

I - Instructional Program

I – 1	Basic Program
I – 2	Title I Program
I – 3	Title I Parental Involvement
I – 4	Controversial Issues
I – 5	Teaching About Religion
I – 6	Non-accredited/Home Schools- Transfer/Placement
I – 7	Special Programs
I – 8	At-Risk
I – 9	Homebound Instruction
I – 10	Gifted Students
I – 11	Special Education
I – 12	Student Schedules
I – 13	Instructional Material (Copyright)
I – 14	Textbook Selection/Adoption
I – 15	Acceptable Use of Electronic Media
I – 15.1	Acceptable Use or Procedure
I – 16	Media Center Resources
I – 17	Field Trips
I – 17.1	Field Trips Charges
I – 18	Grading and Reporting System
I – 19	No Pass/No Play
I – 20	Homework
I – 21	Extra Curricular Activity Participation
I – 22	Promotion and Retention
I – 23	Graduation Requirements
I – 24	Dual Enrollment
I – 25	Testing Program
I – 26	Test Security Plan
I – 27	Cooperative Education Program
I – 28	Safety Program
I – 29	Live Work in Career/Technical Programs

BASIC PROGRAM OF INSTRUCTION

General

All students through grade twelve (12) or as otherwise mandated by law will receive a basic, sequential, program of instruction. All students will have the opportunity to achieve according to their abilities, interests, experiences, and backgrounds.

Character Education

All grades will have a comprehensive character education program of not less than ten minutes instruction per day. Each day's instruction shall include the Pledge of Allegiance to the American Flag.

Health Education

All students will receive a comprehensive program of health education in accordance with state rules and regulations, including instruction in suicide awareness, mental/emotional health, HIV/AIDS prevention, and all other required topics.

Special Education

Exceptional students who qualify for placement will receive a comprehensive program of special education.

English Language Learner

English language learners will receive appropriate instruction in accordance with state and federal laws and regulations.

Title I

Supplemental services to improve student achievement are available in schools that qualify according to the prerequisite of economic deprivation.

Summary

The Board will provide for quality instructional programs in every subject prescribed by the approved Course of Study and every mandated area by state and federal laws and regulations.

ADOPTED: Trussville City Board of Education, June 27, 2005

AMENDED:

LEGAL REFERENCE: Code of Alabama § 16-6B-2

TITLE I PROGRAM

The intent of the Board is to meet the Title I comparability requirement as established in guidelines of the State Department of Education. Accordingly, schools shall be equivalent in the provision of personnel, curriculum materials, and instructional supplies.

The Board has adopted and implemented a district-wide salary schedule. Teachers who are paid from Title I funds are employees of the Board and are subject to the provisions of the schedule.

The Superintendent or designee shall prepare and file with the State Department of Education written assurance regarding comparability

ADOPTED: Trussville City Board of Education, June 27, 2005
AMENDED:
LEGAL REFERENCE:

TITLE I: PARENTAL INVOLVEMENT

The Board recognizes that the parent is a child's first and most important teacher and that continued involvement of the parent is essential for the success of the child. Trussville City Schools enjoy strong community support, including partnerships between parents and schools.

Title I teachers shall foster collaborative relationships with parents in each school. The program staff will coordinate parent involvement activities and will seek input from parents to determine the effectiveness, design, operation, and evaluation of the parental involvement program.

ADOPTED:
AMENDED:
LEGAL REFERNECE:

Trussville City Board of Education, June 27, 2005

Controversial Issues

Knowledge and understanding of controversial issues are indispensable to education for citizenship. Therefore, teachers and other certified personnel are free to deal with such issues by observing the following guidelines:

Teachers shall:

1. Adapt the study to the age, maturity, and academic background of students.
2. Place major emphasis on HOW to think rather than WHAT to think.
3. Provide appropriate materials to students.
4. Allow students to express their opinions within the limits of decency, good will, and respect for the opinions of others.
5. Teach the principles and techniques of the scientific method and provide opportunities for practice in the application of facts to problems.
6. Seek to develop the ideals of truth and honesty.
7. Encourage an atmosphere of mutual respect for all viewpoints.
8. Teach students to base opinions on research, experience, and knowledge.
9. Teach the principles of assembling, critically examining, and checking facts for accuracy before making judgments and drawing conclusions.
10. Take a non-adversarial position during discussions.
11. Exercise reasonable judgment.
12. Seek advice from administrators and colleagues before exploring controversial issues.

ADOPTED:

Trussville City Board of Education, June 27, 2005

AMENDED:

LEGAL REFERENCE:

TEACHING ABOUT RELIGION

Teaching about world religions and referring to various religious texts and displays relating to various ethnic and religious holidays and symbols is appropriate.

The Board prohibits indoctrinating or encouraging students regarding specific religious beliefs or practices.

ADOPTED:

Trussville City Board of Education, June 27, 2005

AMENDED:

LEGAL REFERENCE:

NON-ACCREDITED AND HOME SCHOOLS: STUDENT TRANSFERS AND GRADE PLACEMENTS

Transfers from Non-accredited and Home Schools

The following guidelines apply to credits and/or the appropriate class/grade placement of a student transferring to a Trussville City school from a non-accredited or home school:

1. The schools will accept credit for all elective courses without validation.
2. Transfer of non-contested credit for the core courses of English, mathematics, science, and social studies is as follows:
 - a. Using all available records and nationally standardized tests, if available, the principal or his or her designee shall determine the appropriate placement and notify the student and the parents/guardians.
 - b. With agreement by the parents/guardians, the principal shall assign the student to the class and/or grade.
 - c. The principal shall permit students to transfer all previous credits earned at a non-accredited or home school for any initial core course successfully completed in that subject area at the Trussville school. (Example: Successful completion of eleventh grade English at Trussville High School would allow the student to transfer successfully completed ninth and tenth grade English from the non-accredited/home school).
3. Transfer of contested credit for core courses is as follows:

If the parents/guardians disagree with the placement decision, the principal or designee shall supervise the administration of the school's most recent semester test for each prerequisite core course in which the parents/guardians are requesting enrollment. (Example: The student will take the most recent semester examination for tenth grade English if the dispute over placement involves placement in eleventh grade English). The school grading scale will determine passing grades. For each passing grade, the principal will place the student in the next level core course and will transfer credit for prerequisite courses.
4. For controversial records/transcripts and/or the absence of any official or notarized records/transcripts, the student shall take placement tests consisting of the school's previous semester tests for core courses.

All transfer students must pass the Alabama High School Graduation Examination and meet all other requirements for graduation from Trussville High School.

ADOPTED: Trussville City Board of Education, June 27, 2005
AMENDED:
LEGAL REFERENCE: Alabama State Board of Education Resolution

SPECIAL PROGRAMS

The Board will provide for the special needs of students in accordance with state and federal regulations to include:

- A. Special education services to students with disabilities;
- B. Special education services to gifted students;
- C. Accommodations and necessary educational services for students who qualify under Section 504 of Rehabilitation Act of 1973, including homebound students;
- D. Education services for English second language students who are limited in English proficiency;
- E. Education services for students who are in need of remedial/tutorial services.
- F. Education and intervention services for students who are at-risk of failure.
- G. Career Technical Education, including administrative support, up-to-date equipment, and maintenance and replacement of equipment.
- H. Education services for students that ensure homeless children and youth have access to a free, appropriate education on the same basis as children and youth with established residences.
- I. Education services for migrant students that ensure students will receive the same, full and appropriate opportunities to meet the same challenging State academic content and student academic achievement standards that all children are expected to meet as per the No Child Left Behind Act of 2001, section 1301.

The Board shall maintain an alternative education program to better educate students requiring a structured environment.

The Board shall maintain a character education program as a part of daily instruction for students.

ADOPTED: Trussville City Board of Education, June 27, 2005
AMENDED: November 17, 2006
LEGAL REFERENCE: McKinney Act as explained in Alabama Administrative Codes; No Child Left Behind Act of 2001, section 1301; Section 504 of Rehabilitation Act of 1973

AT-RISK

To provide the best possible education for all students, the Board shall provide educational programs for at-risk students. Upon recommendation of the Superintendent, the Board shall take advantage of state and federal programs in this educational area.

ADOPTED: Trussville City Board of Education, June 27, 2005
AMENDED:
LEGAL REFERENCE:

HOMEBOUND INSTRUCTION

The Superintendent is responsible for appointing a qualified person(s) to provide homebound instruction for eligible students. Homebound students must have a physician's referral verifying an anticipated absence from school of three or more weeks. The student's principal will notify the Superintendent's office when homebound services are necessary. In consultation with the regular teacher, the homebound teacher will provide an instructional plan, including an outline of assignments, preparation of examinations, and grading of assignments or examinations. Homebound students will receive services for a minimum of four hours per week.

Special Education Students

Special Education students will receive homebound services when the Individual Education Program specifies homebound as the least restrictive environment.

Regular Students

The criteria for homebound services is as follows:

1. The student is currently enrolled.
2. A parent or school principal requests homebound services. The request includes a written recommendation from a physician.
3. Appropriate homebound services consider the physical capability of the student and the length of the anticipated absence.

Attendance Accounting

The attendance register will mark homebound students present during the entire term of the absence. The school of enrollment will maintain the student records.

ADOPTED: Trussville City Board of Education, June 27, 2005
AMENDED:
LEGAL REFERENCE: Administrative Code § 290-030-010

GIFTED STUDENTS

The Board shall provide special education opportunities to gifted or talented students, including differentiated educational programs and services beyond the scope of the regular school program. Screening, referral, evaluation, eligibility, and an individual educational program will identify gifted or talented students.

ADOPTED: Trussville City Board of Education, June 27, 2005
AMENDED:
LEGAL REFERENCE: Administrative Code of the Alabama State Board of Education § 290-080-09-17

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 of school age who are in need of specialized assistance.

The plan shall include procedures that comply with the equal protection and due process clauses of the U.S. Constitution related to the following:

1. Child find/referral
2. Screening
3. Evaluation
4. Eligibility
5. Individual educational program, and
6. Other legal aspects concerning exceptional children

The program for Special Education shall include services that state and federal guidelines define as exceptional and are as follows:

1. Hearing impaired
2. Deaf –Blind
3. Mentally Retarded
4. Orthopedically Impaired
5. Other Health Impaired
6. Emotionally Conflicted
7. Speech and Language Impaired
8. Visually Impaired
9. Specific Learning Disabled
10. Autism
11. Traumatic Brain Injury
12. Intellectually/Creatively Gifted
13. Developmentally Delayed
14. Special needs within state and federal guidelines

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

ADOPTED: Trussville City Board of Education, June 27, 2005
AMENDED:
LEGAL REFERENCE: Code of Alabama § 16-39-1 – 16-39-12

STUDENT SCHEDULES

Each principal shall develop and file with the Superintendent a master schedule for each school year. The master schedule will include:

1. Instructional, homeroom, lunch, and activity periods
2. The beginning and ending time of each period and of the school day
3. The work assignment and student load of each teacher
4. A room utilization plan

ADOPTED: Trussville City Board of Education, June 27, 2005
AMENDED:
LEGAL REFERENCE:

INSTRUCTIONAL MATERIAL (COPYRIGHT)

The Board will adhere to the provisions of the U.S. Copyright Law (Title 17, United States Code Section 101, et. seq.)

The Board prohibits employees from copying materials that (1) violate copyright law, (2) violate fair use guidelines, (3) violate licenses or contractual agreements, or (4) without other permission.

ADOPTED: Trussville City Board of Education, June 27, 2005
AMENDED:
LEGAL REFERENCE: Title 17, U. S. Code 101

TEXTBOOK SELECTION/ADOPTION

The Board shall approve all textbooks for instructional purposes in the school district. The Board will appoint a textbook committee, upon recommendation of the Superintendent and shall serve in accordance with the provisions of Alabama law for the selection and adoption of textbooks.

The local textbook committee will select texts from the State Board of Education adoption list or legally sanctioned lists for recommendation to the superintendent. The superintendent shall recommend texts to the board for adoption based on the committee's input.

ADOPTED: Trussville City Board of Education, June 27, 2005

AMENDED:

LEGAL REFERENCE: Code of Alabama § 16-36-4 to 39

ACCEPTABLE USE OF ELECTRONIC MEDIA

The Board recognizes that electronic media and the Internet provide access to a wide variety of instructional resources that enhance educational opportunities. Use of electronic resources must be in support of and consistent with the established vision, mission, and goals of the Board.

All users of the district wide area network and/or other electronic informational services will strictly comply with all applicable ethical and legal rules and regulations regarding access as outlined in the Acceptable Use of Technologies procedure.

In compliance with public law 106-554, the Children's Internet Protection Act, the Superintendent shall institute, maintain, and enforce guidelines with respect to access to the district wide area network and/or other electronic informational services to accomplish the following:

1. To install and continuously operate a qualifying "technology protection measure" that includes, but is not limited to firewalls, district filters, and local school filters;
2. To prevent unauthorized access (hacking) and disclosure of students' personal information by on-line users;
3. To ensure the security of minors when using electronic mail, chat rooms, and other forms of electronic communication; to prevent access to depictions that contain (a) obscene material, (b) child pornography, or (c) material "harmful to minors," the definition for which is in section 1721 (c) of the Children's Internet Protection Act of 2000.
4. To institute, maintain, and enforce procedures for practically monitoring users' on-line activity.
5. To allow authorized person(s) to disable a "technology protection measure" during adult use, only for the purposes of bona fide research or other lawful purposes.

ADOPTED: Trussville City Board of Education, June 27, 2005
AMENDED:
LEGAL REFERENCE: Public Law 106-554

Acceptable Use or Procedure

Access to Technology Resources Policy

In order to enhance educational opportunities for its students, it shall be the policy of the Trussville City Board of Education to permit access to and use of developing technology resources, including but not limited to the “Internet.” Such access and use shall be restricted to faculty, students, and other persons who are engaged in bona fide educational and administrative activities which serve and are consistent with identified educational objectives and authorized support functions. To those ends, the Superintendent is authorized to promulgate reasonable rules and regulations regarding access to and use of school-based technology resources and to require adherence to such rules and regulations through such means as the “Internet Use Agreement” and by the application of appropriate disciplinary policies and procedures.

Introduction

To ensure that students receive a quality education and that employees are able to work in a professional and intellectually-stimulating environment, the Trussville City Board of Education (“the Board”) provides students and employees with opportunities to access a variety of technology resources, including the Internet.

What is the Internet?

The Internet is an electronic highway connecting thousands of computers all over the world and millions of individual subscribers. For the purposes of this document the Internet is also defined as the Trussville City Schools WAN and LAN.

Students and teachers, through the Internet, will have access to:

1. electronic mail communication with people all over the world;
2. information from university library catalogs, electronic journals, government sources, and news;
3. public domain software and shareware of all types;
4. discussion groups on a variety of topics.

Statement of Caution and Consequences

Board policy restricts access to and use of computers and the Internet to instructional and related purposes. However, because of the nature of the technology, it is impossible to ensure that a user intent upon doing so will not be able to gain access to unsuitable material and data through misuse of computers or the Internet. When detected, misuse of equipment to access prohibited or otherwise inappropriate Internet sites are a violation of this agreement as well as Board policy. Violations of this agreement and of Board policy may result in denial or cancellation of access privileges, and are subject to disciplinary action in accordance with the Code of Student Conduct and other applicable policies and regulations. Internet users are also subject to any civil penalties or criminal sanctions that may arise from unlawful use of the Internet.

Regulations Regarding the Use of Internet Resources

1. **Acceptable Use.** The use must be in support of education or research, or otherwise consistent with the educational objectives of the Board. Transmission or receipt of any material in violation of any state or federal law is prohibited.
2. **Privileges.** The use of computers and the Internet is a privilege, not a right, and their unauthorized or inappropriate use will result in a cancellation of those privileges.
3. **Network and E-Mail Guidelines.** Internet users are expected to abide by the generally accepted rules of network etiquette. All Internet users are expected to act in a considerate and responsible manner. The following infractions are not permitted on any Board computer, computer network, or the Internet:
 - a. Sending, displaying, or downloading offensive, profane, or prurient messages or pictures;
 - b. Using obscene language;
 - c. Harassing, insulting, or attacking others;
 - d. Damaging computers, computer systems, or computer networks (this includes changing workstations and printer configurations, and erasing or reattributing files);
 - e. Violating copyright laws;
 - f. Using another user's password;
 - g. Trespassing in another user's "files", folders, or work;
 - h. Intentionally wasting limited resources;
 - i. Using the network for commercial or political purposes;
 - j. Revealing personal information (i.e., photographs, addresses, phone numbers);
 - k. Disrupting the use of the network by other users;
 - l. Uploading or creating computer viruses.
4. **Security**
 - a. Users who discover or suspect a security problem within the computer system should notify the school technology team leader, library media specialist, or principal, and should not discuss the problem with or demonstrate it to other users.
 - b. Users may only log on to the network with their assigned user name and password.
 - c. Users may not share their password, or allow others to use their login to access any technology resource. It is the users

responsibility to safely log off or out of any technology resource to prevent another users access.

d. Any user identified as a security risk or having a history of problems with other computer systems may be denied access to the network.

5. **Procedures for Use.**

a. Student users must have permission from their instructors before using computers or related technology resources.

b. Users must sign in or register on the computer, in the classroom, or library media center each time they use the network.

c. Users may not play games or use computer resources for non-academic activities unless given written permission to do so by the Superintendent, Board, or Director of Technology.

d. Users may not waste or take without permission supplies (such as paper, printer, ribbons, and diskettes) that are provided by the Board.

e. No user of electronic media may purchase and/or install technology hardware or software without the written approval of the Director of Technology.

6. **Trussville City Schools Domain.**

a. Any and all devices connected to the Trussville City Schools network are considered to be in the private domain of the Trussville City Schools.

b. Any and all devices connected to the Trussville City Schools network are subject to search and monitoring by the appropriate members of the technology staff and superintendent.

c. No information or resource connected to the Trussville City Schools network should be considered personal or private from the appropriate members of the technology staff and superintendent.

APPROVED: Trussville City Board of Education, November 5, 2007
 LEGAL REFERENCE:
 AMENDED:

MEDIA CENTER RESOURCES

Professionally trained persons who meet the standards of the State Board of Education and the Southern Association of Colleges and Schools will direct library media services in the schools.

The primary function of a media center is to provide an educational service. The implementation of the school curriculum to foster intellectual, special, and emotional development of students will guide the selection of content. Faculty members shall participate in content selection, using recognized criteria relative to quality.

Copyright

School personnel will not use school equipment to duplicate material in violation of copyright laws. The media center of each school will contain a copy of the copyright statutes.

Reconsideration

The Board recognizes the right of any citizen to request reconsideration of an item in a collection. Citizens must make the request for reconsideration in writing to the respective school, in accordance with established procedures. Citizens may appeal a school decision to the Superintendent.

ADOPTED: Trussville City Board of Education, June 27, 2005
AMENDED: April 3, 2006
LEGAL REFERENCE: Code of Alabama, 16-21-1 to 3

FIELD TRIPS

Field trips relate to a particular study or unit of work. Teachers will plan, organize, and properly supervise field trips to achieve full educational value and to minimize time from classroom instruction.

Authorization

1. The principal must approve field trips of all departments, classes, clubs, or entities of any school in the Trussville City School System.
2. The principal and the Superintendent must approve field trips beyond the boundaries of the five county metro area.
3. The Board must authorize field trips outside the State of Alabama.

Granting permission will require that field trip sponsors provide detailed plans of schedules, costs, transportation, insurance coverage, provisions for chaperones, and permission from parents. Sponsors will plan for medical conditions, dietary restrictions, special needs, and all extenuating circumstances

ADOPTED: Trussville City Board of Education, June 27, 2005
AMENDED:
LEGAL REFERENCE:

FIELD TRIP CHARGES

Driver Fee

\$10.00 per hour (plus appropriate benefit costs)
3 hour or \$30.00 minimum (excluding benefits)

Bus Charge

\$1.00 per mile
No cost for Trussville school to school trips except for driver cost

Payment Schedule

Monthly Field Trip Tally Sheet with completed Field Trip Tickets and a check payable to TCBOE will be turned in to the Finance Department with payroll each month.

APPROVED: Trussville City Board of Education, Oct. 3, 2005
AMENDED:
LEGAL REFERENCE: N/A

GRADING AND REPORTING SYSTEM

Students will receive report cards following the end of a nine-week period. Elementary students will return report cards by the following Friday.

Permanent record cards will contain performance indicators for kindergarten through grade two (2). Permanent record cards for grades three (3) through eight (8) will contain only annual grades. Permanent record cards for students in grades nine (9) through twelve (12) will contain semester grades

High School Grades

1. Grade Point Averages/Weighted Grades: a scale of 4.0 will be the scale for high school grades; thus, A = 4 quality points, B = 3, C = 2, D = 1, and F = 0. An exception will apply to grades for advanced placement (AP) courses based on College Board standards and for honors courses and dual enrollment courses. The AP, Honors, and dual enrollment course scale will be A = 5 quality points, B = 4, C = 3.
2. Honor Graduates: honor graduates will maintain a 4.0 or above.
3. Pass/Fail: Grading of all credit courses will adhere to the A, B, C, D, F scale, and students will receive Carnegie Units for successful completion. No credit courses, including summer school and independent study, will receive pass/fail. All credit courses will contribute toward the grade point average. Note: For severely limited English proficient students who are following a written individual plan, an alternative grading system may be appropriate.

Middle School Grades

Grading for Middle school (6 through 8) will follow guidelines for grades 9 through 12.

Elementary School Grades

1. Grades K through 2: Performance indicators will report student progress.
2. Grades 3 through 5: Letter grades shall begin in grade 3.

Interim Reports

Parents of elementary and middle school students will receive interim progress reports at the mid-point of each nine-week reporting period. Grade alerts will inform parents of high school students of any grades below a C average.

ADOPTED: Trussville City Board of Education, June 27, 2005
AMENDED: April 3, 2006
LEGAL REFERENCE:

NO PASS/NO PLAY

The No Pass/No Play eligibility rule of the Alabama High School Athletic Association will apply to all extracurricular activities in Trussville Schools.

Athletic events are those that the Alabama High School Athletic Association recognizes and sanctions. Extracurricular activities support and enhance the academic experience. Regular curricular activities are requirements for satisfactory course completion. The Principal and Superintendent will approve mandatory requests from school sponsors for each curricular activity that occurs outside the regular school day and/or school. The Principal and Superintendent may approve requests, regardless of academic standing, for students' full participation in a curricular activity that is an extension of a course requirement.

Academic Rule

A student, to be eligible during any school year, must have passed during the preceding year in attendance at least six new full Carnegie units with a minimum composite numerical average of 70 in those six units. Academic eligibility will be determined before the start of each school year.

NOTE: A new unit is one that has not been previously passed.

NOTE:

1. Only one unit in Physical Education per year may be counted.
2. No more than two Carnegie units earned in an approved summer school program may be counted.
3. To be eligible for interscholastic athletics, students (ninth through the eleventh grade) must be carrying at least six new units of work at the school they represent. Seniors, who are on track for graduation and have earned more units than is required, must be carrying a minimum of four units of work for the school year at the school they represent. These minimum requirements listed above must be met at the school the student represents and is enrolled.

The academic rule will remain the same for those students who enter the 8th and 9th grade. It will be found in the junior high/middle school section as follows:

A student, to be eligible during any school year, must have passed during the preceding year in attendance at least five new subjects with a minimum composite numerical average of 70 in those five subjects. A new subject is one that has not been previously passed.

Seventh and eighth grade students must be carrying five new subjects. All first time seventh graders are eligible.

Note: All other regulations which pertain to the academic rule found in the Handbook shall remain in place.

ADOPTED: Trussville City Board of Education, June 27, 2005
AMENDED: April 4, 2006
LEGAL REFERENCE: Alabama High School Athletic Association
Central Board of Control July 23, 1998

HOMEWORK

The Board supports homework as a means of completing the educational process begun with instruction in school. Homework is an extension of the classroom and provides students with opportunities to practice skills. Homework is consistent with the abilities of students and reasonable in time requirement.

ADOPTED: Trussville City Board of Education, June 27, 2005
AMENDED:
LEGAL REFERENCE:

EXTRA CURRICULAR ACTIVITY PARTICIPATION

The extra curricular activity participation rule (290-3-.02(17) of the Alabama Administrative code), Academics First, will apply to all students in Trussville Schools.

ADOPTED: Trussville City Board of Education, June 27, 2005
AMENDED:
LEGAL REFERENCE: Alabama Administrative Code 290-3-1-.02(17)

PROMOTION, PLACEMENT AND RETENTION

Achievement of minimum knowledge and skills in each grade or course determines a student's eligibility for promotion or retention.

The school shall establish guidelines that govern promotion and retention for grades 6 through 8. Students in grades 6 through 8 who lack minimum competency in a course, but promote to the next grade, may receive remediation opportunities during the summer months. Students in grades 9 through 12 must pass each course in order to receive credit.

A Placement Team, consisting of the Building Based Student Support Team (BBSST) or Individual Education Plan (IEP) team, the student's legal custodial parent, the student's teacher(s), and the principal, shall consider situations in which students may not be promoted to the next grade or may not graduate.

Suggested Time Line for monitoring student progress and possible placement to the next grade:

- Before the first report cards are issued to students: The principal reviews with teachers appropriate procedures for maintaining communication with parents, students, and administration regarding student progress and possible retention or placement for the coming year.
- October - January: Teachers maintain ongoing communication with parents of students' progress. Teachers refer struggling students to BBSST as appropriate.
- Early March: Teachers notify principals if alternative grade placements and/or retention are under consideration. The Placement Team may be convened by the principal.
- Early April: If placement or retention remains a serious consideration, teachers confer with parents and secure a commitment to the decision, if possible.
- May – June: The Placement Team convenes and reaches consensus on student grade placement, retention, or failure to graduate. Failure of the Placement Team to reach consensus on any student's placement shall result in referral to the Director of Curriculum and Instruction and Director of Student Services for a final decision.

When the Placement Team is convened, the following criteria shall be considered:

- Current level of achievement
- Potential for success at the next level
- Emotional, physical, and social maturity

The Trussville City Schools Code of Conduct and individual schools' Parent and Student Handbooks shall include the Promotion and Retention Policy.

APPROVED: Trussville City Board of Education, June 27, 2005

AMENDED: November 5, 2007

LEGAL REFERENCE:

GRADUATION REQUIREMENTS

Students graduating from high school shall meet the requirements for graduation prescribed by the State Legislature, the State Board of Education, and the Board. In order to graduate from any Trussville City Schools high school and earn a high school diploma, students must successfully complete the state required graduation exam and earn the required credits as outlined for an Alabama High School Diploma or an Alabama High School Diploma with advanced academic and/or career technical endorsements.

A student must have completed all requirements for high school graduation or a certificate of completion in order to participate in the graduation ceremonies as a member of the graduating class.

GUIDELINES FOR THE DETERMINATION OF VALEDICTORIAN, SALUTATORIAN, AND HONOR GRADUATES

The Trussville City Board of Education has made revisions to this policy to account for the changes in the number of credits available per school year and for the graduation requirements established with the adoption of the traditional seven period schedule.

To allow for a transition from the previous policy to the new policy, the senior class of 2006-2007 will follow the guidelines as listed below:

- All students with a GPA of 4.0 or above who have earned the Advanced Academic Diploma will be designated as Honor Graduates and have a #1 ranking in class.
- The rank of the next student below those designated as Honor Graduates will be determined by the total number of students whose GPA exceeds his/hers. For example, if forty students in a class of 300 students are designated as Honor Graduates, the next student holds a rank of 41/300.
- Final determination of GPA will be made at the end of the second semester of the senior year (May). GPA's will be carried to five decimal places, with no "rounding."

Beginning with the senior class of 2007-2008, the following guidelines will be used:

- The student(s) earning a diploma with the Advanced Academic Endorsement with the highest GPA in the class will be designated as the Valedictorian(s) and will have a #1 ranking in class.
- The student(s) earning a diploma with the Advanced Academic Endorsement with the second highest GPA in the class will be designated as the Salutatorian(s). The rank of the Salutatorian(s) will be determined by the total number of Valedictorians. For example, if two students earn the Valedictorian designation, the Salutatorian(s) would have a #3 ranking.

- All remaining students earning a diploma with the Advanced Academic Endorsement with a GPA of 4.0 or above will be designated as Honor Graduates.
- The rank of all students below those designated as Valedictorians and Salutatorians will be determined by the total number of students who's GPA exceeds his/hers.
- Final determination of GPA will be made at the end of the second semester of the senior year (May). GPA's will be carried to five decimal places, with no "rounding."

NOTE: All students must pass the state required graduation exam in order to receive a diploma.

Requirements for the Alabama High School Diploma

English Language Arts 4 Credits

Four credits to include:

English 9	1
English 10	1
English 11	1
English 12	1

Mathematics 4 Credits

Four credits to include:

Algebra I or its equivalent.....	1
Geometry	1
2 additional math credits.....	2

Science 4 Credits

Four credits to include:

Biology	1
A Physical Science	1
2 additional science credits.....	2

Social Studies 4 Credits

Four credits to include:

World History	1
U.S. History I and II	2
Government	½
Economics	½

Physical Education *..... 1 Credit

*Marching Band or P.E./Athletics may substitute for Physical Education.

Health Education½ Credit

Fine Arts½ Credit

Computer Applications (may be completed in 8th grade).....½ Credit

(Computer Applications requirement may be waived and added to the elective requirement.)

Electives **5½ Credits
(5 ½ credits effective beginning with the 9th grade students of 2006 – 07) for a total of 24 Credits

****For students who entered Hewitt-Trussville High School under block scheduling, the following elective requirements will apply:**

9th grade students in 2003-04 must add 3 elective credits for a total of..... 27 Credits

9th grade students in 2004-05 must add 2 elective credits for a total of.....26 Credits

9th grade students in 2005-06 must add 1 elective credit for a total of.....25 Credits

ASSESSMENT REQUIREMENTS: PASS all required sections of the AHSGE.

Requirements for the Alabama High School Diploma with Advanced Academic Endorsement

English Language Arts 4 Credits

Four credits to include:

- English 9 1
- English 10..... 1
- English 11..... 1
- English 12..... 1

Mathematics 4 Credits

Four credits to include:

- Algebra I.....1
- Geometry..... 1
- Algebra II with Trigonometry..... 1
- Algebra III with Statistics or Precalculus1
 (or one additional math credit from approved courses)

(For those students completing 8th grade Algebra: Geometry, Algebra II with Trigonometry, Algebra III with Statistics or Precalculus, and one additional math credit from approved courses.)

Science 4 Credits

Four credits to include:

- Biology..... 1
- Chemistry or Physics..... 1
- Two science credits from approved courses ...2

Social Studies 4 Credits

Four credits to include:

- World History 1
- U.S. History I and II2
- Government.....½

Economics.....	½
Physical Education *	1 Credit
*Marching Band or P.E./Athletics may substitute for Physical Education.	
Health Education.....	½ Credit
Fine Arts.....	½ Credit
Computer Applications (may be completed in 8 th grade).....	½ Credit
(Computer Applications requirement may be waived and added to the elective requirement.)	
Foreign Language**	2 Credits
**Two credits of the same language. Taking a foreign language in the eighth grade does not count toward the diploma requirements for graduation.	
Electives***	5 ½ Credits
(5 ½ credits effective beginning with the 9th grade students of 2006 – 07) for a total of 26 Credits	

*****For students who entered Hewitt-Trussville High School under block scheduling, the following elective requirements will apply:**

9th grade students in 2003-04 must add 3 elective credits for a total of.....29 Credits

9th grade students in 2004-05 must add 2 elective credits for a total of28 Credits

9th grade students in 2005-06 must add 1 elective credit for a total of.....27 Credits

ASSESSMENT REQUIREMENTS: PASS all required sections of the AHSGE.

Requirements for the Alabama High School Diploma with Advanced Academic Endorsement & Career Technical Endorsement

English Language Arts 4 Credits

Four credits to include:

 English 9 1

 English 10..... 1

 English 11..... 1

 English 12..... 1

Mathematics 4 Credits

Four credits to include:

 Algebra I..... 1

 Geometry..... 1

 Algebra II with Trigonometry..... 1

 Algebra III with Statistics or Precalculus 1

 (or one additional math credit from approved courses)

(For those students completing 8th grade Algebra: Geometry, Algebra II with Trigonometry, Algebra III with Statistics or Precalculus, and one additional math credit from approved courses.)

Science 4 Credits

Four credits to include:

- Biology..... 1
- Chemistry or Physics..... 1
- Two science credits from approved courses ...2

Social Studies 4 Credits

Four credits to include:

- World History 1
- U.S. History I and II2
- Government.....½
- Economics.....½

Physical Education * 1 Credit

*Marching Band or P.E./Athletics may substitute for Physical Education.

Health Education½ Credit

Fine Arts.....½ Credit

Computer Applications (may be completed in 8th grade).....½ Credit

(Computer Applications requirement may be waived and added to the elective requirement.)

Career Technical Education (Sequenced program of courses)..... 3 Credits

Foreign Language** 2 Credits

**Two credits of the same language. Taking a foreign language in the eighth grade does not count toward the diploma requirements for graduation.

Electives*** 2½ Credits

(2 ½ credits effective beginning with the 9th grade students of 2006 – 07) for a total of 26 Credits

*****For students who entered Hewitt-Trussville High School under block scheduling, the following elective requirements will apply:**

9th grade students in 2003 – 04 must add 3 elective credits for a total of.... 29 Credits

9th grade students in 2004 -05 must add 2 elective credits for a total of28 Credits

9th grade students in 2005 -06 must add 1 elective credit for a total of.....27 Credits

ASSESSMENT REQUIREMENTS: PASS all required sections of the AHSGE.

Requirements for the Alabama High School Diploma with Career Technical Endorsement

English Language Arts 4 Credits

Four credits to include:

- English 9 1

English 10 1
 English 11 1
 English 12 1

Mathematics 4 Credits

Four credits to include:

Algebra I or its equivalent 1
 Geometry 1
 2 additional math credits 2

Science 4 Credits

Four credits to include:

Biology 1
 A Physical Science 1
 2 additional science credits 2

Social Studies 4 Credits

Four credits to include:

World History 1
 U.S. History I and II 2
 Government ½
 Economics ½

Physical Education * 1 Credit

*Marching Band or P.E./Athletics may substitute for Physical Education.

Health Education ½ Credit

Fine Arts ½ Credit

Computer Applications (may be completed in 8th grade) ½ Credit

(Computer Applications requirement may be waived and added to the elective requirement.)

Career Technical Education (sequenced program of courses) 3 Credits

Electives ** 2½ Credits

(2 ½ credits effective beginning with the 9th grade students of 2006 – 07) for a total of 24 Credits

****For students who entered Hewitt-Trussville High School under block scheduling, the following elective requirements will apply:**

9th grade students in 2003 – 04 must add 3 elective credits for a total of.... 27 Credits

9th grade students in 2004 -05 must add 2 elective credits for a total of26 Credits

9th grade students in 2005 -06 must add 1 elective credit for a total of.....25 Credits

ASSESSMENT REQUIREMENTS: PASS all required sections of the AHSGE.

Requirements for the Alternate Adult High School Diploma

Note: This is an option for 12th grade students who have not passed all required subject-area tests of the AHSGE after the fall administration of their senior year.

English Language Arts 4 Credits

Four credits to include:

English 9 1
 English 10 1
 English 11 1
 English 12 1

Mathematics 4 Credits

Four credits to include:

Algebra I or its equivalent 1
 Geometry 1
 2 additional math credits 2

Science 4 Credits

Four credits to include:

Biology 1
 A Physical Science 1
 2 additional science credits 2

Social Studies 4 Credits

Four credits to include:

World History 1
 U.S. History I and II 2
 Government ½
 Economics ½

Physical Education * 1 Credit

*Marching Band or P.E./Athletics may substitute for Physical Education.

Health Education ½ Credit

Fine Arts ½ Credit

Computer Applications (may be completed in 8th grade) ½ Credit

(Computer Applications requirement may be waived and added to the elective requirement.)

Electives ** 5½ Credits

(5 ½ credits effective beginning with the 9th grade students of 2006 – 07) for a total of 24 Credits

****For students who entered Hewitt-Trussville High School under block scheduling, the following elective requirements will apply:**

9th grade students in 2003-04 must add 3 elective credits for a total of..... 27 Credits

9th grade students in 2004-05 must add 2 elective credits for a total of.....26 Credits

9th grade students in 2005-06 must add 1 elective credit for a total of.....25 Credits

ASSESSMENT REQUIREMENTS: ATTEMPT all required sections of the Alabama High School Graduation Exam and PASS all required sections of the Test of General Education Development (GED).

Requirements for the Alabama Occupational Diploma

The Alabama Occupational Diploma provides students with disabilities as defined by the *Individuals with Disabilities Education Act* the opportunity to earn their high school diploma through a program designed for their needs. Students are taught functional academics and personal, social, vocational, and independent living skills that prepare them for successful young adult roles and responsibilities.

In order to earn this diploma, the student must meet the program's academic curriculum requirements and work training curriculum requirements.

English Language Arts 4 Credits
Four credits to include the equivalent of Employment English I, II, III, and IV

Mathematics 4 Credits
Four credits to include the equivalent of Essential Mathematics I & II and Algebraic Explorations I & II

Science 4 Credits
Four credits to include the equivalent of Life Skills Science I, II, III, and Science Connections IV

Social Studies 4 Credits
Four credits to include the equivalent of Career Preparation I, II, III, and American Government/Economics IV

Physical Education * 1 Credit
*Marching Band or P.E./Athletics may substitute for Physical Education.

Health Education ½ Credit

Fine Arts ½ Credit

Coordinated Studies..... 1 Credit

Career Technical Education..... 2 Credits

Cooperative Career Technical Education..... 1 Credit

Electives ** 2 Credits

(2 credits effective beginning with the 9th grade students of 2006 – 07) for a total of 24 Credits

****For students who entered Hewitt-Trussville High School under block scheduling, the following elective requirements will apply:**

9th grade students in 2003 – 04 must add 3 elective credits for a total of.... 27 Credits

9th grade students in 2004 -05 must add 2 elective credits for a total of26 Credits

9th grade students in 2005 -06 must add 1 elective credit for a total of.....25 Credits

ASSESSMENT REQUIREMENTS: ATTEMPT all required sections of the AHSGE.

8th Grade students may earn up to three Carnegie Units for successful completion of Computer Applications, Foreign Language, and Algebra I. These credits apply toward the requirements for graduation from a Trussville City Schools' high school.

ADOPTED: Trussville City Board of Education, June 27, 2005
AMENDED: Amended April 3, 2006, April 2, 2007
LEGAL REFERENCE: N/A

DUAL ENROLLMENT

The Board authorizes establishment of dual enrollment programs allowing certain students to enroll in postsecondary institutions to earn credits for a high school diploma and/or a postsecondary degree at both the high school and participating postsecondary institutions. The dual enrollment program is open to all students in accordance with the following requirements:

Eligible Students

The Trussville City Board of Education shall pay normal tuition for students participating in dual enrollment programs as required by the postsecondary institution and shall meet the following requirements according to Board policy:

1. Have a “B” average in completed high school courses.
2. Have written approval of the student’s principal and superintendent; and
3. Be in grade 10, 11, or 12 or have an exception granted by the participating postsecondary institution upon the recommendation of the student’s principal and superintendent and in accordance with Alabama Administrative Code regarding gifted and talented students.
4. The Superintendent, working in conjunction with the dual enrollment postsecondary institution, will have discretion to make exceptions to the GPA requirements.

Course Offerings

1. Courses shall be postsecondary/college level. Postsecondary/college level remedial courses shall not meet the requirements of this program.
2. Students’ participating in courses during the normal high school day on or off the high school campus require prior permission of the student’s principal, superintendent, and the president participating postsecondary institution.

Credits

Ten quarter/six semester credit hours at the postsecondary level shall equal one credit at the high school level in the same or related subject. The school and participating postsecondary institutions shall develop partial credit agreements.

Parent Participation

Parents shall provide written parental permission as requested from the post secondary institution. Parents shall provide transportation for students who participate in dual enrollment programs.

ADOPTED: Trussville City Board of Education, June 27, 2005

AMENDED:

LEGAL REFERENCE: N/A

TESTING PROGRAM

The testing program for the Trussville City Schools shall consist of:

1. Standardized tests for achievement and academic aptitude;
2. Criterion referenced tests;
3. Graduation/Exit exams;
4. Individual psychological tests;
5. Individual and group screening tests;
6. Teacher-made tests.

Trussville City Schools assures confidentiality of test results, and releasing information will comply with the Education Amendment of 1974 (P. L. 93-380) known as the Buckley Amendment.

All schools shall cooperate with the State Department of Education in scheduling and administering standardized tests for achievement and academic aptitude. Test administration will comply with all State regulations. Test administration will follow strict security guidelines.

College Board guidelines will determine the administration of advanced placement exams. Participation in the American College Testing Program, the Scholastic Achievement Testing, and other high-level assessments will be encouraged.

Tests in grades 1 through 6 should cover units or part-units and not large amounts of work, such as the whole nine weeks.

In grade 7, teachers will use unit or part-unit tests and nine weeks tests.

In grades 8 -12, teachers will use unit or part-unit tests, nine weeks tests, and semester tests. Semester tests in grades 8 -12 will be comprehensive for each course.

Students in grades 9 -12 who have perfect attendance during the semester may not be exempt from exams.

Seniors may be exempt from one final exam per semester in which they maintain an A average.

ADOPTED:	Trussville City Board of Education, June 27, 2005
AMENDED:	October, 3, 2005
LEGAL REFERENCE:	Education Amendment of 1974 (P.L. 93-380), Buckley Report

**TRUSSVILLE CITY SCHOOLS
TEST SECURITY PLAN
September 20, 2007**

I. *Procedures for Inventory of Test Materials*

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

II. *Procedures for Disseminating and Collecting Test Materials*

1. Written documentation is used for all transactions involving disseminating and collecting test materials. The dissemination and collection forms provided by the State will be used.
2. The STC packages and disseminates test materials to the building test coordinator (BTC). In the presence of the STC, the BTC counts the materials, verifying the number of documents and the sequence of numbers of test booklets, and signs the documentation form.
3. The BTC packages and disseminates test materials daily to the test administrators (TA). In the presence of the BTC, the TA counts the materials, verifying the number of documents and the sequence of numbers of test booklets, and signs the documentation form.
4. Immediately upon completion of testing each day, the TA returns all testing materials to the BTC who, in the presence of the TA, counts the materials, verifying the number of documents and the sequence of numbers of test booklets, and signs the documentation form.
5. Once testing is completed in the school, the BTC returns all testing materials to the STC who, in the presence of the BTC, counts the materials, verifying the number of documents and the sequence of numbers of test booklets, and signs the documentation form.
6. Distribution and collection of the *Alabama High School Graduation Exam* (AHSGE) materials to schools will occur daily between the STC, the BTC and TA.
7. Distribution to the schools of test materials for all other assessments will occur no more than one week prior to the first day of testing and collection will occur immediately following testing.

III. *Procedures for Storing Test Materials*

1. The central location for storing and receiving test materials is located in a secure, locked room at the Student Service Annex. The room is an interior room with no windows.

2. Access is limited and only the superintendent and STC have keys to the central storage location.
3. Each school has a designated secure location where the school keeps test materials before and after test administration. The secure location is not used for any other purpose during the testing window. It has been inspected and approved by the STC.
4. Access is limited to the principal and BTC. Only the principal and BTC have keys to the secure location. These keys are kept secure at all times.

IV. *Procedures for Accounting for Lost Test Booklets*

1. All test booklets are serialized. When disseminating testing materials to the local schools, tests are counted out in consecutive numbers and the corresponding numbers are assigned to each school.
2. Each building test coordinator assigns a group of tests with consecutive numbers to a test administrator. Each test administrator assigns a test booklet with a corresponding number to every student taking the test. Students are not dismissed until all test booklets are collected.
3. Whenever a count at the school verifies that a test booklet and/or related test materials are missing for any reason, the person determining the loss will notify the principal and BTC. The BTC will immediately contact the STC who will contact the superintendent and the State Department of Education, Student Assessment Section.
4. If the loss is determined by the STC, the STC will immediately contact the superintendent, the SDE Student Assessment Section, the principal, and the BTC. Since the required documentation has been kept at every level, the STC will know from which school, from which test administrator, and from which student the booklet is missing.
5. An investigation begins **immediately** at the local school and will continue until the missing booklet is located.
6. In the event that the missing booklet cannot be located, documentation is generated to include: the process of determining the booklet was missing; a description of the investigation; a list of those persons responsible for the missing booklet and their positions; a written statement from each person; and a copy of any disciplinary action taken.

V. *Procedures for Accounting for and Destroying Old or Damaged Test Materials*

1. Test booklets are considered damaged for the following reasons: torn pages, pages with answers or writing, disassembled booklets, discolor or stained pages, pages with body fluids, or missing pages.
2. Test materials of out-of-date editions will be considered old.
3. All persons involved in handling tests will be instructed to notify the STC regarding damaged test booklets.

4. The STC will collect old or damaged test materials. Test materials with body fluids will be burned by the STC. All other old or damaged test materials will be destroyed by electronic shredding. The STC will shred or be present to oversee the destruction process.
5. After the destruction of test materials, the inventory will be revised to reflect the destruction of materials.

VI. *Procedures for Monitoring Test Administration*

1. All assessments are randomly monitored by both local school and Central Office staff.
2. School principals and assistant principals will monitor each assessment in the school. The BTC cannot serve as a monitor.
3. Central Office staff will be assigned to schools and asked to monitor the process of distribution of materials, test administration, and collection of materials.
4. All system-level monitoring will be conducted by certificated personnel such as directors, coordinators, and supervisors. The STC cannot serve as a monitor.
5. Each monitor will complete the State monitoring form. These forms are returned to the STC for review and filing.
6. Minor irregularities will be remedied locally. Major irregularities will be reported immediately to the SDE and an investigation will be conducted. Any further action will be determined by the results of the investigation.

VII. *Procedures for the Security of Locally Purchased Tests*

1. The only test purchased for local use is the *Dynamic Indicators of Basic Early Literacy Skills* (DIBELS) for Grades 3, 4, and 5.
2. The purposes for this test are curricular evaluation, instructional evaluation, and determination of student strengths and weaknesses.
3. The same security procedures that are used for the state assessments will be followed for local assessments.

VIII. *Procedures for Training System Personnel on Test Administration and Test Security*

1. Training sessions on test administration and test security will be conducted prior to all test administrations. The system-level training will be conducted approximately three weeks before testing. The school-level training will be conducted no more than two weeks prior to testing.
2. The STC will be trained during the SDE workshops and will conduct training at the system level. Participants in the system-level training will be central office personnel (to include Special Education Coordinator, 504 Coordinator, and ESL Coordinator), monitors, principals, and BTCs.
3. The BTCs will train test administrators and proctors.
4. Documentation of training will be kept for the system-level and school-level trainings. Documentation will include an agenda for each training session, a

sign-in sheet signed by all those in attendance, and a signed Test Security Policy for each individual.

5. All documentation of the system-level training and school-level training will be kept in the STC's office.

ADOPTED: Trussville City Board of Education, July 21, 2005
AMENDED: October, 2, 2006, November 5, 2007
LEGAL REFERENCE: The Alabama Administrative Code. (290-030-020.05)

COOPERATIVE EDUCATION PROGRAM

I. TRUSSVILLE BOARD OF EDUCATION'S POLICY ON COOPERATIVE EDUCATION:

The Trussville City Board of Education recognizes the importance of the school- community linking 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, the Cooperative Education Program will operate in compliance with the general Career/Technical policies established by the Trussville City Board of Education and the program standards outlined in the Alabama Administrative Codes and Rules for Career Technical Education.

The Cooperative Education Program shall provide on-the-job training that:

1. Relates to existing employment opportunities which offer promotion and advancement
2. Does not displace other workers who can perform such work
3. Relates training to the individual student's occupational objectives
4. Is conducted in accordance with written training agreements and training plans

II. GUIDELINES FOR OPERATION OF COOPERATIVE EDUCATION PROGRAMS

A. Selection of Training Stations –

Training Stations shall be approved by the Coordinator of the Cooperative Education training program to provide adequate training to develop the student's career objective. The following criteria will be considered in selecting Training Stations:

1. Employer's attitude toward cooperation with the school in the operation of the cooperative education program
2. The range and scope (instructional potential) program of on-the-job experiences provided by the Training Station
3. Adequacy of equipment and facilities to provide the training necessary to achieve the student's occupational objective
4. Location of the Training Station
5. Employer's assurance that student will be employed and compensated in conformity with federal, state, and local laws and regulations

B. Selection of Students-

All students shall be provided information relating to the content of Cooperative Education, such as basic entry requirements and the process of enrollment.

Any student interested in enrolling in Cooperative Education must complete an application process including an application form and teacher recommendations, and be interviewed by the Coordinator prior to enrollment.

Students will be selected for the program without regard to race, color, sex, a handicap condition, religion, creed, or national origin. Students selected for the Cooperative Education program must be placed in on-the-job training to receive credit. Those not placed will return to the regular school program.

Basic Entry Requirements include:

1. Sixteen year of age minimum
2. Successfully completed the 10th grade
3. On track for graduation (not deficient on the Alabama High School Graduation Exam or in required coursework) The exception is a student with disabilities according to an IEP or the student is determined by the LEA to be a risk of dropping out of school.

C. Training Agreements and Training Plans-

A written training agreement between the school, student, parent and the employer will be on file for each student participating in the Cooperative Education Program. The employer, student and the student's parent/guardian, teacher-coordinator, and the local administrator will approve the training agreement. Additionally, a training plan will specify the performance objectives and learning tasks to be provided through on-the-job training and related study for developing competencies focused on the student's concurrent Career Technical course.

D. Student Visitation and Evaluation-

The teacher-coordinator will visit each student at the training station once per month to observe and evaluate student progress. Written evidence of these visits will be kept on file. The employer will be given an opportunity to formally evaluate the student during each grading period.

E. Standards for Class Enrollment-

The Trussville City Board of Education follows the criteria for enrollment in the cooperative classes set forth by The Career-Technical Education Teacher Coordinator Manual, Alabama State Department of Education, Bulletin 1998, No. 30.

F. Instructional Program-

Each student will be enrolled in related Career/Technical occupational instruction for at least one class period per day. Classroom instruction will be based on the individualized training plan for each student. Individual and group instruction will be used to develop those competencies required for achieving the student's career objectives. Community resources will be used to supplement classroom activities.

G. Youth Organizations-

Students shall have access to the Career/Technical student organization appropriate for their cooperative program. The student organization shall be organized as an integral part of the instructional program to complement and enrich instruction. The local chapter shall be affiliated with the respective state and national organizations. The Coordinator shall serve as advisor for the local chapter.

H. Awarding Credit for Cooperative Training Programs-

One unit of credit per 270 hours of coursework of related study, and passing supervised on-the-job training with a minimum of 540 hours work experience per academic year.

III. GENERAL COOPERATIVE CAREER/TECHNICAL EDUCATION STUDENTS POLICIES:

- (1) Students involved in cooperative programs are representatives of their school and their behavior should always reflect the best interest of the program and the school.
- (2) Students should always remember that this is a training program to aid them in obtaining career goals. The money received should be secondary to training.
- (3) A cooperative student who is absent from school cannot go to his training station without prior permission of the Coordinator. A student who is too ill to be in school is too ill to train on-the-job. Violation of this policy will be justification for removal from the program.
- (4) A student who is absent from school and training for any reason should contact both the employer and the Coordinator prior to their absence.
- (5) A student enrolled in the cooperative education program accepts an obligation to the training and performance based grading.
- (6) A cooperative education student will be removed from the

program for quitting his job without Coordinator-Teacher approval, and will be placed in regular schedules classes immediately. No credit will be given for the class.

- (7) A cooperative education student who is fired from his/her Training Station is subject to removal from the Cooperative Program.
- (8) Cooperative Education students will be members of the student organization, Skills USA, VICA, DECA, FBLA or FCCLA. This involves paying dues, attending meetings, accepting delegated club duties, and supporting all club activities. The Career/Technical organization is an essential part of the Cooperative Education Program and the club activities are centered around the related training.
- (9) Students must reapply each succeeding year in a cooperative program.
- (10) Any policies not covered in this section would be more specifically covered by the coordinator in orientation and seminar of the students and would be so specified in the training plan and agreement.
- (11) Cooperative Education students must abide by all school rules and regulations as contained in the Student Code of Conduct and consider themselves under the jurisdiction of the Trussville City Board of Education.

ADOPTED: Trussville Board of Education, May 8, 2006

AMENDED:

LEGAL REFERENCE:

SAFETY PROGRAM

The Trussville City Board of Education strives to maintain safe buildings, grounds, and equipment in order to minimize accidents or injury to students, employees, and other citizens. Protection shall be provided from such dangers as fire, natural disasters, mechanical and electrical malfunction, and other avoidable hazards.

Buildings shall be planned, equipped, and maintained in accordance with appropriate local, state, and federal building codes and safety regulations.

Buildings shall be provided with fire and tornado alarm systems and fire extinguishers. Proper supervision of students and other citizens using the facilities shall be required at all times.

Safety instruction, to include accident prevention and safety drills, shall be stressed at all grade levels. Expertise of fire prevention experts, health officials, and other community agencies shall be incorporated into the total safety program. First aid equipment shall be readily available, and at least one staff member should be competent to render first aid in an emergency.

The Superintendent shall instruct principals of all schools to prepare and disseminate to staff members, supervision schedules concerning supervisory areas. Copies of such schedules shall be submitted to the Superintendent each year at the opening of school. Special emphasis shall be placed upon supervision within classrooms and requirements concerning safety precautions in such "high-risk" areas as career tech classes and physical education classes.

The Superintendent shall require regular inspections of buildings and grounds of the schools and shall make periodic evaluative reports concerning their adequacy in terms of student care and safety. All Health Department sanitation standards shall be followed. Appropriate personnel should work with the Health Department in maintaining acceptable sanitation standards.

The Superintendent shall make every effort to see that central communications is provided to all classrooms and other areas where students are grouped and where possible that such communication be two-way so teachers may initiate communication as well as receive communication.

ADOPTED:

Trussville City Board of Education, May 8, 2006

AMENDED:

LEGAL REFERENCE:

Alabama Code 16-3-12, 16-4-13, 16-11-2, 16-11-9,
16-1-2, 16-1-7.

LIVE WORK IN CAREER/TECHNICAL PROGRAMS

Definition

Live work is work done by students as part of their training program. Such work can be done either in school or in a job location and includes service, repair, or production jobs of any and all kinds.

Relationship to Training

Live work will be conducted when; in the opinion of the instructor and director/administrator the training program requires such projects for acquisition of occupational skills leading to employment. Their instructor(s) as part of the student's training program will assign live work to individual students.

Administration

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

Live Work Projects

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

1. Tax supported programs and institutions
2. Public employees
3. Students in the Area Career/Tech Centers
4. Charitable organizations that are supported by donations
5. Individual and organizations
 - a. Such live work is not designed for competition with private enterprise
 - b. The circumstances involved are unusual and justify the acceptance of the live-work project
 - c. The instructor justifies in writing why the live work is necessary for the training program and files a signed copy with the director/administrator or his representative.

Release of School Liability

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

1. Assume responsibility for the results of the work being done by students
2. Bear all actual cost of materials and part involved
3. Pay a service charge according to the schedule as prescribed by section on service charges and established by the Director/administrator of the school to cover indirect expenses
4. Sign a form agreeing to the above conditions and specifically stipulating the work to be performed

Services Charge for Live Projects

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

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

In exceptional cases such as the construction of a public building a reduced charge for the indirect expenses of live work projects may be used provided the administrator or his representative concurs in writing. The School must cover all costs.

Construction Projects

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

Restriction on Live Work

To avoid competition with private enterprise live work is restricted as follows:

1. Live work will be done only when it is needed for training and necessary for the acquisition of occupational skills leading to employment.
2. No persons regardless of his connections shall use Area Career/Tech Centers for personal gain or profit.

ADOPTED: Trussville City Board of Education, May 8, 2006

AMENDED:

LEGAL REFERENCE: