLICY ACKNOWLEDGEMENT FORM

Failure to follow security procedures promulgated by the Alabama State Board of Education and published in the Alabama State Board of Education, State Department of Education, The Alabama Administrative Code, (290-040-020-.05), the Student Assessment Handbook, and the test administrator's manuals may result in disciplinary action by the local board of education and/or revocation of the teaching certificate by the Alabama State Department of Education. The following list, although not exhaustive, has been provided to identify specific actions that are inappropriate and violate, in spirit and intent, the stated policy:

1. To photocopy or in any way reproduce or disclose secure test items (including pilot materials) or student responses before, during, or after administering the assessment.
2. To review, read, or look at test items or student responses before, during, or after administering the assessment, unless specifically permitted in the test administrator's manuals.
3. To give students answers to test questions using verbal or nonverbal cues before, during, or after administering the assessment.
4. To alter student responses on answer documents.
5. To alter the test procedures stated in the test administrator's manuals.
6. To allow students to use notes, references, or other aids unless the test administrator's manual specifically allows.
7. To have in one's personal possession secure test materials except during specified testing dates.
8. To allow students to view or practice secure test items before or after the scheduled testing times.
9. To make or have in one's possession answer keys for secure tests.
10. To leave secure test materials in non-secure locations and/or unattended by professional staff.

By signing my name to this document, I certify that I have read the above policy and agree to abide by established test security procedures.

\_\_\_\_\_  
NAME  
7/7/98

\_\_\_\_\_  
POSITION

\_\_\_\_\_  
DATE

FILE: IIC

## **USE AND DISSEMINATION OF TEST RESULTS**

Results of student evaluations conducted within the School District shall be used solely for the purposes of measuring student performance and competency and for structuring the curriculum to improve the effectiveness of the teaching effort. All individual test results shall be treated with confidentiality. In no event shall employees of the Board make public the test scores of any individual student.

System-wide achievement and High School Basic Skills Exit Examination test scores may be made public. In such cases, test scores shall be released from the central office on a composite, system-wide grade level (grades K-12) basis.

SOURCE: Winston County Board of Education, Double Springs, AL  
ADOPTED: Jun. 24, 1986

FILE: IJ

## **EVALUATION OF INSTRUCTIONAL PROGRAM**

The Board requires systematic and comprehensive evaluations of the instructional programs and all related areas. Continuous assessments shall be conducted within each school as well as on a system-wide basis. Individual schools, as well as the School District, shall delineate goals, specific needs for improvement and plans for organizing the resources of the school and the community in actively seeking solutions.

SOURCE: Winston County Board of Education, Double Springs, AL

ADOPTED: Jun. 24, 1986

LEGAL REF: The Code of Alabama, 16-8-29, 16-8-8, 16-8-11, 16-9-15, 16-9-22, 16-23-13, 16-23-14 and 16-23-16.

FILE: IKA

## **TEACHING METHODS**

The Board strongly encourages teachers to use a variety of teaching methods and materials in their classrooms that 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: Winston County Board of Education, Double Springs, AL  
ADOPTED: Jun. 24, 1986

FILE: IKBA

## **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: Winston County Board of Education, Double Springs, AL

ADOPTED: Jun. 24, 1986

LEGAL REF: The Code of Alabama, 16-1-14, 16-8-7 to -10, 16-9-15.

FILE: IKC

## **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: Winston County Board of Education, Double Springs, AL

ADOPTED: Jun. 24, 1986

LEGAL REF: U.S. Const. amend. 1; U.S. Const. amend, XIV, 1; The Code of Alabama, 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).

FILE: IKDA

## **FLAG DISPLAYS**

The Board requires that the flag of the United States and the flag of Alabama be displayed every day school is in session; however, flags shall not be flown during inclement weather. The display of all flags shall be in conformity with the rules and regulations approved in the Federal Flag Code and by the state legislature.

All students attending the elementary or secondary schools of the School District must be given the opportunity to recite voluntarily the Pledge of Allegiance to the United States flag each school day.

SOURCE: Winston County Board of Education, Double Springs, AL

ADOPTED: Jun. 24, 1986

LEGAL REF.: The Code of Alabama, 16-43-1 to 5; West Virginia State Board of Education v. Barnette, 63 S. Ct. 1178, (1943).

## **SUBSTITUTE TEACHERS**

### Qualifications

To qualify as a substitute teacher, a person must be a high school graduate or hold a G.E.D. certificate (some college preferred), possess an Alabama Substitute Teacher's Certificate or a Professional Alabama Teacher's Certificate, have the results of a Tuberculin (Payne Test) skin test on file with the Board, and be 21 years of age or have completed at least two (2) years of college.

### Employment

All substitute teacher candidates must make application for employment by completing an application form at the Central Office and have all required documents on file prior to being approved to substitute in the schools of the School District.

A list of eligible substitute teachers shall be compiled annually by the Superintendent of Schools or designee. Upon being placed on the list, potential substitute teachers should contact the principals in the schools where they are willing to substitute. Local school principals shall have the authority to call substitute teachers from the list at his/her discretion.

### Plan for Calling Substitute Teachers

Each local school principal is responsible for developing an approved plan for calling substitute teachers from the approved Substitute Teacher's List as he/she needs them. Principals may call substitute teachers from the list at his/her discretion.

### Pay for Regular Substitute Teachers

The pay for substitute teachers shall be at least state scale and shall be paid by the Superintendent of Schools from appropriate leave funds if absences are covered by sick leave, personal leave or other approved leave provisions.

### Substitute Pay for Extended Periods of time: Teacher On Payroll

In the event a certified teacher goes on leave with pay for an indefinite period of time, any substitute teacher employed to substitute for the teacher on leave will be paid at the rate set by the Board for substitute teachers in the School District.

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GBRJA  
(Continued)

Substitute Pay for Extended Periods of time: Teacher Off Payroll

In the event a certified teacher is be unable to perform his/her assigned duties for an extended period of time and goes on leave without pay, the Superintendent of Schools is authorized to employ a certified teacher (if available) and pay him/her regular teacher pay based on the current School District salary schedule. NOTE: To be paid regular teacher pay, the substitute must possess an Alabama Professional Teaching Certificate. Non professionally certified substitutes will be paid based on the Board approved substitute teacher rate.

Paying for Own Substitute

By law certified personnel shall not under any circumstances be permitted personally to pay for a substitute to assume their duties for any length of time. All days that certified personnel are away from their jobs must be reported by the local principal and charged to respective employee as sick, personal leave, etc.

Provided funds are available, the Board, upon the recommendations of the Superintendent of Schools may employ temporary substitute teachers for a specific period of time. Said substitute teachers must have at least a bachelor's degree and a valid professional teachers certificate. In order to meet the widest range of teaching situations, said temporary substitute teachers should be certified in a broad field of study. Said teachers shall be employed on a short-term basis and be paid a monthly pay scale. Substitute teachers employed on a monthly basis shall be considered as a temporary employee and shall not be eligible for fringe benefits except as provided by law.

SOURCE: Winston County Board of Education, Double Springs, AL

ADOPTED: Jun. 24, 1986; REVISED: July 7, 1998; Oct. 23, 2007; Nov. 20, 2008

LEGAL REF.: The Code of Alabama, 16-25-26; The State Department of Public Health recommendation, dated July 1, 1982.

## **TEACHER AIDES**

The Board recognizes that teacher aides increase the effectiveness of the teacher in the classroom. To be eligible for employment as an aide, one must meet the following criteria:

1. Have at least a high school diploma or a G.E.D.(some college preferred).
2. Have a valid Alabama Substitute Teacher Certificate or a professional Alabama Teacher's Certificate.
3. Have the results of a Tuberculin Skin Test on file with the Board.
4. Have attained the age of 21 years or have completed at least two (2) years of college.
5. Have the academic competency in written and spoken language and mathematical skills.
6. Have the aptitude for work to be performed.
7. Have alternatives to specified qualifications as deemed necessary by the Board.

See policy TBAB for Bus Driver Substitute Qualifications.

### Employment

Persons interested in employment as a teacher aide must complete an application form at the Central Office, be recommended for employment by the Superintendent of Schools and receive a majority vote of the Board.

### Inservice Training

Inservice training is recognized as a vital vehicle for the improvement of instruction and as such shall be required of all personnel, including teacher aides associated with the teaching and learning process. All teacher aides shall receive a minimum of 30 hours of inservice training as mandated by the State Department of Education and additional inservice as determined by the Board. Inservice education shall be planned, implemented and conducted by competent, certificated personnel authorized by the Board to perform said services.

Inservice education shall be offered to teacher aides in accordance with provisions of the School District's approved inservice plan and other requirements of the Alabama State Department of Education.

### Duties and Responsibilities

The teacher aide shall function under the direct supervision of the teacher(s) to whom he/she is assigned. The teacher aide will assist the teacher in performing instructional duties and noninstructional duties in the classroom and on the school premises. Teacher aides may be assigned direct supervisory responsibility for students provided they possess a valid Alabama

FILE: IKHB  
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(Continued)

Substitute Teacher's Certificate or a professional Alabama Teacher's Certificate; however, they may not administer punishment of any kind to students, conduct parent conferences or assume any other similar unassigned duties.

Specific Program Aides

Teacher Aides assigned to and paid for by specific programs shall not be removed from such assignments on a continuing basis, i.e., teacher aides assigned to kindergarten, special education classes, etc. must remain in such assignments until officially reassigned.

## LESSON PLANS

### General 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 --** Daily or weekly  
School principals may require teachers to provide general or specific daily or weekly lesson plans at their discretion.

**Specific Plans --** School principals shall require each teacher that is to be away from teaching responsibilities to develop and deliver to the school specific lesson plans when the need for the absence is not of an emergency nature and/or when the teacher is not physically incapacitated.

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 carryout the teacher's regular instructional activities in a manner that will benefit students educationally.

**Emergency Plans --** School principals shall require each teacher to develop and have in file a generic lesson plan for use when the need for the absence is of an emergency nature and/or when the teacher is physically incapacitate. Emergency (detailed) lesson plans shall be prepared by each teacher in the event unavoidable circumstances prevent a teacher from preparing and transmitting lesson plans to the principal on the day of an absence. Such plans should be in sufficient detail to permit the substitute teacher to conduct meaningful instructional activities outlined in the emergency plans. Such plans must be filed with the principal at the beginning of the school year and additional such plans filed as they are utilized.

SOURCE: Winston County Board of Education, Double Springs, AL

ADOPTED: July 7, 1998

LEGAL REF.: The Code of Alabama, 16-8-8 to 10, 16-9-13.

FILE: IKK

## **CLASSROOM DISRUPTIONS**

The local school principal shall have the responsibility to see that the classroom instructional time is free of interference and shall develop and enforce local school rules designed to reduce both the internal and external disruptions of instructional time. The local school rules shall be in compliance with all applicable policies of the Board.

SOURCE: Winston County Board of Education, Double Springs, AL  
ADOPTED: Jun. 24, 1986

## **EMERGENCY DRILLS**

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

### Fire Drills

An orderly plan for evacuation of students and staff, in case of fire, shall be developed by the principal and staff of each school in the School District. Plans shall be developed in cooperation with local fire department officials and rules and regulations as may be set forth by The Code of Alabama and the State First Marshal's Office.

Fire drills shall be held in each school at least once a month during the school year.

Fire exit plans shall be posted in each school in all rooms occupied at any time by students.

### Tornado Drills

Tornado drills shall be conducted in all schools of the School District. Procedures for tornado drills shall be developed and conducted in accordance with local Civil Defense guidelines. Such drills shall be conducted at each school during severe weather seasons.

### Required Procedure (Tornado Watch)

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

### Required Procedure (Tornado Warning)

In the event a tornado warning is issued for areas in which a school of the District is located, the administrative officials of that school shall take all actions as specified in the Approved Civil Defense Plan. Under a tornado warning, students shall not be released via regular transportation plans, provided the warning is in effect at the time set for concluding normal school day activities, except that, students may be released during a tornado warning to respective students' parents/guardians, provided said parents/guardians come to the school and assume custody of their child. The intent of this policy should be communicated to the parents/guardians of students attending schools of the School District.

SOURCE: Winston County Board of Education, Double Springs, AL

ADOPTED: Jun. 24, 1986; REVISED: Dec. 18, 1989; Oct. 11, 1994; Feb. 13, 2003