

the state and local boards of education; to develop an assistance program for individual students who are scoring one or more grade levels below the national norm; to assist schools that have a majority of students scoring one or more grade levels below the national norm, to establish a program of self-help and state intervention; to provide for school safety and discipline accountability; to assist local boards of education who have a majority of their schools in which a majority of their students are scoring at one grade level or more below the national norms; to provide for state intervention of a school or a local board of education based on below average student achievement or financial instability; to provide for financial accountability in allocation of funds to schools, to require local budgets and financial statements that are cost centered, program and fund based; to provide for a method of intervention and a method of release from state intervention, to provide for participation in the foundation program funding and to establish requirements for participation in the foundation program; to require accountability reports to the public, to establish certain requirements for the development of school budgets and to provide that school allocations shall be budgeted and expended at the classroom level; to restrict the use of funds allocated for salaries; to require the State Superintendent of Education to develop a plan to reduce the paperwork required to be completed by classroom teachers; and to repeal certain sections of the Code of Alabama 1975.

Be It Enacted by the Legislature of Alabama:

Section 1. STUDENT ACHIEVEMENT.

The Legislature finds that the people of Alabama desire two basic things from their public schools: (1) high achievement for students (2) a safe and orderly environment in which to learn. The Legislature encourages the State Board of Education to assist local boards of education in the development of a strong disciplinary policy and directs the State Board of Education to develop a program to closely monitor student achievement. The State Board of Education shall require implementation of a nationally normed test to assist in the assessment of student achievement in grades three through eleven by using such instruments as the Stanford Achievement Test, the California Achievement Test or other nationally normed tests and shall further require such other tests and assessments as it may deem necessary. There is no legislative intent to interfere with the provisions of Section 16-3-18.3 of the Code of Alabama 1975, and it is the intent of the Legislature that the development of the total assessment program for student performance, exclusive of the requirements of student performance therein, shall be the function of the State Board of Education. The State Board of Education is instructed to develop courses of study to provide Alabama students with the content and information to enter the workforce, to compete nationally and internationally with other students, and/or to successfully compete at the postsecondary level. This shall include the content necessary to successfully achieve on nationally normed tests and any other tests that may be required by the State Board of Education.

Section 2. CORE CURRICULUM.

Every Alabama student must be given instruction in grades kindergarten through twelve to prepare him or her to enter the world of work and/or to complete course work at the postsecondary level. In addition to a comprehensive core curriculum of academics each local board of education shall offer a program of vocational/technical education.

(a) The following words and phrases used in this section shall, in the absence of a clear implication otherwise, be given the following respective interpretations:

(1) "Required courses" means courses which are required to be taken by every student enrolled in public schools in the state of Alabama.

(2) "Elective courses" means courses which are neither mandatory nor required to be taken by any student enrolled in public schools in the state of Alabama.

(b) The legislature finds that students must become more literate in the basic skills needed to earn a living or to continue their education. The legislature further finds that the English language is a common bond that holds our society together. It is necessary that the State Board of Education adopt curriculum policies to ensure that Alabama students have a command of the spoken and written English language. The legislature further finds that in Alabama schools, students earning a standard high school diploma are only required to earn two credits of mathematics after they enter the ninth grade prior to graduation. The legislature further finds that special attention must be given to the Alabama courses of study. The State Board of Education shall establish a rigorous and meaningful core curriculum including but not limited to the following courses for grades nine through twelve in public schools to be phased in beginning with students entering ninth grade in the 1996-97 scholastic year:

(1) Four years (equivalent of four credit units) of English;

(2) Four years (equivalent of four credit units) of mathematics, including but not limited to material designed to ensure that no high school student fails to learn basic mathematical skills and computer literacy;

(3) Four years (equivalent of four credit units) of science and

(4) Four years (equivalent of four credit units) of social studies with an emphasis on history, music history, fine arts history, geography, economics and political science. History courses shall include material on the history of the United States and the Constitution of the United States. The legislature further requires that the curriculum content of American history shall include the

teaching of important historical documents including the Constitution of the United States, The Declaration of Independence, The Emancipation Proclamation, The Federalist Papers, and other such documents important to the history and heritage of the United States.

(c) It is the intent of the legislature that credit for required basic core academic courses may be earned in conjunction with vocational courses and/or programs. It is the intent of the legislature that local boards of education offer and schedule students into vocational programs.

(d) It is the intent of the legislature that, in addition to the required courses, elective courses including but not limited to foreign languages, fine arts, physical education, wellness education, vocational and technical preparation, be available to all students determined by the local board of education. Nothing in this Act shall be construed to diminish the current requirements of the State Board of Education with respect to Health and Physical Education instruction in grades K-12 or to reduce the effect of Section 16-40-1, Code of Alabama, 1975, regarding Health and Physical Education.

(e) The State Board of Education shall adopt necessary policies, procedures, rules, regulations and standards to require that:

(1) The required courses set forth in this section must be taken by every student enrolled in grades nine through twelve of public schools to be phased in beginning with students entering the ninth grade in the 1996-97 scholastic year. The State Superintendent of Education after a hearing in which he or she determines there exists just cause may grant a one-time delay of one year for a school system from implementation of any one of the required courses.

(2) The required courses set forth in this section must be successfully passed by a student enrolled in grades nine through twelve of public schools prior to such student's graduation or receipt of a diploma, phased in beginning with students entering the ninth grade in the 1996-97 scholastic year; provided, however, students identified as eligible for special education services as provided by federal and state law shall be required to meet the provisions set forth in the individual education plan prescribed to meet their individual needs as required by law. The State Board of Education shall continue to set graduation requirements; however, such graduation requirements shall not provide less in the way of requirements in the areas of English, math, science, and social studies as provided in this act.

teaching of important historical documents including the Constitution of the United States, The Declaration of Independence, The Emancipation Proclamation, The Federalist Papers, and other such documents important to the history and heritage of the United States.

(c) It is the intent of the legislature that credit for required basic core academic courses may be earned in conjunction with vocational courses and/or programs. It is the intent of the legislature that local boards of education offer and schedule students into vocational programs.

(d) It is the intent of the legislature that, in addition to the required courses, elective courses including but not limited to foreign languages, fine arts, physical education, wellness education, vocational and technical preparation, be available to all students as determined by the local board of education. Nothing in this Act shall be construed to diminish the current requirements of the State Board of Education with respect to Health and Physical Education instruction in grades K-12 or to reduce the effect of Section 16-40-1, Code of Alabama, 1975, regarding Health and Physical Education.

(e) The State Board of Education shall adopt necessary policies, procedures, rules, regulations and standards to require that:

(1) The required courses set forth in this section must be taken by every student enrolled in grades nine through twelve of public schools to be phased in beginning with students entering the ninth grade in the 1996-97 scholastic year. The State Superintendent of Education after a hearing in which he or she determines there exists just cause may grant a one-time delay of one year for a school system from implementation of any one of the required courses.

(2) The required courses set forth in this section must be successfully passed by a student enrolled in grades nine through twelve of public schools prior to such student's graduation or receipt of a diploma, phased in beginning with students entering the ninth grade in the 1996-97 scholastic year; provided, however, students identified as eligible for special education services as provided by federal and state law shall be required to meet the provisions set forth in the individual education plan prescribed to meet their individual needs as required by law. The State Board of Education shall continue to set graduation requirements; however, such graduation requirements shall not provide less in the way of requirements in the areas of English, math, science, and social studies as provided in this act.

(3) In addition to the required courses a number of elective courses must be successfully passed by a student enrolled in grades nine through twelve of public schools prior to such student's graduation or receipt of a diploma, phased in beginning with students entering the ninth grade in the 1996-97 scholastic year. The State Board of Education shall determine the number and classification of units of credit required for high school graduation.

(f) The State Board of Education, on the recommendation of the State Superintendent of Education, shall prescribe the minimum contents of courses of study for all public elementary and high schools in the state. In every elementary school there shall be taught at least reading including phonics, spelling, handwriting, arithmetic, oral and written English, geography, history of the United States and Alabama, elementary science, hygiene and sanitation, physical education, the arts, including musical and visual arts, environmental protection, and such other studies as may be prescribed by the local board of education. Moreover, the State Board of Education shall require the following courses for grades one through eight in all public schools to be phased in beginning with students entering grades one through eight in the 1995-96 scholastic year: English, social studies, mathematics and science shall be taught each year in grades one through eight. English shall include, but not be limited to, material designed to develop language arts, such as reading, writing, speaking and listening skills. Social studies shall emphasize geography and history of the United States and Alabama.

(g) The State Board of Education shall adopt necessary policies, procedures, rules, regulations and/or standards to require college and university departments of education to review their existing educational programs for all prospective teachers in order to ensure that they are properly prepared to teach the courses required by law.

(h) The State Board of Education and all local boards shall develop and implement within ninety (90) days of the effective date of this Act a comprehensive character education program for all grades to consist of not less than ten minutes instruction per day focusing upon the students' development of the following character traits: courage, patriotism, citizenship, honesty, fairness, respect for others, kindness, cooperation, self-respect, self-control, courtesy, compassion, tolerance, diligence, generosity, punctuality, cleanliness, cheerfulness, school pride, respect for the environment, patience, creativity, sportsmanship, loyalty, and perseverance. Each plan of instruction shall include the Pledge of Allegiance to the American Flag.

(i) The State Board of Education shall adopt necessary policies, procedures, rules, regulations, and/or standards to ensure quality vocational/technical education programs.

Section 3. ASSISTANCE PROGRAMS.

(a) **Student Strategy** - The superintendent of the local board of education along with the staff of each school shall develop an assistance program at each school for at-risk students performing below the standards set by the State Board of Education, said standards including the results of the normed reference testing program with emphasis on students who are found to be at one or more grade levels below the national norm. The local board of education shall budget at least \$100 per student so identified to be expended on tutorial assistance programs including but not limited to after school, Saturday school, and/or summer school. These funds may be budgeted from state or federal funds. However, federal funds already budgeted for at-risk students may not be counted toward the minimum \$100 requirement set aside to be expended for at risk students as defined in this act. In addition, these funds may be expended for any of the following purposes:

1. Programs to encourage at-risk five-year olds to attend an approved preschool program.
2. Programs to identify at-risk students in the first grade.
3. Programs to ensure strict enforcement of truancy laws.
4. Programs to create alternative or disciplinary schools in which children who consistently exhibit behaviors or patterns of behaviors that interfere with the learning environment of other students would be placed and would be provided counseling and instruction in basic skills.
5. Programs to encourage parental involvement of parents of at-risk children.
6. Programs to encourage literacy of parents of at-risk children.

(b) **School Strategy** - The State Board of Education shall develop an assistance program for a school in need of assistance. A school in need of assistance shall mean any school which has a majority of its students scoring one or more grade levels below the national norm on the state adopted achievement test. Local superintendents and local boards of education will be expected to make the effort and commit the resources necessary to improve the instructional program for a school in need of assistance and shall be required to budget funds earned by such school in the cost

calculations of the foundation program. Local superintendents and local boards of education are encouraged to use assistance from the state department of education, colleges of education, accrediting agencies and other sources.

The State Board of Education's plan for an assistance program must consist of the following components:

(1) The faculty and staff of each school in need of assistance shall engage in a self-study to examine the problem of low achievement within that school and shall develop steps which may be taken to improve student achievement. Parents of students in such schools shall be consulted as part of this self-study.

(2) If after two years student achievement has not improved, the State Superintendent of Education shall designate a team of practicing professionals who will visit the school, conduct a study, consult with parents of students in the school, and analyze causes of poor student achievement and make specific recommendations which shall become a part of a school improvement plan for the succeeding year.

(3) As a final step, when insufficient or no improvement as determined by the State Board of Education is evident from the implementation of steps one and two above, the State Superintendent of Education is required to intervene and to appoint a person or persons to run the day-to-day operation of the school. In considering intervention, the State Board of Education shall consider factors which may have affected the national norm test score, such factors shall include drop-out rates, attendance rates, special education enrollment, and any other data necessary to properly interpret student achievement in each school.

(c) School System Strategy - The State Board of Education shall develop an assistance program for a local board of education identified as being in need of assistance. A local board of education in need of assistance shall mean any local board of education which has a majority of its schools or a majority of the students in a system in which the students are scoring one or more grade levels below the national norm.

The State Board of Education shall require a local board of education in a need of assistance to do the following:

(1) The local board of education and the local superintendent, with input from other administrators, teachers, staff, parents of students in the school, and the local community shall engage in a self-study to examine the problem of low achievement within the system and to develop steps which may be taken to improve student achievement.

(2) If after two years student achievement has not improved, the State Superintendent shall develop a system-wide school improvement plan in consultation with teachers, parents of students in the school, and the local community. This school improvement plan shall become a part of the local board of education's program and financial operations for the succeeding year.

(3) If after the implementation of the school improvement plan student achievement has not sufficiently improved, relative to its previous year's performance, the State Board of Education shall require the State Superintendent of Education to intervene and assume the direct management and day-to-day operation of the local board of education for such period of time as may be necessary for student achievement to improve. In considering intervention, the State Board of Education shall consider factors which may have affected the national norm test score, such factors shall include drop-out rates, attendance rates, special education enrollment, and any other data necessary to properly interpret student achievement in each system.

(d) It is the intent of the Legislature to make it clear to the State Board of Education that intervention is not to occur when a school or school system scores below the national average. Intervention by the State Board of Education is to occur only after the three-year period provided in this act during which a school or school system fails to show improvement. So long as improvement is being shown, the State Board of Education shall not intervene but shall continue to encourage the school to improve.

Section 4. FINANCIAL ACCOUNTABILITY.

In addition to providing quality instruction in classrooms, all local boards of education must be fiscally accountable. The local boards of education shall be required to provide annually financial documents, including but not limited to annual budgets and financial statements which are cost center based (school, area vocational/technical center), program based (regular education, special education, vocational education, etc.), and funding source based (local, state and federal). Just as local boards of education may be in need of assistance based on student achievement, they may also be in an unsound fiscal condition. The State Board of Education is directed to require, approve and audit budgets, financial statements, and other reports which may be deemed necessary to assess the financial stability of each local board of education. If a local board of education is determined to have submitted a fiscally unsound budget, the state department of education will provide assistance to complete and submit a revised budget. If during the assistance in preparing a revised budget the State Superintendent

of Education determines that the local board of education is in an unsound fiscal position, a person or persons will be appointed by the State Superintendent of Education to advise the day-to-day financial operations of the local board of education. If after a reasonable period of time the State Superintendent of Education determines that the local board of education is still in an unsound fiscal condition, a request will be made to the State Board of Education for the direct control of the fiscal operation of the local board of education. Upon approval by the State Board of Education, the State Superintendent of Education will appoint an individual to be chief financial officer to manage the fiscal operation of the local board of education. The chief financial officer shall perform his or her duties in accordance with rules and regulations established by the State Board of Education in concert with applicable Alabama law. Persons appointed by the State Superintendent of Education to serve as chief financial officer to manage the fiscal operation of a local board of education shall be required to give bond with a surety company authorized to do business in Alabama and shall not be required to receive approval of the local superintendent to expend monies as provided in Sections 16-8-33 and 16-11-6 of the Code of Alabama 1975. The State Superintendent of Education shall have the authority to review decisions of the chief financial officer and the local board of education pursuant to Section 16-4-8 of the Code of Alabama 1975.

Section 5. SCHOOL SAFETY AND DISCIPLINE ACCOUNTABILITY.

In addition to providing quality instruction in classrooms and fiscal soundness, all local boards of education shall be accountable for compliance with statutes and regulations regarding school safety and discipline. The State Department of Education shall send to all local boards of education and all local superintendents of education, on or before August 1 of each year, a manual containing all acts of the Legislature and all regulations promulgated by the State Board of Education which pertain to school safety and discipline. Within thirty (30) days of receipt of this manual, each local board of education shall provide to the State Board of Education a report, in the form prescribed by the State Department of Education, describing its compliance with these acts and regulations. If a local board of education is determined by the State Board of Education to have failed to comply in any material respect with these acts and regulations, the State Department of Education shall provide assistance to obtain compliance. If after one year, the State Board of Education determines that a local board of education refuses or fails to come into compliance with these acts and regulations, the State Superintendent of Education

shall intervene in and assume the direct management and day-to-day operation of the local board of education for such period of time as the State Board of Education deems necessary to bring that local board of education into compliance with these acts and regulations.

Section 6. RELEASE FROM INTERVENTION.

Management of a school or local board of education occasioned by state intervention based on student achievement or financial instability shall continue until such time as either condition improves to an acceptable level. The local board of education may petition the State Board of Education for release from state intervention by showing acceptable improvement in achievement or financial stability or other just cause for such release. The State Board of Education following a hearing shall have final determination on the matter of release from state intervention.

Section 7. ACCOUNTABILITY REPORTS TO THE PUBLIC.

(a) The local board of education shall prepare an annual accountability report for each school and area vocational/technical center under its jurisdiction, and for itself, to be provided to the public under regulations promulgated by the State Board of Education. Such accountability reports shall include, but not be limited to, all of the following:

(1) A Funding and Expenditure Report which shall include those documents specified in Section 4 and which shall include the amount of foundation program funds or vocational/technical education funds, or both, earned and of all funds expended and any other data deemed necessary by the local board of education or the State Board of Education to inform the public about the financial status of each school.

(2) A Student Achievement Report which shall include a comparison of the immediately previous school year with the previous five years regarding student performance on testing required by the State Board of Education, dropout rates, attendance rates, graduation rates, college attendance, and any other data deemed necessary by the local board of education or the State Board of Education to inform the public about student achievement in each school.

(3) A School Safety and Discipline Report which shall include statistical information relating to student safety and discipline in each school and any other data deemed necessary by the local board of education or the State Board of Education to inform the public about safety and discipline in each school.

(b) These reports shall be released to the media, presented to parent organizations, members of the Legislature who represent the schools covered in each report, and the State Superintendent of Education. These reports shall be made available to the public upon request on or before ninety (90) days after the end of the fiscal year.

Section 8. PARTICIPATION IN FOUNDATION PROGRAM.

(a) In order for a local board of education to participate in the state foundation program certain conditions must be met. The teacher salary schedule of the local board of education must be at least ninety-five percent (95%) of the amount specified within the state salary matrix delineated by cell for the type of degree and years of experience of each teacher. All funds allocated to a local board of education for teacher salaries must be spent for salaries in the instructional program.

(b) In order for a local board of education to participate in the state vocational/technical education program certain conditions must be met. The teacher salary schedule of the local board of education must be at least 95 percent of the amount specified within the state salary matrix adjusted for extended contracts delineated by cell for the type of degree and years of experience of each teacher. All funds allocated to a local board of education for teacher salaries must be spent for salaries in the instructional program.

(c) Each area vocational center shall earn a principal (director) and shall continue to earn a counselor should it have received a counselor unit in 1994-95. Further, it is the intent of the Legislature that area vocational centers that are serving more than one school system continue to do so. Each participating local board must assume a pro rata share of the cost of personnel and operating cost of the vocational center. However, should any local board choose in the future to withdraw from participation in an area vocational center, such local board shall assume its pro rata share of the cost of personnel and operating expenses occurring as a result of its withdrawal. If no satisfactory financial agreement can be reached between that local board and other participating local boards, the State Superintendent shall conduct an inquiry and shall render a decision which shall be final and binding. Finally, as a result of hold harmless and federal requirements of maintenance of effort, no local board shall be permitted to spend fewer state dollars for vocational/technical education than it did during the 1994-95 school year.

Section 9. SALARY ALLOCATIONS.

No funds shall be transferred by any board of education from salary allocations to any other expenditure or for any other purpose. In times of proration, salaries shall not be subject to proration.

Section 10. BUDGET REQUIREMENTS FOR FOUNDATION AND VOCATIONAL/TECHNICAL EDUCATION PROGRAM.

(a) *Foundation Program.* It is the intent of the legislature to see that funds allocated for classroom instructional support actually reach the classroom. To that end, the state department of education shall monitor the flow of funds appropriated for various instructional purposes. Classroom instructional support shall be defined as those funds appropriated for instructional supplies, library enhancement, textbooks, technology and professional development. The legislature believes that the classroom instructional support funds have a direct impact upon the ability of classroom teachers to have the resources and assistance necessary to assist them in the performance of their responsibilities. School budgets for instructional supplies shall be developed within each school using the procedures outlined in Section 16-36-29.1 and as is required by Act 95-121 of the 1995 Regular Session of the Legislature of Alabama relating to the adoption of school board policies. It is the intent of the legislature that teachers shall have direct input in the development of their school's budget for classroom instructional support and in the expenditure of these funds. The legislature realizes that teachers and principals cannot be held accountable unless they have the authority to use resources provided them by legislative appropriations. As each school's budget is developed, local boards of education shall ensure principals and classroom teachers are given the opportunity to participate in decisions concerning the appropriate use and expenditure of classroom instructional support funds. Where the principal or the teachers have not been granted the right to have direct input in the development of their school's budget or are restrained in the expenditure of instructional supply funds, they may petition the State Superintendent of Education for relief pursuant to rules and regulations promulgated by the State Department of Education. Because the legislature believes classroom instructional support funds to be critically important, the following conditions will apply to the budgeting process of each local board of education:

(1) Classroom instructional materials and supplies must be budgeted for all teachers at the rate appropriated per teacher unit by the legislature in the Foundation Program.

(2) Textbook funds must be budgeted for all students based on the rate appropriated per student by the legislature in the foundation program.

(3) Technology funds must be budgeted for all teachers based on their rate appropriated per teacher unit by the legislature in the foundation program.

(4) Professional development funds must be budgeted for all teachers based on the rate appropriated per teacher unit by the legislature in the foundation program.

(5) Library enhancement funds must be budgeted for all teachers based on the rate appropriated per teacher unit by the legislature in the foundation program. The library enhancement appropriation shall be for K-12 Public School Library/Media Centers and is an absolute appropriation. Expenditures may include books, book binding, repair, CD Roms, computer software, computer equipment, cataloging, audio-visual materials, newspapers, magazines, recordings, and video tapes.

(6) In addition to classroom instructional support, leave (sick and personal) must be budgeted for all teachers based on the number of days and the rate per day used by the legislature in calculating the cost in the foundation program.

(7) The principal of a local school in consultation with the teacher(s) so affected may request a waiver from subdivisions (2) through (5). The waiver shall be presented to the local superintendent of education. Upon concurrence, the local superintendent of education shall request a waiver from the State Superintendent of Education, which application shall be deemed to be granted unless affirmatively rejected in writing by the State Superintendent within 30 days of its receipt.

(b) Vocational/Technical Education Program. It is the intent of the legislature to see that funds allocated for classroom instructional support actually reach the classroom. To that end, the State Department of Education shall monitor the flow of funds appropriated for various instructional support which shall be defined as those funds appropriated for instructional supplies, textbooks, technology, and professional development. The Legislature believes that the classroom instructional support funds have a direct impact upon the ability of classroom teachers to have the resources and assistance necessary to assist them in the performance of their responsibilities. School budgets for classroom instructional support shall be developed within each school using the procedures outlined in Section 16-36-29.1 and as is required by Act 95-121 of the 1995 Regular Session. It is the intent of the Legislature that teachers shall have direct input in the development of their school's budget for classroom instructional support and in the expenditure of these funds. The Legislature realizes that teachers and principals cannot be held accountable unless

they have the authority to use resources provided them by legislative appropriations. As each school's budget is developed, local boards of education shall ensure classroom teachers are given the opportunity to make decisions concerning the appropriate use and expenditures of classroom instructional support funds. Where the principal or the teachers have not been granted the right to have direct input in the development of their school's budget or are restrained in the expenditure of classroom instructional support funds, they may petition the State Superintendent of Education for relief pursuant to rules and regulations promulgated by the State Department of Education. Because the Legislature believes classroom instructional support funds to be critically important, the following conditions will apply to the budgeting process of each local board of education:

(1) Classroom instructional materials and supplies must be budgeted for all teachers at the rate appropriated per teacher unit by the Legislature in the vocational/technical education program.

(2) Textbook funds must be budgeted for all students based on the rate appropriated per student by the Legislature in the vocational/technical education program.

(3) Professional development funds must be budgeted for all teachers based on the rate appropriated per teacher unit by the Legislature in the vocational/technical education program.

(4) In addition to classroom instructional support, leave (sick and personal) must be budgeted for all teachers based on the number of days and rate per day used by the Legislature in calculating the cost in the vocational/technical education program.

(5) The principal of a local school in consultation with the teacher(s) so affected may request a waiver from subdivisions (2) and (3). The waiver shall be presented to the local superintendent of education. Upon concurrence, the local superintendent of education shall request a waiver from the State Superintendent of Education, which application shall be deemed to be granted unless affirmatively rejected in writing by the State Superintendent within 30 days of its receipt.

Section 11. TEACHER PAPERWORK REDUCTION PLAN.

The State Superintendent of Education shall develop a plan to be approved by the State Board of Education to reduce the paperwork which is required to be completed by the school system including the classroom teachers. The goal shall be to reduce teacher paperwork by at least fifty percent (50%) before the beginning of the 1996-97 scholastic year. Further, the plan shall work toward the development of automated student records in all schools.

Section 12. The provisions of this act are severable. If any part of this act is declared invalid or unconstitutional, such declaration shall not affect the part which remains.

Section 13. All laws or parts of laws which conflict with this act are hereby repealed and specifically Sections 16-3-15, 16-3-17.2, 16-3-18.2, 16-3-18.4 and 16-13-15 of the Code of Alabama 1975, are hereby repealed. Notwithstanding the repeal of the foregoing sections, the State Board of Education shall review and develop appropriate policies regarding at-risk students, social promotion, and school accreditation.

Section 14. This act shall become effective immediately upon its passage and approval by the Governor or upon its otherwise becoming a law, and shall be implemented with the beginning of the 1995-96 scholastic year.

Approved July 7, 1995

Time: 10:20 A.M.

Act No. 95-314 H. 468 – Reps. McMillan, Hooper, Thomas (D), Knight (A), Hill, McKee, Jorgensen, Fuller, Dean, Maull, Baker, Collins, Dolbare, Pringle, Clouse, Penry, Gipson, Guin

AN ACT

To amend Chapter 13 of Title 16 of the Code of Alabama 1975 and related provisions of the Code of Alabama 1975 to implement a foundation program for the annual funding of the public schools of the state to the extent necessary to provide educational opportunities according to the Constitution of Alabama for all students in every local school district; to amend Sections 16-1-18, 16-4-5, 16-8-26, 16-3-26.1, 16-13-7, 16-13-10, 16-13-11, 16-13-12, 16-13-13, 16-13-31, 16-13-32, 16-13-36, 16-13-37, 16-13-73, 16-13-76, 16-13-91, 16-13-121, 16-13-144, 16-13-145, 16-36-2, 16-36-3, 16-36-5, 16-36-6, 16-36-10, 16-36-12, 16-36-13, 16-36-15, 16-36-16, 16-36-17, 16-36-18, 16-36-23, 16-36-24, 16-36-25, 16-36-31, 16-36-32, 16-36-35, 16-36-36, 16-36-39, 16-39-10, 16-39-11, 25-4-150, and 40-12-4 of the Code of Alabama 1975; and to repeal Sections 16-1-11, 16-1-15.1, 16-1-29, 16-3-15, 16-3-17.1, 16-3-17.2, 16-3-18.1, 16-3-18.4, 16-3-18.5, 16-3-36, 16-6A-17, 16-13-9, 16-13-15, 16-13-30, 16-13-34, 16-13-35, 16-13-38, 16-13-39, 16-13-40, 16-13-50, 16-13-51, 16-13-52, 16-13-52.1, 16-13-53, 16-13-54, 16-13-55, 16-13-56, 16-13-57, 16-13-58, 16-13-59, 16-13-60, 16-13-61, 16-13-62, 16-13-63, 16-13-64, 16-13-65, 16-14-1, 16-14-2, 16-14-3, 16-14-4, 16-14-5, 16-14-6, 16-14-7, 16-14-8, 16-14-9, 16-14-10, 16-14-11, 16-14-12, 16-14-13, 16-14-14, 16-14-15, 16-14-16, 16-14-17, 16-14-18, 16-14-19, 16-23-13.1, 16-23-17, 16-26-4, 16-36-33, 16-39-7, and 21-1-20 of the Code of Alabama 1975.

Be It Enacted by the Legislature of Alabama:

Section 1. There is hereby established a fund for the public schools of the state which shall be known as the foundation