



Division of  
Human Resources

## **EMPLOYEE HANDBOOK**

*A Superior Education Today, Tomorrow, Together*

The information provided in the Employee Handbook is intended to advise employees of Albertville City Schools (ACS) of the various policies, procedures, benefits, and services available to them. This handbook is neither an employment contract, nor a guarantee of any rights, benefits, or entitlement to the same. It should be used only as a guide.

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## **INTRODUCTION**

### **WELCOME**

It is the goal of the Albertville City Schools Human Resources Department to provide answers to questions and concerns for our new employees' and to continue to assist all employees with any personnel issues that may arise.

The Human Resources Division promotes quality employment services and on-going career development within the Albertville City Schools organization. We are committed to providing our employees and applicants with the necessary resources to build their professional capacity in their choice line of work within the school district. We respect each of our employees and work to help them achieve their professional goals.

This handbook is prepared by the Division of Human Resources and contains a summary of policies, benefits, and regulations in effect at the time of this publication. This handbook does not constitute any part of any employee contract.

As an employee of the district, you are responsible for reviewing and following Albertville City School Board Policies and Procedures in their entirety.

All employees are encouraged to review the Albertville City Schools Board Approved Policy Manual. Policies may be viewed at the District Website at [www.albertk12.org](http://www.albertk12.org) under Board Policy and Procedures (click the eboard link and then Policies).

### **FUTURE MANUAL UPDATE CHANGES**

All employees will be asked to sign an acknowledgement form as receipt and as acknowledgment of the handbook. The Albertville City Board of Education reserves the right, and has the sole discretion, to modify or change any portion of this handbook at any time. The District will make every effort to keep the handbook updated on a timely basis.

## **ALBERTVILLE CITY BOARD OF EDUCATION MEETINGS**

The Albertville City School Board of Education meets on the 3rd Tuesday of each month at 6:00 PM and is open to the public. The Board of Education building is located at 105 West Main Street. Meetings are subject to change due to holidays and/or other events.

## **ALBERTVILLE CITY SCHOOLS AND WORK SITES**

Central Office  
8379 US HWY 431  
(256) 891-1183

Transportation/Maintenance  
404 Highland Avenue  
(256) 891-6321

Central Office Annex  
Registration/ Virtual Learning  
107 West Main Street  
(256) 894-5061

Albertville Pre-K & Kindergarten  
257 Country Club Road  
(256) 878-7922  
Grades: PreK - K

Albertville Primary  
1100 Horton Road  
(256) 878-6611  
Grades: 1-2

Albertville Elementary  
146 West End Drive  
(256) 894-4822  
Grades: 3-4

Albertville Intermediate  
901 West McKinney Avenue  
(256) 878-7698  
Grades:5-6

Albertville Middle  
600 East Alabama Avenue  
(256) 878-2341  
Grades: 7-8

Albertville High  
402 East McCord Avenue  
(256) 894-5000  
Grades: 9-12

## **MISSION STATEMENT**

*The Albertville Advantage:*

*A Superior Education*

*Today – Tomorrow – Together*

## **BELIEF STATEMENT**

1. We believe that all children are equally important.
2. We believe that the family is the child's first and most influential teacher.
3. We believe that effective, motivated and professional teachers are the key to student success.
4. We believe that the quality of the school environment is critical.
5. We believe that diversity is a strength which provides a competitive advantage for our students.
6. We believe that there are many ways to measure student success.
7. We believe that all students can complete high school and be competitive in the global society.
8. We believe that the success of schools is vital to the future of our community.

## **EQUAL OPPORTUNITY EMPLOYMENT**

It shall be the policy of the Albertville City School System to recruit and select for employment the best-qualified applicant for each position within the school district, without regard to race, creed, age, sex, marital status or national origin.

Furthermore, it shall be the policy of the Albertville City Board of Education not to discriminate against a person with a disability on the basis of said disability, if the person's ability to perform tasks required in discharge of the responsibilities of relevant positions is not impaired by the disability and the person is otherwise qualified for the position.

The Superintendent or his/her designee shall investigate any and all complaints that may be brought against the District in regard to any alleged discrimination. The name, address, and telephone number of the designee shall be publicized accordingly. Grievance procedures shall support the intent of this policy.

Moreover, the Albertville City School System shall conduct a frequent self evaluation to determine the need to modify any existing policies or practices to assure compliance with the terms of legislative guidelines.

## **NON-DISCRIMINATION STATEMENT**

Albertville City Schools does not discriminate on the basis of race, religion, color, national origin, sex, disability, or age in its employment or education services programs. The district complies with all federal and state laws and regulations regarding discrimination. Inquiries and/or grievances should be directed to the following:

Andrew Jones, Coordinator Title IX, and 504  
Phone: (256) 891-1183 ext. 204

## **HIPAA COMPLIANCE**

The Albertville City School System abides by the Privacy Regulations created as a result of the Health Insurance Portability and Accountability Act of 1996 (HIPAA). Any questions regarding the health information pertaining to students, and how it may be used or disclosed may contact Student Services at 8379 US HWY 431, Albertville, AL 35950, 256-891-1183.

## **GRIEVANCES**

Any employee who feels that he/she has been treated in an unprofessional manner or adversely affected by a violation policy may file a grievance by following procedures described in the Albertville City Board Of Education policy located in section 4.6.1 and procedures 4.6.1-E

## **RIGHTS AND RESPONSIBILITIES OF EMPLOYEES**

All employees have a responsibility to familiarize themselves with, and abide by, state laws as these affect their work and board policies and the administrative regulations designed to implement them. Review the following for guidance on rights and responsibilities:

An employee of the Albertville City School System is due certain treatment:

- Fair, equitable, professional, and courteous treatment from their supervisors and co-workers.
- Free from discrimination, prejudice and ill will.
- To not be treated differently because of personality conflicts.
- To have their performance evaluated honestly.
- To have the right, as a tenured or non-probationary employee, to due process in regard to certain instances of a transfer or termination from their position.

An employee has certain responsibilities:

- To treat your supervisors and co-workers in a fair, equitable, professional, and courteous manner.
- To refrain from any discriminatory actions, prejudice, or ill will towards any other employee.
- To perform the duties that are assigned to the employee in exchange for your wages.
- To obey the directives of their supervisors.
- To follow all rules, regulations and policies set forth by the Albertville Board of Education.
- Finally, and most important, an employee has a responsibility to the STUDENTS.

## HUMAN RESOURCES PROCEDURES

### Employee Classifications

- Support Employee:

Alabama Code of Law, Section 36-26-100 refers to support personnel as those persons employed as bus drivers, lunchroom workers, janitors, custodians, mechanics, maintenance personnel, secretaries, aides, and all other persons not otherwise deemed certified.

- Certified Employees:

Alabama Code of Law, Section 16-24-1 refers to certified personnel as those persons employed as instructors/teachers, principals, or supervisors.

- Full-Time Employee:

Bus drivers are considered full-time at 20 hours/week.

Certified and Support personnel hired as regular or permanent employees who work at least 30 hours (Support) and 35 hours (Certified) per week are considered full-time.

- Part-Time Employee:

Support personnel who are permanently employed for less than 30 hours each week are considered part-time.

Certified personnel who are permanently employed for less than 35 hours per week are part-time.

### Official Personnel File (Policy 5.8.1)

A central personnel file will be maintained for all regular employees. The personnel file may contain information regarding the employee's current assignment, payroll status, and work history, including but not limited to job qualifications, certification, licenses, employment contract(s), evaluation data, disciplinary information, and such other documents, written materials, and data as may be reasonably deemed necessary and appropriate by the Board for sound and efficient personnel administration. Anonymous material and other matters that are prohibited by law, regulation, or Board policy from being maintained in personnel files may not be included therein. Employees may reasonably supplement or respond in writing to any material contained in the personnel file with which they disagree and such responses will also be included in the personnel file.

### **Alternate Data Storage (Policy 5.8.2)**

Data may be stored or maintained electronically or digitally.

### **Confidentiality (Policy 5.8.3)**

In general, the contents of an employee's personnel file will be deemed confidential except for documents, information, and materials that are matters of public information or public record under applicable state or federal law.

### **Access to Personnel Files (Policy 5.8.4)**

Board members, the Superintendent, Board administrators (including principals), and other persons whose duties reasonably require access to personnel files are authorized to view, copy, and use the contents of personnel files for purposes that are required by or in keeping with their official duties on behalf of the Board.

### **Posting Vacant Positions**

The Human Resources Department is responsible for posting announcements of vacancies for vacant district personnel positions. The official vacancy announcement will be posted through the Alabama State Department of Education Teach In Alabama Applicant Portal. Access to the vacancy can be found via the school's website, the statewide website, or by electronic notification to individuals or organizations that request notifications of the vacancy. Vacancies are posted until Board Approved. (Ala. Code 16-22-15).

### **Application Procedures (Policy 5.2.1)**

Job applicants for all positions must file an on-line application with the Albertville City Board of Education through Teach In Alabama. Applications must be completed in full. All information provided in the application must be truthful. Any misrepresentation of a material fact on an employment application may disqualify the applicant from consideration for the position and may subject an employee to adverse employment action, including termination.

### **Qualifications (Policy 5.2.2)**

Applicants must meet the minimum qualifications of the position as provided in Board policy, the job description for the position, the posted advertisement for the position, or as may otherwise be established by the Board, applicable law, or regulation. Applicants must hold such degrees, licenses, certificates, and like credentials as may be necessary, appropriate, or customary for the position in question.

### **Job Descriptions**

Job descriptions are available on the district website [www.albertk12.org](http://www.albertk12.org) under Human Resources.

### **Criminal Background Search**

All personnel must be fingerprinted and successfully complete a criminal records check. Albertville City Board of Education will only employ persons who have had a criminal history background check through the State Department of Education as mandated by the Alabama Child Protection Act of 1999.

### **Hiring Authority (Policy 5.2.3)**

The Board is responsible for making all final hiring decisions, and no hiring decision is official, final, or effective unless and until it is approved by a vote of the Board. No principal, administrator, supervisor, or other employee has authority to hire an applicant without Board approval or to commit the Board to specific action regarding employment.

### **At-Will Employment (Policy 5.2.4)**

Except as may otherwise be provided or required by law, by contract, or by the specific terms of their appointment, all personnel are deemed “at-will” employees and may be terminated, demoted, reassigned, suspended, or disciplined with or without pay, or with reduced pay, and with or without cause.

### **Supervisory Relationships (Policy 5.2.5)**

Unless a written exception is granted by the Board, no employee may be assigned to a work location or to a position in which the employee would report to or be under the immediate supervision of another family member as defined in the Alabama Ethics Law, ALA. CODE §36-25-1(12) (1975). Any inadvertent employment or assignment of a family member that violates this policy must be promptly disclosed to the Superintendent upon its discovery, and all involved employees must cooperate in accepting reassignments or taking other measures necessary to correct the violation.

### **Employment of Family Members (Policy 5.2.5)**

Board members, administrators, or supervisors may not use their positions to directly or indirectly seek or secure the employment of any family member as defined in the Alabama Ethics Law.

### **Probationary Employment (Policy 5.3)**

Employees are required to serve the maximum period of any probationary service provided or permitted by law before tenure, non-probationary status, or any other statutorily sanctioned form of employment security will be recognized by the Board.

### **Non-Teaching Supplemental Duties (Policy 5.4)**

Compensation in the form of supplements may be paid for non-instructional supplemental duties in accordance with rates specified or established for such duties in the Board's official salary schedule. Such duties include coaching and sponsorship of athletic support organizations (e.g., cheerleaders, flag teams, drill teams) as well as scholastic support activities (e.g., yearbook, service clubs, academic honoraries). Such supplemental duties are considered additional non teaching assignments to be made and approved on an annual basis or otherwise as the needs of the school require. Such supplemental duties are not considered to be a part of a teaching contract or appointment, and no tenure, continuing service status, non-probationary status, or contractual right to continued employment or compensation for such supplemental assignment will be recognized or implied in the absence of a separate written contract of employment providing for such rights.

## **Certification**

An Alabama Teaching certificate is valid for five (5) years. The validation period is located on each teacher certificate. During this five year period an employee must earn fifty (50) clock hours of professional development and three (3) years of experience or one hundred (100) clock hours to renew. The professional development must be in areas that will directly impact the employee's classroom.

Certificated employees are responsible for keeping track of his/her renewal times located on the teacher certificate. Certification renewals begin in February of each year. The Human Resources Department will assist employees with certificates in need of renewal. It is the employee's responsibility to ensure they have enough professional development hours for renewal.

If an employee is renewing an Instructional Leader/Administrative Certificate that expires after June 30, 2013, he/she must earn 5 PLU's (Professional Learning Units). This also applies regardless of his/her position or role in which they serve. Please direct all certification questions to the Human Resource Department.

## **Higher Degree Recognition**

If you do not hold a valid Alabama Teacher's certificate at the time you are employed in a Certified position, you will be paid from the Bachelor level scale, even if you hold a Master's degree or higher. Once the Alabama Certificate is issued an employee is entitled to pay for an advanced degree in the monthly pay period that begins after the State Superintendent recognizes the advanced degree. If the contract period ends, the increase in pay will become effective with the first pay period of the next contract. The advanced degree must be earned from a regionally accredited institution. Beginning 2017-2018 School year you can earn pay for advanced degree based on the following per Marsh Amendment:

- In the field of study you are teaching.
- In administration.
- In counseling
- In areas of critical shortage(as defined by the local system)

If you have made progress toward an advanced degree before 2017-2018 school year, you will be honored for that advanced degree.

Individuals may contact alsde for more information or email [payforadvanceddegrees@alsde.edu](mailto:payforadvanceddegrees@alsde.edu).

## **PAYROLL PROCEDURES**

All employees shall be paid in accordance with the board approved salary schedule for the particular budget year. Employees will be paid on the last business day of each month. A first year certified employee has the option to receive their monthly salary in twelve (12) equal payments or thirteen (13) equal payments in their first year of employment. Employees will be placed on the board approved salary schedule by the following determination:

### **1. Certified**

Years of experience in an accredited K-12 school or private school (accredited by SACS or other regional accrediting agency approved by the Alabama Department of Education) will be counted toward experience. The following should be used to verify any experience:

- New employees will normally be placed on the schedule at Step 0 in the column corresponding to the degree certified on their teaching certificate; however, an accredited public or private school experience credit of one step per year of experience may be awarded for new employees who provide documentation of such experience as a certified accredited public or private school employee on the elementary, secondary or postsecondary level. To be eligible for the experience credit, the employee must have been employed full time for at least 50% of any year for which credit is sought. Experience credit for new employees shall affect placement on the salary schedule only and does not apply as credit toward completion of the employee's probationary period.
- All documentation to determine experience is due to the Human Resources department no later than 60 days from date of hire.

### **National Board for Professional Teaching Standards (NBPTS) Supplement**

Personnel on this schedule who pass the National Board for Professional Teaching Standards will receive the amount determined annually by the State Department of Education. This is in accordance with Act No. 2010-610 (must work at least 6 months). The payment will be distributed in a lump sum payment at the end of the month, upon the Board's receipt of funding from the State Department of Education.

## **2. Support**

All support employees are placed on the Albertville City Schools board approved salary schedule. All documentation to determine experience is due to the personnel department no later than 60 days from date of hire determined by the following criteria:

- Non Public and Private sector experience does not necessarily equal steps on salary schedule.
- Full-Time experience in the area of concentration, up to 3 years will be counted for new employees who provide documentation of such experience.
- Experience will be determined by providing documentation for each year of experience in the area of concentration with 2 years equaling 1 step on the salary schedule up to step 3.
- Experience will be granted in excess of 3 years for a new employee who provides documentation in the area of concentration from another Public School System.
- Current Albertville City employees that transfer positions with less than three years of experience will be placed on the salary schedule not above their current year of experience (step 1-3) and not below their current hourly rate.
- Current Albertville City employees that transfer positions with more than three years of experience will be placed on the salary schedule based on their current hourly rate but not less than step 3.

### **Direct Deposit**

Albertville City Schools requires all employees to participate in direct deposit. If an employee is unable to obtain an account for deposit, the accounting department may assist the employee with securing a debit card. If the employee has any changes to the depositing account, please contact payroll by the 10th of the month. Delay in notification may result in a delay in deposit.

### **Substitute Process**

Albertville City Schools is only accepting applications for substitute bus drivers. All individuals that are interested in being a substitute bus driver will need to contact the transportation department for more information. All other substitutes for the district will be provided to the system by Spur. Visit [www.spurjobs.com](http://www.spurjobs.com) for more information. All substitutes will be required to be trained and follow the policies and procedures outlined by Spur before working with Albertville City Schools.

- **Need for a Substitute**

It is the responsibility of the employee to enter absences in the systems automated substitute finder program located on the district website under the “ Staff “ section labeled Spur.

The program will allow the employee to create absences. Once the absence is created and an absence reason is selected, the program will post the absence for substitutes to see. An employee may also post any lesson plans or other pertinent information the substitute may need for the day.

Once the absence has been accepted, employees should always check the absence the day before the scheduled time off to make sure his or her absence has been filled. If for any reason an absence has not been filled by a substitute or a substitute has canceled, the employee is responsible for reporting to the principal or secretary to arrange for the class to be covered due to the absence.

### **Employee Absence - Procedures**

When an employee needs to be absent from work, the employee is required to enter absences in TimeClock Plus with their secure login. The TimeClock Plus leave request is the primary reporting used in payroll processing. Employees will also be required to use the designated District substitute finder software (Spur) for securing any substitute needs.

### **Name/Address Changes**

Any changes to an employee’s name or address are to be reported to the Human Resources Department immediately. The Name/Address Change form can be found in PowerSchool Records under the available forms section. Name changes should be reflected on your new Social Security Card, and a copy should be uploaded and attached in PowerSchool Records when completing the form.

### **Truth in Salary Act (Act No. 2015-82)**

Beginning January, 2016 and each year thereafter, all school districts are required to provide an annual itemized statement of employee benefits as well as information about the total employer contributions to retirement systems and health insurance plans. Each statement will be provided by January 31st of each year for reporting ending the prior fiscal year. The fiscal year begins each October 1st and ends September 30th.

The report is for active and former employees regarding the reporting fiscal year and will reflect the following information:

- Total gross paid for the fiscal year period.
- Total employer paid benefits, including but not limited to Social Security, Medicare, Retirement, and Health Insurance.
- Total days of Sick, Personal, and Vacation accrued for the year.
- Will reflect certain district-wide averages, percentages, and amounts paid for PEEHIP and Retirement.

**\*\*This report is issued in compliance of the Truth in Salary Act and is NOT to be used for tax filing purposes.\*\***

### **Minimum Wage and Overtime - FLSA (Policy 3.9.5)**

In compliance with the Fair Labor Standards Act (“FLSA”), the Board will pay required minimum hourly wages and overtime to all employees who are not exempt employees under the FLSA. For purposes of determining overtime, the work week begins at 12:01 a.m. on Sunday and ends at midnight on the succeeding Saturday. All non-exempt employees who work more than forty (40) hours in a work week will be paid overtime. Employees must accurately report all time worked for the Board. Non-exempt employees are not authorized to work more than forty (40) hours in a workweek without specific direction or authorization to do so by the Superintendent, the employee’s supervisor, or the supervising school principal.

## **Hourly Reporting System**

The District uses an electronic timekeeping system designated to record actual work times. Each employee will be expected to review his/her time card weekly, correct any error or omissions, and approve the time entries associated with their workweek. Any falsification, manipulation, tampering, unauthorized use, or other misuse of the system is against the rules and will result in disciplinary action. If an employee is unable to clock in or out because of a time clock malfunction, it is the employee's responsibility to immediately inform his/her supervisor or bookkeeper of the malfunction and the need for correction by completing an override form.

### **Procedures to Follow:**

- Clock in when you begin work.
- Clock out when you stop working for the day (non exempt employees only).
- Use your own identification, and do not ever clock in or out someone else.
- Work your scheduled hours unless permission is given to work by your supervisor.
- Correct mistakes, errors or omissions immediately.
- Check your time and certify accuracy weekly.

### **Abuse or Misuse May Apply to the Following:**

- Any attempt to tamper with timekeeping hardware or software.
- Punching in for another employee (i.e. "buddy punching")
- Unauthorized viewing of another employee's time in the system.
- False reporting.
- Manipulation of time.
- Other misuse of the system.

### **Salary Deductions (Policy 3.9.4)**

Mandatory salary deductions will be made in accordance with applicable law. Employees are required to complete and submit all forms and provide such information as may be required or reasonably required for such purpose.

The Board will make voluntary deductions as a service to employees upon written request of the individual employee. All voluntary deductions or membership dues will be made for organizations with an active membership of at least 15% of eligible Board employees as active members.

A membership dues deduction list will be provided to the Board by the organization. Such a membership list will be corrected, updated and returned to the Board by the organization no later than the 5th of the payroll month deduction is expected to begin. Deductions for dues and/or related voluntary contributions shall be made based upon membership lists and forms unless an employee revokes authorization for such deductions by providing written notice accordingly.

Court ordered deductions will be administered as stated in the order.

Upon termination of employment, any amounts owed under the terms of an employee authorization will be deducted from the employee's final pay.

The Board will not be liable for any good faith error made in implementing a salary deduction that has been authorized by the employee.

### **Pay Adjustments**

Employee pay may be adjusted at any time for reclassification or reassignment of job duties, changes in certification level for certified staff, changes in work schedule, absences for which paid leave was not available, and changes in the salary schedule approved by the Board. Pay adjustment will be made during the next available pay period following a change. Due to the payroll processing cycle and adjustment cutoff period, the next available pay period may be the next month following notification of a change in pay.

### **Overpayment of Earnings**

If an employee has been overpaid in their paycheck, they must contact the Albertville City Schools Payroll Department immediately. Any overpayment must be returned to Albertville City Schools in full upon request by the Payroll Department.

## **PAYROLL-LEAVE TYPES**

### **Professional Development Leave (Policy 5.9.7)**

The Superintendent is authorized to grant professional leave with pay to Board employees to engage in educational activities which, in the judgment of the Superintendent, serve the needs and interests of the school system. The number of days approved for such leave will be at the discretion of the Superintendent (in policy). All Professional Leave must be approved, by the supervisor, prior to the date of departure. If leave is not pre-approved, the employee may be charged a personal or unpaid leave day.

### **Professional Development Procedures**

Albertville City Schools expects that every certified employee attain 20 hours of professional development in order to enhance professional growth and to provide certificated personnel a renewal tool for recertification. This meets system requirements for accreditation.

- All professional leave must be submitted thru Etrieve and approved by administration one week prior to departure date. Under no circumstances can any employee approve their own leave. Leave forms unapproved prior to departure will not be reimbursed and may result in unpaid or personal leave.
- All leave MUST be logged into Powerschool Professional Learning after attendance for approval. If sessions are created in Powerschool Professional Learning by the sponsoring entity, then teachers must register for the session as required BEFORE attending.
- Documentation for approval of outside training must be submitted to the Professional Development office in order to receive credit in Powerschool Professional Learning.
- Any reimbursements are to be submitted in full for payment within seven (7) days after returning from Professional Leave. Expenses will not be reimbursed after the seven (7) day deadline. The employee must submit documentation to verify that the travel is related to the Albertville City Schools. The following should be submitted with expenditures:
  - Conference agenda detailed to include meal plan
  - Conference Certificate of Completion
  - Other similar documentation approved by the Finance Department.

All reimbursements will be reviewed by the Finance Department for final approval of expenses. Any reimbursement paid from federal funds will be consistent with the travel costs for reimbursement paid with state or local funds.

- All mileage will be paid at the current per-mile rate set by the IRS. Fuel costs are included in the per-mile reimbursement rate and are not reimbursed separately for use of privately owned vehicles.
- Meal Per-diem is only eligible for reimbursement for those trips outside Marshall County. Employees are expected to NOT purposely delay or leave for their departure in order to qualify for unnecessary meal costs. Being in travel status does not mean you are entitled to receive per diem. Personal meal costs while on professional leave are included in the meal per-diem reimbursement rate and are not reimbursed separately.
- Out of pocket expenses may be reimbursed if accompanied with a detailed receipt. All receipts for reimbursement must be in the employee's name (if applicable) in order to be reimbursed. Examples of out of pocket expenses: Lodging, tolls, parking, and registration.
- All anticipated expenses pertaining to the professional leave should be reported on the professional leave request prior to departure for approval. Any not reported at time of request may not be reimbursed by the district or school.

### **Vacation (Policy 5.9.6)**

Each employee on a 240 day appointment will earn ten (10) paid vacation days a year at the rate of one day per month, excluding the months of May and June. Vacation days may be taken as earned,

Only consecutive service with the Board will be considered in establishing length of service for purposes of determining vacation benefits.

Accrual and Accumulation of Vacation Time – Except for eligible employees with less than one year of consecutive service as of July 1st in any year, vacation time fully accrues at the beginning of the employee's appointment. No more than twenty (20) vacation days may be carried over beyond July 1st. Vacation days may not be bought, sold, or donated. Accumulated vacation time will be forfeited if not used prior to the effective date of an employee's resignation or retirement; provided that an employee who resigns or retires in good standing shall be compensated for up to twenty (20) accumulated, unused vacation days at the employee's then effective rate of pay. Employee's who are terminated for misconduct or who are not in good standing at the time of their separation from employment with the Board may not convert accumulated and unused vacation days to monetary compensation.

### **Personal Leave (Policy 5.9.5)**

All regular, full time employees who are employed at the beginning of the school year are eligible for five (5) non-cumulative personal leave days each scholastic year without loss of pay. Employees starting work after December 31st (but before April 1st) will receive three (3) personal leave days for that scholastic year. Employees starting work after March 31st will not receive any personal leave days for that scholastic year. Teachers may be compensated for unused personal leave at the end of the school year at the same daily rate of pay used for substitute teachers. Full time employees may choose to convert unused personal leave days to sick leave days at the end of the school year.

### **Court Leave (Policy 5.9.9)**

Permanent and full-time employees are entitled to regular compensation while performing jury duty or when the employee is summoned under subpoena or other legal requirement to testify at trial in a court of law ( ALA. CODE § 12-16-8. 1975). Paid leave is not authorized for employees to meet with attorneys, to attend depositions, or to otherwise prepare for legal proceedings unless the presence of the employee is requested or required by the Board. The employee is to provide supporting documentation for the summons.

### **Military Leave (Policy 5.9.8)**

Employees who are members of the Alabama National Guard or Reserves are required by the laws of the State of Alabama to be paid their regular salaries by the Albertville City Board of Education for up to 21 days per calendar year when they are ordered to duty by a commanding officer. Employees must request approval for military leave by sending a written request along with a copy of the official orders duly signed by a commanding officer to the Superintendent of Education prior to the effective date of the leave days (except in times of emergency when time does not permit prior notice, the request must then be made as soon as possible.) The Superintendent shall review and approve or deny such requests based upon whether such request meets the requirements of this policy and the laws of the State of Alabama

## **Medical/Maternity Leave of Absence**

An employee taking more than ten (10) consecutive days of sick leave is required to apply for a Medical Leave of Absence by completing the Medical Leave Packet located on the district website ( [www.albertk12.org](http://www.albertk12.org)) under Human Resources forms and documents. Leave requests must be submitted in a timely manner. All questions should be directed to the Human Resources Department. Reference Policy 5.9.3.

1. A Medical Leave of Absence may be granted for personal illness, attendance upon an ill member of the immediate family, (husband, wife, father, mother, son, daughter, brother, sister), of the employee, or maternity leave. Leave for an FMLA qualifying reason may be counted as FMLA leave.
2. Maternity/Paternity Leave requests must be made by submitting a medical form to the Human Resources Department at least 30 days before the beginning of leave or delivery due date. These requests must be accompanied by a physician's certification stating how long the employee will not physically be able to complete regular work duties. Up to twelve (12) weeks of unpaid maternity leave under the Family Medical Leave Act (FMLA) is available if an employee meets eligibility under the regulation of the law.

*If an employee has available sick leave, catastrophic leave and/or personal leave, the employee must utilize those forms of leave before taking unpaid leave. Paid leave and FMLA leave will run concurrently from the first absence. Accumulated sick leave will be used during the duration of the leave of absence.*

Spouses Employed by Albertville City Board of Education - under FMLA, a combined total of 12 weeks of unpaid leave (or applicable paid leave described previously) for a husband and wife employed by the same board of education is allowed.

3. Persons absent from work due to surgery, contagious disease or illness serious enough for extended physician's care must present a release from their physician upon return to the job.

## **FMLA (Policy 5.10.1 and 2)**

The FMLA is applicable to all persons who have been employed for at least twelve (12) months and have worked a minimum of 1,250 hours during that twelve (12) month period.

Under the FMLA, eligible employees are entitled to twelve (12) weeks of unpaid leave during any twelve (12) month period for one or more of the following reasons:

- The birth and first year care of a newborn child;
- The placement of a foster child or adoption;
- The care of an immediate family member, defined as a spouse, child or parent, with a serious health condition;
- The taking of medical leave because of the employee's own serious health condition.

For the birth, adoption, or foster placement of a child, the entitlement to leave for child care expires at the end of the twelve (12) month period beginning on the date of birth, adoption, or placement. Leave associated with the illness of a child will only be provided if the child is under eighteen (18) years of age or is incapable of self-care due to physical or mental disability (in policy). Direct all questions including completing the FMLA packet to the Human Resources Department.

## **Sabbatical Leave (Policy 5.9.11)**

A full time certified teaching staff member with at least 15 years of service in the Albertville City School System shall be permitted to take a one-time, one-year sabbatical without pay and benefits, with the assurance that the teacher will be re-employed in the first available vacancy for which he or she is qualified and certified. Such requests must be submitted no later than March 15 prior to the next scholastic year. If the staff member taking sabbatical leave does not intend to return to his or her position, he or she should notify the Superintendent on or before March 1 of the sabbatical year.

### **Sick Leave (Policy 5.9.3)**

All regular full time employees are eligible for paid sick leave for each month worked during the employee's annual contract period. Sick leave shall not be utilized until it has been earned except as may be provided by policies governing the Sick Leave Bank. Sick leave is defined as the absence from regular duty by an employee because of the following:

- Personal illness.
- Incapacitating personal injury.
- Attendance upon an ill member of the employee's immediate family, defined as spouse, parent, child, sibling or any person with a close personal tie.
- Death of a family member, including a spouse, parent, child, sibling, mother or father-in-law, son or daughter-in-law, brother or sister-in-law, nephew or niece, grandparent, grandchild, aunt or uncle.
- Death or care of an individual with whom unusually strong personal ties exist because of a relationship other than those listed above.
- Three days of sick or personal leave may be granted for a death in the immediate family; additional leave may be requested by the employee through their supervisor.
- Sick leave shall not be granted for any reason other than those provided for in State law or State Board of Education regulations.

If an employee's principal or department head has probable cause to believe that an employee has abused or misused sick leave, a physician's statement verifying attendance to the employee may be required by the Superintendent or his designee. Abuse of sick leave may subject the employee to disciplinary action.

## **Sick Leave Transfer**

Employees may only transfer unused sick leave to/from another Alabama school system upon proper verification of the number of days from the previous employing board. The Albertville City Schools Human Resources Department will request all sick leave transfers from the employee's previous employer unless otherwise instructed. Out-of-State sick leave is NOT transferable.

## **Sick Leave Bank**

All full-time professional and support staff members are eligible to join the sick leave bank. The sick leave bank allows eligible participants, who have exhausted all leaves, to borrow up to 15 days from the bank. In order to borrow sick leave from the bank, a loan application and physician's certificate must be submitted to the sick leave bank committee for approval. In case of catastrophic illness, any member of the sick leave bank may donate up to 30 days of accumulated leave to another member who has exhausted all sick, personal and vacation leave due to a catastrophic illness.

An employee can request to join the sick leave bank at the beginning of each scholastic year, or upon date of hire per one of the following:

- As a new employee without the minimum number of days required to join the SLB, the employee may request that the prerequisite number of sick leave days be transferred to the SLB enabling them to join.
- The employee may request to join without having the minimum five day prerequisite by authorizing the transfer of five future sick leave day earnings to be deposited into the bank.

An employee must be a member of the sick leave bank to donate or receive catastrophic sick leave days. Reference to policy 5.11.

## **On the Job Injuries**

The school system does not pay for any expenses related to an on the job injury. If an employee is requesting reimbursement for any out-of-pocket expenses, the claim needs to be filed directly with The Alabama State Board of Adjustments.

### **(Policy 5.9.4)**

On-the-job injury includes an accident or injury to an employee that occurs in the course of performing job duties for the Board or when the employee is directed or requested by the employer to be on the property of employer and which prevents the employee from working or returning to the job. Employees who are accidentally injured on the job may be approved for paid “on-the-job injury” leave without using sick days, provided that:

- a. The injured employee submits written medical certification from the attending licensed physician stating that the employee was injured and cannot return to work due to a specified injury, if there is a reasonable expectation that the employee will return to work and, if so, the expected date of that return. The Board may require a second opinion from a Board specified physician, at its expense.
- b. The employee submits a signed written account of the accident attested by a principal or department head within twenty-four (24) hours after the injury occurred. If the injured employee is not able to notify the Board, another person reasonably knowledgeable about the employee’s condition and circumstances leading to the injury may provide the required notification.

Upon a determination that the employee has been injured on the job and cannot return to work, the Board may maintain the employee’s salary and benefits for the period of incapacity caused by the injury, not to exceed ninety (90) days. An employee who is injured on the job may file a request for unreimbursed medical expenses and costs with the State Board of Adjustment. The Board will provide such reasonable assistance to the employee in filing the Board of Adjustment claim as is required by law, but assumes and will have no responsibility or liability for processing the claim or directly reimbursing the employee any unreimbursed medical expenses and costs. On-the-job injury leave will be administered in accordance with and subject to the requirements and limitations imposed by state law regarding such leave.

## PAYROLL - BENEFITS

### Health Benefits

Albertville City Schools is in compliance with the Health Care Reform Act. Only employees who are employed full time with the system are eligible for health benefits.

Any changes in status or coverage must be made directly through PEEHIP at (877)-517-0020 or [www.rsa-al.gov](http://www.rsa-al.gov).

All employees are eligible, on a voluntary basis, for certain types of major medical health insurance. A state insurance allotment, determined by State Legislation, assists in the purchase of such insurance. The Public Education Employees' Health Insurance Plan (PEEHIP) is Blue Cross Blue Shield, or VIVA Health Plan (HMO). All premiums are pre-taxed.

If major medical is not chosen an employee may choose optional coverage at no cost.

A Supplemental Coverage Plan is available to employees that already have a primary insurance plan. The PEEHIP Supplemental Coverage Plan only supplements employee's primary insurance plan by covering the co-payment, deductibles and/or coinsurance of employees primary plan or the referred/participating allowance, whichever is less. If an employee does not apply their insurance allocation to one of the above plans (major medical or the optional) , the employee may select the Supplement Coverage Plan at no cost. Employees that have Tricare or Champus as primary coverage cannot enroll in PEEHIP supplement coverage.

- New employees may enroll on their date of employment, the first day of the month following employment, or October 1. Enrollment should be completed within 30 days of the employee's employment date. If not enrolled within 30 days, the employee will only be allowed to enroll in single hospital medical coverage effective the date of enrollment not the date of employment. Employees hired after October 1 may enroll only on their date of employment or the first month following their date of employment.
- Open Enrollment for all current employees takes place on July 1st through September 10th for coverage to be effective October 1. During this period, employees may add or change types of coverage, including dependent coverage. Please visit [www.rsa-al.gov](http://www.rsa-al.gov) to follow open enrollment procedures.

### **3-1 Rule - Earning Insurance Coverage**

A member earns one month of additional insurance coverage for every three months the employee is in pay status at least one-half of the working days in the month for that school year. The 3-1 Rule only applies when an employee has terminated employment, retires, is not in pay status at least one-half of the working days of the month, goes on an approved leave of absence without pay, or begins employment in the middle of the year. Coverage through the summer months will depend on the hire date and number of months from August to August that the employee works. Please refer to the PEEHIP MEMBER HANDBOOK FOR MORE INFORMATION ON THE 3 IN 1 rule by visiting [www.rsa-al.gov](http://www.rsa-al.gov).

### **PEEHIP Wellness Program**

The following employees covered under PEEHIP's Blue Cross Blue Shield hospital plan are required to participate in Team Up for Health:

- Active employees and their covered spouses
- Non-Medicare eligible retirees
- Non-Medicare eligible spouses covered on retiree contracts.

Team Up for Health is only available for the previously listed members and covered spouses, so children are not eligible to participate.

Effective October 2015, the eligible PEEHIP members listed above are charged a \$50 monthly wellness premium if they choose not to participate or fail to complete their requirements by the deadline of August 31 of each year. This wellness premium applies to both eligible members and their covered spouses, resulting in a potential combined \$100 monthly additional premium. Members can learn more about how to earn a waiver of this new premium and check their completion status at [www.rsa-al.gov](http://www.rsa-al.gov).

### **Life Insurance**

- A. Life Insurance – The Board of Education pays the annual premiums on life insurance policies issued in the amount of \$10,000 Personal Life Insurance and \$10,000 AD&D Insurance. Coverage reduction applies to those employees age 65 or older.
- B. Pre-Retirement Death Benefit – If a member of the Teachers' Retirement System dies prior to retirement, death benefits are calculated and paid to the beneficiary(s) based on the member's age, service credit, employment status, and eligibility for retirement. For employees with over 1 year service in TRS and still employed, the employee earns a full benefit to the beneficiary which includes: member contributions, total interest earned, plus an amount equal to the member's salary for the prior fiscal year. Term Life Insurance up to a maximum \$15,000 is paid to the beneficiary if the employee is full time and has been out of pay status for no less than 90 days. For members who are less

than full-time, the benefit will be prorated. More detailed information on this benefit can be found online at [www.rsa-al.gov](http://www.rsa-al.gov).

## **Section 125-Flexible Benefits Plan**

Employees are eligible to participate in this plan, which gives them the opportunity to use “pre-tax” dollars to pay for certain benefits that may have previously been paid with “after-tax” dollars. The benefits that are available under the plan include medical, cancer, dental, vision, hospital indemnity, accident, and \*flexible spending accounts. This “pre-tax” contribution is subtracted from gross wages before Federal, State, Social Security and Medicare taxes are calculated. Therefore this lessens the employee’s gross pay for tax reporting purposes providing a sheltered benefit.

A third-party administrator handles all employee claims made on these accounts. The district has two qualifying participants:

1. American Fidelity Assurance with a plan year of January 1 – December 31
2. PEEHIP with a plan year of October 1 – September 30

Section 125 regulations mandate that changes in elections for these sheltered benefits may only be made once a year during the individual plans' open enrollment periods unless an IRS qualifying life event occurs.

### **Flexible Spending Accounts Include:**

1. Health Savings Account

You can direct up to the IRS maximum allowed of \$2,550 to your account each year to pay for eligible health care expenses. There is a \$120 minimum annual contribution amount. In the case of a new employee, you decide how much you want to contribute for the balance of the year following your date of employment.

2. Dependent Care Account

You can direct up to the IRS maximum allowed of \$5,000 to your account each year to pay for dependent day care expenses so you (and if married, your spouse) can work outside the home or attend school full-time. If you and your spouse file income taxes separately (the most either of you can put into a program like the DCA is \$2,500). There is a \$120 minimum annual contribution amount. Together, you may not exceed the IRS maximum.

Note: Unpaid volunteer work or volunteer work for a nominal salary does not qualify as work outside the home. Please refer to the Internal Revenue Service regulations for clarification.

## Deferred Compensation Plans

The Albertville City School District offers a 403(b) and a 457(b) plan for additional retirement savings. An employee may participate in one or both of the following plans:

- 403B – 403(b) Program is a voluntary retirement program offered to public schools through the convenience of a systematic payroll deduction plan. An individual's 403(b) annuity can be obtained only under an employer's tax-sheltered annuity plan. Employee contributions are pre-taxed and tax deferred. An employee may contribute to a Roth 403(b) plan where contributions are made with after-tax dollars.

There is an annual contribution limit, but an employee may add an additional catch-up contribution if an employee is 50 or older. With a 403(b), the employee is responsible for making their own investment decisions by choosing from among investment alternatives offered by the plan.

- 457 – RSA-1 is an eligible deferred compensation plan as defined by Section 457 of the Internal Revenue Code of the United States. The plan is authorized by §36-27A-1, et. seq., Code of Alabama 1975. Under this deferred compensation plan, a public employee may elect to defer receipt of a portion of his or her salary until a later determined date, usually at retirement or termination of service. Because receipt of the income is deferred, the deferred income is not included in the participant's current federal or state of Alabama gross taxable income.

To participate in RSA-1, you must complete the following forms in PowerSchool Records:

RSA-1 Enrollment form

Beneficiary Designation form, and

Investment Option Election for new accounts form.

You can only defer contributions to RSA-1 through payroll deductions. New enrollees or changes to contributions should be completed on the authorization to defer compensation form and send to the Albertville City Schools Payroll Department only.

## Teachers' Retirement Systems

Participation in the TRS is mandatory for all full-time employees. Once enrolled, the member must continue participation until employment is terminated. Member contributions are based on percentages of earnable compensation and the compensation rates are determined by statute subject to change by the Alabama Legislature. Member participation is determined by either Tier I or Tier II service status. Please visit [www.rsaal.gov](http://www.rsaal.gov) for more information.

- A Tier I Plan Member is a member of the Retirement System who has service for which he or she received credit in the Employees' Retirement System or in the Teachers' Retirement System prior to January 1, 2013.

Vesting means the member has earned enough service credit to be eligible for a lifetime retirement benefit other than a refund of contributions. Members have a vested status in the TRS after accumulating 10 years of creditable service. Members cannot convert unused sick leave to retirement credit in order to meet the minimum 10 years of service required for vesting.

- A Tier II Plan Member is a member of the Retirement System who first began eligible employment with an Employees' Retirement System or a Teachers' Retirement System participating employer on or after January 1, 2013, who had no eligible service in the Employees' Retirement System or the Teachers' Retirement System prior to January 1, 2013.

Vesting means the member has earned enough service credit to be eligible for a lifetime retirement benefit other than a refund of contributions. Members have a vested status in the TRS after accumulating 10 years of creditable service.

## **American Behavioral**

The district understands the pressure everyday life can place on an employee and their family. It is important for our employees to have access to the support and resources they need to help alleviate these pressures so that they can spend more time enjoying life. At no cost to employees, the district offers the employee and their qualified family members the Employee Assistance Program (EAP) services through American Behavioral.

American Behavioral is a full-service behavioral healthcare organization that provides convenient, confidential, and free assistance to all Albertville City Schools employees and their eligible dependents by phone, in person or online. This benefit is available 24 hours a day, 7 days a week, 365 days a year.

American Behavioral provides assistance and resources for a wide array of issues which may include:

- Family life (elder and child care locator, adoption, building a family, parenting, aging, education).
- Financial (estate/retirement planning, investing, education, budgeting, tax planning).
- Health (diet/nutrition, allergies, health assessments, fitness/exercise).
- Legal (debt/bankruptcy, real estate, setting up your business, caring for children).
- Emotional problems ( non-clinical depression, mental health issues, divorce/separation, personal issues).
- Personal growth (leadership, effective communication, writing a presentation).
- Stress-related issues (diet, financial, fitness, stress on the job, family stress).

All employees and their eligible dependents will receive the following through American Behavioral:

- 24/7 phone access on a toll-free number to consultants who are qualified to help in a variety of areas.
- Translation services for non-English speaking individuals.
- 24/7 access through the American Behavioral website to extensive resource materials and web-based training programs on a wide array of issues, whether they result from work or personal life.
- In-person counseling sessions (up to 3 free visits per year)
- Unlimited scheduled telephonic coaching sessions for work/life issues

For more information visit [www.americanbehavioral.com](http://www.americanbehavioral.com) or call (800) 925-5327.

## GENERAL INFORMATION

### Severe Weather and Emergency Conditions

- School Closing/Delays/Early Dismissals  
In case of inclement weather, recommendations are based on road conditions, weather forecasts, and/or communication with state/county road department officials.  
Resources for release information on delays, closing and early dismissals:
  1. School Messenger
  2. Radio Stations
    - a. WQSB, 105FM
    - b. WCRQ, 92.7FM
    - c. WRSA, 96.9FM
    - d. WWGC, 1050AM
  3. Television Stations
    - a. WAAY31, [www.waay.com](http://www.waay.com)
    - b. WHNT19, [www.whnt.com](http://www.whnt.com)
    - c. WAFF48, [www.waff.com](http://www.waff.com)
  4. Albertville City Schools Facebook
  5. Twitter, @AvilleCityBOE
  6. District website: [www.albertk12.org](http://www.albertk12.org)

#### 1. Cancellations:

Decisions will be made by 5:15 a.m. All regular classes will be canceled. All after school/extracurricular activities will also be cancelled. No employees should report to work. All days missed due to cancellations will be made up at the direction of the Superintendent.

#### 2. Abbreviated Days (Delays):

Decisions will be posted by 5:15 a.m. All bus routes will not run and schools will be delayed based on the delayed information posted. All employees should report to work based on the amount of delay. Arriving late or not coming to work is only acceptable when severe weather conditions prohibit travel. If an employee does not report to work, they will be asked to take a personal day or vacation day (if applicable). Employees who cannot report to work because of travel conditions should communicate with their supervisor.

#### 3. Early Dismissals:

Decisions will be posted with a specific time for dismissal based upon weather conditions and be made by the district administration. All after school/extracurricular activities will be canceled. School-based staff are expected to remain on campus until the last student is picked up. All district administration/school administration are expected to remain on duty at their work locations until the last bus has arrived back at the transportation center and the school has received such notification.

## **Identification Badges**

All employees of the Albertville City Board of Education will be issued photo badges. The first badge is issued to the employee at no charge. A nominal fee may be charged for an additional or replacement badge. ID badges are to be worn at all times while performing assigned duties on school property during a normal school day. The badge is the property of the Albertville City Board of Education and must be surrendered upon termination of employment. The ID badge may be used for admittance to sporting events with the school district unless it is a State playoff.

## **Building Access by Employees**

District buildings will customarily be opened, closed and secured only by the designated building manager, assigned custodian or another district employee specifically designated to perform those functions by the building supervisor. District employees shall not give building keys to an outside organization or person not employed by the district. Any employee granted access privileges, is required to enforce and abide by all district policies and procedural directives in Policy 4.1.2.

## **Parking Areas**

You are encouraged to use the parking areas designated for employees. Remember to lock your car and park within the specified areas. Albertville City Schools is not responsible for any loss, theft, or damage to privately owned vehicles or personal property. If you should damage another car or your car is damaged while parking or leaving, immediately report the accident, along with the license numbers of both vehicles any other pertinent information you may have to Albertville Police Department.

## **Visitation During Work Hours**

Employees may not permit their family or friends by their presence to interfere with performance of their duties during work hours as determined by the employee's supervisor.

## **Excessive Absences**

Employees are expected to inquire and understand the attendance procedures at their school. Excessive absences create severe problems for the system and could result in disciplinary actions.

## **Tardiness**

Employees are expected to be present and prompt for their work day. If the employee sees they may be late they should contact their supervisor. When appropriate, the employee will be docked when late or absent without a valid excuse. Repeated tardiness could result in disciplinary actions.

## **Field Trips**

Teachers planning field trips or out-of-class learning experiences shall submit a Field Trip Request Form to the school principal or his/her designee for approval. All out of state field trip requests are approved by the Board. Reference policy 6.5

After the trip has been approved, the teacher will secure written parental/guardian permission for each child planning to participate in the trip, unless the parent has given permission for the entire year.

An employee trained in giving medications must attend all field trips.

As indicated on the Field Trip Request Form, the CNP manager must be notified if the trip interferes with the student's lunch for that day.

## **Outside Employment or Activities**

Employees may not perform any duties related to an outside job during their regular working hours.

## **Employee Gifts (Policy 5.1.4)**

Employees may accept gifts from students or other members of the public if the gifts are in accordance with the Alabama Ethics law or other pertinent state laws.

Employees may accept gifts or gift cards purchased from pooled donations within a class, team, or other school organization for the employee's personal use provided that the amount that each person gives does not exceed twenty-five dollars (\$25.00) and that the contribution to the pool does not result in the donor's exceeding the aggregate amount of allowable gifts for that year.

## **Cash in Building**

In the interest of building security, no cash or other valuable articles should be left in classrooms or other locations in the school/work site. School funds should be receipted and turned in to the bookkeeper before school is dismissed for the day. Personal articles of value should be secured in a locked cabinet or removed from the building by the owner.

## **State Board of Adjustments Claim Process**

The burden of proof rests with the claimant. Submittal of supporting documentation is the responsibility of the claimant and not the board of adjustment or the state agency against which the claim is filed. Any claims must be presented to the Alabama State Board of Adjustment within one year after the date of the injury or within two years for claims for injury resulting in death. Forms can be downloaded at <https://finance.alabama.gov/board-of-adjustment/v> and forwarded to the State Board of Adjustments and not the Albertville City Schools.

## **Procedures and Requirement for Service Animals (Policy 4.1.1-R)**

- **Definition of Service Animal**

This policy applies to any dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability. Other species of animals, whether wild or domestic, trained or untrained, are not service animals for the purposes of this definition. The work or tasks performed by a service animal must be directly related to the handler's disability. Examples of work or tasks include, but are not limited to, assisting individuals who are blind or have low vision with navigation and other tasks, alerting individuals who are deaf or hard of hearing to the presence of people or sounds, providing non-violent protection or rescue work, pulling a wheelchair, assisting an individual during a seizure, alerting individuals to the presence of allergens, retrieving items such as medicine or the telephone, providing physical support and assistance with balance and stability to individuals with mobility disabilities, and helping persons with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors. The crime deterrent effect of an animal's presence and the provision of emotional support, well-being, comfort, or companionship do not constitute work or tasks for purposes of this definition.

Service animals do not include wild animals (including nonhuman primates born in captivity), reptiles, rabbits, farm animals (including any breed of pig or goat), ferrets, amphibians and rodents. An animal whose sole function is to provide emotional support, comfort, therapy, companionship or therapeutic benefits or to promote emotional well-being is not a service animal. Please see Policy 4.1.1-R for more procedures.

## **Mail Distribution**

Personal mail will not be distributed through the school site or the central office in-house mail system. Employees should not give any district work/school sites or central office as a return or destination address.

## **Email**

Administrators, teachers and school employees are required to check their albertk12.org email daily. This form of communication will be used to provide information in a timely manner. This is a professional email address to be used for work-related communication. Emails will be retained for ten (10) years through google.

## **Personal Devices**

The Board reserves the right to place conditions on, restrict, or prohibit the use of personally-owned technology resources on its property. Unauthorized use of cell phones during instructional time unless in a supervisory role is prohibited. Reference Policy 4.9.1.

## **Social Media**

The Albertville City School Board recognizes the value of social media, both for personal and professional use. Professionalism is expected when educators use social media. Reference Policy 4.9.1

## **Cyberbullying**

Cyberbullying will not be tolerated. Harassing, dissing, flaming, denigrating, impersonating, outing, tricking, excluding, and cyberstalking are all examples of cyberbullying. Don't be mean. Don't send emails or post comments with the intent of scaring, hurting, or intimidating someone else. Engaging in these behaviors, or any online activities intended to harm (physically or emotionally) another person, will result in severe disciplinary action and loss of privileges. In some cases, cyberbullying can be a crime. Reference Policy 4.9.1-E(2)

## **Internet Safety and Use of Technology (Policy 4.9-4.9.3)**

All employees must sign the Internet Safety and Use of Technology Acceptable Use Agreement and agree to follow its guidelines as described in Policy 4.9 - 4.9.3.

## **Unacceptable Email and Internet Use**

Any communication that would be improper or illegal on any other medium in a school environment is equally so on a computer network. Inappropriate behaviors include but not limited to:

- Offensive content of any kind including pornographic material or sites.
- Promoting discrimination.
- Threatening, violent behavior or profane or offensive language.
- Illegal activities.
- Commercial Messages.
- Messages of a political or racial nature.
- Gambling.
- Sports entertainment, gaming (this does not include use for athletic departments).
- Personal financial gain.
- Personal email.
- Forwarding email chains.
- Sending material of information about students (personal identifiable information) or other employees that could compromise the safety or well-being of the student or other employee.
- Spamming email.
- Unnecessary "reply to all" or blast group emails that are unsolicited.
- Material protected under copyright laws.

## **Security and Confidentiality for the Administering and Reporting of Student Data on the Web Site**

The Alabama Department of Education provides educational data through the World Wide Web system as it relates to student assessment. This data system contains confidential information about students including test scores and other personal information. This system is password protected and requires a user ID and an assigned password for access. The system is not for public use, and any student information from the system must not be disclosed to anyone other than a state, system, or school official as defined by the Family Educational Rights and Privacy Act of 1974 (FERPA).

An official as defined in the law is a person employed by the state, system, or school such as an administrator, supervisor, system test coordinator, Building Test Coordinator/Test Supervisor, or principal. It is a requirement that this person be a full-time employee and has a legitimate educational interest. This person has a legitimate educational interest if he/she needs to review an educational record in order to fulfill his or her professional responsibility. Curiosity does not qualify as a right to know.

School officials who are granted a password to this system must abide by FERPA law.

Disclosure of passwords to anyone other than an authorized official(s) is prohibited and may result in disciplinary action.

For more information on FERPA, see the U.S. Department of Education's Web page at <http://www.ed.gov/offices/OM/fpco/ferpa>.

Employees will be asked to certify that they will maintain the confidentiality of student data accessed through the data system, and they will not share their password with unauthorized individuals.

Employees who are no longer employed with Albertville City Schools are not allowed to access or disclose any data from this system. If previous employees access or disclose data, they will be in violation of federal law and state directives.

## Test Security

Failure to follow security procedures promulgated by the Alabama State Board of Education and published in the Alabama State Board of Education, State Department of Education, Administrative Code (290-040-020-.04), the Student Assessment Handbook, and the test administrator's manuals may result in disciplinary action by the local board of education and/or revocation of the teaching certificate by the Alabama State Department of Education. The following list, although not exhaustive, has been provided to identify specific actions which are inappropriate and violate, in spirit and intent, the stated policy:

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

#### **Tobacco (Policy 4.2.4)**

The possession, use, sale or distribution of tobacco or nicotine products designed to enhance nicotine (including but not limited to electronic cigarettes or enhancement products paraphernalia) on school property is prohibited.

##### **a. Penalties for Violations**

1. Students - Students who violate the tobacco prohibition will be disciplined according to the Board's Code of Student Conduct.
2. Employees - Employees who violate the tobacco prohibition will be subject to adverse personnel action, which may include termination.
3. Other Persons - Other persons who violate the tobacco prohibition may be denied re-entry to school property.

##### **b. Parental Notification**

Parents and guardians may be notified of actual or suspected violations of the tobacco prohibition whether or not the student is charged with a violation of Board policy, which includes the Code of Student Conduct.

(Reference: Ala. Code 16-1-24.1 (1975); Ala. Admin. Code 290-3-1-02(1)(b))

#### **Drug and Alcohol Free Environment (Policy 5.17.1)**

All students, employees, volunteers, parents, visitors, and other persons are prohibited from possessing, using, consuming, manufacturing, or distributing illegal controlled substances and alcohol while on Board property or while attending any Board sponsored or sanctioned event, program, activity, or function. Persons who are intoxicated or impaired by the use, consumption, or ingestion of any illegal controlled substance or alcohol are not permitted to be on school property, or to attend or participate in any Board sponsored or sanctioned event, program, activity, or function.

#### **Drug and Alcohol Testing (Policy 5.17.3)**

The Board will conduct employee drug and alcohol testing for employees in safety sensitive positions as required by and in accordance with federal law. Testing will be required for all employees holding a commercial drivers' license (CDL) or who occupy a safety sensitive position as designated by the Board ("covered employees").

#### **Medications**

Medications must be double locked and only accessible by the nurse and medication assistant.

## **Prohibition on the Possession of Firearms (Policy 4.2.1)**

The possession of a firearm in a school building, on school grounds, on Board property, on school buses, or school-sponsored functions is prohibited except for authorized law enforcement personnel and as provided by law. For purposes of this policy, the term “firearm” has the same definition as is found in 18 U.S.C §921.

- **Penalties for Violations**

In addition to any criminal penalties that may be imposed, the following penalties will be imposed for unauthorized possession of firearms:

1. Students

Students will be expelled for a period of one year. The expulsion requirement may be modified in writing by the Board upon recommendation of the Superintendent on a case-by-case basis. Students who are expelled for firearm possession may not attend regular school classes, but may be permitted to attend alternative schools or education programs established by the Board. Discipline of students with disabilities who violate the firearm possession policy will be determined on a case-by-case basis in accordance with federal and state law. Parents of students who violate this policy will also be notified by the principal of violations.

2. Employees

Employees will be subject to adverse personnel action, which may include termination.

3. Other Persons

Other persons may be denied re-entry to school property.

- **Notification of Law Enforcement**

The appropriate law enforcement authority, which may include; the city police, county sheriff, and the local district attorney, will be notified by the principal of violations of this policy.

## Sexual Offenses by School Employees Regarding a Student (Criminal Act)

All employees need to be aware of the following Alabama Codes:

- Alabama Code § 13A-6-80. Applicability; definitions
- (a) For purposes of this article, school employees include a teacher, school administrator, student teacher, safety or resource officer, coach, adult volunteer in a position of authority or any other school employee who has contact with a student in his or her official capacity as a school employee.
- (b) For purposes of this article, a “student” is defined as any person under the age of 19 years enrolled or attending classes in a licensed or accredited public, private, or church school that offers instruction in grades K-12, regardless of whether school is in session.
- Alabama Code § 13A-6-81. School employee engaging in a sex act with a student under the age of 19 years.
- (a) A person commits the crime of a school employee engaging in a sex act with a student under the age of 19 years if he or she is a school employee and engages in sexual intercourse as defined by Section 13A-6-60(1) or deviant sexual intercourse as defined by 13A-6-60(2) with a student, regardless of whether the student is male or female. Consent is not a defense to a charge under this section.
- (b) The crime of a school employee engaging in a sex act with a student is a Class B felony.
- Alabama Code § 13A-6-82. School employee having sexual contact with a student under the age of 19 years.
- (a) A person commits the crime of a school employee having sexual contact with a student under the age of 19 years if he or she is a school employee and engages in sexual contact, as defined by Section 13A-6-60(3), with a student, regardless of whether the student is male or female. Consent is not a defense to a charge under this section. The crime of a school employee having sexual contact with a student is a Class C felony.
- (b) A person commits the crime of a school employee soliciting a sex act with a student under the age of 19 years if he or she is a school employee and solicits, persuades, encourages, harasses, or entices a student to engage in a sex act including, but not limited to, sexual intercourse, as defined by Section 13A-6-30(1), deviate sexual intercourse, as defined by Section 13A-6-60(2), or sexual contact, as defined by Section 13A-6-30(3). The crime of soliciting a student to perform a sex act is a Class A misdemeanor.
- Alabama Code § 13A-6-82.1. School employee distributing obscene material to a student.
- (a) A person commits the crime of school employee distributing obscene material to a student if he or she is a school employee and distributes or transmits, by any means, obscene matter that depicts sexual intercourse, sexual excitement, masturbation, breast nudity, genital nudity, or other sexual conduct to a student.
- (b) A school employee distributing obscene material to a student is a Class A misdemeanor.

## **Suicide Prevention**

According to the Centers for Disease Control and Prevention (CDC), suicide is the second leading cause of death among middle school youth (10-14 years old) and high school (15-19 years old) in the United States.

In 2017, researchers found that one in six teenagers in the United States seriously considered suicide and that in many cases there are warning signs that could aid in the prevention of a suicide.

Additionally, research shows that “One Caring Adult” can be a major factor in preventing a suicide. Oftentimes this has been a teacher or coach. Knowing your students and being able to recognize the warning signs will help you in the event you are ever faced with this type of situation.

To assist employees with learning possible warning signs, employees will complete a training on suicide prevention. After completing the online training, employees will be familiar with the following:

- Understanding the Role of the Schools
- Myths and Misinformation about Suicide
- Risks, Warning Signs, and Protective Factors
- Dealing appropriately with At-Risk students
- And more

## **Child Abuse/Neglect – Erin’s Law Requirement**

On June 11, 2015, Governor Robert Bentley signed the enactment of Erin's Law (Act 2015-456). Erin’s Law requires all K-12 public schools to establish a child sexual abuse prevention instructional program for students in grades Pre-K - 12 that include at least four developmentally appropriate lessons building on skills learned in the previous years.

A professional training component for school personnel on talking to students about child sexual abuse prevention, understanding the effects of child sexual abuse on children, handling of child sexual abuse disclosures, and mandatory reporting is required.

The link to the Alabama Department of Human Resources (DHR) Mandatory Interactive Training is shown below. Employees will have to register and complete the training.

<http://training.dhr.alabama.gov/login/index.php>

## **Safety**

All employees are encouraged to be safety conscious and to establish classroom practices and procedures that insure the protection of students and other staff members. It is the responsibility of classroom teachers to provide for the safety of students assigned to them. In cases where the activity may be hazardous, it is important that students are instructed in measures that insure their safety. Safety hazards are to be reported in writing to the principal. All emergency procedures should be posted as required and reviewed with all students.

## **Inventory/Equipment Responsibilities**

The District is required to conduct a physical inventory of all equipment at each school/work site. The purpose of this inventory is to locate all items, complete missing information, add missing items, enter corrections as needed, verify that items are properly marked or bar-coded and determine that items removed were properly documented.

Each November employees are given a copy of their current inventory items to review and sign as confirmation the items are still in the employee's possession. Employees are responsible for school equipment, supplies, books, furniture and apparatus under their care and use. Items that are damaged, lost, stolen or vandalized need to be reported immediately to their immediate supervisor or inventory designee. Employees who fail to report these items in a timely manner will be asked to reimburse the district at replacement cost of the item(s).

No employee shall perform personal services for themselves or for others for pay or profit during work time and /or using district property or facilities.

Any items donated or purchased for district purposes to the school/work sites, employees or departments are considered property of Albertville City Board of Education and will follow the guidelines set for reporting such items.

Item(s) that need to be sold or disposed of need to be reported to the principal or designated inventory designee at the inventoried school. Items must be board approved before leaving the district school/work site premises. Once approved by the board, disposal or auction procedures will be followed accordingly. Reference Policy 3.6.

## **Return of District Property**

Any property issued to an Albertville City Schools employee, such as keys, uniforms, computer equipment, parking passes or vehicles, etc., must be returned to the immediate supervisor at the time of termination. Employees will be responsible for any lost or damaged items.

## **Use of Board Property Vehicles (Policy 4.4.4)**

Certain employees of the Albertville City Board of Education are assigned duties that require them to be on-call twenty four (24) hours a day to respond to emergencies involving school buses and buildings. Automobiles and trucks shall be assigned to employees by the superintendent according to their need for transportation. The superintendent may authorize an employee to drive automobiles and service trucks to the employee's home overnight if the employee is subject to emergency call and the vehicle is necessary for his emergency use. In no case shall a vehicle be assigned to an employee solely for his transportation from his home to his place of employment. In such instances, the employee using a Board-owned vehicle for commuting purposes will have the value of said use reported as a fringe benefit for tax purposes. The following provisions shall apply:

1. Employees may not use their Board-owned vehicle for personal purposes other than minor use such as stop for lunch between business/worksites.
2. When said vehicles are not being used for Board business, they will be kept at the transportation/maintenance facility or assigned school sites during business hours, or with Board approval, at the home of employees whom the vehicles are assigned during non-business hours.
3. The Board reasonably believes its assigned vehicles are to be used for school-related business travel, other than minor use as noted above.

Employees with board vehicles will be asked to sign a vehicle policy review each year.

## **Child Nutrition Program (CNP) Procedures**

### **Meals**

All employees are encouraged to purchase meals from the school cafeterias. Meal prices are based on a discounted formula which meets federal regulations for adult meals, and will cost slightly more than a student meal. Our meals meet strict guidelines in nutrition quality and food safety, and we work to make meals as appealing as possible within those standards.

All employees may purchase meals with cash, but are encouraged to have a meal account where funds may be deposited at the point-of-sale or through the online payment system, "My School Bucks". Please see the cafeteria manager for assistance with setting up an account.

### **Wellness Policy (Policy 7.9.4)**

The Board may implement programs for students and parents that help create a school environment that conveys consistent wellness messages and that is conducive to healthy eating and physical activity.

Employees need to be aware of guidelines set by the state and federal standards. The following is the Alabama Implementation of USDA Smart Snacks in School and Fundraising Activities Nutrition Implementation Guidelines: (Revised March 27, 2015)

- School Settings (Cafeteria and Vending Machines)

Beginning SY 2015-2016, schools shall provide a consistent environment that is conducive to healthful eating behaviors during school hours. The school campus shall reflect healthy nutrition environments. Schools must not establish policies, class schedules, bus schedules or other barriers that directly or indirectly restrict access to and compete with meal schedules. After being seated with their meal, students must have a minimum of 15-20 minutes to consume their meal.

Healthy and appealing foods shall be available through cafeteria meals and a la carte items. Foods served and/or sold through the cafeteria shall adhere to the Smart Snacks in School standards established by USDA and the Healthy Hunger-Free Kids Act of 2010. Portion sizes, calories, sodium, fat, and sugar limits must comply with the requirements as described by the USDA Smart Snacks in School standards.

Schools must review the items offered as a la carte sales and evaluate the nutritional contribution of each item. Foods sold as the "entrée" of any single meal are exempt from the USDA Smart Snacks in School standards, and may be sold a la carte on the day of, and the day after, the item is on the menu. Except in the case of entrees, as outlined above, all foods sold a

la carte during the school day must meet the USDA Smart Snacks in School standards as outlined below.

Schools should focus on improving food quality in the school meal programs by offering whole grain-rich breakfast and lunch items, having one percent or less fat milk as the standard beverage, and increasing fruit and vegetables preferably using freshly grown Alabama produce. Preparation of foods in the cafeteria must use cooking techniques to reduce fat, sugar, and sodium in school meals. School districts must not prepare foods by deep or pan frying and should reduce the number of pre-prepared (i.e. processed) food items that are planned and served each week.

Every school shall ensure that all foods sold in vending machines, school stores, and cafeterias are in compliance with the USDA Smart Snacks in Schools standards.

Amendments made by Section 208 of the Healthy Hunger-Free Kids Act of 2010 required the Secretary of Agriculture to establish nutrition standards for all foods sold in schools, other than food sold under the school lunch and breakfast programs. Foods sold will follow the Smart Snacks in School Standards, or “Nutrition Standards for All Foods Sold in School FNS-2011-0019. Food items in competition with the CNP scheduled meal time may not be sold or provided free of charge to students. This includes, but is not limited to food items purchased through school organizations and those donated from outside sources. To encourage students to eat healthy meals, schools are required to restrict student access to concessions, extra sales, vending, and fundraisers one hour before or after meal periods. Therefore, schools may not schedule sales of such items immediately before or after meals that would compete with the meal service. If sales should occur that are in competition with the meal, then all income generated from such sales will be required to be given to Child Nutrition for depositing in the school cafeteria account. The policy is not intended to restrict access to healthy snacks during recess, or at times other than the meal service.

### **Nutrition Standards for Foods Sold Individually (exempts reimbursable meals)**

Smart Snacks in Schools Guidelines as Established by the USDA:

Any food sold in schools must:

- Be a “whole grain-rich” grain product; or
- Have as the first ingredient a fruit, a vegetable, a dairy product, or a protein food; or
- Be a combination food that contains at least ¼ cup of fruit and/or vegetable; or
- Contain 10% of the Daily Value (DV) of one of the nutrients of public health concern in the 2010 Dietary Guidelines for Americans (calcium, potassium, vitamin D, or dietary fiber)\*

\* Starting July 1, 2016, foods may not qualify using the 10% DV criteria.

Foods must also meet several nutrient requirements:

- Calorie Limits  
Snack items: 200 calories or less  
Entrée items: 350 calories or less
- Sodium Limits  
Snack items: 230 mg or less\*\*  
Entrée items: 480 mg or less
- Fat Limit  
Total fat: 35% of calories or less  
Saturated fat: Less than 10% of calories  
Trans fat: zero grams
- Sugar Limit  
35% or less of weight from total sugars

\*\*Starting July 1, 2016, snack items must contain 200 mg sodium or less per item.

### **Accompaniments**

- Must be included in the nutrient profile as part of the food item sold to help control the amount of calories, fat, sugar, and sodium added to foods.
- Examples include: cream cheese, salad dressing, catsup, mustard, pickles, pickle relish, dips, sauces, and butter.

School Definitions:

- Elementary Schools - Pre K-Grade 5
- Middle Schools - Grades 6-8
- High Schools - Grades 9-12

### **Beverages Portion Sizes**

All schools may sell:

- Plain water (with or without carbonation).
- Unflavored low fat milk.

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

Portion size limitations by school categories:

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

Additional “no calorie” and “lower calorie” beverage options for high school students:

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

## **School Day**

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

- Fundraising Activities

Fundraising activities that involve the selling of food should reinforce food choices that promote good health.

Allowable Fundraising on School Campuses:

Foods that meet the USDA Smart Snacks in School standards, but are not sold in competition with school meals. Example: Fruit

Foods that do not meet the USDA Smart Snacks in School standards, but are not consumed at school. Example: Cookie Dough Sales

Non-food items. Example: School Supplies

Food fundraisers which meet exempt fundraising definition.

## Exempt Fundraiser Definition

An exempt food fundraiser is defined as the sale of food items that do not meet the USDA Smart Snacks in School standards and are sold during the school day. A school may sponsor up to and not to exceed 30 exempt fundraisers per year, for no more than one (1) day each in length. Exempt fundraiser food is prohibited from being sold as a la carte item, in vending machines or in school stores, or before school on school campus.

Foods sold as part of exempt fundraisers may not be sold one (1) hour before or after meal periods. Example: If lunch ends at 12:30 p.m., then the fundraiser could not start until 1:30 p.m.

Exempt Food Fundraiser Procedure:

### **School principal**

- Alabama's Implementation of USDA Smart Snacks in School and Exempt Fundraisers Form. Please see the CNP Director for any questions about the form.

Complete, approve and sign form..

Provide a copy to the CNP Director.

Provide documentation of approval upon request by Alabama State Department of Education (ALSDE) for audit review.

### **Superintendent**

- Attestation of Compliance with Alabama Implementation of USDA Smart Snacks in School and Fundraising Activities.
- Complete and sign the attestation document (attachment 4).  
Provide to CNP Director's to support the annual online application renewal.

### **Child Nutrition Director**

- Place a copy of Alabama's Implementation of USDA Smart Snacks in School and Exempt Fundraisers Form (signed by the school principal) in the wellness plan file.
- Provide documentation of approval upon request by ALSDE.

Semi-annual due dates are: July 1 and January 1 of each school year. The completed Alabama's Implementation of USDA Smart Snacks in School and Exempt Fundraisers Form is required to be signed and on file as described above before exempt food fundraisers commence.

- A. Richard B. Russell National School Lunch Act (79 P.L. 396, 60 Stat.230).
- B. Healthy Hunger Free Kids Act of 2010 .
- C. Federal Register, Vol. 78, No. 125, Friday, June 28, 2013, Rules and Regulations.
- D. U.S. Department of Agriculture, Food and Nutrition Service, FNS-466, December 2013 .
- E. U.S. Department of Agriculture Memo SP 36-2014, Smart Snacks Nutrition Standards and Exempt Fundraisers.

## **EMPLOYEE EVALUATIONS**

### **Educator Effectiveness Plan for Teacher Evaluation**

The system's Educator Effectiveness Plan is designed to provide information about an educator's current level of practice, based on the Alabama Quality Teaching Standards (AQTS), Alabama Administrative Code §290-3-3-.04. The AQTS constitutes the foundation of the teaching profession, and the ACS Educator Effectiveness Plan is used to guide teacher/educator reflection, self-assessment, and goal setting for professional learning and growth.

The focus of the Albertville City Schools Evaluation Model is to aid teachers in the identification of areas of strength and those in need of growth; to provide them with the structures and supports necessary to increase effectiveness. The observation rubrics developed by Albertville City Schools teachers and leaders align with instructional focuses and guide teachers and leaders in a shared understanding of specific attributes, actions, and outcomes aligned with each instructional strategy. The primary purpose of the educator effectiveness system is to support growth in instructional practice that will ultimately lead to continuous improvement and increases in student performances.

Certified teachers will receive EE training and timelines from their building administrator.

### **Administrative Personnel Evaluation**

LEADAlabama is a formative, online, evaluation system for educational leaders consisting of a self-assessment, collaborative dialogue, professional learning plan (PLP), and evidence collection. LEADAlabama will be available to evaluate certificated central office administrators, principals, assistant principals, and all other specialty area administrators. All school system administrators will be formatively evaluated using the LEADAlabama online process.

Administrators will receive LEADAlabama timelines from their Central Office Supervisor.

## ALABAMA QUALITY TEACHING STANDARDS

Pursuant to the mission of improving the academic achievement of all students in the public schools of Alabama, teachers will align their practice and professional learning with the following standards:

**Standard 1**—Content Knowledge: To improve the learning of all students, teachers master the disciplines related to their teaching fields including the central concepts, important facts and skills, and tools of inquiry; they anchor content in learning experiences that make the subject matter meaningful for all students.

Rationale. Researchers identify a strong relationship between teachers' content knowledge and the achievement of their students. Three dimensions of content knowledge contribute to effective teaching: (1) deep knowledge of the academic disciplines related to the subjects of instruction, (2) an understanding of pedagogical content knowledge that is required to make the subject understandable and meaningful for all learners, and (3) knowledge of the state standards and district curriculum for subjects taught at particular instructional levels.

### Key Indicators

#### A. Academic Discipline(s)

1. Knowledge of the structure of the academic disciplines related to the subject-matter content areas of instruction and of the important facts and central concepts, principles, theories, and tools of inquiry associated with these disciplines.
2. Knowledge of ways to organize and present content so that it is meaningful and engaging to all learners whom they teach (pedagogical content knowledge).
3. Ability to use students' prior knowledge and experiences to introduce new subject-area related content.
4. Ability to identify student assumptions and preconceptions about the content of a subject area and to adjust instruction in consideration of these prior understandings.
5. Ability to help students make connections across the curriculum in order to promote retention and transfer of knowledge to real-life settings.

## B. Curriculum

1. Knowledge of the content standards and of the scope and sequence of the subject areas of one's teaching fields as defined in the Alabama courses of study for those teaching fields.
2. Ability to provide accommodations, modifications, and/or adaptations to the general curriculum to meet the needs of each individual learner.
3. Ability to select content and appropriately design and develop instructional activities to address the scope and sequence of the curriculum.

**Standard 2**—Teaching and Learning: To increase the achievement of every student, teachers draw upon a thorough understanding of learning and development; recognize the role of families in supporting learning; design a student centered learning environment; and use research based instructional and assessment strategies that motivate, engage, and maximize the learning of all students.

Rationale. Instruction and assessment are the vehicles by which teachers design and deliver rigorous and relevant learning experiences for all learners. Research provides compelling evidence relating student achievement to teachers' use of appropriate instructional strategies selected from a rich repertoire based on research and best practice. Researchers have also found a strong classroom learning culture that is strategically organized and managed to be essential to effective use of these strategies.

## Key Indicators

### A. Human Development

1. Knowledge of the physical, emotional, and social development of young people and of the relationship of these to learning readiness and to cognitive development.
2. Knowledge of the role of language in learning.
3. Knowledge of the general characteristics of disabilities and of their impact on cognitive development and learning.
4. Knowledge of developmentally appropriate instructional and management strategies.

5. Ability to teach explicit cognitive, metacognitive, and other learning strategies to support students in becoming more successful learners.
6. Ability to use knowledge about human learning and development in the design of a learning environment and learning experiences that will optimize each student's achievement.
7. Ability to recognize individual variations in learning and development that exceed the typical range and use this information to provide appropriate learning experiences.

#### B. Organization and Management

1. Knowledge of the importance of developing learning objectives based on the Alabama courses of study and the needs, interests, and abilities of students.
2. Knowledge of the principles underpinning a sound age-appropriate classroom organization and management plan and of supportive behavior management strategies.
3. Knowledge of the components and characteristics of collaboratively designed and implemented individual behavioral support plans.
4. Knowledge of conflict resolution strategies, school emergency response procedures, and juvenile law.
5. Ability to plan and implement equitable and effective student access to available technology and other resources to enhance student learning.
6. Ability to plan teaching and learning experiences that are congruent with the Alabama courses of study and appropriate for diverse learners.
7. Ability to collect and use data to plan, monitor, and improve instruction.
8. Ability to organize, allocate, and manage the resources of time, space, and activities to support the learning of every student.
9. Ability to organize, use, and monitor a variety of flexible student groupings and instructional strategies to support differentiated instruction.

C. Learning Environment

1. Knowledge of norms and structures that contribute to a safe and stimulating learning environment.
2. Knowledge of factors and situations that promote or diminish intrinsic motivation.
3. Ability to develop a positive relationship with every student and to take action to promote positive social relationships among students, including students from different backgrounds and abilities.
4. Ability to communicate with parents and/or families to support students' understanding of appropriate behavior.
5. Ability to create learning environments that increase intrinsic motivation and optimize student engagement and learning.
6. Ability to use individual behavioral support plans to proactively respond to the needs of all students.
7. Ability to create a print-/language-rich environment that develops/extends students' desire and ability to read, write, speak, and listen.
8. Ability to encourage students to assume increasing responsibility for themselves and to support one another's learning.

D. Instructional Strategies

1. Knowledge of research and theory underpinning effective teaching and learning.
2. Knowledge of a wide range of research-based instructional strategies and the advantages and disadvantages associated with each.
3. Knowledge of strategies that promote retention as well as transfer of learning and the relationship between these two learning outcomes.
4. Knowledge of the importance of parents and/or families as active partners in planning and supporting student learning.
5. Ability to select and support the use of instructional and assistive technologies and to integrate these into a coherent instructional design.

6. Ability to make developmentally appropriate choices in selecting teaching strategies to assist diverse learners in meeting instructional objectives.
7. Ability to evaluate, select, and integrate a variety of strategies such as cooperative learning, discussion, discovery, problem-based learning, and direct instruction into a coherent lesson design.
8. Ability to adjust instruction in response to information gathered from ongoing monitoring of performance via formative assessment.
9. Ability to use questions and questioning to assist all students in developing skills and strategies in critical and high order thinking and problem solving.
10. Ability to use strategies that promote the independence, self-control, personal responsibility, and self-advocacy of all students.

E. Assessment

1. Knowledge of the purposes, strengths, and limitations of formative and summative assessment of formal and informal assessment strategies.
2. Knowledge of the relationship between assessment and learning and of how to integrate appropriate assessments into all stages of the learning process.
3. Knowledge of measurement-related issues such as validity, reliability, norms, bias, scoring concerns, and ethical uses of tests and test results.
4. Knowledge of current Alabama assessment requirements and procedures.
5. Ability to design and use a variety of approaches to formal and informal assessment to plan instruction, monitor student understanding and progress toward learning, modify teaching and learning strategies, and measure and report student progress related to learning objectives.
6. Ability to collaborate with others to design and score common assessments and to use results to share and compare instructional practice and plan new instruction.
7. Ability to collaborate with others to incorporate accommodations into all assessments as appropriate.
8. Ability to provide a variety of ways for students with diverse needs, including students with disabilities, to demonstrate their learning.

9. Ability to develop rubrics and to teach students how to use them to assess their own performances.
10. Ability to develop and select appropriate performance assessments.
11. Ability to engage all students in assessing and understanding their own learning and behavior.
12. Ability to interpret and use reports from state assessments and results of other assessments to design both group and individual learning experiences.

**Standard 3—Literacy:** To improve student learning and achievement, teachers use knowledge of effective oral and written communications, reading, mathematics, and technology to facilitate and support direct instruction, active inquiry, collaboration, and positive interaction.

Rationale. Research clearly indicates that one of the strongest correlates to effective teaching is a high level of literacy. Not only do effective teachers demonstrate effective use of the spoken and written language, reading, mathematics, and technology, they also model and actively teach their students the fundamentals of reading, writing, and oral communications across all content areas. Additionally, in this culture where technology is ubiquitous, teachers demonstrate mastery of appropriate instructional technology and integrate technology into instruction of their subject areas.

A. Oral and Written Communications

1. Knowledge of standard oral and written communications.
2. Knowledge of the impact of native language and linguistic background on language acquisition.
3. Knowledge of media communication technologies that enrich learning opportunities.
4. Ability to model appropriate oral and written communications.
5. Ability to demonstrate appropriate communication strategies that include questioning and active and reflective listening.
6. Ability to foster effective verbal and nonverbal communications during ongoing instruction using assistive technologies as appropriate.

7. Ability to integrate skill development in oral and written communications into all content areas that one teaches.
8. Ability to use effective nonverbal communication and respond appropriately to nonverbal cues from students.

B. Reading

1. Knowledge of strategies associated with accelerated, highly specialized, explicit instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension that significantly expands and increases students' pace of learning and competence in reading, writing, speaking, and listening.
2. Knowledge of assessment tools to monitor the acquisition of reading strategies, to improve reading instruction, and to identify students who require additional instruction.
3. Ability to integrate reading instruction into all content areas that one teaches.
4. Ability to stimulate interest in and foster appreciation for the written word, promote reading growth, and increase the motivation of students to read widely and independently for information and pleasure.

C. Mathematics

1. Knowledge of the role that mathematics plays in everyday life.
2. Knowledge of the concepts and relationships in number systems.
3. Knowledge of the appropriate use of various types of reasoning, including inductive, deductive, spatial and proportional, and understanding of valid and invalid forms of reasoning.
4. Knowledge of both metric and customary measurement and fundamental geometric concepts, including shapes and their properties and relationships.
5. Ability to solve problems using different strategies, to verify and interpret results, and to draw conclusions.
6. Ability to communicate with others about mathematical concepts, processes, and symbols.

D. Technology

1. Knowledge of available and emerging technologies that support the learning of all students.
2. Knowledge of the wide range of technologies that support and enhance instruction, including classroom and school resources as well as distance learning and online learning opportunities.
3. Ability to integrate technology into the teaching of all content areas.
4. Ability to facilitate students' individual and collaborative use of technology, including classroom resources as well as distance and online learning opportunities when available and appropriate.
5. Ability to use technology to assess student progress and manage records.
6. Ability to evaluate students' technology proficiency and students' technology-based products within content areas.

**Standard 4**—Diversity: To improve the learning of all students, teachers differentiate instruction in ways that exhibit a deep understanding of how cultural, ethnic, and social background; second language learning; special needs; exceptionalities; and learning styles affect student motivation, cognitive processing, and academic performance.

Rationale. Teachers who respect and build upon diversity create a learning environment in which all students feel valued and supported in their learning. Respect for diversity grows out of knowledge of differences, including differences in students' cultural, ethnic, language, social, and experiential backgrounds; differences in their physical, emotional, and social development; differences in their readiness for a particular curricular goal; and differences in their learning styles and strengths. Teachers have a rich understanding of these and other important areas of diversity as well as knowledge of curricular and instructional modifications that improve the learning of the wide range of individual learners in their classrooms.

## Key Indicators

### A. Cultural, Ethnic and Social Diversity

1. Knowledge of the ways in which student learning is influenced by individual experiences and out-of-school learning, including language and family/community values and conditions.
2. Knowledge of cultural, ethnic, gender, linguistic, and socio-economic differences and of how these may affect individual learner needs, preferences, and styles.
3. Knowledge of the characteristics of one's own culture and use of language and of how they differ from other cultures.
4. Ability to develop culturally responsive curriculum and instruction, i.e., model, teach, and integrate multicultural awareness, acceptance, and appreciation into ongoing instruction.
5. Ability to communicate in ways that demonstrate sensitivity to diversity such as appropriate use of eye contact, interpretation of body language and verbal statements, and acknowledgement of and responsiveness to different modes of communication and participation.

### B. Language Diversity

1. Knowledge of the process of second language acquisition and strategies to support the learning of students whose first language is not English.
2. Ability to differentiate between learner difficulties that are related to cognitive or skill development and those that relate to language learning.
3. Ability to collaborate with teachers of English language learners and to assist those students with full integration into the regular classroom.

### C. Special Needs

1. Knowledge of the major areas of exceptionality in learning, including the range of physical and mental disabilities, social and emotional disorders, giftedness, dyslexia, and attention deficit disorder.
2. Knowledge of the indicators of the need for special education services.
3. Ability to identify and refer students for diagnosis for special services.
4. Ability to address learning differences and disabilities that are prevalent in an inclusive Classroom.

D. Learning Styles

1. Knowledge of research and theory related to learning styles and multiple intelligences.
2. Knowledge of a range of curricular materials and technologies to support the cognitive development of diverse learners.
3. Ability to help students assess their own learning styles and to build upon identified strengths.
4. Ability to design learning experiences that engage all learning styles.

E. General

1. Knowledge of how personal/cultural biases can affect teaching and learning.
2. Ability to involve families, community agencies and organizations, and colleagues in helping support academic achievement of diverse learners.
3. Ability to create a learning community in which individual differences are respected.
4. Ability to assess and diagnose individual student's contexts, strengths, and learning needs and to tailor curriculum and teaching to address these personal characteristics.

**Standard 5**—Professionalism: To increase the achievement of all students, teachers engage in continuous learning and self improvement; collaborate with colleagues to create and adopt research-based best practices to achieve ongoing classroom and school improvement; and adhere to the Alabama Educator Code of Ethics and federal, state, and local laws and policies.

Rationale. Current research relates teacher collaboration, shared responsibility for student learning, and job-embedded learning in the professional community to higher levels of student achievement. This research challenges the independence and isolation that has historically characterized the teaching profession and calls for deprivatization of practice. An underlying premise of professional learning communities is the power of ongoing, continuous learning that takes place in a culture where risk and experimentation are rewarded. In schools where there is a strong professional community, teachers actively participate in creating and sustaining such a learning environment and in maintaining its focus upon improved student learning. Beyond collaboration, teachers exhibit professionalism by demonstrating a personal commitment to

continuous learning and improvement; by adhering to high ethical standards; and by maintaining currency with regard to federal, state, and local laws and policies. Teachers assume increased leadership for school wide improvement initiatives and for mentoring of colleagues as they move along their professional pathways.

A. Collaboration

1. Knowledge of the purposes, processes, structures, and potential benefits associated with collaboration and teaming.
2. Knowledge of the roles and responsibilities of members of different types of teams including, but not limited to, Building Based Student Support Teams.
3. Knowledge of roles and responsibilities of paraeducators and other paraprofessionals.
4. Ability to involve parents and/or families as active partners in planning and supporting student learning.
5. Ability to share instructional responsibility for students with diverse needs, including students with disabilities, and to develop collaborative teaching relationships and instructional strategies.
6. Ability to share responsibility for all students' learning across the school and collaborate with colleagues to support every student's growth.
7. Ability to participate as reflective members of different types of teams including, but not limited to, Building Based Student Support Teams.
8. Ability to collaborate in the planning of instruction for an expanded curriculum in general education to include Individual Education Plans and other plans such as Section 504 goals for students with disabilities.
9. Ability to communicate and collaborate effectively with colleagues, students, parents, guardians, and significant agency personnel who are included and valued equally as partners.
10. Ability to exhibit the professional dispositions delineated in professional, state, and institutional standards while working with students, colleagues, families, and communities.

B. Continuous, Lifelong Professional Learning

1. Knowledge of a range of professional literature, particularly resources that relate to one's own teaching field(s).
2. Knowledge of a range of professional learning opportunities, including job-embedded learning, district- and state-sponsored workshops, university offerings, and online and distance learning.
3. Knowledge of the processes and skills associated with peer coaching and mentoring.
4. Ability to articulate and reflect on a personal philosophy and its relationship to teaching practice and professional learning choices and commitments.
5. Ability to use best practices, professional literature, and collegial assistance to improve as a teacher and a learner.
6. Ability and willingness to inquire into one's own practice by designing action research to determine the effectiveness of identified instructional strategies.
7. Ability to participate in the creation and nurturance of a learning environment that supports standards-based inquiry, reflective practice, and collaborative learning for teachers at all stages of their careers.

C. Alabama-Specific Improvement Initiatives

1. Knowledge of current and emerging state initiatives and programs including, but not limited to, the Alabama Reading Initiative (ARI); the Alabama Math, Science, and Technology Initiative (AMSTI); and Alabama Connecting Classrooms, Educators and Students Statewide (ACCESS) and their relationship to student achievement.
2. Knowledge of Alabama's state assessment requirements and processes.
3. Ability to integrate statewide programs and initiatives into the curriculum and instructional processes.
4. Ability to communicate with students, parents, and the public about Alabama's assessment system and major state educational improvement initiatives.

D. School Improvement

1. Knowledge of research relating collective responsibility for student learning to increased achievement for all students.
2. Knowledge of the principles of individual and organizational change and a commitment to assume personal responsibility for leading and supporting others in results-oriented changes.
3. Ability to participate in school improvement planning by working collaboratively with teams focused on specific improvement initiatives.
4. Ability to assume increased leadership responsibility in school, district, and state improvement initiatives over the course of one's professional career.

E. Ethics

1. Knowledge of appropriate professional behavior and dispositions expected of professionals as outlined in the Alabama Educator Code of Ethics.
2. Knowledge of safe, responsible, legal, and ethical uses of technologies including fair-use and copyright guidelines and Internet-user protection policies.
3. Ability to use and maintain confidential student information in an ethical and professional manner.
4. Ability to practice safe, responsible, legal, and ethical use of technology and comply with school and district acceptable-use policies including fair-use and copyright guidelines and Internet-user protection policies.

F. Local, State, Federal Laws and Policies

1. Knowledge of laws related to students' and teachers' rights and responsibilities and the importance of complying with those laws, including major principles of federal disabilities legislation (IDEA, Section 504 and ADA), as well as Alabama statutes on child abuse and neglect, and the importance of complying with those laws.
2. Ability to access school, community, state, and other resources and referral services.
3. Ability to access resources to gain information about federal, state, district, and school policies and procedures.
4. Ability to keep accurate records including IEPs, especially records related to federal, state and district policies, and other records with legal implications.

# ALABAMA EDUCATOR CODE OF ETHICS

## Introduction

The primary goal of every educator in the state of Alabama must, at all times, be to provide an environment in which all students can learn. In order to accomplish this goal, educators must value the worth and dignity of every person, must have a devotion to excellence in all matters, must actively support the pursuit of knowledge, and must fully participate in the nurturance of a democratic citizenry. To do so requires an adherence to a high ethical standard.

The Alabama Educator Code of Ethics defines the professional behavior of educators in Alabama and serves as a guide to ethical conduct. The code protects the health, safety and general welfare of students and educators; outlines objective standards of conduct for professional educators; and clearly defines actions of an unethical nature for which disciplinary sanctions are justified.

## Code of Ethics Standards

### **Standard 1: Professional Conduct**

An educator should demonstrate conduct that follows generally recognized professional standards.

Ethical conduct includes, but is not limited to, the following:

- Encouraging and supporting colleagues in the development and maintenance of high standards.
- Respecting fellow educators and participating in the development of a professional and supportive teaching environment.
- Engaging in a variety of individual and collaborative learning experiences essential to developing professionally in order to promote student learning.

Unethical conduct is any conduct that impairs the certificate holder's ability to function in his or her employment position or a pattern of behavior that is detrimental to the health, welfare, discipline, or morals of students. Unethical conduct includes, but is not limited to, the following:

- Harassment of colleagues.
- Misuse or mismanagement of tests or test materials.

- Inappropriate language on school grounds.
- Physical altercations.
- Failure to provide appropriate supervision of students.

## **Standard 2: Trustworthiness**

An educator should exemplify honesty and integrity in the course of professional practice.

Ethical conduct includes, but is not limited to, the following:

- Properly representing facts concerning an educational matter in direct or indirect public expression.
- Advocating for fair and equitable opportunities for all children.
- Embodying for students the characteristics of intellectual honesty, diplomacy, tact, and fairness.

Unethical conduct includes, but is not limited to, the following:

- Falsifying, misrepresenting, omitting, or erroneously reporting professional qualifications, criminal record, or employment history when applying for employment or certification.
- Falsifying, misrepresenting, omitting, or erroneously reporting information submitted to federal, state, and/or other governmental agencies.
- Falsifying, misrepresenting, omitting, or erroneously reporting information regarding the evaluation of students and/or personnel.
- Falsifying, misrepresenting, omitting, or erroneously reporting reasons for absences or leaves.
- Falsifying, misrepresenting, omitting, or erroneously reporting information submitted in the course of an official inquiry or investigation.

### **Standard 3: Unlawful Acts**

An educator should abide by federal, state, and local laws and statutes.

Unethical conduct includes, but is not limited to, the commission or conviction of a felony or of any crime involving moral turpitude. As used herein, conviction includes a finding or verdict of guilty, or a plea of nolo contendere, regardless of whether an appeal of the conviction has been sought or a situation where first offender treatment without adjudication of guilt pursuant to the charge was granted.

### **Standard 4: Teacher/Student Relationship**

An educator should always maintain a professional relationship with all students, both in and outside the classroom.

- Ethical conduct includes, but is not limited to, the following:
- Fulfilling the roles of trusted confidante, mentor, and advocate for students' growth.
- Nurturing the intellectual, physical, emotional, social, and civic potential of all students.
- Providing an environment that does not needlessly expose students to unnecessary embarrassment or disparagement.
- Creating, supporting, and maintaining a challenging learning environment for all students.

Unethical conduct includes, but is not limited to, the following:

- Committing any act of child abuse, including physical or verbal abuse.
- Committing any act of cruelty to children or any act of child endangerment.
- Committing or soliciting any unlawful sexual act.
- Engaging in harassing behavior on the basis of race, gender, national origin, religion, or disability.
- Soliciting, encouraging, or consummating an inappropriate written, verbal, or physical relationship with a student.

- Furnishing tobacco, alcohol, or illegal/unauthorized drugs to any student or allowing a student to consume alcohol or illegal/unauthorized drugs.

### **Standard 5: Alcohol, Drug and Tobacco Use or Possession**

An educator should refrain from the use of alcohol and/or tobacco during the course of professional practice and should never use illegal or unauthorized drugs.

Ethical conduct includes, but is not limited to, the following:

- Factually representing the dangers of alcohol, tobacco and illegal drug use and abuse to students during the course of professional practice.

Unethical conduct includes, but is not limited to, the following:

- Being under the influence of, possessing, using, or consuming illegal or unauthorized drugs.
- Being on school premises or at a school-related activity involving students while documented as being under the influence of, possessing, or consuming alcoholic beverages or using tobacco. A school-related activity includes, but is not limited to, any activity that is sponsored by a school or a school system or any activity designed to enhance the school curriculum such as club trips, etc., where students are involved.

### **Standard.6: Public Funds and Property**

An educator entrusted with public funds and property should honor that trust with a high level of honesty, accuracy, and responsibility.

Ethical conduct includes, but is not limited to, the following:

- Maximizing the positive effect of school funds through judicious use of said funds.
- Modeling for students and colleagues the responsible use of public property.

Unethical conduct includes, but is not limited to, the following:

- Misusing public or school-related funds.
- Failing to account for funds collected from students or parents.
- Submitting fraudulent requests for reimbursement of expenses or for pay.
- Co-mingling public or school-related funds with personal funds or checking accounts.
- Using school property without the approval of the local board of education/governing body.

### **Standard 7: Remunerative Conduct**

An educator should maintain integrity with students, colleagues, parents, patrons, or businesses when accepting gifts, gratuities, favors, and additional compensation.

Ethical conduct includes, but is not limited to, the following:

- Insuring that institutional privileges are not used for personal gain.
- Insuring that school policies or procedures are not impacted by gifts or gratuities from any person or organization.

Unethical conduct includes, but is not limited to, the following:

- Soliciting students or parents of students to purchase equipment, supplies, or services from the educator or to participate in activities that financially benefit the educator unless approved by the local governing body.
- Accepting gifts from vendors or potential vendors for personal use or gain where there appears to be a conflict of interest.
- Tutoring students assigned to the educator for remuneration unless approved by the local board of education.

### **Standard 8: Maintenance of Confidentiality**

An educator should comply with state and federal laws and local school board policies relating to confidentiality of student and personnel records, standardized test material, and other information covered by confidentiality agreements.

Ethical conduct includes, but is not limited to, the following:

- Keeping in confidence information about students that has been obtained in the course of professional service unless disclosure serves professional purposes or is required by law.
- Maintaining diligently the security of standardized test supplies and resources.

Unethical conduct includes, but is not limited to, the following:

- Sharing confidential information concerning student academic and disciplinary records, health and medical information, family status/income, and assessment/testing results unless disclosure is required or permitted by law.
- Violating confidentiality agreements related to standardized testing including copying or teaching identified test items, publishing or distributing test items or answers, discussing test items, and violating local school system or state directions for the use of tests or test items.
- Violating other confidentiality agreements required by state or local policy.

### **Standard 9: Abandonment of Contract**

An educator should fulfill all of the terms and obligations detailed in the contract with the local board of education or educational agency for the duration of the contract.

Unethical conduct includes, but is not limited to, the following:

- Abandoning the contract for professional services without prior release from the contract by the employer.
- Refusing to perform services required by the contract.

## Reporting

Educators are required to report a breach of one or more of the Standards in the Alabama Educator Code of Ethics as soon as possible, but no later than sixty (60) days from the date the educator became aware of the alleged breach, unless the law or local procedures require reporting sooner. Educators should be aware of their local school board policies and procedures and/or chain of command for reporting unethical conduct. Complaints filed with the local or state school boards or with the State Department of Education Teacher Certification Section, must be filed in writing and must include the original signature of the complainant.

### **Alabama Administrative Code 290-3-2-.05**

(1)-5-c Each Superintendent shall submit to the State Superintendent of Education within ten calendar days of the decision, the name and social security number of each employee holding an Alabama certificate or license who is terminated, or non-renewed, resigns, or is placed on administrative leave for cause, and shall indicate the reason for such action.

## **Disciplinary Action**

Disciplinary action shall be defined as the issuance of a reprimand or warning, or the suspension, revocation, or denial of certificates. "Certificate" refers to any teaching, service, or leadership certificate issued by the authority of the Alabama State Department of Education.

### Alabama Administrative Code 290-3-2-.05

#### (I) Authority of the State Superintendent of Education

(a) The Superintendent shall have the authority under existing legal standards to:

- i. Revoke any certificate held by a person who has been proven guilty of immoral conduct or unbecoming or indecent behavior in Alabama or any other state or nation in accordance with Ala. Code §16-23-5 (1975).
- ii. Refuse to issue a certificate to an applicant whose certificate has been subject to adverse action by another state until after the adverse action has been resolved by that state.
- iii. Suspend or revoke an individual's certificate issued by the Superintendent when a certificate or license issued by another state is subject to adverse action.
- iv. Refuse to issue, suspend, or recall a certificate for just cause.

Any of the following grounds shall also be considered cause for disciplinary action:

- Unethical conduct as outlined in the Alabama Educator Code of Ethics, Standards 1-9.
- Order from a court of competent jurisdiction.
- Violation of any other laws or rules applicable to the profession.
- Any other good and sufficient cause.

An individual whose certificate has been revoked, denied, or suspended may not be employed as an educator, paraprofessional, aide, or substitute teacher during the period of his or her revocation, suspension, or denial.