

## **ATTENDANCE, TRUANCY AND TARDY POLICY**

The internal hearing officer is charged by the Board to determine appropriate sanctions to be taken against students and parents. The school attendance officer will provide additional support to ensure the effectiveness of the policy.

### TRUANCY (Unexcused Absence)

#### *TRUANCY DEFINITION*

*(Alabama State Board of Education, 2004)*

The parent, guardian, or other person having charge of any child officially enrolled in Alabama public schools (K-12) shall explain in writing the cause of any and every absence of the child no later than three (3) school days following return to school. **A maximum of three absences per semester six (6) days per school year will be excused by parent note(s).**

- ~~• One parent note may cover a one day absence as well as absences for an illness/injury for up to 3 consecutive days.~~
- **Beginning with the fourth seventh** absence, an excuse from a physician must be submitted or prior permission from the principal must be given in order for the absence(s) to be excused. A failure to furnish such explanation shall be evidence of the child being truant each day he/she is absent.
- The child shall also be deemed truant for any absence determined by the principal to be unexcused based upon the State Department of Education's current School Attendance Manual.
- Seven unexcused absences within a school year constitute a student being truant for the purpose of filing a petition with the Court. The Interagency Committee on Youth Truancy Task Force recommendations known as the Early Warning Truancy Prevention Program timeline for reporting truancy were used to define the truancy status of students in the Butler County School System.

A suspension will be counted as an excused absence. Credit and/or passing to the next grade may be withheld from truant students who have eight (8) or more unexcused absences within a semester. The principal/attendance committee will determine if credit will be denied based on truancy. If credit is denied or the student is retained as a result of truancy, the parent/guardian may appeal.

## **DIGITAL DEVICE USE - CODE OF CONDUCT PAGE 38**

Cell phone or similar device use is prohibited in the school between the hours of 7:00 a.m. – 3:30 p.m. Local schools will determine how digital devices are stored during the school day

### **Theft/Damage of Devices**

- The schools/system will not be responsible for lost or stolen devices.
- Physical damage or loss of data is not the responsibility of the school or the school system.
- As with any items on school campuses, school officials may inspect any personal device when there is reasonable suspicion that contents are a violation of policies, or of any local, state, or federal laws.

### **Student Discipline – Possession/Use of Cell Phone/Digital Device (Grades 6-12)**

- First Offense (Class II-S09): Cell phone/digital device will be collected and secured and a parent/guardian will be required to pick it up. **Student will be placed in ISSP for ten (10 days).**
- Second Offense (Class III-S16): Cell phone/digital device will be collected and secured and a parent/guardian will be required to pick it up. **Student will be recommended for placement in Alternative School for 45 days.**
- Third Offense (Class IV-S58): Cell phone/digital device will be collected and secured and a parent will be required to pick it up. **Student will be recommended for expulsion.**

### **Section 3.4| Tobacco-Free Schools and Facilities**

The Butler County School System is committed to providing a tobacco-free and vape-free environment for all students, employees, and visitors. Therefore, the use, possession, or distribution of tobacco products (including but not limited to cigarettes, cigars, pipes, chewing tobacco, and snuff) and electronic vaping devices (including e-cigarettes, vape pens, e-hookahs, hookah pens, vape pipes, and similar devices) is prohibited at all times:

- On all school properties, including buildings, grounds, and parking lots.
- In school-owned or leased vehicles.
- At school-sponsored events, both on and off campus.

This policy applies to all students, employees, volunteers, parents, spectators, and visitors.

Definitions:

- Tobacco Products: Any product made or derived from tobacco that is intended for human consumption, including cigarettes, cigars, pipe tobacco, snuff, and chewing tobacco.
- Electronic Vaping Devices: Also known as e-cigarettes, vapes, or ENDS, these devices heat a liquid to produce an aerosol that is inhaled.

Students: Students found in violation of this policy will be disciplined according to the provisions outlined in the Student Code of Conduct/Handbook. Disciplinary actions may include:

#### **Student Discipline – Possession/Use/Distribution of Tobacco Products**

- First Offense: (Class III-S32, S33, or S34) Student will be placed in ISSP for ten (10 days).
- Second Offense: (Class III-S32, S33, or S34) Student will be placed in Alternative School for 45 days.
- Third Offense: (Class IV-S58) Student will be recommended for expulsion.
- Parental Notification: Parents and guardians may be notified of actual or suspected violations by their child, even if no formal charge is issued.

Employees: ~~Employees who violate this policy are subject to appropriate personnel action, including possible termination, as per applicable employee handbooks and district policies.~~ Any employees violating this policy may be subject to disciplinary action to include a warning on the first offense, verbal reprimand on the second offense, and a written reprimand on the third and fourth offenses. Any subsequent offense will be referred by the Superintendent to the Butler County Board of Education for appropriate disciplinary action, which may include termination of employment.

Visitors: Visitors who violate this policy will be asked to cease and desist or may be removed from school property.

~~The use of tobacco products and secondary exposure to tobacco smoke are subjects of immediate concern in our society. From a safety perspective, the users of tobacco products may impair the well being of employees, students, and the public at large. Therefore, it is the policy of the Butler County Schools that the use of any and all tobacco products is prohibited on all school property by all persons. School property includes all buildings, grounds, athletic facilities and motorized vehicles owned or leased by the Butler County Board of Education.~~

~~Any students violating this policy will be subject to discipline in accordance with the most recently published edition of the Butler County Schools' Code of Student Conduct.~~

~~Any employees violating this policy will be subject to disciplinary action to include a verbal reprimand on the first offense, and a written reprimand on the second and third offenses. Any subsequent offense will be referred by the Superintendent to the Butler County Board of Education for appropriate disciplinary action, which may include termination of employment.~~

~~The Superintendent, any assistant to the Superintendent, any principal, any assistant principal, or any designee of any of the foregoing, are authorized to request anyone violating this policy at any event to cease such violation. Upon failure of such person to cease such violation, the Superintendent, any assistant to the Superintendent, any principal, any assistant principal, or any designee of any of the foregoing, may request the person violating this policy to leave said facility and, upon failure of such person to leave, may engage the assistance of law enforcement personnel to remove such person from such facility.~~

*Adopted January 23, 1996*

## **Section 7.10b Early Graduation**

Early graduation is an option for all students who have met graduation requirements. He/she will have the option of participating in graduation exercises at the end of the school year. It is the student's responsibility to clear all graduation requirements through the principal's office.

Early graduation is available to any student who has successfully met all graduation requirements. Students who graduate early may choose to participate in the graduation ceremony at the end of the school year.

It is the student's responsibility to ensure all graduation requirements are verified and cleared through the principal's office. Early graduates may qualify as honor graduates based on academic performance and will be eligible for Valedictorian or Salutatorian distinctions.

### **Valedictorian and Salutatorian Criteria**

- **Enrollment Requirement:** Must have been enrolled in the same school for their junior and senior years.
- **Diploma:** Must meet the honor graduate criteria
- **Eligibility:** Must be Honor graduates with the two highest weighted numerical grade point averages
  - Valedictorian: Highest weighted numerical GPA
  - Salutatorian: Second highest weighted numerical GPA
- If there are no Honor Graduates, the following assessments or experiences will be used in the order listed to determine Valedictorian and Salutatorian. The student that meets the criteria first will be named Valedictorian.
  - Compare GPA to the fourth decimal place, if the same for both students-
  - Compare ACT Composite Score, if the same for both students -
  - Compare ACT Workkeys Score, if the same for both students -
  - Compare the number of Dual Enrollment courses with a B or higher grade average.

## **Determination of Class Rank (Effective for Graduating Class of 2029 and Forward)**

Beginning with the graduating class of 2029, the Butler County Board of Education will implement a *cum laude* system for graduate recognition. This shift reflects the district's commitment to honoring academic excellence through a more inclusive and achievement-based model.

A formal policy outlining the criteria and procedures for *cum laude* honors is currently being developed and will be finalized and communicated during the current school year.

## **Section 7.10d-1 Alabama High School Diploma Requirements**

### **Alabama High School Diploma Criteria**

The Alabama courses of study identify the minimum required content within each content area for each Carnegie credit. Students can satisfy Alabama High School Diploma credit requirements through multiple course content disciplines, including Career and Technical Education, International Baccalaureate (IB), Advanced Placement (AP), postsecondary dual enrollment, or other state-approved content disciplines. All high school students are required to have a Four-Year Graduation Plan outlining their path to graduation.

### **Standard Alabama High School Diploma Requirements**

- **Earn a minimum of 24 credits with a grade of 60 or higher in the following areas:**
  - 16 core subject units: 4 English credits, 4 Math credits, 4 Science credits, and 4 Social Studies credits
  - 1 Physical Education credit
  - 1/2 (0.5) Health credit
  - 3 credits of either sequenced Career & Technical Education, foreign language, or arts education.
  - 2 1/2 credits of Elective courses
- **Distance Learning Experience:** Students must complete one online/technology-enhanced course or experience unless exceptions have been approved through Individualized Education Plans.
- **Civics Exam:** Earn a Passing score on the Civics Exam after completing the United States Government course. A passing score can be waived if the student meets the ALSDE-approved waiver criteria for the Civics Exam.
- **Free Application for Federal Student Aide (FAFSA):** Submit a FAFSA to the United States Department of Education or certify a non-participation waiver.
- **Additional Graduation Requirements starting with the Class of 2026 (2022-23 9th Grade Cohort):** Earn at least one ALSDE-approved College & Career Readiness Indicator.
- **Additional Graduation Requirements starting with the Class of 2028 (2024-25 9th Grade Cohort):** Complete a Financial Literacy Examination after completing the Career Prep or Career Prep B course. A passing score is highly encouraged but not required for graduation.

Students can earn Alabama High School Diploma endorsements, which signify that a student has met additional requirements beyond the standard diploma requirements. Endorsements highlight specific achievements, skills, or areas of focus.

- **Advanced Academic Honors Endorsement - 27 Credits:** *This endorsement requires students to complete 3 credits in addition to the minimum 24 required for the Alabama High School Diploma. The three additional credits should be a more rigorous set of courses, including additional math and science classes, advanced placement (AP) courses, or dual enrollment courses.*
- **Career and Technical Endorsement - 24 Credits:** This endorsement is for students who complete a sequence of career and technical education (CTE) courses within an approved career cluster pathway and earn the approved industry credential for the sequenced career cluster pathway.

Students can pursue an Alabama High School Diploma through multiple ALSDE-approved pathways. Each pathway consists of a set of ALSDE-approved substitute or equivalent courses. Students earn the required Alabama High School Diploma by taking courses within one or more of the following pathways:

- **Essentials/Life Skills Pathway** - This pathway is limited to students with an Individualized Education Program (IEP). A student with an IEP who takes four or more Essentials core classes must complete all requirements of the pathway, including the work component. This pathway is designed to allow a student to participate in career/competitive employment.
- **Alternate Achievement Standards (AAS) Pathway** - This pathway is limited to students with significant cognitive disabilities who meet the criteria for the Alabama Alternate Assessment.
- **General Education Pathway (Option A)** courses are aligned with the Alabama Courses of Study and are designed to prepare students for college and career success. This pathway aligns with the state's requirements for earning a High School Diploma, which signifies that a student has completed all required courses, experiences, and assessments.
- **Alabama Workforce Pathway (Option B)** is designed to help high school students acquire the skills and credentials necessary for immediate entry into the workforce upon graduation. This pathway focuses on career and technical education (CTE), providing students with practical, hands-on experience and industry-recognized certifications.

**BUTLER COUNTY SCHOOLS ALABAMA HIGH SCHOOL DIPLOMA PATHWAY DECLARATION FORM**

**Student Information:**

**First Name:** \_\_\_\_\_ **Last Name:** \_\_\_\_\_

**Student ID:** \_\_\_\_\_ **Current Grade Level:** \_\_\_\_\_

**School Name:** \_\_\_\_\_ **Graduation Cohort Year:** \_\_\_\_\_

**Section I: Is this your first time declaring a diploma pathway?** ☐ **Yes** (Skip Section II) ☐ **No** (Complete Section II)

**Section II: Reason for Requesting Change** (Please check all that apply and explain below)

☐ Alignment with career goals

☐ Change in postsecondary plans (college, workforce, military, etc.)

☐ CTE program participation

☐ Academic needs

☐ Other: \_\_\_\_\_

**Section III: Select the diploma pathway you wish to pursue?**

<b>x</b>	<b>Diploma Pathway Selections</b>	<b>Date</b>
	I elect to pursue the <b>Alabama High School Diploma – Option A: Traditional Pathway</b>	
	I elect to pursue the <b>Alabama High School Diploma – Option B: Workforce Pathway</b>	
	I elect to pursue the <b>Alabama High School Diploma – Essentials/Life Skills Pathway</b>	
	I elect to pursue the <b>Alabama High School Diploma – Alternate Achievement Pathway</b>	

**Section IV: Acknowledgments:**

I, \_\_\_\_\_, acknowledge and understand the following:

- I must meet all Alabama State Department of Education (ALSDE) graduation requirements as well as any additional Butler County Schools local requirements—including required credits, assessments, career readiness indicators, and any other criteria specific to my chosen diploma pathway.
- Regardless the chosen pathway, I will not be permitted to graduate or participate in the graduation ceremony unless all graduation requirements are completed and verified.
- Therefore, I must work closely with school counselors, teachers, and my family to ensure my course selections align with my college, or career goals.
- I am responsible for engaging in careful planning, research, and follow-through to make sure I meet the admissions, acceptance or enlistment criteria for my postsecondary path.

**Student Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Parent/Guardian Acknowledgment Statement**

I, \_\_\_\_\_, parent/guardian of the above student, acknowledge and understand the following:

- My child must complete all required credits and fulfill all state and local graduation requirements before being granted permission to graduate or participate in the graduation ceremony.
- I agree to collaborate with school leaders and counselors to support my child in selecting the best course pathway aligned with their future plans and to help ensure all criteria for high school graduation and postsecondary goals are met.

**Parent/Guardian Printed Name:** \_\_\_\_\_

**Parent/Guardian Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_



## BUTLER COUNTY SCHOOLS ALABAMA HIGH SCHOOL DIPLOMA PATHWAY COMPARISON OVERVIEW

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### ✔ Option A: Traditional Pathway

#### Requirements:

- 16 core subject units: 4 English credits, 4 Math credits, 4 Science credits, and 4 Social Studies credits
- 1 Physical Education credit
- 0.5 Health credit
- 1 Career Prep credit
- 3 credits of either sequenced Career & Technical Education, foreign language, or arts education.
- 2.5 Elective courses
- Misc: Distance Learning Experience, pass Civics Exam, submit a FAFSA, earn a CCR Indicator, and pass Financial Literacy Exam (Class or 2028)

#### Pros

Meets all traditional high school graduation requirements (24 credits with 4 Math & 4 Science).

Best aligns with 4-year college admission and competitive scholarships.

Provides the most flexibility for future education and training (university, workforce, military).

Recognized by all colleges, military branches, and career programs.

#### Cons

More rigorous coursework; may not be the best fit for all students.

Students needing significant academic or behavioral support may struggle without extensive interventions.

Requires completion of more advanced math and science courses.

Not focused specifically on career skills or direct-entry workforce certifications.

### ✔ Option B: Workforce Pathway Diploma (SB 253)

#### Requirements:

- 12 core subject units: 4 English credits, 2 Math credits, 2 Science credits, and 4 Social Studies credits
- 1 Physical Education credit
- 0.5 Health credit
- 3 Sequenced CTE, foreign language, or arts education credits
- 1 Career Prep credit
- 6.5 Elective credits
- Misc: Distance Learning Experience, pass Civics Exam, submit a FAFSA, earn a CCR Indicator, and pass Financial Literacy Exam (Class or 2028)

#### Pros

Reduces required Math and Science credits from 4 to 2 each (must include Algebra I, Geometry, Biology, and Physical Science).

Requires 3 CTE credits in an approved program, preparing students for immediate workforce entry.

More aligned with hands-on learners and career-focused students.

Option B still results in the same Alabama High School Diploma.

Eligible for Workforce Pathway Seal (optional).

#### Cons

May not meet admission requirements for selective universities or specialized programs (e.g., engineering, nursing).

Requires C or better in all 3 CTE courses; not all students may meet this requirement.

Student must carefully plan electives to ensure postsecondary goals can still be reached.

May limit opportunities in competitive college or military paths without additional elective coursework.

CTE pathway must be declared and tracked correctly by the school.

## BUTLER COUNTY SCHOOLS ALABAMA HIGH SCHOOL DIPLOMA PATHWAY COMPARISON OVERVIEW

### ✓ Essentials Pathway (Special Education)

Requirements:

- 16 core subject units: 4 English credits, 4 Math credits, 4 Science credits, and 4 Social Studies credits
- 1 Physical Education credit
- 0.5 Health credit
- 2 CTE credits
- 1 Career Prep credit
- 1 Workforce Readiness credit
- 1 Cooperative Education credit
- 1.5 Elective credits
- Misc: Distance Learning Experience, pass Civics Exam, submit a FAFSA, earn a CCR Indicator, and pass Financial Literacy Exam (Class of 2028)

#### Pros

Aligned to students with disabilities receiving specially designed instruction (e.g., Autism, ID).

Allows for modified standards and coursework (Essentials Algebra, Essentials Science, etc.).

Meets Alabama graduation requirements for eligible students with IEPs.

Focuses on functional academics and job readiness.

#### Cons

Students cannot switch to Option A or B. It is not a general education diploma.

Diploma is not equivalent to the traditional diploma for many postsecondary programs.

May limit access to military, college admission, and some employment opportunities.

Students on this pathway may not meet CCR indicators or CTE completion status.

### ✓ Alternate Pathway (AAAS – Alabama Alternate Achievement Standards)

- 16 core subject units: 4 English credits, 4 Math credits, 4 Science credits, and 4 Social Studies credits
- 1 Physical Education credit
- 1 Life Skills (Health) credit
- 1 Life Skills (Career Preparation) credit
- 1 Prevocational credit
- 1 Vocational credit
- 1 Community-based Instruction credit
- Life Skills credit
- 1 Elective credit

#### Pros

Designed for students with significant cognitive disabilities.

Instruction is aligned to essential life and vocational skills.

Students participate in the Alabama Alternate Assessment instead of general assessments.

Focuses on individualized goals and supports through the IEP.

#### Cons

Students do not earn a traditional high school diploma; they receive an Alternate Achievement Certificate.

Not accepted for military enlistment, most colleges, or many job training programs.

May limit independence and access to competitive employment after high school.

Requires detailed transition planning and often support from adult services after graduation.

## Butler County Schools Policy on Alabama High School Diploma – Option B

Purpose: This policy establishes the requirements and procedures for students in Butler County Schools who elect to pursue the Alabama High School Diploma via Option B, also known as the Alabama Workforce Pathway Diploma.

### I. Eligibility and Implementation

- Eligibility: Students will have the opportunity to declare their intent to pursue the Option B diploma pathway during the Spring semester of their 9th-grade year of high school.
- Declarations made after this designated period will require a formal meeting with both the school counselor and the principal to evaluate and approve the request.
- Parent/Student Notification: Counselors will provide written and verbal explanations of both Option A and Option B during academic planning, beginning in 8th grade.

### II. Diploma Requirements

To receive the Alabama High School Diploma via Option B, a student must:

**Earn a minimum of 24 credits with a grade of 60 or higher in the following areas:**

- 12 core subject units: 4 English, 4 Social Studies, 2 Mathematics (Geometry & Algebra I), 2 Science (Biology & Physical Science)
- 0.5 Health Education
- 1 Career Preparedness
- 1 Beginning Kinesiology
- 6.5 Electives
- 3 CTE credits in one approved program of study
  - a. Earn a grade of C or higher in all three CTE courses.
  - b. Attain CTE Completer Status as defined in ALSDE Memo FY22-2065.
    - i. Dual enrollment courses cannot count toward students earning completer status.

Changing Pathways:

- Students may transfer from Option A to Option B, or from Option B to Option A, at any time during their high school enrollment. However, all students are expected to meet the graduation requirements established for their original entering cohort year. Additionally, students must fulfill all graduation requirements within four years from the time of their initial enrollment in Grade 9.
- All diploma pathways, including Option B, result in the same Alabama High School Diploma.
- Step 1: The student and/or parent/guardian submits a **Diploma Pathway Change Request Form** to the school counselor.
- Within 10 school days of receiving the form, the **school counselor** will schedule a **mandatory conference** with the student, Parent/Guardian, and other relative stakeholders such as CTE Counselor, CTE Director, IEP Case Manager, etc.
- If the student meets the requirements for the new pathway and a revised plan is created:
- The **counselor will submit documentation** to the principal or designee for review and final approval.

### Special Education Considerations:

Students with IEPs may pursue Option B through the General Education Pathway when it is determined appropriate by the IEP Team. It is important to note that the Essentials Pathway is not compatible with

Option B. Beginning in the 2025–2026 school year, any decision to pursue Option B must be clearly documented on the transition page of the IEP.

Ultimately, the IEP Team is responsible for making this decision based on the individual needs, strengths, and postsecondary goals of the student.

A diploma in Alabama represents a comprehensive education that adheres to state standards, ensuring students are well-prepared for college, workforce, military, and other post-high school experiences. Pathways and endorsements reflect a student's customized high school experience, earning a diploma in Butler County Schools.

The Butler County Board of Education values the importance of recognizing student achievement and promoting college and career readiness. In alignment with the Alabama State Department of Education (ALSDE) guidelines, the district will implement and award official diploma seals to eligible students who meet established criteria.

These seals may be added to the Alabama High School Diploma across all pathways, including General Education, Essentials, and Alternate Achievement Standards, as additional acknowledgments of student accomplishments.

#### **Alabama Seal of Biliteracy**

- **Eligibility:** Students who demonstrate proficiency in English and at least one other language (including ASL).
- **Purpose:** Recognizes bilingualism and biliteracy; valued by employers and postsecondary institutions.
- **Evidence Requirements:**
  - Meet Alabama high school graduation requirements.
  - English proficiency through assessments like ACT, AP, IB, or WIDA.
  - World language proficiency through AP, IB, AAPPL, STAMP 4S, CEFR, or Portfolio assessment for rare languages

#### **Alabama Workforce Pathway Seal**

- **Eligibility:** Earn a minimum of four (4) credits within an approved CTE program of study.
  - Credits must align with program sequences that include: Foundation courses, Concentrator courses, Capstone courses
  - Courses must be taken in the same CTE program (not just the same cluster).

## **Section 7.10e.1 ACCESS Distance Learning**

ACCESS Distance Learning (Alabama Connecting Classrooms, Educators, and Students Statewide) is an education initiative of the Alabama Department of Education.

- It provides opportunities and options for Alabama public high school students to engage in Advanced Placement (AP), elective, and other courses they may not otherwise have access to or be able to schedule.
- Additional information may be found at <http://accessdl.state.al.us>.

### **Progress Report & Report Card:**

- ACCESS grades will not be printed on a student's progress report or report card.
- ACCESS grades will be printed and sent home to parents/guardians every 4½ weeks by the facilitator.

### **Final Grade:**

- ~~Counselors will enter term averages for semester averages (S1 = 1st Semester Average and S2 = 2nd Semester Average) at the conclusion of the course.~~
- Final grades for courses taken through ACCESS will be officially posted by ACCESS to the transcript. The F1 average, as reported by ACCESS, will serve as the final course grade and will be recorded on the student's official transcript.

## **7.10g Acceleration**

It is the belief of the Butler County School System that students who can exceed the grade-level indicators and benchmarks set forth by the Alabama Course of Study be given the opportunity and encouragement to do so. All children should be provided adjustments, when necessary, in order to address their individual needs. Academic acceleration provides the opportunity for students to advance an entire grade.

### **Types & Process of Acceleration**

- Grades (K-8) - Process: Refer to the Gifted Education Program Acceleration Guidelines and/or whole grade acceleration will be determined using the Iowa Acceleration Scale.
- **High School Acceleration through Dual Enrollment:** High school students may achieve academic acceleration through participation in dual enrollment courses. Dual enrollment allows eligible students to enroll in postsecondary coursework while simultaneously earning both high school and college credit. This pathway provides students the opportunity to advance more rapidly through high school graduation requirements, access rigorous academic content, and begin building a postsecondary transcript. Participation in dual enrollment must align with the student's Individualized Student Plan and is subject to eligibility criteria, institutional guidelines, and district approval.

## **Artificial Intelligence Acceptable Use Policy**

The Butler County School System supports the use of technology to improve teaching and learning, and to support innovations throughout the educational system. This includes the use of Alternative Intelligence (AI) platforms. The Butler County School System has created this policy to emphasize the role of AI as a tool to support learning, while ensuring the platforms aren't used as a replacement for student or employee work.

Since AI systems could lead to bias in how patterns are detected and unfairness in how decisions are automated, it is essential for the District to develop this policy in how AI is used in education. This policy outlines the acceptable use of AI tools and applications within the Butler County School System to ensure their safe, ethical, and responsible use.

### **A. Teachers and staff need to be aware and understand:**

1. AI is not a substitute for human creativity, judgement, and creation.
2. Supervisors must be notified when AI is being used to complete a task.
3. AI use requires authorization to protect against violation of District Policy.
4. Any use of AI platforms shall include a review of the generated result for accuracy, appropriateness, or potential bias (depending on the nature of the work).
5. Employees shall not integrate AI tools with other District software.
6. Employees shall not allow AI to learn passwords, confidential, proprietary or sensitive district data.
7. Employees shall not share or upload personally identifiable employee or student records, names, addresses, etc.
8. Employees shall not use AI tools to record meetings, classroom instruction/activities, or training sessions, unless approved by their school principal or District Level Administrator and other parties involved are aware they are being recorded.
9. Employees shall not upload recordings of meetings, classroom instruction/activities, or training sessions to AI platforms, unless approved by their School Principal or District Level Administrator.
10. Employees shall not use AI for employment decisions about applicants or employees.
11. Employees shall not use AI tools specifically prohibited or (if applicable) not on approved lists.

### **B. Students Responsible Use:**

1. AI is not a substitute for human creativity, judgement, and creation. Students may not use AI when their teacher or school has expressly forbidden its use.
2. Students shall not use Artificial Intelligence (AI) platforms to avoid doing their own work. AI platforms should only be used as a supplement when authorized by a teacher. Should AI be used, the student must acknowledge and cite the use of AI, attributing text, images, multimedia, etc. to the AI source and criteria used to show how AI contributed to the result of the assignment. A violation of this rule is considered

cheating and will be handled as outlined in the current Handbook and Code of Student Conduct.

3. AI programs can have implicit bias, and present incorrect information. Students using AI acknowledge that it is not always factually accurate, nor seen as a credible source, and should be able to provide evidence to support its claims.
4. Students who choose to use an AI platform for purposes authorized within this policy need to be aware that they are sharing data with a third-party platform.
5. AP, IB and Dual Enrollment college and university classes may have additional restrictions and limitations regarding the use of AI.
6. Student access to certain websites using AI may be granted, however privacy guidelines and age restrictions must be considered prior to allowing the usage.
7. Any use of AI should be in compliance with the Technology/Internet Use and Ethics Code listed in the current Handbook and Code of Student Conduct.

C. Any misuse of AI tools and applications, such as hacking or altering data, is strictly prohibited.

D. Staff or students using AI software with a personal device and/or personal credentials should be aware that the platforms they are uploading information to is collecting various forms of data and their privacy may not be protected.

E. This policy shall be reviewed continuously to ensure the District remains aligned with emerging and changing AI capabilities, Federal or State Law, ALSDE guidance, and industry best practices.



**REVISED 7/15/25**

**Section 6.2d1 Paid Parental Leave**

Employees are eligible for Paid Parental Leave (PPL) once they have been employed by any local education agency in the state for at least twelve (12) consecutive months. Paid Parental Leave is available beginning July 1, 2025. PPL is paid at 100% of the eligible employee's normal rate of pay.

An eligible employee who is female shall be entitled to eight (8) weeks of parental leave in connection with the birth, stillbirth, or miscarriage of her child which occurs on or after July 1, 2025.

An eligible employee who is male shall be entitled to two (2) weeks of parental leave in connection with the birth, stillbirth, or miscarriage of his child which occurs on or after July 1, 2025. *A miscarriage is the loss of an unborn child at or after **twelve weeks gestation** and is confirmed in writing by a healthcare professional. The term does not include an abortion as defined in Section 26-23H-3 **unless necessary to prevent serious health risk to the unborn child's mother as permitted under Section 26-23H-4.***

An eligible employee shall be entitled to eight weeks of parental leave in connection with the placement of a child with the eligible employee for adoption which occurs on or after July 1, 2025, provided the child is three years of age or younger at the time that he or she is placed with the eligible employee. If parents who jointly adopt a child are both eligible employees, one parent shall be entitled to eight weeks of parental leave in connection with the adoption and one parent shall be entitled to two weeks of parental leave in connection with the adoption.

PPL for birth, stillbirth, miscarriage, and adoption may be used intermittently, on a reduced schedule, or continuously. PPL shall run concurrently with FMLA, if the employee is eligible for FMLA. Employees are not required to use other leave before using PPL but may do so if they choose.

PPL must be taken within 365 days of the qualifying event (birth, stillbirth, miscarriage, or adoption placement). Any PPL available to the employee after 365 days is forfeited.

Employees must submit a Paid Parental Leave (PPL) Certification Form to the Superintendent for approval prior to the commencement of the leave.

**\*STATE PROVIDED FORM**

## Paid Parental Leave (PPL) Certification Form

*Form provided by the ALSDE for use by LEAs. Requestors must provide all information requested below.*

Employee Name: \_\_\_\_\_  
Employee Phone Number: \_\_\_\_\_  
Work Email Address: \_\_\_\_\_  
School: \_\_\_\_\_  
School System: **Butler County School System**  
Date of Request: \_\_\_\_\_  
Date of Qualifying Event: \_\_\_\_\_  
Parental Leave Start Date: \_\_\_\_\_

Reason Parental Leave Requested (Check One):

- ☐ I am requesting up to eight (8) weeks of paid parental leave in connection with the birth, stillbirth, or miscarriage of a child.
- ☐ I am requesting up to two (2) weeks of paid parental leave in connection with the birth, stillbirth, or miscarriage of my child.
- ☐ I am the legal parent of a child three years of age or younger who has been legally placed with me for adoption, or I have begun the adoption process of a child three years of age or younger. (Eligible employees are entitled to eight (8) weeks of paid parental leave. If both parents work for the state, then only **one** parent is eligible for the eight (8) weeks of paid parental leave.)

### Anticipated Duration of Paid Parental Leave:

Anticipated or Actual Date of Birth, Stillbirth, Miscarriage, or Placement: \_\_\_\_\_  
Date Paid Parental Leave begins: \_\_\_\_\_  
Date Paid Parental Leave concludes: \_\_\_\_\_  
Requested method of Paid Parental Leave: ☐ Continuous Use ☐ Intermittent use\*  
\*Reason(s) for requesting intermittent leave: \_\_\_\_\_  
\*How do you intend to utilize intermittent leave? \_\_\_\_\_

<b>Prior Paid Parental Leave Use</b>
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Employee Check One:

- ☐ I have not used any PPL in the 365 days preceding this request or for the qualifying event indicated on this form.
- ☐ I have used PPL in the 365 days preceding this request or for the qualifying event indicated on this request form. If yes, please provide the information below.

If applicable:

Date prior PPL commenced: \_\_\_\_\_

Date prior PPL leave ended: \_\_\_\_\_

Employer where prior PPL was used: \_\_\_\_\_

Amount of prior PPL used: \_\_\_\_\_

<b>ADOPTION</b>
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Paid Parental Leave Eligibility
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*Complete this section for adoptions only.*

Employee Check One:

- ☐ Neither my spouse nor any other parent of the minor child that I am adopting is employed with the state of Alabama in any capacity (such employment includes, but is not limited to, the State Executive Branch, the Legislative Branch, the Judicial Branch, or any state, local, or postsecondary educational institution).
- ☐ The child that I am adopting is also being adopted by an individual who is employed with the state of Alabama.

If you checked the second box, please provide the following information related to the other adopting parent:

Name: \_\_\_\_\_

Employing Entity: \_\_\_\_\_

Direct Supervisor: \_\_\_\_\_

Employee Certification ( <u>initial</u> each box)	
	I certify that paid parental leave is being taken because of the birth, miscarriage, or stillbirth of a child, or placement of a child with me for adoption, and will be used in accordance with the law.
	I understand and agree that I am required to present sufficient documentation to establish my eligibility for paid parental leave. Such documentation may include a birth certificate, letters from my doctor, or legal documentation establishing my intent to adopt.
	If I provide an anticipated date of a qualifying event, I shall notify my employer as soon as practicable of the actual date of the qualifying event.
	I understand and agree that utilizing parental leave in violation of the law and/or employer policy may result in disciplinary action, up to and including my termination.
	I understand and agree that my employer will deduct any leave fraudulently claimed under the <i>Alabama Public Employee Paid Parental Leave Act of 2025</i> .
	I understand and agree that my employer may remove any fraudulently or improperly granted leave from my paycheck, without any additional prior permission.
	I understand and agree that I am required to return to work for a minimum of eight (8) weeks following my use of paid parental leave and that any failure to comply with the return-to-work agreement may result in the recovery of the value of paid parental leave.
	I understand that any eligible leave under the <i>Family and Medical Leave Act</i> (FMLA) available to me shall run concurrently with the use of parental leave and that I am still required to comply with the FMLA, even if I qualify for paid parental leave.
	I have prepared a written plan and submitted it to my employer in accordance with <i>Alabama Administrative Code</i> , Rule 290-3-1-.05.

I hereby certify under penalty of perjury that, to the best of my knowledge, all information provided in this Certification is true, correct, and complete. I further agree and understand that any false or deceptive information provided herein, regardless of time of discovery, may cause forfeiture of any leave obtained and recovery of the value of any leave improperly received either from my future pay or by legal action. I further agree and understand that any false or deceptive information may result in discipline, up to and including termination.

**Signature:** \_\_\_\_\_

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

Required Documentation:

Qualifying Event	Required Documentation
The birth, stillbirth, or miscarriage of a child.	<ul style="list-style-type: none"> <li>Completed PPL Certification Form</li> <li>Written Plan for Leave</li> <li>Additional Documentation (Select One): <ul style="list-style-type: none"> <li>Birth Certificate.</li> <li>Proof of Birth (letter from health care provider (HCP) confirming birth.)</li> <li>Proof of Death (letter from HCP confirming death or death certificate).</li> </ul> </li> </ul>
Adoption of a child under three years of age or younger	<ul style="list-style-type: none"> <li>Paperwork or court filing indicating the initiation of the adoption process</li> <li>Adoption Order</li> <li>Agreement confirming the initial date of placement</li> </ul>



<b>TO BE COMPLETED BY AGENCY PERSONNEL</b>
Paid Parental Leave Eligibility

Has the employee been employed with and in pay status for a covered employer for at least 12 consecutive months?	<input type="checkbox"/> Yes <input type="checkbox"/> No
What dates are utilized to determine the lookback period?	Start Date: _____ End Date: _____
Does the employee's request meet the definition of a qualifying event?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Is the employee eligible for FMLA leave?	<input type="checkbox"/> Yes <input type="checkbox"/> No
	If no, indicate when the employee will become eligible: _____
Did the employee provide a completed, signed PPL Certification Form?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Did the employee provide the required documentation?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Did the employee provide a written plan for leave use?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Did the employee complete and sign a return-to-work agreement?	<input type="checkbox"/> Yes <input type="checkbox"/> No

Select documents received: <input type="checkbox"/> Birth certificate <input type="checkbox"/> Proof of Birth (letter from HCP confirming birth) <input type="checkbox"/> Adoption Order <input type="checkbox"/> Agreement confirming the initial date of placement <input type="checkbox"/> Other: _____
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**Checklist:**

- ☐ Determine dates of leave eligibility based on the event.
- Start Date: \_\_\_\_\_  
End Date: \_\_\_\_\_
- ☐ Verify paid parental leave not taken in the previous 365 days.
- ☐ Parental Leave Approved
- ☐ Parental Leave Denied  
Reason: \_\_\_\_\_

<b>Signature of Superintendent:</b>	<b>Date</b>
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**Important Reminders:**

- PPL is only available beginning July 1, 2025.
- PPL for birth, stillbirth, miscarriage, and adoption may be used intermittently, on a reduced schedule, or continuously.
- PPL shall run concurrently with FMLA, if available.
- Employees are eligible for PPL once they have been employed by or in pay status for any local education agency in the state for at least twelve (12) consecutive months.
- Employees are not required to use other leave before using PPL, but may do so if they choose.
- PPL must be taken within 365 days of the qualifying event. Any PPL available to the employee after 365 days is forfeited.
- PPL is paid at 100% of the eligible employee's normal rate of pay, as determined by the employer.
- This form does not replace the employer's obligation to provide timely written notifications to the employee required under the *Family and Medical Leave Act* (FMLA), the *Pregnancy Discrimination Act* (PDA), the *Americans with Disabilities Act* (ADA), or the *Pregnant Workers Fairness Act* (PWFA). Refer to the Acts and the employer's policies and procedures for more information.

## **Section 7.10 GRADING, PROMOTION & RETENTION POLICY (CURRENT POLICY)**

The following statements regarding grading are proposed to provide congruency within our school system for regular, academic course work. The intent is to protect and promote the integrity of the grades assigned to students in the Butler County School System. This uniformity allows a Board-approved format for assigning grades, a consistent grading policy within our school system aiding in the transfer of grades between and among our schools, a basic policy of grading easily explained to parents/guardians, and a policy that assists administrators when the need arises to interpret a student's grade in the absence of the teacher.

### **Academic Grading Scale**

A	100-90
B	89-80
C	79-70
D	69-60
F	59-0

\*\*\*If a student transfers into the Butler County School System without numerical grades, use the grading scale below:

A=95              B=85              C=75              D=65              F=55

- Academic bonus points will not be given.
- Academic points will not be given or taken away from a student's grade for non-academic actions or infractions (i.e., discipline, no name on the assignment, etc.)
- Students cannot earn grades above 100

### **Elementary**

Kindergarten and First Grade Standards-Based Report Card:

A standards-based report card will be used for all kindergarten and first grade students. This type of report card records a child's progress toward meeting state and district standards. It gives specific information on a student's level of proficiency on a given standard.

An important benefit of the standards-based report card centers on providing parents/guardians and teachers a better understanding of the strengths and weaknesses of each child based on the Alabama Course of Study.

### **Kindergarten and First Grade Promotion/Retention**

#### **Kindergarten**

If a student needs to be retained based on the student's academic performance and/or other factors, the parents/guardians of that student should be informed as early in the school year as possible. Ultimately, Kindergarten students may only be retained upon approval/agreement of the student's parents/guardians. It is highly recommended that the decision of whether a student should be promoted or retained be made on the basis of which grade placement provides the student a better chance of progressing in his/her educational development.

## First Grade

Promotion criteria for 1st-grade students are based on their proficiency in critical learning standards. Students must demonstrate mastery of grade-level standards in core areas. Teachers assess students' progress through various measures, including classwork, projects, assessments, and observations, ensuring they meet the established benchmarks for each standard. Promotion is granted when students show consistent readiness for the next grade level. If a student does not demonstrate a clear understanding of the critical standards, a team-based decision-making process is initiated to determine whether the student should be promoted or retained. This team typically includes the classroom teacher, a school administrator, a special education teacher (if applicable), a second-grade teacher, and other relevant support staff. The team will review the student's academic performance, work samples, assessment data, and any interventions or supports that have been provided. Input from the student's parents or guardians is also sought to gain a comprehensive understanding of the student's learning experience. Based on this collective input, the team will weigh the potential benefits and drawbacks of promotion versus retention.

### Computation Scale & Grading Categories 2<sup>nd</sup> – 12<sup>th</sup>

- 40% Category – Minor Grades (class assignments, spelling tests, homework, etc.)
- 60% Category – Major Grades (Tests, projects, essays, 9-week exams, etc.)

### Graded Assignments 2<sup>nd</sup> – 12<sup>th</sup>:

- A minimum of 9 grades are required, at least one (1) grade per week.
- Major Grades: A minimum of 4 but no more than 5 should be assigned each nine weeks.
- Minor Grades: A minimum of 5 minor grades should be assigned each nine weeks. Homework grades are an optional choice for this category. Only one grade can be entered per nine-week period and would be considered a 6<sup>th</sup> minor grade.
- All assignments (i.e. class work, tests, projects, etc.) should be aligned to the ACOS. Written assignments are required at all grade levels.

Grade	Promotion/Retention
2 <sup>nd</sup> – 8 <sup>th</sup>	<p>Students must achieve at least a 60% yearly average in all classes to be promoted</p> <p>Students who do not pass the required courses each year will be retained at their current grade level. An <i>administrative promotion</i> or retention may be exercised by the Response to Instruction (RTI) Team in accordance with administrative directives.</p>



Grade	Promotion/Retention
9 <sup>th</sup> – 12 <sup>th</sup>	<p>A student must receive passing averages in each of the required and elective Carnegie unit courses. Carnegie unit credit will be based on a per semester basis with each semester standing alone. Students will earn a ½ Carnegie unit (credit) for each class with a semester average of 60% or higher.</p> <p>Students must earn the <b>minimum</b> number of Carnegie units (credits) necessary for grade placement as indicated below:</p> <p>9th graders must earn 6 units to be considered a sophomore; at least 3 of these units should be core courses.</p> <p>10th graders must earn 12 units to be considered a junior; at least 6 of these should be core courses.</p> <p>11th graders must earn 18 units to be considered a senior; at least 9 of these should be core courses.</p> <p>12th graders must have a minimum of 24 units to graduate and meet all other State of Alabama requirements for graduation.</p> <p>A student who fails to earn a semester average of 60% or higher in a specific subject will repeat that subject. Core classes can be retaken through credit recovery.</p> <p>Promotion of all students takes place once per year at the end of the school year.</p>

## **GRADING, PROMOTION & RETENTION POLICY** **PROPOSED REVISIONS 2025-26**

The following statements regarding grading are proposed to provide consistency within our school system for regular academic coursework. The intent is to protect and promote the integrity of the grades assigned to students in the Butler County School System. This uniformity allows a Board-approved format for assigning grades, a consistent grading policy within our school system aiding in the transfer of grades between and among our schools, a basic policy of grading easily explained to parents/guardians, and a policy that assists administrators when the need arises to interpret a student's grade in the absence of the teacher.

### **KINDERGARTEN & FIRST GRADE**

#### **Standards-Based Report Card:**

Kindergarten students will receive a standards-based report card using a "Y" (Yes) or "N" (No) to indicate whether they have met each standard.

First-grade students will receive a standards-based report card using qualitative performance indicators: E = Excellent – Consistently exceeds expectations, P = Proficient – Meets expectations, D = Developing – Approaching expectations, B = Beginning – Below expectations

This report card system provides parents/guardians and teachers with a better understanding of each child's strengths and weaknesses based on the Alabama Course of Study.

#### **Promotion/Retention – Kindergarten**

If a student needs to be retained based on the student's academic performance and/or other factors, the parents/guardians of that student should be informed as early in the school year as possible. Ultimately, Kindergarten students may only be retained upon the approval and agreement of the student's parents or guardians. It is highly recommended that the decision of whether a student should be promoted or retained be made based on the grade placement that provides the student with a better chance of progressing in their educational development.

#### **Promotion/Retention – First Grade**

Promotion criteria for 1st-grade students are based on their proficiency in critical learning standards. Students must demonstrate mastery of grade-level standards in core areas. Teachers assess students' progress through various measures, including classwork, projects, assessments, and observations, ensuring they meet the established benchmarks for each standard. Promotion is granted when students show consistent readiness for the next grade level. If a student does not demonstrate a clear understanding of the critical standards, a team-based decision-making process is initiated to determine whether the student should be promoted or retained. This team typically includes the classroom teacher, a school administrator, a special education teacher (if applicable), a second-grade teacher, and other relevant support staff. The team will review the student's academic performance, work samples, assessment data, and any interventions or supports that have been provided. Input from the student's parents or guardians is also sought to gain a comprehensive understanding of the student's learning experience. Based on this

collective input, the team will weigh the potential benefits and drawbacks of promotion versus retention.

## **SECOND & THIRD GRADE**

To be promoted to the next grade level, students must earn a minimum yearly average of 60% in Reading and Math, which receive numerical grades, and demonstrate at least a 'Proficient' (P) level of performance in Science and Social Studies, which are assessed using qualitative indicators. Students who do not meet this requirement in the core academic areas may be retained at their current grade level.

In certain cases, the Response to Instruction (RTI) Team may recommend an administrative promotion or retention based on a comprehensive review of student progress and in alignment with district guidelines. This includes situations where students receive a combination of numerical and qualitative grades, such as in 2nd and 3rd grades.

## **GRADES 4–8**

### **Academic Grading Scale (Grades 4–12)**

A 100–90

B 89–80

C 79–70

D 69–60

F 59–0

### **Transfer Grades**

***\*\*\*If a student transfers into the Butler County School System from a school using a different grading format (including letter grades, qualitative indicators, or standards-based reporting), grades should be converted using the corresponding scale below:***

**2nd-12th Grades** (Students in 2nd & 3rd grades will only receive numerical grades for the subjects of Math and Reading)

A = 95, B = 85, C = 75, D = 65, F = 55

**1st-3rd Grades** (Students in 2nd & 3rd grades will only receive qualitative grades for the subjects of Science and Social Studies)

E = 90–100 (Excellent – Consistently exceeds expectations)

P = 89–70 (Proficient – Meets expectations)

D = 69–60 (Developing – Approaching expectations)

B = 59–0 (Beginning – Below expectations)

### **Incoming Students on the S, NI, U Grading Scale**

S = P (Satisfactory – equivalent to Proficient)

NI = D (Needs Improvement – equivalent to Developing)

U = B (Unsatisfactory – equivalent to Beginning)

S = 80 (Satisfactory)  
NI = 70 (Needs Improvement)  
U = 59 (Unsatisfactory)

### **Computation Scale & Grading Categories 2nd – 12th**

- 40% Category – Minor Grades (class assignments, spelling tests, homework, etc.)
- 60% Category – Major Grades (Tests, projects, essays, 9-week exams, etc.)

### **Graded Assignments 2nd – 12th:**

- In 2nd and 3rd grade, a minimum of 9 numerical grades are required per subject in Reading and Math, with at least one (1) grade per week. Science and Social Studies, which receive qualitative scores, will be assessed based on student progress toward standard mastery rather than assignment-specific numerical grades. In grades 4–12, a minimum of 9 numerical grades must be recorded for each subject every nine weeks.
- Major Grades: A minimum of 4 but no more than 5 should be assigned each nine weeks.
- Minor Grades: A minimum of 5 minor grades should be assigned each nine weeks. Homework grades are an optional choice for this category. Only one grade can be entered per nine-week period and would be considered a 6th minor grade.
- All assignments (i.e. class work, tests, projects, etc.) should be aligned to the ACOS. Written assignments are required at all grade levels.

### **Promotion/Retention – Grades 4–8**

To be promoted to the next grade level, students must earn a minimum yearly average of 60% in all subjects that receive a numerical grade. Students who do not meet this requirement in the core academic areas may be retained at their current grade level.

## **GRADES 9–12**

### **Promotion/Retention – Grades 9–12**

A student must receive passing averages in each of the required and elective Carnegie unit courses. Carnegie unit credit will be based on a per-semester basis, with each semester standing alone. Students will earn a ½ Carnegie unit (credit) for each class with a semester average of 60% or higher.

Students must earn the minimum number of Carnegie units (credits) necessary for grade placement as indicated below:

9th graders must earn 6 units to be considered a sophomore; at least 3 of these units should be core courses.

10th graders must earn 12 units to be considered a junior; at least 6 of these should be core courses.

11th graders must earn 18 units to be considered a senior; at least 9 of these should be core courses.

12th graders must have a minimum of 24 units to graduate and meet all other State of Alabama requirements for graduation.

A student who fails to earn a semester average of 60% or higher in a specific subject will repeat that subject. Core classes can be retaken through credit recovery.

Promotion of all students takes place once per year at the end of the school year.

## **Section 4.23 PURCHASING CARD POLICY**

### **Intent**

The Butler County Schools Purchasing Card (also referred to as a Procurement Card or P-Card) was designed to make the purchase of relatively small dollar items easier for the department. Use of the card is not, however, intended to replace the bid process or the purchase order process where that process is appropriate. Cardholders should be aware of and sensitive to the **State Bid Law** and contact the Chief School Financial Officer for assistance when it is expected that an aggregate of ~~\$15,000~~ **\$40,000** or more of one commodity will be purchased during the fiscal year. In many cases, Purchasing can also be of service in negotiating discounts or more favorable pricing on lower dollar purchases.

## **Section 6.2d12 On-the-Job Injury**

On-the-job injury is defined as any accident or injury to the employee occurring during the performance of his/her duties arising out of and in the course of employment or occurring during the performance of duties or when directed or requested by the employer to be on the property of the employer. The term does not include a mental disorder or mental injury that has neither been produced or proximately caused by some physical injury to the body. The Board of Education shall adhere to all regulations, procedures, and rights of Alabama Act 96-614 ACT #2025-223.

The following are policies, procedures and rights are established pertaining to employees who are injured while on the job: for administering on-the-job injury regulations:

1. The employee must shall provide written notice of the injury to an immediate supervisor, the executive officer, or school principal, if applicable within five working days 24 hours after the injury occurred, or where the employee has died or is not clinically able to make notification, another person who is reasonably knowledgeable may make the notification of the injury within 30 days of the date of the injury. accident. The notice may be made by the injured party or by another person.
2. The employer may require medical certification from the employee's physician that the employee was injured and cannot return to work as a result of the injury. The executive officer (Superintendent) at his or her discretion, may require a second opinion from another physician at the expense of the school system. The employer may require a statement from the physician that there is a reasonable expectation that the employee will be able to return to work.
3. The salary and fringe benefits of the injured employee must be continued for a period up to 90 working days consistent with the employee's injury and the subsequent absence from work resulting from the injury. This provision shall apply to the temporary disability of the employee as applicable to the job related injury. at the discretion of the local school board.
4. The employer may extend the 90-day sick leave period for on-the-job injuries at the discretion of the local school board.
5. Any additional expenses, including unreimbursed medical expenses and costs which the employee incurs as a result of the injury, may be filed with the State Board of Adjustments.
6. Any reasonable on-the-job injury costs incurred by the employer for on-the-job injuries shall be reimbursed to the employer the succeeding fiscal year. The State Department of Education shall request a line item in the Education Budget to cover the costs.
7. Sick leave shall not be deducted from an employee's account if absence from work is the result of an on-the-job injury.
8. The employer must inform the employee of his/her right to go before the Board of Adjustment.
9. The local school board can grant additional vacation days and leaves of absences.