

CLEBURNE COUNTY SCHOOLS

PROCEDURES

CLEBURNE COUNTY BOARD OF EDUCATION

PROCEDURES

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I. Governing Principles

II. School Board Operations

III. Fiscal Management

OPEN RECORDS REQUEST

Requests made under the Open Records Act, Alabama Code Section 36-12-40 and 36-12-41, must be submitted in writing to the Cleburne County Board of Education at 141 Davenport Drive, Heflin, AL 36264. The request must be signed by the individual requesting the records and set out sufficient information to determine which records are being requested.

The following fees will apply:

- The charge for records copying is \$1.00 per page and a search fee of \$5.00 per request
- Any request to inspect records must be made within normal business hours (8:00 – 4:00)

III. Fiscal Management

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Procedures: 09-17-14

IV. General Administration



CLEBURNE COUNTY BOARD OF EDUCATION
141 Davenport Drive
Heflin, AL 3626
256-463-5624

Procedures for School Delays, Dismissals, or Closings

Dear Parent/Guardians,

It is that time of year again where decisions will have to be made concerning school closings or delays due to severe weather situations. When the weather is bad, the Cleburne County School District follows a set of guidelines for deciding if school will be open or closed. The district must make a decision that is the best for all students. For many of our children school is the warmest place for them to be. Many of you work jobs that don't allow you to go in late due to cold temperatures which means finding someone to watch your children or leaving them unsupervised. This also creates a financial hardship for many families. We realize our decisions may create an inconvenience with your individual circumstances. Therefore, we encourage and strongly support you in making the decision that is best for your child (ren). You are always the best judge of your child's health and safety.

What is the process for deciding when schools are closed, dismissed early, or delayed due to severe weather conditions?

The Superintendent, the Transportation, Building, Maintenance, Safety, and Security Coordinator, and the Transportation Supervisor review the weather conditions and travel county roads beginning early in the morning. They talk with Cleburne County EMA, Heflin Police, Ranburne Police, and Cleburne County Sheriff's Department, and school district staff to see if all roads and buildings are accessible and safe for students and staff. The administration makes the decision whether to close or delay schools by 5:30 a.m. or earlier when possible, and then communicates this decision to all local news outlets, employees, and to parents via Schoolcast phone and text message. The decisions must be made before the first bus pulls out to pick up students.

The decision for early dismissal follows the same protocol. The Superintendent, the Transportation, Building, Maintenance, Safety, and Security Coordinator, and the Transportation Supervisor review the weather and road conditions. We talk with Cleburne County EMA, Heflin Police, Ranburne Police, and the Cleburne County Sheriff's Department. We must consider the amount of time our longest route takes to drop off students and return the driver safely back to their home base. We also, when possible, serve lunch before students leave school knowing that for some children there may not be enough to eat at home. But our final decision is based on safety.

There may be times when the temperature is low enough over several days that we must consider delaying due to concerns over bus mechanical issues. Bus transportation is one of the safest and most dependable ways for children to get to school but there are limitations. We do not want to have drivers and students stranded on the side of the road in bad weather conditions.

The decision we make on early dismissal, delayed, or closed schools must take into account the road and weather conditions throughout the county. Although the road and weather conditions might be good in your area our decision must be made county wide. We have multi-handicapped students from every part of the county that ride buses to attend multi-needs classes at CCES, CCMS, and CCHS. Therefore, we must follow state and federal attendance laws and make county wide decisions.

How you can find out if schools are closed, dismissed, or delayed?

On days when the weather is bad, listen to any local radio or television station, friend us on Facebook at **Cleburne County Schools**, for information about school delays or closings. If during registration you have provided a main contact phone number, you should be receiving a school cast call and/or text notifying you of any changes. If you are not receiving the calls please contact your school office to check or update your phone number.



CLEBURNE COUNTY BOARD OF EDUCATION
141 Davenport Drive
Heflin, AL 3626
256-463-5624

Why school is delayed two or three hours? Why not a specific start time?

All schools in Cleburne County do not have the same school day start or end time due to the fact that some schools are feeder schools to larger schools. CCHS and CCMS have students that travel from PGES/Hollis Area and FES. These students grades 7-12 ride buses to FES and PGES and then take a connecting bus to CCMS or CCHS. They have a longer travel time and arrive at CCHS and CCMS later. This is due to the number of available buses and transportation cost effectiveness. Therefore, it is impossible to have all schools start and end at the same time

School Day start times:

RES: 7:30	CCHS: 7:30
RHS: 7:25	CCMS: 7:30
PGES: 7:20	CCES: 7:35
FES: 7:20	

If school is delayed how do I know what time the bus will pick up my child?

The bus will run its regular route delayed by the same amount of time as school is delayed. For example-If school is delayed 2 hours and your child is normally picked up at 6:30 AM then the bus will pick up your child at 8:30 AM. We will be asking bus drivers to stop at homes - anytime the temp is below 25 degrees.

How would I be notified if Cleburne County Schools or a particular school is closed for other reasons?

If you have a question about whether schools or a particular school will be closed for reasons other than severe weather, we will communicate via local radio or television station, friend us on Facebook at Cleburne County School District for information about school closing or delaying. If during registration you have provided a main contact phone number, you should be receiving a school cast call and/or text notifying you of any changes. If you are not receiving the calls please contact your school office to check or update your phone number.

If schools are closed, all activities, practices, and games are canceled!

Thank you for your understanding and cooperation. The decision to open or close schools during inclement weather brings out some of the strongest community reactions – no matter which way we go with our weather decisions. It is our intention to make the best decision possible. It is hard to predict the weather just ask James Spann! We will always err on the side of caution. We appreciate your understanding of the difficulties in making this decision, and your support in helping your child and our employees get to school or home safely on bad weather days. Please know that we will use safety considerations in making all of our weather decisions.

Sincerely,

Chad E. Young
Superintendent Cleburne County Schools

Procedures

IV – General Administration

4-1

Cleburne County Schools

TECHNOLOGY GUIDELINES

The purpose of these guidelines is to ensure the proper use of Cleburne County Schools' email and Internet communication systems and to make users aware of what Cleburne County Schools deems as acceptable and unacceptable use of its email and Internet communication systems. We reserve the right to amend these guidelines as necessary. In case of revisions, users will be informed by email, by posting on the District Technology web page, through professional development, at faculty meetings, grade level meetings, or department meeting, assemblies, in class, and/or by other means deemed appropriate by the administration.

Email

Legal Risks

Email is a school business or educational communication tool, and users are obliged to use this tool in a responsible, effective, and lawful manner. Although by its nature email seems to be less formal than other written communication, the same laws apply. Any email is discoverable in a due process situation or other legal action. In addition, any email exchanged by a school system employee is public record. Other legal risks of email for Cleburne County Schools and/or their network users include the following:

- ☒ sending emails with any libelous, defamatory, offensive, racist or obscene remarks;
- ☒ forwarding emails with any libelous, defamatory, offensive, racist or obscene remarks;
- ☒ forwarding confidential information;
- ☒ forwarding or copying messages without permission or implied permission; and/or
- ☒ knowingly sending an attachment that contains a virus that severely affects another network.

By following the guidelines in this document, the email user can minimize the legal risks involved in the use of email. If any user disregards the rules set out in these guidelines, the user will be fully liable and Cleburne County Schools will disassociate itself from the user as far as legally possible.

- ☒ Do not send or forward emails containing libelous, defamatory, offensive, racist or obscene remarks. If you receive an email containing libelous, defamatory, offensive, racist or obscene remarks, promptly notify your supervisor.
- ☒ Use caution if you forward a message without implied permission or without acquiring permission from the sender first, especially if it contains sensitive or personal information.
- ☒ Do not forge or attempt to forge email messages.
- ☒ Do not send email messages using another person's or a bogus email account.

- ☒ Do not copy a message or attachment belonging to another user without the permission or implied permission of the originator.
- ☒ Do not disguise or attempt to disguise your identity when sending email.

Best Practices

Cleburne County Schools considers email as an important means of communication and recognizes the importance of proper email content and of speedy replies in conveying a professional image and in delivering good customer service. The use of email in education, however, is proliferating and the precise legal issues regarding appropriate use are yet to be determined. We are confident that—

- ☒ Any email exchanged by school system employees about individual students is public record.
- ☒ Any email pertaining to a particular student is discoverable in a due process situation or other legal action.
- ☒ The nature of email lends itself to impulsive, overly informal, and sometimes unprofessional communication.

Therefore Cleburne County Schools urges users to adhere to the following guidelines:

Guidance On Email Between School Employees And Parents/Guardians

Examples of generally **appropriate** use of email between school employees and parents/guardians:

- ☒ Teachers invite parents to provide email addresses and then send out emails to those addresses reporting on classroom activities, projects, and assignments. These messages are generic and do not refer to specific students.
- ☒ Teachers may initiate or respond to email from a parent or guardian about a specific child, exchanging objective not subjective information such as the student's attendance, participation, homework, and performance in class.

Examples of **inappropriate** use of email between school employees and parents/guardians:

- ☒ Using email to report on serious problems regarding individual students.
- ☒ Using email to discuss confidential and sensitive matters, including:
 - o Medical/psychiatric/psychological diagnoses and treatments.
 - o Contents of special education and/or Section 504 evaluations, intervention plans, IEPs, 504 plans, disciplinary matters.
 - o Family problems and other sensitive family information.
- ☒ Using, in email, language that is subjective, judgmental, unprofessional, pejorative, and/or labeling.

Examples:

- o "Have you considered that Johnny might have ADHD?"
- o "Overall, I think that Johnny is unmotivated/lazy."
- o "I don't think there is anything wrong with Johnny except his negative attitude."

Email between teachers and parents should be positive and/or general in nature when possible. Discussions involving serious problems and any and all protected information (medical, psychological, psychiatric, Special Education, and Section 504, and disciplinary matters) should occur in person or by telephone.

Parents may initiate inappropriate email exchanges. Example:

"Johnny is in your American History class and is failing. His father is an alcoholic and we are divorced. Johnny has ADHD and clinical depression. Can you please tell me how he is doing in your class and what I can do to help him?"

That kind of message should be deleted and the teacher receiving it should call the parent who sent it. Alternately, the teacher could reply to it, deleting everything from the body of the email sent by the parent, and then respond with directions about how the teacher can be reached by telephone or in person.

Guidance On Email Between School Employees Concerning Students

Examples of generally **appropriate** use of email between school employees:

- ☒ Emails which provide positive information, objective comments, and/or neutral information regarding school performance. In other words, conducting straight-forward business, staying away from sensitive and confidential areas.

Examples of **inappropriate** use of email between school employees:

- ☒ Using email to report on serious problems regarding individual students.
- ☒ Using email to discuss confidential and sensitive matters, including
 - o Medical/psychiatric/psychological diagnoses and treatments.
 - o Contents of special education and/or Section 504 evaluations, intervention plans, IEPs, 504 plans, disciplinary matters.
 - o Family problems and other sensitive family information.
- ☒ Using, in email, language that is subjective, judgmental, unprofessional, pejorative, and/or labeling.

Examples:

- o "I think Johnny has ADHD"
- o "Overall, I think that Johnny is unmotivated/lazy"
- o "I don't think there is anything wrong with Johnny except his negative attitude."
- o "I think this child's problem is his home life."

Discussions involving severe problems, subjective comments, and any and all protected information (medical, psychological, psychiatric, Special Education, and Section 504, and disciplinary matters) should occur in person or by telephone.

General **Best Practices** involving all email are as follows:

Writing emails:

- ☒ Use short, descriptive Subject: lines.
- ☒ Avoid lengthy, detailed email messages. Consider using an attachment for "How To" information, directions, procedures, processes, or similar types of information
- ☒ Avoid unnecessary attachments or large file attachments such as multiple pictures, mini movies, etc. **AVOID USING ALL CAPITALS.**
- ☒ If using cc or bcc feature, take steps to inform the cc or bcc recipient of any action expected unless the action is explicit in the email. The bcc option is often used to avoid revealing recipient email addresses to the entire group receiving the email; otherwise, the bcc option should be used sparingly if at all.
- ☒ If you forward emails, state clearly what action you expect the recipient to take.
- ☒ Use the spell checker before you send out an email.
- ☒ If the content of an email is not of a public nature,
 - o consider using another form of communication or
 - o protect the information by using a password.
- ☒ Only mark emails as important if they really are important.

Replying to emails:

- ☒ Emails should be answered within 24 hours, and at minimum employees are expected to check email at least once per day
- ☒ Responses should not reveal confidential information and should be professional.

Newsgroups/ListSrvs:

Users should exercise caution before subscribing to a listserv, newsletter or news group. This type of email may be overwhelming and canceling a newsgroup and/or newsletter subscription is often difficult if not unsuccessful.

Maintenance

- ☒ Delete email messages in a timely manner.
- ☒ Print email messages required for documentation.
- ☒ Avoid responding to request in emails that could be "phishing" attempts.
- ☒ Avoid opening attachments that are suspicious or mass forwarding virus hoaxes.

- ☒ Check with the technology staff when in doubt of the suspicious nature of emails.

Electronic Social Networking, Instant Messaging including Texting, etc.

Electronic social networking and/or instant messaging, such as but not limited to Twitter, IM, or texting, among staff and students is a particularly sensitive matter in a time when growing numbers of school employees maintain social networking accounts, email extensively in their personal lives, and are accustomed to using instant messaging services.

An absolute prohibition of communicating electronically with students seems excessive. On the other hand, teachers and school staff must maintain the highest standards should they choose to interact with students through electronic media. Below are some typical situations on which employees might need guidance.

Guidelines below are presented in a Q&A format.

Q: Is it ok for me to initiate electronic communications with a student?

A: If a teacher initiates overly personal contact with students outside of school, whether in person or electronically, he or she may create an impression of an unhealthy interest in that student's personal life and may leave himself or herself open to an accusation of inappropriate conduct. Therefore, caution should be exercised in this type of communication.

Q: What if I receive an email or other electronic message such as a text from a student?

A: This very much depends on the nature of the communication received. We would strongly discourage any use of texting, instant messaging or "chat"-type communication with students for purposes other than school related communications. If a communication is received which appears to be a social greeting, you might do best just to acknowledge it in an appropriate way at school. A very brief acknowledging electronic response might be appropriate in some circumstances. However, it is perfectly OK not to respond to such greetings. If you choose to not respond, making an extra effort to cheerfully greet the student at school might be appropriate.

If a student sends a message with disturbing content, you should discuss this with your administrator or supervisor, including a school counselor in the discussion as needed.

If a student sends a message that appears to suggest an emergency (an allegation of abuse or a student sharing suicidal thoughts or plans), try to contact your administrator or supervisor at once.

Q: What about Facebook accounts or other social networking sites? Should I respond to an invitation to become a student's "Friend"?

A: We recommend that you not engage in online social networking with students unless the site is used for school information or academic reasons only. This would only be an issue, of course, if you choose to maintain a Facebook, or similar account. If you do so, we recommend that you be extremely cautious about the content of your profiles and pages.

If you are strictly using a social networking site for school related topics and stay away from personal content then these sites should be treated much like any other educational blog. However, the use of comments, "writing on walls," and so on, would be likely to lead to major problems if an approval process is not in place before posting. You may find that it is easier to simply tell your students that you have a policy not to accept students as "friends."

General Email Information

Virus Protection and Filtering

Incoming and outgoing emails sent to or received from Cleburne County Schools' email host servers are scanned for viruses, spam, and content. However, users are expected to exercise caution when opening emails from unknown users or when using the web-based email client from home computers.

Disclaimer

Cleburne County Schools recommends that employees add a disclaimer to outgoing emails or automatically attach a disclaimer such as the one below to each email sent outside the school system.

"This email and any files transmitted with it are confidential and intended solely for the use of the individual or entity to which they are addressed. If you have received this email in error please notify the system manager. Please note that any views or opinions presented in this email are solely those of the author and do not necessarily represent those of the Cleburne County Schools. Finally, the recipient should check this email and any attachments for the presence of viruses. The company accepts no liability for any damage caused by any virus transmitted by this email."

System Monitoring

Users must have no expectation of privacy in anything they create, store, send or receive on the Cleburne County Schools' computer system. Emails can be monitored without prior notification if Cleburne County Schools deems this necessary. If there is evidence that users are not adhering to the guidelines set out in

this policy, Cleburne County Schools reserves the right to take disciplinary action, including termination and/or legal action.

Email Accounts

Email accounts are assigned to new employees when their employment is approved by the Board of Education and when the new employee has read and signed acknowledgement and understanding of the Cleburne County Schools Technology Usage Policy. All email accounts maintained on the Cleburne County hosts email and Internet communication systems are property of Cleburne County Schools. Cleburne County maintains student accounts, employee accounts and employee-sponsored accounts.

Passwords should not be given to other people and should be changed if the user believes his/her password is no longer secure. Email accounts are deleted immediately when employees retire, resign, or leave the school system for a period of six months or more. Only Cleburne County employees are given email accounts. Upon request by the administration, Cleburne County employee sponsored accounts, such as PTA accounts, may be created. Employee-sponsored accounts are subject to these guidelines and it is the responsibility of the sponsoring employee to educate the user of this and all other relevant technology-related policies and guidelines.

Electronic Communications for Personal Use

Although Cleburne County Schools' email and Internet communication systems is meant for school business, Cleburne County Schools allows the reasonable use of email for personal use if certain guidelines are adhered to:

- ☒ Personal use of email should not interfere with work.
- ☒ Personal emails must also adhere to the guidelines in this policy.
- ☒ Personal emails should be deleted regularly so as not to clog up the system.

The forwarding of chain letters, junk mail, inappropriate jokes and executables is strictly forbidden.

Do not send personal mass mailings.

Do not send emails for personal gain, to solicit business for friends, family, etc., or for political purposes.

All messages distributed via the school system's email and Internet communication systems, even personal emails, are Cleburne County Schools' property.

Questions

If you have any questions or comments about these guidelines, please contact your principal or immediate supervisor. If you do not have any questions Cleburne presume that you understand and are aware of the rules and guidelines and will adhere to them.

CPR/AED Resource Guidelines

Procedure: CPR/AED Guidelines

Purpose: To assist LEA's with compliance of ACT#2009-7 and ACT # 99-370
(Alabama AED Law)

Supplies: AED- required in each school as stated in ACT 2009-754 (Alabama AED Law)

Personnel to Perform Duties:

The Superintendent of each LEA shall designate at least one employee at each school to be trained by an approved provider in the use of an Automated External Defibrillator. (ACT#2009-754 pg. 1. Ln18-22), (ACT#99-370 pg. 2 Ln17-21) (ALSDE memo J. Morton 9-18-2009)

Steps to Complete Procedure/ Task:

1. The local LEA will develop a system policy and guidelines to implement an effective AED Program as well as to fulfill legal requirements and will include the following:
 - All users receive appropriate training in an American Heart Association, American Red Cross, or other nationally recognized cardiopulmonary resuscitation (CPR/AED) course.
 - All AED's are maintained and tested according to the manufacturer's operational guidelines.
 - A licensed physician or medical authority is included in the sites' AED program/policy to ensure compliance with training, notification and maintenance.
 - Any person who acquires an automated external defibrillator shall notify the local emergency communications center or dispatch center of the existing locations and types of AED's in their system.
 - The manufacturer, wholesale supplier, or retailer of the AED notifies purchasers of AED's intended for use in the state requirements.
 - Any person who renders emergency care or treatment of a person in cardiac arrest by using an AED activates the emergency medical services system as soon as possible.

Outcome:

All LEA's are in compliance with the Alabama AED Law.

References: Alabama AED Law ACT #2009-7 & ACT #99-370
ALSDE memo J.Morton 9-19-2009

Review	1st	2nd	3rd	4th	5th
Date:	_____	_____	_____	_____	_____
By:	_____	_____	_____	_____	_____

IV. General Administration

4-3

Approved: 05-05-14

Purpose

To provide guidance in the management or administration of a school-based AED program.

Check ONE box:

- ☐ For treatment of victims eight years of age and older ONLY.
- ☐ Includes treatment of children under eight years old or under 25kg (55 lbs).

Sudden Cardiac Arrest (SCA) is a condition that occurs when the electrical impulses of the human heart malfunction causing a disturbance in the heart's electrical rhythm called ventricular fibrillation (VF). This erratic and ineffective electrical heart rhythm causes complete cessation of the heart's normal function of pumping blood resulting in sudden death. The most effective treatment for this condition is the administration of an electrical current to the heart by a defibrillator, delivered within a short time of the onset of VF.

An AED is used to treat victims who experience SCA. It is only to be applied to victims who are unconscious, without pulse, signs of circulation and normal breathing. The AED will analyze the heart rhythm and advise the operator if a shockable rhythm is detected. If a shockable rhythm is detected, the AED will charge to the appropriate energy level and advise the operator to deliver a shock.

System Owner

Program Coordinator (e.g. school nurse, health care coordinator, athletic director)

Responsibilities

- Selection of employees for AED training and distribution of AED-trained employee lists as required
- Coordination of training for emergency responders
- Coordinating equipment and accessory maintenance
- Maintain on file a specifications/technical information sheet for each approved AED model assigned or donated to the school
- Revision of this procedure as required
- Monitoring the effectiveness of this system
- Communication with medical director on issues related to medical emergency response program including postevent reviews

Applicable Documents (examples)

- General safety and health standard
- County/State AED Guidelines
- Medical emergency action plan
- Infection control procedure for universal precautions
- State immunity from liability exclusion
- AED Procedure

Medical Control

The medical advisor of the AED program is _____, M.D.

The medical advisor of the AED program has ongoing responsibility for:

- Providing medical direction for use of AEDs
- Writing a prescription for AEDs
- Reviewing and approving guidelines for emergency procedures related to use of AEDs and CPR
- Evaluation of post-event review forms and digital files downloaded from the AED

Authorized AED Users

The AED may be used by:

- Employees including: administrators, nurses, athletic/activities director, athletic trainers and office staff.
- Additional staff as identified by administration. Examples: teachers, coaches, field/game managers and security staff.
- Any trained volunteer responder who has successfully completed an approved CPR/AED training program and has a current successful course completion card.

AED-Trained Employee Responsibilities

- Activating internal emergency response system and providing prompt basic life support including AED and first aid according to training and experience
- Understanding and complying with requirements of this policy
- Following the more detailed procedures and guidelines for the AED program

Volunteer Responder Responsibilities

- Anyone can, at their discretion, provide voluntary assistance to victims of medical emergencies. The extent to which these individuals respond shall be appropriate to their training and experience. These responders are encouraged to contribute to emergency response only to the extent they are comfortable. The emergency medical response of these individuals may include CPR, AED or medical first aid.

School Office Responsibilities

The school office staff is responsible for:

- Understanding and complying with requirements of this policy
- Receiving emergency medical calls from internal locations
- Using an established 9-1-1 checklist to assess emergency and determine appropriate level of response
- Contacting the external community 9-1-1 response team (EMS) if required
- Deploying AED-trained employees to emergency location
- Assigning someone to meet responding EMS aid vehicle and direct EMS personnel to site of medical emergency

Equipment

Approved equipment:

[Name of purchased AED] Automated External Defibrillators (AEDs) have been approved for this program. The AED conforms to the state/county standards.

- The AED and first-aid emergency care kit will be brought to all medical emergencies.
- The AED should be used on any person who is at least 8 years of age. The AED will be placed only after the following symptoms are confirmed:
 - Victim is unresponsive
 - Victim is not breathing normally

NOTE: If AED program includes the treatment of children under eight years old or under 25kg (55 lbs), equip AEDs with Infant/Child Reduced Energy Defibrillation Electrode Starter Kit (includes one pair of electrodes, storage pouch and appropriate safety instructions and labels).

Location of AEDs

During school hours, the AED will be at designated locations. These locations shall be specific to each school but should allow the device to be easily seen by staff. The locations should allow staff members to retrieve the device outside of normal school hours.

After school hours, the AED may be moved from its designated location by an AED-trained athletic trainer to support athletic department activities on a voluntary basis. A trained volunteer would have to be available and willing to support this effort during non-school hours. A visible sign must be left in the place of the AED, with the phone number of the athletic trainer, clearly indicating they have possession of the AED.

Contracted and other community activities are not guaranteed access to the AED as part of standard rental contracts.

Location of AEDs

- _____
- _____
- _____
- _____
- _____

Additional Resuscitation Equipment

Each AED will have one set of defibrillation electrodes connected to the device and one spare set of electrodes with the AED. One resuscitation kit will be connected to the handle of the AED. This kit contains two pair latex-free gloves, one razor, one set of trauma shears, and one facemask barrier device.

Equipment Maintenance

All equipment and accessories necessary for support of medical emergency response shall be maintained in a state of readiness. Specific maintenance requirements include:

- The main school office shall be informed of changes in availability of emergency medical response equipment. If equipment is withdrawn from service, the main school office shall be informed and then notified when equipment is returned to service.
- The main school office shall be responsible for informing response teams of changes to availability of emergency medical equipment.
- The AED Program Coordinator or designee shall be responsible for having regular equipment maintenance performed. All maintenance tasks shall be performed according to equipment maintenance procedures as outlined in the operating instructions.
- Following use of emergency response equipment, all equipment shall be cleaned and/or decontaminated as required. If contamination includes body fluids, the equipment shall be disinfected according to procedure # _____.

Routine Maintenance

- The AED will perform a self-diagnostic test every 24 hours that includes a check of battery strength and an evaluation of the internal components.
- A volunteer, assigned by the AED Program Coordinator or designee, will perform a daily AED check following the procedure checklist. The procedure checklist will be initialed at the completion of the daily check. The procedure checklist will be posted with the AED.
- If the [system] icon is NOT present on the readiness display, contact the AED Program Coordinator or designee immediately.
- If the [system battery] icon is visible, the battery charging unit needs to be replaced. You may continue to use the AED if needed.
- If the [system icon] is visible, the AED needs service. You may attempt to use the AED if needed. If the message [system message] appears, the AED is not usable. Continue to provide CPR until another AED is brought to the victim or EMS arrives to take over care.
- If the expiration date on the electrode is near, notify the AED Program Coordinator or designee immediately.

Initial Training

Trained Employees:

- Must complete training adequate to provide basic first-aid, CPR and AED that will be provided on site. AED training must be a course approved by the state. Trained employees will also be trained in universal precautions against bloodborne pathogens. The school office shall maintain training records for the trained employees.

NOTE: If AED program includes the treatment of children under eight years old or under 25kg (55 lbs), training should include infant/child CPR/FBAO since techniques differ from adult CPR/FBAO.

Refresher Training

- Trained employees will renew first-aid and AED training every two years.
- AED-trained employees will refresh AED skills using manufacturer suggested training procedures.

Medical Response Documentation

Internal Post-Event Documentation: It is important to document each use of the medical emergency response system.

The following forms shall be sent to the AED Program Coordinator or designee within 24 hours of a medical event:

- An incident/accident report form shall be completed by a responding employee for each accident requiring first-aid of any type.
- The AED-trained employee shall complete a medical event form (9-1-1 form) whenever an AED is used.

External Post-Event Documentation

A copy of AED use information shall be presented within 48 hours of the emergency to the following:

- Medical director of the AED program
- Local EMS, county, state officials as designated in state AED requirements and local regulations
- At a minimum, event information supplied shall include any recorded data, and all electronic files captured by the AED.

Post-Event Review

Following each deployment of the response team member, a review shall be conducted to learn from the experience. The AED Program Coordinator or designee shall conduct and document the post-event review. All key participants in the event shall participate in the review. Included in the review shall be the identification of actions that went well and the collection of opportunities for improvement as well as critical incident stress debriefing. A summary of the post-event review shall be sent to the environmental health and safety committee.

The environmental health and safety coordinator according to the record retention policy shall maintain a copy of the post-event review summary.

System Verification and Review

The medical emergency response system is ultimately successful if necessary medical assistance is provided to victims in a timely and safe manner. Since actual use of this system procedure is expected to be very infrequent, other measures of effectiveness are required.

Annual System Assessment

Once each calendar year, the AED Program Coordinator or designee shall conduct and document a system readiness review. This review shall include review of the following elements:

- Training records
- Equipment operation and maintenance records

Minimum Specifications for the Automated External Defibrillator

Intent: To describe minimum specification requirements for an entire, portable, automated external defibrillator (AED) life saving system. The AED must have FDA approval. The AED should be put into service in such a way that electrodes and any other elements essential to its use are readily available with the device.

General Characteristics:

- Light weight and portable
- Easy to use, safe, and effective
- Automatically analyzes heart rhythm
- Determines whether defibrillation is advised
- Guides the user through defibrillation and CPR
- Should have Pediatric Capability with the use of pediatric electrodes
- AED should include in-service DVD (or equivalent) and Rescue Kit (Gloves, razor, scissors, one-way filter mask)

Prompts:

AED shall have easy to follow voice, visual, and text *(some AEDs have the text and some do not)* prompts to guide the user through the rescue process in a simple step-by-step manner based on the 2005 AHA/ERC Guidelines for CPR.

Instrumentation/Indicators:

The AED will include "ready status" indicator, battery indicator, and service required indicator with audible alarm *(Some AEDs will not have the audible alarm but all have an indicator)*.

Diagnostics:

The AED will include daily checks of the electrodes and battery, and more extensive diagnostic checks of its components to include, but not be limited to, circuitry and delivery system that will occur on a monthly basis. *(Some do weekly tests, not all do daily checks on all functions)*

Electrodes/Pads:

Each AED shall include two (2) sets of disposable, self-adhesive, gelled electrode pads. Electrodes may not be carried beyond their expiration date. Pediatric Pads should be made available where appropriate.

Approvals

Function

Printed Name

Signature

Date

Medical Director _____

Program Coordinator _____

Cleburne County School Board Policy

Regarding Sex Offenders being on K-12 School Property or Attending K-12 School Activities

Pursuant to Alabama code Section 15-20A-17 all sex offenders must notify the principal of the school, or his or her designee, before entering onto property or attending K-12 school activity. The sex offender shall immediately report to the principal of the school, or his or her designee, upon entering the property or arriving at the K-12 school activity. Sex offenders must comply with any procedures and policies effectuated by the Cleburne County School Board. The policy is as follows:

1. Sex offenders must notify the principal of the school of which they intend to be on the property of and/or attend a school activity. The written notification must be mailed 14 days prior to the attendance of an activity or the presence on a school property to the principal of the school.
2. The written notification is a standard form that may be obtained from the Sex Offender Compliance Office at the Cleburne County Sheriff's Office.
3. The written notification must include a self-addressed envelope.
4. Upon receipt of the notification, the principal will sign the form indicating he/she has been notified. The form will include who the sex offender shall immediately report to upon entering the school property. A contact number will be included in the returned notification for the designated person the sex offender shall report to upon entering the school property. It is the sex offender's responsibility to contact the designated person and arrange a time and place to report upon entering the school property.
5. The sex offender shall have on his or her person the notification for the duration of the activity of his or her day on school property.
6. The sex offender shall not loiter at the school before or after the activity or purpose for which he or she is on the property.
7. Should any sex offender provide false information on a notification, the offender shall not be allowed on school property in the future.
8. Sex offenders must provide separate written notification for every K-12 school activity or every time a sex offender enters a K-12 school property.

IV. General Administration

Procedures

4-4

Adopted: 12-01-14

Approved: 12-01-14

§ 15-20A-17(b). Adult sex offender – Entering the Property of a K-12 School or Attending a K-12 School Activity.

(b)(1) No adult sex offender, after having been convicted of a sex offense involving a minor, shall enter onto the property of a K-12 school while school is in session or attend any K-12 school activity unless the adult sex offender does all of the following:

- (a) Notifies the principal of the school, or his or her designee, before entering onto the property or attending the K-12 school activity.
- (b) Immediately reports to the principal of the school, or his or her designee, upon entering the property or arriving at the K-12 school activity.
- (c) Complies with any procedures established by the school to monitor the whereabouts of the sex offender for the duration of his or her presence on the school property or attendance at the K-12 school activity. For a public K-12 school, the local school board shall adopt a policy to effectuate this section.

(2) Procedures established to effectuate this subsection are limited to rules that allow the principal of the school, or his or her designee, to discreetly monitor the adult sex offender.

(3) For the purposes of this section, a K-12 school activity is an activity sponsored by a school in which students in grades K-12 are the primary intended participants or for whom students in grades K-12 are the primary intended audience including, but not limited to, school instructional time, after school care, after school tutoring, athletic events, field trips, school plays, or assemblies.

By signing below, I acknowledge that I have read the above information, I have read the attached policy of the Cleburne County School Board, and that I am aware of all that is required of me if I enter onto the property of a K-12 school or attend a K-12 school activity. If I fail to comply with any of the above provisions, located in the Alabama Sex Offender Registration and Community Notification Act, I understand that I may be charged with a Class C felony in Alabama.

Name

Officer's Signature

Signature

Agency

Date

Date

IV. General Administration

**NOTIFICATION OF ATTENDANCE OF A K-12 SCHOOL ACTIVITY OR INTENT TO BE ON THE PROPERTY OF
A K-12 SCHOOL**

NAME: _____ DATE: _____

ADDRESS OF OFFENDER: _____

K-12 SCHOOL PROPERTY REQUESTED TO BE ON: _____

ACTIVITY OR PURPOSE FOR BEING ON PROPERTY: _____

DATE OF ACTIVITY: _____

TIME FRAME OF ACTIVITY OR ATTENDANCE ON PROPERTY: _____

STUDENT OFFENDER INTENDS TO SEE: _____

GRADE OF STUDENT: _____

RELATIONSHIP TO STUDENT: _____

SEX OFFENSE CONVICTED OF: _____

AGE OF VICTIM: _____ RELATIONSHIP TO VICTIM: _____

DATE: _____

The above notification has been received, _____ may be on the school property
of _____ for the following activity or purpose _____
_____.

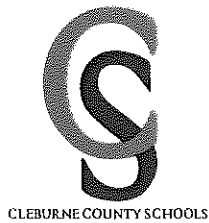
Upon entering the property the offender shall immediately report to _____, the
offender must call and arrange his or her reporting place and time by calling _____.

Principal or Designated Representative of School

The offender has checked in immediately upon entering the property.

Signature of person designated for offender to report to

Date and time of check in



CLEBURNE COUNTY SCHOOLS

Background Clearance/Fingerprints **(Reference Act 99-361)**

Effective July 1, 1999, applicants for "any position" with unsupervised access of students must submit to background (fingerprinting) checks prior to employment. This includes volunteer coaches, mentors, volunteers, etc.

Applicants are responsible for the expenses incurred for the fingerprinting process.

IV. General Administration

4-7

Procedures

III. Fiscal Management

OPEN RECORDS REQUEST

Requests made under the Open Records Act, Alabama Code Section 36-12-40 and 36-12-41, must be submitted in writing to the Cleburne County Board of Education at 141 Davenport Drive, Heflin, AL 36264. The request must be signed by the individual requesting the records and set out sufficient information to determine which records are being requested.

The following fees will apply:

- The charge for records copying is \$1.00 per page and a search fee of \$5.00 per request
- Any request to inspect records must be made within normal business hours (8:00 – 4:00)

III. Fiscal Management

3-1

Procedures: 09-17-14

V. Personnel

DUAL CONTRACTS

Dual contracts will be allowed for non-certified employees under certain guidelines. The Board will not, at this time, grant this opportunity for certified employees.

The guidelines include but are not limited to:

1. Main job hours may have to be reduced which would also cause a reduction in pay in order to not interfere with second job.
2. Principal or immediate supervisor would need to be in agreement to reduce main job hours.
3. Any additional overtime would need to be approved by principal/ supervisor and superintendent.

V. Personnel

5-1



CLEBURNE COUNTY SCHOOLS

Cleburne County Board of Education

Chad E. Young Superintendent

141 Davenport Drive

Heflin, AL 36264

Ph: 256-463-5624 Fax: 256-463-5709

PINK SLIP RECOMMENDATIONS BY PRINCIPALS

Date: _____

School: _____

Principal: _____

Name of Employee

1. _____
2. _____
3. _____
4. _____
5. _____

I am recommending to the Superintendent that employees listed above be added to the Cleburne County School System Pink Slip Listing for Board approval

Recommendation by: _____ **Date:** _____

Approved by: _____ **Date:** _____

Date Approved by Board: _____

V. Personnel

5-2

PROCEDURES



Cleburne County Schools

Acceptable Technology Practices for Employees and Teachers

Rules, Restrictions, and Guidelines

The following rules, restrictions, and guidelines have been developed in accordance with Board Policy §4.8.4. All users, in the process of logging onto the District's network or onto web-hosted applications used by the District, must agree to abide by all District, must agree to abide by all District and school rules, Board policies, state, local, and federal laws, and these Acceptable Use Practices. The District may use software or other measures to monitor network and Internet activity, as needed. Administrators, the District Technology Coordinator, and other designees will make determinations as to whether specific uses of technology are consistent with applicable rules and policies.

General Rules

Passwords

Employees will be held responsible for activity on their account, Therefore, employees should:

- Create "strong" passwords, keep them secure, and change them annually or more frequently.
- Use different passwords for the District's Student Information System, Chalkable, and general network use.
- Use only their authorized network account. (Unauthorized attempts to login as any other individual are prohibited.)
- Not give students their login credential or allow students to use technology that has been logged into by a staff account.
- Close programs and lock or log out of devices when they will be unattended even for a short time.

Equipment

Employees shall not:

- Intentionally harm, destroy, disable, or remove parts from any district technology. Employees may be held financially responsible for the repair, replacement, or reconfiguration of affected equipment.
- Employees shall not modify computers in any way without the permission of school administrators.
- Invite or allow outside individuals to repair or modify district technology without first obtaining permission from the Technology Department.
- Move or dispose of district equipment without following proper equipment transfer procedures.
- Remove equipment from their building without first completing the appropriate permission form.
- Bring in, buy, or use Wireless Access Points or network switches which have not been specifically approved of by the Technology Department for use on the District's network.
- Use personal equipment or accounts to provide students with unfiltered Internet access.

Use

Employees shall not:

- Attempt to disable or circumvent security measures, including Internet filtering software.
- Use technology for non-educational, commercial, political, or "for-profit" purposes.

- Use technology for antisocial behaviors such as harassment and discriminatory remarks, etc.
- Intentionally view, seek, obtain, or modify information, other data, or passwords belonging to other users.
- Install unlicensed software onto any District device.

Wasting or Monopolizing Resources

Employees shall not waste or monopolize resources. For example, over consumption of network bandwidth or server storage space for personal purposes such as streaming radio stations or other media; downloading software updates onto personally owned devices; storing personal graphic, video, or audio files; or 'spamming' fellow staff with non-work related messages.

Internet Filtering and Access

Access to the Internet

It is the policy of the Board to provide its employees and students with Internet access for the purpose of supporting activities that serve, and are consistent with, the identified educational and administrative objectives of the District.

Filtering

The District filters Internet access in order to comply with Federal rules and to ensure that staff and students are protected from harmful and inappropriate material. However, no technology protection measure will be 100% effective. Therefore, all users should report any sites which contain inappropriate materials or materials harmful to minors to the Technology Coordinator or his/her designee. The District will not be responsible for any damage suffered by the user due to a technical failure to block or filter inappropriate Internet sites or electronic communications.

- Teachers should pre-screen websites before showing to their class to ensure suitability.
- Teachers should supervise and monitor their student's use of Internet and/or electronic communications in order to assist in ensuring that their use is consistent with all rules, regulations, and protection measures.
- Teachers should know which of their students have a letter on file from the parent disallowing them from using the Internet independently, and enforce these restrictions.

Data Plans and Filtering

- Employees may not purchase data plans which would provide students with unfiltered Internet access with "school" funds (i.e., local school funds, District, Federal, or donated funds passing through system accounts).
- Employees may not "tether" a device to District technology on a District campus in order to bypass the District's Internet filter.

Requests for Opening up Filtered Sites

Employees may request a review of filtered sites. They may also request a temporary release of specific sites at specific workstations to complete their work. Such requests should be directed to the District Technology Coordinator

Working with Students

Supervision of Students

Employees are expected to monitor their student's use of technology in order to ensure that they comply with the Technology Acceptable Use Practices (AUP) found in the Student Code of Conduct. Providing Online Behavior Education Teachers and school staff should model appropriate online behavior and educate students about all aspects of being a responsible digital citizen, including cyber bullying, digital copyright issues, reputation building, plagiarism, privacy, identity theft, and risks from various forms of predators.

FERPA and Technology

The use of technology can greatly increase the exposure of protected information whether via email, websites, or use of various software programs. Employees are expected to understand and comply with the provisions of Federal Family Education Rights Protection Act, which requires that schools provide and protect information regarding its students. Employees should take extra precautions when using technology to transmit any protected information in order to be sure it will only reach the appropriate recipients. Employees with higher levels of data permissions may be asked to sign Security Agreements that further define rules regarding protecting data.

Online Media Publications

Teachers should familiarize themselves with the Media Release provisions of the Student Code of Conduct. This portion of the Code of Conduct refers to a wide range of media, both in print and online formats. Even in cases where parents have not written the school denying the school permission to publish their child's image, employees should never publish pictures of students on their own personal websites or upload them to other websites not officially used by the School/District. Parents must be able to expect to find any images of their child published by District employees on our websites. They should not have to seek out the many different online media sites that teachers may use as individuals to ensure that the use of their child's image is keeping with their expectations.

Anti-Virus, Phishing, and other Forms of Cyber Attacks

Everyone must do their part to prevent our devices and network from being infiltrated and damaged by various forms of malicious behavior. Employees should:

- Not disable the antivirus software on District technology.
- Never respond to emails claiming that they need you to update your email account or password. The Technology Department will NEVER ask you to do this. Delete these emails NEVER click on links within these emails whether from home computers or work computers.
- Make sure that laptops which are taken off site or used infrequently are connected to the network periodically so that the antivirus software can be updated.



Clebune County Schools

Acceptable Technology Practices for Employees and Teachers

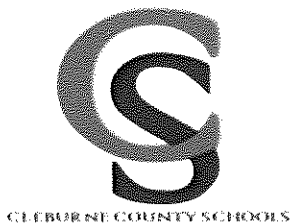
Rules, Restrictions, and Guidelines

I acknowledge that I have received and read the Cleburne County Schools Teacher Technology Practices Rules, Restrictions, and Guidelines.

Employee Signature: _____ Date: _____

Employee Name Printed: _____

Home School Assignment: _____



Cleburne County Schools

141 Davenport Drive
Heflin, AL 36264
Office: 256-463-5624

Employer's Report of Injury

(To be completed by the Manager/Supervisor or Principal and sent to the Superintendent)

School

Name: _____

Name of

Injured: _____

Address: _____

Phone: _____ Date of Injury: _____

Location where injury occurred: _____

Is this an employee? _____

What was the person doing when injured? _____

How did accident occur?

Name of injury or illness, including part of body affected: _____

Was medical treatment necessary? _____ Yes _____ No If so, where? _____

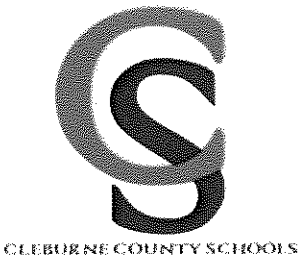
Employee Signature/ Date

Supervisor Signature /Position/ Date

V – Personnel

5-4

PROCEDURES



CLEBURNE COUNTY BOARD OF EDUCATION

Chad E. Young, Superintendent

141 Davenport Drive

Heflin, AL 36264

FAX: 256-463-5709 PHONE: 256-463-5624

Employee Cell Phone Policy

In belief that instructional/supervisory duties should not be diminished due to outside distractions, CCBOE employees will follow:

Personal cell phones shall not be used (including but not limited to texting, messaging, social media, internet, emailing, or phone communications) between 7:00 AM and 3:00 PM except for:

1. Extreme emergency
2. Permission granted from the principal /supervisor
3. Or at a time when the employee is not responsible for students.

Personal or District issued cell phone use in CCBOE vehicles

Regardless of other provisions of this policy, unless there is an emergency, employees shall not use cell phones when:

1. Driving district-provided vehicles.
2. Operating a vehicle in which a student is being transported on district property.
3. Supervising students who are entering or exiting a vehicle, crossing thoroughfares, or otherwise safely reaching their destination.

Employee Signature: _____ Date: _____

Cleburne County Schools

PERSONNEL LEAVE FORM

School Year _____

School Location _____

Month _____

Employee Name: _____
(As written on Social Security Card)

Substitute Name: _____
(As written on Social Security Card)

****Type of leave taken must be specified****

List date(s) with corresponding leave type below:

☐ Sick ☐ Annual / Vacation

☐ Sick Bank (Pre-Approved) ☐ Personal

☐ Professional Development ☐ Professional Leave
[Without Students] [With Students]
(Must complete section below) (Must complete section below)

☐ School Business

☐ Jury Duty

☐ Military Duty

☐ On-Job-Injury

☐ Leave without Pay

Total Days Absent: _____

****THE BELOW SECTION MUST BE COMPLETED FOR REIMBURSEMENT PURPOSES****

For Professional Leave and Professional Growth

Purpose for Professional Leave / Professional Growth: _____

Funding: Please have the person responsible for funding reimbursement fill out the section below before sending this form to the Superintendent. Incomplete forms will delay reimbursement.

Fund-C-Func-Object-CCtr-SFund-Yr-Prog-Spec

Fund Source: _____ Account Code: _____

Approving Supervisor: _____

This is to certify that the above information is true and correct to the best of my knowledge.

Employee Signature _____ Date _____

Principal / Director Signature _____ Date _____

Superintendent Signature _____ Date _____

LETTERS OF JOB ACCEPTANCE

Letter of Acceptance by newly hired employees serve as contracts. Unless notified by the last working day of the school year (for 3rd year employment), or by June 15th (1st and 2nd year employment) or June 30th of a legislative quadrennium year (1st and 2nd year employment) an employee is considered under contract for the next school year.

Salaries are determined by the State Teacher Salary Matrix and the Cleburne County Board of Education Salary Schedules.

VI. Students

CLEBURNE COUNTY SCHOOLS

PROCEDURES FOR RESPONDING TO REQUESTS FOR A STUDENT WITH A DISABILITY TO BRING A SERVICE ANIMAL TO SCHOOL PURPOSE

PURPOSE

The purpose of these procedures is to provide a system for responding to a request for a student with a disability to bring his/her service animal to school or to a school function.

GENERAL STATEMENT OF PROCEDURES

Cleburne County Schools will comply with all state and federal laws, regulations and rules regarding the use of service animals by students with disabilities under appropriate circumstances.

DEFINITION OF "STUDENT WITH A DISABILITY"

A student with a disability is defined as one who has been determined to be disabled by an appropriate team pursuant to the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act (Section 504).

DEFINITION OF "SERVICE ANIMAL"

As defined by Alabama Law and federal regulations implemented under Title II of the Americans with Disabilities Act (ADA), a service animal includes any dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability including, but not limited to, a physical, sensory, psychiatric, intellectual, other mental disability or autism. Other species of animals, whether wild or domestic, trained or untrained, are not service animals for purposes of this definition. (Note: The ADA regulations also include "miniature horses" in appropriate circumstances).

DEFINITION OF "WORK OR TASKS" PERFORMED BY SERVICE ANIMAL

The work or tasks performed by a service animal must be directly related to the student's disability. Examples of work or tasks include, but are not limited to, assisting individuals who are blind or have low vision with navigation and other tasks, alerting individuals who are deaf or hard of hearing to the presence of people or sounds, providing non-violent protection or rescue work, pulling a wheelchair, assisting an individual during a seizure, alerting individuals to the presence of allergens, retrieving items such as medicine or the telephone, providing physical support and assistance with balance and stability to individuals with mobility disabilities, and helping persons with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors. The crime deterrent effect of an animal's presence and the provision of emotional support, well-being, comfort, or companionship do not constitute work or tasks for purposes of these procedures.

PERSONS TRAINING A SERVICE ANIMAL

Under Alabama law, a person training a service animal is entitled to the same privileges granted to a student with a disability.

VI. Students

6-1

Procedures

Approved: 04-04-16

PROCEDURES/REQUIREMENTS

A request to bring a service animal to school by or on behalf of a student with a disability is subject to the following procedures and requirements:

1. Parents/adult students must submit a written request to bring the service animal to Cleburne County Schools, using the System's Form for such Request. The Request must identify and describe the service animal and what work or task(s) the service animal is trained to perform that is/are directly related to the student's disability. In addition, the individual requesting that the service animal attend school with a student must provide documentation that the animal is properly immunized as required under Alabama law and registered and licensed in accordance with all state and local animal licensing and registration requirements.
2. Requests to bring a service animal on School System property must, whenever possible, be made a reasonable time before bringing the animal to school to afford the System adequate time to properly address the request and make any necessary adjustments to the educational environment to accommodate the service animal's presence. A service animal may not be on school property without prior approval by the Superintendent or his/her designee.
3. As part of the consideration of a request to bring a service animal to school, the Cleburne School System can require proof of immunization and all animal licensing and registration requirements under applicable Alabama and local law. In addition, individuals who have service animals are not exempt from local animal control or public health requirements. If the parent/student refuses to provide proof of immunization or proper licensing or registration of the animal as required by Alabama or local law, the Cleburne County School System may refuse to allow the student to bring the service animal to school.
4. Once the Cleburne County School System has received a formal request for a student to bring a service animal to school, a meeting of the student's IEP or 504 Team (as applicable) will be scheduled and convened. The Team will conduct a case-specific inquiry as to whether the animal meets the definition of a service animal that performs work or tasks directly related to the student's disability.
5. If it is decided that the service animal will be allowed to accompany the student to school, the Team will also discuss a plan for introducing the service animal to the school environment, any appropriate training for staff and students regarding interaction with the service animal, and other activities or conditions deemed necessary by the Team.
6. The issue of allowing the service animal to accompany the student to school is subject to periodic review, revision or revocation by the student's IEP/504 Team and at least annually.
7. Service animals must wear proper identification and always have a harness, leash, tether or other form of proper restraint mechanism, unless the handler is unable because of a disability, to use a harness or other form of restraint mechanism or the use of a harness or other restraint would interfere with the service animal's safe, effective performance of work or tasks, in which case the service animal must be otherwise under the handler's control (e.g., voice control, signals, or other effective means).

8. The Cleburne County Schools is not responsible for the care or supervision of a service animal. Arrangements for the care/supervision of the service animal must be made by the parent/adult student and any costs incurred to handle the service animal will be the responsibility of the parent/adult student. Under Alabama law, any aide assigned to assist the student must be trained with the service animal in basic commands in order to assist the student as a team. In addition, the school may need to provide some assistance to enable a particular student to handle his or her service animal, particularly where the student is the handler.

9. The Cleburne County Schools retains the discretion to exclude or remove a service animal from its property if:

- a. the animal is out of control and/or the animal's handler does not effectively control the animal's behavior;
- b. the animal is not housebroken;
- c. the animal poses a direct threat to the health or safety of others that cannot be eliminated by making reasonable modifications; or
- d. the animal's presence would constitute a fundamental alteration in the School System's programs/activities.

10. The parent/ student, depending upon the circumstances and applicable law, may be deemed liable for any damage to school property and any injury to individuals caused by the service animal. Alabama law specifically provides that a person accompanied by a service animal is not necessarily relieved of liability for damage done by the animal. In addition, federal law provides that if the Cleburne County Schools normally charges students for damages caused, then that student may be charged by damages caused by the service animal.

11. If it is determined that the student will not be allowed to bring his/her service animal to school, that determination will be considered a grievable discrimination issue and subject to the Cleburne County Schools internal grievance procedures. Parents also may be entitled to initiate a due process hearing under the IDEA or Section 504 if they claim that the refusal constitutes a "denial of FAPE" to the student under the IDEA or Section 504.

Procedures

Approved: 04-04-16

Guidance for IEP/504 Team Service Animal Decisions

This guidance is provided to assist IEP/504 Teams in addressing whether or not a student's request to bring his/her service animal to school or to a school function will be honored or whether a student will be asked to remove a service animal that is already at school with the student. The following questions and factors should be considered when making this case-by case (and interactive) consideration:

1. Is the animal a "service animal" that meets certain qualifications?

- Does the animal meet the definition of "service animal" under Alabama law and the ADA Title II regulations and as defined in the School System's procedures?

- Does the service animal perform work or a task for the student that is directly related to the student's recognized disability?

- Is the animal under the handler's control (if the student is the handler, can the student handle the animal with some assistance from the school)?

- Is the service animal housebroken?

- Has the parent/adult student provided all required and current paperwork regarding immunizations, registration and licensing as required by Alabama and local law?

2. The potential risk or threat to health or safety of others

- Does the animal pose an unacceptable risk or threat to the health or safety of others based upon the best available objective evidence? Factors in answering include:

- the nature, duration and severity of the risk;

- the probability that the potential injury will actually occur; and

- whether reasonable modifications of policies, practices or procedures will mitigate the risk to an acceptable level.

3. Fundamental alteration/undue burden to the nature of the School System's program/activity

- Will the presence of the animal fundamentally alter the nature of the School System's program or activity or impose an undue burden on the School System?

4. Documenting the Decision on the IEP/504 Plan

In general, the animal itself **IS NOT** part of the IEP/504 Plan as a related service or accommodation for FAPE, unless there is the rare instance where the Team determines that a service animal is *necessary for the student to benefit from special education services or to receive a free appropriate public education.*

VI. Students

6-2

Procedures

Approved: 04-04-16

Rather, the Team is to decide, using the questions above, whether it is appropriate to allow the student to bring the service animal to school or to a school function, and it should be documented that ***the accommodation being provided is allowing the student to bring his/her service animal to school NOT the provision of the actual service animal itself.*** It is suggested that the IEP or 504 Plan include a statement such as the following: "Based upon the Cleburne County School's procedures, the Team has determined that it is appropriate to allow _____ to bring his/her service animal to school."

5. Decision that Student will not be allowed to bring his/her Service Animal to School

Any determination that a student will *not* be allowed to bring his/her service animal to school is a grieveable issue and subject to the Cleburne County Schools internal grievance procedures regarding claims of disability discrimination. Parents also may be entitled to initiate a due process hearing under the IDEA or Section 504 if they claim that the refusal of the request is a "denial of FAPE" to the student.

Procedures

Approved: 04-04-16

Cleburne County Schools

STUDENT REQUEST TO BRING A SERVICE ANIMAL TO SCHOOL

Date _____ (request made a reasonable period of time prior to the animal's presence at school)

Student name _____

Parent name(s) _____

School _____

Describe the work or task(s) that the service animal performs that is/are directly related to the student's disability:

Type of service animal: ☐ Dog ☐ Other: _____

Name of service animal: _____

Name of service animal's handler: _____

Documentation attached that the Service Animal is:

- ☐ Properly and currently immunized, licensed and registered as required by Alabama and local law
- ☐ Other relevant information: _____

Please submit completed Request to the Superintendent of Education. A meeting of the student's 504/IEP Team will be scheduled to address the request

ANNUAL APPLICATION REQUIRED

VI. Students

6-3

Procedures

Approved: 04-04-16

**Cleburne County Schools
SERVICE ANIMAL REGISTRATION/AGREEMENT**

Owner

Student (if applicable)

Type of Service Animal:

- ☐ Request Form Attached
- ☐ Appropriate documentation to support the existence of a disability attached

Documentation attached that the Service Animal is:

- ☐ Properly and currently vaccinated
- ☐ Under the control of a properly trained handler. Name of handler: _____
- ☐ Covered by adequate liability insurance

I have read and understand Cleburne County Schools Service Animal Policy. I will abide by the terms of the policy.

I understand that if my Service Animal is: out of control and/or the animal's handler does not effectively control the animal's behavior; not housebroken or the animal's presence or behavior fundamentally interferes in the function of Cleburne County Schools; or, poses a direct threat to the health or safety of others that cannot be eliminated by reasonable modifications, Cleburne County Schools has the discretion to exclude or remove Service Animal from its property.

I agree to be responsible for any and all damage to Cleburne County Schools property, personal property, and any injuries to individuals caused by my Service Animal. I agree to indemnify, defend and hold harmless Cleburne County Schools from and against any and all claims, actions, suits, judgements and demands brought by any party arising on account of, or in connection with, any activity of or damage caused by my Service Animal.

I agree that the Cleburne County Schools is not responsible for the care or supervision of the Service Animal.

OWNER

CLEBURNE COUNTY SCHOOLS

Signature

Signature

Date

Date

Note: This Registration/Agreement is valid until the end of the current school year. It must be renewed prior to the start of each subsequent school year or whenever a different Service Animal will be used.

VI. Students

6-4

Procedures

Approved: 04-04-16

Restraint Policy Cleburne County Schools

The Cleburne County Board of Education appoints superintendent or designee to develop procedures for use of restraints. Cleburne County Board of Education prohibits the use of physical restraints except in those situations in which a student is in imminent danger to himself/herself or others and when the student is not responsive to less intensive de-escalation techniques. The BOE will provide for training for staff in positions in which they may be called upon to physically restrain students. For example, assistant principals in charge of discipline and members of the crisis intervention team as well as staff who work with students with severe behavioral disorders should most likely be trained. A form will be developed and used in Cleburne County Schools to document use of restraints and documentation of parental notification. This data will be reviewed periodically at the local schools to determine effectiveness. The Superintendent or his designee will collect summary information of restraint use from local schools in the system for review annually. This written policy for restraint will be included in the code of conduct and/or the student handbook.

PROCEDURES

Approved: 06-03-13

VI. Students

6-5

Guide for Use of Restraint

Chemical Restraints:

The use of ***chemical restraints*** is expressly prohibited in public Alabama schools and educational programs. *Chemical restraint* refers to any medication that is used to control violent physical behavior or restrict the student's freedom of movement that is not a prescribed treatment for the student's medical or psychiatric condition.

Mechanical Restraints:

The use of ***mechanical restraints*** is expressly prohibited in public Alabama schools and educational programs. *Mechanical restraint* refers to the use of any device or material attached to or adjacent to a student's body that is intended to restrict the normal freedom of movement and which cannot be easily removed by the student. The term does not include an adaptive or protective device recommended by a physician or therapist when used as recommended by the physician or therapist to promote normative body positioning and physical functioning, and/or to prevent self injurious behavior. The term also does not include seatbelts and other safety equipment when used to secure students during transportation.

Prone Physical Restraints:

Prone Physical restraints are expressly prohibited in public Alabama schools and educational programs. *Prone restraint* refers to a specific type of restraint in which a student is intentionally placed face down on the floor or another surface, and physical pressure is applied to the student's body that restricts the flow of air into the student's lungs.

Physical Restraints:

The use of ***physical restraints*** is prohibited except in those situations in which a student is in imminent danger to himself/herself or others and when the student is not responsive to less intensive de-escalation techniques. *Physical restraint* refers to direct physical contact from an adult that prevents or significantly

Procedures

restricts a student's movement. The term physical restraint does not include prone restraint, mechanical restraint, or chemical restraint. Additionally, physical restraint does not include: providing limited physical contact and/or redirection to promote student safety or prevent self-injurious behavior, providing physical guidance or prompting when teaching a skill, redirecting attention, providing guidance to a location, providing comfort, or providing limited physical contact as reasonably needed to prevent imminent destruction to school or another person's property.

Training should be provided to those staff members with greatest need such as assistant principals in charge of discipline and members of the crisis intervention team as well as staff who work with students with severe behavioral disorders should most likely be trained. However/ it would be unreasonable to expect that all staff could be trained in a typical school setting. If a staff member must physically restrain a student to prevent injury to a student or others, the staff member should ask another student, if present, to request assistance immediately from other staff. Restraints should be terminated as soon as the student is no longer a danger to himself or others.

In almost all instances, the use of physical restraints would not be documented in an IEP or BIP. These interventions are used in emergency situations in which the student is a danger to himself/herself or others, and it would not be possible to determine if restraint would be required when the IEP or BIP was put in place. The use of **physical restraint** would never want to be pre-determined,

Seclusion:

The use of **seclusion** is expressly prohibited in public Alabama schools and educational programs. **Seclusion** refers to a procedure that isolates and confines the student in a separate, locked area until he or she is no longer an immediate danger to himself/herself or others. The seclusion occurs in a specifically constructed or designated room or space that is physically isolated from common areas and from which the student is physically prevented from leaving. **Seclusion** does not include situations in which a staff member trained in the use of de-escalation techniques or restraint is physically present in the same unlocked room

as the student, in-school suspension, detention, or a student-requested break in a different location in the room or in a separate room.

Time-out:

Time-out refers to a behavioral intervention in which the student is temporarily removed from the learning activity. Time-out is appropriately used when:

1. The non-locking setting used for time-out is appropriately lighted, ventilated, and heated or cooled.
2. The duration of the time-out is reasonable in light of the purpose of the time-out and the age of the child.
3. The student is reasonably monitored while in time-out.
4. The time-out space is free of objects that unreasonably expose the student or others to harm.

A student may be placed in **time-out** for a short, pre-determined period of time.

The classroom staff should be able to see the child placed in **time-out** to promote his/her safety.

Cleburne County Schools
Restraint Documentation Form

Date: _____

Student's Name: _____

Location of restraint: _____

Precipitation Behavior: _____

Observation of student's behavior and physical status during the restraint:

Injuries to the student or staff:

Total time spent in restraint: _____

Staff participating in the restraint:

Staff signatures:

Staff member to serve as parent contact: _____

Parent Notification Information (Person spoken to, time, phone number, staff member making contact with the parent)

Name of person contacted

Time

Phone number called

Staff Member making Contact

Parent Notification

Date: _____

Student: _____

School: _____

Administrator: _____

We need to inform you that restraint was used today to assist with safety for your child/others. If you have any questions} please call the school for further information

Length of School Day

Cleburne County assures to the Alabama State Department of Education that no child with a disability receives a shortened school day (as defined in the August 22, 2016, memorandum from the State Superintendent of Education) unless documented in the student's Individualized Education Program or 504 Plan, due to the student's individual needs and not due to transportation schedules or administrative convenience.

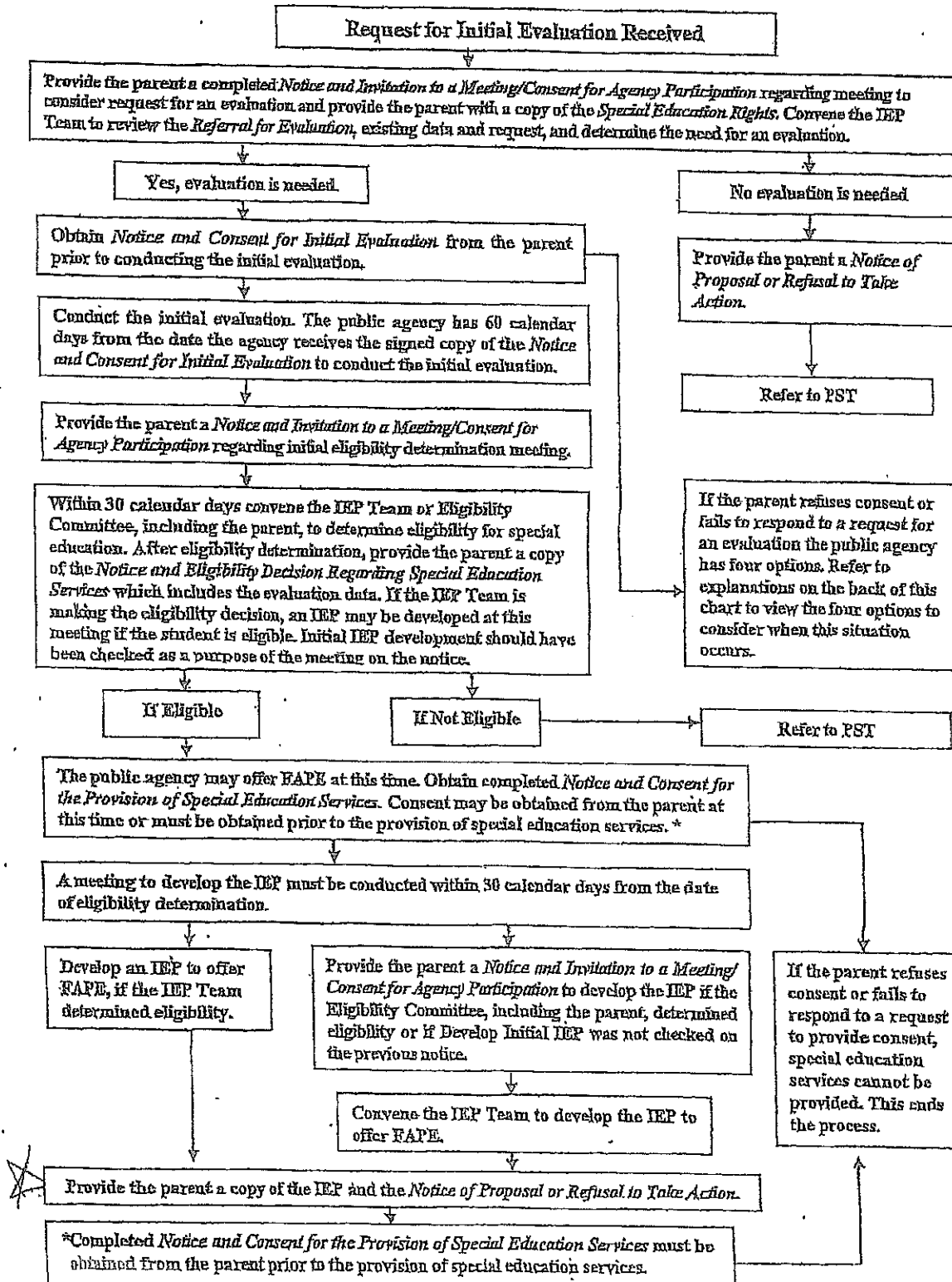
CONFIDENTIALITY

FERPA

The Family Educational Rights and Privacy Act (FERPA) is a federal law that protects students' privacy by prohibiting disclosure of education records without adult consent. FERPA also allows parents and students over age 18 to inspect and review education records and request that inaccuracies be corrected.

-
Advance written permission is required to release student-level information, such as student coursework, class discussions, recorded comments, and grades, if they are linked to any information that would enable a member of the school community to identify the student. Several exceptions in the law allow individuals such as teachers and administrators with a legitimate educational interest in the student's record to access personally identifiable student data without prior parent consent

**Process Chart 1
SPECIAL EDUCATION PROCESS
Referral Through IEP Implementation**



**CLEBURNE COUNTY SCHOOL SYSTEM
EXTRACURRICULAR ACTIVITY POLICY**

All Cleburne County School participants in extracurricular activities will abide by policies set forth by the Cleburne County Board of Education as stated below:

- 1. Use of alcohol, drugs, tobacco is prohibited.**
- 2. Any participant of extracurricular activities under the influence of alcohol, drugs or tobacco at a practice or any extracurricular event will be dismissed from the participating activity for the remainder of the school year.**
- 3. Any participant of extracurricular activities caught stealing or arrested for stealing will be dismissed from participating extracurricular activity.**
- 4. Any participant of extracurricular activities arrested for possession of an illegal substance or issued a DUI will be dismissed for the participating extracurricular activity.**
- 5. If an arrest occurs and the participant is found to be innocent, the participant will be reinstated to the participating extracurricular activity.**

VI. Students

6.12

Procedures

Approved: 07-12-10

CLASS TRIPS

Recreational class trips are not permitted. Educational trips are permissible. All class trips must be approved by submitting an Educational Trip Request Form (signed by all required parties) at least one month prior to class trip to the Central Office for Board approval.

- Class trips must be completed by May 15th of school year and transportation must be provided by chartered buses.
- All students should be allowed to take the trip whether or not they are able to contribute monetarily.
- Teachers must receive a written waiver of liability and statement of permission for child to participate in the field trip from custodial parent prior to trip.
- Visitation sites must be chosen from a list of sites pre-approved by the Cleburne County Board of Education. Additional sites could be added annually during the summer prior to the beginning of the school year.

Competition trips are permitted, but must first be approved by building level Principal. The Cleburne County Board of Education will be financially responsible for the cost of substitutes for head coaches/club sponsors. The competing group will be responsible for all other costs. The Cleburne County Board of Education reserves the rights to approve and financially support competitions under special circumstances.

SCHOOL BUS USE FOR EDUCATIONAL TRIPS

1. Schools shall be responsible for all expenses incurred as result of trip. PTO funds, donations from parents/students are acceptable means of funding. Schools should provide a check payable to the Cleburne County Board of Education to cover trip expenses (Compensations for the bus driver and extracurricular mileage). The Cleburne County Board of Education will not incur any expense from the trip.
2. Schools are responsible for securing a bus driver with approval from Transportation Director.
3. The use of a school bus should not interfere with the regular route of bus used on the day of trip (Approximately 7:30 a.m. – 2:00 p.m.)
4. Board employees and students are the only passengers approved to ride the bus.

VI. Students

ADDENDUM TO CLASS TRIPS POLICY

- **Class trips will be allowed in the month of May only if transportation is provided by chartered buses.**

Procedures

**VI. Students
6-14**

**Revised: 02-04-13
Approved: 02-04-13**



CLEBURNE COUNTY BOARD OF EDUCATION

141 Davenport Drive

Heflin, AL 36264

FieldTrip Check List

Complete Field Trip Request Form

1. Obtain principal's signature
2. Fax completed form to the Board Annex (bus shop) fax#is on request form
After it is approved by Nurse Sandy and Mr. Brooks - they will send it to CCBOE for the Superintendent's signature and to be placed on the next CCBOE meeting agenda.
3. Lunchroom staff should be notified 30 days prior to trip to allow adjustments to menu planning, food orders, etc.
4. Details such as chaperones, parking of parent vehicles, and other potential problems should be discussed with the principal. Send home a letter communicating information.
5. Plan ahead of time for emergencies such as how students would get home in the event of delayed return to school.
6. ALL requests must have all signatures for approval and completed request turned into the central office by 12pm the Wednesday prior to CCBOE meeting.
7. Trips are dependent on weather conditions and decided by Transportation Supervisor and Superintendent

Complete Field Trip Permission Form

1. Complete pertinent information and send home to parent/guardian.
2. Collect and verify that you have all permission forms. (Permission Forms Only! Parent notes are not acceptable)
3. Take permission forms with you on the trip.
4. A master list of students on each bus should be given to the building principal and bus driver for emergency purposes.
5. The master list should include all teacher's cell contact numbers.

Do NOT send home any other permission forms. The board's permission form has been approved by attorneys and is the only one that can be used.

Have a great trip!!



Cleburne County Schools Educational Trip Request

Trip Date:	School:	Class/Grade
Teachers:		
Trip Destination:		# Passengers:
Departure Place/Time:		Return Time:
Purpose of Trip:		Trip Cost Per Student:
Meal Stop: () Yes * () No	*Location/Restaurant :	
() School Bus () Board Car () Chartered Bus * * Name of Charter Bus Co.:		
Driver Provided by : () CCBOE () School*		*Please list driver's name if school provided:
Date received by Principal _____ Date sent to Board Annex _____ BOE Meeting Date Approval _____		

INFORMATION:

- 1) Lunchroom staff should be notified 30 days prior to trip to allow adjustments to menu planning, food orders, etc.
- 2) Details such as chaperones, parking of parent vehicles, and other potential problems should be discussed with the principal.
- 3) Trips are dependent on weather conditions and decided by Transportation Supervisor and Superintendent.
- 4) Plan ahead of time for emergencies such as how students would get home in the event of delayed return school.
- 5) Requests will be returned to school if all signatures are not obtained. ALL requests must have all signatures for approval and completed request turned into the central office by 12pm the Wednesday prior to CCBOE meeting.
- 6) All educational field trips must be approved by CCBOE.

TEACHER(S): _____

LUNCHROOM MANAGER: _____ **DATE:** _____

SCHOOL NURSE: _____ **DATE:** _____

Is a student with medical needs on this trip? () Yes -Nurse Needed () * Yes- Parent Attending () No

PRINCIPAL: _____ **DATE:** _____

Please fax the completed form to Board Annex 256-463-7867 for remaining signatures.

LEAD NURSE: _____ **DATE:** _____

TRANSPORTATION SUPERVISOR: _____ **DATE:** _____

SUPERINTENDENT: _____ **DATE:** _____

Completed Field Trip Request will be brought to the Central Office by Transportation Supervisor

PROCEDURES

VI. Students

SHORT EDUCATIONAL FIELD TRIP DESTINATIONS (School Bus Transportation)
Cleburne County Board of Education Approved List

Heflin/Ranburne Area

- Post Office
- Bennett Farms
- Courthouse
- Grocery Stores
- Banks
- Fire Station, Police Station

Anniston/Oxford Area

- Anniston Museum
- Red Lobster
- Quintard Mall
- Fire Station, Police Station
- TV 33-40
- Radio Stations
- Greenway Greenhouses
- Oxford Lake
- Oxford Civic Center

Lincoln Area

- Race Fever Campground (Annual Pioneer Day Festival)

Haralson Co. Georgia Area

- Pumpkin Patch – Bremen
- Tallapoosa Museum/Veteran's Park
- Cedartown Civic Center
- Carrollton Airport

Area Elementary Schools

Jacksonville State University

University of West Georgia

Southern Union State Community College

Gadsden State – Harry M. Ayers Campus

VI. Students

6-17

PROCEDURES

FIELD TRIP DESTINATIONS

CCBOE Approved List

Anniston, Alabama (25 Miles)

- Museum of Natural History
- Berman Museum
- Fire Station
- Super Valu Tour
- Post Office

Atlanta, Georgia (80 Miles)

- High Museum
- Six Flags Educational Tour
- Turner Stadium Educational Tour
- Ringling Bros. Circus
- Disney On Ice
- Dr. M. L. King Center
- Cyclorama
- Sci-Tech
- Coca Cola Museum
- Wrens Nest
- Fox Theater
- CNN Studios
- Zoo
- Fern Bank Science Center

Auburn, Alabama (75 Miles)

- Auburn University
- Milk Barn/Hog Parlor/Fish Hatchery
- The Loveliest Village on the Plains

Birmingham, Alabama (75 Miles)

- Discovery Place
- McWane Center
- Southern Museum of Flight
- Museum
- Sloss Furnace
- Botanical Gardens/Zoo
- Alabama Children's Theater
- Alabama Theater
- Circus
- Disney On Ice
- Galleria (Special Ed.)
- Civil Rights Museum
- Visionland (Math & Science Day)

Chattanooga, Tennessee (130 Miles)

- Tennessee Aquarium
- Lookout Mountain
- Rock City/Ruby Falls
- Inclined Railway

Chelsea, Alabama (80 Miles)

- Hargis Outdoor Education Center

Gadsden, Alabama (55 Miles)

- Gadsden State Community College
- Art Center
- Imagination Place

Huntsville, Alabama (140 Miles)

- Space and Rocket Center
- Marshall Space Flight Center
- Burritt Museum
- Museum of Art

Montgomery, Alabama (125 Miles)

- State Capitol
- Archives
- Old Alabama Town
- Maxwell A.F.B.
- Alabama Shakespeare Festival
- Museum of Fine Arts
- Zoo
- White House of the Confederacy
- Civil Rights Memorial
- Science Center
- Jasmine Hill Gardens

Moundville, Alabama (160 Miles)

- Moundville State Park

Newnan, Georgia (___ Miles)

- Shenandoah Environment & Ed. Center
- Russell Mills

Stone Mountain, Georgia (130 Miles)

- Stone Mountain Park

Sylacauga, Alabama (80 Miles)

- Blue Bell Creameries
- DeSoto Caverns

Talladega/Lincoln, Alabama (40 Miles)

- International Motor Sports Hall of Fame

Tuscaloosa, Alabama (130 Miles)

- Mercedes Benz Plant Tour
- University of Alabama
- Bryce Hospital
- Paul Bryant Museum
- Museum of Natural History
- Gulf States Home Office (Art Exhibit)

Valley Head, Alabama (80 Miles)

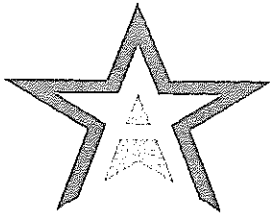
- Sequoyah Caverns

Local:

- Oxford Lake, Jacksonville State University
- Camp Cottaquilla, Southwire/Carrollton, GA. & Heflin

VI. Students

PROCEDURES



AHSAA
ALABAMA HIGH SCHOOL ATHLETIC ASSOCIATION

Amendments to AHSAA Bylaws

1. Allow Non-Traditional students to participate in interscholastic athletics with AHSAA member public schools.

Home School Guidelines:

ENROLLMENT

- ✓ Students must enroll in a member public school in order to participate in an interscholastic contest or practice.
 - ✓ Must be enrolled at the member public school that serves the area in which the student's parents reside.
 - ✓ Must be within the first 20 days of the semester in the school they are zoned to attend.
- Note:** All home school students are eligible their initial year of enrollment based on local board policy.

ACADEMIC ACCOUNTABILITY

- ✓ Students will adhere to all AHSAA rules applicable to academic accountability (Rule I, Section 9: Academic Rule, Requirements).
 - ✓ Students will be required to take AHSAA criteria tests developed by the ALSDE for the AHSAA in all four core subjects at the end of each semester for academic eligibility beginning with grade 7 through the end of the first semester in grade 12.
 - ✓ (ALL assessment testing will be conducted on campus of the school under the supervision of a certified instructor employed by the school.)
- Note:** Home school students who opt to take core courses through the school's virtual program or college course credit are not required to take the criteria tests.

Home School students must:

- ✓ Enroll and attend two electives on the campus of the school.

HOMEWORK POLICY

Home work is an important component of every student's instructional program. Students, teachers, and parents should have a clear understanding of the objectives to be accomplished through homework and the role it plays in meeting curriculum requirements. Homework reflects practices that have been taught in the classroom and provides reinforcement and remediation for students. It should be student-managed, and the amount should be age-appropriate, encouraging learning through problem solving and practice.

At every grade level, homework should be meaning-centered and mirror classroom activities and experiences. Independent and collaborative projects that foster creativity, problem-solving abilities, and student responsibility are appropriate. Parents support and supervision reinforce the quality of practice or product as well as skill development.

Homework Assignments

Each school's overall instructional plan shall establish policies for homework. Homework may be required in each subject area whose content is prescribed by the State Course of Study. Homework shall reinforce classroom instruction. Time required to complete homework assignments shall be reasonable, with quality in mind not quantity. Homework assignments and test dates shall be coordinated especially in departmentalized schools in order to prevent students from being overburdened with too much homework at any given time. Homework assignments shall be varied to accommodate individual differences when appropriate. Homework is not to be used as punishment.

Parents

Parents have the responsibility to provide conditions conducive to effective study activities at home as well as to encourage students completion of homework activities. Parents shall communicate with the local school system in order to receive information about homework and to ascertain the academic progress of their children.

Students

Students should acquire effective study habits and skills and be responsible for completing assigned tasks.

VI. Students

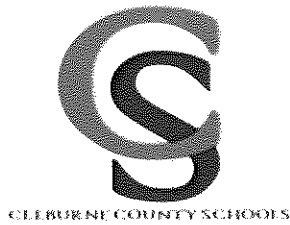
6-20

Procedures

Adopted: 02-23-12

Approved: 03-05-12

VII. Instructional Program



Cleburne County Schools

141 Davenport Drive

Heflin, AL 36264

Office: 256-463-5624

Fax: 256-463-5709

CLEBURNE COUNTY CAREER TECHNICAL SCHOOL LIVE WORK AGREEMENT

I understand this work is to be done in the Career Technical training shops, Cleburne County Career Technical School as part of an organized training program and the work is to be scheduled to fit into the progressive plan and convenience of the instructional program. I will pay for all parts used, plus 20% and will not pay for any labor charges whatsoever. It is understood also that trainees who are not skilled craftsman, but who are supervised by a skilled instructor are doing this work. The Cleburne County Career Technical School and personnel are not obligated for any loss or damage resulting to articles on which work is being done. No parts or workmanship is guaranteed whatsoever. However, every reasonable precaution will be taken to avoid any loss or damage to article left for repair.

Signature of owner or owner's agent: _____

Date: _____

Cooperative Education Programs

(Currently CCCTS Does Not Have a Cooperative Education Program)

Cooperative education programs are operated in the following areas: Business Marketing, Trade and Industrial and Technology Education.

- a. Each cooperative career/technical education program shall provide on-the-job training that:
 - (1) Is related to existing employment opportunities which offer promotion and advancement.
 - (2) Is related to the student's occupational objective.
 - (3) Does not displace other workers who can perform such work.
 - (4) Is conducted in accordance with written training agreements and training plans.
- b. The local school system shall have written guidelines for the operation of the cooperative on-the-job training.
- c. There shall be a completed application on file for each student enrolled in the cooperative program prior to acceptance in the cooperative program.
- d. Each student shall be interviewed by the teacher-coordinator as part of the enrollment procedure. Coordinators shall locate a training agency for the student. A training plan shall be designed to develop those competencies required for achieving the student's occupational objective.
- e. There shall be on file for each student, prior to beginning training, a written training agreement and a training plan, which have been approved by the parent or guardian, teacher-coordinator, local administrator, and employer.
- f. Cooperative education students shall have concurrent related study a minimum or equivalent to one block per school year directly related to the competencies contained in the training agreement. The coordinator shall teach two blocks daily of related study.
- g. A completed evaluation instrument for on-the-job training for each grading period for each student shall be on file and shall reflect occupational skills progress as well as work habits.
- h. One credit shall be given for each block period of related study and two credits for on-the-job training provided the student completes a minimum of 540 hours of on-the-job training during the year.

VII. Instructional Program

- i. Training stations shall be visited a minimum of once during each grading period by the teacher-coordinator to observe and evaluate student progress. Written documentation (other than a travel reimbursement or itinerary form) of items discussed with the employer during the visits shall be on file. Coordinators shall have one block daily free for supervision of on-the job training.
- j. The cooperative career/technical education programs shall be operated in accordance with provisions of all local, state, and federal labor laws.
- k. Specialized cooperative education programs may serve students from other program areas in which a cooperative education program is not available, provided students served from the other service areas meet the following additional requirements:
 - (1) Comprise no more than 25% of the cooperative enrollment in the program (must maintain 75% in program area).
 - (2) Have completed one or more years in the occupational program related to the area, which the students are employed.
 - (3) Receive related instruction from the teacher in the occupational area in which the student is employed.
- l. Cleburne County does not have a Co-Op Program.

VII. Instructional Program

Procedures: 09-14-15

Procedures for Solving Co-Operative Education Problems

Students shall not be considered for Co-operative program until his/her Technical Education Teacher and Technical Education Principal had evidence that the necessary skills to deal with co-workers and to be successful in doing the particular job.

Their Technical Education Teacher, Technical Education Director and their related studies instructor check on Co-op students regularly for the purpose of getting information from the students and employers about the student's strengths and weakness on the job. Problems are addressed by the students, technical instructors and/or related studies instructor to hopefully prevent job termination.

PROGRAM GOALS:

To practice and further develop the skills they have learned in their technical education classed, to develop a strong work ethic, and to develop personal/social skills necessary for on the job success.

This is to be achieved by conferences with students and their Technical Education Teacher, their employer, and their related studies instructor.

CLEBURNE COUNTY SCHOOLS
Training Agreement
For Career Technical Education Programs

Student's Name _____ Birth Date _____ Age _____

Student's Address _____ Telephone _____

Student's Current Career Objective _____

Name of School _____ System _____

Name of Training Station _____ Telephone _____

Address of Training Station _____

Name & Job Title of Supervisor / Mentor _____

Date Training Period Begins _____ Ends _____

This training agreement briefly outlines the responsibility of the student, parents, employer, and the teacher-coordinator.

Parent/ Guardian

1. Approves and agrees that the student may participate in Mentoring Education at the training station listed above.
2. Encourages the student to effectively carry out the work experience requirements both in the classroom and on the job.
3. Assumes responsibility for the conduct of the student.
4. Provides transportation for the student to and from the training station.
5. Holds school and teacher-coordinator harmless for risks associated with the transportation and indirectly monitored activities (e.g. work-based experience).

Student

1. The student-learner will comply with the rules and regulations of the training station and The Alabama Child Labor Laws.
2. The student-learner is expected to observe the same regulations, which apply to other employees of the firm.
3. The student-learner is expected to adhere to all policies and regulations as set forth by the school administration.
4. The student-learner shall work an average of 15 hours
5. The student-learner has a successful Career Readiness Indicator on file.
6. The student-learner shall be an active member of the student organization.
7. The student-learner shall not be allowed to work on days that he/she is absent from school.
8. If the student-learner loses his/her job, it is the student's responsibility to notify the proper school officials and be in the proper classes at school the next day.
9. If a student changes jobs, it is the student's responsibility to notify the proper school officials.
10. If for any reason the student loses his/her job, it will be at the discretion of the Director as to whether the student will incur disciplinary action or be allowed to enter into another training agreement.
11. Cleburne County School System shall have no responsibility or liability for any actions, events or conduct concerning the student.

Teacher-Coordinator

1. Assists in securing an appropriate work-based experience on the student's career objective.
2. Works with the supervisor/mentor in developing training plan for the student.
3. Visits training stations at least once per month to observe and evaluate student progress.
4. Counsels the student about his/her progress on the job.
5. Terminates employment when it serves the best interest of the student as determined in collaboration with the employer.
6. Determines the student's final grade for Mentoring Education.
7. Reinforces work-based experiences with related classroom instruction.

Employer

1. Recognizes that the student is enrolled in Mentoring education designed to prepare for a career in: _____
2. Provides supervision and instruction in each of the applicable tasks listed on Section II of this document or assist the student in acquiring those competencies necessary for success in the career objective.
3. Evaluates student progress.
4. Employs a non-discrimination policy with regard to race, color, handicap, sex, religion, national origin, creed or age.
5. Adheres to wage and hour, child labor, and all federal, state, and local laws pertaining to student employment.
6. Employs the student for an average of not less than 15 hours each week.

Parent or Guardian

Employer

Student

Teacher-Coordinator

School Administrator

Date

VII. Instructional Program

Work-Based Training Guidelines

- The student-learner is required to be a completer in the program of study which constitutes three credits in the same pathway or career cluster.
- The student-learner is required to be in their twelfth-grade year; on track to graduate and have a Career Readiness Indicator.
- The student-learner needs to already have employment related to the field of study before entering into the training program.
- The student-learner needs to provide the job description from their perspective employer to the Technical Education teacher prior to entering into the training program.
- The parent/guardian must approve and agree that the student-learner may participate in the training program.
- The parent/guardian will be responsible for the conduct of their child during the training program.
- Students shall not be considered for the training program until his/her Technical Education teacher and the Technical Education Director has evidence that the necessary skills to deal with co-workers and be successful in doing the particular job.

VII. Instructional Program

7-5

Procedures: 09-14-15

SAFETY PROCEDURES

- A. Instruction in safety shall be given prior to all shop or laboratory work, on-the-job training, and other times as needed. Teachers will give a written safety test on each machine to be operated by the students. Students will achieve a score of 100% on a safety test before participating in the use of machinery. Students shall not be allowed to use any equipment unless the teacher is present.
- B. Emergency plans for evacuation and accident prevention are posted in all classrooms and lab/shop areas.
- C. Each program shall be operated in compliance with federal, state and local requirements pertaining to health and safety. Examples: OSHA regulations concerning department lines, safety posters, etc.
- D. All fire drills will be held once each month and recorded in Virtual Alabama.
- E. A first aid kit is in place in the learning laboratory and complies with local regulations.
- F. All instructors will check their laboratories each day before each class session begins to insure safe working conditions.
- G. All equipment and tools used in the program or on-the-job have factory approved safety devices in place and are operable.
- H. Safety glasses are worn by students, teachers, and visitors in appropriate lab settings.
- I. The instructor will establish safety precautions and instruction and enforce safety regulations.
- J. The instructor will not open the shop area for students unless he/she is available to be in the area.
- K. Good housekeeping is a component part of safety; therefore, each laboratory will be cleaned at the end of each day and should be cleaned after each class session. (10 or 15 minutes at the end of each class session should be used for cleaning). All tools should be put up and machinery and equipment in order.
- L. Each instructor should have a definite procedure for check out of tools and equipment and supplies to be used in the shop.

M. A clean, well-kept shop would involve the following:

- Storing tools in their proper place after use
- The proper storage of flammable materials
- Storing finished and unfinished shop projects
- Turning off electrical switches and lights after work
- Removing all waste materials (sawdust, shavings, metal, etc.) daily
- Sweeping floors after use
- Cleaning floors of any grease, acid, and water
- Encouraging students and adults to remove completed projects from shop immediately
- Seeing that the shop is kept in good working condition at all times. Some materials should be moved immediately rather than waiting until the end of the shop period.
- Avoid letting the shop become a dumping place for the school
- Placing scrap stock in properly marked boxes
- Cleaning equipment tools after use
- Cleaning electric lights monthly
- Washing windows twice each year
- Cleaning shop walls and ceilings each year

Cleburne County School System
Test Security Plan
Revised – October 2018

I. Procedures for Inventory of Test Materials

- A. The system test coordinator (STC) has the responsibility for security and inventory of test materials for all state assessments.
- B. Test materials are inventoried as soon as possible when they are received from the State and/or the test publishing company.
- C. The materials for each test are inventoried before and after each testing session.
- D. An up-to-date inventory is on file in the STC's office.

II. Procedures for Dissemination and Collection of Test Materials

- A. Written documentation is used for all transactions involving disseminating and collecting test materials. The dissemination and collection forms provided by the State and/or the test publishing company will be used if available.
- B. The STC packages and disseminates test materials to the building test coordinator (BTC). In the presence of the STC, the BTC counts the materials, verifies the sequence of numbers of test booklets, and signs the documentation form.
- C. The BTC packages and disseminates test materials daily to the test administrators (TA). In the presence of the BTC, the TA counts the materials, verifies the the sequence of numbers of test booklets, and signs the necessary documentation.
- D. Immediately upon completion of testing each day, the TA returns all testing materials to the BTC who, in the presence of the TA, counts the materials, verifies the sequence of numbers of test booklets, and signs the necessary documentation.
- E. Once testing is completed in the school, the BTC returns all testing materials to the STC who, in the presence of the BTC, counts the materials, verifies the sequence of numbers of test booklets, and signs the necessary documentation.
- F. Distribution and collection of the ACT Plus Writing and ACT WorkKeys will occur as allowed by ALSDE between the STC, the BTC, and the TA. Distribution to the schools of test materials for all other assessments will occur no more than one week before the first day of testing. Collection of testing materials from the school will occur as soon as possible following testing.

III. Procedures for Storing Test Materials

- A. The STC's location for storing and receiving test materials is state approved and located at the Central Office. Access is limited and only the Cleburne County Superintendent of Education and the STC have keys to the Central Office storage location.
- B. Each school has a designated secure location where the school keeps testing materials before, during, and after test administration. Access is limited. The principal and the

***Test Administrator/Room Supervisor Responsibilities as described by ALSDE on page 22 in the Alabama Student Assessment Program Handbook 2018-19.**

Test Administrator Responsibilities

Please note that with some assessments, Test Administrators (TA) are referred to as Room Supervisors. For this handbook, we will use the term Test Administrators.

The Test Administrator's responsibilities with respect to Alabama Student Assessment Program activities are as follows:

1. Attends all appropriate training sessions concerning the Alabama Student Assessment Program. Only those school personnel who have been trained in a specific assessment may administer that assessment.
2. Becomes thoroughly familiar with the Test Administrator Manuals prior to testing.
3. Ensures that all computers/devices are set up with the correct test interface.
4. If headsets are used, ensure they are working.
5. Maintains test security before, during, and after testing sessions.
6. Counts all testing materials received from the BTC and signs the appropriate building-level distribution and collection form which is required for receiving and returning testing materials each day of testing.
7. Administers the test exactly as specified in the Test Administrator Manuals and ensures a good administration for all students.
8. Ensures appropriate dismissal procedures are used for the specific assessment.
9. Provides testing materials for students as appropriate according to Test Administrator Manuals.
10. Returns daily all testing materials including scratch paper and reference sheets, if applicable.
11. Adheres to all standardized testing procedures as specified for each assessment.
12. Ensures appropriate supervision during breaks and lunch, if applicable.
13. Remains in the testing room during the entire testing time.
14. Ensures that students of special populations are provided all approved accommodations specified in their IEP/504 Plan/I-ELP.
15. Provides reading accommodations to students with disabilities who qualify for a reading accommodation in accordance with the Test Administrator Manuals (must sign the Reader Agreement located on the ALSDE website).
16. Maintains control of students before, during, and after testing.
17. Assists the Proctor or fills role of Proctor as students are taking the test by moving quietly around the room to see that students are following directions and working on the correct test.
18. Completes Irregularity Report, if necessary, immediately. (Includes information such as defective material, student misconduct, and emergencies.)
19. All testing irregularities must be reported to the BTC immediately.
20. Prior to beginning test administration, ensures that test materials are only for the exact number of students testing.
21. Maintains record of daily attendance, roster, and seating chart.
22. Removes from bulletin boards and walls any information that might supply answers to test questions. Information on bulletin boards and walls may be covered using butcher paper.
23. Ensures that windows or doors are not covered.
24. Conducts only those activities specified in the Test Administrator Manuals during testing.

NOTE:

- All TAs must be full-time Alabama certificated personnel.
- No relative of a student who is taking the test may serve as Test Administrator for that student.
- No student intern may serve as a Test Administrator.
- Test Administrator may visit or converse with the testing staff, (if there is an issue to be addressed, do so quickly without talking at length), grade papers, work on the computer, read a book or newspaper, or play a game, etc., during the test administration period.
- Test Administrator may not use digital devices (including but not limited to cell phones, smart watches, iPods, iPads, MP3 players, cameras, or ANY telecommunication devices capable of capturing or relaying information) during test administration. Violations may result in disciplinary action/certification revocation.

VII. Instructional Program

***Proctor Responsibilities as described by ALSDE on page 25 in the Alabama Student Assessment Program Handbook 2018-19.**

Proctor Responsibilities

Proctors may be required for some administrations of state assessments. Proctors must participate in a training session for the specific assessment in which they will proctor, before participating in the administration of that standardized assessment.

The Proctor's responsibilities with respect to Alabama Student Assessment Program activities are as follows:

1. Attends all appropriate training sessions concerning the Alabama Student Assessment Program. Only those school personnel who have been trained in a specific assessment may serve as a Proctor for that assessment
2. Assists in the distribution and collection of testing materials (e.g., booklets, answer documents, pencils) to students in testing room.
3. Ensures that desks are clear of everything except No. 2 pencils and appropriate testing materials.
4. Walks among students while Test Administrator is explaining how to complete demographic information (if applicable) to see that the information is filled in correctly.
5. Circulates among students during testing to ensure that students are marking answers in the appropriate section of the answer document (if applicable) for paper testing.
6. Circulates among students during online testing to ensure that students do not have access to other programs and are working on the correct test.
7. Remains vigilant during the entire testing time, ensuring that students are working on the correct test. Test staff may not carry on conversations, read books, work on papers, work on a digital device, or sleep, etc.
8. Directs all questions to the Test Administrator.
9. Assists the Test Administrator in maintaining test security.
10. Remains in the testing room during the entire testing time.
11. Ensures appropriate supervision during breaks and lunch, if applicable.
12. Checks to see that students of special populations receive all approved accommodations specified in their IEP/504 Plan/I-ELP.
13. Reports any unusual circumstances (e.g., suspicion of cheating) to the Test Administrator immediately.
14. Helps maintain control of students before, during, and after testing.
15. Reports testing irregularities immediately to the BTC.

NOTE:

- The Proctor does not have to be certified or work full-time, and may be an individual contracted through an outside agency. Proctors must be directly involved with the education of students.
- No student intern may serve as a Proctor.
- No relative of a student taking a test may be a Proctor.
- No Proctor may read any portion of a test to a student.
- A Proctor is required for an assessment administered in an individual setting.

***Scribe Responsibilities as described by ALSDE on page 26 in the Alabama Student Assessment Program Handbook 2018-19.**

Scribe Responsibilities

The use of a Scribe may be provided for a student who has a physical disability that impedes his/her motor process or ability to write. A Scribe should not affect the outcome of a test in any way. Although Scribes may be necessary in emergency situations, this support should be used only when no other options are available. The use of a Scribe for the *ACT with Writing* assessment requires ACT approval.

This support **MUST** be provided in an individual setting. This administration must include the Scribe and a Test Administrator; a Proctor is not required.

The Scribe's responsibilities with respect to Alabama Student Assessment Program activities are as follows:

1. Attends all appropriate training sessions concerning the Alabama Student Assessment Program.
2. Participates in a training session for the specific assessment before participating in the administration of that standardized assessment. (Specific information is found in the applicable manuals.)
3. Directs all questions to the Test Administrator.
4. Assists the Test Administrator in maintaining test security.
5. Remains in the testing room during the entire testing time.
6. Reports any unusual circumstances (e.g., suspicion of cheating) to the Test Administrator immediately.
7. Reports testing irregularities immediately to the BTC.
8. Records student responses exactly as dictated.

NOTE:

- Scribes must hold a valid teaching certificate (preferably an Alabama certificate) and may be full-time or part-time employees contracted through an outside agency.
- No relative of a student who is taking the test may serve as a Scribe for that student.
- No student intern may serve as a Scribe.

***Reader Responsibilities as described by ALSDE on page 28 in the Alabama Student Assessment Program Handbook 2018-19.**

Reader Responsibilities

The use of a Reader may be provided for a student who has a documented disability that is addressed in the student's IEP or 504 Plan. A Reader should not affect the outcome of a test in any way. The use of a Reader for the *ACT with Writing* assessment requires ACT approval.

This support **MUST** be provided in an individual setting. The Reader usually serves as the Test Administrator. A Proctor is required in a read-aloud administration.

The Reader's responsibilities with respect to Alabama Student Assessment Program activities are as follows:

1. Attends all appropriate training sessions concerning the Alabama Student Assessment Program.
2. Understands all requirements of the Test Administrator.
3. Participates in a training session for the specific assessment before serving as a staff member in the administration of that standardized assessment. (Specific information is found in the applicable Test Administration Manuals.)
4. Becomes thoroughly familiar with the Test Administration Manual and any specific guidelines or instructions required of a Reader.
5. Reads, understands, and signs the *Alabama Student Assessment Program Reader's Agreement*.
6. Uses the Test Administrator Checklist in this handbook to ensure that all required tasks are completed.
7. Ensures that all test materials needed for testing are available for the test administration.
8. Ensures that the accommodation is available for the specific assessment.
9. Maintains test security before, during, and after testing sessions.
10. Remains in the testing room during the entire testing time.
11. Reads the test items and answer choices exactly as printed in English.
12. Checks to see that students of special populations receive all approved accommodations specified in their IEP/504 Plan/ELP.
13. Reports any unusual circumstances (e.g., suspicion of cheating) to the Test Administrator immediately.
14. Reports testing irregularities immediately to the BTC.

Additional Guidance:

- The Reader does not answer any questions or give explanations.
- The Reader does not elaborate or give clues to indicate correct answers.
- The Reader does not alert students to mistakes.
- The Reader must read test items, questions, answer choices, and graphics verbatim (word-word) as printed in the test booklet or reader's script (if provided for a specific assessment).

NOTE:

- Readers must hold a valid teaching certificate (preferably an Alabama certificate) and may be full-time or part-time employees contracted through an outside agency.
- No relative of a student who is taking the test may serve as a Reader for that student.
- No student intern may serve as Reader.
- The Proctor may not serve as the Reader.
- The Reader may also be the Test Administrator.

VII. Instructional Program

12th Grade
Student Attendance
(Early Dismissal Local Board Approval)

12th grade students who are satisfying graduation requirements and are in line for graduation shall be allowed to leave school early daily if they qualify for one of the following:

- **Dual Enrollment** - where the purpose of the early release is for dual enrollment.
 - And student must be enrolled in a post-secondary institution
 - And student must have parental approval which has been notarized
- **Job Training Agreement** - Where the purpose of the early release is to travel to place of employment.
 - And the place of employment is related to the student's career pathway
 - And student must obtain a training agreement from Career Technical School
 - And the student report monthly to the instructor providing proof of employment. *The proof of employment will include the student's last paycheck OR a progress report from their employer.*
 - *And student must be considered college and career ready by state standards
 - And student must have parental approval which has been notarized and will be kept on file with the student's home school.
- **Option B. Job training agreement** - If a student is not enrolled in a CTE class, then he/she must enroll and attend the Orientation to Work portion of the department in field in a CTE class within the 1st two weeks of the semester in which he/she is seeking early release. The student will remain on the roster of the CTE class
 - And the student will report monthly to the instructor providing proof of employment. *The proof of employment will include the student's last paycheck OR a progress report from their employer.*
 - *And the student must be considered college and career ready according to state standards to be eligible.
 - And the student must obtain a training agreement from Career Technical School prior to leaving for employment.
 - And student must have parental approval which has been notarized and will be kept on file with the student's home school.

If the student does not have employment, the student will continue to attend the CTE class until employment has been procured.

- **Hardship** - Where the purpose of the early release is due to hardship situation. The student must be approved by the principal of the school for early release.

** If it is determined that the student's employment would benefit the student in his/her career and he/she is **not** considered college & career ready, then it is at the building principal or CTE director's discretion as to allow the opportunity for said student to participate in a job training agreement. Some situations arise where the career opportunity outweighs the need for the college & career readiness indicator.*

VII. Instructional Program

Procedures

7-12

Amended: 04-04-16

Approved: 04-04-16

Cleburne County Policy on Early Dismissal Program

Anniston Army Depot Early Dismissal Program

1. Students are encouraged to apply for this program.
2. Students are selected for this program based on need of workers in certain areas, and the quality of the applicants.
3. Students must meet guidelines set up by the Anniston Army Depot.
4. Students must be recommended by their Technical Education Instructor.
5. The depot does their own related studies and sends grades to the school system.

Training Agreement, Early Dismissal Parental Consent Form and successful completion of an approved safety course.

There shall be on file for each student, prior to beginning training the following:

1. A written training agreement and a training plan, which have been approved by the parent or guardian, teacher-coordinator, local administrator and employer.
2. An Early Dismissal Parental Consent Form which gives permission for the student to be able to leave campus after required classes are completed each day and that the parent/guardian understands that the school/system will not be responsible for the student's behavior or conduct while he/she is away from the school. (This form is to be notarized.)
3. Successful completion of an approved safety course prior to participating in the Early Dismissal Program.

VII. Instructional Program

7-13

Procedures

Cleburne County Board of Education

141 Davenport Drive
Heflin, AL 36264
256-463-5624

CLEBURNE COUNTY SCHOOLS EARLY DISMISSAL

Students must meet one of the following criteria for early release:

- The student is participating in dual enrollment with a post-secondary institution
- The student is participating in a work training program
- The student is participating in the clinical's program

Any other requests for early dismissal that does not meet the above criteria will need Cleburne County Superintendent approval.

Student Name: _____ Date of Request: _____

Reason for Early Dismissal (Circle One):

Dual Enrollment

Training Agreement

Clinicals

Other

Principal Signature: _____ Date: _____

Other - Please give reason/explanation. (Requires Superintendent Signature of Approval:

Superintendent Signature: _____ Date Approved: _____

VII. Instructional Program

Cleburne County Board of Education

141 Davenport Drive

Heflin, AL 36264

256-463-5624

Early Dismissal Parental Consent Form

School: _____

For the year _____, or until permission is changed by written notice from parents.

Student's Name

Is granted permission to leave campus after core/required classes are completed each day. The Cleburne County Board of education (or school) **will not** be responsible for my child's behavior and conduct away from the school.

By signing below, I understand and agree that while a student is away from _____ School, the school (or Cleburne County Board of Education) **shall have no responsibility or liability for any actions, events or conduct concerning the student.**

The student is to leave school at the appointed time and shall not return except for scheduled practices or events with the permission of the Principal or Coach involved in the activity.

It is recommended that you discuss these permissions with your child before completing this form.

Violations of the rules will result in disciplinary action.

This form must be signed by student and parent in the presence of a notary public.

Student Signature

Date

Parent or Guardian Signature

Date

STATE OF _____, COUNTY OF _____

On this _____ day of _____, 20____, personally appeared before me, the above named individuals and made oath that the statements are true.

Notary _____

My Commission Expired: _____

VII. Instructional Program

Course of Study

The Course of Study furnished by the State Department of Education shall be used by the teachers for the planning and development of meaningful learning experiences for classes. The content outlined in the course guides shall be considered as an essential base upon which courses, units of works, and lessons are developed.

Teachers and Principals shall use their professional competence to enrich and strengthen the instructional program.

Teachers must sign a verification form which stipulates that the Course of Study content standards were taught within their subject area. This verification form will be attached to their lesson plan book when turned in to the Principal at the end of term or year.

VII. Instructional Program

7-15

Procedures

**Cleburne County Board of Education
141 Davenport Drive
Heflin, AL 36264**

Course of Study Verification

Daily and long-term lesson plans are a necessity to quality instructions. Principals are responsible setting guidelines to ensure that the lesson plans are up to date and in the proper format.

Cleburne County Board Procedures requires that teachers cover all content standards in the Alabama Course of Study pertinent to subject(s) taught. Content standard codes should be listed on daily lesson plans that are kept on file at the school per principal's directions.

Signature on this document verifies compliance with the above policy guidelines.

Teacher Signature

Principal Initials

Date

VIII. Miscellaneous

**Cleburne County Schools Wellness
Policy Created March, 2006
Updated January 2017**

Philosophy

The Cleburne County School District is committed to the optimal development of every student. The School District believes that for students to have the opportunity to achieve personal, academic, developmental and social success, we need to create positive, safe and health-promoting learning environments at every level, in every setting, throughout the school year.

Research shows that two components, good nutrition and physical activity before, during, and after the school day, are strongly correlated with positive student outcomes. The Cleburne County Schools Wellness Policy will outline the School District's approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. Specifically, this policy establishes goals and procedures to ensure that:

1. Students, parents, teachers, school nutrition professionals, health professionals, and other interested community partners are engaged in developing, implementing, monitoring, and reviewing district-wide nutrition and physical activity policies.
2. All students in grades K-12 will have opportunities, support, and encouragement to be physically active on a regular basis.
3. Food and beverages sold or served at school will meet the Federal nutrition requirements of the Healthy Hunger Free Kids Act and Smart Snack regulations.
4. Qualified child nutrition professionals will provide students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students and will provide clean, safe, and pleasant settings and adequate time for students to eat.
5. Schools will provide nutrition education and physical education to foster lifelong habits of healthy eating and physical activity, and will establish linkages between health education and the Child Nutrition Program.
6. School staff are encouraged and supported to practice healthy nutrition and physical activity behaviors in and out of school.
7. When practicable, family members and the community will be involved in supporting and reinforcing nutrition education and the promotion of healthy eating lifestyles.

School Wellness Committee The Cleburne County School System will convene a representative district wellness committee that will meet at least one time per year to establish goals for and oversee school health and safety programs, including development, implementation and periodic review and update of this district-level wellness policy.

The District Wellness Committee will consist of students, parents, teachers, administrators, school nutrition professionals, health professionals, and other interested community partners. To the extent possible, the District Wellness Committee will include representatives from each school building and reflect the diversity of the community. It is the goal of the District Wellness Committee to establish an ongoing School Wellness Committee that convenes to review school-level issues, in coordination with the District Wellness Committee.

Nutrition

School Meals

Eating patterns developed as a child can influence the long-term nutritional status and have a significant impact on the risks – or preventing risks – of chronic diseases of adulthood. The school environment can influence students' dietary choices and decision-making skills related to food selections while improving the quality of their diets. The Cleburne County School System will provide an environment that is conducive to healthful eating behavior during school hours and when applicable, after school child care programs. Meals served through the National School Lunch and Breakfast Programs will:

- Follow the USDA Healthy Hunger Free Kids (HHFKA) regulations;
- Be appealing and attractive to children while being served in clean and pleasant settings;
- Meet at minimum, nutrition requirements established by local, state, and federal statutes and regulations;
- Encourage the consumption of foods as recommended by the HHFKA which encourages increasing consumption of a variety of fruits, vegetable, whole grain, and low fat/fat free dairy products by using at least 5 techniques recommended by the Smarter Lunchroom Movement (**See Appendix A** for available techniques).
- Begin to implement Farm to School Activities, which may include, but are not limited to, creating school gardens and promoting local produce served in our schools.
- Food accommodations will be made available for students with food allergies who have completed and submitted a Diet Prescription for Meals at School form.

Menus will be available on the Cleburne County Child Nutrition Department website and on social media sites.

Free and Reduced Priced Meals

Schools will provide breakfast and lunch meals at a free and reduce-priced rate in compliance with local, state, and federal guidelines.

Meal Times and Scheduling

School administrators will allow adequate time to eat to provide for a pleasant dining experience. Our schools will ensure that all students have daily access to the meals offered (breakfast and lunch). Students will be allowed at least 15-20 minutes to consume their meal. Our schools will not establish policies, class schedules, bus schedules or other barriers that directly or indirectly restrict access of and completion of meals. Lunch schedules will start no earlier than ten a.m.

Qualifications of Child Nutrition Staff

All school nutrition program directors, managers, and staff will meet or exceed hiring and annual continuing education/training requirements set forth by the USDA professional standards for child nutrition professionals and the Alabama State Department of Education. Professional Development opportunities will be made available to child nutrition staff members throughout the year.

Water

All school meal periods must offer access to drinking water for students during meal times. Students are allowed to access the available drinking water (fountain or canister) during meal times. Bottled water will be available for purchase at the discretion of the school.

Outside Foods

Outside food from restaurants cannot be ordered, delivered, or brought to students in original container. Such food items cannot be taken into the cafeteria.

Competitive Foods and Beverages

All schools shall ensure that all foods sold in vending machines, school stores, and cafeterias during the **School Day*** are in compliance with the **USDA Smart Snacks in Schools standards (See Appendix B) and the Alabama Implementation of USDA Smart Snacks in School and Fundraising Activities Guidelines**. Food items in competition with the CNP Scheduled meal time may not be sold or provided free of charge to students. This includes, but is not limited to, food items purchased through school organizations and those donated from outside sources. To encourage students to eat healthy meals, schools are required to restrict student access to concessions, extra sales, vending and fundraisers one hour before or after meal periods. Therefore, schools may not schedule sales of such items immediately before or after meals that would compete with the meal service. If sales should occur that are in competition with the meal, then all income generated from such sales will be required to be given to Child Nutrition for depositing in the school cafeteria account. The policy is not intended to restrict access to healthy snacks during recess, or at times other than the meal service.

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

Classroom and School Parties and Celebrations

School administrators shall determine ways to highlight seasonal events and birthdays in a way that is age appropriate and provides equal opportunity to be involved. When food and beverages are provided during such activities, the provision of healthy food and beverage choices are recommended.

Fundraising Fundraising activities that involve the selling of food should reinforce food choices that promote good health. Allowable Fundraising on School Campuses:

- Foods that meet the USDA Smart Snacks in School standards, but are not sold in competition with school meals
- Foods that do not meet the USDA Smart Snacks in School standards, but are not consumed at school
 - Non Food items
 - Food fundraisers which meet exempt fundraising definition
 - o An exempt food fundraiser is defined as the sale of food items that do not meet the USDA Smart Snacks in School standards and sold during the school day. A school may sponsor up to and not to exceed **30 exempt fundraisers per year**, for no more than one (1) day each in length. Exempt fundraiser food is prohibited from being sold as an a la carte item, in vending machines, or in school stores, or before school on school campus. Foods sold as part of exempt fundraiser s may not be sold one (1) hour before or after meal periods.
 - o Exempt Fundraisers forms must be completed, approved, signed, and turned into the Child Nutrition Director by the semi- annual due dates: July 1 and January 1. The completed form is required to be signed and on file before exempt food fundraisers commence.

Nutrition Education

Nutrition education that teaches the knowledge, skills, and values needed to develop healthy eating behavior and nutrition awareness that promotes and reinforces student health will be integrated in the curriculum and offered throughout school campuses, including school dining areas and classrooms, by appropriately trained personnel.

Students enrolled in health classes will have access to receive instruction in cardiopulmonary resuscitation (CPR) techniques in accordance with methods or standards prescribed by the American Heart Association or the American Red Cross.

Schools are encouraged to participate in programs such as school gardens, farm to school programs, farmer's markets, and similar programs to increase the availability and consumption of Alabama-grown fruits and vegetables whenever possible.

Nutrition Promotion

The Cleburne County School District will promote healthy food and beverage choices for all students throughout the school campuses, as well as encourage participation in the school meal program. This promotion will occur through at least:

- Implementing evidence-based healthy food promotion techniques through the school meal programs
- Ensuring that foods and beverages promoted to students meet the USDA Smart Snacks in School nutrition standards.

Food and Beverage Marketing in Schools

Any foods and beverages marketed or promoted to students on the school campus during the school day will meet or exceed the USDA Smart Snacks in School nutrition standards. It is the intent of the Cleburne County School System to protect and promote student's health by permitting advertising and marketing for only those foods and beverages that are permitted to be sold on the school campus, consistent with the District's wellness policy.

Physical Activity

Every student in K-8 will be taught by a certified physical education teacher. Cleburne County Schools will attempt to have class sizes that are manageable and allow for proper physical education instruction. We will, to the best of our abilities and resources, work towards following the state guidelines in regard to teacher-pupil ratio.

The "No exceptions/no substitutes" waiver policy will be followed. All students in K-8 will participate in 30 minutes per day of physical education. Exceptions to this policy will be handled on a student-by- student basis and will require full justification to the State Superintendent of Education.

Cleburne County Schools will follow the guidelines set by ALSDE concerning High School waivers and graduation requirements.

Physical Education programs will equip students with the knowledge, skills, and values necessary to maintain healthful lifelong physical activity. Physical education instruction will be aligned with the curriculum. Students in grades 2 through 8 will be assessed utilizing the Alabama Fitness Assessment. Reporting of assessment results will follow state requirements.

All students taking a physical education class will be moderately to vigorously active for at least 50% of class time during most or all physical education class sessions. All physical education teachers in Cleburne County Schools will be required to participate in a professional development session at least once per year.

Classroom Physical Activity Breaks Cleburne County Schools recognize that students are more attentive and ready to learn if provided with periodic breaks when they can be physically active or stretch. Thus, students will be offered periodic opportunities to be active to stretch throughout the day on all or most days during a typical school week. Cleburne County Schools recommends teachers provide short (3-5 minute) physical activity breaks to student during and between classroom times at least three days per week.

Recess The elementary schools housing grades PK-6 should work diligently to provide supervised recess, preferably outdoors, during which schools should encourage all students to participate in moderate to vigorous physical activity with the provision of time, space, and equipment. Schools should discourage extended periods of student inactivity. When school day structures make it necessary for students to remain indoors for long periods of time, schools should give students periodic breaks during which they are encouraged to be moderately active.

Other Activities that Promote Student Wellness

Screenings for various needs will be provided at schools to help promote student wellness. These screenings will be age appropriate and may include, but are not limited to, vision, hearing, dental, flu vaccinations, and scoliosis screenings. The Board may implement other programs that help create a school environment that conveys consistent wellness messages and that is conducive to healthy eating, physical activity, and a healthy lifestyle.

Staff Wellness

Cleburne County School System highly values the health and well-being of every staff member and will plan and implement activities and policies that support personal efforts by staff to maintain a healthy lifestyle. Such activities may include employee wellness promotion activities and employee health fairs.

Policy Compliance

Implementation and Monitoring

The Superintendent or designee will ensure the compliance and implementation with this wellness policy throughout the district. School principals shall be responsible for communicating the contents of this policy as well as implementing this policy in their respective schools. Principals shall report on their compliance as directed by the superintendent.

The Child Nutrition Director for Cleburne County Schools shall be responsible for the nutritional component of this policy and shall be the functional expert in child nutrition matters, ensure compliance with nutrition staff, and oversee the daily operation of the School District's Child Nutrition Program.

Schools are encouraged to use the Healthy Schools Program Online Tools to complete a school-level assessment based on the Centers for Disease Control and Prevention's School Health Index, and create an action plan that fosters implementation and generate an annual progress report.

This wellness policy and the progress reports can be found at Cleburne County Child Nutrition Program.

Policy Review

Assessments will be repeated every three years in order to review policy compliance, assess progress, and determine areas in need of improvement. As a part of that review, the district will review our nutrition and physical activity policies; provision of an environment that supports healthy eating and physical activity; nutrition and physical education policies and program elements. The School System's Child Nutrition Director will be responsible for managing the assessment, and will notify households/families of the availability of the progress report.

Revisions and Updating the Policy

The District Wellness Committee will update or modify the wellness policy based on the results of the annual School Health Index and assessments completed every three years and/or as System priorities change; community needs change; wellness goals are met; new health science, information, and technology emerges; and new Federal or state guidance or standards are issued. **The Wellness Policy will be assessed and updated as indicated at least every three years following the completed assessments.**

Appendix A Smarter Lunchroom Movement Techniques

1. Increase the number of students that select fruit
 - a. Employ signs and verbal prompts to draw attention to fruit and encourage students to take some
 - b. Display the whole fruit
 - c. Display fruit near the register
2. Increase the number of students that select a targeted entrée
 - a. Display the creative/descriptive age-targeted names on a poster or menu board outside the cafeteria
 - b. Give targeted entrees creative/descriptive age-targeted names and display the names on cards next to or with the targeted entrees on the serving line
 - c. Make the entrée with the greatest nutrient density the first or most prominent in line

3. Increase the number of students that select vegetables
 - a. Create a Student Nutrition Action Committee (SNAC) of students responsible for the naming of and creating signage for veggies
 - b. Display the creative/descriptive age-targeted names on a poster or menu board outside the cafeteria
 - c. Give vegetables creative names
4. Increase the number of students that select reimbursable meals
 - a. Create a healthy-items-only convenience line or window stocked with all types of healthy foods: milk, fruit, veggies, premade sandwiches and salads, and lowest- fat/lowest-sodium entrée items
 - b. Move all “competitive foods” (chips, cookies, etc.) behind the serving counter in the regular lunch line so they are available by request only
 - c. Place the components of a reimbursable meal at the snack window. Add a reimbursable meal “grab-and-go” bag to the window.
5. Increase the number of students that select white milk
 - a. Make sure white milk accounts for at least 1/3 of drinks displayed in each cooler
 - b. Place white milk in ever cooler in the lunchroom c. Place white milk in the front of the cooler, in front of or before the sugar-added beverages.

Appendix B Smart Snacks in Schools
USDA’s “All Foods Sold in Schools”
Standards

Nutrition Standards for Foods

- Any food sold in schools must:
 - o Be a “whole grain-rich” grain product; or
 - o Have as the first ingredient a fruit, a vegetable, a dairy product, or a protein food, or
 - o Be a combination food that contains at least ¼ cup of fruit and/or vegetable
- Foods must also meet several nutrient requirements:
 - o Calorie limits:
 - Snack items: ≤ 200 calories
 - Entrée items: ≤ 350 calories
 - o Sodium limits:
 - Snack items: ≤ 200 mg sodium
 - Entrée items: ≤ 480 mg
 - o Fat limits:
 - Total fat: ≤ 35% of calories
 - Saturated fat: < 10% of calories
 - Trans fat: zero grams
 - o Sugar limit:
 - ≤ 35% of weight from total sugars in foods

Nutrition Standards for Beverages

- All schools may sell:

- Plain water (with or without carbonation)
- Unflavored low fat milk
- Unflavored or flavored fat free milk and milk alternatives permitted by NSLP/SBP
- 100% fruit or vegetable juice and
- 100% fruit or vegetable juice diluted with water (with or without carbonation), and no added sweeteners

- Elementary schools may sell up to 8-ounce portions, while middle schools and high schools may sell up to 12-ounce portions of milk and juice. There is no portion size limit for plain water.

- Beyond this, the standards allow additional “no calorie” and “lower calorie” beverage options for high school students.

- No more than 20-ounce portions of
 - Calorie-free, flavored water (with or without carbonation); and
 - Other flavored and/or carbonated beverages that are labeled to contain <5 calories per 8 fluid ounces or ≤ 10 calories per 20 fluid ounces
- No more than 12-ounce portions of
 - Beverages with ≤ 40 calories per 8 fluid ounces, or ≤ 60 calories per 12 fluid ounces.

Other Requirements

- Fundraisers

- The sale of food items that meet nutrition requirements at fundraisers are not limited in any way under the standards
- The standards do not apply during non-school hours, on weekends and at off-campus fundraising events.
- The standards provide a special exemption for infrequent fundraisers that do not meet the nutrition standards, which is outlined in the District Wellness Policy.

- Accompaniments:

- Accompaniments such as cream cheese, salad dressing and butter must be included in the nutrient profile as part of the food item sold.
- This helps control the amount of calories, fat, sugar, and sodium added to foods by accompaniments, which can be significant.

Cleburne County Sexual Abuse Prevention Plan

In accordance with Alabama Erin's Law Act 2015-456 (HB197)

Student Component

- **Developmentally Appropriate Instruction –**

Cleburne counselors implement or coordinate instruction that teaches students to recognize sexual abuse and steps that the students can take to prevent or end it. Lessons are delivered annually in, but not limited to, grades 3, 5, 7, and 10. Each lesson builds on previous lessons to insure developmental appropriateness. Counselors have taken special care to be sure that all lessons are adaptable and culturally sensitive. Additional professional resources may be utilized whenever applicable.

- **Peer-to-peer Sexual Abuse Orientation –**

Middle and high school students will attend a presentation at the beginning of each school year that addresses sexual abuse crimes committed by peers. This presentation may or may not include school administration, the Ranburne Police Department, the Heflin Police Department, and the Cleburne County Sheriff Department.

Faculty and Staff Component

- **Mandatory Reporter Training**

Upon employment with the Cleburne County School System, all new faculty and staff will be trained through the Child Abuse Mandated Reporter Training offered by the Alabama Department of Human Resources at <http://training.dhr.alabama.gov/>.

- **Informational Presentation**

Teachers and staff will attend a mandatory training each year as a refresher on Erin's Law requirements and child sexual abuse prevention. Such training will include discussions on signs of sexual abuse, proper handling of abuse disclosure by a student, and a review of mandatory reporters' responsibilities.

Parent Component







- **Accessing Information**

Parents and legal guardians can access information regarding this plan and any procedures, rules, and forms developed for its implementation by means and methods customarily used for such purposes.

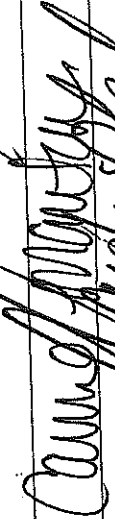

Alabama Education Stability for Foster Students LEA Plan Template

LEA Student in Foster Care Overview			
Number of Students in Foster Care SY 2015-2016 (Enrolled for Previous School Year): 42			
Number of Students in Foster Care SY 2016-2017 (Currently Enrolled):			
Cleburne County Elementary School: 13	Cleburne County High School: 10	Cleburne County Middle School: 7	
Fruithurst Elementary School: 9	Pleasant Grove Elementary School: 1	Ranburne Elementary School: 5	
Ranburne High School: 5			
TOTAL Cleburne County Schools: 50			
<p>Policy Review and Revision (Describe how each agency in collaboration reviewed policies and the revisions made to policies as a result of reviews.)</p> <p>Meetings between CCBOE and CCDHR have effectively resulted in a collaborative establishment of a Foster Care Plan. Future meetings will be held in Aug, Nov, Mar and May to make informed decisions about children in foster care and to remove barriers that may hinder the implementation of the Title I foster care provisions. During these meetings, policies are reviewed and revised. It is our goal to ensure that the appropriate interventions and strategies are in place to support foster care students to succeed in school. CCBOE has reviewed and revised board admission policy. These policies presently ensure students who are Homeless, Migrant, Immigrant and English language learners are allowed access to education and educational services. During the revision process school administrators and counselors have been trained to ensure the enrollment of foster care, homeless, migrant, and English language learners students shall not be denied or delayed due to any of the following barriers:</p> <ul style="list-style-type: none"> • Lack of birth certificate • Lack of school records or transcripts • Lack of immunization or health records • Lack of proof of residency • Lack of transportation • Lack of a social security number • Guardianship or custody requirements 			
Describe Collaboration and Coordination with Agencies (Include a list of team members, positions, signatures, and agencies.):			

Cleburne County Board of Education

Team Member	Position	Signature
Chad Young	Superintendent of Education	
Beth Clanton	DCS Foster Care Point of Contact /Fed Programs	
Tammy Angle	Coordinator of Special Education	
Kevin Brooks	Supervisor of Transportation	
Melissa Lumpkin	Chief School Financial Officer	
David Howle	Supervisor of School Safety/Operations	

Cleburne County Department of Human Resources

Team Member	Position	Signature
Carrie Martin	DHR POC/Quality Foster Care Coordinator	
Marsha Busby	Director	

LEA(s) Point(s) of Contact:

Beth Clanton, Federal Programs Coordinator, bclanton@cleburneschools.net, 256-463-5624

DHR(s) Point(s) of Contact:

Carrie Martin, carrie.martin@dhr.alabama.gov 256-463-1700

2 C. F. R. §§ 200.331(d), 200.328(a); 34 C.F.R. §76.770; ESSA SECTION 1111(1)(e) - LEAs must implement the Title I

educational stability requirements of children in foster care, including ensuring that:

- A child in foster care remains in his or her school of origin, unless it is determined that remaining in the school of origin is not in that child's best interest;

- If it is not in the child's best interest to stay in his or her school of origin the child is immediately enrolled in the new school even if the child is unable to produce records normally required for enrollment; and
- That the new (enrolling) school immediately contacts the school of origin, to obtain relevant academic and other records.

Describe procedures for implementing the above provisions.

Delays in enrollment in school and disruptions to continuous education are not in the best interest of the child in foster care. Federal and state laws prohibit delaying a child's ongoing education.

Therefore, the CCBOE and CCDHR will collaborate to immediately and appropriately continue the enrollment of a child in foster care seeking to remain in the school of origin or immediately and appropriately enroll a child in foster if the best interest is to transfer to another Cleburne County school. Please note the following definitions:

- "Immediate" means no later than one school day after notification of intent to enroll or the day the student is present for enrollment.
- "Enrollment" means the child is attending classes and participating fully in school activities.

To begin the enrollment process, the child's CCDHR caseworker will notify the CCBOE Foster Care Point of Contact of the intent to enroll a child who is in foster care. Other adults, as permitted by CCDHR may be required to assist with enrollment of the child, but the CCDHR caseworker will always direct the process and be the primary contact for the CCBOE staff.

The school where the child most recently attended is responsible for transferring the education records of the child directly to the school where a child is seeking to enroll.

Only the following documentation may be requested for enrollment of a child in foster care:

- 1) Documentation that the child is in foster care, including:
 - a) The parts of the most recent court order establishing legal custody; OR
 - b) A letter on letterhead of Cleburne County Department of Human Resources that has custody of the child explaining that the child is in foster care.
- 2) Identification of the person who is authorized to enroll the student, including
 - a) Documentation to the receiving school that identifies the person as a CCDHR caseworker, or someone else authorized to enroll the child; AND
 - b) Photo identification

In addition, the CCBOE may request that CCDHR present documentation establishing the foster child's current residence. However, lack of such documentation is not a reason to delay or deny enrollment, and CCDHR may present such documentation after the child is enrolled if it is not available earlier. Appropriate documentation includes: CCDHR letter

verifying the child's address, plus *one* of the following, as chosen by CCDHR or any other person authorized to assist with enrolling the child:

- A lease, rent receipts, deed, or property tax bill, or
- A utility bill

ESSA Section 1111(g)(1)(E)(i) – A description of how the LEA in collaboration with the local child welfare agency will ensure that in determining whether it is in the child's best interest to remain in his or her school or origin, and LEA takes into consideration all factors relating to a child's best interest.

Description of how the LEA will work with child welfare agencies to develop a clear policy or protocol on how to make best interest determinations including making every effort to gather meaningful input from relevant parties, in addition to required child welfare and school representatives, in deciding what school placement is in a child's best interest. Include a description of protocols in this description.

The CCBOE and CCDHR presume the child should remain in his/her school of origin to provide school stability and educational continuity for the child, unless contrary to the child's best interests. In the event of transfer to the school on the bus route of the foster students new home, the child shall be enrolled immediately and appropriately with all educational records provided to the new school, according to the procedures described below.

- CCDHR notifies the CCBOE that the child will be moving to a new residence and the necessary timeframe for determining the child's most appropriate school placement.
- The school provides CCDHR information on the appropriateness of the current educational setting and CCDHR will take into account this information and the distance from potential placements to the child's current school in the decision making process. Special attention is given to not allow the cost of transportation to be a factor.
- DHR and the LEA POC jointly determine the child's best interest for school placement, in consultation with the child and other key partners.
- The best interest determination for school placement is completed within three business days after CCDHR notifies the school of the decision of the child's new residence; the child remains in the same school during that time, unless contrary to the child's best interest.
- CCDHR and the CCBOE will jointly arrange for transportation. Payments for the excess cost of transportation expenses above the average daily cost of transporting a CCBOE student for the child to remain in the school of origin will be shared equally between the CCBOE Title 1 program and CCDHR.

CCBOE and CCDHR will have face to face meetings in Aug, Nov, Mar and May and phone meetings in Sep, Oct, Dec, Jan, Feb

and Apr, to make informed decisions about children in foster care and to remove barriers that may hinder the implementation of the Title I foster care provisions. It is our goal to ensure that the appropriate interventions and strategies are in place to support foster care students to succeed in school.

When a student is taken into care, CCDHR will invite the CCBOE Point of Contact to Individualized Service Plan (ISP) meetings where best interest determination will be made. School representatives will make every effort to attend or provide input.

The best interest determination, consist of several student-centered factors that include the appropriateness of the current educational setting and the proximity of placement. The CCBOE and CCDHR should make all reasonable efforts to include in the best interest determination process other individuals who have knowledge of the child. Participation may occur through phone calls, teleconferences, emails or other electronic means, as well as by meeting in person.

In addition to the CCDHR caseworker, individuals who may have knowledge of the child might include:

- The child him/her self
- Child's birth parent(s) or prior custodian
- Individual the child would like to participate
- Parent Surrogate for educational decisions, if applicable
- School representative
- Classroom teachers
- School counselors
- Special education coordinator if the child has an IEP or 504 plan
- CCBOE Transportation Department
- Coaches
- Relatives who are caregivers or residential care providers
- Child's attorney; and
- Court Appointed Special Advocate

Factors to assess in determining the child's best interest for school placement include, but are not limited to, the following:

- The student's age
- The student's emotional needs
- The school attended by the student's siblings
- Length of time student is expected to remain at the current placement and the possible location of housing intended to be

long-term

- Distance of commute and the impact it may have on the student's education and other student-centered, transportation-related factors including travel time but not travel expenses
- The preferences of the student, the birth parents or prior custodian as appropriate, and the student's foster parent(s) or current placement provider
- School stability and educational continuity
- Time remaining in the academic year
- Personal safety, attendance, academic progress and social involvement of the student in the current school
- The impact transferring the student to a new school may have on his/her needs and progress academically, emotionally, socially and physically
- Availability of classes to avoid credit loss and for the timely graduation or promotion

The caseworker shall document the best interest determination in the child's case file, including factors considered, participants involved in the collaborative process, the determination for school placement, and the placement made. Documentation of the best interest determination shall be maintained in both the CCDHR child case file and the school's student cumulative record. If a change in placement is determined to be in the child's best interest, the school representative shall send this documentation to the new school as part of the student's cumulative record.

See Appendix A: Best Interest Determination Placement Form

See Appendix B: Best Interest Determination Dispute Resolution

ESSA Section 1112(c)(5)(B) Description of transportation protocols and procedures to include how additional costs for transportation will be calculated and funded as well as a policy for LEAs to resolve best interest disputes and interagency disputes related to transportation costs. Description must include how transportation and transportation costs will be monitored. (Include LEA and welfare responsibilities for providing transportation.)

Description of Dispute Resolution Policy

For each student in foster care remaining in his or her school of origin the CCBOE and CCDHR will work collaboratively to provide, arrange, and fund transportation for the duration of the child's time in foster care.

Wherever possible, and where it is in the student's best interest, the CCBOE buses should be utilized for transportation according to the following procedure:

- The CCBOE will advise CCDHR within 3 school days whether it is able to transport the student in question by school bus and if so, the CCBOE will arrange transportation within 5 school days.
- During the interim period of up to 5 school days during which the CCBOE is arranging transportation, CCDHR will make

all reasonable efforts to provide alternative transportation to ensure that the child does not miss school.

If the CCBOE advises CCDHR that it cannot transport a student by school bus, CCDHR and the CCBOE will collaborate to arrange for safe and timely transportation. CCDHR will assume the responsibility of authorizing the means of transportation, but not limited to one or more of the following options;

- Friends, relatives and neighbors of the child or foster parent reimbursed at the state mileage rate;
- Employees of DHR and residential programs;
- Public transportation paid at the established rate
- Contracted transportation

CCDHR and the CCBOE agree to pay for transportation mileage on the following plan:

- The CCBOE Transportation Director and the Chief School Financial Officer will compute the average daily rate of transporting a CCBOE student. This determines the base amount to be applied towards daily mileage expenses.
- In the event there are additional daily mileage expenses, the CCBOE Title 1 and CCDHR will share the remaining cost equally.

PENDING FINAL DECISION ONE OF THE TWO WILL REMAIN IN THE PLAN.

- CCBOE will pay the mileage and bill CCDHR
- CCDHR will pay the mileage and bill CCBOE

See Appendix C: Transportation Dispute Resolution

ESSA Section 111(g)(1)(E)(ii)-(iii) Describe protocol for a child in foster care to be immediately enrolled in a new school.

Delays in enrollment in school and disruptions to continuous education are not in the best interest of the child in foster care.

Federal and state laws prohibit delaying a child's ongoing education.

Therefore, the CCBOE and CCDHR will collaborate to immediately and appropriately enroll a child in foster care seeking to attend his or her local zoned school, whether he or she is enrolling in school for the first time or is transferring following a change in foster care placement and a determination that transfer would serve his or her best interest. Please note the following definitions:

- "“Immediate” means no later than one school day after notification of intent to enroll or the day the student is present for enrollment.

- “Enrollment” means the child is attending classes and participating fully in school activities. To begin the enrollment process, the child’s CCDHR caseworker will notify the CCBOE POC of the intent to enroll a child who is in foster care. Other adults, as permitted by CCDHR may be required or permitted to assist with enrollment of the child, but the CCDHR caseworker will always direct the process and be the primary contact for the CCBOE staff.

CCDHR need not produce the child’s school record at the time of enrollment in order to enroll the child in school. The school the child most recently attended is responsible for transferring the education records of the child directly to the school where a child is seeking enrollment.

**MEMORANDUM OF UNDERSTANDING
Between**

**Cleburne County Schools
And
Cleburne County Department of Human Resources**

Transportation Procedures Agreement
*To ensure the educational stability of Foster Care Youth:
Every Student Succeeds Act (ESSA) requirements*

*This Memorandum of Understanding (MOU) addresses transportation related provisions. Additional policies may be added to address the unique needs of each collaboration between the Cleburne County Board of Education (CCBOE) which is the Local Education Agency (LEA) and Cleburne County Department of Human Resources (CCDHR) in order to ensure the educational stability of foster care youth. **Note: This MOU is not a local transportation plan. It is an agreement between the Cleburne County Board of Education and Cleburne County Department of Human Resources to collaboratively design a local transportation plan.***

Purpose:

The purpose of this agreement is to establish transportation procedures between the LEA and DHR to ensure the provision of transportation for foster care youth enrolled in Pre-K-12 grades when a best interest determination indicates that the student should remain in the school of origin, and alternative means of transportation to and from school have been fully explored and deemed unavailable.

Joint Responsibilities:

- The CCBOE and CCDHR agree to collaborate to update or establish formal mechanisms to ensure that DCS is promptly notified when a child enters foster care or changes foster care placements.
- The CCBOE and CCDHR agree to collaborate to jointly design a comprehensive transportation plan to ensure that transportation for children in foster care is provided, arranged, and funded.
- Both parties agree that under no circumstances shall a transportation dispute between parties delay or interrupt the provision of transportation for a child to the school of origin.
- Both parties agree to communicate regularly and share leadership responsibilities at the local level to ensure that available resources for transportation are utilized in the most effective manner, without duplication.
- Both parties agree that transportation must be provided in a "cost effective" manner so low-cost/no-cost options should be explored. (e.g. pre-existing bus stops or public transportation, foster parents provide transportation, transportation by other programs if child is eligible).
- Both parties agree to maintain confidentiality of information regarding children and families being served, in accordance with the Family Education Rights and Privacy Act (FERPA), and all other State and Federal laws and regulations regarding confidentiality.
- Both parties understand that all federal, state and local funding sources should be maximized to ensure transportations costs are not unduly burdensome on one agency.

Respective responsibilities under this agreement include:

Cleburne County Schools (CCBOE)

- Establish the Federal Programs Coordinator as the Foster Care Point of Contact (POC) given the importance of transportation to ensure educational stability requirements defined by the Every Student Succeeds Act (ESSA).
- Share the Foster Care POC's contact information with state and local education and CCDHR.
- Understands that the CCBOE's state approved mileage rate will reimburse transportation cost of a student is the first source of funding, it must ensure that transportation is provided to children in foster care, adhering to the collaboratively designed transportation plan.
- Understands that if there are additional costs for providing transportation for children in foster care to remain in his or her school of origin, the CCBOE through funding received through Title 1 and CCDHR through its funding sources will divide the remaining cost equally (50/50)..
- Agrees that a child must remain in his or her school of origin while any disputes are being resolved. Agrees to provide funding for transportation divided equally (50/50) as described from the school of origin while any disputes are being resolved.
- Agrees that the CCDHR will determine who will transport a student in accordance with CCDHR transportation guidelines. The CCBOE can only authorize a student to be transported by a CCBOE employee.

Cleburne County Department of Human Resources (CCDHR)

- Establish a Foster Care Point of Contact (POC) given the importance of transportation to ensure educational stability requirements defined by the Every Student Succeeds Act (ESSA).
- Identifies all children in foster care enrolled in the CCBOE in order for the CCBOE and CCDHR to fulfill the jointly agreed upon transportation responsibilities.
- Informs the CCBOE of children in foster care who may be in need of transportation to maintain enrollment in their school of origin.
- Agrees to immediately inform the Federal Programs Coordinator and or Administration/Counselor of the school of origin of children in foster care who experience a change of foster care placement.
- Understands that the CCBOE's state approved mileage rate will reimburse the transportation cost of a student is the first source of funding.
- Understands that if there are additional costs for providing transportation for children in foster care to remain in his or her school of origin, CCDHR will support transportation costs for eligible foster care youth utilizing funds made available within the county's child welfare budget under Section 475(4)(A) of Title IV-E of the Social Security Act, or other authorized funding sources and the CCBOE will support transportation costs through funding received through Title I and remaining cost above the CCBOE's state approved mileage rate to transport a student will be divided equally (50/50).

- Agrees to assist the LEA in exploring the full range of options for providing and funding transportation to maintain a child in his or her school of origin, consistent with the child's educational stability plan.
- Make available to the CCBOE a list of foster care students in each school.

Updates and Revisions:

Updates and revisions to this MOU should be made as needed. Best practice recommends that an updated MOU will be submitted after the first year of implementation (August 2018) and every three years thereafter.

This Memorandum of Understanding will take effect June 30, 2017 and expires June 30, 2018.

This agreement will be reviewed and approved by representatives of both agencies:

Cleburne County Schools

141 Davenport Drive
Heflin, AL 36264

Printed Name: Beth Clanton

Title: Federal Programs

Signed: Beth Clanton

Date: 6 / 22 / 17

Cleburne County Schools

141 Davenport Drive
Heflin, AL 36264

Printed Name: Kevin Brooks

Title: Transportation

Signed: Kevin Brooks

Date: 6 / 22 / 17

Cleburne County Department of Human Resources

732 Oxford Street
Heflin, AL 36264

Printed Name: Margie Elsey

Title: Director

Signed: Margie Elsey

Date: 6 / 26 / 17

Cleburne County Department of Human Resources

732 Oxford Street
Heflin, AL 36264

Printed Name: Carrie Martin

Title: QA

Signed: Carrie Martin

Date: 6 / 26 / 17

Charter School Guidelines:

ENROLLMENT:

- ✓ Alabama public charter school students must enroll within the first 20 days of the semester in the school they are zoned to attend.
- ✓ For eligibility in an Alabama public charter school, enrollment must be at the public charter school that serves the area in which the student's parents reside and all other requirements are met.
- ✓ A conversion public charter school will assume the same attendance zone of its former traditional public school until the time the local education agency (LEA) or local school board of education reestablishes attendance zones for those students who choose not to attend the conversion public charter school within their current zone. If the former attendance zone changes, the public charter school attendance zone cannot exceed the municipality (city) or county school system zone.
Note: Determination of attendance zones for conversion public charter schools will be locally determined by each LEA and local school board of education.
- ✓ A start-up public charter school will adopt the attendance zone of its municipality in which the school is located. If the school is not located within a municipality, the school zone lines are the same as the county school system where it is located. An index of 1.35 multiplier will be used to determine the enrollment figure for classifying each start-up public charter school.
- ✓ Public charter school attendance zones (conversion or start-up) cannot exceed beyond the municipality (city) or county school system zones.
- ✓ If a public charter school (conversion or start up) does not have athletics, the student may return to his/her home school (based on the student's residence) to participate.
- ✓ If the former attendance zone of the school prior to conversion does not remain the same after the conversion, an index of 1.35 multiplier will be used to determine the enrollment figure for classifying the public charter school.

ACADEMIC ACCOUNTABILITY:

- ✓ Public charter school students will adhere to all AHSAA rules applicable to academic accountability (Rule 1, Section 9: Academic Rule, Requirements).

TRANSFERS:

- ✓ Public charter school students will adhere to all AHSAA rules applicable to transfers (Rule I, Section 12: Transfer Rule).

- The AHSAA recommends taking physical education class or athletic PE on campus for safety reasons.
- If the school requires an athlete to take a PE to participate in athletics, the home school student will be required as well.
- If the school does not require athletic PE to participate in athletics, home school students may take PE through the schools' virtual program.
- ✓ Take one elective class on campus and one through the school's virtual program or both elective classes through the school's virtual program.

TRANSFERS

- ✓ A home school student who decides to enroll in a traditional school full time is eligible to participate if all other eligibility requirements are met.
- ✓ A traditional student who decides to be homeschooled because of failing grades is deemed ineligible to participate in athletics for a period of one year. (If in good standing academically at the time of withdrawal, the student remains eligible.)

Practice Time

- ✓ A home school student's practice time must be equivalent to but not to exceed that of a traditional student during a school day.

Virtual School Guidelines:

ENROLLMENT:

- ✓ Virtual school students must follow all ALSDE policies.
- ✓ Local board policy must be in accordance with all AHSAA bylaws.

ACADEMIC ACCOUNTABILITY:

- ✓ The AHSAA recommends taking a physical education class or athletic PE on campus for safety reasons.
- ✓ If the school requires an athlete to take a PE to participate in athletics, the virtual school student will be required as well.

TRANSFERS:

- ✓ A virtual school student who elects to transfer schools must be in accordance with all AHSAA bylaws pertaining to transfers.

PRACTICE TIME:

- ✓ A virtual school student's practice time must be equivalent to but not to exceed practice that of a traditional student during a school day.

VOLUNTEER COACH GUIDELINES

The Cleburne County Board of Educations uses volunteer coaches. The guidelines are:

- **Volunteers must pass the two required AHSAA courses**
- **Volunteers must be approved by the Board**
- **Volunteers must work under the direct supervision of a certificated Board of Education employee**
- **Volunteers are not compensated**
- **Any violation of an AHSAA guideline terminates the volunteer's capacity to serve**
- **Volunteers cannot coach a team on which one of their children is a member**

Signature/Volunteer Coach

Signature/Head Coach

Signature/Principal

Date

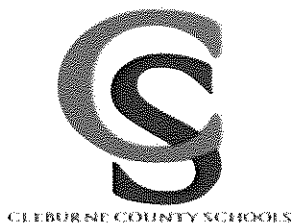
Baseball Field Rental Policy Cleburne County High School

1. "Host" team must consist of 100% Cleburne County High School/Cleburne County Middle School athletes who are student/athletes who and in "good standings" with Athletic Department and schools.
2. Coaches of "host" team must be approved by Cleburne County High School Athletic Director and Head Baseball Coach.
3. A Cleburne County High School Baseball Coach (employed by the Cleburne County Board of Education) must be on premises while baseball field is being used.
4. "Host" team will be responsible for emptying trash cans, maintaining field, pick up trash, etc. as directed by the supervising Cleburne County High School Coach.
5. Rental Fee
 - \$100 – "Host" Team monthly practice fee (limit 2 uses per week)
 - \$ 50 – per team for game use (i.e. \$100 – 2 teams, \$200 – 4 teams)
6. All participating teams must be formally organized (members of an Amateur Baseball Organization such as USAAA, American Legion, etc). Teams must present proof of insurance for team and present a formal roster.
7. Any behavior deemed unacceptable will be handled by local law enforcement officials.
8. Supervising Cleburne County High School Coach will help maintain field between games when necessary.
9. All rental fees will be receipted and deposited into the Cleburne County High School Baseball Account.

***Cleburne County High School
Gym Rental Policy***

1. "Host" team must consist of at least 50% students from the Cleburne County School System. Students must be in good standing with administration and schools they attend. "Host" team coach is responsible for providing such information.
2. Coaches of "host" team must be approved by CCHS Athletic Director and Head Basketball /Volleyball Coaches.
3. Roster of "host" team must be approved by CCHS Athletic Director and Head Basketball/Volleyball Coaches.
4. Rosters must have the following information:
 - Name
 - Date of birth
 - Academic Grade
 - Parental/Guardian Contact information
 - School Principal Contact information
5. A CCHS Basketball/Volleyball Coach [employed by CCBOE] must be on premises, while gym is being used.
6. "Host" team will be responsible for cleaning up the facility, as directed by the supervising CCHS Coach. [empty trash/dust mop floor/clean restrooms/etc.]
7. Rental fee
 - \$100 – Monthly practice fee [limit 2 uses per week]
 - \$50 – per team for game use [\$100 – 2 teams / \$200 – 4 teams]
8. All participating teams must be formally organized. [YBOA/AAU/NTBA]
9. All participating teams must present proof of liability insurance.
10. Any behavior deemed unacceptable will be handled by local law enforcement officials.
11. All rental fees will be receipted and deposited into the CCHS Boys/Girls Basketball Account or Volleyball Account.

12. Policy pertains only to the gymnasiums that CCHS basketball/volleyball teams use for their practices.
[CCHS/CCMS/FES]
13. "Host" team must be in compliance with all AHSAA guidelines. [i.e. Outside Participation Rule/50% Rule]
 - Travel volleyball and basketball teams play in the off seasons of each sport. Volleyball [November – April] Basketball [March –Mid June] Therefore, it is extremely difficult for a team to be comprised of 100% Cleburne County [CCHS/CCMS/CCES/FES/PGES] students due to the fact that their seasons are during the regular seasons of PARD basketball and baseball. Many cannot afford to play or are limited by time restraints. [Playing two sports at once]
 - Any team comprised of players above/in the 8th grade must abide by AHSAA guidelines. [i.e. Outside Participation/50% Rule]



Cleburne County Schools

141 Davenport Drive Heflin, AL 36264

Office: 256-463-5624

Fax: 256-463-5709

REQUEST FOR USE OF FACILITIES

Date facility is requested: _____ Total Hours Facility will be used: _____

Which facility is requested: _____

Organization making request: _____

Contact person: _____

Use of facility is requested for the purpose of (explain in detail): _____

Approximate number of people attending this activity: _____

Time facility will need to be opened: _____ Closed: _____

Certified person(s) that will be in attendance: _____

STATEMENT OF FACILITY USE AGREEMENT

1. It is my understanding that the Cleburne County Board of Education will be held free of any liability arising from negligence of the party using the facility.
2. With limited exception, a certificate verifying the purchase of at least \$1,000,000 liability insurance must be presented to the Board at least 30 days prior to the use of the facilities. Cleburne County Board of Education must be named as additional insured party.
3. A group approved to use school facilities will be responsible for payment compensation to the school system for the school employee(s) assigned by the Principal or Superintendent to be present during the event.
4. It is understood that the individual or group signing below will assume all responsibility for damage and/or maintenance expenses, investing in the building, directly or indirectly resulting from this use.

Signature

Address

Phone

Group/Organization

Date of Signature

Permission to use Facility has been:

Principal _____ () Granted () Denied

Director of Operations _____ () Granted () Denied

Procedures

VII. Miscellaneous