



**MOBILE COUNTY PUBLIC  
SCHOOL SYSTEM  
POLICY BOOK  
  
REFERENCES**

# REFERENCES

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**PROCEDURE:  
EQUAL OPPORTUNITY, COMPLAINTS, APPEALS FOR NON EMPLOYEES**

Normal steps in reaching a resolution to individual concerns are listed below:

1. In the event an individual or group believes there is a basis for complaint, that person or group will initiate informal discussion within 5 days after he/she knew, or should have known of the occurrence leading to the possible concern.
2. If the complaint is not resolved at the informal level, the complainant may FILE a written complaint and supporting evidence with the superintendent or his specified designee.
3. Within ten days, the superintendent's designee will discuss the matter with the complainant; thereafter a thorough investigation will be conducted to gather all relevant information. Equal rights for discussion will be given to other appropriate parties.
4. If the complaint is not settled through the discussion process the superintendent may designate a hearing officer, and a formal hearing will be scheduled to permit both parties to present evidence before the hearing officer.
5. If satisfaction is not reached with the hearing officer's formal recommendations, the grievant may request a hearing before the school board.



# Mobile County PUBLIC SCHOOLS

1 Magnum Pass | Mobile, Alabama 36618 | 251-221-4000 | [www.mcpss.com](http://www.mcpss.com)

3.32

## BOARD OF SCHOOL COMMISSIONERS

Reginald A. Crenshaw, Ph.D., President - District 3  
William C. Foster, Ed.D., Vice President - District 5  
L. Douglas Harwell, Jr. - District 1  
Don Stringfellow - District 2  
Robert E. Battles, Sr. - District 4

**SUPERINTENDENT** Martha L. Peek

### Section 504 Grievance Procedures

It is the policy of Mobile County Public Schools not to discriminate on the basis of disability. Mobile County Public Schools has adopted an internal grievance procedure providing for prompt and equitable resolution of complaints alleging any action prohibited by Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) of the U.S. Department of Health and Human Services regulations implementing the Act. Section 504 prohibits discrimination on the basis of disability and any program or activity receiving Federal Financial assistance. Bryan Hack, Executive Director of Human Resources for Mobile County Public Schools, has been designated to coordinate the effort of Mobile County Public Schools to comply with Section 504.

Any person who believes she or he has been subjected to discrimination on the basis of disability may file a grievance under this procedure. It is against the law for Mobile County Public Schools to retaliate against anyone who files a grievance or cooperates in the investigation of a grievance.

#### Procedure:

- Grievances must be submitted to the Section 504 Coordinator within 10 days of the date the person filing a grievance becomes aware of the alleged discriminatory action.
- A complaint must be in writing, containing the name and address of the person filing it. A complaint must state the problem or action alleged to be discriminatory and the remedy or relief sought.
- The Section 504 Coordinator (or his/her designee) shall conduct an investigation of the complaint. This investigation may be informal, but it must be thorough affording all interested persons an opportunity to submit evidence relevant to the complaint. The Section 504 Coordinator will maintain the files and records of Mobile County Public Schools relating to such grievances.
- The Section 504 Coordinator will issue a written decision on the grievance no later than 30 days after its filing.
- The person filing a grievance may appeal the decision of the Section 504 Coordinator by writing to Mrs. Martha Peek, Superintendent of Mobile County Public Schools within 15 days of receiving the Section 504 Coordinator's decision. Mobile County Public Schools shall issue a written decision in response to the appeal no later than 30 days after its filing.
- The availability and use of this grievance procedure does not prevent a person from filing a complaint of discrimination on the basis of disability with the U.S. Department of Health and Human Services, Office for Civil Rights.

Mobile County Public Schools will make appropriate arrangements to ensure the disabled persons are provided other accommodations, if needed, to participate in this grievance process. Such arrangements may include, but are not limited to, providing interpreters for the deaf, providing taped cassettes of material for the blind, or assuring a barrier-free location for the proceedings. The Section 504 Coordinator will be responsible for such arrangements.

Note: Students are provided separate 504 Grievance Procedures (see the Student Code of Conduct).



# Mobile County PUBLIC SCHOOLS

## Web Content Procedures

The screenshot shows the Mobile County Public Schools website. At the top is the logo and name. Below is a navigation bar with links: OUR SYSTEM, DISTRICT ACCREDITATION, OUR SCHOOLS, OUR PARENTS, OUR STAFF, BOARD OF EDUCATION. A search bar and social media icons (Facebook, Twitter, YouTube, Instagram, TV, Wire) are also present. The main banner image shows a line of yellow school buses. Below the banner, under the heading "I WANT TO", are five columns of links:

- Apply For**
  - A Signature Academy
  - Virtual School-Online/At Home
  - Bid/Vendor Opportunities
  - Job Opportunities
  - Magnet Schools
  - Pre-K Programs
  - Research Approval
  - Transfers
- Find**
  - School Year Calendar
  - Parent Resources
  - Bus Routes
  - Student Insurance
  - Diploma and Graduation Requirements
  - Pre Schools
  - Student Grades
  - School Zones
  - Common Core Information
- Get A Copy Of**
  - Financial Reports
  - Lunch Menus/Wellness Plan
  - Parent Student Forms
  - Student Handbook and Policy
  - Sports Forms
  - School Zone Maps
- Register**
  - New Students
  - Returning Students
- Get Information**
  - Signature Academies
  - Career and Technical Education
  - Bids & Contracts
  - Paying School Fees
  - Understanding Your Child's ACT Aspire Results
  - Water Quality Testing
  - Schedule Board Meetings

Below the links is a horizontal strip of four small images: a dome, a person, a book, and a football.



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# AUDIENCE

Who is the audience for the MCPSS Website?



The Mobile County Public Schools' Website is geared for a wide range of audiences. Students, parents, employees, community members and the general public access our website at some point each and every day.

This means that we constantly have to be aware of what we are posting on our website. We must always ask ourselves:

- Is this relevant?
- Is this accurate?
- Is this necessary?
- Is this the best way to present the information?

By always being aware of what we post on our site, we are able to ease communication and ensure that we are always presenting the best that MCPSS has to offer.

# AUDIENCE

## What do users want from the MCPSS website?

### Questions users ask when they first visit a webpage:

1. What is this?
2. What does it offer?
3. How does it work?
4. Where should I start?
5. What can I find here?

## What do users want?

- To quickly and easily gain access to accurate information
- Transparency and professionalism
- To understand information that is relevant to them
- Consistency
- Ease of use and navigation
- A clear sense of what is offered

### Users leave the website when:

- It is too difficult to use
- The information is unclear
- Navigation is too difficult/too many clicks
- Information is not helpful



# AUDIENCE

## How can you help?

When creating and managing your department's webpage, you should be conscious of what the external user is looking for when visiting our site. A user should not have to search for the information they need. Make the information on your webpage concise and easy to understand.

## Things to remember:

- Users appreciate quality and transparency
- Users do not read information – they scan information
- Users want quick information — don't overload them
- Users are looking to find clear information
- Users do not want to waste time digging for what they need
- Users want to have control
- Always be mindful of who your audience is and gear your information towards that audience

# AUDIENCE

## External Information vs. Internal Information

Consider who your audience is when building your webpages. If the information you are posting is for faculty and staff, whether at the school level or in Central Office, it does not go on the public website. The website is not a place to store departmental documents or internal information.

If the information you are posting is for the general public, community members or parents, then the public website where it should be posted. By being conscious of keeping internal information off the public website, will make it easier for our audience to find what they need.

### **Internal Site (Office 365)**

- Information directly pertaining to employees
- Departmental policies and procedures
- Resources for teachers and other staff
- Internal forms
- Training resources
- Departmental contact information
- Archived information

### **External Site (mcpss.com)**

- Information promoting MCPSS
- Parent Resources
- Official School System Calendar
- News specifically geared for parents, community members or the general public (mcpsstthewire.com)
- Basic requirements by the State Board of Education
- Job openings
- Bid/vendor Opportunities required to be posted publicly

# REQUIREMENTS

## Basic Requirements

There are basic requirements for each department as to what information the State Department of Education dictates must be publicly posted on your webpage. Be sure to check with the necessary people to ensure that your department is being compliant with what is required.

### **Webpages Should Not Include:**

- Excessive information — be short and to-the-point
- Long paragraphs loaded with unnecessary information
- Graphics — we have placed the necessary graphics with the design of the website. There is no need to upload images to go along with your content.
- Excessive links — It is very difficult to keep up with a long list of links. Web addresses are constantly changing and links provide a greater risk of a user making it to an inactive page.
- Copyrighted material, unless appropriate permission is given
- Contact information to any individual person

### **Webpages Should Include:**

- Tahoma Font, 14pt, Dark Gray
- Links must be hyperlinked in Dark Blue
- Accurate and concise information

# USABILITY

## Usability & Navigation

### **Questions to consider when creating and managing webpages:**

1. How easy is it for first-time users to navigate the site?
2. How quickly can a first-time user get the information they need?
3. How many clicks does it take a user to get the information they need?
4. Is the site easy to use?
5. Is the organization of the site logical?

### **Help users navigate our site by being consistent.**

- Use the standard font, size and color as directed by the webmaster.
- Stick to the same format throughout the site.
- Accurately label information
- Use appropriate naming schemes
- Make sure that the page title is actually descriptive of the content of the page



# USABILITY

## Accessibility

### **Section 508 of the Rehabilitation Act**

Section 508 of the Rehabilitation Act requires that disabled members of the community, disabled members of the general public and disabled parents, students and employees be given access to all information that is comparable to the access that non-disabled people have in regards to our website.

This means that we must always be conscious of what we put on our website and how we present information. For example, a video as the primary means for distributing information would not work. Either a transcript, or subtitles would have to be provided, or the information in the video must be provided in a more friendly format such as a PDF.

Mobile County Public Schools is committed to meeting all criteria specified in WCAG 2.0 Level AA and the Web Accessibility Initiative Accessible Rich Internet Applications Suite (WAIARIA) 1.0 for web content. The Webmaster, along with a Telecommunications Software Support Specialist, will work to ensure that the website is compliant in all previous and new content on mcpss.com. The Webmaster will also work with all MCPSS staff to properly train and inform them of our quality assurance procedures.

Mobile County Public Schools will request in writing that all of the District's online content and functionality developed by, maintained by, or offered through a third-party vendor, work towards OCR Compliance.

# USABILITY

## Accessibility

### **Quality Assurance Procedures for Section 508:**

- A text equivalent for every non-text equivalent
- Equivalent alternatives for any multimedia
- Appropriate use of color throughout the website
- Documents must be organized so they are readable without the need for an associated style sheet
- The entire website must be accessible through a screen reader
- Images throughout the website must be appropriately labeled
- Tracking any accessibility issues within the code of the website
- Use of accessibility evaluation tools
- Ensure that any agency-delivered website or component has been notified of our desired level of accessibility

# USABILITY

## Metadata and Naming Schemes

### Using Metadata When Building Your Webpage

Appropriately naming files, images, videos, and pages is the most important part of making a website accessible. This helps optimize content for users who are using the search capabilities of our website as well as those who are utilizing outside search engines.

By using the Alt-Text to accurately describe images and videos, a search engine can find graphical information as well as written information.

### Benefits of Appropriate Naming Schemes and Metadata

- Our website is more accessible to users with disabilities
- Search engines can find all information on our site instead of just the typographical information
- Users can find information quicker and easier
- Duplicate information is less likely

### Things to Remember:

- Use brief summaries instead of overloading information
- Be clear and concise
- Make sure the purpose of each page is evident
- Use strong key words when naming information to optimize search results

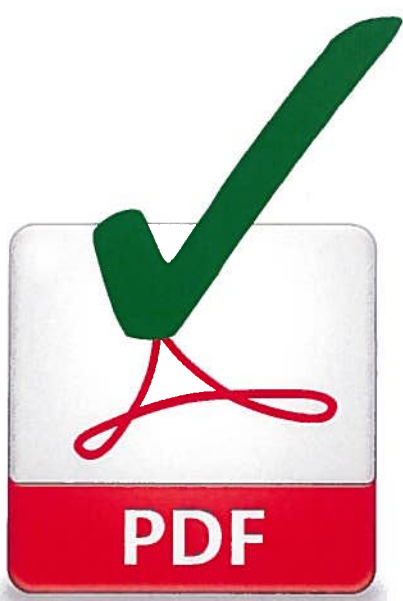
# CONTENT

## Uploading Documents to the Website

### Portable Document Format (PDF)

Always upload files as PDF's. Never upload documents that are Microsoft Office Files (Word, PowerPoint, Excel) because they are unreliable online. Not all users have access to a program that will read those file types. These file types are also more susceptible to being edited without proper consent.

By uploading information that is saved as a PDF, you ensure that the document is more secure and that it is more accessible. All computers have a reader that will be able to view a PDF. A PDF is also able to be read using a screen reader, this making a PDF accessible for those who are disabled.





# CONTENT

## Page Content

### **Things to Remember When Creating Content:**

- Webpages should be self-explanatory for external users
- All content should be accurate and concise
- All content should be current, and checks should be done routinely to ensure that information stays up-to-date
- Always use active voice
- Never create webpages that are 'Under Construction'
- Tables should only be used for data
- All system data must be approved by the Superintendent before being posted publically
- Nothing should ever be posted in all caps or with excessive punctuation

### **Visual Elements**

- The use of visual elements should be limited to [mcpssthewire.com](http://mcpssthewire.com), where news stories are displayed. The webmaster has already placed the approved images throughout the design, and no other images should be uploaded without appropriate permission.
- Never use video as the primary source of information. In order to comply with Section 508, equivalent alternative text must be provided.
- Be sure to always place an appropriately descriptive name in the Alt-Text of a video or approved image

# CONTENT

## Links

### **Things to Remember When Placing Links:**

- Keep the use of links to a minimum — URL's change frequently, thus breaking those links on our website
- Make sure that the link is to a reliable source
- Avoid using the phrase, "Click Here" when creating the link. Integrate the link into the text.
- Be careful not to duplicate information
- If there is already accurate information on your webpage, do not send a user to a link with the same information

# GOVERNANCE

## Requesting New Information for the Website

For assistance with updating webpages or creating new pages for your department, you may request help by contacting either of the following:

**Tracye Mathis, Telecommunications/Web Manager**

251-221-6202

[tmathis@mcpss.com](mailto:tmathis@mcpss.com)

**Courtney Dunning, Data Support Specialist**

251-221-6420

[cdunning@mcpss.com](mailto:cdunning@mcpss.com)

**Jordan Mathis, Statistician**

251-221-6281

[jmathis@mcpss.com](mailto:jmathis@mcpss.com)

### **PROCEDURES FOR USE OF SERVICE ANIMALS**

The Mobile County Public School System permits individuals with disabilities to use their service animals. A “service animal” is a dog that has been individually trained to do work or perform tasks for an individual with a disability. The tasks performed by the dog must be directly related to the person’s disability. Emotional support animals are not service animals.

If a particular service animal is out of control or if it poses a direct threat to the health and safety of others, or if it is not housebroken, it may be excluded.

The service animal must be harnessed, leashed or tethered unless these devices interfere with the service animal’s work. In that case, the person must use voice, signal, or other effective means to maintain control of the animal.

Staff may not require documentation or proof that the service animal has been certified or trained, but service dogs are subject to the same licensing and vaccination rules that are applied to all dogs.

The Individuals with Disabilities Act (IDEA) and Section 504 of the Rehabilitation Act allow a student to use an animal that does not meet the above definition of “service animal” if that student’s IEP or 504 team decides (on a case-by-case basis) the animal is necessary for the student to receive a free and appropriate education.

In the case of a disabled child (including a child diagnosed on the autism spectrum) any aide assigned to assist the child shall be trained with the service animal in basic commands in order to assist the child as a team.

All requests for an individual with a disability to be accompanied by a service animal shall be submitted in writing to the Superintendent’s Office. Forms are available for this purpose.



**MOBILE COUNTY PUBLIC SCHOOL SYSTEM**  
**REQUEST TO BRING A SERVICE ANIMAL TO SCHOOL OR WORK**

Date \_\_\_\_\_ (request made at least ten (10) days prior to animal's presence)

Name of Student/Employee/Individual  
Requesting \_\_\_\_\_ to \_\_\_\_\_ Bring \_\_\_\_\_ Service \_\_\_\_\_ Animal \_\_\_\_\_

Parent Name (if Student is making request) \_\_\_\_\_

School \_\_\_\_\_

Disability \_\_\_\_\_ of \_\_\_\_\_ Student/Employee/Individual \_\_\_\_\_

Describe the task that the service animal performs that is directly related to the individual's disability.

Documentation attached that the Service Animal is:

- ☐ Properly and currently vaccinated and in good health.
- ☐ Under the control of a properly trained handler. Name of handler: \_\_\_\_\_

Submit Request to Superintendent's Office. If the request is being made on behalf of a student with a disability, the student's 504/IEP Team will meet to address the request.

*Note: ANNUAL APPLICATION AND REVIEW REQUIRED*

**MOBILE COUNTY PUBLIC SCHOOL SYSTEM**  
**SERVICE ANIMAL REGISTRATION/AGREEMENT**

\_\_\_\_\_  
Owner

\_\_\_\_\_  
Student (if applicable)

☐ Request Form is attached

Documentation attached that the Service Animal is:

☐ Properly and currently vaccinated and in good health.

☐ Under the control of a properly trained handler. Name of handler: \_\_\_\_\_

I have read and understand the Mobile County Public School System's Service Animal Policy 3.33 and I will abide by this Policy.

I understand that if my Service Animal is out of control or the animal's handler does not effectively control the animal's behavior or the animal is not housebroken or the animal's presence poses a direct threat to the health or safety of others, the School System has the discretion to exclude or remove the service animal from its property.

I agree to be responsible for any and all damage to school property, personal property, and any injuries to individuals caused by the service animal. Further, I agree to indemnify, defend and hold harmless the Mobile County Public School System and its Board Members and employees from and against any and all claims, actions, suits, judgements and demands brought by any party arising on account of, or in connection with, any activity or damage or injury caused by the service animal.

**OWNER OF SERVICE ANIMAL**

\_\_\_\_\_  
Signature

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

*Note: This Registration/Agreement is valid until the end of the current school year. It must be renewed prior to the start of each subsequent school year or when a different service animal will be used.*

**PROCEDURE:  
INTERNET ACCEPTABLE USE**

In order to match electronic resources as closely as possible to the approved district curriculum, district personnel must comply with Board Policy IFAC governing the selection of instructional materials. In this manner, school personnel will provide developmentally appropriate guidance to students as they make use of Internet resources to conduct research and other studies related to the district curriculum. All students will be informed by teachers of their rights and responsibilities as users of telecommunication networks prior to gaining access to any network service, either as an individual user or as a member of a class or group.

As much as possible, access to Internet information resources will be designed in ways which point students to those resources that have been reviewed and evaluated by the teacher prior to use. Since students may be able to move beyond those resources to others which have not been evaluated by teachers, they shall be provided with guidelines and lists of resources particularly suited to the learning objectives. Students may pursue research on the Internet independent of teacher supervision only if they have been granted parental permission and have submitted all required forms. Permission is not transferable and may not be shared.

With the complex networking and easy access to systems available worldwide through the Internet, users and the parents of users should understand that school district personnel cannot control the content of information residing on Internet. Users and parents of users should be advised that some locations on the Internet may contain materials considered to be defamatory, inaccurate, abusive, obscene, sexually oriented, or illegal. The Mobile County Public School System does not condone the use of such materials and does not permit usage of such material in the school environment. Parents should be aware of the existence of such materials and monitor home usage of the Internet (if available). Students bringing such materials into the school environment will be dealt with according to the Code of Conduct along with the termination of access privileges.

**Core Rules for Use of Internet**

The use of Internet resources is a privilege, not a right, and inappropriate use will result in a cancellation of those privileges as well as punishment for such violations as prescribed in the Code of Conduct. Unacceptable uses of Internet include the following:

- Using profanity or obscenity.
- Copying and/or distributing commercial software in violation of copyright law.

- Ordering services or merchandise from other agencies that have Internet access. All matters concerning the merchandise and services ordered from a seller, including but not limited to purchase terms, payment terms, warranties, guarantees, maintenance and delivery, are solely between the seller and the user. The Mobile County Public School System makes no warranties or representations whatsoever with regard to any goods or services provided by the seller and expressly forbids these transactions originating from the school system Internet access. The Mobile County Public School System and school system personnel shall not be a party to these transactions or be liable for any costs or damages arising out of the actions of sellers.
- Using the network for financial gain, for commercial activity, or for any illegal activity.
- Altering and forwarding personal communication without the author's prior consent.
- Spoofing or otherwise attempting to send anonymous messages of any kind.
- Lending your password to other students and/or adults.
- Using the network to access a file that contains pornography, inflammatory material, inappropriate material, or any material not specifically related to the instructional lesson, objective, or assignment.
- Using copyrighted materials in reports without permission.
- Publicizing your home address or phone number.
- Creating a computer virus and placing it on the network.
- Using the network for sending and receiving a large number of personal messages.
- Using the network to send/receive inflammatory messages.

All users should be aware that the inappropriate use of Internet information resources can be a violation of local, state, and federal laws.



**STUDENT CONTRACT REGARDING THE USE OF INTERNET**

I, \_\_\_\_\_, accept and agree to abide by the following legal rules.

I agree to abide by all rules which are listed in the Mobile County Public School System Procedures for Internet Use.

I realize that the primary purpose of the Mobile County Public School System's Internet connection is educational, and that as such, educational purposes shall take precedence over all others.

I realize that the use of Internet is a privilege, not a right. I accept that inappropriate behavior may lead to penalties, including revoking of Internet access, disciplinary action, and/or legal action.

I agree not to participate in the transfer of inappropriate or illegal materials through the Mobile County Public School System's Internet connection. I realize that in some cases the transfer of such material may result in legal action against me.

I agree not to allow other individuals to use my account for Internet activities nor will I give anyone my password.

I agree not to download any shareware or freeware programs from the Internet.

I agree not to bring software from home into the computer lab or library media center.

Signed \_\_\_\_\_

Date \_\_\_\_\_

Please complete and return this form if you agree to allow your child access to the Mobile County Public School System's Internet connection.

**PARENTAL CONTRACT REGARDING THE USE OF INTERNET**

As the parent or guardian of this student, I have read the terms and conditions for system Internet access privileges. I understand this access is for educational purposes and that the Mobile County Public School System has taken available precautions in forewarning and educating all interested parties of the controversial material that is accessible on the Internet. I also recognize that it is impossible for the Mobile County Public School System to restrict access to all controversial materials. I will not hold the Mobile County Public School System nor its employees responsible for materials acquired by my son/daughter on the network in violation of the Internet Acceptable Use Policy and Procedures for Internet Acceptable Use. Further, I accept full responsibility for supervision if and when my child's use is not in a school setting.

I hereby give my permission to the Mobile County Public School System to issue Internet access privileges to my son/daughter.

Signed \_\_\_\_\_

Date \_\_\_\_\_

**PROCEDURE:**  
**MIDDLE SCHOOL PROMOTION-RETENTION PROCEDURES**

In order to be promoted to the next grade level, middle school students must:

Receive a passing yearly grade in all required core curriculum courses.

Students who fail to meet this requirement may be promoted to the next grade upon successful completion of the requirement during summer school.

## **McKinney-Vento (Homeless Education) Dispute Resolution Procedure**

The dispute resolution process begins at the time a school/district challenges the enrollment of a homeless student. If there is a dispute regarding a student's homeless status, school selection/enrollment and/or request for transportation, **the student must be immediately enrolled in the school where enrollment is sought and provided with transportation services.**

### **The school must adhere to the following procedures:**

- 1) The school must complete the *Initial Challenge Form* and have the parent sign this form. The original form goes to the parent/guardian/unaccompanied youth. A copy of this form is sent to Student Support Services, Homeless Education Program. The school should also retain a copy of this form.
- 2) At the time of the initial challenge, the school must provide to the parent/guardian/unaccompanied youth the *Appeal Form* and provide the contact information of the assigned homeless liaison.

### **The district must adhere to the following procedures:**

- 1) Upon receiving the *Initial Challenge Form* from the school, the assigned homeless liaison will contact the parent within twenty-four (24) hours to inform parent/guardian/unaccompanied youth of their right to appeal.
- 2) If the parent appeals the initial challenge, the district must complete an inquiry to determine if the student is entitled to enrollment and supportive services under McKinney-Vento.
- 3) The district must complete the *Final District Decision Form* within five (5) business days of receiving the *Appeal Form* and notify the parent/guardian/unaccompanied youth in writing. The assigned homeless liaison will notify the school of the final decision.
- 4) The district must advise the parent/guardian/unaccompanied youth that the district's final decision may be appealed to the Alabama State Department of Education within five (5) business days.
- 5) If the parent/guardian/unaccompanied youth decides to appeal the district's final decision to the Alabama State Department of Education, the parent/guardian/unaccompanied youth must contact the Homeless Education liaison to assist with filing the appeal.

The student must remain enrolled and provided with transportation (if needed) until the district makes a final determination. If the parent/guardian/unaccompanied youth appeals the district's decision to the Alabama State Department of Education, then the student must remain enrolled and provided with transportation (if needed) until the State notifies the parent/district of their final decision.

# Mobile County Public School System

## Homeless Enrollment Dispute

### Final District Decision



#### Demographic Information

STUDENT NAME: First Last	SCHOOL NAME:
STUDENT NAME: First Last	SCHOOL NAME:
STUDENT NAME: First Last	SCHOOL NAME:
PARENT/GUARDIAN/UNACCOMPANIED YOUTH NAME:	CONTACT NUMBER:
DISPUTED ADDRESS: Street City State Zip	
VERIFIED ADDRESS (If Different From Disputed Address): Street City State Zip	

#### Inquiry Disposition

\_\_\_\_\_ Based on the inquiry conducted by Student Support Services, it has been determined that the above named student(s) is/are entitled to enrollment and/or transportation to the above named school(s).

\_\_\_\_\_ Based on the inquiry conducted by Student Support Services, it has been determined that the above named student(s) is/are **NOT** entitled to enrollment and/or transportation to the above named school(s) for the following reasons:

#### Parent/Guardian/Unaccompanied Youth Notification of Final Enrollment Decision

**You have the right to appeal the Final District Decision.** If you would like to appeal this decision, please contact the Homeless Education Liaison at 251-221-4275 within FIVE (5) business days of the district's decision. If you decide to appeal to the Alabama State Department of Education, the assigned homeless liaison will assist you with filing the appeal. **You can bring a lawyer, a non-lawyer advocate, or any other person to assist you in this proceeding or any appeal. You can also provide written or oral documentation to support your position during this proceeding or any appeal.** If you appeal, the above named student(s) must remain enrolled and provided with transportation, if needed, until the state makes a final decision.

SIGNATURE:

DATE:

\_\_\_\_\_  
Terrence S. Mixon, Sr., Executive Director of Student Support Services/Designee



**EDUCATION FOR  
HOMELESS CHILDREN AND YOUTH PROGRAM**

**TITLE VII-B OF THE MCKINNEY-VENTO HOMELESS  
ASSISTANCE ACT,**

**AS AMENDED BY THE**

**NO CHILD LEFT BEHIND ACT OF 2001**

**NON-REGULATORY GUIDANCE**



**UNITED STATES DEPARTMENT OF EDUCATION  
WASHINGTON, DC**

**July 2004**

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**Appendix E: Dispute Resolution Process School Sample Form\***

**Everyday Independent School District**

. \*[This form was not developed nor is it endorsed by the U.S. Department of Education. It is not a required form. It was adapted for use as an example].

School Name: \_\_\_\_\_  
School Address: \_\_\_\_\_ Phone: (777) \_\_\_\_\_ Fax: (777) \_\_\_\_\_  
Student's Name: \_\_\_\_\_ I.D.#: \_\_\_\_\_ Grade: \_\_\_\_\_  
Current Address: \_\_\_\_\_ Current Phone: \_\_\_\_\_  
Parent/Guardian/Complaining Party's Name: \_\_\_\_\_

Relationship: ☐ Parent ☐ Guardian ☐ Unaccompanied Youth ☐ Other:

Current Address: \_\_\_\_\_ Current Phone: ( ) \_\_\_\_\_

Please note: Information regarding student's address, phone number, and information protected by Everyday School Records Act and can only be released to parent/guardian, the student, or to a person specifically designated as a representative of the parent/guardian.

Lives in a Shelter ☐ Yes ☐ No

Name of school that parent chooses child to be immediately enrolled in and /or transported to/from until dispute is resolved:

Is this the school of origin\*? ☐ Yes ☐ No

*\*School of Origin means the school that the child attended when permanently housed or the school in which the child was last enrolled.*

If no, from which school was the student transferred? \_\_\_\_\_

Reason for the Complaint: \_\_\_\_\_

Signature of parent/guardian/complaining party:

Date:

**Principal's Actions on the Complaint**

Taken within \_\_ school day(s) after receiving notice of the complaint.

Date Homeless liaison was notified of the dispute:

Action taken by principal to resolve the dispute: \_

Was the dispute resolved? ☐ Yes ☐ No

Explanation:

**Appendix F: Dispute Resolution Process School District Sample Form\***

**EVERYDAY PUBLIC SCHOOLS**

**\*[This form was not developed nor is it endorsed by the U.S. Department of Education. It is not a required form. It was adapted for use as an example].**

Student's Name: \_\_\_\_\_ I.D.#: \_\_\_\_\_

Grade: \_\_\_\_\_

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

**District Action On Complaint**

Taken within \_\_\_\_\_ school days after receiving notice of the complaint.

Did the Education Liaison resolve this dispute? ☐ Yes ☐ No

If dispute was resolved: describe the actions taken by the Education Liaison to resolve the dispute to the satisfaction of parent/guardian:

If dispute was *not* resolved to the satisfaction of the parent/guardian: provide the date that a District Education Officer convened a meeting of the parties and briefly describe the outcome of this meeting:

The following organizations are willing to provide low-cost or free legal assistance to residents of Everyday\*:

Everyday Coalition for the Homeless Main Street Everyday, USA (800) 555-5555)  
Everyday Coalition is willing to provide to homeless children and parents free legal services regarding educational matters.

\*By listing these organizations as sources of low-cost or free legal services, the Everyday Board of Education does not in so doing recommend or advocate the use of the services of the listed organizations, nor is the Board responsible for the quality of services provided by any of these listed organizations, should their services be used.

Action taken by Everyday School District to resolve the dispute (if necessary): \_\_\_\_\_

Was the dispute resolved? ☐ Yes ☐ No

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

Explanation: \_\_\_\_\_

## **Appendix G: References**

*The Education of Homeless Children and Youth Program: Learning to Succeed.* (November, 2002). Chapter I, Phillips, C.M., Wodatch, J.K., & Kelliher, C.T. *Access and achievement: Reducing barriers for homeless children and youth.* Chapter II, Funkhouser, J.E., Riley, D.L., Suh, H.J., and Lennon, J.M. *Educating Homeless Children and Youth: A Resource Guide to Promising Practices.* Washington, DC: U.S. Department of Education.

*Local Homeless Liaison Toolkit.* (January, 2003). (Pre-Publication Draft) Popp, P.A., Hindman, J.I., Stronge, J.H. National Center for Homeless Education at SERVE Greensboro, NC.

*Report To Congress Fiscal Year 2000.* (December, 2001). Education for Homeless Children and Youth Program, Washington, D.C.: U.S. Department of Education.

*Symposium on Homeless Education and Title I.* (Proceedings, 2001). Hosted by U.S. Department of Education and the National Center for Homeless Education at SERVE Greensboro, NC.

**Education for Homeless Children and Youths Program  
Non-Regulatory Guidance**

**Title VII-B of the McKinney-Vento Homeless Assistance Act, as amended by  
the Every Student Succeeds Act**



**July 27, 2016**

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*The U.S. Department of Education does not mandate or prescribe practices, models, or other activities in this non-regulatory guidance document. This guidance contains examples of, adaptations of, and links to resources created and maintained by other public and private organizations. This information, informed by research and gathered in part from practitioners, is provided for the reader's convenience and is included here to offer examples of the many resources that educators, parents, advocates, administrators, and other concerned parties may find helpful and use at their discretion. The U.S. Department of Education does not control or guarantee the accuracy, relevance, timeliness, or completeness of this outside information. Further, the inclusion of links to items does not reflect their importance, nor is it intended to endorse any views expressed, or materials provided.*

- Explore possibilities for volunteers to provide transportation for homeless students. This option should be considered only if pupil transportation safety policies would allow it and if sufficient driver background checks are conducted.
- Consider economical approaches to providing transportation. Brainstorm cost-saving solutions with LEA and community stakeholders.

## **K. Dispute Resolution Procedures**

### **K-1. Under the McKinney-Vento Act, are States required to have procedures to resolve disputes regarding educational placement of homeless children and youths?**

Yes. Every State must have procedures for the prompt resolution of disputes regarding the educational placement of homeless children and youths. (See section 722(g)(1)(C)). In addition, some LEAs have their own written dispute resolution policy that describes procedures for resolving disputes at the local level. Because these policies should be consistent with the State dispute resolution policy, a State may wish to provide technical assistance to LEAs in developing a strong local dispute resolution policy or even provide a common local policy that each LEA can adopt. The benefit of a common local dispute policy is to create consistency as homeless students move across school district lines due to their homelessness.

### **K-2. What procedures must an LEA follow if a dispute arises between a school and a parent, guardian, or unaccompanied youth or guardian regarding eligibility, school selection, or enrollment of a homeless child or youth?**

If a dispute arises over eligibility, school selection, or enrollment, the LEA must immediately enroll the homeless student in the school in which enrollment is sought, pending final resolution of the dispute, including all available appeals. (Section 722(g)(3)(E)(i)). The dispute resolution policy should also consider that the statutory definition of “enroll” and “enrollment” includes attending classes and participating fully in school activities. (See section 725(1)). Therefore, dispute resolution procedures at the LEA and SEA level should address barriers to attending classes and fully participating in school activities. Inter-district enrollment disputes should be resolved at the SEA level (See question K-8).

Homeless families and youths may be unaware of their right to challenge placement and enrollment decisions. Therefore, the LEA must provide the parent, guardian, or unaccompanied youth with a written explanation of any decisions related to school selection or enrollment made by the school, the LEA, or the SEA involved, along with a written explanation of the appeal rights. (Section 722(g)(3)(E)(ii)). The LEA must refer the unaccompanied youth, parent, or guardian to the local liaison, who must carry out the dispute resolution process established by the SEA as expeditiously as possible. (Section 722(g)(3)(B)(iii)). The local liaison should assist the child and family in preparing the appeal and should make the resources of the school (e.g., copying, mailing, or obtaining records) available to the parent, guardian, or unaccompanied youth.

### **K-3. What elements should be included in the written explanation of the enrollment decision and the right to appeal this decision?**

If a dispute arises over eligibility, school selection, or enrollment in a school, the parent, guardian, or unaccompanied youth must be provided with a written explanation of any decisions related to

eligibility, school selection, or enrollment made by the school, the LEA, or the SEA involved, including the rights of the parent, guardian, or unaccompanied youth to appeal such decisions. (Section 722(g)(3)(E)(ii)). Notice and written explanation from the LEA about the reason for its decision, at a minimum, should include the following:

- An explanation of how the school reached its decision regarding eligibility, school selection, or enrollment, which should include:
  - A description of the action proposed or refused by the school;
  - An explanation of why the action is proposed or refused;
  - A description of any other options the school considered;
  - The reasons why any other options were rejected;
  - A description of any other factors relevant to the school's decision and information related to the eligibility or best interest determination including the facts, witnesses, and evidence relied upon and their sources;
  - Appropriate timelines to ensure any relevant deadlines are not missed; and
- Contact information for the local liaison and State Coordinator, and a brief description of their roles.

#### **Tips for Establishing an Effective Dispute Resolution Process**

In establishing a strong effective dispute resolution process, LEAs may also consider including the following items in information distributed to parents, guardians, or unaccompanied youths when informing them of decisions regarding enrollment:

- Notice of the right to file a complaint, raise a compliance issue, or file an appeal;
- A step-by-step description of how to appeal the school's decision that includes a simple form parents, guardians, or unaccompanied youths can complete and submit to the school to initiate the dispute process. Copies should be provided to the parent, guardian, or youth for their records;
- Notice that, if the parent, guardian, or unaccompanied youth are English learners, use a native language other than English, or need additional supports because of a disability, translators, interpreters, or other support services will be made available without charge in the appropriate language;
- Notice of the right to be enrolled immediately in the school in which enrollment is sought pending final resolution of the dispute;
- Notice that immediate enrollment includes receiving adequate and appropriate transportation to and from the school of origin and the ability to fully participate in all school activities;
- List of legal and advocacy service providers in the area that can provide additional assistance during any part of the process;
- Contact information for the local liaison and State Coordinator, with a brief description of their roles; and



- Timelines for resolving district- and State-level appeals.

These processes may include, but are not limited to, any administrative procedures adopted by the LEA for addressing matters such as parent or student complaints, attendance, credit recovery, or grade placement. In some circumstances, additional concerns may be appropriately addressed in an Individualized Education Program (IEP) team meeting or a Section 504 placement team meeting. Other appropriate processes may include investigation of matters related to bullying, sexual harassment, or illegal discrimination.

**K-4. How can an LEA ensure that the written explanation of its decision or determination and the notice to appeal is in a manner and form understandable to a parent, guardian, or unaccompanied youth?**

The LEA should ensure that all decisions and notices are drafted using language and formatting appropriate for low-literacy, limited vision readers, and individuals with disabilities.

For children and youth and/or their parents or guardians who are English learners or whose dominant language is a language other than English, LEAs must provide translation and interpretation services in connection with all stages of the dispute resolution process, consistent with the requirements of the Equal Educational Opportunities Act (20 U.S.C. 1701 et seq.) and Title VI of the Civil Rights Act of 1964 (42 U.S.C. 2000d et seq.).

If the parent, guardian, or unaccompanied youth has access to email, the LEA should provide notices electronically followed by a written notice provided in person or sent by mail.

**K-5. What types of situations fall outside of the parameters of the McKinney-Vento Act dispute resolution process?**

Not all eligibility or enrollment disputes initiated by a parent, guardian, or unaccompanied youth are eligible to go through a dispute resolution process at the LEA or SEA level. For example, when the child or youth is not residing in a homeless situation in the boundaries of an LEA, but the parent, guardian, or unaccompanied homeless youth seeks to initiate an enrollment dispute in that particular LEA. Or, for example, a parent, guardian, or unaccompanied youth may wish to use the dispute resolution process to resolve a disagreement that is unrelated to the McKinney-Vento Act, such as a special education issue. In these cases, the LEA should refer the parent, guardian, or unaccompanied youth to the program or administrator that would more effectively address the complaint.

**K-7. What are effective strategies for LEAs and SEAs to use to resolve enrollment disputes?**

LEAs and SEAs should consider the following strategies for effectively resolving disputes:

- Resolve disputes at the district level rather than the school level;
- Create an option for an informal process as an alternative to formal appeals, which should be in place but must not waive the parent's, guardian's, or unaccompanied youth's access to a more formal process if the informal resolution is not successful;
- Inform parents, guardians, and unaccompanied youths that they can bring a lawyer, a non-lawyer advocate, or any other person to assist them in such a proceeding or appeal;

- Ensure that any written notice is complete, as brief as possible, simply stated, tailored to limited literacy readers, and provided in a language and format the parent, guardian, or unaccompanied youth can understand.
- When inter-district issues arise, ensure representatives from all involved districts and the SEA are present to resolve the dispute;
- A State-level appeal process, involving the State Coordinator, should be available for appeals of district-level decisions and resolution of inter-district disputes;
- Any communication to the State Coordinator should be provided to all parties involved to ensure fairness;
- The dispute resolution process should be as informal and accessible as possible, including not requiring unnecessary notarization or authentication of documents or other materials submitted, not requiring strict legal evidentiary standards, and allowing for impartial and complete review;
- Parents, guardians, and unaccompanied youths should be able to initiate the dispute resolution process directly at the school they choose, as well as at the district or local liaison's office;
- States should establish timelines to resolve disputes at the local and State level. The dispute resolution should be prompt but not sacrifice equitability and fairness;
- Parents, guardians, and unaccompanied youths should be informed that they can provide written or oral documentation to support their position;
- Parents, guardians, and unaccompanied youths should be given the opportunity to challenge the school system's assertions; and

Students must receive all services for which they are eligible until final resolution of all disputes and appeals. (See sections 722(g)(3)(E)(i) and (iv)).

#### **Tips for Promoting Supportive Discipline and a Positive School Climate for Homeless Students**

Homeless children and youths face many challenges outside of the classroom. It is critical for schools, therefore, to provide safe and supportive climates for homeless students and to employ fair discipline strategies. Removing students from school (e.g., by suspending a student) should be used only as a last resort; this is particularly important due to the high mobility of homeless students and the lack of access to food and other services that out of school suspension or expulsion may cause.<sup>23</sup>

SEAs and LEAs should:

- Create awareness among educators and administrators of the types of behaviors that might be related to a student's homelessness and provide strategies to assist the students;
- Ensure that, prior to taking disciplinary action, school personnel consider issues related to a student's homelessness. This may be especially relevant when students accumulate absences and tardies related to a change of caregivers or nighttime residence;

<sup>23</sup> For more information on supportive school discipline, please see <http://www2.ed.gov/policy/ecn/guid/school-discipline/fedeftorts.html#guidance>.

- Review discipline records for individual schools to identify patterns in punishment that could indicate an unfair bias against students experiencing homelessness;
- Consult with school behavior response teams to assign discipline corresponding to the behavior;
- Assign advocates for students and consult them appropriately as decisions are made;
- Determine the key contact—caregiver, student, parent, or guardian—with whom to address truancy and other behavioral issues;
- Provide information to school personnel regarding how trauma can impact student behavior and how to mitigate the effects of trauma in the school environment by providing trauma-informed support;
- Connect homeless students with mental health services as needed;
- Work with community agencies to provide mentoring or other support;
- Make referrals to parenting classes as needed for pregnant and parenting youths;
- Provide clear and specific expectations of appropriate class and school behavior, positive and consistent classroom management practices, and frequent positive interactions with teachers and staff members;
- Encourage teachers to establish nurturing and culturally responsive classrooms to ensure that all students feel a sense of belonging and value;
- Implement discipline alternatives to suspensions or separating homeless children and youths from their peers; and
- Implement a schoolwide approach to positive and proactive behavioral support systems and behavioral interventions for at-risk students.

## **V. Collaboration and Coordination**

### **L. Coordinated Services**

**L-1. What education, homeless assistance, and social services programs should be considered as part of State and LEA coordination duties under the McKinney-Vento Act?**

Many of the Department's programs use the McKinney-Vento Act definition of "homeless children and youths" and have parallel coordination requirements with the McKinney-Vento program. Of those, the main programs are Title I, Part A of the ESEA, and IDEA Parts B and C for children with disabilities ages three through 21 and birth through two, respectively. In the postsecondary education context, the College Cost Reduction Act amendments to the Higher Education Act (HEA) also authorize local liaisons to verify the unaccompanied homeless youth status for the purpose of applying for independent student status below the age of 24 on the Free Application for Federal Student Aid (FAFSA).

Several Federal programs administered by the U.S. Department of Agriculture (USDA) and the U.S. Department of Health and Human Services (HHS) use the McKinney-Vento Act's definition of "homeless children and youths" referenced in A-1, so it is important for State Coordinators and local liaisons to coordinate for several reasons: to determine eligibility consistently across agencies

# Dispute Resolution

If a dispute arises over **eligibility**, school selection or enrollment in a school (**including full participation**):

- The student shall be immediately enrolled in the school in which enrollment is sought, pending resolution of the dispute (**including all available appeals**).
- The parent, guardian or unaccompanied youth must be provided a written explanation of decisions **made by the school, LEA or SEA**, and how to appeal them.—
- The parent, guardian or youth must be referred to the liaison, who must carry out the dispute resolution process as expeditiously as possible.
- The liaison shall ensure unaccompanied youth are immediately enrolled pending resolution of the dispute.

# Avoiding Disputes

- Designate and train appropriate liaisons and school-based contacts. 11432(g)(1)(J)(ii), (iv); 11432(g)(6)(A)(ix)
- Rectify concerns raised during monitoring.
  - States are now required to monitor LEAs. 11432(f)(5)
- Develop and implement good local policies on school discipline, identification, enrollment, retention; barriers due to fees, fines, and absences; credit accrual; full participation in academic and extra-curricular activities; enrollment of unaccompanied youth; school stability; transportation; privacy; inter-district collaboration.

## **QUALIFICATIONS AND DUTIES**

Employees are expected to be qualified and competent in the performance of duties assigned to them and commensurate to their position. Employees holding positions requiring state certification must meet certification requirements. Failure to maintain appropriate certification when required for the position will result in termination.

Duties will be determined and assigned by the appropriate supervisors.

**Legal Reference:** Alabama Code - §16-23-1; §16-23-2; §16-24c-1, et. seq..

**Date Adopted:** December 11, 2007

**Date Amended:** August 24, 2017



**PROCEDURE:  
SELECTION OF DEPARTMENT CHAIRPERSON**

**Job Description - The Department Chair will:**

1. Serve as a liaison between the Curriculum supervisors and the school administration. This should include the following items but should not be limited to the following:
  - Provide assistance with textbook problems
  - Provide information on in-service opportunities
  - Provide information on curriculum revisions
  - Check email at least once daily
  - Send requested information back to supervisor in a timely manner
  - Provide supervisor with copies of monthly agendas and sign-in sheets, and weekly minutes from collaboration meetings
  - Provide CRT information and study guides
2. Serve as liaison between the local school administration and the teachers.
3. Assist in curriculum matters as needed, such as scheduling of classes.
4. Conduct regular department meetings.
5. Serve as department representative on the school SAE committee.
6. Coordinate and maintain inventories of materials, manipulatives, resource materials and books, inventories, and supplies.
7. Coordinate the ordering of chemicals, equipment, and supplies.
8. Coordinate department monies with school bookkeeper.
9. Coordinate equipment and lab facilities.
10. Mentor new and inexperienced teachers.
11. Coordinate participation in local, county, and regional competitions and fairs.
12. Attend all scheduled and called department chair meetings.
13. Facilitate and monitor the use of best practices in the alignment of curriculum, instruction, assessment, and improvement.
14. Use comparison trend and benchmark data to drive instruction and assess the rate of school/classroom improvement.
15. Participate in one week of mandatory summer training (stipend will be provided).
16. Assist with data collection and analysis in area of content responsibility.
17. Perform other duties as assigned by the principal.

**Qualifications:**

The person selected to be department chair should have the following:

1. Have a minimum of three (3) years teaching experience.
2. Have a valid teaching certificate and meet HQ status in core related field.
3. Have good people, organizational, and communication skills.
4. Have a minimum of one year experience at the current school.
5. Have received at least a satisfactory on most recent evaluation.

**Selection Process:**

The department chair will be selected by the principal based on the required qualifications.

**PROCEDURE:  
SUBSTITUTE TEACHERS**

In the event of teacher absence, the supervising principal or his designee will make arrangements for the employment of a qualified substitute teacher, either by reporting electronically to Sub Finder or directing the teacher to report to Sub Finder.

Substitute teachers are expected to carry out instructions provided by the regular teachers and to prepare daily reports normally required of the regular teacher.

To ensure the highest level of quality and continuity in the instructional program, in-service programs for substitute teachers will be conducted under the leadership of the assistant superintendent of Curriculum and Instruction in partnership with Human Resources. Such programs also should cover board policies and procedures, particularly those related to student safety.

**PROCEDURE:  
PERSONNEL RECORDS**

The following procedures will govern requests to review folders:

1. Any employee desiring to review his folder is required to give the Division of Human Resources a 24-hour notice.
2. Within the 24-hours after a request is made to review the folder, the secretary or staff member receiving the request should have the secretary of the assistant superintendent of Human Resources or a designee to check the record and make sure that the folder is in order by having those confidential materials placed in a folder clearly marked "confidential" and inserted in the front of the regular personnel folder. After the folder is in order, the appropriate staff member should set an appointment with the requesting employee indicating the time that the folder may be viewed in his presence.
3. When the professional staff member permits the employee to review his folder, make sure that no items are removed from the folder by the employee.
4. In the event the employee raises a question about certain materials, policy has to be followed in this regard and his request should be brought to the attention of the assistant superintendent of Human Resources.
5. Should the employee desire to provide information about any material included in his folder, policy permits the opportunity to him to submit this written copy.

Procedures for employees obtaining copies of information from personnel folders.

1. These specific requests from the employees should be made in writing addressed to the assistant superintendent of Human Resources. In the event a telephone request is received, the above should be called to the attention of the employee.
2. Upon written request and prepayment at the rate of fifteen (\$.15) cents per page the division will proceed to duplicate the requested copies.
3. This financial deposit shall be paid in cash, cashier's check, or postal money order - only. (No personal checks will be accepted.)
4. Any Human Resources Division employee receiving a request for copies of information which may not come under the details of #1 and #3 above should call this to the attention of the assistant superintendent of Human Resources or his designee for clarification and assistance.

**PROCEDURE:  
GRIEVANCES**

Note: Employees unfamiliar with the process to be followed in filing “grievances” may contact the Employee Relations Personnel Administrator or his/her designee and request guidance.

General Provisions and Definitions:

Grievance: A grievance is a complaint brought by an employee alleging that either an administrator or employee has taken one of the following actions:

1. A violation, misinterpretation, or misapplication of an existing board policy, administrative rule or administrative procedure;
2. Unprofessional conduct directed towards the grievant or impugning his/her personal good name or professional reputation;
3. The change in a recognized administrative practice which has been consistently followed for at least one calendar year which imposes a hardship on the employee.

Matters not covered by definition of grievance: The term “grievance” does not include:

1. Matters dealing with denials of promotions, or requests for voluntary transfers unless an identified board policy or administrative procedure has also been violated or misinterpreted;
2. Matters dealing with involuntary transfers, or terminations which are covered by the Teacher Tenure Act or the Fair Dismissal Act;
3. Alleged violations of State or Federal law or existing Court Orders; or
4. Issues pertaining to salary, placement on the salary schedule, assignment to a compensation step, assignment to a job family or to a pay grade, or any other concern pertaining to the compensation of individual employee or groups of employees.

Days: The term “days” when used in this procedure shall mean working school days as established by the Board adopted 12-month calendar for the applicable school year. At all Steps in the grievance policy procedures, the employee or his/her representative and the relevant administrator may mutually agree to suspend the relevant time frame requirements.

Newly discovered information: At each Step beyond Step I, if an employee wishes to present new documentation or information bearing on the merits of his/her grievance, then he/she may present said documentation or information to the administrator before whom the grievance is presently pending.

### **STEP I (Local School)**

An employee who feels that he/she has a grievance shall present the matter in appropriate written form, within thirty (30) days of the alleged grievance, to his/her principal or immediate supervisor. Failure by the grievant to file the grievance within thirty (30) days of the alleged grievance will result in the automatic denial of the grievance. The grievant shall provide a statement of the grievance and the relief sought.

Should the employee receive satisfaction, the matter is considered closed.

The principal or immediate supervisor has fifteen (15) work days, except in emergency - not to exceed ten (10) additional work days - from receipt of written grievance form to conduct a conference with the employee to discuss the grievance.

After the Step I conference is held, the principal or immediate supervisor shall submit a written disposition report setting forth the reasons for his/her disposition within five (5) days after the conference has been held. If the grievance calls for relief or action which the Step I supervisor cannot provide, the Step I supervisor shall deny the grievance on this basis.

Upon receipt of the Step I disposition report by the employee's principal or immediate supervisor, the grievant shall have no longer than ten (10) days to file for an appeal should he/she desire.

Failure of grievant to file a timely appeal automatically forfeits any further appeal for relief at any other advanced step of the grievance procedure.

### **STEP II (Employee Relations)**

If the grievant files a written notice of appeal, the Employee Relations Personnel Administrator or his/her designee will schedule a meeting/hearing with the employee, the immediate supervisor and any representative within thirty (30) days after receiving written notification of appeal.

The Employee Relations Personnel Administrator may consolidate grievances arising out of the same or similar circumstances providing that it will not change the time requirements.

Additional documentation may be submitted by the employee or the immediate supervisor. A hearing shall be conducted at which time the employee and his/her representative and the principal or immediate supervisor will have the opportunity to present their positions regarding the grievance in dispute. The employee and the principal or immediate supervisor may present witnesses and whatever documentary evidence he or she may wish to present in support of his or her position regarding the grievance. A party shall have the right to call and question his/her witnesses. A full presentation by all witnesses present and other pertinent testimony shall be considered by the Employee Relations Personnel Administrator or his/her designee. However, the hearing will not be a formal, adversarial hearing governed by normal legal rules of evidence or procedure.

An official recording will be made for each conference by the Employee Relations Personnel Administrator or his/her designee. A grievant desiring a transcript of the conference shall be responsible for the taping and transcribing of the hearing. Parties are expected to conduct the hearing within a reasonable period of time.

The parties shall submit to the Employee Relations Personnel Administrator or his/her designee at least four (4) days prior to the scheduled hearing a list of those witnesses whom he/she desires for the Board to require to be present at the hearing, along with a statement regarding the materiality of the witnesses' testimony. The attendance at the Step II hearing of any material witnesses employed by the board is required as requested by the hearing officer. Material witnesses are those witnesses who will offer relevant, non-redundant factual testimony. If a material witness is unable to appear, or if the administration is unable to procure the attendance of a witness at the scheduled hearing, then the parties can agree to a postponement of the hearing for the purpose of obtaining the testimony in question.

In the event individuals responsible for serving as a hearing officer or designating a hearing officer are listed as witnesses by the grievant and the grievant furnishes the statement listing the reasons for calling said witness, the superintendent or his/her designee shall appoint a hearing officer who has no direct, personal or first-hand knowledge of the matters in controversy.

The Employee Relations Personnel Administrator or his/her designee shall have fifteen (15) work days after the conference to provide a written decision. The written decision shall explain the reasons for the Employee Relations Personnel Administrator's decision. If the grievance is solved, or no further action is requested in writing, the matter is considered closed.

The principal, immediate supervisor and grievant shall have no longer than ten (10) work days to file for an appeal of any unfavorable decision.

Failure of the grievant to comply with the steps above automatically forfeits any further appeal for relief at any advanced step of the grievance procedure.



**Mediation Procedure:** In those cases where there are multiple grievances filed by multiple grievants and the grievances arise out of the same or similar facts or circumstances, then the Employee Relations Personnel Administrator or his/her designee has the discretion to try and resolve the dispute through informal mediation and to make every reasonable effort to arrive at a fair and equitable solution.

After thirty (30) days or thereafter from the start of mediation, the grievant(s) shall have the right to decide that the mediation is no longer worthwhile, and the grievance(s) will then be heard at Step II in compliance with the provisions of this policy.

**STEP III (Superintendent or Designee)**

If the grievant or supervisor is dissatisfied with the preceding Step II decision, a written appeal should be submitted to the superintendent or his/her designee within fifteen (15) days.

The superintendent or his/her designee shall, within thirty (30) days, review the tape of conference and documentation accumulated at Step II. The superintendent or his/her designee shall provide either a written statement adopting the decision of the Step II administrator or a written decision explaining the basis and rationale for his/her decision to the grievant.

If the grievance is resolved or no further action is requested in writing, the matter is considered closed.

The grievant and the principal or relevant administrator shall have no longer than ten (10) days to file for an appeal of any unfavorable decision.

Failure of the grievant to comply with the steps above automatically forfeits any further appeal for relief at any advanced step of the grievance procedure.

**STEP IV (Board of School Commissioners)**

If the grievant or supervisor is dissatisfied with the Step III decision, a written request for review should be submitted within ten (10) days to the superintendent or his/her designee requesting a review of all tapes and documentation by the Board of School Commissioners.

After receiving such written request, the superintendent or acting superintendent shall submit available tapes and documentation to each board member for their review as a part of the bi-monthly action at one of the next three (3) bi-monthly board meetings. In the event an emergency prevents to submission of the available tapes and documentation to the board members on one of the next three (3) bi-monthly board meetings, the available tapes and documentation should be submitted to the board members within a reasonable time.

## **6.46**

The board's decision to uphold the superintendent's decision or overturn the superintendent's decision shall be made during one of the next three (3) bi-monthly board meeting following the date of submission of the available tapes and documentation as described in the preceding paragraph.

The superintendent or acting superintendent will inform the grievant of the board's decision within fifteen (15) days after the board renders a decision.

**PROCEDURE:  
SICK LEAVE BANK**

The purpose of the Sick Leave Bank (SLB) shall be to provide a loan of sick leave days up to the maximum allowed by law for participants in the SLB after their accumulated sick leave days have been exhausted. The SLB shall also manage sick leave days donated to a member for catastrophic illnesses or injuries. All operations of the SLB shall conform to Alabama Code, Section 16-22-9 and 16-1-18.1. Should any of these procedures conflict with state or federal law, then the applicable law will take precedence over the conflicting provision of the SLB procedures.

**GENERAL LOAN GUIDELINES**

- A. Any full-time or part-time employee of the Board of School Commissioners (BOARD) who receives accumulated sick days as a benefit is eligible to join the SLB. Participation shall be on a voluntary basis. Employees must join or withdraw at the beginning of the school year no later than the last business day in September otherwise they will not be eligible to participate until the following school year. New employees may join the SLB within the first four (4) weeks following their employment date.
- B. Forms to join the SLB will be available from the Division of Human Resources and the office at each school site. To join the SLB, the employee shall complete and sign the authorization form to contribute two (2) sick leave days OR to commit two (2) sick leave days for deposit in the SLB. Pledged days shall be deposited from the first two (2) sick leave days earned by the employee. To avoid any per diem salary deduction during this time frame, the participant may apply to the Committee for a loan should the participant need sick leave.
- C. The Business Division/Payroll Office and Division of Human Resources will maintain accurate records of contributors eligible to participate in the SLB.
- D. The membership shall not be allowed to borrow or owe in excess of fifteen (15) days, unless fifty (50%) or more of the SLB members vote to extend this limit.
- E. To be eligible for a loan from the SLB, a participating member must have exhausted all accumulated sick leave in his/her personal account. Also, the applicant must have missed at least three (3) days due to the same illness (not a recurring illness such as headache or sinus infection) before applying for a loan from the SLB. Any sick leave drawn from the SLB by a participating employee shall be used in accordance with the definition of sick leave as set forth in state statutes and BOARD policies/procedures.

- F. The SLB Committee shall determine the number of days loaned to an applicant. Factors to be considered in making this decision shall include but are not limited to: (1) the applicant's need; (2) the circumstances of the illness; (3) years of service in the system and (4) the availability of days currently on deposit.
- G. The SLB Committee shall require a statement from the applicant's attending doctor certifying the nature of the illness and disability as a prerequisite for awarding a loan.
- H. In cases where the applicant is incapacitated, the employee may authorize a designee to apply to the SLB on the contributor's behalf.
- I. An individual cannot leave the school system without repaying any outstanding debt of leave days from the SLB. If the employee has no sick leave days remaining in his/her record, then his/her final pay check shall be reduced in an amount equal to the number of days of debt times the employee's daily rate of pay. Such moneys collected shall be converted to equivalent sick leave days and re-deposited in the SLB.
- K. Any member who is retiring from the school system may withdraw his/her contributed days to be applied toward the person's retirement credits.
- L. Sick leave days owed to the SLB shall be paid back at a rate of one per month beginning with the next available earned sick leave day and continuing in this manner until the entire debt has been repaid. To avoid any per diem salary deduction during this repayment time should the participant need sick leave; the participant may apply to the Committee for a loan.

#### **CATASTROPHIC PROVISIONS**

- A. In accordance with state law, an employee must be a member of the SLB to receive or donate days for catastrophic illnesses or injuries.
- B. A catastrophic illness is defined as "any illness or injury so certified by a licensed physician which causes the employee to be absent from work for an extended period of time." The "extended period of time" will be determined on a case-by-case basis by the SLB Committee in the system where the beneficiary employee works.

- C. In accordance with state law, before sick leave days for a catastrophic illness may be donated, the employee who is to receive such days shall have no sick leave days or personal leave remaining in his/her personal account. Also, a participating member must borrow and utilize days from the SLB up to the maximum number of days allowed from the SLB (currently 15 days). Any donated days may be used to repay the loan days borrowed. No employee may donate more than thirty (30) sick leave days to a single employee. However, no limit is established on the number of days a beneficiary employee may receive from donors. Donated days will be at the donor's discretion.
- D. The applicant must have missed at least three (3) days due to the same illness (not a recurring illness such as headache or sinus infection) before applying for a catastrophic donation from the SLB. Sick leave days may be donated to a beneficiary employee to be used for the same reasons covered in the Sick Leave Policy of the BOARD.
- E. The SLB Committee is required to forward sick leave days donated by participants to another SLB for use by a particular employee who is suffering a catastrophic illness.
- F. A beneficiary employee may earn regular sick leave while on catastrophic leave donated by other employees; however, the beneficiary employee must use the day earned each month as it is earned.
- G. Donated days not used by the beneficiary employee shall revert to employees who donated the days on a prorated basis. Odd days shall be distributed by random selection. After the beneficiary employee returns to work, unused days are returned to the donors after thirty (30) days.
- H. A signed statement is required from the beneficiary employee or the chairperson of the SLB Committee stating that the beneficiary agrees to use the donated days.
- I. To donate or receive catastrophic sick leave days, the donating employee and the beneficiary employee must complete the transfer authorization form required by the committee.

**ESTABLISHMENT OF THE COMMITTEE**

- A. The SLB Committee shall be composed of five (5) members. Four members are elected by secret ballot of SLB participants. The superintendent, with the approval of the BOARD, appoints one member to the committee. The four elected members of the committee shall be comprised of two certified employees and two classified employees.
- B. Members of SLB Committee are elected for a term of one (1) year. Persons may not serve for a term longer than five (5) years.
- C. The SLB Committee is charged with the responsibilities as dictated by state law, federal law and BOARD policy for the administration and operation of the SLB. Decisions and actions of the SLB may only occur by a majority vote. The attendance of at least three persons is required to constitute a quorum.
- D. The duties of the Sick Leave Bank Committee shall consist of:
  - 1) The SLB Committee will elect by majority vote one of its own as chairperson. Elections for this position shall occur on the first meeting of the new committee. The chairperson may succeed him/her self in this position.
  - 2) Meetings of the Committee shall be set by the Committee on a schedule to convene at least once a month. Additional meetings may be called by the chairperson or by the request of at least two members of the Committee. A representative from Employee Relations shall attend as an ex officio participant.
  - 3) The Committee shall investigate any alleged abuse of the SLB. All Due Process rights shall be afforded the employee. A finding of abuse shall require the violator to repay all sick leave credits to the SLB. The superintendent or BOARD may impose additional disciplinary actions.
  - 4) The committee shall develop guidelines, procedures and forms for the operation of the SLB. The guidelines shall be approved by the membership by secret ballot. Any changes to these guidelines and procedures shall be either recommended by the committee or brought to the committee by a petition of 5% of the membership. These changes will then be presented to the membership for approval by secret ballot. No recommended changes shall be submitted for a vote that conflict with state or federal law.

**PROCEDURE:  
PERSONAL LEAVE**

1. The employee shall submit the Application for Leave Form (HR-124) to his supervising administrator as early as practical prior to the leave data so that arrangements can be made for assigned duties to continue in his absence. A signed copy of the form shall be returned to the employee and the original filed in the employee's personnel file.
2. The supervising administrator shall properly code his information on the Time Sheet regularly submitted to the Treasurer's Office.
3. The Treasurer's Office shall arrange to reimburse employees for unused personal leave time at the same daily rate approved for substitute teachers.
4. Reimbursement for all employees shall be included in a supplemental payroll by the last day of August.

**PROCEDURE:  
RELIGIOUS LEAVE**

A written request for leave in order to observe recognized religious holidays should be made by the employee to his/her immediate administrative supervisor. If the supervisor recommends that approval is given, a written recommendation is to be made to the assistant superintendent of Human Resources. If approval is given, the assistant superintendent of Human Resources will write a letter of confirmation.



**PROCEDURE:  
BEREAVEMENT**

Any absence due to bereavement of a member of the immediate family is to be reported on the absence report form (HR-124). The relationship of the bereaved is to be indicated on the form.

Any absence due to the bereavement of a nonmember of the immediate family is to have the approval of the employee's immediate supervisor.

In cases of extenuating circumstances, relationship or extended time, the employee must make a request to his/her immediate administrative supervisor. The supervisor is to make a recommendation to the assistant superintendent in charge of Human Resources. The assistant superintendent confirms his approval or disapproval in writing (original and two copies). The original goes to the administrative supervisor; a copy goes to the employee. The employee is to submit his copy, attached to the absence report form which is to be sent with the time sheet (payroll), to Human Resources at the end of the payroll period. A copy is retained in the Human Resources files.

## **PROCEDURE: JOB RELATED INJURY**

Job Related Injuries are to be reported immediately to the Department of Human Resources Office/Employee Health Programs Nurse on the appropriate forms by the employee's administrator or designee.

An employee injured on the job shall report any and all injuries immediately to his administrator or designee and complete a Report of Injury Form (SS433). An Accident Report Form (SS431) shall be filed as soon as possible.

**THE FOLLOWING PROCEDURES WILL BE USED BY THE EMPLOYEE TO CLAIM BENEFITS UNDER THE PAY CONTINUATION PROGRAM.**

1. If the injury requires no apparent medical treatment.
  - a. The administrator or designee will:
    - i. Complete the Report of Injury form (SS433)
    - ii. Provide the employee with a copy of the Report of Injury form (SS433). Should the employee see medical care after work hours, he/she will take the copy of the Report of Injury (SS433) to the treatment site. The employee will notify his administrator or designee the next work day if treatment is obtained after work hours.
    - iii. Complete the Accident Report Form (SS431).
    - iv. Send the Report of Injury (SS433) and Accident Report Form (SS431) to the Health Services Office via Mail Bag.
  - b. The Office Nurse will send copies of these forms to the Department of Human Resources/Employee Relations for the employee's file.
2. If injury requires medical treatment:
  - a. The administrator or designee shall:
    - i. Fax Report of Injury (SS433) to and call the Office Nurse.
    - ii. Send the employee to the treatment site with the I.D. Card or Letter, Report of Injury (SS433) and the Physician Statement Form:
    - iii. Complete the Accident Report Form (SS431).
  - b. The Office Nurse faxes the Report of Injury (SS433) and the Release of Information Form and calls the treatment site.
  - c. The injured employee goes to the treatment site and presents the Report of Injury (SS433), ID Card or Letter and the Physician Statement Form.
    - i. Immediately after treatment, the Physician Statement Form, or other treatment form from the treatment site must be presented to the Health Services Office Nurse in order to determine work status. The Physician Statement Form, or other treatment form from the treatment site, is faxed

by the treatment site to the Office Nurse or taken by employee or designee to his/her administrator who will call or fax the report to the Office Nurse. If injuries prevent the employee or designee from complying with the above guidelines, the employee or designees must call the Office Nurse so she may obtain needed information from the treatment site.

- d. The Office Nurse will provide copies of the documentation to the Department of Human Resources/Employee Relations.

3. Continuation of Pay for days missed.

- a. With proper documentation from the examining physician and responsible administrator or designee, the injured employee, who is declared unable to return to work, will receive full salary, not to exceed ninety (90) work days.
- b. The absence will be coded as a Code 9 on the payroll report and the pay will continue as approved by the assistant superintendent of Human Resources or designee.
- c. If the employee fails to report for their assigned regular duty when released by the treating physician, and assigned by the supervisor, or refuse light duty as recommended by the treating physician and accepted and assigned by his/her administrator, the request will be handled by the Reimbursement process must take place within forty-five (45) working days after the employee is released from the physician and returns to work.

4. Reimbursement from State Board of Adjustment.

- a. Code of Ala. 1975, § 41-9-60 provides that an employee may apply to the State Board of Adjustment for any expenses not covered by insurance or days of work missed exceeding ninety (90) days. The statute requires that a claim be filed within one year of the date of injury.

**JOB ABANDONMENT**

Any employee who has been absent from work for more than five (5) consecutive work days and who has not obtained approved leave or otherwise accounted for the absences will be considered to have abandoned his/her job. After supervisors have completed each of the procedural steps and the employee has not returned to work, the superintendent will consider recommending to the board that the employee's contract be terminated.

Reference – Procedures: Job Abandonment

**Date Adopted: December 11, 2007**

**Date Amended: August 24, 2017**

**PROCEDURE:  
FUND BALANCE**

- The superintendent and staff will develop fiscally prudent operating budgets utilizing budget year funding allocations.
- During the normal course of business, the superintendent and staff will monitor budgets on a monthly basis to ensure that expenditures do not cause the fund balance to fall below one month's operating balance and provide documentation to the board evidencing compliance.
- Any excess revenue over expenditures balances that may occur annually will be added to the general fund balance until it reaches one month's operations, as required by Act No. 2006-196.
- In the event of pro-ration, natural disasters or emergencies, the board must approve expenditures that could potentially cause the fund balance to fall below one month's operation.

**PROCEDURE:  
USE OF VEHICLES AND/OR EQUIPMENT**

1. Mobile County Public School System Vehicles are provided for the following purposes:
  - a. Transporting materials, tools or equipment used by employees in their daily job assignment.
  - b. Transporting employees whose job assignments require extensive travel within the system.
2. Driver Qualifications
  - a. Driver must hold a valid license for the operation of the type of vehicle to be driven.
  - b. Driver's experience record shall not prevent his/her insurability with the system's insurance carrier.
3. Each driver must exert every reasonable effort to assure that his/her assigned vehicle is maintained in a safe operating condition. The driver shall perform a visual daily inspection to detect need for any obvious necessary adjustments or repairs. This inspection should include, but not necessarily be limited to, tires, glass, lights, horn, windshield wipers, brakes, exhaust system, etc. Any defects noted should be reported to the employee's supervisor for corrective action.
4. In the event of an accident on the public streets involving a system vehicle, the driver should:
  - a. Render such assistance as warranted to any injured person(s)
  - b. Report the accident to appropriate law enforcement authorities dependent upon the geographic location.
  - c. Secure the name(s) of the insurance carrier of all vehicle(s) involved in the accident as well as the names and addresses of all persons involved in the accident along with those people who witnessed the incident.
  - d. Immediately report the accident to his/her respective system supervisor for information and/or assistance. However, the driver should exercise caution not to:
    1. Leave the accident scene until authorized to do so by the investigating police.
    2. Make any statements at the scene accepting responsibility for the accident.

5. No system employee shall operate a system vehicle while under the influence of alcohol, drugs, or any controlled substance. A legal conviction for the violation of this provision shall be cause for dismissal.
6. A vehicle owned by the system shall not be used by an employee for personal use nor may it be driven by a member of the employee's family.
7. The use of system credit cards shall be limited to purchases of fuel for system owned vehicles or as otherwise approved by the administrator who issued the cards.
8. The personal use of system vehicles is strictly prohibited. The misuse of system vehicles or gasoline credit cards could result in the criminal prosecution of the offending individual(s).
9. A contemporaneous log shall be maintained in each system owned vehicle. The log shall be kept on approved system log forms. Each supervisor shall be responsible for approving the logs.
10. Vehicle must use system services for normal and routine fueling purposes while operating in the system area. The responsibility for fueling a vehicle and maintaining the proper crankcase lubricating oil level is placed on the assigned driver.
11. The vehicle should be securely locked at all times in the absence of the assigned driver.
12. All vehicles must be stored overnight in system facilities unless otherwise authorized for potential emergencies which might arise during non-use hours as approved by the superintendent or his designee. Personnel who may be required to return to duty on an emergency basis, using personal transportation for the event, shall be reimbursed at the established rate per mile. The employee shall keep a log to document such travel.
13. All procedural statements concerning vehicles shall apply as applicable to equipment.
14. All system owned vehicles will be marked with the system emblem and vehicle identification number. Exception to the rule must be made in writing by the superintendent.
15. The Fixed Assets Department will notify the Local School Accounting Office of changes in vehicle status. The Local School Accounting Department will place and maintain proper insurance coverage on each system vehicle during the period of system ownership.

In the event of an accident involving the vehicle, the department head will submit to the Local School Accounting Department a Vehicle Accident Report within 24 hours of the accident. The Local School Accounting Department will file the necessary reports (claims) with the insurance carrier.



**PROCEDURE:  
AGRICULTURAL LEASES**

Facilities shall conduct a survey of all school board lands leased for grazing, pasture, farming, nursery, hunting, and for all purposes to make certain that such lands have been properly categorized and assessed for such purposes. The conduct of such survey shall be carried out under the supervision and direction of the Facilities manager with the Chairman of Facilities and Lands Committee serving in an advisory and liaison capacity between the personnel directly responsible for the conduct of such survey and the board and superintendent.

Soil test borings shall be conducted when the same is considered necessary by the Facilities manager to determine the type soil and the best and highest income-producing purpose for which the parcel or section of property is best suited.

The services and assistance of the Mobile County Soil Conservation Office, the County Farm Agent, and the State Conservation Department shall be sought in carrying out the responsibilities and duties outline above if such action is considered necessary by the persons responsible for carrying out the duties and assignments mentioned herein.

All farming, woodland grazing, and improved pasture leases shall have initial terms of one to five years. All such leases shall run for consecutive one year periods from January 1 of each year to December 31 of the same year, with all rents due January 1 of each year and delinquent after January 10 of the same year.

All delinquencies shall be reported to the board in their first regularly held meeting following January 10 of each year.

All of the general policies (NAD) herein which hold implication for agricultural leases are incorporated herein by reference and are applicable and binding on the holders of and all agricultural leases granted under this policy.

The board shall continue to use the same agricultural lease forms which are presently in use until such time a change is recommended by the superintendent to the board and approved in official board meeting.

All persons desiring to lease farming or improved pasture land must meet the minimum standards required to qualify for U. S. Department of Agriculture, A.S.C.S., and S.C.S. Assistance Programs.

**PROCEDURE:  
HUNTING LEASES**

Hunting leases shall only be consummated with responsible, corporate clubs, corporate groups, and lastly with responsible, bona fide resident citizens of Mobile County who own real property within the City and/or County of Mobile in their own individual right.

Hunting leases shall run for consecutive one to five year periods from June 1 of each year to May 31 of the succeeding year with all rents due June 1 and delinquent after June 10 of the same year. All delinquencies will be reported to the Board in their first meeting following June 10 of each year.

Persons, clubs, and groups residing in the vicinity of school lands available for lease and persons holding agricultural leases or other leases on school lands shall be given first consideration for hunting leases on school lands.

Violation, by the lessee, of Federal, State and Local game laws shall be sufficient grounds for lease cancellation.

All of the General Policies (NAD) herein which hold implication for hunting leases are incorporated herein by reference and are applicable and binding on the holders of and all hunting leases granted under this policy.

**PROCEDURE:  
NAMING OF SCHOOL PROPERTIES**

The following steps must be followed in requesting that a school, building or facility be named or renamed in accordance with policy 8.30:

1. Contact the board member for the district where the school is located and advise him of the request to name or rename a school, building or facility.
2. Contact persons and organizations whose collective memberships reflect a fair cross-representation of the community where the school is located. This may be teachers, alumni, churches and other organizations or governing bodies such as city or town councils.
3. Obtain from the representative persons or organizations, written evidence of their support of the proposed naming or renaming. This evidence may be in the form of a resolution, a letter on the organization's letterhead by persons authorized to sign on behalf of the organization, or signed petitions.
4. Present the evidence of support to the representative board member. Upon the satisfactory completion of the first three (3) items, the representative district board member may place the item on the Board's Action Agenda for consideration by the board along with all pertinent documents.

# REFERENCES

## REFERENCES

### CODE OF ALABAMA

The *Code of Alabama* can be accessed online at the following website.

<http://www.legislature.state.al.us/CodeofAlabama/1975/coatoc.htm>

### ALABAMA ADMINISTRATIVE CODE

The *Alabama Administrative Code* can be accessed online at the following website.

<http://www.alabamaadministrativecode.state.al.us/>

### U. S. CODE

The *U. S. Code* can be accessed online at the following websites:

US Code

<http://www.gpoaccess.gov/uscode/browse.html>

Code of Federal Regulations

<http://www.access.gpo.gov/nara/cfr/cfr-table-search.html#page1>