

2024 - 2025

Secondary Management of Curriculum Guide

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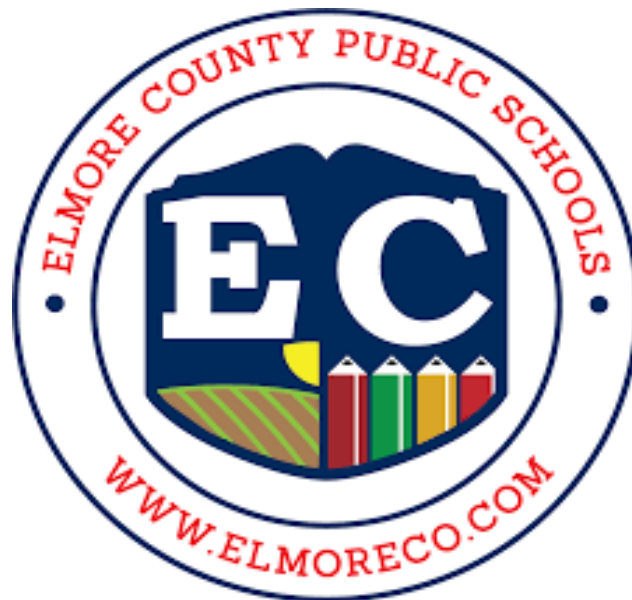


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ACADEMIC GUIDELINES

Grading Scale

- A – 100-90
- B – 89 – 80
- C – 79 – 70
- D – 69 – 60
- F – 59 and below

Gradebooks/INow/PowerSchool

- Teachers are required to maintain a computer grade book using the county-adopted software, INOW/PowerSchool. **Teachers must enter grades at least once per week.**
- Teachers **MUST** identify the standard assessed and date administered for every assignment.
- Only board employees, student interns under the supervision of their cooperating teacher, and long-term substitutes may use PowerSchool.
- Teachers will follow established policy regarding student confidentiality and should provide parents with grades for their child only.
- All grades entered in PowerSchool should accurately match grades recorded on student papers, rubrics, or spreadsheets.
- Teachers should enter a “0” in PowerSchool for assignments not completed. Once the assignment has been completed, the teacher will update the grade in the PowerSchool grading system.
- Classes designated with an “aide” descriptor will count as a credit in all schools.

Grading

- At the beginning of the course, teachers will provide students with a course syllabus, which will contain, at a minimum:
 - Course content
 - Course requirements
 - Grading system being used: points or average
- It is expected that teachers will post quarterly requirements on their website to facilitate communication with parents. These items may be pulled from the required syllabus.
- Teachers must enter grades in the county-approved gradebook program at least once per week. (Grades should be entered two times per week in block schools.) Traditional schools must have at least 4 daily grades and 2 test grades and block schools must have 5 daily and 3 test grades entered into PowerSchool when mid-term progress reports are sent home.
- **Grades must be based upon academic mastery.** No grades may be given for school supplies, canned goods, signed forms, signed papers, etc. Note: **This list is not exhaustive.**
- **Open-book tests are not permitted.** Students must master course content in order to be successful on accountability assessments.
- Any assessment entered as a grade in the gradebook should have at least 10 items or a minimum of 8-10 multiple steps.
- **No extra credit** may be assigned or given.

- Assessments measuring student mastery of Alabama Course of Study Standards will be given to all students.
- If study guides are necessary, an outline form must be used. No fill-in-the-blank questions may be used that replicates the test.
- Grades obtained from computer programs, rubrics, or means other than students' papers will be documented by the teacher and kept on file.
- End-of-term exams should assess knowledge of standards taught and assessed on unit and/or chapter tests.
- **All grades entered in PowerSchool should accurately match grades recorded on student papers, rubrics, or spreadsheets.**
- Answer documents, rubrics, and assignments counted as grades may be sent home for parental inspection but must be returned and filed for documentation. At any point, parents may make an appointment to view their child's work upon request.
 - For documentation purposes to validate grades, all student papers should be retained for one academic year, as directed by the State Records Commission/Local Government Records Commission. (Local Boards of Education Functional Analysis & Records Disposition Authority, April 23, 2014, p. 36.) **(For example, the 2022-2023 school year documentation must be retained until the end of the first quarter for the 2024-2025 school year.)**
 - To ensure student privacy, all documentation, including, but not limited to rubrics, test papers and answer documents, must be filed in individual student folders.
 - Student papers may be taken temporarily from the school to be graded. However, all student work must be retained by Elmore County Public Schools and may not be filed or stored off the premises. At the conclusion or employment or transfer of a teacher or employee, student files must be retained at the school.
 - Students, student volunteers, student workers, or parent volunteers may not file and/or return graded papers to students that have been recorded. According to FERPA (Family Educational Rights and Privacy Act), papers that are received and recorded by the instructor become "education records".
 - Peer-grading used as an instructional method is not included in this regulation. As stated in Owasso Indep. Sch. Dist. No. 1-011 v. Falvo, 534 U. S. 426 (2002) even though peer-grading results in students finding out each other's grades, the U. S. Supreme Court ruled,
 - ...that this practice does not violate FERPA because grades on students' papers are not "maintained" under the definition of "education records" and, therefore, would not be covered under FERPA at least until the teacher has collected and recorded them in the teacher's grade book...
<http://www2.ed.gov/policy/gen/guid/fpco/pdf/ht12-17-08-att.pdf>
- In addition to tests, which measure student mastery of standards, the quarter grade may include the following:
 - Homework
 - Daily grades
 - Quizzes
 - Writing assessments
 - Projects
 - Presentations
 - Group activities, etc.

- Administrators will periodically review teachers' gradebooks and/or student documentation to ensure compliance.
- Teachers must keep in mind the number of courses students take, as well as, overall course requirements when scheduling classroom tests. Schools may create a testing schedule that requires tests in each subject to be given on specified days to prevent students from having an excessive number of tests on one day.
- Long-term projects, research papers, reading activities, journals, and other extended graded activities will not be assigned during dates set as holidays. It is expected and imperative that all students have access to their teacher's guidance and assistance to complete major assignments. This includes Advanced Placement, honors/advanced courses, and standard courses.
- High School tests and principal-designee, approved projects must be categorized as 60% of the student's grade for high school courses. (Career Prep A is a high school course)
- **Traditional Schedule** - Four to six (4-6) TEST grades and a minimum of eight (8) DAILY grades must be given each quarter.
- **Block Schedule** – Six to ten (6-10) TEST grades and a minimum of ten (10) DAILY grades must be given each quarter.
- **Grades 9-12:** 60% Test grades and 40% Daily grades
- **Physical Education Grading**
 - All students in grades 9-12 will receive a numerical grade. Nine-week grades will be categorized as follows: 50% - dress 50% - participation.

Grading Requirements/Categories

All Courses

60% TESTS – 4-6 grades (Block - 6-10 grades)

40% DAILY – minimum of 8 grades (Block - minimum of 10 grades)

Checkpoint Assessment Schedule*

Checkpoints for each core subject are given at different points in the nine weeks. Please check with your department chair for your checkpoint schedule.

*Dates are subject to change.

Progress Reports/Report Cards

- All students will receive a progress report generated by the school office four times per school year. The dates for progress reports for the 2023-2024 school year are as follows:
 - September 12, 2024
 - Week of November 14, 2024
 - Week of February 6, 2025
 - Week of April 24, 2025
- Progress report dates apply for traditional and block schedules; dates are subject to change.
- Parents are encouraged to utilize the PowerSchool Parent Portal to monitor their child's progress with greater frequency.
- Parents may request in writing or by telephone a detailed weekly progress report showing all graded assignments. The school office will notify the teacher that such a report has been requested and then provide weekly a Comprehensive Progress Report for the student. The

requested progress report should be signed by the parent or guardian and returned to the teacher. REMINDER: A signed, returned progress report may not be used as a grade.

- Student report cards will be generated by each school using PowerSchool software and issued to all students after the end of each grading period. The dates for report cards for the 2023-2024 school year are:
 - October 17, 2024
 - January 9, 2025
 - March 20, 2025
 - May 22, 2025
- Report card dates apply for traditional and block schedules; dates are subject to change.
- The PowerSchool Parent Portal is a program that allows parents to review information related to grades, attendance, homework assignments, discipline records and other student data from the current year. Any information recorded in PowerSchool is immediately available for parent viewing through parent portal.

ECAP Assignments and Grading

Students assigned to ECAP will complete their course work using Google Classroom and/or the online LMS, *Edgenuity*. Classes have been created specifically for ECAP so that the program can best meet instructional needs of the students and adequately align to the coursework in the regular classroom. Teachers will be provided with a handout detailing the classes to use and the process.

Promotion/Retention

A student must pass their required core and elective courses to obtain the credits necessary for graduation. Students' promotion to the next grade will be dependent on the number of credits they have earned, as follows:

- Traditional Schools
 - Promotion to 10th grade in a traditional high school requires at least 5 credits
 - Promotion to 11th grade in a traditional high school requires at least 12 credits
 - Promotion to 12th grade in a traditional high school requires at least 17 credits
- Block Schools
 - Promotion to 10th grade in a block high school requires at least 6 credits
 - Promotion to 11th grade in a block high school requires at least 15 credits
 - Promotion to 12th grade in a block high school requires at least 20 credits
 - Starting with 2021-2022 school year, in a block high school, the number of credits to graduate will be 28 credits.

Placement Procedures for Students from Non-Accredited Schools

Students who enroll at an Elmore County School from a non-accredited school must take a placement exam in order to retain core credits that were earned at the non-accredited school. The exam will be generated using Edgenuity. Should the student pass the exam, the exam score will be placed on the student's transcript (in place of the transfer grade). Should the student fail the exam, the course will not be placed on the transcript. He or she will be required to retake the course. For the exam, there will be no study guide given and a student may only attempt it one time.

Semester Examinations, Exemption Policy, and Final Averages

- Students may be exempt for semester and non-state mandated end of course examinations if they meet the following criteria:
 - An “A” average with no more than two (2) excused absences
 - A “B” average with no more than one (1) excused absence
 - A “C” average with no absences

- **All high school courses**, each quarter grading period counts 40% and the exam counts 20% of the semester average. The first semester and the second semester averages will be averaged to arrive at a final average for the course.
 - **Example:**
 - 40% - 1st quarter average
 - 40% - 2nd quarter average
 - 20% - final exam
 - **(1st semester avg + 2nd semester avg / 2 = final avg for the course.)**

- For half-credit high school courses, such as Career Prep, Government, Economics, and others:
 - 40% - 1st quarter average
 - 40% - 2nd quarter average
 - 20% - final exam
 - **Course Average**

- Students who have skipped either a class period or a school day, been assigned to ISS/detention for five (5) or more days, been suspended, or been assigned to the Elmore County Alternative Program (ECAP) will forfeit the opportunity to exempt any semester examination regardless of grade average. Three unexcused tardies to a class will forfeit exemption status in that class.
- Please note: School authorized field trips, a college day (with proper documentation), and military absences (with proper documentation) do not count as absences towards exemptions.
- Students in AP classes who choose not to take the AP exams in May will be required to meet the grade and attendance requirements specified for all other courses. Students in AP courses will be required to take the final exam if they decide not to take the AP exam regardless of their exemption status.

Semester and Final Exam Schedule

TRADITIONAL Schedule

First Semester/Midterm Exams	December 17-19, 2024 Make-up - December 20, 2024
Second Semester/Final Exams	Seniors – Week of May 12, 2025 Grades 9-11 – May 19-21, 2025; make-up - May 22, 2025

BLOCK Schedule

First Semester	<p>Midterms</p> <ul style="list-style-type: none"> ○ Week of October 14, 2024 ○ Make-up, October 18, 2024 <p>Finals</p> <ul style="list-style-type: none"> ○ December 17-19, 2024; Make-up - December 20, 2024
Second Semester/Final Exams	<p>Midterms</p> <ul style="list-style-type: none"> ○ Week of March 11, 2025 ○ Make-up, March 14, 2025 <p>Finals</p> <ul style="list-style-type: none"> ○ Seniors – Week of May 12, 2025 ○ Grades 9-11 – May 19-21, 2025; Make-up – May 22, 2025

- A copy of each semester exam and an answer key must be submitted to the principal at least one week prior to the scheduled date of administration.
- Dates are subject to change.

Standards Recovery

The Elmore County Public School Standards Recovery Policy is based on the philosophy that grades should reflect student mastery of content standards and that individual students learn at different rates and in different ways. Teachers provide multiple opportunities to practice and to demonstrate learning with the belief that all students will meet or exceed standards. Below are our guidelines:

- Students will be given multiple opportunities to demonstrate standards mastery in each class.
- Multiple opportunities may be in the form of additional assessments given or retakes of specific assessments. Retesting standards must be in a different but equally challenging form. The teacher working with the student will determine which is most appropriate for a given situation.
- When a large percentage of students are unable to successfully demonstrate mastery of content standards, the teacher will need to provide opportunities for reteaching and retesting for all those students.
- For individual students and/or small groups of students who did not demonstrate mastery of content standards, teachers may use Edgenuity with those students to provide reteaching and retesting of non-mastered standards.

Testing Procedures

- All students will be taught on grade level and tested on his/her grade level.
- Formative and summative assessments measuring student mastery of standards, will be given to all students.
 - Teachers are expected to actively monitor student engagement during tests, but not to coach, answer, or directly impact a response.
- **Test scores may not be scaled, dropped, combined with any other grades, or artificially inflated with classwork, homework, or extra credit activities.**

ACADEMIC HONESTY

Cheating

It is expected that all academic work completed by any student in the Elmore County School System will be his/her own work. Elmore County Schools will not tolerate cheating in any form. Students will not engage in any act of deception or falsification of work product. This includes, but is not limited to:

- Cheating by receiving unauthorized aid or assistance
- Giving or receiving an unfair advantage on any form of academic work to include use of electronic device(s) to test/take pictures of/convey exams and/or answer sheets
- Possessing materials that invalidate any academic course work either during or prior to the work being assigned (test or course work).

Any student completing any academic work dishonestly will receive a zero for that assignment with no opportunity to make it up.

Students who provide information and/or commit cheating will be disciplined in accordance with Class I Offense AK (See Student Code of Conduct). The teacher will also contact the parents/guardians of the student and inform them of the student's actions. According to the EC Student Handbook, the policies regulating students enrolled in RAMP may differ from those stated here. Students who enter that program are subject to the rules and regulations agreed on upon entry.

Plagiarism

Teachers in all subject areas must inform and instruct students regarding plagiarism and the seriousness of the offense. Plagiarism of any assignment is considered a form of academic dishonesty and will result in the student receiving a zero with no opportunity to make up or redo work.

According to the *Merriam-Webster Online Dictionary*, to "plagiarize" means:

- to steal and pass off (the ideas or words of another) as one's own
- to use (another's production) without crediting the source
- to commit literary theft
- to present as new and original an idea or product derived from an existing source

All the following are considered plagiarism:

- copying words or ideas from someone else without giving credit
- failing to put a quotation in quotation marks
- giving incorrect information about the source of a quotation
- changing words but copying the sentence structure of a source without giving credit
- copying words or ideas from a source that makes up the majority of your work, whether you give credit or not
- using AI (artificial intelligence) apps or websites to create essays, projects, etc.

ADVANCED PLACEMENT

- Teachers must comply with the College board's guidelines and procedures to ensure courses receive the Advanced Placement (AP) designation.

- Each student who elects to take an AP course will earn +1 quality point provided the student takes the AP exam for that course in May. Students will receive an additional +.2 quality point if a qualifying score is received on the AP exam.
- A student who successfully completes an AP course but who does not take the AP exam will earn +.2 quality points for the course just as any other advanced or honors course.
- Due to the level of rigor with AP classes, attendance is critical. Multiple consecutive absences could negatively impact a student's final grade.
- Attempts to assist students enrolled in AP classes who are assigned to ECAP will be made according to the coursework available in ACCESS or other on-line resources. However, students may not be able to continue coursework due to instructional limitations.
- It is expected that seniors taking AP classes who are assigned to ECAP will be made according to the coursework available in ACCESS or other on-line resources. However, students may not be able to continue coursework due to instructional limitations.
- It is expected that seniors taking AP classes will be monitored closely. Progress report scores and nine-week scores will be evaluated to determine if students who are seniors and are struggling in an AP class will remain in the class. Students taking the College Board AP exams may be exempt from taking a final exam for a course or for administration to students as the need arises.
- An AP exam score may not replace an existing grade for the course.
- All AP teachers must submit a syllabus for their course by the first day of class to the AP Coordinator on their campus.

2025 AP Exam Dates

The 2025 AP Exams will be administered over two weeks in May: May 5–9 and May 12–16.

Week 1 Schedule		
	8 a.m. Local Time	12 p.m. Local Time
Monday, May 5, 2025	Biology Latin	European History Microeconomics
Tuesday, May 6, 2025	Chemistry Human Geography	United States Government and Politics
Wednesday, May 7, 2025	English Literature and Composition	Comparative Government and Politics Computer Science A
Thursday, May 8, 2025	African American Studies Statistics	Japanese Language and Culture World History: Modern
Friday, May 9, 2025	Italian Language and Culture United States History	Chinese Language and Culture Macroeconomics

AP Art and Design: Friday, May 9, 2025 (8 p.m. ET), is the deadline for AP Art and Design students to submit their three portfolio components as final in the AP Digital Portfolio.

<u>Week 2 Schedule</u>		
	<u>8 a.m. Local Time</u>	<u>12 p.m. Local Time</u>
<u>Monday,</u> <u>May 12, 2025</u>	<u>Calculus AB</u> <u>Calculus BC</u>	<u>Music Theory</u> <u>Seminar</u>
<u>Tuesday,</u> <u>May 13, 2025</u>	<u>French Language and Culture</u> <u>Precalculus</u>	<u>Environmental Science</u> <u>Physics 2: Algebra-Based</u>
<u>Wednesday,</u> <u>May 14, 2025</u>	<u>English Language and Composition</u> <u>German Language and Culture</u>	<u>Physics C: Mechanics</u> -
<u>Thursday,</u> <u>May 15, 2025</u>	<u>Art History</u> <u>Spanish Language and Culture</u>	<u>Computer Science Principles</u> <u>Physics C: Electricity and Magnetism</u>
<u>Friday,</u> <u>May 16, 2025</u>	<u>Physics 1: Algebra-Based</u> <u>Spanish Literature and Culture</u>	<u>Psychology</u> -

ALABAMA CONTINUOUS IMPROVEMENT PLAN (ACIP)

All schools in Elmore County must complete an Alabama Continuous Improvement Plan (ACIP). The ACIP follows specific guidelines as outlined by the Alabama State Department of Education and will be composed using *Cognia*, a computer software program. All information included in the ACIPs will be aligned with the Elmore County Strategic Plan. However, schools may include additional goals addressing individual needs identified through a variety of data sources.

Alabama Course of Student (ALCOS): College and Career Readiness Standards (CCRS)

Each school offers a variety of Fine Arts, World Languages, Career and Technical Education courses and electives within core areas. To see offerings specific to an individual school, please refer to the Program of Study on the school website.

Alabama Courses of Study and Content Frameworks for Core Courses

Elmore County teachers worked collaboratively to determine the Power Standards and Underlying Standards to be addressed each quarter. Frameworks were developed to specifically identify the knowledge, skills, and understandings students must have to demonstrate mastery of the academic standards. Learning targets were also created to ensure that the quality of instruction and assessment aligns with the expectations of the content standards. The frameworks are loaded in the document folders in the Office 365 OneDrive group for each content area.

The following course descriptions are derived from the Alabama Courses of Study for the core content areas and provide a summary of the arrangement of the courses and some basic expectations for instruction and learning.

English Language Arts

The goal of the Alabama English language arts curriculum is for all students to achieve English language literacy in order to be college and career ready. This is accomplished through a sequential, comprehensive curriculum that develops lifelong, critical thinkers who approach problem solving with confidence. The foundation of skills and knowledge in the 9-12 English language arts curriculum should prepare all students to function as highly skilled communicators for personal and academic needs in middle and high school as well as at the college and career level.

The English language arts curriculum for the twenty-first century focuses on developing reception (reading and listening) skills and expression (writing and speaking) skills for the following types of literacy in order to prepare students for their roles as citizens in a diverse and fluid society:

- critical literacy
- digital literacy
- language literacy
- research literacy

Addressing the individual learning needs of students can be accomplished by including a variety of instructional strategies such as:

- developing student-centered lessons and activities
- projects, demonstrations, and collaborative learning groups
- conducting formal and informal assessments to provide continual feedback regarding student progress
- utilizing all available technology for both teacher and student use

Writing and editing skills are necessary in college and careers and must be refined as students develop.

- A command of formal English is demonstrated in both students' writing and speaking.

- They must come to appreciate that language is as much a matter of craft as of rules, and be able to choose words, syntax, and punctuation to express themselves and achieve particular functions and rhetorical effects.
- Students must integrate multiple sources of information to make informed decisions and solve problems. This requires that they evaluate the credibility and accuracy of each source and note discrepancies among data.
- They must have flexibility, concentration, and fluency to produce high-quality, first-draft text under a tight deadline as well as the capacity to revisit and make improvements to a piece of writing over multiple drafts when circumstances encourage or require it.
- **Students in grades 9-12 are required to complete a major writing assignment for a test grade each quarter. Major writing assignments will be graded using a rubric.**

Mathematics

Mathematics content is rigorous and aligned throughout the grades, thus providing students with the necessary steps to acquire the knowledge and skills for developing a strong foundation in mathematics.

CCSS Standards for Mathematical Practice

These standards describe varieties of expertise that mathematics educators at all levels should seek to develop in their students.

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively
- Construct viable arguments and critique the reasoning of others
- Model with mathematics
- Use appropriate tools strategically
- Attend to precision
- Look for and make use of structure
- Look for and express regularity in repeated reasoning

NCTM Principles

These principles reflect basic tenets fundamental to the design of a quality mathematics program that allows all students the opportunity to reach their mathematical potential.

- Equity
- Curriculum
- Teaching
- Learning
- Assessment
- Technology

9-12 Conceptual Categories: Providing organization for groups of related standards

- Number and Quantity
- Algebra
- Functions
- Modeling
- Geometry
- Statistics and Probability

Science

The goal of Alabama's K-12 science standards is the achievement of scientific and engineering literacy by all students. A scientifically literate person possesses the following:

- A foundation in scientific knowledge
- A technological understanding of problem solving
- The ability to design scientific solutions

Alabama's curriculum is accomplished through a study of the three dimensions of science:

- Scientific and engineering practices – a set of skills and tools used by students to investigate, construct models, design and build systems, and develop theories about the world in which they live. The Scientific Method will be taught during the first week of school and science experiments and projects are to be used to extend and enrich concepts taught.
- Crosscutting concepts – are unifying themes that link scientific and engineering ideas across all domains of science.
- Disciplinary, core ideas – ideas in the four domains of Physical Sciences; Life Sciences; Earth and Space Sciences; and Engineering Technology, and Applications of Science are broad concepts that provide students with foundational knowledge.

Domains that form the organizational structure for the science:

- Earth and Space Sciences
- Physical Sciences
- Life Sciences
- Applications of Sciences through Technology, Engineering, and Mathematics

The four domains continue from seventh grade through high school with concepts increasing in depth and rigor as students focus on deeper understanding and application of content. Students, upon completion of the required science courses, will be informed science citizens and prepared college – and career-ready graduates. Having met the goal of attaining scientific and engineering literacy, these students will be able to achieve success in the global society of the twenty-first century and make meaningful contributions to a dynamic world.

Teachers will incorporate Standards for Literacy in History/Social Studies, Science, and Technical Subjects in the classroom instruction to include writing. This must be documented in lesson plans and writing assignments must be included as part of the overall quarterly average.

Social Science

To be responsible citizens in today's world, students need to be knowledgeable about the economic, geographic, historical, and political perspectives of the world and its people. Responsible citizens are informed and active citizens. They are aware of and participate in various levels of civic responsibility. Mastering standards included in the ALCOS provides all students in Grades 9-12 with essential knowledge regarding economics, geography, history, civics and government. With this mastery, students develop an international perspective necessary for living wisely in a world that possesses limited resources and that is characterized by cultural diversity.

Ninth- through twelfth-grade students are sophisticated learners who are developmentally capable of abstract reasoning, critical thinking, and creative problem solving. At the high school level, a comprehensive curriculum of fundamental social studies content builds on prior knowledge gained in

earlier grades to challenge students to be knowledgeable and engaged citizens. The four strands of economics, geography, history, and civics and government are interwoven into the Grades 9-12 social studies program to help students further develop the essential base of knowledge and critical-thinking skills required for responsible civic participation at local, state, and national levels.

Effective teachers incorporate a variety of instructional techniques and assessment strategies into plans for student learning. The classroom environment, activities, assignments, and assessments should foster the following:

- skills for acquiring information and manipulating data
- developing and presenting policies, arguments, and stories
- constructing new knowledge
- participating in groups
- technology integration to explore historical and geographic concepts and to enable students to compete, connect, and collaborate globally
- opportunities for authentic learning through analyzing and debating complex issues
- conducting social studies research
- participating in civic affairs
- developing historical-thinking skills
- differentiated instruction that includes student presentations, use of primary sources, written analyses of information, collaborative group activities, simulations and interactions with electronic and print media

Teachers will incorporate Standards for Literacy in History/Social Studies, Science, and Technical Subjects in the classroom instruction to include writing. This must be documented in lesson plans and writing assignments must be included as part of the overall quarterly average.

Literacy Standards

Literacy skills are essential in the development of global learners and the development of critical historical thinkers. To ensure this, **teachers are required to incorporate Standards for Literacy** in History/Social Studies, Science, and Technical Subjects. This must be documented in lesson plans and included in the overall quarterly grade.

College and Career Readiness Anchor Standards for:

Reading Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; Cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

College and Career Readiness Anchor Standards for

Writing Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
2. Write informative /explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Fine Arts

Arts literacy is the goal of arts education in Alabama. Arts literacy consists of the knowledge, understanding, and skills required to participate authentically in the arts. It results from high-quality arts education that inspires and engages lifelong learning for all Alabama students. Fluency in the arts includes the ability to create, perform/produce/present, respond, and connect through symbolic and metaphoric forms that are unique to the arts. Individuals attaining literacy in the arts easily connect knowledge, skills, and processes to other subjects, settings, and contexts. Further, the essential creative practices of imagination, investigation, construction, and reflection are cognitive processes by which students can achieve excellence. These practices are not only fundamental to the arts, but also important across all content areas.

While each of the arts disciplines has its own unique set of knowledge, skills, and processes, the arts share common characteristics that make arts education powerful preparation for college, career, and a fulfilling life.

Four artistic processes and correlating anchor standards:

- **Creating**
 - generate and conceptualize
 - organize and develop
 - refine and complete artistic ideas and work
- **Performing/Producing/Presenting**
 - select, analyze, and interpret artistic work
 - develop and refine artistic techniques and works
 - convey meaning through the presentation of artistic work
- **Responding**
 - perceive and analyze
 - interpret intent and meaning
 - apply criteria to evaluate artistic work
- **Connecting**
 - synthesize and relate knowledge and personal experiences to make art
 - relate artistic ideas and works with societal, cultural, and historical contexts to deepen understanding

Physical Education

The overall goal of 9-12 physical education curriculum is for each student to achieve **excellent in physical education**. Skill, knowledge, and social development, as well as physical activity and health, are essential for attaining excellence in physical education.

Four strands of content standards:

- **Skill Development**
 - “Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities”
- **Cognitive Development**
 - Student “demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities”
- **Social Development**

- “Exhibits responsible personal and social behavior that respects self and others in physical activity settings” and “values physical activity for health, enjoyment, challenge, self-expression, and social interaction”
- **Physical Activity and Health**
 - “Participates regularly in physical activity” and “achieves and maintains a health-enhancing level of physical fitness”
- Students in grades 9-12 are required to earn a full PE credit.
- As part of a comprehensive, quality physical education program, every student enrolled in physical education in grades 2-12 will participate in the new Alabama Physical Fitness Assessment (APFA). The data for students in grades 2-12 will be recorded in PowerSchool. Students who have an approved PE waiver are still responsible for completing the APFA.
- **Physical Education Grading**
 - All students in grades 9-12 will receive a numerical grade. Nine-week grades will be categorized as follows: 50% - dress 50% - participation

World Languages

The World Languages course of study reflects the contemporary nature of business and industry in Alabama, which is deeply involved in the recruitment of global companies to the state. More and more, 21st century learners are connected to people all over the world, as well as to individuals from a variety of language backgrounds, through a wide range of personal and professional contacts. While Alabama students certainly will venture beyond the borders of our state, the need for a local workforce equipped with linguistic and job-specific skills has increased exponentially. The studying of world languages also offers intrinsic pleasure and many personal benefits.

Five goals of language instruction:

- **Communication:** students can converse, present, and interpret effectively in more than one language in order to function in different settings and with varied intents.
- **Cultures:** students connect to others with cultural competence and perspective.
- **Connections:** students associate language proficiency with other disciplines and gain knowledge in varying contexts to exercise the language while engaging in personal, professional, and scholarly pursuits.
- **Comparisons:** students establish an understanding of the essence of language and culture, resulting in the ability to collaborate with cultural competence.
- **Communities:** establishing affiliations that allow students to connect and relate with others in a culturally content manner.

Career Tech Courses at ECTC

Aviation Technology

Courses: Aircraft Non-Metallic; Airframe Systems; Aircraft Structures; Aircraft Engine & Prop Theory; Aircraft Turbine Engine, CTE Lab Course

- Potential CRI(s): To Be Determined
- Continuing Education: Alabama Aviation College (Enterprise State CC), Auburn, Troy, Snead State, Coastal
- Alabama CC
- Straight to Workforce: Aircraft Mechanic

Automotive Service Technology

Courses: Auto Tech Foundations; Automotive Tech IA, Automotive Tech IB, Automotive Tech IC; Career Pathway Course

- Potential CRI(s): Automotive Service Excellence (ASE) – Student Certification
- Continuing Education: Southern Union, Trenholm, Shelton State
- Straight to Workforce: Mechanic, auto body repair, auto glass installer, team assembler, tire repair/replace

Computer Technology

Courses: IT Fundamentals; IT Support & Services; Computer Management & Troubleshooting; Network Fundamentals; Career Pathway Course

- Potential CRI(s): TestOut PC Pro, Microsoft Specialist
- Continuing Education: CACC, Southern Union, Trenholm, Shelton State, Auburn, Alabama, Troy, Tuskegee
- Straight to Workforce: Network technician, computer support, help desk

Construction Technology

Courses: Architecture and Construction Foundations; CTE Lab in Architecture and Construction; Construction Foundation Layout; Construction Building Systems; Career Pathway Course

- Potential CRI(s): NCCER Core, NCCER Carpentry Level 1
- Continuing Education: Lawson State
- Straight to Workforce: Cabinetmaking, carpenters, construction laborers

Culinary

Courses: Hospitality & Tourism; Culinary Arts I; Culinary Arts II; Cultural Foods

- Potential CRI(s): ServSafe – Handler, Certified Guest Service Professional
- Continuing Education: Trenholm, Jeff State, Shelton State, Auburn, Tuskegee
- Straight to Workforce: Chef, kitchen porter, caterer, baker

Cybersecurity

Courses: IT Fundamentals; Cybersecurity I; Cybersecurity II, Cybersecurity III

- Potential CRI(s): TestOut PC Pro, Comp TIA Security
- Continuing Education: CACC, Southern Union, Trenholm, Shelton State, Auburn, Alabama, Troy, Tuskegee
- Straight to Workforce: Security Systems Administrator, penetration tester, security engineer

Diesel Technology

Courses: Diesel Tech A, Diesel Tech B, Diesel Tech C, Diesel Tech D

- Potential CRI(s): Automotive Service Excellence (ASE) – Student Certification
- Continuing Education: Southern Union, Trenholm, Shelton State
- Straight to Workforce: Diesel Mechanic, tire repair/replace

Electrical Technology

Courses: Architecture and Construction Foundations; Electrical Fundamentals, Electrical installation; Electrical Technology, Career Pathway Course

- Potential CRI(s): NCCER Core, NCCER Electrical Level 1
- Continuing Education: Southern Union, Trenholm, Shelton State
- Straight to Workforce: Electrician's helper/apprentice, Alabama Power/Electric Co.

Hospitality & Tourism

Courses: Hospitality & Tourism; Sports Recreation and Attractions I; Travel and Tourism I; Sports Recreation and Attractions II; Career Pathway Course

- Potential CRI(s): ServSafe – Handler, Certified Guest Service Professional
- Continuing Education: Trenholm, Jeff State, Shelton State, Auburn, Tuskegee
- Straight to Workforce: Hotel/restaurant operations, gaming supervisor, event planner, local tourism venues

HVAC: Heating, Ventilation, and Air Conditioning

Courses: Architecture and Construction Foundations; HVAC Fundamentals; HVAC Installation and Operation; HVAC Refrigeration Systems; Career Pathway Course

- Potential CRI(s): NCCER Core, NCCER HVAC Level 1
- Continuing Education: CACC, Southern Union, Trenholm, Shelton State
- Straight to Workforce: HVAC mechanic and installer

Medical Sciences, Advanced Level Courses (11th & 12th grade only, must be 16 by October 1)

Courses: Foundations of Health Science; Emergency Services; Patient Care Tech; Diagnostic Services

- Potential CRI(s): Certified Patient Care Technician (CPCT), Certified Medical Assistant
- Continuing Education: CACC, Southern Union, Trenholm, Jeff State, Shelton State, Auburn, Alabama, AUM, Troy, Tuskegee, UAB
- Straight to Workforce: Certified Nursing Assistant (CNA), home health aide, personal care aide, pharmacy technician

Plumbing & Pipefitting

Courses: Architecture and Construction Foundations; Plumbing & Pipefitting; Safety & Health regulations; CTE Lab Course, Career Pathway Course

- Potential CRI(s): NCCER Core, NCCER Plumbing Level 1+, NCCER Pipefitting Level 1
- Continuing Education: Bishop State, Lawson State, Wallace-Dothan
- Straight to Workforce: Plumber's helper/apprentice, sprinkler fitter

Pre-Engineering & Design

Courses: Tech Design Communications' Tech Design Communications II; Architecture Design Fundamentals; Architecture Building Info Modeling I; Architecture Building Info Modeling II; Architectural Structural Design

- Potential CRI(s): Autodesk-AutoCAD Certified User
- Continuing Education: CACC, Southern Union, Trenholm, Jeff State, Shelton State, Alabama, Auburn, Troy, Tuskegee
- Straight to Workforce: Drafter, AutoCAD technician, survey/mapping technician

Public Safety & Law

Courses: Introduction to Public Safety; Emergency Services; Firefighting I; Fire Fighting II; Career Pathway Course

- Potential CRI(s): National Fire Protection Agency (NFPA) 1001 – Firefighter 1
- Continuing Education: Corrections Academy, Fire College. Police Academy, Southern Union, Faulkner, Troy, UAB
- Straight to Workforce: Firefighter, police/sheriff's officer, corrections officer, emergency medical technician/Paramedic

Welding Technology

Courses: Architecture and Construction Foundations; Welding SMAW I, Welding SMAW II, Welding GMAW and FCAW; Career Pathway Course

- Potential CRI(s): NCCER Core, NCCER Welding 1
- Continuing Education: CACC, Southern Union, Trenholm, Shelton State
- Straight to Workforce: Iron/steel worker, team assembler, welder/metal worker

Work Based Learning/Cooperative Education

Course: Cooperative Ed Seminar/WBL Exp I, Cooperative Ed Seminar/WBL Exp II

- Provides employment opportunities for students in their career goal area while still in high school

ECTC Dual Enrollment with Central Alabama Community College

Manufacturing Technology

(Career Tech Dual Enrollment)

Courses are taught on alternating years

AUT 114 Introduction to PLCs

This course provides an introduction to programmable logic controllers. Emphasis is placed on, but not limited to, the following: PLC hardware and software, numbering systems, installation, and programming. Upon completion, students must demonstrate their ability by developing, loading, debugging, and optimizing PLB programs.

AUT 116 Introduction to Robotics

This course provides instruction in concepts and theories for the operation of robotic servo motors and power systems used with industrial robotic equipment. Emphasis on the application of the computer to control power systems to perform work. Student competencies include understanding of the functions of hydraulic, pneumatic, and electrical power system components, ability to read and interpret circuitry for proper troubleshooting and ability to perform preventative maintenance.

ILT 117 Construction Wiring

This course provides a study of the technical skills required to safely perform electrical wiring installations. Topics include methods of wiring residential, commercial, and industrial locations. Upon completion, student should be able to apply safe wiring skills to residential, commercial and industrial applications.

ILT 209 Motor Controls

This course covers the use of motor control's symbols, magnetic motor starters, running overload protection, push-button stations, sizing of magnetic motor starters and overload protection, and complex ladder diagrams of motor control circuits. Topics include sizing magnetic starters and overload protection, the use of push-button stations, ladder diagrams, and magnetic motor starters in control of electric motors, wye-delta starting, part start winding, resistor starting and electrical starting devices.

Dual Enrollment Academic Core

ENG 101 English Composition I (English 11 or English 12)

Provides instruction and practice in the writing of at least six extended compositions and the development of analytical and critical reading skills and basic reference and documentation skills in the composition process.

ENG 102 English Composition II (English 11 or English 12)

English Composition II provides instruction and practice in the writing of six formal, analytical essays, at least one of which is a research project using outside sources and/or references effectively and legally. Additionally, English Composition II provides instruction in the development of analytical and critical reading skills in the composition process.

**Prerequisite: "C" or higher in ENG 101

ECO 231 Principles of Macroeconomics (Economics)

This course is an introduction to macroeconomic theory, analysis and policy applications. Topics include the following: scarcity, demand and supply, national income analysis, major economic theories concerning monetary and fiscal policies as stabilization measures, the banking system, and other economic issues or problems including international trade.

POL 211 American National Government (Government)

This course is a study of the forms of organization, functions, institutions, and operation of American state and local governments.

HIS 201 United States History I (History 10)

Survey of U. S. History from the Colonial Period through the Civil War.

HIS 202 United States History II (History 11)

This course is a continuation of HIS 201; it surveys United States history from the Reconstruction era to the present

General Academic Electives

PSY 200 General Psychology

This course is a survey of behavior with emphasis upon psychological processes. This course includes the biological bases for behavior, thinking, emotion, motivation, and the nature and development of personality.

ASSESSMENT SCHEDULE*

HIGH SCHOOL	TESTING DATES
Pre-ACT - Grade 10	Oct 16th - 27th (note: will be online this year)
ACT WorkKeys (Grade 12)	Oct 18th - Nov 13th (Online Window)
ACCESS for ELLs (Online)	Jan 16-March 15th, 2024
Alternate ACCESS	Jan 16th - March 15th, 2024
ACT WorkKeys Online Retest (Grade 12)	Feb 28th - March 11th, 2024
ACAP Alternate (Grades 10 & 11)	March 4th - Apr 5th 2024
ACT with Writing Online	March 13th, 2024 ; Make up March 14th Window extends March 18-22nd
ACT with Writing Online Make Up	April 9th-12th; April 15th-19th

*Dates are subject to change.

AUDIO-VISUAL MATERIALS

Review of Audio-Visual Materials

In an effort to ensure that audio-visual materials used in the schools of the school system are best suited to the educational needs, age, and maturity of students, the following guidelines govern the use and review of all audio-visual materials to be shown in any classroom or school setting.

- The principal or designee will 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, audio-visual materials, and other teaching aids located in individual school libraries/media centers that are to be used by students will be examined and approved by the principal or designee before such materials are made available to students and teachers.
- The local school principal or designee (librarians/media specialist) will be responsible for library/media center acquisitions at each school.
- Videos/DVDs will not be shown in their entirety. Teachers should extract only the material relevant to the ALCOS standards being taught.
- All audio-visual materials must relate directly to ALCOS and school system curriculum and serve as a means of teaching a specific objective(s). All videos must be documented in lesson plans and aligned to the ALCOS.
- All audio-visual materials must be previewed in their entirety by the teacher.
- Audio-visual materials not housed in the media center must be approved by the librarian and receive written approval by the school principal prior to using the material in a classroom setting.

Written request for approval must be submitted to the principal ONE WEEK PRIOR to viewing. The attached Approval of Audio-Visual Materials Form (see Appendix) should be used to grant permission. The teacher and principal should retain a copy of the written approval documentation.

- Viewing of entire movies as incentives must be pre-approved by the administration and follow the same guidelines previously described.

CLASSROOM – REQUIRED POSTED ITEMS

- Class schedule – time and subject – posted inside and outside classroom
- Learning targets aligned to CCRS
- Daily class assignments
- Homework assignments, if applicable
- Rules/consequences/rewards

CONFERENCES

- It is the responsibility of each teacher to develop a positive rapport with parents and to communicate with parents on a regular basis.
- If a student is not making satisfactory progress, it is the responsibility of the teacher to make contact with the parent/guardian of the student in order to develop a plan for academic improvement.
- Teachers are to keep documentation of parental notes, telephone calls, and conferences.

DUAL ENROLLMENT CLASSES

- Dual enrollment classes are available to students through local junior colleges, universities, and the Elmore County Technical Center.
- All fees and expenses are the responsibility of the student and his or her parents/guardians.
- Prior approval for classes must be obtained BEFORE the student enrolls with the junior college or university. The attached form must be completed and submitted.
- Transportation to and from the dual enrollment institution will be the responsibility of the student and his or her parents/guardians.

ELMORE COUNTY TECHNICAL CENTER

- Students may be granted the opportunity to drive themselves to the Elmore County Technical Center.
- An authorization form will be provided by your school for ECTC and must be completed and submitted to ECTC. The privilege can be revoked at any time based upon the decision of the administration of the ECTC or the base school.

ENGLISH LEARNERS (EL)

EL ACCOMMODATIONS (GRADES 9 - 12)

Teachers should be encouraged to maintain high expectations for student learning and should accommodate and adapt lessons and assignments so the English Learners (ELs) can progress. Daily assignments and tests will be administered with accommodations as needed and are documented in the Individualized English Language Plan (I-ELP).

All students are to be taught on grade level. For ELs in grades 9 – 12, the WIDA English Language Development (ELD) Standards should be referenced when determining appropriate accommodations according to the English Language Proficiency (ELP) level attained on the *ACCESS for ELLS* assessments or WIDA Screener along with classroom performance. EL supplemental resources are available for grades 9 – 12 and should be used by both the classroom teacher and intervention teacher as appropriate. Grading is based on accommodated work.

Guidelines for Grading ELs/LEP Students (Grades 9 – 12)

Teachers must follow these guidelines:

- The regular grading method must be used for EL students in grades 9-12.
- Grading is based on work accommodated.
- ELs must not be failed on the basis of lack of English language proficiency.
- Grades placed in a student's cumulative folder must reflect the student's academic achievement on grade level academic content and student academic achievement standards.
- **WIDA ELD Standards** – The WIDE ELD Standards for ELs in Kindergarten through Grade 12 are to be used as a guide for providing accommodations for academic standards and skills that must be developed for ELs to integrate successfully into mainstream classrooms. (Resources available at www.wida.us.)
- **Failure/Retention** – Language minority students may not receive failing grades when English language deficiencies may have contributed to the failure. Retaining or placing LEP/EL students in a lower grade is ill advised in that it does not help the student to learn English quicker, according to the ALSDE. **Consultation with the Director of Federal Programs and District ESL, Liaison is required before retaining an EL student.** Retention of ELs shall not be based solely upon level of English language proficiency. (Section 1, Part G, Guidelines to Satisfy Legal Requirements of Lau v. Nichols). Prior to considering retention of an EL student, the following points should be addressed by the EL Committee:
 - What is the student's level of English language proficiency?
 - Has an Individual English Language Plan (I-ELP) been implemented to document classroom accommodations and student progress?
 - To ensure meaningful participation, are classroom accommodations being made in the areas of
 - teacher lesson delivery?
 - activities and assignments?
 - homework?
 - formal and informal assessments (e.g. quizzes and tests)?
 - How much individual English language development instruction is the student receiving during the school day?
 - Has an alternative grading strategy been implemented (i.e. a portfolio, checklist, teacher observation, or rubric assessment on content and language objectives)?
 - Has the student's classroom teacher been adequately trained with instruction and assessment strategies specifically designed for students learning English?
 - Does the report card indicate that the student was graded according to the I-ELP?

Foreign Exchange Students

Foreign Exchange students are administered the WIDA Screener to assess English language proficiency upon enrollment.

- If WIDA Screener score is 5.0 or above, the student is considered NOMPLOTE. The student is proficient in English.
- If WIDA Screener score is 4.9 or below, the student is considered an English learner. Student will be served as all other English Learners.
 - Student will receive accommodations in the classroom. This cannot be waived.
 - Supplemental services can be waived (i.e. ESL Enrichment elective).
 - Student will be assessed with ACCESS for ELLs 2.0.

FIELD TRIPS

The process of procuring transportation for field trips and other off-campus activities is as follows:

- Teachers will fax the Field Trip Activity Form **to include nurse and principal signature** to the Department of Secondary Education at 334-514-2804. The form may also be emailed to Denise Wade at denise.wade@elmoreco.com.
- This must be submitted at least two weeks prior to the planned activity.
- Once submitted and approved, subsequent information will be sent by Lee Arant, Assistant Supervisor in the Transportation Department, to the teacher responsible for organizing the trip.
- For transportation questions, please contact Lee Arant (james.arant@elmoreco.com or ext. 21010).
- Teachers must remain in proximity of all students to monitor student behavior and directing planned field trip activities.
- Teachers will complete a Field Trip Activity Form (found in the Appendix and online) listing activities that will occur before, during, and after ALL field trips and explain how the planned trip is aligned to the Alabama Course of Study standards.
- Any off-campus field trips deemed as a safety issue such as skating, inflatables, etc. will not be approved.
- On-campus activities are allowed; however, students may not be charged a fee to attend on-campus activities during school hours. Any on-campus inflatable or other similar activities must have an insurance quote and the insurance must be in effect on the event date.
- All out-of-state field trips must be approved by the principal and Superintendent. All field trips after May 1 must be approved by the principal and Superintendent.
- Biscuits Ballgame incentive field trip is reserved for middle school.
- It is recommended that teachers plan for no more than 2 field trips per class per year.

The Elmore County Board of Education Policy Manual states the following regarding field trips:

6.6 Off-Campus Events

Student participation in and travel to off-campus events, concerts, functions, and activities, and the use of school buses or other transportation for such purposes may be authorized under and subject to the following terms and conditions:

- a. The destination is an activity, event, or function that services a bona fide educational or related extracurricular purpose, or is an athletic event or function sponsored or sanctioned by the school or the school system and the state athletic association;

- b. Adequate information regarding the trip (e.g., destination, duration, purpose, educational purpose, mode of transportation, nature and extent of student participation) has been provided to the principal, program director, and Superintendent;
- c. Adequate arrangements are made for supervision and other risk management considerations (e.g., parental permission, medical treatment authorization, special insurance requirements)
- d. Properly certified and qualified drivers have been selected and arrangements for the costs of the trip (e.g., salary, fuels, maintenance, lodging) have been made; and
- e. Principal approval of the trip is obtained. In addition, Superintendent's approval is required for out-of-state trips.

The Superintendent is authorized to develop additional specific requirements for participation in and travel to and from official events and activities that are consistent with the terms of this policy.

The academic list below provides **suggested** field trips for grades 9-12 but is not exhaustive.

- Alabama Artists Gallery, Montgomery
- Alabama Department of Archives and History
- Alabama Nature Center/Lanark
- Armory Learning Arts Center
- Davis Theater
- Elmore County Black History Museum
- Field Trips required for course credit
- George Lindsey UNA Film Festival
- Huntingdon College Art Department
- Montgomery Advertiser Press Room
- Montgomery Museum of Fine Arts
- Shakespeare Festival
- Wetumpka Depot
- Other professional productions in the area of study
- Service projects

HOMWORK

- Teachers may assign homework on a regular but reasonable basis, keeping in mind the nature of the assignment and demands that may be placed on students by other teachers.
- Homework must be related to in-class instructional activities and if assigned must be graded or reviewed with the students on a timely basis as an important part of monitoring student progress.
- Homework, if graded, will not constitute more than 10% of the final quarter grade for students in grades 9-12. REMINDER: Homework is a FORMATIVE assessment used to evaluate student understanding.
- All students will be expected to complete their own assignments.
- Under no circumstances will homework be used to punish students.

HONOR ROLL

Honor Roll for grades 9-12 will be calculated using grades from core curriculum, physical education, and all electives except for those with an “aide” descriptor.

VALEDICTORIAN/SALUTATORIAN

Grade point averages calculated for determining Valedictorian and Salutatorian will include only the first four core courses attempted in each core subject and the first foreign language. Additionally, in order to qualify for Valedictorian and Salutatorian, a student must attend an Elmore County High School for a minimum of 3 years. A student’s overall GPA must be in the top 5 percent of the senior class. Honors/advanced, Advanced Placement (AP), and dual enrollment courses will be weighted. Grade point average will be computed through the fourth nine weeks of the twelfth grade. The principal makes the final determination in the event of a tie and/or extraordinary circumstances.

LESSON PLANS

- Teachers are required to write weekly lesson plans. These plans must be submitted to the principal and/or posted to PowerSchool by 8:00 a.m. each Monday.
- Lesson planning with grade-level peers is encouraged; however, each teacher should customize lesson plans to meet the needs of the diverse population of each individual classroom.
- Information must include, at a minimum, learning targets, College and Career Ready Standards, activities/strategies/resources (including technology), and method of assessment/evaluation.
- Components of the Strategic Teaching Format should be in lessons throughout the course (for example, TWIRL: Talking, Writing, Investigating, Reading, and Listening).
- A Substitute Folder with an emergency lesson plan must be available. Teachers must ensure that the information left for substitute teachers is general in nature and does not violate student privacy. It should be noted that student medical information as well as special education information is highly confidential.
- An **emergency lesson plan** should include all relevant information, such as:
 - Class schedule
 - Lunch schedule
 - Duty schedule
 - Activity schedule
 - Library and computer schedules
 - Bus lineup
 - Class rosters
 - Fire and tornado drill directions
 - Hall passes
 - Materials to be used
 - Special admonitions (student illness, behavior, etc.)

LIBRARY PROGRAM

Books and reference materials are located in the library/media center. Students are encouraged to check out and read books. Students visit the library/media center as a group or as an individual on an unlimited, as needed basis during times specified by the classroom teacher. In an effort to remind students of the importance of returning books in a timely manner, a library fine may be charged to students. Each library/media center follows the board approved criteria. High School fines are \$.25 per day with a cap of \$5.00. You may contact the school principal or librarian for more information.

Librarians are partners in education with community stakeholders, administrators, teachers, and students. They provide access to information for students and staff that is appropriate to student development and features diversity in perspective, format, and interest. They collaborate with teachers so every student learns to access, evaluate, and use information through activities that are planned and assessed in ways that help them achieve classroom instructional objectives. They join others in learning community to encourage every student to read, view, and listen for information and enjoyment, realizing these practices are necessary for literacy and form the basis for a successful and productive life. They administer a planned program that provides a welcoming environment conducive to learning and promotes students' intellectual and personal growth. (Literacy Partner: A Principal's Guide to an Effective Library Media Program for the 21st Century)

- The librarian, with the assistance of the administration, sets the schedule for the library media center; the schedule is posted and available at all times.
- The library should not be closed for non-library purposes.
- Forty percent of the librarian's time is spent in the administration of the library media program. During this time, no classes are scheduled for instruction by the librarian, although students and teachers may still use the library.

Sixty percent of the librarian's time spent with students may include, but are not limited to the following activities:

- Assisting students to locate books within the library media center
- Providing a lesson with the classroom teacher (collaborative approach) to support classroom lessons
- Conducting lessons with the aid of classroom teachers or volunteers
- Selecting books and other educational resources for teachers to use with students in the classroom
- Promoting the love of literature through creating library displays and delivering morning announcements to highlight books across a variety of genre
- The librarian is scheduled a lunch time and planning time. These times should be scheduled during a time in the day when the library is not heavily attended by students to access information.
- Teachers and the librarian should collaborate to develop enhanced curriculum units.
- Librarians will open libraries as soon as possible, but no later than the second week of school for orientation to the library and we will begin book circulation as soon as possible, but no later than the third week of school.
- Librarians will close the library to take inventory of their collection the last two weeks of school.
- Library lessons (fixed scheduling) will not be made up for the following reasons: field trips, holidays, or failure of teacher to bring students at the scheduled time.

Schools Earning Units for Library Media Paraprofessionals

- Library paraprofessionals will only work in the library during their designated library assignment and may not be pulled for additional school duties during this time.

MAKE-UP WORK

- Students have three days to provide a written note documenting an excused absence.
- No make-up work can be given for unexcused absences.
- In the case of excused absences, the teacher and student should agree on a time for the work to be made up and teachers should document due date. Students may be required to sign acknowledgment of the agreed upon time.
- Teachers may construct make-up tests in a different format from the original assignment.
- Students not completing make-up work will be given a “0” until work is made up.

OBSERVATIONS AND CLASSROOM EVALUATIONS

- Walkthroughs, instructional rounds, *eleot* observations and formal classroom evaluations will be conducted at all schools.
- Administrators are expected to provide appropriate feedback to teachers following any visit.

RESPONSE TO INSTRUCTION (RTI)/PROBLEM-SOLVING TEAM (PST)

- RtI is based on data and documentation of appropriate instruction. The team will conference to determine how to best meet student needs.
- Tier I instruction is basic instruction provided for all students daily.
- Tier II instruction is additional instruction provided for at-risk and/or identified students. This instruction is provided during small group time or differentiated instruction by the classroom teacher.
- Tier III instruction should be an intrusive, individual research-based intervention program.
- RtI/PST is used for regular education students with academic and/or behavior challenges in general education classes, career technical and alternative education classes.
- PST is NOT used with students who already have a Plans for Program, 504 Plan or I-ELP.
- See the Problem-Solving Team Manual for additional information.
- Problem solving teams will use standards mastery reports from PowerSchool to determine areas of non-mastery and focus intervention strategies and content.

SCIENCE FAIR

- Science experiments and projects are used to extend and enrich concepts taught.
- Students in grades 4-12 will be given the opportunity to compete in school Science Fairs.
- Each school will have a Science Fair Coordinator to ensure that students receive information to participate in this event.
- Science Fair projects will first be judged at the school level.

- School winners in each category will compete in the Elmore County Science Fair during the third quarter.

SPECIAL EDUCATION/GRADING PROCEDURES

- Elmore County tests are written on grade level and all teacher-designed assessments are to be on grade level.
- Semester exams and quarterly checkpoint assessments will be administered to Special Education students. These exams can be accommodated as specified in the student's Individualized Educational Program (IEP). Please follow the IEP as it is written.
- No test can be read to a student unless a reading accommodation has been explicitly defined in a student's IEP Section 504 Plan. An accommodation cannot supplant the skill the test is designed to measure.
- Ongoing assessment is vital to the improvement of instruction and learning. Immediate and corrective feedback is important to learning and will be shared with students, parents and/or guardians in a timely manner. General education teachers should receive graded accommodated assignments within a week for them to post as required.

Special Education Services and Section 504 Requirements

- All teachers have the responsibility to recognize the needs of individual students, particularly those who meet Special Education and Section 504 criteria.
- Teachers will participate in the development of IEPs (Individualized Education Programs) or Section 504 Plans to ensure that the guidelines are implemented for IDEA.
- Students must be given the opportunity to be actively engaged in learning the content and standards that define the general education curriculum.
- Accommodations will be provided for students eligible for Section 504 Services. Accommodations and/or modifications will be provided for students eligible for Special Education Services.

Special Education Recording of IEP and Section 504 Meetings

February 2018

The recording of an individualized education program (“IEP”) or Section 504 meeting is prohibited unless a parent/guardian, authorized representative of a parent/guardian is unable to understand or meaningfully participate in the IEP or Section 504 process, or the planning of the relevant student’s educational program, due to a disability, language barrier, or some other impairment.

If a parent/guardian believes that recording an IEP or Section 504 meeting is necessary, the parent/guardian should notify the principal or designee in writing at least five (5) school days before the IEP or Section 504 Team meeting, of the request to record the meeting and the reason the recording is required. The principal or designee will notify the parent/guardian at least two (2) school days before the meeting of the grant or denial of the parent’s/guardian’s request to record the meeting.

If the principal or designee denies the request to record the IEP or Section 504 meeting, the reasons will be stated in writing for the denial. Authorized exceptions to the general prohibition against the recording of IEP or Section 504 meetings involve situations when a parent/guardian, or authorized representative of a parent/guardian, is unable to understand or meaningfully participate in the IEP or Section 504 process or the planning of the relevant student’s educational program due to a disability, language barrier, or some other impairment.

If a parent/guardian is permitted to record the meeting, the parent/guardian must use his or her own audio recording device. If the school district records an IEP or Section 504 meeting, the resulting recording shall become a part of the student’s educational record and will be maintained in accordance with state and federal law.

For purposes of this policy, a recording is defined as the capture of moving visual images, voices, and other ambient sound electronically, digitally, or by any other means for the purpose of retrieval and review.

Video recording, including recordings of visual images, at an IEP or Section 504 meeting is strictly prohibited.

The use of court reporter services at an IEP or Section 504 meeting is strictly prohibited.

SUPERVISION OF STUDENTS

Students must always be supervised. At no time should students be left unattended.

TRANSITION STUDENTS

- Students who have participated in Dual Enrollment or Credit Advancement opportunities or have completed the requirements for a diploma may come to school for a portion of the day. Those students must submit a transition form to leave campus once their scheduled classes have concluded.
- Students who are granted the privilege to participate in transition must complete and submit the required documentation.

- Students may be denied or lose the opportunity to participate in transition based upon the decision of the principal.

VIRTUAL SCHOOL: EDGE

Students in grades 3 – 12 must apply for enrollment in EDGE, the Elmore County Schools Virtual Program. For more information contact Cindy Hines at 334-514-3931 or ext. 27001.

APPENDIX

1. Request for Approval of Audio-Visual Materials Form
2. Field Trip Activity Form
3. Release of Liability for Field Trip Participation Form

Elmore County Board of Education

Request for Approval of Audio-Visual Materials Form

NOTE: This review process is to be completed only when the audio visual is obtained from sources external to the school library or school system and is designed to protect the students, teachers, and the school system This form must be submitted ONE WEEK prior to viewing.

Requesting Teacher _____ School _____

Title of Audio Visual _____

Commercial rating, if applicable _____

Obtained from (source) _____

Curriculum Objective and Standard (explain) _____

Follow-up activity(ies) _____

Date to be shown _____ Grade level/age _____

I certify that I have previewed the above listed audio-visual material in its entirety and request that it be approved for showing in my class(es).

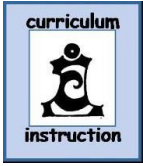
Teacher Signature _____ Date _____

Approved

Disapproved

Principal Signature _____ Date _____

FIELD TRIP ACTIVITY FORM



Planning for a field trip is essential to enhance and connect learning that is being conducted in the classroom to real events. Prior to any reservations made for a field trip, this form must be completed, submitted and approved by the principal and appropriate central office personnel.

Teacher's Name _____ School _____

Field Trip Destination _____

Date of Proposed Field Trip _____ Number of field trips your students have taken this year _____

Please mark the appropriate boxes below:

This field trip is on the approved field trip list at the appropriate grade level.

This is an out-of-state field trip.

Bookkeeper's approval of funds available _____

Mode of transportation: School bus Charter bus

Explain how this field trip is **aligned** to the Alabama Course of Study Standards:

List planned activities **prior to** the proposed field trip:

List planned activities **during** the proposed field trip:

List **closure** activities planned once students have returned to school:

Nurse required? Yes No Undecided (*determined by final roster*) Nurse's Signature _____

***Teacher will provide an accurate student roster of attendees to nurse two weeks prior to field trip.**

Teacher Signature _____

Approved Not Approved Principal's Signature _____

Field trips MUST have the approval of principal and Elementary or Secondary Education Director.

N/A Approved Not Approved Director's Signature _____

All out-of-state field trips must be approved by the principal and Superintendent.

N/A Approved Not Approved Superintendent's Signature _____

Elmore County Board of Education

RELEASE OF LIABILITY FOR FIELD TRIP PARTICIPATION

School _____ Child's Name _____

Teacher in Charge _____ Cost to Your Child _____

Trip Date _____ Destination _____

Departure Time _____ Expected Return Time _____ Method of Transportation _____

I understand that my child's participation in the activity is a privilege, and not a right. I acknowledge that I have spoken with my child about my child's need to comply with the specific rules and requirements established for this activity, all Elmore County Board of Education policies and procedures, rules of conduct set forth in the Student Code of Conduct, and state and federal regulations and laws. I understand that all Elmore County Board of Education rules and policies apply to my child and the other students during the course of the field trip.

I also understand that this field trip may expose my child to some risks. On behalf of my child, I assume any such risk that may arise therefrom. I accept full responsibility for all medical expenses for any injuries that might occur to my child by reason of his/her participation.

By signing this form, I hereby release the Elmore County Board of Education, its members, employees, assigns, agents and volunteers ("released parties") from and against any and all claims, demands, actions, complaints, suits or other forms of liability that any of them may sustain: (a) arising out of my child's failure to comply with local, state and federal laws and Elmore County Board of Education policies, procedures, and the Student Code of Conduct; or, (b) arising out of any damage or injury caused by or to my child arising out of my child's participation in the field trip. This release of liability includes accident, injury, loss or damages to my child, as well as to the other individuals or property which may result from my child's travel to and from, and participation in the field trip. I also agree to indemnify and hold harmless the released parties from the released claims, including any and all related costs, attorney fees, liabilities, settlements and/or judgments.

I confirm that I have carefully read this RELEASE OF LIABILITY FOR FIELD TRIP PARTICIPATION and agree to its terms knowingly and voluntarily. I also confirm that I am the parent or legal guardian of the child or I am a student 19 years or older.

Emergency Contact Name & Phone _____

Hospital Insurance Company _____ Policy No. _____

Students will not be permitted to go on field trips without a signed Field Trip Parental Permission Form on file.

Student's Signature (as appropriate)

Date

Parent's/Guardian's Signature

Date