

# **Bibb County Board of Education**

ADOPTED POLICIES

## **Instructional Policies**

## Bibb County School System

### VISION

Our vision is to empower every student to reach his or her unique potential.

### MISSION STATEMENT

The mission of the Bibb County School System, a community partnership, is to produce life-long learners and productive citizens in a safe and nurturing environment.

## I – INSTRUCTION

### FILE

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IKC	Teaching about Religion
IKDA	Flag Displays
IKI	Lesson Plans
ILD	Emergency Drills

## **ACADEMIC FREEDOM/CONTROVERSIAL ISSUES**

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

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

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

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

SOURCE: Bibb County Board of Education, Centreville, AL

ADOPTED: JANUARY 22, 2001; REVISED: August 2, 2011

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

## CURRICULUM DEVELOPMENT

The Board maintains that curriculum development should be a continuous process always reflecting the assessed needs of the students in the School System. The Superintendent and his/her staff shall periodically conduct curriculum review and analysis and report the findings to the Board.

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

### Curriculum Consistency

It is the policy of the Board that every student enrolled in the public schools of the School System be provided an opportunity for an appropriate education. To ensure an appropriate education for all students, course offerings shall be available to students on a consistent basis to permit them to pursue any course of study or diploma approved by the SDE and for which they qualify.

### Major Changes

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

### Procedures for Major Curriculum Changes

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

#### A. Central Office Level

1. Major curriculum changes initiated at the central office level may be proposed by any professional central office employee, school employee, board member or citizen to the Superintendent. The Superintendent may consider an employee's idea(s) for change and if such is approved by the Superintendent, he/she may submit the proposed change(s) to staff and appropriate system-wide curriculum committee for study and/or development of a plan and procedure for implementation.

2. Upon completion of the committee's plan and suggested procedure for implementation and approval of said plan and procedure by the Superintendent, the proposed changes shall be submitted to other professional employees in the School System for their input.
3. Every effort shall be made by the Superintendent to develop some consensus for as much acceptance of the plan as possible.
4. The Superintendent shall submit the proposed changes to the Board for approval.

B. Local School Level

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

## **CURRICULUM ADOPTION**

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

SOURCE: Bibb County Board of Education, Centreville, AL

ADOPTED: JANUARY 22, 2001

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



## **BASIC PROGRAM**

The basic program of instruction in the School System shall include those courses specified in the current State Course of Study. For a specific listing of courses of study, see IHF. All courses shall be taught by properly certified personnel.

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

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

SOURCE: Bibb County Board of Education, Centreville, AL

ADOPTED: JANUARY 22, 2001 ;

LEGAL REF.: The Alabama Course of Study.

## **DRUG EDUCATION**

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

SOURCE: Bibb County Board of Education, Centreville, AL  
ADOPTED: JANUARY 22, 2001; REVISED: August 2, 2011  
LEGAL REF.: The Code of Alabama, 16-41-1 to -4(b), 16-41-7.

## **HEALTH EDUCATION**

The current Health Course of Study will be the basic program for health education. The Bibb County Board of Education ensures that all high school students receive the required one-half unit of Health Education for high school graduation.

Health Education classes and lesson plans will reflect the requirements for the following areas:

- Cardiopulmonary resuscitation (CPR) instruction for students is provided by Health Education Teachers certified as instructors through the American Red Cross or the American Heart Association.
- Suicide awareness programs included in the one-half unit of Health Education include both mental and emotional health.
- Sex education taught as part of any curriculum meets the guidelines addressed in the Alabama Course of Study regarding the Abstinence Law.

SOURCE: Bibb County Board of Education, Centreville, AL

Adopted: May 16, 2005

LEGAL REF: The Code of Alabama-Section 16-40-8; Section 16-40A-2(4); State Board of Education Resolution : June 12, 1986.

## **TITLE I PROGRAM**

### Qualifying Schools for Title I

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

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

### Title I Teachers

Teachers paid from Title I funds are employees of the Board and are subject to the same regulations as other teachers. Title I teachers are not eligible for the instructional money provided by the state, but are eligible for instructional supply money from Title I funds.

## TITLE I PARENTAL INVOLVEMENT

### PART I. GENERAL EXPECTATIONS

The Bibb County school district agrees to implement the following statutory requirements:

- The school district will put into operation programs, activities, and procedures for the involvement of parents in all of its schools with Title I, Part A programs, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities, and procedures will be planned and operated with meaningful consultation with parents of participating children.
- Consistent with section 1118, the school district will work with its schools to ensure that the required school-level parental involvement policies meet the requirements of section 1118(b) of the ESEA, and each include, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school district will incorporate this district wide parental involvement policy into its LEA plan developed under section 1112 of the ESEA.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- If the LEA plan for Title I, Part A, developed under section 1112 of the ESEA, is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan when the school district submits the plan to the State Department of Education.
- The school district will involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools.
- The school district will be governed by the following statutory definition of parental involvement, and expects that its Title I schools will carry out programs, activities, and procedures in accordance with this definition:

*Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring-*

- (A) that parents play an integral role in assisting their child's learning;*
- (B) that parents are encouraged to be actively involved in their child's education at school;*

*(C) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;*  
*(D) the carrying out of other activities, such as those described in section 1118 of the ESEA.*

## **PART II. DESCRIPTION OF HOW DISTRICT WILL IMPLEMENT REQUIRED DISTRICT WIDE PARENTAL INVOLVEMENT POLICY COMPONENTS**

1. The Bibb County school district will take actions to involve parents in the joint development of its district wide parental involvement plan under section 1112 of the ESEA.

*Parent representatives from each school will be invited to participate in the review and revision of the district wide Parental Involvement Plan. All parents will have the opportunity to review and give input.*

2. The Bibb County school district will take actions to involve parents in the process of school review and improvement under section 1116 of the ESEA.

*Parents will be invited to participate on school and district committees for school review and improvement.*

3. The Bibb County school district will provide the necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance.

*The Bibb County School District will coordinate one district wide Parent Involvement Day and one Local School Parent Involvement Day. Parent workshops will take place on these Parent Involvement Days. The district will ensure that each school's Continuous Improvement Plan incorporates parents in the review and revision, and includes adequate Parental Involvement activities. The district will ensure that each school conducts the Annual Title I meeting.*

4. The Bibb County school district will coordinate and integrate parental involvement strategies in Part A with parental involvement strategies under the Head Start program.

*The Bibb County School District will provide resource personnel to conduct parent workshops for Head Start Parents. The Bibb County School District will collaborate with personnel from Head Start, and will make professional development opportunities for increasing capacity in parental involvement available.*

5. The Bibb County school district will take actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school district will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary its parental involvement policies.

*The Bibb County School District will conduct an annual evaluation of the Parental Involvement Program to determine effectiveness. Based on findings, the district Plan/Policy will be revised. The district will conduct a mid-year survey, both electronic and/or paper.*

6. The Bibb County school district will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement.

A. The school district will, with the assistance of its Title I, Part A schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following:

- the State's academic content standards,
- the State's student academic achievement standards,
- the State and local academic assessments including alternate assessments,
- the requirements of Part A,
- how to monitor their child's progress, and
- how to work with educators:

*The Bibb County School District will provide parent workshops as a part of the Continuous Improvement Plan for parent education and involvement. These will take place during school, after school and on district wide parent involvement days.*

B. The school district will, with the assistance of its schools, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:

*Providing parents, in an easily understood format, information to assist them in improving their children's success in school. The district will maintain an updated Parent Resource page on the district website.*

C. The school district will, with the assistance of its schools and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

*The Bibb County School District will build the capacity of all personnel to better be able to serve parents, to recognize the needs of parents, to be viable and effective partners in assisting with their child's education.*

D. The school district will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, preschool and other programs, and conduct other activities, such as establish parent resource centers, that

encourage and support parents in more fully participating in the education of their children, by: *The Bibb County School District will reach out to Head Start and other preschool programs to identify needs, and provide training and appropriate programs to assist parents in better being able to meet the needs of their children in school readiness. A summer Pre-Kindergarten Program will be used as an outreach when funding is available.*

E. The school district will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: *The Bibb County School District will use available mechanisms to distribute information to parents regarding programs, meetings and activities which will increase their involvement in their child's education. Use of the phone calling system, written notices, the school and district website, and other available means will be used to reach parents. The district will submit a an monthly "upcoming events" section to The Centreville Press to announce activities prior to their occurrence.*

### **PART III. ADOPTION**

The Bibb County Parental Involvement Policy/plan has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by meeting notices and sign in sheets.

This policy/plan was adopted/approved by the Bibb County School District and will be in effect until the policy is revised. The school district will distribute this policy/plan to all parents of participating Title I, Part A children on or before September 1 of each school year.

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(Signature of Authorized Official)

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(Date)

SOURCE: Bibb County Board of Education, Centreville, AL  
ADOPTED: JANUARY 22, 2001; Revised: March 15, 2004; Revised: March 21, 2005; Revised: September 8, 2009; Revised: May 22, 2012; Revised: May 20, 2015  
LEGAL REF: Federal Register, Vol. No. 96, Monday, May 19, 1986; 34 CFR Parts 200 and 204, Page 272; Public Law, 103-382, 1994; Public Law 107-110, 2001.



## **INSTRUCTIONAL REMEDIATION**

### General

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

### Basic Skill/Competency Defined

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

### Documentation

Documentation of remediation of the basic skills/competencies is based on the teaching of the State Department of Education course of study. Documentation of remediation of skills/competencies on the High School Exit Examination requires documentation such as assignment to basic skill classes, evidence of the identification of and the reteaching of skill deficiencies, etc.

### Requirements

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

### Special Education Students

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

## **SPECIAL EDUCATION**

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

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

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

SOURCE: Bibb County Board of Education, Centreville, AL

ADOPTED: JANUARY 22, 2001

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

## **INDIVIDUAL STUDENT INTELLECTUAL EVALUATIONS**

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

## **PHYSICAL RESTRAINT AND SECLUSION POLICY**

### **I. Policy Purpose**

- A. The Bibb County School System acknowledges that maintaining a school environment conducive to school learning requires that the environment be orderly and safe. Accordingly, physical restraint of a student may sometimes be necessary in order to protect the student or other individuals.
- B. The purpose of this policy is to ensure that physical restraint is administered only when needed to protect a student and/or member of the school community from imminent, serious physical harm, and to prevent or minimize any harm to a student as a result of the use of physical restraint.
- C. The Bibb County School System places an emphasis under this policy on the prevention and de-escalation of inappropriate behavior, which reduces the risk of injury to students and program staff, as well as the care, safety, and welfare of our students.

### **II. Definitions**

- A. Physical restraint is direct physical contact from an adult that prevents or significantly restricts a student's movement. The term physical restraint does not include mechanical restraint or chemical restraint. Additionally, physical restraint does not include: providing limited physical contact and/or redirection to a student in order to promote safety or to prevent self-injurious behavior; providing physical guidance or prompting to a student 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.
- B. Chemical restraint is any medication that is used to control violent physical behavior or to restrict the student's freedom of movement that is not a prescribed treatment for a medical or psychiatric condition of the student.
- C. Mechanical restraint is 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.
- D. The term also does not include seatbelts and other safety equipment when used to secure students during transportation.

- Seclusion is 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 for others. Seclusion
- E. 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; time-out as defined herein; in-school suspension; detention; or a student-requested break in a different location in the room or in a separate room.
  - F. Time-out is a behavioral intervention in which the student is temporarily removed from the learning activity. Time-out is appropriately used and is not seclusion 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; however, each time-out should not exceed 45 minutes.
    - 3. The student is reasonably monitored by an attending adult who is in reasonable physical proximity of the student and has sight of the student while in time-out.
    - 4. The time-out space is free of objects that unreasonably expose the student or others to harm.

### III. Prohibitions

- A. The use of physical restraint is prohibited in the Bibb County School System and its educational programs except in those situations in which the student is an immediate danger to himself or others and the student is not responsive to less intensive behavioral interventions, including verbal directives or other de-escalation techniques. Physical restraint is prohibited when used as a form of discipline or punishment.
- B. All physical restraint must be immediately terminated when the student is no longer an immediate danger to himself or others or if the student is observed to be in severe distress during the restraint. Any method of physical restraint in which physical pressure is applied to the student's body that restricts the flow of air into the student's lungs is prohibited in the Bibb County School System and its educational programs.
- C. The use of chemical restraint is prohibited in the Bibb County School System and its educational programs.
- D. The use of mechanical restraint is prohibited in the Bibb County System and its educational programs.
- E. The use of seclusion is prohibited in the Bibb County School System and its educational programs.

## IV. Requirements

- A. Each local school's principal or his/her designee and each educational program of the School System that utilize physical restraint under this policy will provide staff with guidelines and procedural information regarding physical restraint and will arrange for the appropriate training of those designated staff members that may be called upon to physically restrain a student. This training of designated staff members shall be provided as a part of a program which addresses prevention and de-escalation techniques as well as positive behavioral intervention strategies. The training of designated staff members will be based on evidence-based techniques and strategies when possible. Each local school's principal or his/her designee or program coordinator shall be responsible for providing periodic reviews.
- B. Each local school's principal or his/her designee and each educational program that utilize physical restraint will maintain written or electronic documentation on training provided at the local school regarding physical restraint and the list of participants in each training session. Records of such training will be made available to the Alabama Department of Education or any member of the public upon request.
- C. Each local school's principal or his/her designee and each educational program that utilize physical restraint is responsible for generating and maintaining incident and debriefing reports of the use of restraint as well as reports of any prohibited use of seclusion and chemical, mechanical, or physical restraint at the local school and for gathering/reporting data to the Bibb County Board of Education and to the Alabama Department of Education annually. The use of physical restraint will be monitored by each local school's principal or his/her designee or program's coordinator on an on-going basis to ensure fidelity of implementation. Follow-up training will be provided following any situations in which procedures are not being followed.
- D. Each local school's principal or his/her designee and each educational program that utilize physical restraint shall ensure that following an incident of restraint or seclusion of an student, all school personnel involved in the incident and appropriate administrative staff participate in a debriefing session for the purpose of planning to prevent or reduce the reoccurrence of the use of restraint. A student's parent or legal guardian will be provided notification of this debriefing session and afforded the opportunity to attend or to request that the debriefing session be rescheduled. The debriefing session shall occur no later than five school days following the imposition of physical restraint or seclusion, unless the debriefing session is delayed, at the request of a student's parent or legal guardian, so that the parent or legal guardian may attend.
- E. Each local school's principal or his/her designee and each educational program that utilize physical restraint will provide written notification to a student's parent or legal guardian when physical restraint is used on a student within a reasonable time following the restraint not to exceed one school day from the use of restraint.

- F. Each local school's principal or his/her designee and each educational program will provide written notification to a student's parent or legal guardian when their child is removed from his/her school or program setting by emergency, medical, or law enforcement personnel within a reasonable time following the removal not to exceed one school day from the removal.
- G. Each student's parent or legal guardian will be provided information regarding the school or program's policies governing the use of physical restraint. This information will be provided to parents at the beginning of each school year or upon the student's enrollment if the student enrolls after school has started. To effectuate this requirement, the School System's website and student handbook/code of conduct will contain the following statement: As a part of the policies and procedures of the Bibb County School System, the use of physical restraint is prohibited in the Bibb County School System and its educational programs except in those situations in which the student is an immediate danger to himself or others and the student is not responsive to less intensive behavioral interventions including verbal directives or other de-escalation techniques. Physical restraint is expressly prohibited when used as a form of discipline or punishment. The use of other physical restraint, chemical restraint, mechanical restraint, or seclusion is prohibited in the Bibb County School System and its educational programs.

SOURCE: Bibb County Board of Education, Centreville, AL

ADOPTED: August 27, 2014

LEGAL REF.: Code of Alabama; 16-28-12, 16-1-14, AAC 290-3-1, .02(1)(F)

## **COCURRICULAR AND EXTRACURRICULAR ACTIVITIES**

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

1. Such activities are approved by the Superintendent.
2. Such activities are under the control of and approved by the local school principal.
3. Such activities are under the direct supervision of an activity sponsor approved by the local school principal.
4. Such activities are supervised by appropriate professional staff members and volunteers/chaperons.
5. Such activities are a part of or an addendum to the written approved plan of school activities.

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

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

SOURCE: Bibb County Board of Education, Centreville, AL  
ADOPTED: JANUARY 22, 2001



## **GROUPING FOR INSTRUCTION**

### Within Schools

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

### Within Classes

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

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

SOURCE: Bibb County Board of Education, Centreville, AL

ADOPTED: JANUARY 22, 2001

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

## **LENGTH OF SCHOOL DAY AND SCHOOL YEAR**

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

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

The daily schedule for beginning and closing times may vary from school to school, but must meet the guidelines as stated in the applicable laws of Alabama Relating to Education.

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

SOURCE: Bibb County Board of Education, Centreville, AL  
ADOPTED: JANUARY 22, 2001; REVISED: August 2, 2011  
LEGAL REF.: The Code of Alabama, 16-1-1.

## **COOPERATIVE CAREER/TECHNICAL EDUCATION PROGRAMS**

The Board recognizes the importance of the school-community partnership in training individuals for specific occupations; assisting individuals with the transition from school to the world of work; providing an environment for developing proper skills, knowledge, work and safety habits, and pride in achievement. As such, Cooperative Career/Technical Education Programs will be provided to the extent possible to strengthen this partnership. These programs will operate in compliance with general career/technical education policies established by the Board and program standards outlined in current administrative code.

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 that incorporate methods for solving problems at work and problems at school.
5. provides a minimum of 270 hours per year or 15 hours per week.

### **CRITERIA FOR PARTICIPATION**

The following criteria must be met prior to a student's participation in Cooperative Career/Technical Education Programs:

1. The student must meet the prerequisites outlined in the *Career/Technical Education Standards for Quality Programs in Secondary Schools*.
2. The student must be personally interviewed by the teacher-coordinator.
3. The student and his/her parent(s)/guardian(s) must select the cooperative career/technical course(s) as an elective.
4. The student's parent(s)/guardian(s) must sign a release form authorizing the school to release his/her child from school to travel to and from the educational job site.
5. The student and his/her parent(s)/guardian(s) must bear all transportation costs associated with the program.
6. The student must show reasonable promise of success in the career field chosen.
7. The student must have a good school attendance record.
8. The student must be physically fit for the proposed job.
9. The student must attend a required Coordinated Studies Seminar one class period per week taught by the teacher-coordinator.

SOURCE: Bibb County Board of Education, Centreville, AL  
ADOPTED: August 26, 2005  
LEGAL REF: Alabama Career/Technical Education Standards

### **Career Academy Minimum Program Accountability**

In accordance with the Alabama State Department of Education Policies and Procedures for the Career/Vocational Education five year program certification, the Bibb County Board of Education understands the needs for minimum program standards in regards to minimum student numbers for programs to continue and provide for the best possible expenditures of all federal, state, and local funding. Student enrollment in all career/technical programs shall meet the following minimum program standards as outlined by the Alabama State Department of Education and the Bibb County of Education in order for the program to continue:

- Enrollment in career/technical education courses shall have a minimum of twelve students per class for all classes. The minimum enrollment per day shall be forty-eight students. The numbers will be calculated at the end of each school year based on the students participating in each program for the entire school year.
- Students with disabilities will be given a weight of two if there is a Career/Technical Implementation Plan (CTIP) that requires significant program modifications as defined by the Individualized Education Plan (IEP) Team.

Commencing with the 2007-2008 school year, in the event a career or vocational program falls below these minimum student numbers for the two consecutive years or any two out of three years, upon the recommendation of the Superintendent, the program shall be closed at the end of the second school year the program does not meet these minimum numbers. Prior to making any such recommendation, the Superintendent shall review the student numbers of each career or vocational program by January 30 of each school year and shall report to the Board at its next regular scheduled meeting the results of his review. If any such program has failed to maintain the required minimum student as set out above, then the Superintendent shall also include with his report a recommendation regarding closure of such program.

SOURCE: Bibb County Board of Education

ADOPTED: April 8, 2008

LEGAL REF: The Alabama Administrative Code, 290-6-1-.05 3(a),3(d)

## **Safety**

To the extent practicable, reasonable safety procedures will be implemented in the Career and Technical Education program in accordance with Alabama State Department of Education regulations and any applicable Business/Industry Certification requirements.

SOURCE: Bibb County Board of Education, Centreville, AL  
ADOPTED: April 3, 2012  
LEGAL REF: Ala. Admin. Code 290-6-1-.04

## **LIVE WORK**

### **LIVE WORK - CAREER/TECHNICAL EDUCATION**

“Live Work” is work performed by students as part of their training in Career/Technical Education. This work must be done in the school facilities and includes service, repair or production jobs of any kind excluding work performed by students in the Career/Technical Cooperative Program. Live work must be related to the training program and must provide a learning experience for the student. Live work should not compete with private enterprise. Instructors are responsible for following all regulations which detail the appropriateness, scheduling, costs, collection of fees or charges and release of school liability.”

#### **Definition**

“Live Work” is work performed by students as part of their training program. Such work must be done in school and includes service, repair, or production jobs of any and all kinds, excluding work performed by students enrolled in Career/Technical Cooperative Programs.

#### **Relationship to Training**

Live work will be conducted when in the opinion of the instructor the training program requires such projects for students to acquire occupational skills leading to employment. Live Work will be assigned to individual students by the instructor(s) as part of the student’s training program and will conform to standards established by the State Board of Education. Live Work will be scheduled for an individual or groups of students to correlate with the instructional unit with which the live work is associated. Live work shall be accepted in terms of its appropriateness and need in the training program rather than for production and/or accommodation.

#### **Administration**

Administration and control of live work shall reside with the career/technical coordinator or school principal. All live work must be approved by the career/technical coordinator, school principal or designee and conducted in accordance with these and other policies issued by the Board of Education as the need arises. The instructor shall be responsible for the determination and collection of all charges and maintenance or appropriate records, which must be deposited in the school account.

#### **Eligible Live Work Recipients**

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

- a. Students
- b. Those persons directly connected with education
- c. Other tax supported programs and institutions or charitable organizations.
- d. Other individuals and organizations if:
  - i. Such live work is not designed for competition with private enterprises
  - ii. The circumstances involved justify the acceptance of the live work project; and
  - iii. The instructor can justify why the live work is necessary for the training program.

#### **E. Release of School Liability**

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

- a. Accept the work performed by the students and assume all responsibility for the completed workmanship.
- b. Bear all actual cost of materials and parts involved
- c. Pay the service charge according to the schedule as prescribed by section F.
- d. Sign an agreement to the above conditions and specifically stipulate the work to be performed.

#### **F. Service Charge for Live Work**

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

- a. Actual cost of parts and/or materials, plus twenty (20) percent for service charges.
- b. For projects that do not involve costs of parts and/or materials, a service charge may be collected at the discretion of the instructor.

Funds collected from service charge on live work projects shall be used for routine maintenance, repair and replacement of equipment and for operation and maintenance of shops.

#### **G. Restrictions on Live Work**

Live work will not be conducted to compete with private enterprise; and, as such, neither the school system nor school employees will receive economic profit from live work. Live work is restricted as follows:

- a. Live work may be performed only when tasks are directly related to the skills currently being taught in the classroom as part of a sequenced course of study. Tasks should not be taught out of sequence in order to accommodate live work.
- b. No person shall use career/technical facilities, equipment or any live work for personal gain or profit.
- c. Live work conducted for student experiences must be conducted during actual class periods.

Source: Bibb County Board of Education: Alabama Department of Education

**BIBB COUNTY CAREER ACADEMY**

17191 Highway 5  
West Blocton, AL 35184

Phone: (205) 938-7434

Fax: (205) 938-2037

ESTIMATE NO. \_\_\_\_\_

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

OWNER: Name: \_\_\_\_\_ Phone Number: \_\_\_\_\_

Address: \_\_\_\_\_

VEHICLE (Full Description/Info): \_\_\_\_\_

<u>Description of Operation</u>	<u>Qty.</u>	<u>Part No. or Operation No.</u>	<u>Parts</u>	<u>Paint</u>	<u>Labor</u>

**TOTAL PARTS:** \$ \_\_\_\_\_  
**TOTAL PAINT:** \_\_\_\_\_  
**OTHER:** \_\_\_\_\_  
**TOTAL DUE BCCA:** \_\_\_\_\_

<p>The above is an estimate, based on our inspection, and does not cover additional parts or labor which may be required after the work has been opened up. Occasionally, after work has started, worn, broken or damaged parts are discovered which are not evident on first inspection. Quotations on parts and labor are current and subject to change.</p> <p>Estimate Made By: _____</p>	<p style="text-align: center;"><b><u>Authorization for Repair</u></b></p> <p>You are hereby authorized to make the above specified repairs to the vehicle described above.</p> <p>By: _____ Owner or Agent</p>
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## **CAREER/TECHNICAL EDUCATION EQUIPMENT MAINTENANCE, REPAIR, UPDATING, AND REPLACEMENT**

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

### **Equipment Maintenance and Repair**

Each instructor shall, as needed, submit an equipment maintenance or repair request form to the director stating the item and an estimate of the cost for parts and service, if known. The director shall determine who will make the repairs and expedite the repair process.

If applicable, each instructor shall develop a periodic maintenance performance schedule for cleaning, greasing and oiling equipment, changing filters, draining water from air compressors, etc., and follow that schedule.

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

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

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

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

Purchase orders shall be prepared for all goods and/or services purchased in the name of Bibb County Schools career/technical education. A separate purchase order shall be prepared for each vendor and shall be signed by the director. The superintendent has the responsibility for approving or disapproving all purchases and/or services, giving consideration to budgetary allocations, needs, desirability, and contribution to the program.

Instructors shall report facility maintenance needs on a building maintenance request form to the director. The director shall forward to request to the Bibb County Board of Education maintenance supervisor who shall implement the repairs as expeditiously as possible. Requests for major repairs, building modification, or additions shall be submitted by the director to the superintendent

**Care of Facilities and Equipment**

Each instructor and the career/technical education director must ensure care and protection of the school property. Abuse and misuse of school furnishings and property shall not be tolerated and should be reported to the director.

**Willful Damage to School and Personal Property**

Each student enrolled in the career/technical education program shall be responsible for respecting school and live work production property at all times. When school or live work property is intentionally damaged, destroyed, or defaced by a student, the student and/or the student's parent or guardian shall be required to make full restitution for the damage to the school or live work property. The student shall also be subject to probation, temporary suspension, expulsion, or other disciplinary action that may be deemed necessary and advisable by school officials.

SOURCE: Bibb County Board of Education, Centreville, AL  
ADOPTED: August 26, 2005

## **INDIVIDUALIZED INSTRUCTION**

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

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

## **INSTRUCTIONAL RESOURCES AND MATERIALS**

### Resources

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

### Materials

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

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

SOURCE: Bibb County Board of Education, Centreville, AL  
ADOPTED: JANUARY 22, 2001  
LEGAL REF.: The Code of Alabama, 16-8-28, 16-9-21.

## **TEXTBOOK SELECTION AND ADOPTION**

The Board shall approve all textbooks used in the School System. A textbook committee shall be appointed by the Board, upon recommendation of the Superintendent, and members shall serve for a period of one (1) year, beginning October 1 and ending September 30. The selection and adoption of textbooks shall be in accordance with the provisions of Alabama Law.

Each school with an enrollment of less than 600 students shall be entitled to one member on the Bibb County Textbook Committee. Schools with enrollments of 600 or more shall be entitled to a second committee member. School representatives shall be elected by a majority vote of the faculty.

Parents will be represented on the Textbook Committee by two members selected by the superintendent/designee.

SOURCE: Bibb County Board of Education, Centreville, AL

ADOPTED: JANUARY 22, 2001

LEGAL REF.: The Code of Alabama, 16-36-4 to -39; Legislative Act, 98-320.

### **School Science Laboratories**

The school science laboratory plays an important role in the local science curriculum. Due consideration should be given to student safety in the operation of the science laboratory. Therefore, the science laboratory should be used only for the purpose of science instruction for which it was designated. In addition, the science laboratory should incorporate the safety features required by local, state and federal regulations.

SOURCE: Bibb County Board of Education, Centreville, AL

ADOPTED: January 22, 2001

LEGAL REF: Comprehensive State Monitoring, p. 65-M2, Alabama Department of Education, August 2000.

## **SCHOOL LIBRARIES**

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

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

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

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

SOURCE: Bibb County Board of Education, Centreville, AL

ADOPTED: JANUARY 22, 2001

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

## **TEXTBOOK/AUDIOVISUAL/INSTRUCTIONAL MATERIAL REVIEW PROCEDURE**

### Informal Procedure

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

### Formal Procedure

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

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



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

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

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

**TEXTBOOK/AUDIOVISUAL/INSTRUCTIONAL MATERIAL  
REVIEW FORM  
BIBB COUNTY BOARD OF EDUCATION  
Centreville, AL**

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

Initiated by \_\_\_\_\_  
Home Phone \_\_\_\_/\_\_\_\_/\_\_\_\_ Work Phone \_\_\_\_/\_\_\_\_/\_\_\_\_  
Address \_\_\_\_\_

Teacher \_\_\_\_\_ Parent \_\_\_\_\_ Organization \_\_\_\_\_ Other \_\_\_\_\_

Representing: Self \_\_\_\_\_ Organization \_\_\_\_\_  
(Identify Please)

Material Questioned:

Book:

Author \_\_\_\_\_ Title \_\_\_\_\_  
\_\_\_\_\_ Copyright date \_\_\_\_\_

AV material:

Type of media \_\_\_\_\_  
(Filmstrip, record, etc.)

Title \_\_\_\_\_

Objection(s):

1. Have you read or viewed the entire material in question? \_\_\_\_ Yes \_\_\_\_ No  
If not, what parts? \_\_\_\_\_  
\_\_\_\_\_
2. Describe your objections to this material. Please be specific  
\_\_\_\_\_  
\_\_\_\_\_
3. What do you believe might be the result of reading or viewing of this material?  
\_\_\_\_\_
4. For what age group would you recommend this material? \_\_\_\_\_  
\_\_\_\_\_
5. Describe any value you see in this material. \_\_\_\_\_  
\_\_\_\_\_
6. What reviews of this material have you read? \_\_\_\_\_  
\_\_\_\_\_
7. What do you believe to be the basic theme of this material? \_\_\_\_\_  
\_\_\_\_\_
8. What would you like school personnel to do about this material? Please check one of the following:  
\_\_\_\_\_ Do not assign it to my child  
\_\_\_\_\_ Withdraw it from all students as well as my child  
\_\_\_\_\_ Send it to the Review Committee for evaluation and recommendation

Signature: \_\_\_\_\_  
11/20/98

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

## **INTERNAL REVIEW OF AUDIOVISUAL MATERIAL**

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

### Internal Materials

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

### External Materials

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

1. Relate directly to the School System curriculum and serve as a means of teaching a specific objective(s).
2. Relate directly to the lesson or unit plan being taught.
3. Be previewed in its entirety by the teacher prior to using the material in a classroom or school setting.
4. Commercial audiovisual material with a uniform rating code of G, PG, or PG-13 may be considered for showing in the schools of the School System based on the following guidelines:
  - a. G and PG rated material may be considered for use in grades K-12 based on teacher review and discretion.
  - b. PG-13 rated materials may be considered for use only in grades 9-12 based on teacher review and discretion. PG-13 materials should be screened for violent content, nudity and profanity.
  - c. Commercial audiovisual material with a uniform rating code above PG-13 may not be shown in the schools of the School System.

### Special Education Students

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

## REPRODUCTION OF COPYRIGHTED MATERIALS

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

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

SOURCE: Bibb County Board of Education, Centreville, AL

ADOPTED: JANUARY 22, 2001

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

## **COMPUTER SOFTWARE SELECTION AND DUPLICATION**

It is the intent of the School System to adhere to the provisions of copyright laws in the area of microcomputer software. It is also the intent of the School System to comply with license agreements and /or policy statements contained in software packages used in the School System.

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

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

8. All staff members (including instructional assistants) will be expected to abide by the provisions of this policy.
9. The Board by this presentation hereby notifies all employees of the intent of this policy.

COMPUTER SOFTWARE USE GUIDELINES

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

1. Programs in the public domain.
2. Programs covered by a licensing agreement with the software author, authors, vendor or developer, whichever is applicable.
3. Programs donated or loaned to the school (not illegal copies) and a written record that a bona fide contribution exists.
4. Programs purchased by individual schools and a record that a bona fide purchase exists.
5. Programs purchased by the user and a record that a bona fide purchase exists and can be produced by the user upon demand.
6. Programs being reviewed or demonstrated by the user in order to reach a decision about possible future purchase or requested contribution or licensing.
7. Programs written or developed by School System employees and students for the specific purpose of being used in the classrooms of the School System.

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

SOURCE: Bibb County Board of Education, Centreville, AL

ADOPTED: JANUARY 22, 2001

LEGAL REF.: 17 U.S.C. 106; Adapted with permission from policy statement approved by Board of Directors of the International Council for Computers in Education.

## **FIELD TRIPS AND EXCURSIONS**

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

### General Criteria:

1. All field trips, excursions and travel associated with athletic contests must receive prior approval – In county trips by the school principal, out of the county trips by the superintendent, and out of state trips by the Board of Education. Field trips involving perceived elevated risk should be approved by the Board of Education in advance, for example, trips planned near a body of water. The individual(s) responsible for planning the field trip, along with the principal, should evaluate circumstances surrounding the trip, including weather conditions, etc., to make decisions regarding planned trips in the best interest and safety of all students and employees.
2. Requests for approval of all field trips, excursions and travel associated with athletic contests must be submitted to the local school principal on the district's most current School System Field Trip Request Form. The local school principal, upon his/her approval shall submit the electronic field trip request to the superintendent for approval and recommendation to the Board, as appropriate. A series of trips, such as athletic contests, may be approved by submitting only one (1) field trip request.
3. Before any trip as noted is taken, a completed and signed parental permission form shall be secured from each student planning to make the trip. Students who have not submitted a signed parental permission form shall not be allowed to take the trip. Students participating in a series of trips, such as football, basketball participants, may submit one (1) signed parental permission form to cover all trips associated with the activity.
4. On regular school days School System owned buses may be used for field trips and excursions anywhere within a 75-mile radius of Bibb County. Such buses must be returned to the departure point no later than 2:30 p.m. on school days.

### Field Trip Transportation – School Owned Buses

1. Field trip or activity buses, when available, shall be operated on the terms and conditions in effect by the Board that apply specifically to such buses.

Reservations must be made through the local school principal to the Transportation Department, with the principal preparing the trip transportation request.

2. At least one (1) teacher or principal must ride the bus, and accept responsibility for seeing that all rules and regulations governing school buses are carried out.
3. All activity bus passengers must be enrolled in school, be an employee of the School System, or be designated as chaperon by the school principal.
4. The principal of each school is responsible for handling the scheduling of such trips.
5. Mileage for each trip and the cost for the driver will be computed by the Transportation Department and paid to the Board without the expense of invoice at the current rate per driver/mile. Only adult drivers with a school bus driver's license are permitted to drive activity buses.
6. The Transportation Department is responsible for employing the driver, arranging for the bus, and making arrangements for fuel.
7. The bus driver must not stop on a highway to load or unload passengers during darkness.
8. A clean-up fee will be charged to the school or group unless the bus is returned to the regular route driver in a clean condition.
9. Due to energy regulations, allocations, proration, and other financial problems, the Board may cancel trips, increase prices or curtail the use of buses. Principals will be notified if changes occur.

#### Field Trip Transportation – Private Vehicles

The Board does not endorse the use of private vehicles to transport students participating in field trips, excursions or interscholastic activities; however, it recognizes the need for additional transportation at certain times; and the use of private vehicles may be utilized for the transportation of students to such activities provided:

1. Students provide the school with a signed school/system parental permission form noting the use of private vehicles.



2. All private vehicles must be driven by properly licensed adults. No student drivers shall be permitted. A copy of the valid driver's license must be filed with the school.
3. All private drivers must present valid proof of insurance coverage. A copy of the insurance coverage must be filed with the school.
4. The total number of occupants (including students and adults) transported shall not exceed the number of seat belts available in the respective vehicle.
5. The use of passenger vans for transporting students is strictly prohibited.

Field Trip Sponsor's Responsibility

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

1. Planning, organizing and conducting all educational, social, etc., components of the trip.
2. Completing the School System Field Trip Electronic Request and submitting it for principal approval on a timely basis.
3. Arranging for the procurement of the financial resources to pay all costs associated with the trip.
4. Arranging for an adequate number of chaperones.
5. Communicating with parents/guardians about the trip and securing a parental permission form for each student participating in the activity. Field Trip Permission Form must include instructions for administering medication, if applicable, and the student's health/hospitalization insurance information must be provided.
6. The supervision of all student participants.
7. Provision of appropriate orientation to students, chaperones, and other persons.

SOURCE: Bibb County Board of Education, Centreville, AL

ADOPTED: January 22, 2001; REVISED July 29, 2009; REVISED: February 17, 2011;  
REVISED: April 5, 2011; REVISED: August 2, 2011.

LEGAL REF: The Code of Alabama, 16-27-1.

**AGREEMENT FOR RELEASE OF STUDENT**

The undersigned parent, legal custodian/guardian of \_\_\_\_\_, a student in the Bibb County School System, hereby requests, authorizes and agrees that the above named student may be released at the conclusion of an authorized field trip, athletic event or other extra-curricular activity being held on this date to his, her or their care, control and total responsibility. In agreeing to the release of such student, the undersigned hereby release(s) and do/does further indemnify the Bibb County Board of Education, its members, its Superintendent, administrators, principals, teachers, coaches and other employees from any claims, actions, suits, damages or losses caused by and/or sustained by the above named student following the time of his or her release.

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent/Legal Custodian/Guardian

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent/Legal Custodian/Guardian

SOURCE: Bibb County Board of Education  
ADOPTED: May 9, 2008; REVISED: August 2, 2011

## **SCHOOL VOLUNTEERS**

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

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

**BIBB COUNTY BOARD OF EDUCATION**  
**APPLICATION TO PARTICIPATE**  
**SCHOOL SPONSORED EVENTS**

It is the policy of the Bibb County Board of Education that all adult participation (other than school system employees) in school sponsored events must be approved in advance. If you desire to participate, please complete the following application and submit to the Principal at least 10 days before the scheduled event. An application is required for each event. No application is required to attend an event that is open to the public.

**YOU WILL BE NOTIFIED IF YOUR APPLICATION IS APPROVED.**

FULL NAME OF APPLICANT: \_\_\_\_\_

STUDENT NAME: \_\_\_\_\_ AGE: \_\_\_\_\_ GRADE: \_\_\_\_\_

RELATIONSHIP TO STUDENT (CHECK ONE):

PARENT \_\_\_\_\_ GUARDIAN \_\_\_\_\_ CUSTODIAN: \_\_\_\_\_

NAME OF EVENT FOR WHICH YOU ARE APPLYING: \_\_\_\_\_

DATE OF EVENT: \_\_\_\_\_

DESCRIBE YOUR PARTICIPATION IN THIS EVENT: \_\_\_\_\_

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

Please answer the following questions. If you do not respond to these questions, your application may not be considered. If you wish to provide any explanations, please use the reverse side of this form to provide any additional information you want us to consider.

Please circle the appropriate response:

- 1. Have you been convicted of any felony offense or any misdemeanor offense for assault, domestic violence, or any drug related offense?

YES \_\_\_\_\_ NO \_\_\_\_\_

- 2. Are you presently a party to any active custody dispute involving a child, or are you presently a party to any criminal investigation involving a child?

YES \_\_\_\_\_ NO \_\_\_\_\_

3. Are you an offender required to register your residence under the State of Alabama Community Notification Act?

YES \_\_\_\_\_ NO \_\_\_\_\_

Use this space for further explanation or comment

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NOTICE: Inmate Searches and Released Sex Offender searches are available to the public at the following Internet site <http://www.doc.alabama.gov/inmatesearch.asp>

I hereby apply to the Bibb County Board of Education / Bibb County Schools to participate in the school sponsored event listed above. I acknowledge that adult participation in school events is a privilege and adult participation is not a fundamental right. I further acknowledge that the Bibb County Board of Education has the sole authority and discretion to accept, approve, or deny my application.

**I GRANT MY EXPRESS CONSENT TO THE BIBB COUNTY BOARD OF EDUCATION TO INVESTIGATE MY BACKGROUND, INCLUDING BUT NOT LIMITED TO, A CHECK OF CRIMINAL RECORDS, PRIOR TO CONSIDERING MY APPLICATION. I EXPRESSLY ACKNOWLEDGE THAT THE CONVICTION OF ANY FELONY OFFENSE and/or SOME MISDEMEANOR CONVICTIONS MAY PREVENT MY APPLICATION FROM RECEIVING APPROVAL.**

I hereby release, discharge, waive and agree to indemnify and hold harmless the Bibb County Board of Education, Bibb County Schools, their agents, successors, or assigns, from all claims and demands whatsoever arising out of or in connection with the foregoing.

For Applicant Use Only	
_____ Signature [Parent, Guardian, or Custodian]	_____ Date
_____ Printed (Full) Name	_____ Birth Date
_____ Street or Mailing Address	_____ City, State, Zip
_____ Daytime Telephone Number (s)	_____ E-Mail Address

For School Use Only

\_\_\_\_\_  
Date Received

\_\_\_\_\_  
Background Check Completed By

\_\_\_\_\_ Approved \_\_\_\_\_ Rejected \_\_\_\_\_ Applicant Notified (Yes/No)

\_\_\_\_\_  
Approval/Rejection By

NOTES:

SOURCE:  
ADOPTED:

BIBB COUNTY BOARD OF EDUCATION  
May 9, 2008

## **LIBRARY MEDIA POLICY MANUAL**

### **I. Statement of Policy**

The Bibb County School System selects instructional materials to implement, enrich, and support the educational program for its students. Materials must serve both the curriculum needs for and the interests of individual students. It is the responsibility of the district to provide for a wide range of abilities and to respect the diversity of many differing points of view. Material selection must be of the highest quality and appropriateness without influence of personal opinion or prejudice.

### **II. Objectives of Selection**

The main objective of our selection procedure is to provide our students with a wide range of educational materials on a variety of difficulty levels and formats, while allowing for diversity and differing points of view.

The objective of the media center is to make available to faculty and students a collection of materials that will enrich and support the curriculum and meet the needs of the students and the faculty members being served.

### **III. Responsibility for Selection**

Selection of materials involves many people, including administrators, supervisors, teachers, library media specialists, and students. However, the responsibility for coordinating and recommending the selection and purchase of library media materials rests with the certificated library media personnel.

The Bibb County Board of Education shall delegate to the Superintendent of Schools the authority and responsibility for selection of all print and non-print materials. Responsibilities for actual selection shall rest with appropriate professionally trained personnel who shall discharge this obligation consistent with the Board's adopted selection criteria and procedures. Selection procedures shall involve representatives of the professional staff directly affected by the selections, and persons qualified by preparation to aid in wise selection.

The library media specialist will work cooperatively with staff members to interpret and guide the application of the policy in making day-to-day selections; however, final responsibility for selection of materials for the library media center lies with the media specialists.

#### **IV. Criteria for Selection**

Staff members involved in selection of resource materials shall use the following criteria as a guide:

- A. Educational Significance
- B. Contribution the subject matter makes to the curriculum and to the interests of the students
- C. Favorable reviews found in standard selection sources
- D. Favorable recommendations based on preview and examination of materials by professional personnel
- E. Reputation and significance of the author, producer, and publisher
- F. Validity, currency, and appropriateness of material
- G. Contribution the material makes to a wide variety of viewpoints
- H. High degree of potential user appeal
- I. High artistic quality and/or literary style
- J. Quality and Variety of format
- K. Value commensurate with cost and/or need
- L. Timeliness of permanence
- M. Integrity

The following recommended lists shall be consulted in the selection of materials, but selection is not limited to their listings.

- A. Bibliographies latest editions available (including supplements)
  - American Historical Fiction
  - Basic Book Collection for Elementary Grades
  - The Best in Children's Books
  - Children and Books
  - Children's Catalog
  - Elementary School Library Collection
  - European Historical Fiction and Biography
  - Guide to Sources in Educational Media
  - Junior High School Catalog
  - Reference Books for School Libraries
  - High School Catalog
  - Subject Guide to Children's Books in Print
  - Subject Index to Books for Primary Grades
  - Subject Index to Books for Intermediate Grades
  - Subject Index to Books for Upper Grades



B. Current Reviewing Media:

AASA Science Books and Films  
American Film & Video Association Evaluations  
Booklist  
Bulletin of the Center for Children's Books  
Horn Book  
Kirkus Reviews  
Library Journal  
School Library Journal  
Wilson Library Bulletin

The following criteria will be used as they apply:

1. Learning resources shall support and be consistent with the general educational goals of the state and district and the aims and objectives of individual schools and specific courses
2. Learning resources shall meet high standards of quality in factual content and presentation.
3. Learning resources shall be appropriate for the subject area and for the age, emotional development, ability level, learning style, and social development of the students for whom the materials are selected.
4. Physical format and appearance of learning resources shall be suitable for their intended use.
5. Learning resources shall be designed to help students gain an awareness of our pluralistic society.
6. Learning resources shall be designed to motivate students and staff to examine their own duties, responsibilities, rights and privileges as participating citizens in our society.
7. Learning resources shall be selected for their strengths rather than rejected for their weaknesses.

The selection of learning resources on controversial issues will be directed towards maintaining a diverse collection representing various views.

Learning resources shall clarify historical and contemporary forces by presenting and analyzing intergroup tension and conflict objectively, placing emphasis on recognizing and understanding social and economic problems.

The following kinds of material will be selected for the media center:

1. Materials which are an integral part of the instructional program.
2. Materials which are appropriate for the reading level and understanding of students in the school.
3. Materials which reflect the interests and needs of the students and faculty served by the media center.
4. Materials which merit inclusion in the collection because of their literary and/or artistic value.
5. Materials which present information with the greatest degree of accuracy and clarity possible.
6. Materials which represent a fair and unbiased presentation of information. In controversial areas, the media specialist in cooperation with the faculty should select materials representing as many shades of opinion as possible in order that students may have available varying viewpoints.

#### **V. Procedures for Selection of Learning Resources**

In selecting learning resources, professional personnel will evaluate available resources and curriculum needs and will consult reputable, professionally prepared aids to selection and other appropriate sources. The actual resource will be examined whenever possible.

Recommendations for purchases involve administrators, teachers, students, district personnel and community stakeholders, as appropriate.

Gift materials shall be judged by the criteria outlined and shall be accepted if they meet those criteria.

Selection is an ongoing process which should include the removal of materials no longer appropriate, and the replacement of lost and worn materials still of educational value.

Requests and suggestions for the purchase of instructional materials shall be gathered from staff to the greatest extent possible and students when appropriate.

Reviews of proposed acquisitions will be sought in the literature of reputable professional organizations and other reviewing sources recognized for the objectivity and wide experience. Materials will be examined by professional staff to the extent necessary or practicable to apply criteria.

Materials for media centers are selected by the professional media staff with due regard to suggestions from the faculty, parents, and students. Final selection is made by the media specialists of the school. Professionally recognized reviewing periodicals, standard catalogs, and other selection tools are used by media specialists and the faculty to guide them in their selection.

## **VI. Procedures for Challenged Materials**

The following procedure will be followed when material is challenged.

1. Request the complainant to complete a written complaint form (copy on file in the media center).
2. Assign a review committee to examine the material in question.
3. Request that the committee report their findings to the school board.

### **Procedure for Handling Complaints**

No duly selected challenged materials shall be removed from the school except upon the recommendation of a review committee (as provided below) with the concurrence of the Superintendent, or upon the Superintendent's recommendation, the concurrence of the Board of Education, or upon formal action of the Board of Education when a recommendation of a review committee has been voted on and passed.

All complaints to staff members shall be reported to the building principal involved, whether received by telephone, letter, email, or in personal conversation.

The principal shall contact the complainant to discuss the complaint and attempt to resolve it informally by explaining the philosophy and goals of the school district and/or the library media center.

If the complaint is not resolved informally, the complainant shall be given a Challenged Materials Form to be completed and returned before consideration will be given to the complaint.

If the formal request for reconsideration has not been received by the principal within two weeks, it shall be considered closed. If the request is returned, the reasons for selection of the specific work shall be reestablished by the appropriate staff.

In accordance with the statement of philosophy, no questioned materials shall be removed from the school pending a final decision. Pending the outcome of the request for reconsideration, however, access to questioned materials can be denied to the child (or children) of the parents making the complaint, if they so desire.

Upon receipt of a completed objection form, the building principal involved will call together a committee of five to consider the complaint. The committee shall consist of the curriculum director and the building principal, library media specialist, a teacher, and a parent representative from the school involved.

The committee shall meet to discuss the material, following the guidelines, and shall prepare a report containing their recommendations on the disposition of the matter.

The principal shall notify the complainant of the decision and send a formal report and recommendation to the Superintendent. In answering the complainant, the principal shall explain the book selection process, give the guidelines used for selection, and cite authorities used in formulating selection decisions.

If the committee decides to keep the work in question, the complainant shall be given an explanation. If the complaint is found to be valid, the principal will acknowledge it and make recommended changes.

If the complainant is not satisfied with the committee's decision, he/she may ask the Superintendent to present an appeal to the Board of Education which shall make a final determination on the issue.

Bibb County Schools, Library Media Policy, Revised 2011-2012

Alabama's School Library Media Plan for the 21st Century Learner

<http://alex.state.al.us/libmedia/sites/alex.state.al.us.libmedia/files/Library%20Media%20Plan.pdf>

Alabama's School Library Media Handbook for the 21st Century Learner

<http://alex.state.al.us/libmedia/sites/alex.state.al.us.libmedia/files/Library%20Media%20Handbook.pdf>

Literacy Partners: A Principal's Guide to an Effective Library Media Program for the 21st Century

<http://alex.state.al.us/libmedia/sites/alex.state.al.us.libmedia/files/LiteracyPartnersHdbk.pdf>

SOURCE: Bibb County Board of Education  
PROPOSED: March 6, 2012

## **GUIDANCE PROGRAM**

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

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

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

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

## **USE OF SCHOOL NAME AND SCHOOL SYSTEM NAME**

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

SOURCE: Bibb County Board of Education, Centreville, AL

ADOPTED: JANUARY 22, 2001

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

## **TESTING PROGRAM**

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

All students will participate in the state's assessments, as described in the state's assessment and accountability plan.

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

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

SOURCE: Bibb County Board of Education, Centreville, AL

ADOPTED: JANUARY 22, 2001; REVISED: May 16, 2005; REVISED: August 2, 2011

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

**IDENTIFICATION ANASSESSMENT ENGLISH LANGUAGE  
LEARNERS**

The Bibb County Board of Education will use the Home Language Survey as the identification tool for potential English Language Learners. If a language other than English is identified on the home language form, the student will be assessed utilizing the IDEA Proficiency Test (IPT) within eight (8) calendar days of identification. The IPT test will yield for each student tested, an English speaking designation. In addition, English Language Learners will participate in grade appropriate assessments Dynamic Indicators of Basic Early Language Skills (DIBELS) Stanford Achievement Test, Tenth Assessing Comprehension and Communication in English Language Learners to measure adequate yearly progress (AYP) for this subgroup.



## TEST SECURITY

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

### Procedures

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

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

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

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

SOURCE: Bibb County Board of Education, Centreville, AL; Alabama State Department of Education.

ADOPTED: JANUARY 22, 2001

**TEST SECURITY POLICY ACKNOWLEDGEMENT FORM**

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

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

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

_____ NAME	_____ POSITION	_____ DATE
11/20/98		

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

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

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

## **EVALUATION OF INSTRUCTIONAL PROGRAM**

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

SOURCE: Bibb County Board of Education, Centreville, AL

ADOPTED: JANUARY 22, 2001

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

## **OUTSIDE PRESENTERS/LECTURERS**

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

SOURCE: Bibb County Board of Education, Centreville, AL

ADOPTED: JANUARY 22, 2001

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

## **TEACHING ABOUT RELIGION**

Teaching about religion as it relates to a study of the historical development of mankind is appropriate. The use of the Holy Bible or other religious documents as educational and reference materials in this study is acceptable. Specific religious indoctrination is prohibited in the schools.

SOURCE: Bibb County Board of Education, Centreville, AL

ADOPTED: JANUARY 22, 2001

LEGAL REF: U.S. Const. amend. 1; U.S. Const. amend, XIV, 1; The Code of Alabama, 16-8-28, 16-9-21; School District of Abington Township of Pennsylvania v. Schempp, 535 S. Ct. 1560 (1963); Lemon v. Kurtzman, 91 S. Ct. 2105 (1971).

## **FLAG DISPLAYS**

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

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

SOURCE: Bibb County Board of Education, Centreville, AL

ADOPTED: JANUARY 22, 2001

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

## LESSON PLANS

### General Plans

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

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

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

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

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

SOURCE: Bibb County Board of Education, Centreville, AL

ADOPTED: JANUARY 22, 2001

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



## **EMERGENCY DRILLS**

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

### Fire Drills

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

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

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

### Tornado Drills

Tornado drills shall be conducted in all schools of the School System. Procedures for tornado drills shall be developed and conducted in accordance with local Civil Defense guidelines. Such drills shall be conducted at each school at least once a month during the school year.

### Required Procedure (Tornado Watch)

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

### Required Procedure (Tornado Warning)

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