

# SECTION I

## INSTRUCTIONAL PROGRAM

DESCRIPTOR CODE	TITLE
IDBB	Drug Awareness and Testing Program
IDBC	Wellness Policy on Nutrition and Physical Activity
IDBD	Character Education
IDCGA	Dual Enrollment/Dual Credit Programs
IDCGB	Embedded Credit
IDCGC	On-Line Courses
IDCGD	Credit Recovery
IDDA	Special Programs – Title I, ECIA
IDDF	Special Education Services
IDDFE	Admission, Review, Dismissal Committee
IDDG	Cooperative Education Programs
IDFA	Athletics
IE	Non-Interruption of Instruction
IEK	Live Work in Career Technical Programs
IEM	Safety in Career Technical Programs
IF	Distribution of Curriculum Materials and Instructional Supplies
IFAA	Textbook Adoption
IFAB	Selection of Instructional Materials
IFB	Field Trips
IHAB, IHE	Reporting, Placement
IHAC	Sequencing of Courses
IHAD	Parent Conferences
IHB	Homework: Out of Class Assignments
IHC	Selection of Honor Graduates
IHE	Student Promotion and Retention
IHEE	Elementary Student Tardies
IHF	Graduation Requirements
IHFA	Special Education Requirements for Graduation
IIA	Test Security Plan Guidelines
IKB	Procedure for Handling Challenged Materials – Library Resources
IKC	Security and Confidentiality on Student Data

PICKENS COUNTY BOARD OF EDUCATION  
POLICY STATEMENT

Descriptor Term: Drug Awareness and Testing Program	Descriptor Code: IDBB
Legal Reference:	Passage Date: 8-10-87
	Amendment Date: 4-19-00, 9-18-06

PHILOSOPHY

Substance abuse is a serious problem in our society that has begun to be mirrored in the educational programs of the Pickens County School System. It is the intent of the Pickens County Board of Education to provide a learning environment that is drug-free at every level of the educational process.

Phase I of the Board's effort involved development and approval of a Code of Student Conduct; Phase II was implemented as a drug awareness program for grades K-12, requiring formal drug education activities for all students enrolled in Pickens County School System.

A. Student Athletes and Band Members

It is the Board's position that to take precautions to provide for the welfare and safety of athletes and band members, a drug testing process must be implemented as a matter of policy.

This program is intended to be a helpful component of the overall physical and mental educational and conditioning program and to provide a reasonable assurance that the welfare and safety of the athletes and band members are protected. Its purpose is not disciplinary in nature but is intended as a medical diagnostic aid in disclosing possible drug-related problems and as an extension of our educational program. Continuous drug usage is inconsistent with safety and participation in interscholastic athletics and band.

The random testing program is for athletes and band members in grades 7-12 and will be applied to all sports teams and cheerleaders, male and female.

The Board recognizes that the use/abuse of alcohol or drugs poses a serious threat to the health and safety of students generally and to athletes and band members in particular. In view of this, the Board is of the opinion that an education and testing program would be in the best interest of its student athletes and band members. As stated above, the purpose of said education and testing program is not disciplinary in nature but rather is intended as a diagnostic aid in revealing drug related problems and as an extension of an existing drug education program.

This Section shall not be construed in contradiction to other Sections dealing with possession of drugs or alcohol, or in cases where reasonable individualized suspicion is present.

1. Student athletes and band members shall receive instruction in the dangers of drug and alcohol abuse. The elimination of drug and alcohol abuse and misuse shall be a part of this program.

2. Interscholastic athletic opportunities and band shall be offered by the Pickens County School Board only to drug-free students.
3. The head coach of each athletic team and the band director shall prepare drug and alcohol education sessions for his/her specific members with said sessions to be approved in advance by the principal and Superintendent of Schools. The attendance at these sessions shall be mandatory for all student athletes and band members. The students must sign an attendance roster indicating they were present for the session. A copy of this policy shall be presented and explained at the first session each year for each team.
4. Each student athlete and band member shall be provided with a consent form, a copy of which is attached hereto, which shall be dated and signed by the student athlete and band member and by a legal guardian or parent before such student shall be eligible to participate in athletics, cheerleading or band. The consent is to provide a urine sample or specimen. Physical examinations shall be prerequisite for participation in any sport.
5. A reliable and professional medical laboratory with a good quality control program shall perform all testing of urine samples under this section. The selection of said laboratory should be made by recommendations of the superintendent with the approval of the Board.
6. The Superintendent shall also select, upon approval by the Board, an outside non-biased firm or company to collect all urine specimens.
7. The Pickens County School System shall be responsible for fees in regard to random testing of student athletes and band members.
8. After the firm handling the collection of specimens is approved, a master list of all student athletes shall be provided for each sport that reflects each name, and of band members. The firm will provide personnel for collection of urine. The firm's personnel shall list these samples, and these samples shall be kept within a strict chain of custody through the collection and testing process. Student athletes and band members are required to submit to this urinalysis testing.
9. The testing laboratory should test the samples for drugs (meaning any and all substances listed as controlled substances under the laws of the State of Alabama) and for performance enhancing drugs such as steroids. The Board shall determine the extent of the test.
10. If any test as to a particular sample is positive (meaning showing the drug residue is present in the student's body and/or urine), the testing laboratory through the collection firm shall notify the Superintendent.
11. The Superintendent shall then notify the principal, and the principal shall notify the student athlete or band member, and his/her parent/parents or guardian of results of said test and will explain the type of substance revealed on the test and the health hazards

involved. The parent/parents or guardian may also submit any prescription or other explanation or information which will be considered in determining whether a positive test has been satisfactorily explained. If it is not satisfactorily explained, the principal will consult with the student athlete or band member and the student's athlete's or band member's parent/parents or guardian concerning the nature and extent of the problem and may suggest counseling or other possible assistance such as drug awareness classes.

12. All athletes and band members who test negative will continue as usual in the program. Any athlete or band member who tests positive will be immediately suspended from all affiliation with the team or band (suspension includes no practice or participation of any kind including traveling or sitting on the sidelines) and participation in athletic events or marching until the athlete or band member tests negative. Their parents or legal guardians will be notified for a conference to work on correcting the problem. Any athlete or band member suspended must submit to testing at a later date to be approved by the principal and athletic or band department. An athlete or band member who refuses to take the test will be subject to the same consequences as one who tests positive. This test will be administered under the guidance of the Board of Education. The athlete or band member will pay the cost of this test. Any athlete or band member who tests positive a second time will continue to be suspended from the athletic program or band until he/she tests clean. After testing negative the athlete or band member will be reinstated in the athletic or band program and required to submit to monthly tests throughout the season of the sports, including Spring training, in which they participate or marching season. Any athlete or band member who tests negative the second time will continue on the athletic or band program as usual. The athlete or band member will pay for all clean-up tests.
13. The fact of testing and the results of testing of any student athlete or band member shall not be made known to any school personnel other than the principal and head coach or band director. No student athlete or band member shall be expelled, suspended or disciplined as a result of any "positive" test conducted by the system under this program other than as stated herein.
14. Any student who is a participant or cheerleader in the Pickens County School System interscholastic athletic program is considered an athlete. Any member of the marching band is considered an active participant. Being an athlete or band member in the Pickens County School System is considered a privilege and not a right. Training rules are not rules to be broken and any athlete who violates these rules will be subject to the consequences listed for each "positive" drug test that is not satisfactorily explained.

#### B. Voluntary Testing

The Board is of the opinion that the testing of its students by urinalysis is an excellent way for parents to assist the school system in eliminating drug abuse. Additionally, drug testing will help the parent and school system diagnose possible drug related problems by students.

The Board, therefore, agrees and directs that parents and/or legal guardians may execute a consent form (see exhibit attached), signed by the student and parent, and voluntarily agree to test their child.

The individual shall be responsible for the payment for said test and the procedure for the taking the test shall be the same as in A., Subsection 5,6,9 and 10 with results being provided to the school principal.

No student shall be expelled, suspended, or disciplined as a result of voluntary testing, however, the principal, in his discretion, may require counseling and additional drug education classes of a mandatory nature for a student who test positive as described in A., Subsection 10 of this policy.

This section is not intended to be a contradiction to any other Section of this policy in regards to student athletes. Cases involving use and/or possession and cases involving reasonable individualized suspicion shall be supplemented by those sections.

#### C. Testing Involving Reasonable Individual Suspicion

It is a Class III offense under Section 3.01 of the Code of Student Conduct for a student to possess drugs or alcohol or to consume the same on school property or at a school activity.

The Board further directs that it is a Class III offense under Section 3.01 of the Code of Student Conduct for a student to be under the influence of alcohol or drugs while on school property or at a school function or activity.

If a school board employee, acting in good faith, shall have a reasonable individualized suspicion that a student is under the influence of alcohol or drugs while on school property or at a school function or activity he/she shall report that student to the principal. The principal shall then have a conference with said student and determine whether, in his/her mind, acting in good faith, the student is under the influence of alcohol or drugs.

If the principal also determines that a reasonable individual suspicion exists that the student is under the influence of alcohol and/or drugs he/she shall contact the student's parents or legal guardians and request that said parent or guardian, as well as said student, execute a consent form for a urinalysis test which must be paid for by parent/legal guardian.

The principal shall conduct an investigation and the process for Class III offenses under the Code of Student Conduct shall proceed as per said code. Test results of urinalysis shall be admissible in hearings involving Class III offenses, and the testing procedure shall follow the provisions of A., Subsection 5, 6, 9 and 10. All samples or specimens will be given a number known only to the testing company and the principal and the testing company shall provide the results of said test to the principal. If the test results are non-positive (see A. Subsection 10), the student shall be immediately readmitted to school with all records of any disciplinary action removed from his/her record.

## CONSENT FORM

I have received and have read and understand a copy of the "PICKENS COUNTY SCHOOLS' DRUG EDUCATION AND TESTING PROGRAM". I desire that

\_\_\_\_\_ participate in this program and in the interscholastic athletic program or band program of \_\_\_\_\_ School and hereby voluntarily agree to be subject to its terms. I accept the method of obtaining urine samples, testing and analysis of such specimens, and all other aspects of the program. I agree to cooperate in furnishing urine specimens that may be required from time to time.

I further agree and consent to the limited disclosure of the sampling, testing and results as provides for in this program. This consent is given pursuant to all State and Federal Privacy Statutes and is a waiver of rights to non-disclosure of such test records and results only to the extent of the disclosures authorized in the program.

DATED: \_\_\_\_\_

\_\_\_\_\_

Student Signature

\_\_\_\_\_

Parent or Legal Guardian Signature

PICKENS COUNTY BOARD OF EDUCATION  
POLICY STATEMENT

Descriptor Term: Wellness Policy on Nutrition and Physical Activity	Descriptor Code: IDBC
Legal Reference:	Passage Date: 2-20-06
	Amendment Date: 3-14-07

Pickens County Board Of Education  
Dr. Leonard Duff, Superintendent of Education

*Committee Members:*

Mr. Mike Maughan, Chairman  
Mr. Claude Adams, Child Nutrition Director  
Mr. Steven Street, Gordo High School Principal  
Ms. Linda Windham, Board Of Education Member  
Mr. Richard Henderson, Reform Elementary Principal  
Mr. Fred Young, Pickens County High Assistant Principal  
Mr. Ezell McCrary, Carrollton, General Public Representative  
Ms. Carol Campbell, Parent Involvement and Drug Free Coordinator  
Ms. Shawn Shaw, CNP Technology and Bookkeeper Assistant  
Mr. Jack Somerville, Pickens County Revenue Commissioner  
Ms. Cynthia Gray, RN, Pickens Co. Systems School Nurse  
Mr. Clifton Dunner, Student Representative – Aliceville  
Ms. Jocelyn Gipson, Student Representative - Reform  
Ms. Shelley Wheat, Student Representative – Gordo  
Ms. April Ball, Student Representative – Aliceville  
Mr. Joe Thomas, Physical Education Specialist

*Preamble:*

Whereas, children need access to healthful foods and opportunities to be physically active in order to grow, learn, and thrive;

Whereas, good health fosters student attendance and education;

Whereas, obesity rates have doubled in children and tripled in adolescents over the last two decades, and physical inactivity and excessive calorie intake are the predominant causes of obesity;

Whereas, heart disease, cancer, stroke, and diabetes are responsible for two-thirds of deaths in the United States, and major risk factors for those diseases, including unhealthy eating habits, physical inactivity, and obesity, often are established in childhood;

Whereas, 33% of high school students do not participate in sufficient vigorous physical activity and 72% of high school students do not attend daily physical education classes;

Whereas, only 2% of children (2 to 19 years) eat a healthy diet consistent with the five main recommendations from the Food Guide Pyramid;

Whereas, nationally, the items most commonly sold from school vending machines, school stores, and snack bars include low-nutrition foods and beverages, such as soda, sports drinks, imitation fruit juices, chips, candy, cookies, and snack cakes;

Whereas, school districts around the country are facing significant fiscal and scheduling constraints; and

Whereas, community participation is essential to the development and implementation of successful school wellness policies;

Thus, the Pickens County School District is committed to providing school environments that promote and protect children's health, well-being, and ability to learn by supporting healthy eating and physical activity.

Therefore, it is the policy of the Pickens County School District that:

1. The school district shall engage students, parents, teachers, food service professionals, health professionals, and other interested community members in developing, implementing, monitoring, and reviewing district wide nutrition and physical activity policies.
2. All students in grades K-12 shall have opportunities, support, and encouragement to be physically active on a regular basis.
3. Foods and beverages sold or served at school shall meet the nutritional recommendations of the *U.S. Dietary Guidelines for Americans*.
4. Qualified child nutrition professionals shall provide students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students; shall accommodate the religious, ethnic, and cultural diversity of the student body in meal planning; and shall provide clean, safe, and pleasant settings and adequate time for students to eat.
5. To the maximum extent practicable, all schools in our district shall participate in available federal school meal programs, including the School Breakfast Program and National School Lunch Program.
6. Schools shall provide nutrition education and physical education to foster lifelong habits of healthy eating and physical activity, and shall establish linkages between health education and school meal programs, and with related community services.

#### **School Action Plan:**

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



## **I. Nutritional Quality of Foods and Beverages Sold and Served on Campus.**

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

### **School Meals:**

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

1. Be appealing and attractive to children and be served in clean and pleasant settings using HACCP food safety principles to ensure the best quality of food;
2. Schools shall focus on improving meal quality and increasing the variety of fruits and vegetables, especially raw fruits and vegetables;
3. Serve only low-fat (1%) and fat-free milk<sup>3</sup> and nutritionally-equivalent non-dairy alternatives (to be defined by USDA);
4. Serving sizes shall comply with the meal pattern requirements as described by the United States Department of Agriculture (USDA) regulations. Foods served and/or sold through the cafeteria shall adhere to the guidelines established by the USDA and published in the School Meals Initiative (SMI) for Healthy Children, 1995 guidance. Serving size of fresh fruits and vegetables or canned fruits and non-starchy vegetables shall not be limited;
5. School meals must average, for a weekly period, meeting the standards of the "*Dietary Guidelines for Americans 2005*", which recommends no more than 30% of an individual's calories be furnished from fat and 10% or less from saturated fat. School lunches shall meet the standard of providing one-third and school breakfasts the standard of providing one-fourth of the Recommended Dietary Allowance for protein, Vitamin A, Vitamin C, iron, calcium, and calories;
6. Emphasis is to be placed on increasing the quantity of whole grains served with the ultimate goal of half of all the grains served to be whole grain. Products are considered Whole Grain if a *whole grain product* is listed is the primary grain ingredient in the ingredient statement. Examples include whole wheat flour, cracked wheat, brown rice, yellow corn meal and oatmeal;
7. Schools must review the items offered as ala carte sales and evaluate the nutritional contributions of each item. Foods not meeting the criteria listed below shall be eliminated or portion sizes reduced in order to be in compliance with the requirements;
8. All deep fried products are to be limited in the amount and number of times served. Fried vegetable products (potatoes, okra, etc.) are to be limited as to the number of times served and are not to exceed three ounces per serving. Preparation techniques shall be modified to reduce the number of fried foods and increase baking, steaming, and roasting preparation methods.
9. Federal law requires "Offer Versus Serve" be implemented at all high schools, which allow students to decline one food group during breakfast and two food groups at lunch yet still allows

the meal to be reimbursable. In addition, "offer versus serve" shall be offered at elementary schools, which would allow those students to decline one food item at breakfast and at lunch yet still allows the meal to count as a reimbursable meal. The purpose of "Offer Versus Serve" is to allow students to choose foods they prefer to eat without being forced to take food they will not eat. Lunchroom workers shall encourage elementary school students to take one serving of all food groups being offered. Lunchrooms shall have at least one additional choice of each food group so students may have an optional choice.

#### **Breakfast:**

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

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

#### **Free and Reduced-priced Meals:**

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

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

#### **Meal Times and Scheduling by school administrators:**

1. Provide adequate time for students to eat and enjoy school meals (a minimum of 15-20 minutes for breakfast and 18-25 minutes for lunch);
2. Ensure school staff is assigned to monitoring duties in the lunchroom to provide supervision in the serving and dining areas.
3. Schedule meal periods at appropriate times, e.g., lunch shall be scheduled between 10:30 a.m. and 1:25 p.m.;
4. Shall not schedule tutoring, club, or organizational meetings or activities during mealtimes, unless students may eat during such activities;
5. Provide students access to hand washing or hand sanitizing before they eat meals or snacks.

#### **Sharing of Foods and Beverages:**

Schools shall discourage students from sharing their foods or beverages with one another during meal or snack times, given concerns about allergies and other restrictions on some children's diets.

#### **Qualifications for Child Nutrition Director:**

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

employment. If educational requirements are not met within the three year period the person cannot continue being employed as a CNP Director.

**Qualifications of School Food Service Staff:**

Qualified nutrition professionals shall administer the school meal programs. As part of the school district's responsibility to operate a food service program, we shall provide continuing professional development for all nutrition professionals in schools. Staff development programs shall include appropriate certification and/or training programs for child nutrition directors, school nutrition managers, and cafeteria workers, according to their levels of responsibility. School nutrition staff development programs are available through the USDA, School Nutrition Association and the National Food Service Management Institute. School food service staff shall be encouraged to participate and maintain certification through the School Nutrition Association.

**Sale of Food and Beverages:** Foods and beverages sold Individually (i.e., foods sold outside of reimbursable school meals, such as through vending machines, cafeteria a la carte [snack] lines, fundraisers, school stores, etc.) as a minimum, must follow the Alabama State Department of Education guidelines as identified in the "Implementation Guidelines for Exercise and Nutrition Recommendations" adopted by the State Board of Education on July 12<sup>th</sup>, 2005. Schools shall provide a consistent environment that is conducive to healthful eating behaviors during school hours. The school day is defined as the period of time that students arrive at school until the end of the last scheduled class.

1. Elementary Schools: The school administrator shall approve, monitor and provide all food and beverage sales to students in elementary schools following the guidelines established by the State Department of Education. Given young children's limited nutrition skills, food in elementary schools shall be sold as balanced meals. If available, foods and beverages sold individually shall be limited to low-fat and non-fat milk, fruits, and non-fried vegetables.
2. High Schools: The school administrator shall approve, monitor and provide all food and beverage sales to students in high schools following the guidelines established by the State Department of Education. All foods and beverages sold individually outside the reimbursable school meal programs (including those sold through a la carte [snack] lines, vending machines, student stores, or fundraising activities) during the school day shall meet the following nutrition and portion size standards

**II. State Guidelines on Foods and Beverages**

1. Elementary Schools: (Elementary schools are defined as a school where the majority of the students are pre-K through 6<sup>th</sup> grade). Effective with the 2005-2006 school year, no carbonated soft drinks shall be available for sale to students at any time during the school day. No item considered to be in this category of carbonated drinks may be provided free of charge to students or brought on campus for consumption. No food or beverage that has high fructose corn syrup or sugar listed as the first ingredient may be made available during the school day. No vending display front may display any product that is not water or 100% fruit juice. Items that may be sold include non-carbonated flavored or unflavored water, 100% fruit juices, milk, tea, and fruit juices. No sale of food or beverage items of any kind or other competing food/beverage sales are to be available to students during meal service times.
2. High Schools: (a High School is defined as a school where the majority of the students are in grades 7 through 12). Effective with the 2005-2006 school year, a minimum of 50% of the

selections available in vending machines or for sale in school stores are to be non-carbonated soft drinks available for sale to students at any time during the school day. At a maximum, 50% of the selections may be carbonated beverages, but at least 50% of those drinks must be no or low calorie selections. No item considered to be in this category of carbonated drinks may be provided free of charge to students or brought on campus for consumption. No food or beverage that has high fructose corn syrup or sugar listed as the first ingredient may be made available during the school day. During the 2005-2006 school year the majority of vending display front shall display water or 100% fruit juice. Beginning with the 2006-2007 school year all vending machine fronts, other than those located in athletic spectator settings shall be only water and juice products. Other items that may be sold include non-carbonated flavored or unflavored water, 100% fruit juices, milk, tea, and fruit juices. No sale of food or beverage items of any kind or other competing food/beverage sales are to be available to students during meal service times.

3. Foods and drinks not allowed in the cafeteria: Foods or beverages that cannot be served in the cafeteria cannot be purchased by students elsewhere and brought into the cafeteria for consumption.
4. Teachers and other staff should understand the importance of fully implementing the nutrition and health education curriculum and become familiar with its underlying theory and concepts. The State Task Force recommendation is that teachers and other staff members assess and improve their own eating practices and make them aware of the behavioral messages they give as role models.
5. Sack Lunches: Parents that prepare sack lunches for consumption on school premises shall be encouraged to follow these same guidelines.

#### **Foods of Minimal Nutritional Value:**

In addition to the restriction regarding the sale of carbonated beverages listed, no one on the school campus may provide access to "for sale" or "free" foods and beverages of minimal nutritional value as identified under USDA regulations 7 CFR 210, Appendix B, Categories of Foods of Minimal Nutritional Value until after the end of the last scheduled class. These classifications are as follows:

1. Water ices, including frozen sicles, ices and slushes, except those ices containing 100% fruit juice.
2. Chewing gum, flavored or unflavored from natural or synthetic sources.
3. Certain candies, processed predominately from sugar or corn syrup sweeteners or artificial sweeteners combined with a variety of ingredients including but not limited to:
  - Hard candies, sour balls, fruit balls, candy sticks, starlight mints, after dinner mints, sugar wafers, rock candy, cinnamon candies, breath mints, and cough drops.
  - Jellies and gums, such as gum drops, jelly beans, jellied or flavored fruit slices.
  - Marshmallow candies or other aerated sugar, corn syrup or invert sugar confections.
  - Fondants, such as candy corn or soft mints
  - Licorice
  - Spun candy or cotton candy
  - Candy coated popcorn

#### **Allowable snack and A'la carte items:**

All snack or A'la carte items sold or provided must meet the following guidelines per one ounce serving:

1. Less than 30 grams of carbohydrates.
2. Less than 360 milligrams of sodium
3. Less than 10% of the daily value of fat
4. Containing at least 5% (and preferably 10%) of the daily value of Vitamin A, Vitamin C, iron or calcium
5. Contain Fiber (5% of the daily value)

Additionally, the portion sizes shall follow these requirements:

1. Chips, one ounce maximum, baked or containing no more than 7.5 grams of fat per bag. This includes crackers, popcorn, Trail mix, nuts, seeds, dried fruit, and pretzels.
2. Cookies/cereal bars, 1.3 ounce maximum
3. Pastries and muffins, 2 ounce maximum
4. Frozen dairy desserts, low fat ice cream, puddings, jellied fruit bowls, 4 ounce maximum.
5. Yogurt, (low fat) less than 30 grams total carbohydrate, 8 ounce maximum.
6. Milk, 1% milk fat or less, flavored and unflavored.
7. Flavored milk to contain no more than 30 grams sugar. 8 ounce maximum serving size.
8. Beverages other than water, to include sports drinks, 100% fruit juice, and low sugar fruit smoothies, 12 ounce maximum.
9. A choice of at least two fruits and/or non-fried vegetables shall be offered for sale at any location on the school site where foods are sold. Such items could include, but are not limited to, fresh fruits and vegetables; 100% fruit or vegetable juice; fruit-based drinks that are at least 50% fruit juice and that do not contain additional caloric sweeteners; cooked, dried, or canned fruits (canned in fruit juice or light syrup); and cooked, dried, or canned vegetables (that meet the above fat and sodium guidelines).

#### **Fund Raising Activities:**

All fundraising activities (except for contracts issued before August 8, 2005) that involve the selling of food during school hours or as students gather on school campus before school begins or as students wait on transportation or otherwise exit the school campus following school dismissal shall reinforce food choices that promote good health. Sales during school hours shall not include those foods listed as Foods of Minimal Nutritional Value or exceed those portion sizes identified as allowable. This also means events outside of the school day are not affected by this requirement and that booster clubs, etc., are free to select items for sale for specific fundraising and concessions sales as long as the activity does not conflict with this position. Fund raising activities that take place during school hours shall be designed to support children's health and school nutrition-education efforts, school fundraising activities shall not involve food or shall use only foods that meet the above nutrition and portion size standards for foods and beverages sold individually.

#### **Snacks:**

Snacks served during the school day or in after-school care or enrichment programs shall make a positive contribution to children's diets and health, with an emphasis on serving fruits and vegetables as the primary snacks and water as the primary beverage. Schools shall assess if and when to offer snacks based on timing of school meals, children's nutritional needs, children's ages, and other considerations. The district shall disseminate a list of healthful snack items to teachers, after-school program personnel, and parents.

### **III. Nutrition and Physical Activity Promotion and Food Marketing**

Nutrition Education and Promotion: The Pickens County School District aims to teach, encourage, and support healthy eating by students. Schools shall provide nutrition education and engage in nutrition promotion that:

1. Is offered at each grade level as part of a sequential, comprehensive, standards-based program designed to provide students with the knowledge and skills necessary to promote and protect their health;

2. Is part of not only health education classes, but also classroom instruction in subjects such as math, science, language arts, social sciences, and elective subjects;
3. Includes enjoyable, developmentally-appropriate, culturally-relevant, participatory activities, such as contests, promotions, taste testing, farm visits, and school gardens;
4. Promotes fruits, vegetables, whole grain products, low-fat and fat-free dairy products, healthy food preparation methods, and health-enhancing nutrition practices;
5. Emphasizes caloric balance between food intake and energy expenditure (physical activity/exercise);
6. Links with school meal programs, other school foods, and nutrition-related community services;
7. Teaches media literacy with an emphasis on food marketing; and
8. Includes training for teachers and other staff.

#### **Integrating Physical Activity into the Classroom Setting:**

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

#### **Communications with Parents:**

The district/school shall support parents' efforts to provide a healthy diet and daily physical activity for their children. The district/school shall offer healthy eating seminars for parents, send home nutrition information, post nutrition tips on school websites, and provide nutrient analyses of school menus. Schools shall encourage parents to pack healthy lunches and snacks and to refrain from including beverages and foods that do not meet the above nutrition standards for individual foods and beverages. The district/school shall provide parents a list of foods that meet the district's snack standards and ideas for healthy celebrations/parties, rewards, and fundraising activities.

#### **IV. Food Safety:**

In accordance with the USDA Child Nutrition Reauthorization Act, each cafeteria manager shall initiate and implement a Food Safety Plan based on Hazard Analysis Critical Control Point principals. Board Of Education shall provide each school with Standard Operating Procedures that shall be used to establish a Food Safety Plan and monitoring procedures at each school cafeteria. Monitoring procedures for each manager or designated CNP employee shall include:

1. Enforcing all Standard Operating Procedures
2. Complete Food Preparation Action Plan
3. Sort menus by the process approach for food safety
4. Establish control measures for each menu item being prepared
5. Complete Food Safety Checklist weekly
6. Maintain Employee Training Planner
7. Maintain all record keeping forms as outlined in the HACCP plan
8. Review the School Food Safety Program at the beginning of each school year and when sufficient changes occur in the operation

## **V. Monitoring and Policy Review:**

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

**School food service staff:** At the school or district level, shall ensure compliance with nutrition policies within school food service areas and shall report on this matter to the superintendent (or if done at the school level, to the school principal). In addition, the school district shall report on the most recent USDA School Meals Initiative (SMI) review findings and any resulting changes. If the district has not received a SMI review from the state agency within the past five years, the district shall request from the state agency that a SMI review be scheduled as soon as possible.

The superintendent or designee shall develop a summary report every three years on district-wide compliance with the district's established nutrition and physical activity wellness policies, based on input from schools within the district. That report shall be provided to the school board and also distributed to all school health councils, parent/teacher organizations, school principals, and school health services personnel in the district.

**Policy Review:** The district wellness committee shall review this policy on an annual basis.

PICKENS COUNTY BOARD OF EDUCATION  
POLICY STATEMENT

Descriptor Term: Character Education	Descriptor Code: <b>IDBD</b>
Legal Reference	Passage Date: 2-25-09
	Amendment Date: 05/25/09

The Pickens County Board of Education shall implement a K-12 Character Education Program in accordance with code 16-6B-3h of the Code of Alabama. All students will participate in the comprehensive character education program not less than ten minutes per day focusing on the students' development of the following character traits: courage, patriotism, citizenship, honesty, fairness, respect for others, kindness, cooperation, self-respect, self-control, courtesy, compassion, tolerance, diligence, generosity, punctuality, cleanliness, cheerfulness, school pride, respect for the environment, patience, creativity, sportsmanship, loyalty, and perseverance. Each plan of instruction shall include the Pledge of Allegiance to the American flag.



# PICKENS COUNTY BOARD OF EDUCATION POLICY STATEMENT

Descriptor Term: Dual Enrollment/Dual Credit and <b>Advanced Placement Programs – Weighted GPA</b>	Descriptor Code: IDCGA
Legal Reference:	Passage Date:8-18-97
	Amendment Date: 11-21-97 Amendment Date: 4-19-10

The Pickens County Board of Education authorizes its senior high schools to participate in dual enrollment/dual credit programs within its college service areas. The Board recognizes that certain high school students may be allowed to enroll in postsecondary institutions in order to earn dual credits for a high school diploma and a postsecondary degree. The following provisions shall apply to students seeking admission to dual enrollment/dual credit programs **or Advanced Placement courses** sponsored by the Pickens County Board of Education.

1. Students shall have a “B” average in completed high school courses and meet the college’s admission and course requirements.
2. Students must be in grade 10, 11 or 12 or have an exception granted by the participating postsecondary institution upon the recommendation of the principal and superintendent and in accordance with regulations regarding gifted and talented students.
3. Students shall have a Dual Enrollment Recommendation Form on file with the high school.
4. Students enrolled in courses offered during the normal high school day on or off the high school campus shall have prior permission of the students’ principal, superintendent, and the participating postsecondary institution president.
5. Ten quarter/six semester credit hours at the postsecondary level shall equal one credit at the high school level in the same or related subject.
6. Courses taken must be college level; remedial college courses shall not meet the requirements of the dual enrollment program.

7. Students taking Dual Enrollment college **classes or Advanced Placement (AP)** courses will receive up to 10 points, but not to exceed 100 points as a final grade for the equivalent high school course.
8. Travel to courses offered off the high school campus during the normal school day will be administered under the auspices of the Pickens County Board of Education.
9. **Weighted Grades – When calculating the grade point average on a four point scale at the high school level, additional points will be added to the grade point average points for advanced courses according to the following scale:**

Type of Course	GPA Point Addition
Dual Enrollment	+.50
Advanced Placement without Sitting for Exam	+.50
Advance Placement with Exam	+1.00

#### Costs

All costs associated with attendance of such programs **and exams** shall be borne by the student.

PICKENS COUNTY BOARD OF EDUCATION  
POLICY STATEMENT

Descriptor Term: Embedded Credit	Descriptor Code: IDCGB
Legal Reference:	Passage Date: 5-18-98
	Amendment Date:

The Pickens County Board of Education supports the concept of awarding Embedded Academic Credit for Specific Vocational Programs offered at LaDow Technology Center.

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

A total of two credits for embedded content may be earned. Only one credit for embedded content can be earned in any one of the four core curriculum areas. If a student earns a credit for embedded content in mathematics, three additional mathematics credits (including the equivalent of Algebra I and Geometry) would be required for high school graduation. If a student earns a credit for embedded content in science, three additional science credits (including the equivalent of Biology and a physical science course) would be required for high school graduation.

Embedded credit is an option only for students who successfully complete a three- or four-credit vocational/technical program.

Credit for embedded content will be awarded in the 11<sup>th</sup> and 12<sup>th</sup> grade when the student completes a vocational/technical program that qualifies for award of embedded credit. A student may begin a vocational program in the 9<sup>th</sup>, 10<sup>th</sup>, or 11<sup>th</sup> grade.

Vocational programs for which embedded content credit may be awarded must possess the following characteristics:

1. The Vocational programs qualifying the embedded academic content must have academic content of sufficient scope and rigor as determined by a review committee.
2. The embedded academic content must focus on expansion of previously introduced academic concepts, application of knowledge and skills in specific technical fields, and/or content not previously studied.
3. The embedded academic content should be rigorous, non-repetitive, and age- and grade-appropriate.

4. The embedded academic content must warrant 140 clock hours of instruction if one credit is to be earned and 70 clock hours of instruction if  $\frac{1}{2}$  credit is to be earned.
5. Credit for embedded content may be awarded:
  - a. For a specific required academic course (e.g., economics) whose content, as prescribed by the applicable course of study, is embedded in a vocational program (e.g., marketing).
  - b. For specific academic content of sufficient scope and rigor in an academic field of study (e.g., mathematics) embedded in qualifying vocational program (e.g., electronics).
6. Course titles for embedded credit will be descriptive of content e.g.; Health Care Anatomy/ Physiology, Mathematics in Electronics.

The Division of Instruction and the Director of Vocational Education will serve as the System's review committee for embedded credit.

- a. The committees will identify the academic content embedded in the applicable vocational course of study.
- b. The committees will judge whether or not the vocational program contains sufficient and appropriate academic content to qualify for award of embedded credit.

PICKENS COUNTY BOARD OF EDUCATION  
POLICY STATEMENT

Descriptor Term: On-Line Courses	Descriptor Code: IDCGC
Legal Reference:	Passage Date: 7-28-03
	Amendment Date:

The Pickens County Board of Education authorizes its senior high schools to participate in on-line course work from institutions approved by the State Department of Education. The Board recognizes that certain high school students may be allowed to enroll in on-line courses to earn credits in both required and elective courses that are necessary for high school graduation. The following provisions shall apply to students seeking admission to on-line course programs.

**CREDIT RESTRICTIONS**

- (a) On-line courses used to satisfy credit for required courses shall contain all required content identified Alabama courses of study or must be supplemented.
- (b) A total of six credits may be earned through on-line courses, no more that one in each of the four core content areas, during grades 9-12.
- (c) The on-line course shall warrant 140 clock hours of instruction if one credit is to be earned and 70 clock hours if one-half credit is to be earned.
- (d) On-line courses are to be included in calculating total credits allowed during the year including summer school.

**COURSE APPROVAL**

**(a) Delivery Requirement**

On-line course delivery for courses fulfilling the requirement of four credits per core content area shall be from institutions accredited by the Southern Association of Colleges and Schools, Middle States Association of Colleges and Schools, New England Association of Schools and Colleges, North Central Association of Colleges and Schools, Northwest Association of Schools and Colleges, or Western Association of Schools and Colleges.

**(b) Approval Process**

- Courses fulfilling the requirement of four credits per core content area shall be submitted for review to the State Department of Education (SDE) using the "Verification Form for On-line Courses." A list of approved courses, not needing additional verification, shall be provided semi-annually by the SDE. All courses (required and elective) shall be registered with the Classroom Improvement Section of the SDE using the "Registration Form for On-line Courses." SDE approval is not needed for courses that do not fulfill the requirement of four credits per core content area.
- Any instructional materials/delivery systems for on-line courses shall be carefully reviewed before submitting them to the SDE for approval.

## **IMPLEMENTATION REQUIREMENTS**

1. Written approval shall be given by both the principal and superintendent before the on-line course is begun
2. Students shall be required to complete ALL scheduled lessons and on-line projects/lab activities during normal school hours (including night school, summer school, and other scheduled and supervised periods).
3. Students shall be permitted to do some research or make-up work beyond the scheduled class period if required to complete an on-line agreement.
4. The local school offering on-line courses shall provide students with appropriate technology.
5. The local school offering on-line courses shall provide adequate technical assistance to students.
6. The local school offering on-line courses shall provide facilitators to supervise and assist students during class time.
7. The local school system shall be responsible for cost and equipment for courses necessary for completion of graduation requirements.
8. Schools offering on-line courses shall accept the grade provided by the on-line instructor for inclusion in the transcript of participating students unless course content is significantly affected by required supplementary instruction and/or labs. When supplementary instruction and assessment are required—such as labs, presentations to groups, or specific literature—and the school can communicate with the on-line teacher, those grades should be included in the on-line teacher's final grade. When providing grades for supplementary instruction to the on-line teacher is not possible, the principal may adjust the on-line grade proportionally.
9. Class size regulations shall be the same as for courses not taught on line, teacher-pupil ratio of 1:29 or 750 student contacts per week as set forth in amended January 8, 1998, State Board of Education Resolution. This requirement is designed to ensure that each teacher is able to respond adequately to student work and individual needs.
10. On-line instruction used to **supplement** regular classroom instruction shall not be subject to the restrictions/reviews set forth in these guidelines.
11. Unusual circumstances may warrant exceptions to certain regulations outlined in these guidelines. Exceptions generally shall apply to individual students rather than to program requirements. Any exceptions shall be subject to usual procedures for exemption through State Superintendent of Education Approval.

## **REQUIREMENTS FOR FACILITATORS**

Minimum qualification for facilitators shall be as follows:

- The supervisor shall be an adult.
- The supervisor shall have attended professional training in on-line methodology and technical aspects of web-based instruction, including safety and lab procedures when applicable.
- When possible, it is recommended that this facilitator shall have a degree and/or certification in the specific content area or in a related field.

## **REQUIREMENTS FOR ON-LINE TEACHERS**

Teachers who interact with students on line to deliver instruction shall:

- Meet background check requirements as established by the State Department of Education.
- Be a certified teacher in Alabama or another state or shall be a faculty member of an accredited institution of higher education possessing expertise in the specific content area.

- Have participated in professional development provided by the institution offering the course.

**MINIMUM ON-LINE TECHNOLOGY REQUIREMENTS**

Specifications shall be supplied on the SDE Web site and updated annually.

PICKENS COUNTY BOARD OF EDUCATION  
POLICY STATEMENT

Descriptor Term: <b>Credit Recovery Policy</b>	Descriptor Code: IDC GD
Legal Reference	Passage Date: 04-20-09
	Amendment Date:

In accordance with the new guidelines released by the Alabama State Department of Education, the Pickens County School System will offer students who have failing grades in courses that are required for graduation an opportunity to recover the lost credit through a standards-based approach that will target **specific knowledge and skill deficits** instead of requiring students to repeat the entire course. Students who qualify may contact their school's counselor to enroll in the PCBOE Credit Recovery Program. If accepted into the program, students will complete Credit Recovery courses aligned to the Alabama Course of Study standards using Compass Learning computer software. Alabama Administrative Code Rule 290-3-1-02(9)(d) mandates that a maximum of ten (10) credits may be earned by a student in a school year which includes subsequent summer school term.

**Student Eligibility**

In order to be accepted into the Credit Recovery Program, students shall:

- Have an overall average of 40 or higher in the course they seek to recover credit.
- Not have lost credit due to violation of the non-compliance policy (excessive unexcused absences).
- Have completed at least one calendar year of academic work at the 9<sup>TH</sup> grade level.
- Completed an application signed by both students and parents/guardians.
- Provide their own transportation to Credit Recovery classes when attending the after school sessions.
- Pay a Non-refundable \$25 course fee.

Transfer students from non-SACS accredited schools who do not pass the validation tests for any core courses are also eligible for Credit Recovery.



### **Location and Availability**

- Classes will take place at Pickens County School System high schools.
- Classes at each location will be conducted by contracted personnel.
- Credit Recovery programs will be held during and after school
- Credit Recovery program offerings may be limited by the availability of space, teachers, or appropriate computer-based content for specific courses. There is no guarantee that all courses required for graduation may be served by a credit recovery program.
- Credit recovery may be offered during the summer at a fee to be determined.

### **Requirements for Earning Credit**

In order to receive credit, students shall:

- Successfully pass the master level assessment. Students may work on the lessons away from school; however, all assessments must be taken in the school setting under the supervision of the teachers.
- Be in attendance at the Credit Recovery program 90% of the required time before mastery assessment is passed to receive credit. Students who do not meet the attendance requirements by the end of the term will receive a grade of N (No Credit)
- Complete credit recovery work within the prescribed time frame.
- Follow policies regarding student behavior. Students who cause a disruption in the class will be dismissed from the Credit Recovery Program. A policy of zero tolerance for inappropriate behavior will be followed for this program.

### **Grades and Credits**

Students who successfully pass the master level assessment for a course with a grade of 65 will receive a numerical grade of 60% and earn one Carnegie unit of credit.

**In the event that issues not addressed above arise, the principal will have the final authority to make decisions related to Credit Recovery.**

PICKENS COUNTY BOARD OF EDUCATION  
POLICY STATEMENT

Descriptor Term: Special Programs – Title 1, ECIA	Descriptor Code: IDDA
Legal Reference: Public Law 103-382, 1994; Public Law 107-110, 2001	Passage Date: 06-30-87
	Amendment Date: 11-20-95, 12-14-98, 7-28-03, 3-17-04

As mandated by Title I Guidelines and the No Child Left Behind Act of 2001 (NCLB), the Pickens County Board of Education intends that parents or guardians of children being served by its Title I program have an adequate opportunity to participate in the planning and implementation of the program and an awareness of the child's instructional status and progress in the program.

It is a goal of the Pickens County Board of Education to develop a strong partnership with the home. When parents and schools work together, student achievement increases and both parents and students develop a positive attitude about school. The intent of this policy is to result in consciously employing proven parenting activities in a more efficient, consistent, and effective manner as well as generating new ways of strengthening the partnership.

The Pickens County School System:

1. Will involve parents in an organized and ongoing way in the development and updating of the Title I plan and in the process of school review and improvement.
2. Will employ a parent involvement coordinator who will assist schools in the coordination and implementation of effective parental involvement activities.
3. Will build the schools' and parents' capacity for strong parental involvement through workshops and professional development activities.
4. Will coordinate and integrate parental involvement strategies and practices with the parents of other agencies, such as, Head Start and the BEE Program.
5. Will conduct an evaluation in the spring of each school year regarding the content and effectiveness of the parental involvement policy to determine whether there has been increased parent participation and to determine if there are any barriers that are hindering parent participation.
6. Will use the results of the evaluation of the parental involvement policy when revising the schoolwide project plans at the district and school levels.
7. Will provide timely response to parents' recommendations, requests, or questions relating to the Title I program.
8. Will have each school's Title I Committee and administrator conduct a self-study of parental involvement practices using the following seven basic principles considered essential to home-school partnerships.
  - a. Every aspect of the school climate is open, helpful and friendly.
  - b. Communications with parents (whether about school policies and programs or about their own

children) are frequent, clear and two-way.

- c. Parents are treated as collaborators in the educational process, with a strong complementary role to play in their children's school learning and behavior.
- d. Parents are encouraged, both formally and informally, to comment on school policies and to share in the decision making.
- e. The principal and other school administrators actively express and promote the philosophy of partnerships with all families.
- f. The school encourages volunteer participation from parents and the community at large.
- g. The school recognizes its responsibility to forge a partnership with all families in the school, not simply those most easily available.

9. Will comply with **Parents Right-To-Know** as follows:

At the beginning of each school year, each school that receives Title I funds will notify parents that they have the right to request, and the school will provide in a timely manner, information regarding the professional qualifications of the student's classroom teachers, including, at a minimum, the following:

- a. Whether the teacher has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
- b. Whether the teacher is teaching under emergency or other provisional status through which state qualification or licensing criteria have been waived.
- c. The baccalaureate degree major of the teacher, and the field of discipline of the certification or degree.
- d. Whether the child is provided services by paraprofessionals and, if so, their qualifications

PICKENS COUNTY BOARD OF EDUCATION  
POLICY STATEMENT

Descriptor Term: Special Education Services	Descriptor Code: IDDF
Legal Reference:	Passage Date: 7-8-74
	Amendment Date:

1. Special classes are organized for exceptional children on the basis of needs, and the regulations set forth in the Alabama State Plan are followed.
2. The principal will organize, administer, and supervise, all special classes in the school.
3. The principal will prepare reports on all students recommended for special grouping, and the superintendent will conduct proper screening of the students.
4. Parental communications will precede placement in special education classes.

PICKENS COUNTY BOARD OF EDUCATION  
POLICY STATEMENT

Descriptor Term: Admission, Review, Dismissal Committee	Descriptor Code: IDDFE
Legal Reference:	Passage Date: 12-19-77
	Amendment Date:

The Admission, Review and Dismissal Committee shall be composed of the following personnel:

1. The Superintendent of Education or his appointed representative.
2. The Special Education Coordinator.
3. Two persons, appointed by the Superintendent, who are not employed by the Board of Education.
4. The principal, referring teacher and receiving teacher of the school in which the students under consideration for admissions, review or dismissal are enrolled.

The term of office for the Admission, Review and Dismissal Committee members shall be for the period of the time in which they are employed in the position which enables them to serve on the committee members which are not employed by the Pickens County Board of Education shall serve for a period of four consecutive years.

The following responsibilities shall be designated to each committee member outlined below:

Superintendent of Education:

1. Appoint two persons not employed by the Board of Education for committee membership.
2. Provide for in-service training membership.
3. Provide information on capabilities of the school system.
4. Provide support for implementation.

Special Education Coordinator:

1. Facilitate total committee process.
2. Organize collection of pre-committee child evaluation data
3. Coordinate committee activities.
4. Communicate with parents.
5. Arrange for interpreter/translator, if necessary.
6. Organize all forms and other materials.
7. Supervise record-keeping procedures.
8. Insure due process procedures.
9. Chair committee meetings.
10. Assign roles to other committee members.

Consulting Personnel:

1. Provide information related to community capabilities.
2. Provide support for the educational system.
3. Facilitate group decision-making.
4. Provide information as related to possible alternative services.

Principal:

1. Provide information on capabilities of the school system.
2. Provide support for implementation of decision.
3. Make recommendations upon admission.
4. Monitor child's progress upon admission.
5. Provide information related to the student's strengths and weaknesses.

Referring Teacher(s):

1. Provide objective and subjective information on performance.
2. Provide reality-based suggestions for implementation.
3. Provide summary of classroom assessment.
4. Provide recommendations for child evaluations needed.

Receiving Teacher(s):

1. Define capabilities and constraints of receiving situation.
2. Provide input for development of plan.

The Admission, Review and Dismissal Committee shall meet at least twice a year and at periods designated by the special Education Coordinator.

PICKENS COUNTY BOARD OF EDUCATION  
POLICY STATEMENT

Descriptor Term: Cooperative Education Programs	Descriptor Code: IDDG
Legal Reference:	Passage Date: 1-22-79
	Amendment Date: 10-18-04, 04-18-05

1. The Cooperative Education Programs will consist of planned and supervised on-the-job work experiences and classroom study related to actual problems of the job and instruction in technical information correlated with the work experience.
2. Each cooperative program shall provide on-the-job training that:
  - a. Is related to existing employment opportunities which offer promotion and advancement.
  - b. Is related to the student's occupational objective.
  - c. Does not displace other workers who can perform such work.
  - d. Is conducted in accordance with written training agreements and training plans.
  - e. Minimum of 270 hours or 15 hours per week
3. There shall be a completed application form on a file for each student enrolled in the programs. Priority for participating in on-the-job cooperative experiences shall be given to 12th grade students.
4. Enrollment into the cooperative education programs will include the following:
  - a. Each student shall be personally interviewed by the teacher-coordinator.
  - b. A training plan designed to develop those competencies required for achieving the student's occupational objective.
  - c. Has passed exit exam.
  - d. Has parent's consent to enter training.
  - e. Has good school attendance record.
  - f. Is physically fit for proposed job.
  - g. Shows reasonable promise of success in the occupation chosen.
5. There shall be on file each student a written training agreement and a training plan which have been approved by the parents or guardian, teacher, local administrator and employer.
6. Cooperative education students shall have related study equivalent to a minimum of one period per school day.
7. Cooperative education students shall attend Coordinated Studies seminar one period per week taught by Cooperative Education teacher.



8. A completed evaluation report for on-the-job training for each grading period for each student shall be on file.
9. Students shall be given two credits enrolled in cooperative education programs that meet the minimum weekly standards of five hours of coordinated studies and fifteen hours on-the-job training for the entire school year.
10. Training agencies shall be selected that will provide good, worthwhile job training experiences for the student and shall include:
  - a. Persons who are competent in the occupation to be taught.
  - b. Persons who can train others, and who are willing and able to work with students in achieving the learning objectives.
  - c. To furnish work environments which are conducive to good health, safety, and the development of job satisfaction in students.
  - d. In compliance with all federal, state and local laws concerning employment of students, including labor laws.
  - e. To provide training in transferable skills in a job leading to advancement.
  - f. To assure that cooperative training experiences are provided to students without regard to sex, race, religion, or national origin.
11. The teacher-coordinator shall visit training stations regularly to observe and evaluate student progress.
12. The Career Technical program shall be operated in accordance with the provisions of all local, state and federal regulations and must meet Business Industry Standards..
13. A student may be placed on probation after five (5) consecutive absences from school. On the second offense, the student may be dropped from the Cooperative Education program.
14. A student not attending regular school classes and/or the Cooperative Education class cannot work at the training station on the day(s) he/she is absent.
15. In case of an absence, the student is required to call the teacher-coordinator and his/her employer before class or working period.
16. A student whose job is terminated for any reason is to report to the teacher/coordinator immediately. Failure to do so results in probation and possibly being dropped from the program.
17. Since training is the primary objective, a student is expected to remain with the training station to which he/she is assigned. Students may resign or change jobs only with the express written permission of the teacher/coordinator. A student changing a job without written permission is subject to being dropped from Cooperative Education.
18. Transportation to and from the work site is the responsibility of the student. Transportation problems do not justify absence from work.

PICKENS COUNTY BOARD OF EDUCATION  
POLICY STATEMENT

Descriptor Term: Athletics	Descriptor Code: IDFA
Legal Reference:	Passage Date: 7-8-74
	Amendment Date:

1. All Pickens County Schools will adhere to the rules and regulations of The Alabama High School Athletic Association in the operation of varsity and junior high interscholastic athletics.
2. No practice will be allowed without proper supervision.
3. School buses may be used to transport athletic teams upon request by the principal and approval by the Superintendent.
4. No practice by varsity teams shall be conducted during school hours.

PICKENS COUNTY BOARD OF EDUCATION  
POLICY STATEMENT

Descriptor Term: Non-Interruption of Instruction	Descriptor Code: IE
Legal Reference:	Passage Date: 11-15-83
	Amendment Date:

The Board endorses the concept and observance of an uninterrupted academic schedule and strongly discourages activities which encroach on the instructional day. Non-instructional programs, exhibitions, competitions, fund-raising activities, etc., should not be scheduled to intrude on the required six hours of daily instruction for each student.

School-sponsored fund-raising activities should be held to an absolute minimum and only where necessary for the support of recognized extra-curricular activities. All fund-raising activities to which the name of the school is attached must be with the express approval of the principal and must be conducted and managed totally during non-academic hours.

The Board recognizes that years of proration requiring alternation of budgets create unique problems and concedes the need for special concessions in such instance.

PICKENS COUNTY BOARD OF EDUCATION  
POLICY STATEMENT

Descriptor Term: Live Work in Career Technical Programs	Descriptor Code: IEK
Legal Reference:	Passage Date: 1-22-79
	10-18-04 Amendment Date: 04-18-05
	08-15-10

Definition

Live work is work done by students as part of their training 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.

Relationship to Training

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

Administration

Administration and control of live work in accordance with local Board of Education policies are the responsibilities of the Director/Administrator of each school. All live work performed must approved by the Director/Administrator or his representative. He shall be responsible for the determination and collection of all charges and maintenance of appropriate records.

Live Work Projects

Live work will be performed in specific projects for specific individuals and organizations. The scope and extent of each project will be well-defined and documented before acceptance. Live work projects can be conducted for:

- (1) Tax supported programs and institutions
- (2) Public employees
- (3) Students in the Area Vo-Tec Career Technical Programs Centers
- (4) Charitable organizations which are supported by donations
- (5) Individuals and organizations
  - a. Such live work is not designed for competition with private enterprise
  - b. The circumstances involved are unusual and justify the acceptance of the live work project
  - c. The instructor justifies in writing why the live work is necessary for the training

program and files a signed copy with the Director/Administrator or his representative.

#### 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) 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
- (4) Sign a form agreeing to the above conditions and specifically stipulating the work to be performed.

#### Service Charge for Live Projects

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

- (1) Actual cost plus 20% for indirect cost
- (2) A service charge not to exceed three dollars

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 or his representative concurs in writing. The School must recover all costs.

#### Construction Projects

In order to protect the public, all construction projects of public buildings must be approved by the Director/Administrator of the school.

#### Restriction on Live Work

To avoid competition with private enterprise live work is restricted as 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) No persons regardless of his connections shall use Area Vo-Tec Centers Career Technical Programs for personal gain or profit.

#### ADDITION TO POLICY

##### **Requirements for Work Request/Orders**

**Work request/orders may be acquired from the Career Technical Teacher in charge of the students, or from the Career Technical Director.**

##### **Live Work Performed for Non-Payment**

**Live Work may be performed for non-payment if agreed upon by the Career Technical Teacher or Career Technical Administrator. A service charge may be administered by the working party at an agreed price.**

PICKENS COUNTY BOARD OF EDUCATION  
POLICY STATEMENT

Descriptor Term: Safety in Career Technical Programs	Descriptor Code: IEM
Legal Reference:	Passage Date: 10/18/04
	Amendment Date:08/15/10

1. Safety is the largest and most important concern for Career-Technical Programs. Students should be able to utilize lab work with all the knowledge needed to safely carry out their work and studies.
2. Career Technical Teachers will provide instruction on safety to each participating student. The type of safety instruction content will be applicable to the Career Technical area/course being taught.
  - a. Instruction shall be included on lesson plans and filed for documentation.
  - b. Students shall make a grade of 100 or have 100 percent accuracy on a safety test provided by the Career Technical teacher in the area he/she is teaching.
  - c. Safety Tests shall be kept as documentation that the student has passed the document with 100 percent accuracy.
  - d. Students will have more than one opportunity to make the required 100 grade on the test. The number of times needed will be at the Career Technical Teacher's discretion.
3. Special needs students are encouraged to participate in Career Technical programs.
  - a. Appropriate accommodations shall be provided to Special Needs Students with disabilities to insure fair participation.
4. Safety equipment shall be utilized by the instructor of each Career Technical Program.
  - a. Safety guards shall be in place and used on all power equipment.
  - b. Stationary machinery and equipment must be located in a painted striped area deeming it as a possible danger zone.
  - c. Safety rules should be posted on the wall of the Career Tech lab.
  - d. Safety glasses, safety devices, and safe clothing shall be used at the discretion of the teacher as needed in his/her program.

PICKENS COUNTY BOARD OF EDUCATION  
POLICY STATEMENT

Descriptor Term: Distribution of Curriculum Materials and Instructional Supplies	Descriptor Code: IF
Legal Reference:	Passage Date: 4-19-2000
	Amendment Date:

The Pickens County Board of Education recognizes the importance of providing adequate curriculum material and instructional supplies for the effective implementation of an appropriate instructional program. All funds, relative to curriculum material and instructional supplies, shall be distributed in a manner which ensures equivalence among the schools operated by the Pickens County Board of Education. The superintendent and/or his designee shall develop and implement procedures that ensure an equitable distribution pattern of funds applicable to curriculum materials and instructional supplies.

PICKENS COUNTY BOARD OF EDUCATION  
POLICY STATEMENT

Descriptor Term: Textbook Adoption	Descriptor Code: IFAA
Legal Reference:	Passage Date: 7-8-74
	Amendment Date:

State-owned textbooks will be adopted by a County-wide teacher committee on a state-determined schedule.



PICKENS COUNTY BOARD OF EDUCATION  
POLICY STATEMENT

Descriptor Term: Selection of Instructional Materials	Descriptor Code: IFAB
Legal Reference:	Passage Date:
	Amendment Date:

I. Philosophy

The philosophy of school library media centers reaffirms the philosophy of the Pickens County Public School System.

The School Media Specialist is one of the most important instructional staff members of the school.

The school library is a learning center for the entire school. It is a place where pupils and teachers can come to find a multiplicity of well-organized materials to aid in whatever learning is in progress. The emphasis is on the individual and the learning situation rather than on materials.

The school library must provide materials in adequate quantities to stimulate the student to want to learn and grow to the fullest extent of his capabilities.

The school library strives to provide areas for quiet reading, for exploring, for individual and group instruction, for reference work, for listening and viewing, and for preparation of media needed by pupils, teachers, and library media specialists.

II. Objectives of Selection

The primary objective of the schools educational media center is to implement, enrich, and support the educational program of the school. To this end, the objectives of the standards set forth by the State of Alabama, the SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS, and INFORMATION POWER, prepared jointly by the American Association of School Librarians and the Association for Educational Communications and Technology, are reaffirmed and it is asserted that the responsibility of the library media center is:

To provide materials that will enrich and support the curriculum, taking into consideration the varied interests, abilities, and maturing levels of the pupils served.

To provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards.

To provide a background of information which will enable pupils to make intelligent judgments in their daily life.

To provide materials on opposing sides of controversial issues so that young citizens may develop under guidance the practice of critical analysis of all media.

To provide materials representative of the many religious, ethnic, and cultural groups and their contributions to our American heritage.

To ensure principle above opinion, and reason above prejudice in the selection of materials of the highest quality in order to assure a comprehensive collection appropriate for the users of the library media center.

### III. Responsibility for Selection of Materials

Selection of materials should be a cooperative process involving parents, principals, teachers, supervisors, students, and media specialists. The responsibility for coordinating the selection of instructional materials and making the recommendations for purchase rests with the professionally trained media personnel employed by the school system with the final responsibility being vested in the Pickens County Board of Education.

### IV. Criteria for Selection

Needs of the individual school based on knowledge of the curriculum and of the existing collection are given FIRST consideration.

- A. Needs of the individual school program.
  - 1. Based on knowledge of the curriculum.
  - 2. Based on the request from administration and teachers.
- B. Needs of the individual student.
  - 1. Based on knowledge of children and youth.
  - 2. Based on request by parents and students.

Each item purchased is to be considered on the basis of the following:

- A. Overall purpose
- B. Timeliness and permanence
- C. Importance of the subject matter
- D. Quality of the writing/production
- E. Readability and popular appeal
- F. Authoritativeness
  - 1. Reputation of the publisher/producer
  - 2. Reputation and significance of the author/artist/composer/producer, etc.
- G. Format and price

V. Procedure for Selection

When selecting materials for purchase, the media specialist is to evaluate the existing collection and consult:

- A. Reputable, unbiased, professionally prepared selection aids
- B. Specialist from all departments and/or grade levels
- C. The Media Committee appointed by the principal to serve in an advisory capacity in the selection of materials.

VI. Types of Materials Included

Book and non-book materials should be selected on the basis of the best available format that conveys the desired concept.

Regardless of format, all material should meet high standards of excellence.

PICKENS COUNTY BOARD OF EDUCATION  
POLICY STATEMENT

Descriptor Term: Field Trips	Descriptor Code: IFB
Legal Reference:	Passage Date: January 19, 2000
	Amendment Date: 12-18-00 4-23-03

Field trips are considered to be an integral part of the overall educational program of the Pickens County School System. They are recognized as a means of providing a valuable and enriching learning experience for students outside the normal school setting. 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. All field trips should be appropriate to grade level and subjects. Other trips such as those involving band and athletic activities should be confined to non-school time except where the school is engaged in an activity, competition, or contest that requires use of school time. School rules and regulations as stated in the Student Code of Conduct will prevail at all times.

APPROVALS AND FORMS

**Approvals Required for Local and In-State Field Trips**

All local and in-state field trips, including travel associated with athletic contests, must be approved in advance by the school principal and the Superintendent or his designee. An approved Field Trip Request Form for all field trips must be submitted to the Superintendent's office no less than one week prior to the day of the trip.

**Approvals Required for Out of State Field Trips**

All out of state field trips, including travel associated with athletic contest must be approved in advance by the principal and the Superintendent or his designee. Request for out of state field trips must be submitted to the Superintendent's office as far in advance as possible, but under no circumstance no less than one week prior to the day of the trip.

**Approvals Required for Field Trips Abroad**

All field trips and excursions abroad must be approved in advance by the principal, the Superintendent, and the Board of Education. Request for trips abroad must be submitted to the Superintendent as far in advance as possible but under no circumstance no less than sixty (60) days prior to the anticipated travel date.

**Approvals Required for Overnight Field Trips**

All overnight field trips, including athletic events, must be approved in advance by the principal and the Superintendent or his designee. Request for overnight field trips must be submitted to the Superintendent's office as far in advance as possible but under no circumstance no less than twenty (20) days prior to the anticipated travel date. Should circumstances relating to athletic events such as rescheduling because of rainouts, playoffs, etc., transportation request must be made as soon as

possible after the event has been rescheduled. Overnight field trips shall be regulated by the following criteria:

1. Grades K-3 will not be permitted to take overnight field trips.
2. Overnight field trips for grades 4-6 will be limited to one (1) night except by special permission granted by the Superintendent.
3. Overnight field trips for grades 7-12 will be limited to two (2) nights except by special permission granted by the Superintendent.

### **Approval Forms**

Request for approval of all field trips, including travel associated with athletic contest must be submitted on School System Field Trip Request Forms (copy attached). Upon receiving any field trip request the school principal shall be responsible for notifying the Superintendent or his designee by submitting a signed copy of the approved School System Field Trip Request Form in accordance with the time frame mentioned above.

### **Parental Permission Form Requirement**

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

### **FIELD TRIP TRANSPORTATION—SCHOOL SYSTEM OWNED BUSES**

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

1. Buses used for field trips shall be operated according to terms and conditions that apply specifically to such buses. Reservations for buses must be made, with the director of transportation, by the Superintendent or his designee no later than one (1) week prior to the anticipated travel date.
2. At least one certified teacher or principal must ride the bus and accept responsibility for seeing that all rules and regulations governing school buses are carried out.
3. All field trip passengers must be enrolled in school and a member of the class making the trip, be an employee of the School System, or be designated as chaperon by the field trip sponsor and approved by the school principal.
4. The teacher/field trip sponsor is responsible for handling the scheduling of such trips.
5. Mileage and other applicable cost factors (driver, substitute driver, etc.) for each field trip will be computed by the Director of Transportation based on the current, approved rates with billings submitted to schools on a monthly basis. The Field Trip sponsor will be responsible for securing a driver(s) for each trip.
6. Only adult drivers with a state approved school bus driver's license will be permitted to drive field trip buses with the cost of paying for the driver to be borne by the school or class making the trip(s). In order to drive the field trip bus a regular route bus driver must take a personal leave day if the trip extends beyond the normal school day.

7. The Director of Transportation is responsible for arranging for field trip buses based on contact by the Superintendent or his designee, assigning a permit number, and making arrangements for fuel.
8. The field trip sponsor should return the School System owned bus in a clean condition as determined by the Director of Transportation.
9. Due to energy regulations, allocations, pro-ration, and other financial problems the Board may cancel trips, increase prices, or curtail the use of buses. Principals will be notified of changes that occur.

### **Field Trip Sponsor's Responsibility**

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

1. Planning, organizing, conducting, and supervising all educational, social, etc. components of the trip.
2. Completing their portion of the School System Field Trip Request Form and submitting it to the principal in a timely manner allowing him/her time to submit the form to the Superintendent's Office within the required time as mentioned above.
3. Securing the bus driver(s) for the trip.
4. Arranging for the procurement of the financial resources to pay all costs associated with the trip.
5. Arranging for an adequate number of chaperons for the trip. The following chart shall be used as a guide.

Grade	Students	Teachers
K-3	65	4
4—6	65	2
7—8	60	2
9—12	48	1

6. Communicating with parents about the trip and securing a Parental Permission Form for each student participating in the activity.
7. Preparing a roster for each bus that includes the phone numbers of students, employees and chaperons making the trip.
8. Providing timely notice to other teachers of the field trip to include a roster of names of those students making the trip.
9. Providing notice to appropriate lunchroom personnel when the field trip will necessitate students being away during the normal lunch period.
10. Providing the principal with a safety plan which should include travel route, itinerary, arrival times, bus roster etc.
11. A means of contacting (cell phone) the Director of Transportation and/or the Principal in case of an emergency while on the field trip.

### **Limitations of Field Trips**

1. Field trips that are planned as a reward for performance on such things as academic achievement should be limited to one per academic year but may include students from all grade levels.
2. Students should not be restricted from participating in a field trip as a form of punishment. However, if a student has a history of continual discipline problems the principal may, at his discretion, revoke a student's privilege of taking a field trip.

3. Field trips for Grades K-6 must be taken before the last week of school.
4. Field trips for Grades 7-12 must be taken before the last week of a term (the week before Christmas vacation and the week before the end of the academic year).

### **Release of Students while on Field Trips**

Students who elect to participate in school sponsored field trips and excursions are expected to travel to and from the field trip activity as a group and to participate in and remain with the field trip group for the duration of the activity. Students shall be required to travel to and from all field trip activities via the transportation vehicle provided by the School System.

Parents may designate a responsible adult chaperone, 21 years or older, or personally transport their child(ren) from such activities under the following circumstances:

- If they are traveling to a destination other than home
- Special academic reasons
- Health reasons

Permission must be requested in writing and approval granted by the principal prior to the anticipated travel date. However, under no circumstances will students be released while on field trips, conventions, etc. to travel with any one other than the student's parents, legal guardians or responsible designated adult chaperone, 21 years or older. No other releases or transportation plans shall be approved by principals and/or field trip sponsors.

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### PICKENS COUNTY BOARD OF EDUCATION STUDENT FIELD TRIP RELEASE FORM

Name of Student \_\_\_\_\_ Date of Birth \_\_\_\_\_ Grade \_\_\_\_\_

School \_\_\_\_\_ Date of Field Trip \_\_\_\_\_

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

Purpose of and Destination after Field Trip \_\_\_\_\_

Name of Parent/Legal Guardian \_\_\_\_\_

Signature of Parent/Legal Guardian \_\_\_\_\_ Date \_\_\_\_\_

Name of Designated Adult Chaperone \_\_\_\_\_

Signature of Chaperone \_\_\_\_\_ Date \_\_\_\_\_

FIELD TRIP PARENTAL PERMISSION FORM

PICKENS COUNTY BOARD OF EDUCATION  
CARROLLTON, ALABAMA

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

To: The Parents/Legal Guardians of \_\_\_\_\_

From: \_\_\_\_\_ (Teacher/ Coach/ Sponsor)

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

Date of Field Trip: \_\_\_\_\_ Departure Time \_\_\_\_\_ Expected Time of Return \_\_\_\_\_

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

Purpose of Trip: \_\_\_\_\_

Cost to your child: \_\_\_\_\_ (Make checks payable to the school). No refunds can be given after tickets and transportation has been secured. However, a student may sell his/her ticket(s) to another student that is eligible to take the trip.

Method of Transportation: School System Bus \_\_\_\_\_; Commercial Carrier \_\_\_\_\_; Walking \_\_\_\_\_

In case of an emergency, my child may \_\_\_\_\_ may not \_\_\_\_\_ receive medical treatment at the nearest emergency medical treatment facility. (Any emergency medical treatment shall be at the expense of the parent or legal guardian).

Provided you approve of your child making the trip based on the information provided above, please check the appropriate space below, sign your name in the space provided, and return this form by your child to the person(s) in charge. Provided you do not wish for your child to make the trip, please check the appropriate space below and return the form unsigned to the person(s) in charge.

My child may \_\_\_\_\_ may not \_\_\_\_\_ participate in the above named activity.

My child is covered by hospitalization/medical insurance. \_\_\_\_\_ Yes \_\_\_\_\_ No

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

\_\_\_\_\_ Date

NOTE: Children will not be permitted to go on field trips without a signed Field Trip Parental Permission Form on file for each trip or associated series of trips such as football, basketball, etc.



PICKENS COUNTY BOARD OF EDUCATION  
POLICY STATEMENT

Descriptor Term: Reporting, Placement	Descriptor Code: IHAB, IHE
Legal Reference:	Passage Date: 7-8-74
	Amendment Date: 5-21-90, 3-21-01

1. At the close of the school year each child will receive a report card showing the grade and assignment for the following year for pupils in grades 2-8. Placement in grades 9-12 will be determined by individual schools based on accumulated units. The report card will be signed by the homeroom teacher. No report card will be marked with "conditional" or any similar term.
2. Students transferring from accredited schools will be placed in the grade recommended by the sending school. Students from non-accredited schools and students transferring from "home schools" will be placed after successful completion of end-of-course (semester when applicable) examinations on the grade level completed last.
3. A student shall meet the following Carnegie unit requirements for grade placement and graduation in the high schools of Pickens County.
  - 7 units for tenth grade placement
  - 14 units for eleventh grade placement
  - 21 units for twelfth grade placement
  - 28 units for graduation

PICKENS COUNTY BOARD OF EDUCATION  
POLICY STATEMENT

Descriptor Term: Sequencing of Courses	Descriptor Code: IHAC
Legal Reference:	Passage Date: 10-22-90
	Amendment Date:

All course work shall be completed in sequence.

1. Prerequisite courses must be successfully completed before the next level course can be taken.

Examples:

1. English 9 must be passed before a student can schedule English 10.
2. Algebra I must be passed before a student can schedule Algebra II.

Both level courses cannot be scheduled concurrently. An exception for taking courses concurrently may be made by the principal for a senior student that needs only one course in order to graduate.

(Effective class of 1994)

PICKENS COUNTY BOARD OF EDUCATION  
POLICY STATEMENT

Descriptor Term: Parent Conferences	Descriptor Code: IHAD
Legal Reference:	Passage Date: 7-30-84
	Amendment Date:

To accomplish optimum student achievement, the total and cooperative involvement of both parent and teacher in the student's educational program is essential. Two-way communication and mutual exchange of pertinent information is best accomplished through face-to-face discussions relating to the student and his educational performance.

The Pickens County Board of Education promotes the concept and practice of parent-teacher conferences, instigated by either teacher or parent. Conferences should be scheduled, systematic, and designed to accomplish specific purposes.

To facilitate a parent-teacher conference program, a minimum of one teacher contract day per school year will be scheduled for conferences. Each school will prepare and annual plan for conferences, submitted to the Superintendent for approval, and containing the following components:

- (1) a description of the manner and schedule of determining conference participants, insuring that all parents will have an opportunity at appropriate intervals to confer with their child's teacher in a private conference
- (2) systematic procedures for contact with parents to arrange individual conferences, incorporating at least two formal attempts to schedule conference
- (3) documentation of attempts to schedule conferences and of conferences accomplished
- (4) provision for appropriate time and facility for conferences separate from instructional responsibilities, and consistent with teacher and parent availability.

The plan may incorporate group conferences for the exchange of general information and should provide for special conferences to be scheduled to discuss academic or behavior problems as need arises.

PICKENS COUNTY BOARD OF EDUCATION  
POLICY STATEMENT

Descriptor Term: Homework: Out of Class Assignments	Descriptor Code: IHB
Legal Reference:	Passage Date: 7-30-84
	Amendment Date:

The Pickens County Board of Education feels that homework, or out-of-class assignments, is an essential extension of classroom work and a valuable part of the learning process. Homework should be a reinforcement and extension of skills and concepts taught in the classroom, and should not be used to introduce new skills or concepts, as a substitute for classroom instruction, or as punishment. In addition to expanding skill and understanding in subject matter, well-designed out-of-class assignments should help students develop responsibility, good study habits, independence in work, and proper time management. It is the responsibility of the teacher to assign appropriate out-of-class activities consistent with these ideals and in keeping with Board policy and State Course of Study recommendations.

In assigning out-of-class work, teachers are expected to insure that assignments are appropriate for independent student work at the grade level and student working level. The following guidelines should be observed:

1. When appropriate and feasible, assignments should allow more than a single school day for completion.
2. A specific value, not less than 5% nor more than 25% of the cumulative grade for a single grading period, should be established by the teacher for out-of-class assignments. This value should be made known to students (and parents, if possible) at the beginning of the grading period.
3. If the student receives academic instruction by more than one teacher, it is the teachers' responsibility to coordinate out-of-class assignments to prevent excessive overloads for a single student.

Parents have a responsibility relative to their child's homework assignments. Parental supervision of homework should provide an awareness of what is being taught the student in class and the level of the student's performance. Parents should demonstrate their concern for homework's importance by providing an appropriate time, place, and home atmosphere for study, and by checking over assignments after completion. Parents are requested not to prepare their child's assignment unless it is one which specifically requires adult intervention.

PICKENS COUNTY BOARD OF EDUCATION  
POLICY STATEMENT

Descriptor Term: Selection of Honor Graduates	Descriptor Code: IHC
Legal Reference:	Passage Date: 7-21-88
	Amendment Date: 5-20-96, 12-13-99, 5-19-03

In order for a student to be selected as an Honor Graduate she/he must have completed, or be enrolled in, and have earned cumulative grade averages of 90 or above in the following courses:

- 9<sup>th</sup> – 12<sup>th</sup> Advanced level English
- 9<sup>th</sup> – 12<sup>th</sup> Advanced level social studies
- 9<sup>th</sup> – 12<sup>th</sup> Advanced level sciences
- 9<sup>th</sup> – 12<sup>th</sup> Advanced level mathematics
- Two foreign language credits in the same foreign language

Candidates for Honor Graduate selection must be on track with an Advanced Diploma. Grades will be computed at the end of the third nine weeks of the student's senior year. All credits earned for this computation must be earned in the regular school year programs, Dual Enrollment Courses, or approved On-line coursework.

Selection of the class Salutatorian and Valedictorian shall be made from the list of Honor Students.

(effective with 1999-2000 graduates)

PICKENS COUNTY BOARD OF EDUCATION  
POLICY STATEMENT

Descriptor Term: Student Promotion/Retention	Descriptor Code: IHE
Legal Reference:	Passage Date: 9-2-86
	Amendment Date: 1-16-87, 5-21-87, 5-21-90, 9-21-92, 11-21-97, 6-15-98, 7-23-01, 5-19-03, 7-17-06

The Pickens County Board of Education supports the concept that all students should be promoted or retained by equal, pre-set, and identified standards. The purpose of such standards is to insure that all students meet minimum learning goals which will allow each student to experience maximum academic success.

A student's classroom achievement is evaluated by the teachers. In determining promotion or retention, classroom achievement as well as attendance and test performance will be factors considered. In special cases where the teacher and principal feel that an immediate change of placement would best benefit the student, appropriate procedures shall be implemented without delay. Provisions will be made to insure that students and parents are aware of the requirements for promotion and of the student's progress in meeting these standards during the school year.

The following requirements shall determine grade placement.

General Requirements

ATTENDANCE-EXCUSED AND UNEXCUSED ABSENCES

Students in grades K-6 and students in grades 7-8 (enrolled in schools not on the block schedule), who have accumulated a total of nineteen (19) absences per year shall be candidates for retention. Students in grades 7-8 (enrolled in schools on the block schedule) who have accumulated a total of 10 absences per course shall be candidates for retention. Students in grades 9-12 shall not have more than 10 absences per course and receive credit for that course. Excessive absenteeism, due to extenuating circumstances, shall be evaluated by a committee consisting of the students (if applicable), parent, legal guardian, teacher(s), counselor, principal and other appropriate persons. An absence is the missing of any class during the school day.

GRADE LEVEL CRITERIA TO BE CONSIDERED FOR PROMOTION:

Kindergarten students shall be expected to master 100% of all academic skills listed on the student skills summary sheet (report card).

**Students in grades 1-6 shall:**

1. maintain a grade of 70 or above on report card in reading

2. maintain passing grades of 60 or above on report card in all other academic areas

**Students in grades 7-8:**

Students in grades 7 and 8 must pass six units which shall include math, social studies, science, and Language Arts.

The grades for the two nine-week session shall be averaged for a term grade. The term grade shall be 60 or above for a student to pass.

If a student passes five units and fails none or only one core subject, then a committee consisting of the principal, counselor and all of the student's teachers shall review the student's attendance, standardized test scores, homework, test grades, discipline and previous academic history to assist in the determination of grade placement. The committee shall submit to the Central Office written justification for placement in the next grade.

Students not placed in the next grade shall be expected to successfully complete work, in the subject failed, at a Board approved summer school or attend a Board approved remediation program. Before a student is placed in the next grade he/she shall be required to pass, a locally prepared and Board approved, end of course exam with a minimum grade of 60.

**PROCEDURES FOR PROMOTION/RETENTION**

If retention of a K-6 student is contemplated, the following steps shall be taken:

**By the Third Grading Period**

The classroom teacher shall review the academic, social and emotional performance of students in attendance during the first semester and shall employ individual remedial strategies with any student whose work indicates that he/she may be considered for retention. The placement committee, principal, teacher and appropriate staff shall meet to discuss the reason(s) for retention. Written notification shall accompany the report card for the third grading period.

**Between February 1 and March 15**

If the principal and teacher agree that retention may be possible, the teacher and principal shall discuss this possibility in a documented conference with the parent/guardian and explain why retention is being considered. A second letter to the parent shall also be sent stating the possibility of retention.

**Between March 15 and May 1**

The teacher shall provide follow-up information to the parent/guardian and to the principal as it becomes available. The teacher also shall seek input from any other certified staff members who may work with the student. The teacher shall be receptive to parental feelings and concerns and shall inform the principal of any parental feedback.

### **During the First Week of May**

The principal or designee shall inform the parent/guardian in writing of her/his intentions regarding the retention and request that the parent/guardian provide any additional information which might bear upon the decision.

In arriving at a decision for the best possible placement of the student, the placement committee shall make every effort to involve the parent and have the parent agree with the decision. However, if no consensus can be reached, the principal has the authority to make the decision.

### **No later than May 15**

The principal shall inform the parent/guardian in writing of the final decision. Parental accord is suggested but not required.

If the parent/guardian does not concur with the decision, the parent/guardian may appeal the decision in writing to the superintendent within five (5) days upon receipt of the final May notification letter from the principal. When a decision is made, a letter shall be written to the parent and copied to the appropriate staff.

### **The following requirements apply to special education students (K-12)**

1. Students who have been identified and are receiving services through the Special Education Program shall have an educational program developed through the Individual Education Plan (IEP) process.
2. Each student's IEP committee shall determine the appropriate educational program for that student. This determination shall include appropriate grade and course level program.
3. Unless determined otherwise, each student receiving services through the Special Education Program shall meet the attendance requirements for all students. Any variation from the standard attendance policy shall be outlined in the student's Individual Education Plan.



PICKENS COUNTY BOARD OF EDUCATION  
POLICY STATEMENT

Descriptor Term: Elementary Student Tardies and Unexcused Absences	Descriptor Code: IHEE
Legal Reference:	Passage Date: 11-19-07
	Amendment Date: 6-12-08

Students are required to attend school and classes on time each day of school. School starts at 7:50 a.m. and ends at 3:05 p.m. The school personnel recognizes that some situations may occur which may force a student to arrive after the start of school. When a student is tardy, the parent or guardian must check the student in school through the main office. The local school administrator shall adhere to follow the following guidelines:

- 1<sup>st</sup> – 3<sup>rd</sup> tardy - Administrative Discretion (letter from school, etc.)
- 4<sup>th</sup> tardy – Juvenile Resource Officer/Parent & Student (and Attendance Officer, if possible); a letter will be sent from the Juvenile Resource Officer/District Attorney's Office informing the parent and student about the date and time for the conference. A parent or student who fails, without a legitimate excuse, to attend this conference may be referred to an Early Warning Session, or other appropriate action may be taken against the parent and/or student.
- 5<sup>th</sup> tardy – A letter will be sent to the parent and student informing them of a date for an early warning session; this will not be an individual early warning session, but a meeting involving all truancy violators (not a private session). Participants in this early warning session will include the Juvenile Resource Officer, BOE Attendance Officer, and an Assistant District Attorney from the District Attorney's Office. NOTE: At this early warning session, parents will be informed that they can be prosecuted for contributing to CHINS or delinquency for continued truancy violations involving their children.
- 6<sup>th</sup> or Subsequent Tardies – Refer to Juvenile Probation Office for issuance of petition against juvenile, and/or warrant against parent: no more placements in alternative school for tardies or unexcused absences.

\*\*\*\*Attention\*\*\*\*

Any parent found contributing to the delinquency of their child will be prosecuted along with their child and placed on probation. All fines associated with these charges must be paid in full, or probation shall be revoked and a jail sentence up to 12 months can/will be served if found guilty.

Any parent assigned to attend Early Warning session and who fail to attend will be fined a fee of (\$200-\$500). This fee will be paid in full or a warrant for your arrest will be issued by the District Attorney's Office.

PICKENS COUNTY BOARD OF EDUCATION  
POLICY STATEMENT

Descriptor Term: High School Student Tardies and Unexcused Absences	Descriptor Code: IHEE
Legal Reference:	Passage Date:
	Amendment Date: 6-12-08

Students are required to attend school and classes on time each day of school. School starts at 7:50 a.m. and ends at 3:05 p.m. The school personnel recognizes that some situations may occur which may force a student to arrive after the start of school. When a student is tardy, the parent or guardian must check the student in school through the main office. The local school administrator shall adhere to the following guidelines:

- 1<sup>st</sup> – 3<sup>rd</sup> tardy - Administrative Discretion (letter from school, etc.)
- 4<sup>th</sup> tardy – Juvenile Resource Officer/Parent & Student (and Attendance Officer, if possible); a letter will be sent from the Juvenile Resource Officer/District Attorney's Office informing the parent and student about the date and time for the conference. A parent or student who fails, without a legitimate excuse, to attend this conference may be referred to an Early Warning Session, or other appropriate action may be taken against the parent and/or student.
- 5<sup>th</sup> tardy – A letter will be sent to the parent and student informing them of a date for an early warning session; this will not be an individual early warning session, but a meeting involving all truancy violators (not a private session). Participants in this early warning session will include the Juvenile Resource Officer, BOE Attendance Officer, and an Assistant District Attorney from the District Attorney's Office. NOTE: At this early warning session, parents will be informed that they can be prosecuted for contributing to CHINS or delinquency for continued truancy violations involving their children.
- 6<sup>th</sup> or Subsequent Tardies – Refer to Juvenile Probation Office for issuance of petition against juvenile, and/or warrant against parent. Placements in an alternative program may be considered for appropriate cases involving high school student tardies and unexcused absences.

\*NOTE: If the student is of driving age, and possesses a valid driver's license, that fact will be taken into consideration when determining whether to obtain warrants against the student's parent/parents.

Parent or Guardian will be responsible for paying all fines associated with noncompliance to school policy and District Attorney's Office.

\*\*\*\*Attention\*\*\*\*

Any Parent found contributing to the delinquency of their child will be prosecuted along with their child and placed on probation. All fines associated with these charges must be paid in full, or probation shall be revoked and a jail sentence up to 12 months can/will be served if found guilty.

Any parent assigned to attend early warning session and who fails to attend will be fined a fee of (\$200-\$500). This fee will be paid in full or a warrant for your arrest will be issued by the District Attorney's Office.

REVISION 2008

PICKENS COUNTY BOARD OF EDUCATION  
POLICY STATEMENT

Descriptor Term: Graduation Requirements	Descriptor Code: IHF
Legal Reference:	Passage Date: 11-20-84
	Amendment Date: 11-21-97, 3-21-01, 5-12-08, 5-19-08, 9-15-08

Students enrolled in Pickens County Schools eligible for graduation in the **2008 – 2009, 2010, 2011, 2012** school years may earn an Alabama High School Diploma with one of the following endorsements: Advanced Academic Endorsement, Career/Technical Endorsement, Advanced Career/Technical Endorsement, Advanced Academic/Advanced Career Technical Endorsement, Credit-Based Endorsement, or an Alabama Occupational Diploma.

In order to earn an Alabama High School Diploma or an Alabama High School Diploma with the following endorsements: Advanced Academic, Career/Technical, Advanced Career/Technical or Advanced Academic and Career/Technical Endorsement students must successfully complete the Alabama High School Graduation Exam, complete all required courses prescribed by the State of Alabama and the Pickens County Board of Education and the **accumulation of twenty-eight credits on the block schedule, twenty seven credits on seven period schedule 2008-09, twenty-six credits on seven period schedule 2009-2010, twenty five credits on seven period schedule 2010-2011, twenty four credits on seven period 2011 – 2012.** In order to earn a Credit-Based Endorsement—General education students and students with disabilities will complete the required credits in the core curriculum and the accumulation of the required credits for an Alabama diploma, earn one Career/Technical Education credit, take the Alabama High School Graduation Exam (AHSGE) each time offered through the twelfth grade, and pass three of the five sections of the AHSGE. Two of the three sections passed must be reading and math. **The Credit-Based endorsement will only be applicable after the Spring Administration of the AHSGE the student's senior year.**

Transferring between school that are on different schedules during the academic year will result in the lost of credits. Transferring between schools after completion of the eleventh grade will require the permission of the Board of Education.

## Alabama High School Diploma

English/Language Arts	4 credits	
Mathematics	4 credits	Including Algebra I, Geometry
Science	4 credits	Including the equivalent of Biology and a physical science
Social Studies	4 credits	World History, U.S. History (2-credits), Economics, and Government
Physical Education	1 credit	Life PE
Health Education	½ credit	(May substitute Family Wellness, or Clinical Spectrum Adv.)
Survey of Art	½ credit	
Business Tech Essentials	1 credit	(or equivalent)
Electives	9 credits	
<b>Total</b>	<b>28 credits (block)</b>	<b>27 credits (7 period year 2009)</b>

\*Pass all parts of the Alabama High School Graduation Exam

## Alabama High School Diploma with Advanced Academic Endorsement

English/Language Arts	4 credits	Must include advanced levels of English 9-12
Mathematics	4 credits	Including Algebra I, Algebra II with Trig, Geometry, and Pre Calculus
Science	4 credits	Advanced Curriculum in Biology, Anatomy, Chemistry, and Physics
Social Studies	4 credits	World History, U.S. History (2 credits), Economics, Government
Physical Education	1 credit	Life PE
Health Education	½ credit	(May substitute Family Wellness, or Clinical Spectrum Adv.)
Survey of Art	½ credit	
Business Tech Essentials	1 credit	(or equivalent)
Foreign Language	2 credits	two credits in the same language
Electives	7 credits	
<b>Total</b>	<b>28 credits (block)</b>	<b>27 credits (7 period year 2009)</b>

\*Pass all parts of the Alabama High School Graduation Exam

## Alabama High School Diploma with Career Technical Endorsement Requirements

English/Language Arts	4 credits	
Mathematics	4 credits	Including the equivalent of Algebra I and Geometry
Science	4 credits	Including the equivalent of Biology and Physical Science
Social Studies	4 credits	World History, U.S. History (2-credits), Economics, Government

Physical Education	1 credit	Life PE
Health Education	½ credit	(May substitute Family Wellness, or Clinical Spectrum Adv.)
Survey of Art	½ credit	
Business Tech Essentials	1 credit	(or equivalent)
Electives	9 credits	successfully complete one of the approved Career/ Technical curricula (three Career/Technical Education courses in a sequenced Program)
<b>Total</b>	<b>28 credits (block) 27credits (7 period year 2009)</b>	

\*Pass all parts of the Alabama High School Graduation Exam

### Alabama High School Diploma with Advanced Academic Career Technical Endorsement Seniors 2009, 2010, 2011, 2012

English/Language Arts	4 credits	Must include advanced levels of English 9-12
Mathematics	4 credits	Including Algebra I, Algebra II, Geometry, and Pre Calculus
Science	4 credits	Advanced Science curriculum must include Biology, and a Physical Science (Chemistry).
Social Studies	4 credits	World History, U.S. History (2 credits), Economics, Government
Physical Education	1 credit	Life PE
Health Education	½ credit	
Survey of Art	½ credit	
Business Tech Essentials	1 credit	(or equivalent)
Foreign Language	2 credits	two credits in the same language
Electives	7 credits	successfully complete one of the approved Career/ Technical curricula (three Career/Technical Education courses in a sequenced Program)
<b>Total</b>	<b>28 credits (block) 27 credits (7 period year 2009)</b>	

\*Pass all parts of the Alabama High School Graduation Exam

### The Alabama Occupational Diploma Course Requirements

English/Language Arts.....	4
Four credits to include the equivalent of:	
Employment English I.....	1
Employment English II.....	1
Employment English III.....	1
Employment English IV.....	1
Mathematics.....	4
Four credits to include the equivalent of:	
Essential Mathematics I.....	1
Essential Mathematics II.....	1
Algebraic Explorations I.....	1
Algebraic Explorations II.....	1

Science.....	4
Four credits to include the equivalent of:	
Life Skills Science I: Physical Science.....	1
Life Skills Science II: Biology.....	1
Life Skills Science III: Earth and Space Science.....	1
Science Connections IV.....	1
Social Studies.....	4
Four credits to include the equivalent of:	
World History for Living.....	1
United States History for Living I.....	1
United States History for Living II.....	1
Economics for Living.....	½
United States Government for Living.....	½
Career/Technical Education.....	2
Coordinated Studies.....	1
Cooperative Career/Technical Education.....	1
Health Education.....	½
Physical Education. (Life PE).....	1
Survey of Arts .....	½
Electives.....	6
TOTAL.....	28
(block ) 27credits (7 period year 2009)	

### Selection of Honor Graduates

In order for a student to be selected as an Honor graduate she/he must have completed, be enrolled in, and have earned cumulative grade averages of ninety (90) or above in the following courses:

- 9<sup>th</sup> – 12<sup>th</sup> Advanced English
- 9<sup>th</sup> – 12<sup>th</sup> Advanced Social Studies
- 9<sup>th</sup> – 12<sup>th</sup> Advanced Science
- 9<sup>th</sup> – 12<sup>th</sup> Advanced Mathematics
- Foreign Language 2 in the same language

Candidates for Honor Graduates selection must be on track to graduate with an Advanced Diploma. Grades will be computed at the end of the third nine-weeks of the student's senior year. All credits earned for this computation must be earned in the regular school-year programs, Dual Enrollment Courses or approved On-line coursework.

**Selection of the class Salutatorian and Valedictorian shall be made from the list of Honor Students.**

## Ninth Grade Students 2009-2010

Students enrolled in Pickens County Schools in the ninth grade in the 1009-2010 school year may earn an Alabama High School Diploma or an Alabama High School Diploma with one of the following endorsements: Advanced Academic, Advanced Academic Honors, Career/Technical Endorsement, Advanced Career/Technical, Advanced Academic Honors Career/Technical, Credit-Based Diploma or an Alabama Occupational Diploma.

In order to earn an Alabama High School Diploma or an Alabama High School Diploma with the following endorsements: Advanced Academic, Advanced Academic Honors, Career/Technical, Advanced Career/Technical, Advanced Academic Honors Career/Technical students must successfully complete the Alabama High School Graduation Exam, complete all required courses prescribed by the State of Alabama and the Pickens County Board of Education and the accumulation of twenty-eight credits (block schedule) twenty-six credits (seven period schedule). In order to earn a Credit-Based Endorsement—General education students and students with disabilities will complete the required credits in the core curriculum and the accumulation of the required credits for an Alabama diploma, earn one Career/Technical Education credit, take the Alabama High School Graduation Exam (AHSGE) each time offered through the twelfth grade, and pass three of the five sections of the AHSGE. Two of the three sections passed must be reading and math. **The Credit-Based endorsement will only be applicable after the Spring Administration of the AHSGE the student's senior year.**

### Alabama High School Diploma Seniors

English/Language Arts	4 credits	
Mathematics	4 credits	Including Algebra I, and Geometry
Science	4 credits	Including the equivalent of Biology and a physical science
Social Studies	4 credits	World History, U.S. History (2-credits), Economics, Government
Physical Education	1 credit	Life PE
Health Education	½ credit	(May substitute Family Wellness, or Clinical Spectrum Adv.)
Survey of Art	½ credit	
Business Tech Essentials	1 credit	(or equivalent)
Electives	9 credits	
Total	28 credits (block) 24 credits (7 period year 2009)	

\*Pass all parts of the Alabama High School Graduation Exam

\*Complete one course online (ACCESS)



## Alabama High School Advance Diploma Requirements (First Choice)

English/Language Arts	4 credits	
Mathematics	4 credits	Including the equivalent of Algebra I, Algebra II with Trig, and Geometry
Science	4 credits	Including the equivalent of Biology and Physical Science
Social Studies	4 credits	World History, U.S. History (2-credits), Economics/Government
Physical Education	1 credit	Life PE
Health Education	½ credit	
Survey of Art	½ credit	
Business Tech Essentials	1 credit	(or equivalent)
Foreign Language	2 credits	
Electives	9 credits	
Total	28 credits	
Pass all parts of the Alabama High School Graduation Exam		
Successfully complete one course online (ACCESS)		

## Alabama High School Diploma with Advanced Academic Honors Endorsement

English/Language Arts	4 credits	Must include advanced levels of English 9-12
Mathematics	4 credits	Including Algebra I, Algebra II with Trig, Geometry, and Pre Calculus
Science	4 credits	Advanced Curriculum in Biology, Anatomy, Chemistry, and Physics
Social Studies	4 credits	World History, U.S. History (2 credits), Economics, Government
Physical Education	1 credit	Life PE
Health Education	½ credit	(May substitute Family Wellness, or Clinical Spectrum Adv.)
Survey of Art	½ credit	
Business Tech Essentials	1 credit	(or equivalent)
Foreign Language	2 credits	two credits in the same language
Electives	7 credits	
Total	28 credits (block)	<b>24 credits (7 period year 2009)</b>

Pass all parts of the Alabama High School Graduation Exam  
Successfully complete one course online (ACCESS)

## Alabama High School Diploma with Advanced Career Technical Endorsement Requirements

English/Language Arts	4 credits	
Mathematics	4 credits	Including the equivalent of Algebra I, and Geometry
Science	4 credits	Including the equivalent of Biology and a physical science
Social Studies	4 credits	World History, U.S. History (2-credits), Economics, Government
Physical Education	1 credit	Life PE
Health Education	½ credit	(May substitute Family Wellness, or Clinical Spectrum Adv.)
Survey of Art	½ credit	
Business Tech Essentials	1 credit	(or equivalent)
Electives	9 credits	successfully complete one of the approved Career/ Technical curricula (three Career/Technical Education courses in a sequenced Program)
Total	28 credits (block)	<b>24credits (7 period year 2009)</b>

\*Pass all parts of the Alabama High School Graduation Exam

\*Complete one online course (ACCESS)

## Alabama High School Diploma with Advanced Academic Honors Career Technical Endorsement

English/Language Arts	4 credits	Must include advanced levels of English 9-12
Mathematics	4 credits	Including Algebra I, Algebra II with Trig, Geometry, and Pre -Calculus
Science	4 credits	Advance curriculum to include Biology, Anatomy, Chemistry, and physics
Social Studies	4 credits	World History, U.S. History (2 credits), Economics, Government
Physical Education	1 credit	Life PE
Health Education	½ credit	
Survey of Art	½ credit	
Business Tech Essentials	1 credit	(or equivalent)
Foreign Language	2 credits	two credits in the same language
Electives	7 credits	successfully complete one of the approved Career/ Technical curricula (three Career/Technical Education courses in a sequenced Program)
Total	28 credits	<b>(block) 24credits (7 period)</b>

\*Pass all parts of the Alabama High School Graduation Exam

\*Complete one online course (ACCESS)

## The Alabama Occupational Diploma Course Requirements

English/Language Arts.....	4
Four credits to include the equivalent of:	
Employment English I.....	1
Employment English II.....	1
Employment English III.....	1
Employment English IV.....	1
Mathematics.....	4
Four credits to include the equivalent of:	
Essential Mathematics I.....	1
Essential Mathematics II.....	1
Algebraic Explorations I.....	1
Algebraic Explorations II.....	1
Science.....	4
Four credits to include the equivalent of:	
Life Skills Science I: Physical Science.....	1
Life Skills Science II: Biology.....	1
Life Skills Science III: Earth and Space Science.....	1
Science Connections IV.....	1
Social Studies.....	4
Four credits to include the equivalent of:	
World History for Living.....	1
United States History for Living I.....	1
United States History for Living II.....	1
Economics for Living.....	½
United States Government for Living.....	½
Career/Technical Education.....	2
Coordinated Studies.....	1
Cooperative Career/Technical Education.....	1
Health Education.....	½
Physical Education. (Life PE).....	1
Survey of Arts .....	½
Electives.....	6
TOTAL.....	28
(block) 24 (on seven periods)	

### Selection of Honor Graduates

In order for a student to be selected as an Honor graduate she/he must have completed, be enrolled in, and have earned cumulative grade averages of ninety (90) or above in the following courses:

- 9<sup>th</sup> – 12<sup>th</sup> Advanced English Honors
- 9<sup>th</sup> – 12<sup>th</sup> Advanced Social Studies Honors
- 9<sup>th</sup> – 12<sup>th</sup> Advanced Science Honors
- 9<sup>th</sup> – 12<sup>th</sup> Advanced Mathematics Honors
- Foreign Language 2 in the same language

Candidates for Honor Graduates selection must be on track to graduate with an Advanced Diploma with Honors endorsement. Grades will be computed at the end of the third nine-weeks of the student's senior year. All credits earned for this computation must be earned in the regular school-year programs, Dual Enrollment Courses or approved On-line coursework.

**Selection of the class Salutatorian and Valedictorian shall be made from the list of Honor Students.**

PICKENS COUNTY BOARD OF EDUCATION  
POLICY STATEMENT

Descriptor Term: Special Education Requirements for Graduation	Descriptor Code: IHFA
Legal Reference:	Passage Date: 6-16-86
	Amendment Date:

A student identified as eligible for special education services and receiving such services may qualify for a diploma upon completion of his/her IEP (Individual Educational Plan), achievement of proper Carnegie units, and achievement of passing scores on the Alabama High School Graduation Exam. Special education students (identified and receiving services) who do not earn the proper Carnegie units and/or do not pass the Alabama High School Graduation Exam are eligible for a Certificate of Completion upon completion of IEP requirements.

To be eligible for a Certificate of Completion, a student must be enrolled in a special education program prior to his/her entrance into the eleventh grade. Students entering the program after that time must meet diploma requirements.

PICKENS COUNTY BOARD OF EDUCATION  
POLICY STATEMENT

Descriptor Term: Test Security Plan Guidelines	Descriptor Code: I IA
Legal Reference:	Passage Date 11-16-98
	Amendment Date: 3-22-2000, 12-18-02

It is the belief and practice of the Pickens County Board of Education that the integrity of our testing program should never be compromised.

The use of test results for educational evaluation and improvement is dependent upon the procurement of accurate test data. One requirement for obtaining accurate test data is to guarantee that test materials are kept secure before, during and after test administration. In order to provide standardized test security measures throughout Pickens County, the system test coordinator will organize and oversee test security procedures throughout the system. Professional staff members will be designated to serve as building test coordinators to carry out the procedures as outlined in this plan.

The Pickens County Test Security Plan shall be presented to and approved by the local school board and forwarded to the State Department of Education for final approval.

Following is a detailed description of the Pickens County Plan:

- I. Procedures for inventorying test materials.
  - A. All materials are inventoried and accounted for by the system test coordinator.
  - B. Test materials will be inventoried before and after each test administration.
- II. Procedures used in disseminating and collecting test materials.
  - A. When disseminating and collecting test materials to the individual schools, the system coordinator utilizes the State Department of Education approved Test Coordinator's Inventory Form with each assessment.
  - B. Central Office professional staff members and building test coordinators designated to deliver test to each school are required to inventory and sign for all materials for which they are responsible.
  - C. Each building test coordinator and/or school principal is required to count and sign for all materials delivered to the school.

- D. Building test coordinators shall be provided with a copy of the Building Test Coordinator's Inventory Form which must be signed by test administrators upon receipt and pick-up of all materials. Additionally, administrators are required to sign count verification sheets. Immediately following testing, materials will be returned to Building Test Coordinator who will count and sign for materials in the presence of the Test Administrator.
- E. When the professional staff members return to the Central Office, from the local schools, the system test coordinator will conduct a complete inventory to ensure that all testing materials are accounted for.

III. Procedures for storing test materials before, during and after test administration.

- A. All test materials are stored in the system's designated testing storage room that is located adjacent to the System Test Coordinator's Office. The test storage room is secured by a dead bolt lock and can be accessed only through the Test Coordinator's Office.
- B. The superintendent and system test coordinator are the only individuals who have keys required to access the testing room.
- C. Materials that may be left within the schools overnight are stored in a secure location within the school. Only the principal and building test coordinator have keys to access testing material.

IV. Procedures used in accounting for lost test booklets

- A. When investigating/verifying lost test booklets, the system test coordinator will interview the following persons. (The superintendent will be informed of the lost booklet(s) and may choose to work with the system test coordinator during the investigation).
  - 1. Central Office professional staff designated to deliver materials to the local school.
  - 2. Building principal.
  - 3. Building test coordinator
  - 4. Test administrator.
  - 5. Test proctors when necessary.
- B. Each interviewee will submit signed statements regarding the circumstances surrounding a lost booklet. The statements will include the position of the individual submitting the statement.
- C. It will be the responsibility of the System Test Coordinator to notify the State Department of Education if a test booklet has been lost.

V. Procedures used in accounting for and destroying old or damaged test booklets.

- A. A test booklet may be classified as damaged if the booklet has pages torn, missing, misprinted or misassembled beyond a point of use or reuse.
- B. When it is discovered that a test booklet has been damaged the individual who is responsible for the booklet(s) should notify the system test coordinator. The booklet number(s) deleted from the system inventory and count verification forms. The numbering system will be revised to reflect missing numbers. The State Department of Education will be contacted for further instruction.
- C. When the State Department of Education grants permission to destroy worn or damaged booklets, the booklets will be disassembled, shredded bagged and sent to the county landfill for disposal.
- D. If it becomes necessary to destroy test booklets and a deficit in the system inventory occurs replacement booklets will be ordered from the company providing the testing services. The State Department of Education will be notified of the change in the local system inventory.

VI. Procedures for monitoring test administration.

- A. A team of central office professional staff has been trained to monitor assessments.
- B. A copy of the assessment alerts as well as the State Department of Education approved monitoring sheet is provided to all system monitors.
- C. Each assessment setting shall be monitored a minimum of once per administration cycle by a central office professional staff member. Principals and other appropriate school based authorities are encouraged to monitor sessions as well.
- D. All monitoring is for the duration of a testing session or sub-test.
- E. All monitoring sheets are submitted to the building test coordinator who reviews the findings and forwards each sheet to the system test coordinator.
- F. Should irregularities occur during a testing session, the test administrator will complete an irregularity report and submit it to the building test coordinator. The Building Test Coordinator should submit all irregularity reports to the system test coordinator. All reports should be kept in the Test Coordinators office. In cases of unusual circumstances, e.g., bomb threats or cheating, the State Department of Education must be notified and an Irregularity Report must be filed.
- G. Should irregularities occur during testing, a thorough investigation will be conducted by the system test coordinator and appropriate actions will be



recommended to the local superintendent when warranted.

VII. Procedures used to ensure the security of tests purchased for local programs.

- A. Currently, the only test purchased for local use is SAT-10 for first and second grades at any or all elementary schools within the system that wish to participate in the "Off-Grade" testing program. The expense incurred in such testing will be the responsibility of the participating school and not the LEA or the SDE.
- B. The purpose of the local testing programs is to evaluate student achievement and monitor progress over time.
- C. The procedures used in handling these, and any additional test purchased in the future, are and will be the same as those used in the state mandated testing program.

VIII. Procedures for training school system personnel and implementing the test security policy in the system and each school.

- A. Upon receipt of State Department of Education training at state or regional testing workshops, the system test coordinator plans and schedules system level training for central office staff who may have significant roles in disseminating, collecting and monitoring school building assessments.
- B. Separate training sessions are provided for building and special education coordinators as well as the Chapter I counselor.
- C. At least one training session is conducted for fall, mid-year, spring and summer test administrations.
- D. The system and building coordinators will be responsible for all training. Sign-in sheets are provided at each training session and the building principal's signature is required to verify that building coordinators have conducted appropriate training.
- E. All testing personnel are required to read and sign the State Department of Education approved Test Security Agreement. A copy of this signed document is kept in each professional staff member's personnel file.

PICKENS COUNTY BOARD OF EDUCATION  
POLICY STATEMENT

Descriptor Term: Procedure for Handling Challenged Materials - Library Resources	Descriptor Code: IKB
Legal Reference:	Passage Date:
	Amendment Date:

In spite of care being taken in the selection of materials, occasional objections to a selection may be made by the public. Every school should have a standing Media Committee to handle these complaints should they arise. If an objection is made, the procedure is as follows:

1. Be courteous, but make no commitments.
2. Invite the complainant to file his objections in writing and offer him the questionnaire that follows on the next page so he may submit a formal complaint to the Media Committee.
3. Withdraw the material temporarily, pending a decision of the Media Committee.
4. Inform the Media Coordinator and the Superintendent.
5. The Media Committee will:
  - a. Read and examine questioned material.
  - b. Check reviews that appeared in professional publications.
  - c. Weigh values and faults against each other and form opinions based on the material as a whole and not on extracted portions.
  - d. Prepare a report on the material.
  - e. File a copy of the report in the school and administrative offices.

PICKENS COUNTY BOARD  
CITIZEN'S REQUEST FOR RECONSIDERATION OF A BOOK  
LIBRARY RESOURCES

Author:

Title:

Publisher (if known):

Request is initiated by:

Telephone:

Address:

1. What brought this title to your attention?
2. Please comment on the resource as a whole as well as begin specific (cite pages) on those matters which concern you. (Use other side if needed.)  
Comment:
3. What do you feel might be the result of reading this book?
4. Is there anything good about this book?
5. Did you read the entire book? What parts?
6. Are you aware of the judgment of this book by literary critics?
7. What do you believe is the theme of this book?
8. What would you like your school to do about this book?
9. In its place, what book of equal literary quality would you recommend that would convey as valuable a picture and perspective of our civilization? ( Please use reverse side if needed.)

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Signature of Complainant

( Adapted from revised form of ALA Intellectual Freedom Committee. January 12, 1983)  
AlabamaLibrary Association.

PICKENS COUNTY BOARD OF EDUCATION  
POLICY STATEMENT

Descriptor Term: Security and Confidentiality on Student Data	Descriptor Code: IKC
Legal Reference:	Passage Date: 9-13-2010
	Amendment Date:

The Pickens County Board of Education in conjunction with the Alabama State Department of Education provides personal student information regarding data and assessment. This information is entered and collected through a universal web site used by both the Alabama State Department of Education and the LEA's in the State of Alabama. This confidential information is password protected and requires a user ID and an assigned password for access. This system is not for public use, and any student information from the system must not be disclosed to anyone other than a state, system, or school official as defined by the Family Education Rights and Privacy Act of 1974 (FERPA)

An official as defined in the law is a person employed by the state, system, or school such as an administrator, supervisor, system test coordinator, building test coordinator, principal, counselor, or teacher. It is a requirement that this person be a full-time employee and has a legitimate educational interest and receive training for the purpose of using this system. This person has a legitimate educational interest if he/she needs to review an educational record in order to fulfill his or her professional responsibility.

School officials who are granted a password to this system must abide by FERPA law. Disclosure of passwords to anyone other than an authorized official(s) is prohibited and may result in disciplinary action.