



ALABASTER
CITY SCHOOLS

CHAMPIONS OF OUR FUTURE

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MIDDLE SCHOOL
CURRICULUM AND INSTRUCTION POLICIES,
PROCEDURES, AND GUIDELINES MANUAL

2023-2024

DR. WAYNE VICKERS
SUPERINTENDENT

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Our Mission

Preparing students for their future.

Our Vision

To partner with families and the community to inspire and prepare graduates to be responsible and productive champions of their future

Beliefs

These values and beliefs guide teaching, learning, and working in the Alabaster City Schools:

1. Our schools are safe, caring, learning communities engaged in continuous improvement, committed to the pursuit of excellence, and dedicated to the success of each student.
2. Our employees are qualified, dedicated, innovative, and student-centered, engaged in continued learning.
3. Our schools provide quality instructional programs, enriching extracurricular experiences, and a wide variety of opportunities for students to explore their interests, expand their dreams, and develop their talents.
4. Our schools partner with families, business, industry, post-secondary institutions, community agencies, and government to create and sustain outstanding facilities, technology, learning resources, and experiences to maximize student achievement.
5. Our schools embrace diversity, promote respectful relationships, and have high expectations and performance standards for all students and adults.
6. Our schools value integrity, open communication, shared responsibility, innovation, and accountability.



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CURRICULUM AND INSTRUCTION

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Statement of Non-Discrimination

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Purpose

The purpose of this manual is to assist teachers, counselors and administrators with the policies, procedures, and guidelines frequently encountered in their daily routines. This user-friendly document provides pertinent information and step by step procedures for completing various activities required of teachers and administrators.

Curriculum and Instruction Policy and Procedures Manual

This Alabaster City Schools Curriculum & Instruction Policy and Procedures Manual is designed to give guidance to teachers, staff, students, and parents regarding the policies and procedures for all teaching and learning that occurs in the district. This guide is a living document, and any suggestions for improvement should be directed to the Chief Academic Officer. This guide is not exhaustive of all possible policies and procedures regarding curriculum and instruction, but it strives to provide philosophical and practical direction for stakeholders to follow when faced with questions and concerns. Where appropriate, stakeholders should refer to relevant laws, codes, and guidelines from governing agencies supervising teaching and learning for circumstances not outlined in this manual (e.g., the Alabama Administrative Code, the State Board of Education, etc.).

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INSTRUCTION AND ASSESSMENTS

Instructional Time

The total instructional time of each school day in all schools and at all grade levels shall not be less than 6 hours or 360 minutes, exclusive of lunch periods, recess, or time used for changing classes (Alabama Administrative Code, 1975, § 16-1-1).

Instructional Time: Sixth Grade

Sixth graders participate in reading, English Language Arts, math, social studies, science, physical education, and elective classes of approximately 50 minutes each. Time for character education, support, and/or intervention will be included in the daily schedule.

Instructional Time: Seventh & Eighth Grades

Seventh and eighth graders participate in English Language Arts, math, social studies, science, physical education, and elective classes of approximately 50 minutes each. Time for character education, support, and/or intervention will be included in the daily schedule.

Instructional Definitions

Character Education

For all grades, it is recommended that 10 minutes per day shall focus upon the student's development of the following character traits: courage, patriotism, citizenship, honesty, fairness, respect for others, kindness, cooperation, self-respect, self-control, courtesy, compassion, tolerance, diligence, generosity, punctuality, cleanliness, cheerfulness, school pride, respect for the environment, patience, creativity, sportsmanship, loyalty, and perseverance.

Intervention

Intervention is defined as a systematic plan that ensures every student in every core course or grade level will receive additional time and support for learning as soon as they experience difficulty in acquiring essential knowledge and skills. The initial intervention occurs during the school day; in addition, extended day opportunities may be available to targeted students.

The middle school intervention plan ensures students will receive additional time and support when they initially encounter academic barriers that may result in an unsuccessful school experience. The plan includes three tiers of intervention for students: Tier I – School-wide Strategies, Tier II – Targeted Strategies, and Tier III – Individualized Strategies.

Curriculum Adaptations for Special Education Students

Curriculum adaptations for special education students are as follows:

- Modifications are changes in the content and in standards set for a specified curriculum level. **Example:** *The standard is that students will multiply two-digit numbers. The modification could be that the student will add two-digit numbers. The modification could be that the student will add two-digit numbers with regrouping.*
- Accommodations are strategies used to address the needs of students with disabilities. Curriculum content and standards are not changed

Technology

Technology is an essential tool for learning and should be integrated into the classroom curriculum. Classroom teachers are to develop meaningful classroom activities that provide students with opportunities to use technology for (1) learning and reflecting, (2) obtaining and communicating information, and (3) applying critical and creative thinking skills for solving problems. Appropriate student use of school-provided and personal devices for learning is required. Teachers should plan for the purposeful use of technology in daily lesson planning and determine the appropriateness of the use of all devices in their daily teaching environment.

Homework

The time required to complete homework should be reasonable. A maximum of one and one-half hours of homework a night for all classes combined is considered appropriate for a middle school student. Homework is an important component of every student's instructional program. Students, teachers, and parents should have a clear understanding of the objectives to be accomplished through homework and the role it plays in meeting curriculum requirements.

Homework must reflect practices that have been taught in the classroom and provide reinforcement and/or remediation for students. It should be student managed, and the amount should be age-appropriate as well as encourage learning through problem solving and practice. Parental support and supervision should be encouraged to reinforce the quality of practice and the products produced by the student.

Home resources must be considered when making assignments. Students are not to be penalized for limited home resources. Homework is not to be used as a punishment. Four types of homework are stated below:

- **Independent Practice:** The assignment requires students to practice skills that were thoroughly taught in the classroom. Students should be successful in completing the assignment without parental assistance or re-teaching.
- **Extension or Enrichment:** The assignment furthers student learning of a topic currently being taught. A minimal amount of parental assistance may be necessary.
- **Student Interest:** The assignment is one selected by the student based on personal interests or preferences.
- **Study:** The assignment involves concentrated thought in an effort to learn. The assignment can be used to preview material and/or prepare for an assessment. This type of homework may not require a written product.

Educational Field Trip/Excursion Procedures

Field trips are defined as educational experiences conducted during the school hours and planned by a teacher to correlate with the regular classroom instructional program. Field trips should be an integral part of the classroom instruction. Teachers are to plan excursions that correlate with the *Alabama Course of Study*. **Out of state field trips must have cancellation insurance.**

Local schools are responsible for planning field trips, securing transportation, and collecting required fees. It is the responsibility of the school and principal to check the system calendar before planning trips. The Alabaster City School System Field Trip/Excursion Procedures are as follows:

1. For out-of-state and/or overnight field trips, principals must submit the following documents to the Superintendent for Board approval at least six weeks prior to the trip:
 - a. Trip Itinerary (short, precise schedule of daily events)
 - b. Content Standards (ACCRS objectives covered)
 - c. Emergency Contact Numbers (cell numbers of teachers and administrators)
 - d. Activities Permission Request Form (APR)
2. All information related to the educational trip, including the permission form, is to be sent home only after the principal and/or Superintendent/Board has approved the trip as well as the date, time, and arrangements.
3. All school system sponsored activities are pre-approved and have blanket approval (local school productions, etc.)
4. At least 30 days prior to an in-state trip, teachers will request approval from the principal through the Activities Permission Request Form found on-line and provide specific information related to date, time, and location. Arrangements for transportation, substitute, and parental assistance are the responsibility of the teacher organizing the trip. The teacher is also responsible for contacting the CNP manager to arrange for student lunches.
5. Permission/denial for all in-state trips is the responsibility of the principal.
6. Students must have a signed parent permission form in order to participate in an off-campus activity. (Verbal permission by telephone will not suffice.) Students may be denied approval due to failing grades, discipline violations, and attendance issues.
7. The completed student Emergency and Health Information is located in PowerSchools and may be taken on each field trip. Local nurses must be given a list of all students attending the trip at least two weeks prior to the trip.
8. The following documents will be kept on file at the local school:
 - a. Copies of signed permission slips (required for all field trips)
 - b. Copies of Emergency and Health Information Forms
 - c. A copy of the letter from the organization hosting the event outlining the terms and costs of the trip for each student and chaperone
 - d. A copy of the letter or contract from the bus company transporting the students or chaperones to and from the trip destination – letter must include cost of trip and terms of agreement (if applicable)
 - e. A copy of the letter from the vendor estimating the cost of food (if applicable)
 - f. A copy of the cancellation insurance, if applicable

9. Trips that require students to pay entrance fees, fares, or any other money should be kept to a minimum. If a student needs assistance, the teacher, child, or parent can contact the grade level counselor for information on available funds.
10. Educational trips will be planned and conducted in a manner that would allow students to be back at school for lunch. However, if the distance, length, and purpose of an educational trip necessitate eating away from school, arrangements must be made with the school lunchroom. **The teacher is required to notify the cafeteria personnel at least 30 days prior to the trip in the event lunches are needed.** Picnics **will not** be approved as an educational trip.
11. Primary supervision for students participating in educational excursions is rendered by professional employees of the Alabaster City School System. It is recommended that one adult accompany each group of 10 students to assist in supervision. Chaperones are adults who accompany teachers and students with the understanding that the teacher holds the leadership position and is responsible for all decisions. Principals may determine that a chaperone be excluded from the educational excursion for the following reasons:
 - a. Parents exhibiting inappropriate behavior.
 - b. Parents who are unable to stay for the duration of the excursion.
 - c. Parents who do not pass the background check, if applicable
 - d. Parents who wish to include other children and babies.

Note: No siblings may attend field trips/excursions.

12. Daily medications will be kept in the custody of the teacher/trained medical assistant if students are not expected to return to the school site prior to the scheduled dosage time. Teachers are required to give the local school nurse a two week notice of the scheduled field trip. The school nurse will coordinate all health care with teachers prior to the field trip.
13. In the event a teacher is absent on the day of a trip that is prepaid or is a one-time performance, it is recommended that the principal make necessary adjustments in order to avoid cancellation.
14. The actual educational trip will only include those places identified on the request form.
15. Any educational trip must require transportation by bus only. The Alabaster City School System does not have insurance for vehicles that are not system owned; therefore, the use of private vehicles is PROHIBITED. The cost per mile will be determined by the State Department of Education Pupil Transportation Division.
16. Supervising teachers are expected to discuss safety with students and parents before the trip and to adhere to the established safety procedures throughout the trip.
17. Supervising teachers will report in writing to the principal any irregularities or accidents that occur during an education trip.
18. Codes of Conduct and appropriate rules of safety will be thoroughly discussed prior to each educational trip. All system and local school Codes of Conduct will be enforced.
19. Students will be made aware of the importance of behavior and the image they project on trips from school. Special attention will be given to the dress of students and adults. Educational trips are school functions. As such, students are expected to adhere to dress code guidelines unless exceptions have been made by the principal.
20. Trips scheduled for weekends and holidays (Christmas, spring, summer vacations) will not be considered as school functions and become the complete responsibility of the sponsor(s) and parents of those students participating in the activity.

21. Trips for recreational or holiday celebration purposes are a parental obligation and should not be undertaken by the school.
22. Educational trips are not recommended during the last two weeks of school or during end-of-quarter testing.
23. Teachers are responsible for checking students' grades/eligibility for the field trip before sending home a permission slip for the child. Students with failing grades may not be eligible to attend.
24. A student roster list must be provided to the registrar at least 2 weeks before the scheduled trip. All students on this list must be in good academic classroom standing. Students should not have academic grades lower than a "70 C" at the time eligibility is determined. Students who are not in good academic standing may not be allowed to attend,
25. Students with excessive absences may not be allowed to attend (i.e. those with more than 5 unexcused absences).
26. Students with discipline incidents may not be allowed to attend.

Instructional Media

Instructional media must focus on the curriculum standard(s) being taught. Media must be approved by an administrator and previewed by the teacher. A media request form must be completed by the teacher and signed by an administrator before media can be shown to students.

Registration Fees and/or Donations

Registration fees and/or donations will be communicated to parents and students prior to registration.

Counseling and Guidance

The Comprehensive School Counseling and Guidance Program is an integral part of the total educational process in the school and must be made available to all students. The program must consist of activities that address and meet students' various educational and developmental needs. Responsibilities of the counselors include the following: school guidance curriculum, individual student planning, responsive services, and system support.

Library Media

The Library Media Program furnishes materials that enhance the school curriculum. The program enables students to access, analyze, and use information effectively. The goal of the program is for students to become information literate, lifelong readers. Library media specialists should collaborate with teachers to develop information literacy lesson plans that correlate to appropriate content standards. The program is centered on information literacy and designed around active student Special Education learning as explained in *Information Literacy Standards for Student Learning*.

Clubs and Activities

It is recommended that meetings such as Student Council, honor societies, and subject-oriented clubs be scheduled during intervention, or before/after school. The school should develop procedures concerning selection methods for honor and extracurricular clubs.

Academic Honor Society

The National Junior Honor Society (NJHS) is a recognition program for American middle school students who show achievement in scholarship, leadership, service, and character. Students are selected for membership through an established school chapter in public and accredited private schools.

Guidelines for Developing Rigorous Assessments

Teachers should follow these steps when developing rigorous assessments:

- Objective tests must have 10 or more items. Rubrics and/or success criteria aligned to learning targets must be developed to assess activities such as projects, experiments, writing assignments, etc.
- Make sure concepts tested are stated in the ACCRS.
- Assessment questions should be deliberately matched to the levels of rigor (using Bloom's Taxonomy and Webb's Depth of Knowledge) of the skills of the Priority Standards identified by the unit. This deliberate matchup of assessment questions to the rigor of the skills of the standard is critically important to determining whether students have met the Priority Standards at the corresponding levels.
- Make sure assessments correlate with the lesson plan objectives and instructional strategies.
- Make sure each section of the assessment includes directions.
- Key point about Common Formative Assessments (CFAs): CFAs should be used with grade level, core content area teams and are intended to provide "snapshots" of student understanding of a unit's Priority Standards only. When combined with classroom assessments and student work products that are based on the unit's Priority Standards and supporting standards, collectively they produce a "photo album" of evidence of student learning. (From *Rigorous Curriculum Design: How to Create Curricular Units of Study that Align Standards, Instruction, and Assessment* (2019))

Teachers should consider the following when developing rigorous assessments:

- More than one standard should be assessed on objective tests rather than assessing standards in isolation.
- Include some test items designed to familiarize students with the formats of standardized tests and state mandated assessments.
- Include some test items that require students to use higher-order thinking skills.

Teachers should consider the suggested number of test items stated below when developing nine weeks exams:

Grade Level	Number of Items per Administration Hour
1-2	20-30
3-5	30-40
6-8	40-50

Legal Issues and Risk Management in Education: Standards, Assessment, and Accountability, UpSlope Solutions, LLC., (2004)

Note: The number of items noted above can be modified for nine weeks exams including written responses or other test items that take additional time to complete.

Assessments

Teachers are required to keep a master copy of the assessments administered to students throughout the school year for each content area. **Student assessments that must be kept on file for the entire school year are as follows: reading, language arts, math, science, and social studies. It is critical for teachers to file these assessments each nine weeks because students can be retained due to failure in these subjects.** The individual school will establish a procedure for housing assessments.

Standardized Tests and State Mandated Assessments

The Central Office will disseminate specific testing timelines and procedures to the school's test coordinator each school year. All students are expected to complete state-mandated testing and follow all instructions during the testing process. Teachers are expected to participate in testing as requested by the system and/or building testing coordinator.

College and Career Readiness

On November 10, 2022, the Alabama State Board of Education amended the Alabama Administrative Code, Rule No. 290-3-1.02, which added a College and Career Readiness (CCR) Indicator to the Alabama High School Graduation Requirements. Effective for students of the graduating Class of 2028 who will enter Grade 8 for the first time in the 2023-2024 school year, the Alabama High School Diploma—General Education Pathway shall be issued to students who earn the required credits and earn one or more of the following college or career readiness indicators:

- Earn a benchmark score in any subject area on the ACT® College Entrance Exam.
- Earn a qualifying score of three or higher on an Advanced Placement® Exam.
- Earn a qualifying score of four or higher on an International Baccalaureate® Exam.
- Earn college credit while in high school.
- Earn a silver or gold level on the ACT® WorkKeys® Exam.
- Complete an in-school youth apprenticeship program.
- Earn a career technical industry credential listed on the compendium of valuable credentials of the Alabama Committee on Credentialing and Career Pathways.
- Military enlistment.
- Attain Career and Technical Education (CTE) completer status.
- Any additional College and Career Readiness (CCR) indicator approved by the Alabama State Board of Education.

PROMOTION AND RETENTION PROCEDURES

Promotion

Students in grades sixth through eighth must pass reading (sixth grade only), language arts, mathematics, science, and social studies with a yearly average of 60 D or higher. In determining a student's appropriate placement, teachers and administrators must review the requirements for promotion. Each subject shall be clearly defined for each nine weeks on report cards.

Retention

The middle school intervention plan ensures students will receive additional time and support when they initially encounter academic barriers that may result in an unsuccessful school experience. The plan includes three tiers of intervention for students: Tier I – School-wide Strategies, Tier II – Targeted Strategies, and Tier III – Individualized Strategies. Before a student can be retained in grades six through eighth, there must be a review of the intervention provided with supporting documentation that treatments from the intervention plan were implemented. Parents will be notified throughout the school year of their child's academic progress through mid-nine weeks progress reports, nine weeks report cards, PowerSchool home portal, and parent conferences. If students fail one or two core classes, they will be given an opportunity to make-up failed course work in summer school.

Special Education Promotion

Special education students receiving a **traditional grade** must pass reading (sixth grade only), language arts, mathematics, science, and social studies with a yearly average of 60 D or higher. Special education students receiving a **basic/adapted grade** will be promoted based on mastery of their Individualized Education Plan (IEP) goals.

Special Education Retention

Special education teachers will adhere to the retention procedures stated above for special education students receiving **traditional grades**. For special education students receiving **basic/adapted grades**, teachers must follow the guidelines written in the student's IEP. When a student is in danger of failing, the IEP Team should reconvene to determine the appropriateness of the IEP.

English Learners (ELs) Promotion and Retention

Any student receiving ESL services is eligible for appropriate accommodations to instruction. The student's EL status should be considered when determining promotion and retention.

Criteria to Determine Social Promotion

Students who are over aged for their grade level may be socially promoted at the discretion of the principal. A team meeting with representatives from the district, grade level counselors, and teachers will be held.

Placement

Placement in Advanced Courses

In order to be considered for placement in an advanced course, a student is recommended to have earned a final grade of at least a “70 C” average in the previous course. **Although the Alabaster City School System recommends that students meet the above requirements, no student with a written parental request will be denied placement in advanced courses.**

Credit Awarded Prior to High School

Eighth grade students may earn high school credit for the following Board approved courses: Spanish I, Visual Arts I, Dance I, Men's Chorus I, Women's Chorus I, Concert Band I, Symphonic Band I, and Orchestra I. The general rule on courses taken and credits earned prior to ninth grade is as follows:

- The course must be taken in eighth grade and will become part of the student's high school transcript.
- The course must follow the Alabama Course of Study guidelines and include high school content and rigor. The course must be taught by a certified teacher.
- The course cannot supersede required courses.
- Middle school students earning high school credits from non-accredited settings will follow the same guidelines as high school students attempting to transfer courses. Validation is required.

Placement of Transferring Students

Students transferring from another school system must submit the following documents in order to enroll in an Alabaster City School:

1. Birth certificate
2. Alabama Certificate of Immunization
3. One primary proof of residence
4. Parent/guardian photo ID
5. Custody documents if applicable

The local school registrar should contact the student's previous school to request all records.

Students transferring from an accredited school should not be administered placement tests for reading and math.

Non-Accredited Schools/Home School

After the principal verifies that a student has transferred from a non-accredited school or home school situation, the following procedures must be followed.

1. The tests that will be administered:
 - a. Nine weeks exams and/or an approved software program
 - b. The *Alabama Course of Study* serves as the study guide for the tests.
 - c. The tests will only be administered once.
2. After explaining the testing process to parents, the administrator or counselor administers the placement tests to the student at the local school. Tests will be administered as follows:
 - a. Administer fifth grade tests to incoming sixth grade students.
 - b. Administer sixth grade tests to incoming seventh grade students.
 - c. Administer seventh grade tests to incoming eighth grade students.

Note: Teachers and classified employees cannot administer placement tests.

3. Administrator or counselor scores the assessments to determine placement. **A score of 60 or higher on each assessment will indicate that the student can be placed in the next grade level.**
4. Administrator or counselor completes the Placement Documentation Form. (*Appendix 6 – Placement Test Documentation Form*) The form will be attached to the test documents and kept on file in the student's cumulative folder.

Note: At the end of the school year, the documentation form will be kept in the cumulative folder, but the test documents must be destroyed (shredded).

5. Administrator or counselor notifies the parent/guardian of the results and makes necessary adjustments to the student's transcript and placement.

Guidelines for Grading Middle School Students

PowerTeacher Pro Gradebook

Teachers are required to use PowerTeacher Pro Gradebook when recording and averaging student grades. Teachers must record grades on a weekly basis. It is strongly suggested that teachers print weekly grades and store them in a binder/folder.

PowerSchool Student Progress Reports

A **mid-nine weeks progress report** is a valuable means of teacher-parent communication. Parents are informed and given the opportunity to assist their child toward improvement prior to the end of the quarter. **All students receive mid-nine weeks progress reports. The teacher/registrar generates the progress reports using PowerSchool.**

PowerSchool Report Cards

Report cards are issued at the end of each nine weeks. Fourth nine weeks report cards may be mailed or given out on the last day of school. Report cards are printed from PowerSchool. The only valid report card for students in grades sixth through eighth is the PowerSchool Report Card.

Minimum Number of Grades

Teachers will record a minimum of 10 grades in the PowerSchool PowerTeacher Pro Gradebook each nine weeks for all courses. In addition to the 10 grades, a nine-week exam will be administered at the end of each nine weeks. **Nine weeks exams must only include the standards taught that specific nine weeks. Semester exams will not be administered.**

Grading Parameters Rationale

The purpose of the parameters is to ensure students are receiving an adequate number of grades per course and that the recorded grades focus on the standards stated in the Alabama Course of Study. **Grades must be recorded in PowerTeacher Pro no later than 7 days from the assignment date**, although long-term projects or papers may take longer to grade. **By mid-nine weeks, one-half of the required grades per category must be recorded in the**

PowerTeacher Pro Gradebook for each course. Some exceptions to this rationale may be projects or long writing assignments. For special education students following the Alabama Extended Standards, the special education teacher in collaboration with the general education teacher will modify assessments, class work, and homework within each content area's grading categories. A student receiving regular grades only gets accommodations. For English Learners (ELs), the teacher will modify assessments within each content area's grading categories as needed.

Grading Parameters: Core Content Courses

Categories will be set at the district level and pushed down to teacher for PowerSchool Classroom Gradebook set up.

Grading Parameters: Elective Courses

Categories will be set at the district level and pushed down to teacher for PowerSchool Classroom Gradebook set up.

Grading Parameters: Physical Education Courses

Categories will be set at the district level and pushed down to teacher for PowerSchool Classroom Gradebook set up.

Calculating Nine-Week Averages

The nine-week average is calculated using the formula below. The class average is 90% of the grade, and the nine-week exam is 10% of the grade.

$$0.9(\text{Class Average}) + 0.1(\text{Nine Week Exam}) = \text{Nine Week Average}$$

Calculating Yearly Average

The yearly average will be derived from the two semester averages as shown below. (SEM 1 + SEM 2) divided by 2 = Yearly Average

Middle School Grading Scale

The grading scale for sixth through eighth grades is as follows:

A	90% to 100%
B	80% to 89%
C	70% to 79%
D	60% to 69%
F	59% or below

Important Points to Remember

- Grades must be posted in PowerTeacher Pro **no later than 7 days** from the testing date.
- Teachers should make parent contact via phone, email, or face-to-face prior to the end of first, second, and third nine weeks to address the needs of students receiving a 60 or below. Multiple forms of communications must be used.
- Students must pass reading (sixth grade only), language arts, mathematics, science, and social studies with a yearly average of 60 or higher.

- Teachers should contact parents prior to the end of each grading period to address the needs of students receiving a 60 D or below. Documentation of the contact should be kept and submitted to administration at the end of the school year. Failure to contact parents for this type of academic difficulty could result in a written reprimand from the principal.
- Students who are **absent due to illness or other excused reason** will be administered all make-up tests and/or nine weeks exams as soon as possible. Make-up tests for all other absences will be administered at the discretion of the principal. (*Excuses must be turned in to the office within 3 days*).

Grade Correction Process

Principals are responsible for the management and the integrity of the school grading process and transcripts by acting only in an oversight capacity, not as the change agent. Principals are to ensure that grade corrections are made by the **teacher**. **The teacher** is the only staff member authorized to manually make grade corrections in his/her grade book.

Grade corrections may occur for the following reasons:

- Teacher error
- Incomplete projects/assignments
- Failure to take nine weeks exam
- Excessive absences

If the grade correction is due to excessive absences, an Attendance Contract must be signed prior to the Grade Correction taking place. Attendance Contract Form must be completed during a conference with the student, parent, teacher, and principal or assistant principal.

The teacher must complete the Grade Correction Procedure. All grades must be posted by the posting deadline set up by the local school. If a teacher has a student with incomplete work due to an unusual circumstance, the teacher should communicate with the principal and grade level counselor. Only the teacher may complete and submit to the registrar the Grade Correction form. The Attendance Contract may be obtained from the assistant principal.

Grade Correction Procedures

1. The registrar verifies the Grade Correction & Attendance Contract Form (Appendix 8) is completed and signed.
2. The registrar unlocks the class for the teacher to correct the grade correction in PowerSchool Pro.
3. The registrar makes a copy of the Grade Correction & Attendance form and places it in the student's cumulative folder with the updated grades attached.
4. The registrar places the original grade correction form with the teacher's grade verification roster to be filed with the grade book at the end of the school year.
5. The registrar will give a copy of the updated transcript to the grade level counselor.
6. The registrar will maintain a notebook of all grade corrections with accompanying documentation collected during the school year.

Attendance Contract Procedures

A student absent twelve (12) or more unexcused days from a yearlong course is subject to loss of credit and/or retention. Any student who accumulates more than 12 absences during the school year is subject to being retained in the same grade the succeeding year.

Absences beyond 10 (excluding doctor/court notes) must be documented with a doctor's or court excuse or permission of the principal. Students with excessive absences that lead to failed course work may be required to attend summer school.

Guidelines for Determining Transferring Student Nine Weeks Grades

The local school registrar will contact the student's previous school to request grades. **Teachers will manually enter the grades into their PowerSchool Gradebook.** The previous school system may not require the same number of grades per nine weeks as the Alabaster City School System; therefore, the teachers may not have the required number of grades for these students by the end of the nine weeks. After manually entering the grades obtained from the previous system, teachers will average the grades to determine the nine weeks average. If the previous school's grading system does not include numeric grades, and the school is unsuccessful in obtaining the numeric grades, then the local school principal will make the final grade determination. If a student coming from out-of-system has been enrolled for 10 or fewer days, and the school is unsuccessful in obtaining grades from the previous school system, then the student will not receive a report card for that nine week.

Grading Special Populations

If a student's Individualized Education Plan (IEP) specifies modified instruction, teachers must adhere to the IEP. If the plan states that content must be modified, then a student will receive grade(s) based on the modifications in that specific content area(s). Students following the general education course of study will be graded as any other general education student with the exception of specific accommodations that are in the student's IEP.

Traditional Grades

Traditional grades are administered when a student with disabilities is provided the grade level curriculum based on the Alabama Course of Study. This curriculum is not modified (the standards are not changed). Students who are provided a regular curriculum receive a traditional grade. If a student does not make an average grade of 60% or pass a specific content area, he/she will receive the grade earned. A routine review of the IEP should be considered in order to ensure appropriate accommodations.

Modifications to Grades

Students will receive a modified grade if the curriculum based on the Alabama Course of Study is modified (standards have been taken out of the requirements for the student). The grades earned are based on identified Alabama Course of Study standards or in some cases the Alabama Course of Study Extended Standards to be taught via the IEP. These students will receive a grade based on their mastery of the identified standards. If a student receives an average grade of less than 60%, the grade may be given on the report card. If a student is receiving less than passing scores when standards are assessed, the IEP must be reviewed for appropriateness.

It is highly recommended that before a special education student receives a failing grade, the IEP team convenes to review the IEP. When possible, the classroom teacher should notify the special education teacher who manages the student's IEP when the student is struggling. At this point, the IEP team should convene to determine if or what additional support is needed. These students should not fail unless the IEP team has determined the appropriateness of the IEP.

Posting Grades for Special Education Students

Based on past and/or current practices, the general education teacher awards the grades for all students on roll. Collaboration between the general educator and the special education case manager must take place to determine grades of students with disabilities. Please use the following scenarios if in doubt as to who should record grades:

- If the student attends the resource room for a subject, the special education teacher will record the grade.
- Note: The special education teacher must be highly qualified to teach core academic classes and certain electives in order to administer grades.
- If the student attends the general education classroom and receives accommodations only, the general education teacher will record the grade along with other students in that class period. The special education teacher(s) may provide input.
- If the grade is modified and the student is in the general education classroom, he/she should be listed on the general education teacher's roll. The general and special education teachers should be working collaboratively to determine a student's grade.

Grading English Learners (ELs)

ELs who qualify for ESL services (EL-1 or EL-2 students) may not be failed solely on the basis of their lack of English proficiency.

The EL's limited English particularly affects his or her ability to communicate knowledge of content on traditional written assessments. The following suggestions are offered to help teachers develop a grading and assessment plan:

- The teacher should focus on the EL student's meaning, instead of language errors such as grammar mistakes or awkward phrasing.
- Grades should reflect a variety of performances (some less dependent on fluent language skills) such as participation, projects, cooperative activities, portfolios, and oral explanations.
- The teacher should adapt tests and test administration. For example, allow students additional time to complete the tests or read the tests to them. Teach test-taking skills and strategies.

Additional Curriculum & Instruction Guidelines

Course Descriptions and Numbers

The middle school course descriptions and numbers are developed according to the *Subject and Personnel Codes Handbook* that is written and revised annually by the Alabama State Department of Education. A curriculum catalog listing courses offered each year is available online via the Thompson Middle School website and ACS website.

Adding New Courses to the Valid Course File

In order to add a new course to the valid course file, the principal will submit the ACS Course Request Form to the Chief Academic Officer for approval. After the course is approved, the Technology Coordinator will manually enter it in the valid course file.

Attendance

Teachers are required to post their attendance each morning using PowerSchool. If a teacher does not have access to the network, he/she must send an attendance list to the office. **If a student is marked absent, then they must turn in an excuse to the main office. If an excuse is received, the absence be coded excused absence** (PE=Parent Note, D=Doctor Note). **If an excuse is not received within three days of the student returning to school, the absence will remain unexcused.**

Lesson Plans

The individual school will establish a procedure for completing weekly lesson plans. Weekly lesson plans are required of all teachers and must accommodate student needs. Lesson plans are comprised of four components:

- (1) objectives and/or learning targets
- (2) materials needed to complete the lesson
- (3) activities/strategies that align to the standards, and
- (4) evaluation of the standards taught.

Teachers should maintain calendars with due dates for assignments and assessments and post the calendars on the school website and/or Google Classroom at least a week in advance of the due date.

PowerSchool/Destiny Textbook

The PowerSchool or Destiny Textbook applications may be used to issue and collect student textbooks. Teachers should periodically check students for possession of all textbooks. Students may protect their textbooks by covering them. All textbook requests should be directed to the Department of Curriculum and Instruction using the Textbook Request Form.

Special Education Program

The Special Education Program promotes opportunities for gifted and disabled students to participate in educational activities designed to help each student achieve maximum potential. A full range of services, meeting the individual needs of all special education students (Pre-K – 12), is offered in schools throughout the Alabaster city School System. Disabilities recognized by the State of Alabama include Autism, Deaf-Blindness, Developmental Delay, Emotional Disability, Hearing Impairment, Intellectual Disability, Multiple Disabilities, Orthopedic Impairment, Other Health Impairment, Specific Learning Disability, Speech or Language Impairment, Traumatic Brain Injury, and Visual Impairment.

Section 504 Services

Section 504 of the Rehabilitation Act of 1973 provides services for students who, although they do not qualify for special education services, require special assistance to meet the goals established for all students in the Alabaster City School System. To qualify under Section 504,

the student must have a physical or mental impairment, which substantially limits one or more of the following major life activities:

- Reading
- Learning
- Walking
- Seeing
- Hearing
- Speaking
- Thinking
- Concentrating
- Communicating
- Breathing
- Working
- Caring for oneself
- Performing manual tasks

Psychological Services

The Alabaster City School System advocates early identification and interventions that prevent learning and achievement problems. Students suspected of having a disability are screened by the IEP Team for possible psycho-educational testing.

Homebound Services

Homebound Services provide educational services to students who are medically unable to attend school. A doctor recommendation is required.

Migrant Education Program

To qualify for the Migrant Education Program, a child (age 3 – 21) must have moved within the last 36 months to accompany or join a parent, spouse or guardian who is seeking temporary or seasonal work in agriculture or the seafood industry. Services funded under Migrant Education Part C fall into two areas: instructional and supportive/advocacy. The program services begin with recruitment and identification of the migrant student. Instructional and support services are then planned to meet the identified needs of the students at each school. Instructional services to migrant students are provided through extended day and summer activities and meet the needs not addressed by services available from other programs. Migrant services help students overcome the educational disruption caused by frequent moves and prepare migrant students to meet the same challenging standards expected of all students.

English as a Second Language (ESL) Program

The English as a Second Language Program has aligned Alabama ESL Standards with the ACCRS. Strategies for instruction and assessment of English Learners (ELs) are available to teachers in the State Department of Education EL Policy and Procedures manual. A copy of this manual is available at the Central Office.

Program Goals:

- To develop students' Cognitive Academic Language Proficiency skills (CALPS) as well as Basic Interpersonal Communication Skills (BICS) in English so that students can effectively participate in the educational program conducted exclusively in English and meet promotion and graduation standards
- To assist students in acquiring the English proficiency and cultural awareness needed to become full and productive members of American society
- To develop and maintain the students' self-esteem and foster respect for both the home and American cultures

ALABAMA HIGH SCHOOL ATHLETICS ASSOCIATIONS (AHSAA) ELIGIBILITY

For the latest AHSAA information always refer to www.ahsaa.com.

Academic Rule

Information regarding the AHSAA Academic Rule is located in the appendices of this manual. The updated Bylaws/Eligibility Handbook can be located at www.ahsaa.com.

Coaches Education Program

Information regarding the AHSAA Coaches Education Program for non-faculty coaches, first time coaches, and all other coaches is located at www.ahsaa.com.

Junior High/Middle School Guidelines

Information regarding the AHSAA Junior High/Middle School Guidelines is located at www.ahsaa.com.

APPENDICES



APPENDIX 1:

Middle School Intervention Plan



Middle School Intervention Plan

TIER I

School-wide Strategies for ALL Students

1. **School-wide Safety Plan** – A plan that includes regularly scheduled fire and tornado drills, lock down drills, teacher duty schedules for before, during, and after school duties in order to provide supervision of students at all times.
2. **School-wide Discipline Plan** – A comprehensive systematic plan based on the Student Code of Conduct that encourages student self-control or self-management of behavior and outlines a progressive level of discipline based on the infraction.
3. **Parent/Student/Conferences** – During these conferences, data driven discussions are held in reference to individual student strengths, opportunities for improvement, and prescriptions necessary for student achievement.
4. **Monthly Data Meetings** – A group of teachers work as a professional learning community to evaluate student work, formative assessments, and summative assessments to determine which students need additional time and support as well as interventions that are needed to promote student success.
5. **Highly Qualified Instruction** – Initial delivery of instruction provided by an instructor who meets the local and state standards established to be classified as a highly qualified teacher in the designated subject area.
6. **Co-curricular Programs** – A wide variety of programs are available to all students. Programs may include but are not limited to athletics, clubs, fine arts, and community service.
7. **Vertical Team Meetings** – These scheduled teacher meetings allow each grade level/department to address skills or topics with the grade level below and the grade level above.
8. **Continuous Parent Communication (newsletter, email, blog etc.)** – Administrative team, faculty, and support service staff collaboratively develop individual communication efforts whose purpose is to inform stakeholders of essential skills, student recognitions, calendar events, etc.
9. **Mid-Nine Weeks Progress Reports** – All students receive mid-nine weeks reports. The teacher/registrar generates the progress reports using PowerSchool.
10. **PowerSchool** – Parents are provided a pin number as well as instructions to access current information pertaining to their child's academic performance via the Internet.
11. **Test Prep/Open-Ended Responses** – Reading/language arts and math teachers may include a minimum of one open-ended question on each reading/language arts and math test to prepare students for standardized tests.
12. **Writing Instruction** – All teachers will adhere to the literacy standard that focuses on the four modes of writing, vocabulary development, sentence structure, and the mechanics of writing to increase standardized tests open-ended response scores.
13. **Differentiated Instructional Strategies** – All content area teachers will implement a variety of ARI reading comprehension strategies each month to improve comprehension levels.
14. **Kuder-Career Assessment** – The Kuder-Career Assessment will be implemented by the school counselor to assist students in achieving their educational and career planning goals.

TIER II - Targeted Strategies

1. **Student Intervention** – Student Intervention is available during school to Tier II and Tier III students. These students have an average of 69 or below in reading and /or math. Through this intervention, additional time and support is available to students for acquiring essential knowledge and skills. Based on test data and teacher recommendations, Tier II and Tier III students may be provided small group/individualized tutoring in math and/or reading.
2. **Counselor Conferences with Students and/or Parents** – Conferences held with counselors may be requested by students or parents due to academic or social concerns. Additionally, a teacher may make a referral to the counselor for similar concerns.
3. **Small Group Intervention** – All Content area teachers may provide small group intervention (alternating between leveled and mixed groups) to Tier II and Tier III students.
4. **Small Group Counseling** – In partnership with various organizations, the guidance department arranges small group counseling sessions related to topics that might benefit the students exhibiting inappropriate social skills or risky behavior patterns. Recommendations to the small group sessions are made by teachers, counselors, administrators, and parents.
5. Teachers may refer the student to the Warrior Support Team (WST). WST students may participate in specialized resource classes based on team decision.

TIER III - Individualized Strategies

Intensive and Specific Treatments

1. **Extended Day Intervention** – Extended Day Intervention is available after school to Tier II and Tier III students. These students have an average of 69 or below in reading and/or math. Through this intervention, additional time and support is available to students for acquiring essential knowledge and skills.
2. **Small Group Tutoring** – Based on test data and teacher recommendations, Tier II and Tier III students are periodically pulled from an elective class to receive small group/individualized tutoring in math and/or reading.
3. **Teacher Conferences with Parents and Principal** – These conferences may or may not include the student and may address academic, behavioral, and social emotional concerns.
4. **Administrative Conferences with Parents and Services** – These conferences may or may not include the student and may address academic, behavioral, and social/ emotional concerns to the magnitude that warrant referral to an outside agency.
5. **Counselor Conferences with Students and/or Parents** – Conferences held with counselors may be requested by students or parents due to academic, behavioral, and social/ emotional concerns. Additionally, a teacher may make a referral to the counselor for similar concerns.
6. **Counselor Support Conferences** – Targeted at-risk students are scheduled to meet with the school counselor or graduation coach on a nine week basis. During these private conversations, the counselor monitors academic progress and the emotional well-being of the student and attempts to help the student find solutions to any problems he/she may be experiencing.
7. **Small Group Counseling** – In partnership with various organizations, the guidance department arranges small group counseling sessions related to topics that might benefit the students exhibiting inappropriate social skills or risky behavior patterns. Recommendations to the small group sessions are made by teachers, Counselors, administrators, and parents.

Tier 2 Academic Strategies Checklist

Student: _____ Grade: _____

Teacher: _____ Class: _____

Grade at Progress Report/Report Card: _____

Nine Weeks: 1 2 3 4 Date(s) of Parent Contact: _____

Tier 2 is designed to provide secondary interventions (core instruction plus supplemental instruction) and assistance for a small percentage (5-15%) of students who are performing below standards in academic domains. Research-based interventions for these students are provided as targeted individual interventions in one or more areas delivered through small-group instruction. Please check the strategies (a minimum of three) that you have used with the above student.

- Utilize mnemonic cues (e.g., songs, cartoons, rhymes, stories, images) for teaching math facts, vocabulary, or steps in a process.
- Deliver instruction in short sessions using a brisk pace.
- Build frequent opportunities for movement during instruction to address needs of students who are kinesthetic learners.
- Provide clearly written directions and instructions in a step-by-step manner with illustration and use as few words as possible.
- Differentiate instruction by using all levels of Bloom's Taxonomy to ask questions and plan learning activities.
- Use reading partners and skilled peer or adult mentors to provide academic support.
- Provide varied texts and supplementary materials at different levels of reading difficulty.
- Use multiple, flexible grouping opportunities for students (e.g., partners, independent, by interest, by learning style, teacher-assigned, small group of 5 or fewer students).
- Divide instruction into shortened segments and provide feedback to students before moving to the next segment.
- Break assignments into smaller chunks to give students opportunities to respond frequently.
- Use direct, systematic instruction delivered by the classroom teacher or another skilled adult.
- Use technological tools or computer software to allow students to access content in multiple ways.
- Use multi-sensory techniques to present information.
- Increase the use of visuals, charts, and models for concept reinforcement.
- Use graphic organizers to focus attention on key elements, concepts, or ideas.
- Provide audiotapes of text or literature read.
- Increase the amount of practice opportunities using multiple modalities.
- Increase opportunities for students to respond in a variety of ways (e.g., questions, dry-erase boards, thumbs- up, partner share, graphic organizers).
- Use frequent monitoring to assess the progress and non-progress made by students so instruction can be adjusted in a timely manner.
- Explain clearly each academic task and the specific criteria needed to successfully complete the task.
- Monitor student understanding continuously so misunderstandings can be clarified and corrected immediately.
- Reinforce memorization of steps using repetition in a variety of contexts where memory is required (e.g., oral, written, act it out).

- Work collaboratively on tasks with a student and gradually withdraw the support to increase student independence and confidence.
- Anchor new knowledge to previously learned knowledge.
- Have students record notes or make illustrations of key points during instruction.
- Provide a copy of the text with main ideas highlighted.
- Create and provide students an easy-to-follow visual that specifies problem-solving steps in a clear manner that students may reference as needed.
- Review and practice previously taught material frequently.
- Present new concepts using a logical instructional sequence that maximizes the likelihood a skill will be learned (e.g., model, guided practice, independent practice)
- Increase modeling, guided practice, and hands-on learning to increase student participation.
- Integrate real-life experiences into instruction.
- Activate prior knowledge by promoting a discussion that enables a student to make connections to learned information/ experiences prior to the introduction of a lesson.
- Use Think-Pair-Share to give each student an opportunity to think prior to forming a response and to allow each student an opportunity to share ideas.
- Use visual signals to attract and maintain focus of students (e.g., illustrations, raised hand, overhead timer).
- Pause during instruction to ask questions and check students' levels of understanding or any misunderstandings of content.
- Frame projected information (e.g., use of hands, a drawn box, highlighter, pointer) when using an overhead or MMP.
- Avoid instructional lag time by preparing materials in advance.
- Present instruction at a lively pace using humor.
- Use illustrations, diagrams, demonstrations, charts, and manipulatives to present instruction.
- Illustrate key points, no matter the level of artistic ability, to focus attention and help with retention of information.
- Pause during a lesson to allow students to repeat a word or phrase about the concept being taught.
- Use organizers to focus attention and increase comprehension of concepts to be learned.
- Incorporate names of students when telling stories or presenting problems to capture student attention.
- Make use of color in gaining attention of students (e.g., colored dry-erase pens on dry-erase boards, colored highlighting tape, colored post-it notes).
- Alternate between passive and active instructional activities.
- Keep the desktop and/or table top free of clutter to help students focus on instruction.
- Stop often to summarize key elements in a lesson.
- Invite students to use their own words to summarize key points in a lesson to a partner.
- Allow students opportunities to move about the room during instruction when appropriate.



APPENDIX 2:

Field Trip Forms

Field Trip Procedures & Forms

FIELD TRIP PROCEDURES CHECKLIST

The following are procedures that must be followed for all field trips:

- All student must have parental permission in writing
- No students shall be excluded from a trip due to lack of funds
- Discipline problems will be addressed on an individual basis
- Accommodations must be made for all special needs students and provision made for students with medical conditions (i.e., diabetics, etc.)
- You must complete an **Activities Permission Request Form. THIS FORM IS FILLED OUT ONLINE ONLY.** Fill in the required blanks and add any information that pertains to your specific trip. Print off and return to the appropriate office staff member.
- Out of state field trips must have cancellation insurance.

Use the following checklist to ensure all procedures are completed.

- Make sure the school nurse knows about the trip and has a list of students attending **two week prior** to the trip so medicines are ready and/or other medical information.
- Make sure that you have a certified medication assistant going on the trip if any student requires medication. If one is not available, the nurse will be required to attend the trip.
- Print a detailed class roster from your classroom module. Write in any allergies, medical or health problems for students as needed.
- Email to attendance personnel a list of **all** students attending field trips **at least** 24 hours prior to trip. Notify attendance personnel on the day of a field trip if a student **IS NOT** going.
- A copy of field trip lists, chaperone lists with emergency numbers, and permission forms must be left in the office before departure.
- At least one adult should have a cell phone.
- Complete Field Trip Itinerary Form. Include departure time, place and time you will eat lunch, and arrival time back to school. This is due 24 hours before the trip.

Be sure to provide the following information in the space provided.

- bus number your class will be riding on
- pertinent medical information and parental permission for treatment

POST YOUR ATTENDANCE BEFORE YOU LEAVE ON YOUR TRIP.



Field Trip Itinerary & Chaperones Form

Field Trip to: _____ Date: _____

Teacher: _____ # of students attending field trip: _____

Teacher Cell Phone Number: _____

We will eat lunch at (location/time): _____

Arrival time back to school: _____

1. Each teacher must have a set of class roster and chaperone list with him/her on the trip.
2. Fill in additional phone numbers on class lists if you have them.
3. Cross out the name of all absent students.
4. Indicate any student who is remaining at school.

CHAPERONES

List your chaperones and their emergency phone numbers in the space provided below. Also, indicate if they are going on the bus or in cars by filling in either the bus number they will be riding or their car license number.

Chaperone Name	Person to Notify in case of an emergency	Emergency Phone Number	Bus #/Car License #

A copy of this completed Field Itinerary Form, a Class List and ALL student permission notes must be turned in to the registrar 24 hours BEFORE LEAVING ON THE TRIP.

REMEMBER TO POST YOUR ATTENDANCE BEFORE LEAVING ON YOUR TRIP



FIELD TRIP

PARENT PERMISSION FORM

Student's Name (Print): _____ Grade: _____

Activity Information

Name of Trip: _____

Date: _____ Time of Activity: _____ Place: _____

Contribution amount (non-refundable): \$ _____

Purpose of Trip: _____

Transportation: _____

Teacher(s) in charge: _____

Return permission form and money to: _____

No student will be allowed to participate if the permission form is not **completed and returned**; **no phone call permissions will be accepted**. Students must travel to and from the trip with their class. Chaperoning parents may ride the bus when space is available. Parents will need to list the student's medication needs during the time away from school. Students with a pattern of behavior problems may be withheld from participation in field trips. Parents of students who have a pattern of school misbehavior may be required to accompany the student on the field trip.

Thank you,

Teacher's Name

Parent/Guardian and Student Consent Information

My child, _____, has permission to attend the above field trip.

My child and I understand that "field trip" behavior is the same as at school.

Parent/Guardian Signature

Date

REMINDER: No siblings, regardless of age, will be allowed to accompany classes on field trips.



APPENDIX 3:

Instructional Media Request Form



Instructional Media Request Form

Instructional media should be appropriate to the content of the curriculum being taught. Media that shows images or addresses content that requires maturity should be carefully considered, and parents should be given appropriate notification and information about the content prior to viewing. Full-length films that require multiple days of instructional time to be shown should be limited and possibly avoided. Media shown for purely entertainment purposes should be avoided.

Teacher _____ Grade: _____

Name of Media _____

Length of Media _____ Viewing Date (s) _____

Content Area _____

Objective (s) _____

Does this media contain images or address content that requires maturity of the audience?
(circle one)

YES

NO

If yes, when will parents be notified of the media content?

Administrator's Signature: _____

APPENDIX 4:

Promotion Contract



Promotion Contract

Student Name: _____ Birth date: _____

Parent/Guardian: _____

Address: _____ City: _____ Zip: _____

Date of Initial Conference: _____

In order to be promoted, the student, parent/guardian and sending middle school administrator must agree to the following requirements:

- Complete the Promotion Contract during a conference with a student, parent, and sending school administrator.
- Show improved academic progress and motivation
- Exhibit academic improvement in language arts, math, science, and social studies.
- Have no more than two unexcused absences
- Exhibit no serious discipline infractions and/or referrals
-
- Other requirements: _____

Student Signature

Parent/Guardian Signature

Middle School Administrator Signature

High School Administrator Signature



APPENDIX 5:

Placement Test Documentation Form

Placement Test Documentation

School: _____

Student: _____

Test Administrator: _____

Test Date: _____

Course(s) Tested	Score

Student Placed in _____ grade

Principal Signature: _____ Date: _____

APPENDIX 6:

Grading Parameters

Grading Parameters

Reading Grading Parameters: Sixth Grade

Grade Categories	Grade Book Entries	Total Grade %
Vocabulary/Comprehension/Reading Skills Tests*	6 or more entries	60%
Teacher Choice**	3 or more entries	30%
Homework	1 or more entries	10%
Required Grades	10 or more	100%

***Vocabulary/Comprehension/Reading Skills Assessments:** Reading assessments should include a combination of these standards.

***Teacher Choice Assessments:** These assessments should focus on the deficiencies found after analyzing assessment data. Enrichment activities should be included for proficient readers.

The End of Nine Weeks Exam is not included in the grading parameters, but will be calculated with the 10 required grades. The class average is 90% of the grade, and the Nine weeks exam is 10% of the grade.

Math Grading Parameters: Sixth through Eighth Grades

Sixth Grade			Seventh Grade			Eighth Grade		
Grade Categories	Grade Book Entries	Total Grade %	Grade Categories	Grade Book Entries	Total Grade %	Grade Categories	Grade Book Entries	Total Grade %
Objective Tests	6 or more entries	60%	Objective Tests	6 or more entries	60%	Objective Tests	6 or more entries	60%
Teacher Choice*	3 or more entries	30%	Teacher Choice*	3 or more entries	30%	Teacher Choice*	3 or more entries	30%
Homework	1 or more entries	10%	Homework	1 or more entries	10%	Homework	1 or more entries	10%
Required Grades	10 or more	100%	Required Grades	10 or more	100%	Required Grades	10 or more	100%

***Teacher Choice Assessments:** These assessments should focus on the deficiencies found after analyzing assessment data.

Language Arts Grading Parameters: Sixth through Eighth Grades

Sixth Grade		
Grade Categories	Grade Book Entries	Total Grade %
Grammar/Mechanics/ Spelling**	5 or more entries	40%
Writing***	2 or more entries	30%
Teacher Choice ****	2 or more entries	20%
Homework	1 or more entries	10%
Required Grades	10 or more	100%

Seventh Grade		
Grade Categories	Grade Book Entries	Total Grade%
Vocabulary/Comprehension/Reading Skills Test*	4 or more entries	40%
Grammar/Mechanics/Spelling**	2 or more entries	20%
Writing***	2 or more entries	20%
Teacher Choice****	1 or more entries	10%
Homework	1 or more entries	10 %
Required Grades	10 or more	100%

Eighth Grade		
Grade Categories	Grade Book Entries	Total Grade %
Vocabulary/Comprehension/Reading Skills Tests*	4 or more entries	40%
Grammar/Mechanics/Spelling**	2 or more entries	20%
Writing***	2 or more entries	20%
Teacher Choice****	1 or more entries	10%
Homework	1 or more entries	10%
Required Grades	10 or more entries	100%

***Vocabulary/Comprehension/Reading Skills Assessments:** Reading assessments should include a combination of these standards.

****Grammar/Mechanics/Spelling Assessments:** Language Arts assessments should include a combination of these standards.

*****Writing:** Writing assignments should focus on the ACCRS standards (i.e., descriptive, expository, narrative, persuasive, and poetry) and the ACT Writing standards. Writing assignments will be scored with rubrics.

Science Grading Parameters: Sixth through Eighth Grades

Sixth Grade			Seventh Grade			Eighth Grade		
Grade Categories	Grade Book Entries	Total Grade %	Grade Categories	Grade Book Entries	Total Grade %	Grade Categories	Grade Book Entries	Total Grade %
Objective Tests	6 or more entries	60%	Objective Tests	6 or more entries	60%	Objective Tests	6 or more entries	60%
Teacher Choice*	3 or more entries	30%	Teacher Choice*	3 or more entries	30%	Teacher Choice	3 or more entries	30%
Homework	1 or more entries	10%	Homework	1 or more entries	10%	Homework	1 or more entries	10%
Required Grades	10 or more	100%	Required Grades	10 or more	100%	Required Grades	10 or more	100%

***Teacher Choice Assessments:** These assessments may include daily work, quizzes, labs, logs or journals, projects, and technology (Power Point, word processing, graphics).

Social Studies Grading Parameters: Sixth through Eighth Grades

Sixth Grade			Seventh Grade			Eighth Grade		
Grade Categories	Grade Book Entries	Total Grade %	Grade Categories	Grade Book Entries	Total Grade %	Grade Categories	Grade Book Entries	Total Grade %
Objective Tests	6 or more entries	60%	Objective Tests	6 or more entries	60%	Objective Tests	6 or more entries	60%
Teacher Choice*	3 or more entries	30%	Teacher Choice*	3 or more entries	30%	Teacher Choice*	3 or more entries	30%
Homework	1 or more entries	10%	Homework	1 or more entries	10%	Homework	1 or more entries	10%
Required Grades	10 or more	100%	Required Grades	10 or more	100%	Required Grades	10 or more	100%

***Teacher Choice Assessments:** These assessments may include daily work, quizzes, map skills, current events, logs or journals, projects, and technology (PowerPoint/word processing/graphics).

PE/Electives: Sixth through Eighth Grades

The same grading parameters apply for PE/electives classes. The grade categories are as follows:

Assessment/Projects	60%
Teacher Choice	30%
Classwork/Homework	10%

APPENDIX 7:

Grade Correction Form/Attendance Contract

**See the principal for the latest grade correction
form.**

Attendance Contract Excessive Absences

According to the Alabama State Department of Education, truancy is defined as follows:

A parent, guardian, or other person having charge of any child officially enrolled in Alabama public schools (K-12) shall explain in writing the cause of any and every absence of the child no later than three (3) school days following the student's return to school. A failure to furnish such explanation shall be evidence of the child being truant each day he/she is absent. The child shall also be deemed truant for any absence determined by the principal to be unexcused based upon the State Department of Education's current School Attendance Manual. Five unexcused absences within a school year constitute a student being truant for the purpose of filing a petition with the Court.

Further, the Alabaster City Schools Code of Conduct addresses school absences as follows:

A minimum attendance standard of 168 days per school year is recommended. Therefore, a student who accumulates more than 12 absences during a school year is subject to loss of credit and/or retention. Any student enrolled in grades K-12, who accumulates more than 12 absences during the year, is subject to being retained in the same grade the succeeding year. Absences beyond 1 must be documented with a doctor's excuse, or permission of the principal.

Student Attendance History:

Days on Roll: _____

Absences _____

Tardies/Check-outs: _____

Excused: _____ Unexcused: _____

Excused _____ Unexcused _____

Transfer student from: _____

Attendance record as reported by previous school:

Days on Roll: _____

Absences: _____

Tardies/Check-outs: _____

Excused _____ Unexcused _____

Excused _____ Unexcused _____

Student Name: _____ Date: _____

School : _____ Grade: _____

I have been made aware of the attendance guidelines according to the Alabama State Department of Education. I agree to contact the school office and communicate the reason for my child not attending school for a given day, and then provide an appropriate written excuse upon my child's return. Due to the number of school day absences already accumulated, I understand that the school can no longer accept a parent excuse to explain a school absence. For the remainder of the current school year, I understand that only an excuse from the doctor, the court, or the school principal will satisfactorily explain the reason as to why my child is absent from school.

Parent/Guardian Signature

Date

School Official Signature

Date



APPENDIX 9:

New Course Request

New Course Request Form

In order to add a course at the middle or high school level, Section I of this form must be completed. To begin the approval process, the form is to be submitted to the Coordinator of Curriculum and Instruction. Upon completion of the approval process, a copy of the form will be returned to the school principal and the registrar. All new course requests are due to the Coordinator of Curriculum and Instruction by December 1.

Section I:

Name of Course: _____

Course Description: _____

Type of Diploma Credit: (Check One) _____ One Credit _____ Half Credit

Projected Teacher: _____

Principal Signature: _____

Section II: (To be completed by the Coordinator of Curriculum and Instruction)

Subject and Code Personnel Manual Course Name: _____

Subject and Code Personnel Manual Course Number: _____

Subject and Code Personnel Manual Course Description: _____

Type of Diploma Credit: (Check One) _____ One Credit _____ Half Credit

Chief academic Officer Signature: _____

Superintendent Signature: _____

Date Course is added to Valid Course File: _____

APPENDIX 9:

Textbook Request Form



Textbook Request Form

Teacher: _____

School: _____

Grade Level/Course/Subject: _____

Textbook Title: _____

Publisher: _____

Publishing: _____

Date/Year: _____

ISBN: _____

Approximate Cost per Student Book: _____

Do you need a Teacher's Edition or other ancillaries? Yes No

If so, please provide the following information:

Teacher's Edition/Ancillary Title(s): _____

ISBN & Approximate Cost for each ancillary: _____

Principal's Signature

APPENDIX 10:

AHSAA Academic Rule

**Please refer directly to AHSAA for the
latest updated policies**

AHSAA Eligibility: Academic Rule

Requirements

1. Students entering the 10th and 11th and 12th grades must have passed during the last two semesters in attendance and summer school, if applicable, at least six new Carnegie units with a minimum composite numerical average of 70 in those six units.

Four core curriculum courses must be included in those units Bylaws - Eligibility 27 passed and averaged. (English, mathematics, science and social studies are core curriculum courses. Any combination of these courses is accepted.)

Any student that accumulates more than four units of core courses per year may earn less than the required four core courses during the next school year and be eligible as long as the student remains on track for graduation with his/her class.

2. Students entering the 8th and 9th grades must have passed during the last two semesters in attendance and summer school, if applicable, at least five new subjects with a minimum composite numerical average of 70 in those five subjects and must have been promoted to the next grade.

Note: A new unit is one that has not been previously passed. A semester is half of a school year as defined by the local school system.

3. Students entering the 7th grade for the first time are eligible.
4. Students in high school must complete a STAR Sportsmanship online interactive course one time during their high school careers. Middle/junior high school students must take the Advanced Middle/Junior High STAR component. Students taking The Advanced Middle/Junior High component will not have to take another component in high school. A certificate of completion must be kept on files in the school principal's office along with other eligibility items. Cheerleaders must also complete the course one time during their high school years.

Guidelines

1. Eligibility may be determined before the start of each new school year or at the beginning of the second semester. A student that is academically eligible at the beginning of the school year remains eligible for the remainder of that school year as far as grades are concerned. A student that regains eligibility at the beginning of the second semester remains eligible for the remainder of the second semester so far as grades are concerned.
2. Students declared ineligible at the beginning of a school year may regain their eligibility at the end of the first semester (or trimester) by meeting the academic requirements listed above during their last two semesters (three trimesters or 2 trimesters and one semester) in attendance and summer school, if applicable. The regained eligibility of any student may be determined any time after the end of the first semester (or trimester), but all course requirements used to determine the eligibility must be completed no later than the fifth day of the second semester (or second trimester). A student that regains eligibility at the end of the first trimester may not participate in interscholastic athletics until 88 days of the school year have been completed.
3. Only one unit (or subject) of physical education per year may be counted.

4. A maximum of two units (or subjects) earned in a n approved summer school may be counted. If a unit (or subject) is repeated in summer school, the higher numerical grade for that unit (or subject) may be used to compute the composite grade average.
5. An accredited correspondence course may be accepted by a school system but must be completed by September 1 and may be one of the maximum two summer units counted for eligibility purposes.
6. Units earned through Credit Recovery may also be among the maximum two summer units counted and must be completed before September 1. If Credit Recovery is used to make up Carnegie units, those units can only be accepted if they are earned through a State Department of Education approved program.
7. For eligibility purposes, special recitation, extra work, make-up work, tests, review, etc., may not be given for the purposes of making a student eligible.
8. To be eligible, all students (including repeaters and hold-backs) must be enrolled in a specified number of new units at the school they represent.
 - 9th, 10th, and 11th graders must be carrying at least six new units (three per semester on a 4x4 block schedule).
 - 12th graders that are on track for graduation with more than the required number of units earned must be carrying at least four new units for the school year (two units per semester on a 4x4 block schedule).
 - 7th and 8th graders must be carrying at least five new subjects.
9. The eligibility of a student that has attended another school during the preceding year must be established by a transcript from that school before the student is permitted to participate at the new school.