

**MINUTES OF THE ALABAMA STATE BOARD OF EDUCATION
THE STATE OF ALABAMA
AUGUST 8, 2024
MONTGOMERY, ALABAMA**

The Alabama State Board of Education met for its regular meeting of Elementary/Secondary Education matters on Thursday, August 8, 2024, at 10 a.m., in the auditorium of the Gordon Persons Building, Montgomery, Alabama. The meeting was called to order by the President of the Board in accordance with *Alabama Code* (1975), §16-3-7, as amended.

PRESIDING: GOVERNOR KAY IVEY, PRESIDENT

The invocation was done by Dr. Kyle Searcy, Pastor, Fresh Anointing House of Worship, Montgomery, Alabama, and Pledge of Allegiance to the American Flag that was done in unison.

The following members were present:

Present

Mrs. Stephanie Bell in person
Dr. Tonya Chestnut in person
Governor Kay Ivey in person
Mrs. Marie Manning in person
Dr. Wayne Reynolds in person
Mrs. Tracie West in person
Mrs. Jackie Zeigler in person

Absent

Mrs. Belinda McRae
Dr. Yvette Richardson

Dr. Eric G. Mackey, State Superintendent of Education, was also present.

APPROVAL OF THE AGENDA

On motion by Dr. Wayne Reynolds and seconded by Mrs. Stephanie Bell, the Board voted unanimously to approve the agenda.

APPROVAL OF THE MINUTES FOR THE JULY 9, 2024, MEETING

On motion by Mrs. Tracie West and seconded by Dr. Tonya Chestnut, the Board voted unanimously to approve the minutes for the meeting of July 9, 2024.

On motion by Mrs. Stephanie Bell and seconded by Mrs. Marie Manning, the Board voted unanimously to approve the following:

**RESOLUTION IN RECOGNITION OF SEPTEMBER 2024 AS
ATTENDANCE AWARENESS MONTH IN ALABAMA SCHOOLS**

WHEREAS, the Alabama State Board of Education and the Alabama State Department of Education are committed to dedicating resources and attention to reducing chronic absenteeism rates, starting as early as kindergarten, recognizing that good attendance is essential to student achievement and graduation; and

WHEREAS, chronic absence is now a required reporting metric under the federal *Every Student Succeeds Act*; and

WHEREAS, the Alabama State Department of Education has developed guidelines found in the *Alabama Attendance Manual* to assist school systems in supporting consistency for school attendance; and

WHEREAS, chronic absence is defined as missing 18 or more days of school for any reason, including excused and unexcused absences, or just two or three days a month, which is a proven predictor of academic trouble and dropout rates; and

WHEREAS, the definition of attendance has expanded “beyond the classroom” to include virtual and remote learning; and

WHEREAS, local school systems are effectively working to advance student success by reducing chronic absenteeism; and

WHEREAS, improving student attendance and reducing chronic absences takes commitment, collaboration, and tailored approaches to challenges and strengths in each community; and

WHEREAS, the impact of chronic absence hits vulnerable populations particularly hard if they do not have the resources to recoup for lost time in the classroom, aligning with situations more likely to face systemic barriers for attending school; and

WHEREAS, chronic absenteeism exacerbates the achievement gap often associated with struggling students from peers; and

WHEREAS, student absenteeism undermines efforts to improve struggling schools since it is hard to measure improvement in classroom instruction if students are not engaged to benefit from instruction; and

WHEREAS, schools and communities must do more to identify, analyze, project, and share data on how many students are chronically absent so that appropriate interventions are matched with the needs of the students; and

WHEREAS, *Alabama Literacy Act #2019-523* concentrates on systematic efforts to improve the reading skills of all public-school students in early literacy so that every student is reading at or above grade level by the end of third grade; and

WHEREAS, the Alabama State Department of Education works collaboratively with the Alabama Department of Mental Health and other state agencies and organizations to provide support services for increasing attendance for all students; and

WHEREAS, chronic absence can be significantly reduced when schools, parents, and communities work together to monitor and promote good attendance and address hurdles that keep students from attending school:

NOW, THEREFORE, BE IT RESOLVED, That the Alabama State Board of Education encourages all local communities, school systems, and civic organizations to join in this laudable effort to reduce chronic student absenteeism and designates September 1-30, 2024, as Attendance Awareness Month in Alabama public schools.

Done this 8th day of August 2024

On motion by Dr. Tonya Chestnut and seconded by Mrs. Tracie West, the Board voted unanimously to approve the following:

**RESOLUTION TO ADOPT MODEL POLICY FOR
TEACHERS' BILL OF RIGHTS**

WHEREAS, the Alabama Legislature passed into Law Act 2024-409 (SB 157), to be known as the Teachers' Bill of Rights; and

WHEREAS, said Act requires the State Board of Education to adopt a Model Policy; and

WHEREAS, said Act requires, beginning with the 2024-2025 school year, each local board of education to adopt a policy addressing the minimum requirements of this Act; and

WHEREAS, said Act does not require that any local board of education adopt this Model Policy as written:

NOW, THEREFORE, BE IT RESOLVED, That the Alabama State Board of Education does hereby adopt a Model Policy for the Teacher's Bill of Rights; and

BE IT FURTHER RESOLVED, That the Alabama State Board of Education will post the Model Policy on the Alabama State Department of Education website.

Done this 8th day of August 2024

TEACHERS' BILL OF RIGHTS MODEL POLICY

The Teachers' Bill of Rights requires every teacher to have an approved classroom management plan and affords teachers the right to exclude disruptive students from their

classrooms in certain circumstances. The purpose of this policy is to outline the standards applicable to the development and approval of required classroom management plans; the standards applicable to the exclusion of a student from the classroom by a teacher; and the appeal process available to a teacher if a student is returned to the classroom by the principal.

For purposes of this policy, the term principal also includes assistant principal, vice principal, or his or her designee.

A. Classroom Management Plans: Each classroom plan must be approved by the principal before the tenth day of instruction for students during each academic year. Principals are authorized to set a deadline for submission of classroom management plans by teachers that provides them with ample time to review and approve plans and seek revisions.

B. Exclusion of Student from Classroom by Teacher: A teacher may exclude a student from his or her classroom due to their behavior only if:

- The student has:
 - Engaged in disorderly conduct, which is defined by the Act as any conduct that intentionally disrupts, disturbs, or interferes with the teaching of students or disturbs the peace, order, or discipline at any school;
 - Behaved in a manner that obstructs the teaching or learning process of others in the classroom;
 - Threatened, abused, intimidated, or attempted to intimidate an education employee or another student;
 - Willfully disobeyed an education employee;
 - Uses abusive or profane language directed at an education employee;
- The referring teacher followed his or her approved classroom management plan before excluding the student from the classroom; and
- The referring teacher completes any required referral form and submits it to the principal or his or her designee when the student is excluded and referred to school administration.

C. Principal Review and Decision: The Superintendent shall develop guidance and procedures for principals to handle instances of student exclusion pursuant to this policy and consistent with Alabama and Federal law.

D. Appeal: An appeal may be filed by a teacher if (1) a principal refuses to allow a student to be excluded from the classroom under this policy, or (2) a teacher believes the school principal has prematurely ended the exclusion of a student from the classroom under this policy.

The appeal process available under this policy may not be invoked if:

- The decision not to exclude a student from the classroom or to return a student to the classroom results from a decision reached at the end of a school disciplinary hearing required by the Code of Conduct or state or federal law;
- A 504 or IEP team or other legally authorized person or entity determines that a student with a disability has the right to remain in or return to the classroom under the *Individuals with Disabilities Education Act (IDEA)*, *Section 504 of the Rehabilitation Act of 1973*, or the *Americans with Disabilities Act of 1990*; or
- The student is otherwise legally entitled to remain in or return to the classroom.
 1. Filing of Appeal: The teacher must complete and submit the approved appeal form to the Superintendent within ____ day(s) of the principal's refusal to exclude the student from the classroom or the return of the student to the teacher's classroom.
 2. Status of Student During Appeal: During the pendency of an appeal, the decision of the principal regarding the placement of the student, if any, will remain in effect.

3. Administrative Review: Upon receipt of a timely appeal, the Superintendent or designee shall start an investigation of the appeal. The investigation may include interviews of the teacher, the principal, and/or witnesses; obtaining or reviewing written statements, classroom management plans, or other pertinent documents; holding administrative conferences, and any other lawful action deemed necessary to reach a just disposition of the appeal at the discretion of the investigator.

Upon completion of the investigation, the Superintendent or designee shall prepare a written recommendation regarding the issues raised in the appeal.

The written recommendation of the Superintendent shall be transmitted to the teacher within ____ day(s) of the date on which the appeal is filed. Should the Superintendent need such additional time to issue a written decision, the teacher shall be notified of same in writing and advised of when the decision will be issued.

4. Appeal to Local Board of Education: A teacher may appeal the decision to the Local Board of Education by filing a written notice of appeal with the Superintendent within ____ day(s) of receipt of the Superintendent's written decision.

The Superintendent shall transmit to Local Board Members for their review a copy of the written appeal, the decision, and all evidence considered at any stage of the administrative review process.

Not later than ____ day(s) following receipt of the notice of appeal by the Superintendent, the Local Board shall meet to consider the appeal. After consideration of the appeal and administrative record, the Local Board may, by majority vote:

- a) Affirm the decision of the Superintendent;
- b) Reverse or modify the Superintendent's decision; or
- c) Defer final action pending a hearing before the Local Board.

5. Hearing Process: If a hearing is requested by a majority of the Local Board, the hearing shall be set within ____ day(s). The hearing procedures shall be determined by the Local Board. A final Local Board decision on the appeal shall be issued within ____ day(s) after the hearing ends. The Local Board shall give written notice of its final decision to all parties.

6. Local Board's Decision. The Board's decision shall be final, and the Superintendent will take steps to implement the decision.

Principal Procedures for Exclusion

1. Step One: Any student excluded from a referring teacher's classroom shall be placed under the control of the school principal or his or her designee.

2. Step Two: The principal will review the referral from the teacher and determine whether the teacher followed his or her approved classroom management plan before excluding the student:

- a. If not, the principal may return the student to the classroom and no further action is necessary.
- b. If so, the principal will review the referral and determine whether allegations against the student include behavior that allows the referring teacher to exclude the student from the classroom under this policy.
 - i. If not, the student will be returned to the classroom. However, the if the student engaged in behavior that otherwise violates the Code of Conduct, the principal may discipline the student.
 - ii. If so, the principal will determine whether the student engaged in the behavior and, if so, determine what disciplinary action is called for under the Student Code of Conduct.

- c. If a student in grades six through twelve is excluded by the referring teacher for his or her disorderly conduct, interference with an orderly educational process, or obstruction of the teaching or learning process of others in the classroom, the student may not be readmitted to the referring teacher's classroom for at least the remainder of the school day. The principal must communicate with the referring teacher regarding the student before he or she may be readmitted to the classroom.
 - d. If a student is returned to the classroom after being excluded by the referring teacher, the principal or his or her designee must provide written certification to the referring teacher that the student may be readmitted and the type of disciplinary action, if any, that was taken.
3. Step Three: Before returning a student to the classroom of the referring teacher, the principal will also review the records of the student to determine if the student has previously been properly excluded from the referring teacher's classroom.
- a. If a student has been excluded from the classroom two times in one semester, the principal will determine whether all other reasonable means of classroom discipline have been exhausted:
 - i. If not, the principal will take steps to work with the referring teacher to implement additional classroom discipline measures to address the student's behavior.
 - ii. If so, the student may be readmitted to the classroom only after:
 - a) The principal, referring teacher, and, if possible, the student's parent or guardian have held a conference to discuss the student's disruptive behavior patterns;
 - b) The principal informs the teacher of any course of discipline for the student going forward; and
 - c) The student's parent or guardian has been informed of the course of discipline.
 - b. If a student's disruptive behavior persists following their readmittance to the classroom, upon the teacher's request, the principal shall mete out the maximum discipline provided for by the student code of conduct for the infraction, including, but not limited to, transfer to an alternative school that is approved by the Superintendent.
 - c. If, during a 30-day period, a student in grades sixth through twelve is excluded for the remainder of the school day a total of three times, that student shall receive, as determined by the principal, in-school or out-of-school suspension or may be recommended for placement in an alternative school, if one is available within the school district.

Nothing in this policy shall be construed to infringe on any right provided to a student pursuant to the *Individuals with Disabilities Education Act* (IDEA), the *Family Educational Rights and Privacy Act* (FERPA), *Section 504 of the Rehabilitation Act of 1973*, or the *Americans with Disabilities Act of 1990*, provided that student information related to this policy shall be included as necessary into any and all Individualized Education Plans (IEPs), behavioral intervention plans, and other similar documents.

Generated pursuant to Act 2024-409 (Teachers' Bill of Rights).
 On motion by Mrs. Tracie West and seconded by Dr. Wayne Reynolds, the Board voted unanimously to approve the following:

**RESOLUTION TO ADOPT GUIDELINES AND AN INFORMATION SHEET AND TO
 APPROVE TRAINING UNDER
 THE TYRELL SPENCER ACT**

WHEREAS, the Alabama Legislature passed into Law Act 2023-235 (HB 45) to be known as *The Tyrell Spencer Act*; and

WHEREAS, said Act, relating to K-12 sports, requires the State Board of Education to adopt Guidelines to inform and educate student athletes, parents, and coaches about the nature and warning signs of sudden cardiac arrest, including the risks associated with continuing to participate in or practice an athletic activity after experiencing symptoms; and

WHEREAS, said Act requires the State Board of Education to develop a cardiac arrest symptoms and warning signs Information Sheet to be provided to each student athlete participating in an athletic activity; and

WHEREAS, said Act requires the State Board of Education to post Guidelines or materials developed pursuant to this Act on its publicly accessible website; and

WHEREAS, beginning in the 2024-2025 school year, said Act requires each coach of any athletic activity complete a cardiac arrest training course provided by the Alabama High School Athletic Association (AHSAA) or Alabama Independent School Association (AISA) once every two years, and that said training shall be approved by the State Board of Education:

NOW, THEREFORE, BE IT RESOLVED, That the Alabama State Board of Education does hereby adopt the attached sudden cardiac arrest Guidelines and warning signs Information Sheet; and

BE IT FURTHER RESOLVED, That the Alabama State Board of Education will post the Guidelines and Information Sheet on the Alabama State Department of Education website; and

BE IT FURTHER RESOLVED, That the Alabama State Board of Education does hereby approve the cardiac arrest training made available through the National Federation of State High School Associations and provided by the AHSAA for its member schools and the AISA for its member schools.

Done this 8th day of August 2024



Sudden Cardiac Arrest Guidelines Act- 2023-235



Sudden Cardiac Arrest during exercise is the number one cause of death in the United States for student-athletes. The guidelines below outline processes that might prevent incidence of Sudden Cardiac Arrest. Steps for improving chances of survival are also provided.

Pre-Participation Evaluation (Sport Physicals)-The goal of the PPE is to identify concerning findings that can lead to injury, worsening an otherwise well-controlled medical problem or identifying a problem that can lead to death during practice and competition. There are two main elements of the PPE: (1) an assessment of the athlete's medical history, which includes a family history, and (2) a physical examination.

Education and Awareness- Educate coaches, athletes, and guardians on sudden cardiac arrest signs and symptoms.

Emergency Action Plan- Schools should have an emergency action plan in place for managing sudden cardiac arrest incidents, including the availability and location of automated external defibrillators (AEDs) and personnel trained in CPR and AED use.

Regular Training- Coaches and staff should receive regular training in CPR and AED use, and schools may conduct drills to practice their emergency action plan.

Return-to-Play Protocols- Guidelines for when a student athlete can return to play after experiencing sudden cardiac arrest or being diagnosed with a heart condition should be established.

Record Keeping- Schools should maintain accurate records of pre-participation screenings, emergency action plans, training certifications, and any incidents of sudden cardiac arrest.



Sudden Cardiac Arrest Action Steps

1. Call 911
2. Get an AED
3. Administer CPR

Sources

Simon's Heart-simonsheart.org

National Federation of State High School Associations-nfhs.org

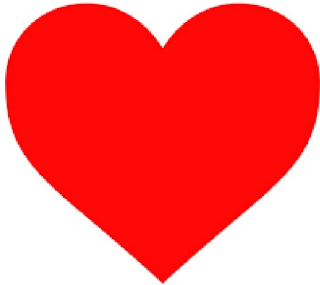
Alabama High School Athletic Association-ahsaa.com



Sudden Cardiac Arrest Act- 2023-235



Sudden cardiac arrest, also known as cardiopulmonary arrest, occurs when the heart abruptly and unexpectedly stops beating. Without any forewarning, the heart ceases to pump blood, causing the person to collapse.



What are symptoms of Cardiac Arrest in Children?

1. Fainting or seizures during or immediately after exercise
2. Unexplained shortness of breath
3. Dizziness
4. Extreme fatigue
5. Racing heart (feels like it is beating out of your chest)
6. Sudden and unexplained death of a family member under the age of 50 (e.g. drowning, auto accident, SIDS)

Sudden Cardiac Arrest Action Steps

1. Call 911
2. Get an AED
3. Administer CPR

How do you prevent Cardiac Arrest?

1. Pre-participation sport physicals
2. Establish a Cardiac Arrest Emergency Plan
3. Practice the Cardiac Arrest Emergency Plan Regularly
4. CPR and AED Training

Simon's Heart

The information provided on this document was retrieved from simonsheart.org. Please visit the website to learn more about Sudden Cardiac Arrest.

On motion by Mrs. Tracie West and seconded by Dr. Tonya Chestnut, the Board voted unanimously to approve the following:

**RESOLUTION FOR REVISION OF
2024 CAREER AND TECHNICAL EDUCATION
STATE COURSE OF STUDY
(Career Cluster: Human Services)**

WHEREAS, Title 16, Chapter 35, Section 3 of the *Code of Alabama*, 1975 requires the State Courses of Study Committee to prepare the contents of the courses of study for each grade of the elementary and secondary schools; and

WHEREAS, the report of its recommendations with respect to the compulsory minimum content of courses of study and of recommended revisions of courses, materials, subject content, and treatment in specific courses in such areas are required; and

WHEREAS, said law requires that the reports be submitted to the State Superintendent of Education and to members of the State Textbook Committee for separate written recommendations to the State Board of Education; and

WHEREAS, the State Superintendent of Education has reviewed the State Course of Study Committee's report for revision of the *Career and Technical Education Course of Study: Human Services* and recommends its adoption:

NOW, THEREFORE, BE IT RESOLVED, That the attached report by the Career and Technical Education State Course of Study Committee on the *2024 Revised Career and Technical Education Course of Study: Human Services* is approved by the Alabama State Board of Education on August 8, 2024.

Done this 8th day of August 2024

**Proposed Changes to the 2023 Alabama Course of Study: Human Services
July 9, 2024**

Course Name: Family Wellness

Revise Standard 22 to add automated external defibrillator (AED) terminology allowing Family Wellness to continue to satisfy the health education graduation requirement. *Alabama Act 2024-114* requires that all health classes include instruction on the use of an AED.

The standard will read:

- 22. Demonstrate cardiopulmonary resuscitation (CPR), automated external defibrillator (AED) techniques, and first aid skills.

On motion by Mrs. Stephanie Bell and seconded by Mrs. Tracie West, the Board voted unanimously to approve the following:

**RESOLUTION RELATED TO INTERVENTION INTO
THE BESSEMER CITY SCHOOL SYSTEM**

WHEREAS, the Constitution and laws of the state of Alabama vest the Alabama State Board of Education and Dr. Eric G. Mackey, State Superintendent of Education, with the authority to exercise general control and supervision over the state's public schools; and

WHEREAS, Alabama law further authorizes the State Superintendent of Education to: (1) review actions and orders of boards and superintendents of education related to matters that seriously affect financial and/or education interests, (2) enforce the education laws and regulations on behalf of the Board, and (3) implement the Board's educational policies; and

WHEREAS, local boards of education perform a state function at a local level and function as an arm of the state, subject to the general supervision of the Alabama State Board of Education; and

WHEREAS, Alabama law, including the *Educational Accountability and Intervention Act of 2013* (§§ 16-6E-1 through -7, Ala. Code 1975) authorizes the State Superintendent of Education to intervene in local school boards under certain conditions; and

WHEREAS, the Alabama State Department of Education received information of deficiencies and challenges in board governance, finances, personnel, facilities, and student learning in the Bessemer City School System; and

WHEREAS, as a result of the information received, the State Superintendent issued a show-cause Notice on July 3, 2024, notifying the Bessemer City Board of Education (BCBOE) of the Bessemer City School System (BCSS) that the significant deficiencies warrant consideration of intervention in the BCSS and instructed the BCBOE to submit a written response to the show-cause letter within 21 days of the letter issuance date or on or before July 24, 2024; and

WHEREAS, in lieu of providing a written response, the BCBOE held a meeting on July 22, 2024, and unanimously voted to fully consent to the proposed intervention of the BCSS as provided by law and thereby has received all required notices and information due; and

WHEREAS, the BCBOE passed a Resolution consenting to the proposed intervention of the BCSS (attached as Exhibit "A" hereto); and

WHEREAS, the Alabama State Board of Education finds that the BCSS meets the criteria for intervention set forth in the *Educational Accountability and Intervention Act of 2013* (§§ 16-6E-1 through -7, Ala. Code 1975):

NOW, THEREFORE, BE IT RESOLVED, That the Alabama State Board of Education fully authorizes the State Superintendent of Education to intervene in the Bessemer City School System pursuant to the *Educational Accountability and Intervention Act of 2013* and that Dr. Mackey be vested with any and all authority and power afforded to him under the Act, as well as any other authority Alabama law allows; and

BE IT FURTHER RESOLVED, That pursuant to the State Superintendent's request, the Alabama State Board of Education does hereby appoint Dr. Daniel Boyd as Chief Administrative Officer with full power and authorization to exercise intervention authority under the Act, subject to the State Superintendent's supervision; and

BE IT FURTHER RESOLVED, That the State Superintendent shall maintain intervention in the Bessemer City School System until such time the BCBOE becomes compliant with Chapter 13A, Title 16, Ala. Code 1975, and, in the State Superintendent's judgment, demonstrates suitable progress towards correcting the deficiencies that led to intervention including, but not limited to, plans addressing board governance plan, finances, personnel, facilities, and student learning.

Done this the 8th day of August 2024

On motion by Mrs. Marie Manning and seconded by Mrs. Stephanie Bell, the Board voted unanimously to approve the following:

ADOPT AMENDED ALABAMA ADMINISTRATIVE CODE RULE 290-3-1-.02, PERTAINING TO REGULATIONS GOVERNING PUBLIC SCHOOLS

On motion by Dr. Tonya Chestnut and seconded by Mrs. Tracie West, the Board voted unanimously to approve the following:

ADOPT NEW ALABAMA ADMINISTRATIVE CODE RULE 290-3-3-.62, PERTAINING TO MATHEMATICS COACHING ENDORSEMENT

On motion by Dr. Wayne Reynolds and seconded by Dr. Tonya Chestnut, the Board voted unanimously to approve the following:

ADOPT NEW ALABAMA ADMINISTRATIVE CODE RULE 290-3-3-.63, PERTAINING TO NUMERACY COURSEWORK: STANDARDS

On motion by Dr. Wayne Reynolds and seconded by Mrs. Marie Manning, the Board voted unanimously to approve the following:

ANNOUNCE INTENT TO ADOPT AMENDED ALABAMA ADMINISTRATIVE CODE RULE 290-2-1-.01, PERTAINING TO ANNUAL APPORTIONMENT OF FOUNDATION PROGRAM FUNDS

EXECUTIVE (INCLUDES LEGAL AND PUBLIC INFORMATION)

Dr. Mackey gave an update on the Sumter County School System Intervention. He reminded the Board Members that it has been a year ago since the Board Members finalized the Sumter County School System intervention. Dr. Mackey stated that he is trying to keep the Board Members informed along the way. Sumter County School System currently has a Chief School Financial Officer in place. All administrator and teacher positions are filled except for one mathematics position. Dr. Mackey stated that there is a promising applicant for the mathematics position. The facilities maintenance has been conducted to satisfaction. Kinterbish Junior High School has been closed in the last year. The property has been maintained and someone is collaborating with a local community agency that would like to take the property over, but legal arrangements must be completed. Sumter Central High School had some Heating, Ventilation, and Air Conditioning (HVAC) problems. The HVAC is working in the library and gymnasium for the first time in years. Dr. Mackey stated that issues are currently existing with some of the HVAC units while the contractor is waiting on back orders for parts. The units have been repaired comfortable enough for students and staff as they start this school year. Dr. Mackey stated that Sumter County School System had extensive professional development and is one of the counties that had more than a 20-point increase in third grade reading this year. He said things are headed in the right direction. Dr. Mackey stated that working with Mr. John Heard, Chief Administrative Officer, everyone is prepared to welcome students into an environment that promote good student learning growth. Sumter County School System has too few students for the number of schools they have been trying to maintain. Dr. Mackey stated that the process has been initiated to close York West End (K-8) School due to extensive building problems. The plan is to close Livingston Junior High School after an addition to Sumter County High School has been executed. Dr. Mackey stated that a request for bids was done. Once all bids were received and approved, Lathan Architecture assisted with securing a contractor so they can break grounds soon on a new elementary wing. The new wing will be a K-12 facility with separate school operation for high school, middle school, and elementary school all located on one campus. Sumter County School System procured 80 acres the last time it was under intervention. The urgency now is to get the students in a safe place. Long term, it will be good to move all the sports facilities and everything to one campus site. Dr. Mackey reminded the Board Members that part of Livingston Junior High School has been condemned and no one can walk through without a hard hat. The portion of the building that is functional must have a full-time employee to be on fire watch due to a nonfunctional fire alarm system. The estimate to repair the fire alarm was over two million dollars, which was overwhelmingly more expensive than hired employees. The plan is to use the funds toward building a new campus.

STATE SUPERINTENDENT'S REPORT

Dr. Mackey recognized Dr. Blake Busbin, the Barbara Fannin Memorial Employee of the Quarter for July-September. Dr. Busbin was unavailable to attend the July meeting due to assignments at the MEGA Conference.

Dr. Mackey stated that the very first item on the agenda recognizes September as Attendance Awareness Month in Alabama schools. Most state schools started on today, some started last week, and others started yesterday. Dr. Mackey reminded the public that nothing can be done for your children if they do not come to school. Students must attend school if we want to continue to hammer that message throughout the next 60 days.

There being no other business before the Board, on motion by Dr. Wayne Reynolds and seconded by Dr. Tonya Chestnut, Board Members voted unanimously to adjourn the meeting at 10:22 a.m. The next Alabama State Board of Education Meeting for Elementary and Secondary Education will be held on Thursday, September 12, 2024, at 10 a.m. in the Auditorium of the Gordon Persons Building followed by the Work Session.

Vice President

Secretary and Executive Officer