



# **SBDM Bylaws and Policies**

**Highland Elementary School**

**75 Tick Ridge Rd**

**Waynesburg, KY 40489**

**PH: 606-365-2768    FAX:606-365-1470**

**Web: <http://www.lincoln.kyschools.us/highland>**

## Table of Contents

Cover.....	1
Table of Contents.....	2
<b>Operational Procedure: Authority of the Council and Principal.....</b>	<b>3</b>
Operational procedure: Election of SBDM members.....	3
Operational Procedures: Council Training.....	5
Operational Procedures: Operating Council Meetings.....	5
Operational Procedures: Recordkeeping.....	7
Operational Procedures: Policy Development and Review.....	7
Operational Procedures: Appeal of Decisions Process.....	8
Primary Program Policy.....	10
Consultation Policy.....	12
Principal Selection Policy.....	14
Alignment with state standards, technology use, and program appraisal.....	15
Committees Policy.....	16
Discipline and Classroom Management Policy.....	17
Extracurricular Programs Policy.....	18
Instructional Practices Policy.....	19
Wellness Policy.....	20
Grading Policy for Music and PE.....	21
Schedule Policy.....	22
Space Policy.....	23
Assignment of All instructional and non-instructional staff time.....	24
Assignment of Students to Classes and Programs.....	25
Safety Policy.....	26
Job Assignments.....	28
Selection of Instructional Materials, Textbooks, and Student Support Services.....	29
Budget Development Policy.....	30
Assessment Policy.....	31
School Improvement Plan Policy.....	32
Professional Development Plan Policy.....	34
Writing Policy.....	35
Curriculum Policy.....	40
Parent Involvement Policy.....	41
Emergency Plan Policy.....	44
School Technology Policy.....	47

# **Operational Procedure: Authority of the Council and Principal**

## **A. Authority of the Principal**

The principal shall serve as the school's primary administrator and instructional leader. The principal shall have the authority over management functions not chosen by the council and authority to form committees in these areas. The principal shall be responsible to the superintendent or his/her designee. The principal shall be responsible for supervising the work of committees appointed by the council.

## **B. Authority of the council.**

The council, pursuant to state law, is a policy making body/  
Reference KRS 160.345. (See appendix a)

The council shall have the authority to set and monitor school policies which shall provide an environment to enhance the student's achievement and help the school meet the goals, (See appendix B), established by the Kentucky Education Reform Act of 1990.

Outside of a legally called council meeting, no council member other than the principal has decision making or administrative authority. The council shall have the authority to form the number and types of committees needed to carry out the policies set by the council.

The council also has any other authority granted to it by the local Board of Education.

# **Operational procedure: Election of SBDM members**

## **A. Composition of Council**

The SBDM Council at Highland Elementary shall consist of three (3) teachers, two (2) parents, and the principal provided state requirements for minority representation are met

## **B. Eligibility**

All certified employees assigned to the schools full or part-time are eligible to serve on the council. Parents who have a child enrolled in the school during the year he/she will serve on the council, who are not employees of the district, and who are not employees of the district, and who do not have a relative working in the school district, are able to serve on the council. Relatives shall be defined as father, mother, brother, sister, husband, wife, son, daughter, aunt, uncle, son-in-law or daughter in-law.

## **C. Minority representation**

For the purpose of school-based decision making, “minority” shall mean American Indian, Alaskan Native, African-American, and Hispanic, including persons of Mexican, Puerto Rican, Cuban, and Central or South American origin: Pacific Islander; or other ethnic group underrepresented in the school.

When the minority student enrollment at Highland Elementary school reaches or exceeds eight percent (8%) of the total student population, at least one of the school council members shall be a minority parent, teacher, or principal. Enrollment in the school on the proceeding October 1 shall be used to determine the percent of minority students.

Under these circumstances, if a council is formed without a minority representative then one or two shall be elected to the council by the following method:

1. The principal shall within five working days from the election organize an election to elect a minority parent and a minority teacher to the council.
2. Hold the election for minority representatives within ten working days 5 from the date of the election of other council members.
3. The principal shall inform all parents of minority students’ enrollment in Highland Elementary School of the election purpose, time, date, and location.
4. The principal shall inform minority teachers of the election process, time, date, and location.
5. The principal shall call for nominations and prepare a ballot for both minority parents and teachers.
6. The principal shall facilitate the meetings held for the purpose of election minority representatives to the school council.
7. The principal shall report the results of the election to parents, faculty, and community.

If there are no minority teachers who are members of the faculty, an additional teacher member shall be elected by a majority of all teachers. Term liminations shall not apply for a minority teacher member who is the only minority on faculty.

## **D. Terms**

**Council members are selected for two year terms with each service year beginning July1 and ending June 30.**

## **E. Report Election Results**

The principal shall report new council members to the public through the school newsletter.

## **F. Filling Vacancies**

In the event a vacancy on the council occurs, the vacancy shall be filled by the Respective group in the same way as in the original election to serve the balance of the term. The principal shall inform the respective group of the vacancy and help set a time line for completion of the election.

## **Operational Procedures: Council Training**

### **A. Council Training**

1. Training will be provided for all council members.
2. School council members serving less than twelve (12) months shall complete six (6) hours of training within thirty days of the beginning date of their term by a trainer endorsed by KDE in the legal aspects, process, and roles and responsibilities of SBDM.
3. School council members serving one year or more shall complete three (3) hours of training.
4. School council training shall be conducted by trainers endorsed by the KDE, and school council members shall complete the required training no later than thirty days after the beginning of the service year for which they are elected to serve.

## **Operational Procedures: Operating Council Meetings**

### **A. Types**

Council Members shall attend three (3) types of meetings.

1. Regular meetings held on a set day of the month and at a set time of the day.
2. Special called meetings scheduled as they are needed between regular scheduled meetings.
3. Training/planning meetings designed for council members to require members to require knowledge and or develop skills and develop plans for improving the school not completed within the committee System.

### **B. Schedule of Regular Meetings**

The Highland Elementary school council shall meet every Third Tuesday of each month beginning at 3:45 in the school library.

### **C. Special Meetings**

Special Council meetings may be called by the chairman or a majority of the council. Time, place, and purpose shall be announced at the time the meeting is called.

### **D. Agenda**

Each regular and special council meeting shall operate by an agenda. The agenda shall be formed by the chairperson with items provided by council members. All business transacted by the council shall be by an agenda only. The agenda shall be approved by the council at the beginning of the meeting. Other items may be added to agenda by completing a request (form) to address the council available at the meeting. The agenda for regular meetings shall be written and disseminated prior to the meeting. The agenda for a regular meeting will be disseminated to all council members. Teachers and parents who are not on the council may recommend items for the agenda by contacting a council member. A person recommending an item must be present at the meeting for it to be discussed.

### **E. Chairperson**

The principal shall serve as the chairperson at all meetings. The responsibilities of the principal as chairperson shall not be delegated to any other member of the council or any other person.

## **F. Decision**

The primary method of making decisions shall be by consensus. An effort shall be made to thoroughly discuss all possible alternatives, provide everyone ample opportunity to be heard, and make a final choice that can be supported by the group. In the event consensus cannot be reached, a delay in making the decision shall be used as one alternative to help reach consensus. In the event a decision is necessary, the council may determine by consensus to use majority rule to make the decision. In the event of a tie, a special meeting will be called the following night to reach a decision.

## **G. Quorum**

Two-thirds (2/3) of the members of the council must be present for the council to make official decisions with at least one teacher and one parent present.

## **H. Minutes**

Minutes of all council's regular and special meetings shall be recorded in writing and kept on file in the principal's office. Minutes shall also be approved by the council and stored in a minute book. A copy of all minutes shall be provided to the superintendent as a means of keeping him/her informed.

## **I. Open Meetings**

All council meetings shall be open to the public except when personnel, legal issues affecting the council, or rights to privacy issues are under consideration. Under one or more of these conditions, a council may go into executive session. All decisions made by the council shall abide by the state's open meetings law KRS (61.810) See Appendix D

## **J. Recording Secretary**

The chairperson and /or designee shall serve as recording secretary.

## **K. Summary Report**

A summary of the actions taken by the council shall be reported to all teachers, officers of the PTO, others affected by the councils' decision, and the superintendent. The report shall be disseminated within three working days from the date of the meeting, when school is session.

## **L. Input from Non-council Members**

Those who are in attendance at the council meetings shall be provided an opportunity to discuss issues under consideration by the council by the following procedures;

1. A sign-in sheet will be provided by topic for interested parties to indicate their interest in speaking on an issue.
2. As each topic is discussed, the chairperson will call on speakers in the order they signed the sign-in sheet. Each speaker will be limited to five minutes. Input will be allowed before the council makes a decision.
3. Input/reactions must be germane to the topic and must be within the authority of the council.
4. After persons have spoken from the sign-in sheet, the chairperson will permit others to speak to the item under discussion provided their remarks are germane to the topic.

## **M. Demeanor of the meeting**

The following statement shall be read at the beginning of every meeting. "Council meetings will be conducted in a timely, orderly, and dignified manner. Mutual respect between council members and other active participants shall be of high priority at all meet

## **Operational Procedures: Recordkeeping**

The council secretary shall take minutes. Minutes shall be compiled in a notebook for each school year. A copy of the minutes of the most recent meeting shall be provided to the superintendent. The principal shall provide access to council minutes to the public as required by the open records regulations

## **Operational Procedures: Policy Development and Review**

### **A. Council Governance**

Policy Development and Review

All activities and decisions of the council shall be governed by policies set by the council shall be governed by policies set by the council. Policies shall include both operational procedures and management functions chosen by the council. All policies set by the council shall be consistent with the state statutes and board policies.

### **B. Adoption**

All policies shall require two readings before they are adopted. No policy shall be adopted by the council at the meeting in which the policy is introduced. All operation procedures and management function policies listed in this handbook shall be provided for review by the superintendent or his/her designee before they are adopted by the council.

### **C. Policy Review**

The council shall annually review all policies and make any changes that will improve the operations and productivity of the council. Revisions shall be made as needed in order to move effectively serve the school.

## **D. Dissemination of Policy**

Distribution of the school council policy manual makes it readily accessible to staff, students, board members and the public. Instances when specific policy directly affects employees and/or students, the policy or excerpts will be copied and copies given to those affected. School policy will be discussed and/or disseminated during staff/student meetings.

## **E. Amendments**

The council may amend the operational procedures as needed.

- a. Procedure—a proposed amendment to these procedures must first be presented to the council in writing, who will refer it to an appropriate committee or consider the matter if necessary.
- b. Majority Requirement—a 2/3 vote of the council is required for the adoption of any amendment.

## **Operational Procedures: Appeal of Decisions Process**

Any resident of the District or a parent, student or employee of the school may appeal Council decisions. Appealing a decision made by a school council shall include the following procedure.

1. The first step in the appeals process shall be a review by the appropriate committee as designed or assigned by the Principal.
2. The appeal and committee's review report will then be reviewed by the school Council, which shall make a timely response to the appealing party.
3. If the matter is not satisfactorily resolved by the Council, the appeal may then be submitted in writing to the Superintendent.
4. If, within ten (10) calendar days, the matter is not satisfactorily resolved by the superintendent, the appealing party may, within twenty (20) calendar days, appeal to the Board. The Board shall afford the affected parties an opportunity to be heard within thirty (30) calendar days of the appeal to the board.
5. The Board shall issue a final written decision on the appeal with its rationale no later than sixty (60) calendar days from the date of the presentation to the Board.
6. At any point in the process the Board may direct a review and report on the issue, but shall not extend its decision beyond sixty (60) calendar days from the date of the presentation to the Board without the agreement of the affected parties.

The Board will determine whether the issue on appeal falls within the authority granted to the Council by KRS 160.345.

Actions that fall within the statutory authority of the Council will be reviewed on appeal based on whether the Council action raises liability and/or health and safety concerns, exceeds budgetary limitations, conflicts with contractual obligations, or was otherwise unlawful under state or federal law.

Actions that fall within the authority of the Board will be reviewed on appeals based on whether the Council action lacks educational merit, is inconsistent with District goals, violates District policy, exceeds



the authority of the Council, raises liability and/or health and safety concerns, exceeds budgetary limitations, conflicts with contractual obligations or is otherwise unlawful under state or federal law.

When the appeal issue falls within statutory Council authority, the Board shall either

1. affirm the Council decision or
2. refer the appeal back to the Council with documentation of its concerns and suggestions.

When the appeal issue falls within the authority of the Board to decide, the Board shall either

1. uphold the Council decision or
2. reverse the Council action found to violate any of the review standards. KRS 160.345

## **Primary Program Policy**

### **A. Primary Program**

Primary shall be defined as the part of Highland Elementary in which a child is enrolled from the time they enter kindergarten until they are ready to enter fourth grade.

### **B. Enrollment in the Primary Program**

Children entering the primary program must be five (5) by October 1, of a given year. Most children will complete primary in four years. However, children have up to 5 years of primary to develop the skills necessary for success in fourth grade. Exceptions will be decided on an individual basis.

The discussion to have a child spend a fifth year in the primary program shall be at the school level based on information completed from the documentation, data, and evidence provided by primary level teachers. The final decision will remain with the principal and teacher(s).

### **C. Assignment of Staff to the Primary Program**

Appropriately certified teachers will be assigned to the primary classrooms based on enrollment, not to exceed a cap size of 24. The exception to this class limit may only take place through SBDM action or board policy.

Instructional aides will be assigned to assist primary teachers as follows:

- Kindergarten will receive 1 instructional assistant per classroom for the entire day.

Special needs teachers will be assigned based on caseload and requirements.

Art, Music, PE will be equitably assigned to students in grades K-5.

### **D. Organization of the Primary Program**

The primary program shall be organized to ensure the continuous progress of each child enrolled. Children will be placed in a homeroom and will be flexibly grouped for instruction according to their skill level. Children will work in the skills group or groups that best meet their individual needs.

Children entering Primary (K) will be assigned to first year primary classrooms. Teachers will prepare a balanced list of students for the next year. Final placement of students will be at the discretion of the principal after getting input from current teachers. Current teachers will meet with next year teachers of their students to discuss present levels of performance.

Special needs students will be placed in mainstreamed groups with their peers. However, they will receive help in a resource room and/or collaboratively in the classroom as decided in an ARC. Special needs children of the same age will be distributed among teachers based on staff allocations and availability.

### **E. Multiage and Multi-ability**

All primary children are placed in multi-ability classrooms and receive differentiated instruction to meet their individualized learning needs. Flexible grouping is used as needed to meet the needs of students across grade levels and within the classroom setting.

## **F. Instruction**

Teachers of primary-aged children use a variety of instructional strategies that insure the progress of each child. Those may include a mixture of whole group instruction and small, flexible groups for direct instruction and skill development, as well as independent work.

They will also use developmentally appropriate practices, which follow the current educational standards and practices.

## **G. Assessment**

Children will be assessed using developmentally appropriate methods, which may include teacher observations, student performances, collections of student work samples, checklist and current test data.

A child's progress will be reported to his/her parents each nine-week period. Reports will be on district/school approved report forms. Parent conferences can be scheduled each nine weeks as needed.

## **H. Successful Completion of the Primary Program**

Successful completion of the primary program at Highland Elementary shall be determined by using the child's performance on testing data and evidence provided by primary level teachers. Final placement of students will be at the discretion of principal after getting input from current teachers.

Revised :2-11-13

1<sup>st</sup> Reading: 2-20-13

LC Board of Education Approval: 2-28-13

2nd Reading: 3-19-13

## **Consultation Policy**

The principal and school council shall follow the steps below for filling vacancies:

### **STEP 1**

The Principal shall inform the Superintendent of any resignation/termination of school employees assigned to the school. The Superintendent shall be the one to declare the position vacant. The school council, at either a regular or special meeting, shall determine the job classification for the vacancy. The council may either keep the job classification as it was previously determined, make a request to the Board to change it to another legal job classification, or agree to another legal expenditure of these personnel funds.

### **Step 2**

When a school-based personnel vacancy occurs, and the school council has determined the job classification for the vacancy, the school principal or any other school council member shall include “consultation with the school council for the \_\_\_\_\_ vacancy” on the agenda of a regular or special meeting of the council. The vacancy shall have occurred when posted with the Department of Education by the superintendent for certified positions, or when advertised in the local paper for classified vacancies.

### **STEP 3**

After the posting of the position by the superintendent, and the submission of a list of qualified applicants from the superintendent to the principal, the principal shall form an interview committee. This committee shall be composed of at least one parent at the school, at least two teachers from the area or grade in which the vacancy has occurred, and the principal shall serve as the committee chair. At the first meeting the interview committee shall set the timeline that they will implement to fill the vacancy.

### **STEP 4**

After receiving the list of qualified applicants, the interview committee shall convene, determine which qualified applicants shall be interviewed, conduct a reference check on each applicant chosen for an interview, conduct interviews of those qualified applicants, discuss and reach either a consensus or a majority vote on a recommendation of priority order for selection of a candidate to fill the vacancy.

### **STEP 5**

The interview committee chair shall report the recommendation of the interview committee to the school council at a regular or special meeting of the council. The school council shall consider the recommendation and shall, in a closed meeting of the council, provide its advice to the principal on who to select to fill the vacancy.

*If a quorum of the members of the school council is not available to attend a meeting for the purpose of conducting consultation in the filling of the vacancy, the principal shall call a special meeting and conduct consultation with the Council members who can attend.* The definition of quorum for the purposes of filling the specified vacancy shall be “two or more members of the school council who are present for the consultation.” Consultation shall be defined as: A Conference at which views are given and advice is exchanged.

#### Step 6

Subsequent to the completion of the steps listed above, the principal shall make a selection of the qualified applicant to fill the vacancy, and shall report this selection to the superintendent who will complete the hiring process. The minutes of the school council for the meeting at which Step 4 occurs shall state, “ Consultation occurred for the filling of the \_\_\_\_\_ vacancy.”

#### Extra Duty Assignments and Positions

The Principal shall be responsible for recommending all certified and classified personnel for Extra-Duty employment to the Superintendent when a vacancy exists. Extra-Duty is defined as employment outside of regular duties assigned as a requirement of initial employment by the Board of Education, and for which extra compensation is involved beyond the employee’s original contract. An example of Extra-Duty at Highland Elementary School includes, but is not limited to: academic coaches and extended school services personnel.

Revised : 2-11-13

1<sup>st</sup> Reading: 2-20-13

LC Board of Education Approval: 2-28-13

2nd Reading: 3-19-13

## **Principal Selection Policy**

In the event that a new Principal is to be hired, the following steps must be followed by the SBDM Council:

1. The remaining members of the council will convene a meeting. (This must be advertised publicly in the local paper 24 hours previous to the meeting.)
2. The vice-chairman will take the place of the chairman (the principal) for the purpose of chairing meetings for selecting a new principal. A survey will be developed by the council to gain input from all stakeholders including but not limited to certified and classified staff, community members, and parents/guardians. Minutes for all meetings regarding the hiring of a new principal will be taken by the secretary.
3. Before proceeding in any part of the process, all members will receive the appropriate Principal hiring training that will be scheduled by the district.
4. The SBDM Council will receive the applications for principal from the superintendent's office after the posting time is finished.
5. The SBDM Council will review the applications and select a minimum of three and a maximum of seven candidates to interview. (If unable to select the minimum number, they may ask the superintendent if there are more candidates available. If not, they should make the minimum selection or repost the position for the required thirty days.)
6. The council will divide the applications and will call references, colleagues, and check social media if desired and will report results at next council meeting. After references have been checked, the Council will consider these results when selecting applicants to be considered for an interview.
7. Interviews should not be set up during school hours to accommodate both the council members and interviewees.
8. The Council will make a general list of interview questions. Keep in mind that personal questions such as age, etc. are not acceptable. Each candidate should be asked the same questions in the same sequential order. The Council will decide how the interview process will proceed.
9. After the interviews, the Council may or may not invite the candidates back for an open public forum with the community and other stakeholders.
10. The Council will meet in executive session to finalize their decision on the candidate by consensus or by majority vote if consensus is not reached and report to the superintendent.
11. The Superintendent or council chairman will offer the position to the selected candidate.
12. If he/she accepts, the Chairman will file appropriate paperwork with the superintendent's office if needed.
13. If the candidate does not accept, the Superintendent will offer the position to the next candidate if acceptable to the Council or the job will be reposted for no less than 30 days. This process will continue until a principal is hired.

Revised: Fall 2012

## **Alignment with state standards, technology use, and program appraisal**

The school shall organize all instructional and other activity to be aligned with standards established in state laws and regulations, and in a manner that it consistent with local school board policy.

The school will use technology in a manner consistent with local board policy and state laws and regulations. The computer lab will be used in technology class and will be available for students to use when the lab is open. There are also computers available in the library for student use.

The school shall appraise all programs in a manner that is consistent with local board policy. Programs will be appraised upon request of the school council. The council will assign a committee for the program appraisal and the committee will recommend to the council.

Approved: 10/14/02

## Committees Policy

At the regular July meeting the council shall determine if committees will be established and the number and types of standing committees to be formed to aid the council. Standing committees may include Curriculum, Extra-Curricular, Budget, Safety, School Improvement Planning, Professional Development, Discipline and Technology. As necessary committee duties may be assigned by the Council Chairperson. Standing committees shall serve for a one-year term from August 1<sup>st</sup> through July 31<sup>st</sup>. By September 1<sup>st</sup> the council chairperson shall communicate in writing the charges to each standing committee and a general timeline for all major tasks. Additional responsibilities throughout the year will also be communicated in writing.

Ad-Hoc committees shall be formed throughout the year to complete specific tasks not completed by a standing committee. Once the task is completed the Ad-Hoc committee shall be abolished as approved by the council. As needed, the council may approve ad hoc committees for the following tasks: School Improvement Planning, Professional development, Budget, Assessment, School Culture, Curriculum and instruction, to fill specific vacancies, and to address other needs as identified by the council. For these ad-hoc committees, the council will identify the specific topic to be addressed.

The Council will write a committee Charge which names the committee, documents the purpose of the committee, the members, the work expected, and timelines for the committee work, including meetings with the council for collaboration and review.

Each committee shall consist of at least three members. All committees shall be formed by the Council chairperson with teachers, staff and parents being given the opportunity to serve for the committees. The Council chairperson will select a committee chair. All meetings shall be open to the public and abide by the open meetings laws. The date and time of the committee's meetings shall be set by the committee members. All committees shall operate by agenda. The agenda shall be formed by the committee chairperson with input from committee members. All committees shall use consensus as the method of decision-making. Two-thirds of the members of the committee shall be present for the committee to make a decision on a recommendation to be made to the Council.

All committees shall keep minutes and attendance rosters of all meetings. Each committee shall approve it's own minutes. Copies of the minutes shall be presented to the council chairperson in a timely manner in order for the council chairperson to disseminate to the council before the next council meeting and to be kept with school records as required by Kentucky's Archive rules.

The committee chairperson or designee will report to the council as requested. All recommendations to the Council shall be made in writing with signatures of the committee members present at the meeting.

Revised: 2-11-13

1<sup>st</sup> Reading: 2-20-13 2nd Reading: 3-19-13

LC Board of Education Approval: 2-28-13, 11-14-13

Revised: 8-27-13 1<sup>st</sup> Reading: 9-17-13 2<sup>nd</sup> Reading: 10-15-13

Reviewed: 6-10-14



## **Discipline and Classroom Management Policy**

Highland Elementary will follow the discipline plan outlined in the student handbook. This plan, and any changes, will be developed by the Principal and approved by SBDM council. This plan will use the guidelines set by the student code of conduct set forth by the Lincoln County Board of Education as its basis.

Teachers will be responsible for their own classroom management. This management will follow the guidelines set forth in the student handbook.

Approved: 10/14/02

## Extracurricular Programs Policy

Extracurricular programs shall consist of school-sponsored activities conducted during non-school hours, both on and off school campus. Examples of extracurricular programs are: debate teams, athletics, academic team competitions, club activities, and community service projects.

A committee may be formed to recommend a set of standards to the Council and shall assess such standards annually. The standards shall address the mission of the school, and shall include the academic, social, emotional, and physical development of the student. Standards shall be presented to all sponsors of all extracurricular activities annually, and abiding by the standards shall be a condition of the service as an activity sponsor or coach. Included in the standards shall be academic qualifications (if any), attendance requirements (if any), supervision, method of evaluating the program and reporting the results, educational objective, and other factors considered important by the Council.

For any student to participate in extracurricular activities, the following standards must be met:

**Academic and Behavior**-Students must maintain a “C” average status in the current grading period and exhibit exemplary behavior at all times to participate in any activities that compete with other schools. Coaches/sponsors will monitor student levels on a regular basis during the participation period. Teachers will notify coaches/sponsors of academic or behavior concerns for participating students. Coaches or Principal may suspend a student from competition for violations of this policy. This standard does not include intramurals.

**Attendance**-Students must be present at school the day of the activity in order to participate. If the activity or game falls on a weekend, the student must be present at school on the Friday before in order to participate. Special situations may be handled at the discretion of the sponsor or coach of the activity. Teachers will notify coaches/sponsors of attendance concerns for participating students.

**Supervision**-Coaches or sponsors must be present at the activity and remain with students until they are picked up by a parent/guardian or their designee. Extra- Curricular activities must be supervised by school employees as assigned by the principal or designee.

**Behavior**-See discipline policy for standards for participation.

Admission may be charged to cover the cost of expenses. Any additional/excess funds will go to the group or organization that sponsors the event.

Extra-curricular activities will be approved by the administration and posted on the school calendar .

The same standards for discipline concerning other extracurricular activities as stated in the discipline policy will apply to all events.

Revised: 3-28-13

1<sup>st</sup> Reading: 4-16-13

LC Board of Education Approval: 5-21-13

2nd Reading: 5-21-13

## **Instructional Practices Policy**

The instructional practices of Highland Elementary will be directly aimed toward goals set forth in the Comprehensive School Improvement Plan. Instructional practices will be monitored by the Principal informally and formally through walk through and formal evaluations. New practices will be discussed and introduced as needs change throughout the school.

Approved: 10/14/02

## Highland Elementary Wellness Policy

All students shall participate in moderate to vigorous physical each day, as follows:

- Each student shall engage in at least 10 minutes of planned moderate to vigorous physical activity day. With input from the teachers and the rest of the staff, the principal shall work out how this activity will be handled. The arrangements must fit within the limits of our building and staffing and be compatible with our school improvement plan.
- Each K-5 student shall participate in physical education.
- Each student shall have at least 15 minutes a day of supervised recess, preferably outdoors, during which the school staff shall encourage moderate to vigorous physical activity verbally. The school shall provide space and equipment to make that activity possible and appealing to students.
- Appropriate accommodations shall be made for students with special needs, as required by law and sound professional judgment.

Our school shall encourage healthy choices among students using the following methods:

- Our school shall implement the nutritional standards required by federal and state laws and regulations. Those rules apply to our food program and to other food and beverages available during the school day.
- Our Practical Living curriculum shall address the Kentucky Core Academic Standards, including health, consumerism, and physical education.
- The rest of our curriculum shall reflect an integrated concern for wellness, including connections to Science, Social Studies, and other subjects.

The provisions of this policy shall be implemented to comply with provisions required by federal law, state law, or local board policy. If any specific requirement above does not fit with those rules, the principal shall notify the council so that the policy can be amended to fit.

The principal shall share this policy with the Kentucky Department of Education when KDE asks for this information.

Approved: 9/12/05

Revised: 5-2-13

1<sup>st</sup> Reading: 5-21-13

LC Board of Education Approval: 6-13-13

2nd Reading: 6-6-13

## **Policy under revision**

### **Highland Elementary Grading Policy for Specials Classes**

All K- 5<sup>th</sup> grades will receive a grade of S, N, or U in our specials classes ( PE, Library, Arts and Humanities). These grades will be earned based on effort and completion of activities during the 9-week class. The grades will be based on different activities and exercises that reflect the current curriculum for the classes.

S-Satisfactory  
N-Needs improvement  
U-Unsatisfactory

Approved: 11/17/03

Revised: 9-17-13

1<sup>st</sup> Reading:

2<sup>nd</sup> Reading:

LC Board of Education Review:

## **Schedule Policy**

The daily schedule of Highland Elementary will be developed by the Principal for approval by the SBDM council. Any changes in the schedule will be brought to the faculty before approval is sought. Suggestions from the faculty will be considered and final approval will be left up to the SBDM council. The approval will be finalized before the start of school, with the target meeting being July.

Approved:10-14-02

## **Space Policy**

Each teacher will be assigned a room that will allow for safe and orderly movement by the students from one room to the next. If the principal deems a change is necessary, he/she will consult with the affected teachers and the SBDM council before a final decision is made.

Approved: 10/14/02

## **Assignment of All instructional and non-instructional staff time**

Staff time (instructional and non-instructional) at Highland Elementary will be assigned to support the implementation of our school improvement plan. All certified staff will be given a planning time each day no less than thirty minutes. Planning time among certified staff should be equitable to within 15 minutes. For any teacher, who has more planning than the average, they shall be assigned extra duties. Extra duties could be RTI, enrichment, program review work, curriculum and instruction work. The classroom teacher will be responsible for planning the RTI activities; however the special area teacher will be responsible for the documentation of the data. Bus duty is divided daily among all certified staff.

Revised: 2-11-13

1st Reading: 2-20-13

LC Board of Education Approval: 2-28-13

2nd Reading: 3-19-13



## **Assignment of Students to Classes and Programs**

The Administrative Office of Highland Elementary School will be responsible for registering, enrolling and scheduling all K-5<sup>th</sup> grade students in our attendance zone. Assignment of students to classes shall be balanced with consideration being given to special needs students to be in compliance with IEP's or GSSP's. Maximum class capacity restrictions established by the Lincoln County Board of Education cannot be waived unless approved by the SBDM. Teachers will prepare a balanced list of students for the next year. Special needs students will be placed in mainstreamed groups with their peers. However, they will receive help in a resource room and/or collaboratively in the classroom as decided in an ARC. Special needs children of the same age will be distributed among teachers based on staff allocations and availability. The Administrative Office will review test scores, classroom grades and consider teacher recommendations for best placement of students into classes. Final placement of students will be at the discretion of the principal after getting input from current teachers. Current teachers will meet with the next year teachers of their students to discuss present levels of performance. All requests by students, parents/guardians or teachers for assignment changes shall have the approval of the principal or designee before changes can be completed. All class schedules shall be accurate, available on the Infinite Campus program and made available to students at an Open House held before the start of the school year.

Revised: 2-11-13

1<sup>st</sup> Reading: 2-20-13

LC Board of Education Approval: 2-28-13

2nd Reading: 3-19-13

## Highland Elementary Safety Policy

1. Mission: Our school safety mission is to achieve an environment that emphasizes learning, safety, and socially appropriate behaviors. There will be strong academic focus to support students in achieving high standards that foster positive relationships between school staff and students, and promote meaningful parental and community involvement. Our strongest focus will be on prevention that addresses all areas of safety.
2. Staff obligation: The entire staff of Highland Elementary School is responsible for cooperating in an effort to provide all students with an education environment that is safe, peaceful, and secure.
3. Student obligation: Each student is held responsible for his/her personal actions. The right to attend Highland Elementary carries with it the obligation to maintain acceptable behavior.
4. Parental obligation: Lawful custodian (parent/guardians) are expected to be involved in assisting the school staff in providing safety and to effect a meaningful and positive solution to their child's behavioral problems.
5. Student safety:
  - a. Fighting will not be permitted at school, on school buses, or at school sponsored activities.
  - b. Possession and/or use of tobacco or tobacco paraphernalia are not permitted in the school building or on the campus.
  - c. Any show of disrespect by word or action toward any staff member is prohibited.
  - d. Profanity and vulgarity are prohibited.
  - e. Behavior that may threaten the general discipline of the school or classroom is prohibited.
  - f. Any pupil, who steals, maliciously destroys, or defaces school property or others' property, will be expected to make restitution as part of the penalty for such action.
  - g. Rules and regulations concerning school-sponsored activities apply to all pupils attending school functions held on school grounds, in school building, or gymnasium.
6. Students dress considerations: It is within the discretion of the administration and the site-based council to determine what type of dress code is most suitable to implement. Furthermore, the administration at Highland will include in any dress code policy the underlying purpose of enacting the dress code. Such dress code may include, but is not limited to, a standard uniform, restrictions relating to jewelry, a restrictions on colorful hair and extreme hairstyles. Reasonable criteria for determining appropriate appearance are based on health, safety, and public decency considerations. The relationship of dress and appearance to the safety of the individual pupil varies depending on the nature of the activity of the class.
7. Buildings and grounds safety: Emergency instruction displayed in all public rooms in the school. These give:
  - a. A description of the evacuation signal.
  - b. What to do if you discover fire, tornado, etc.
  - c. Evacuation procedure...leaves the building via the nearest exit, etc.
  - d. Time when alarm are tested.
  - e. Assembly points
  - f. Arrangements for test evacuations.
8. Bus safety: Students will adhere to the Lincoln County Bus Code of Conduct. Bus transportation to school is a privilege available to all students. This privilege may be suspended. The bus is an extension of the school and it is expected that proper behavior will be maintained. The driver is in full charge on the bus, and his/her instructions are to be obeyed. For student comfort and the following rules must be followed:
  - a. Be on time.
  - b. Respect personal property while waiting at the bus stop.
  - c. Enter the bus in an orderly manner and take your assigned seat.
  - d. Remain seated while the bus is in motion.
  - e. Quiet conversation is encouraged. Do not distract the driver by loud talk or shouting.
  - f. Appropriate language must be used at all times.
  - g. Do not offend pedestrians or passengers in other vehicles by shouting out of windows or making obscene gestures.
  - h. Nothing is to be thrown or tossed within the bus or out of the bus.
  - i. State law prohibits the carrying of weapons or any object that may be used as a weapon, on the bus.
  - j. Do not bring cigarettes, matches, or lighters to school. Smoking is not allowed.
  - k. Get on and off at a bus stop. Students wanting to ride a different bus or to get off at another site must bring a note signed by a parent.

- l. Pupils who deface the bus will be held liable for its repair. Should you note any damage, report it immediately to the driver.
  - m. Any student who loses the privilege of riding the bus due to misconduct is still required to attend school unless suspended from school.
  - n. Students and parents are invited to discuss any bus problem with the principal.
  - o. Be courteous and quiet on the school bus. Also be considerate of smaller children.
9. General Safety and Emergencies:
- a. Each staff member is expected to be familiar with emergency practices and procedures.
  - b. Designated persons will dispense and document the dispensation of medications.
  - c. Two staff members will be designated for first aid training.
  - d. Injured students shall be brought to the principal's office or nurse's station if able. Accident reports will be maintained in the principal's office.
10. Visitors:
- a. All visitors to the school must first sign in at the office for permission to visit.
  - b. Rules will be posted for visitors.
  - c. Doors will be kept locked during the school day. A buzzer system allows visitors to be identified.
11. Playground:
- a. The equipment will be checked weekly by one of the janitorial staff and monthly by one of the district employees
  - b. Children and teachers will be encouraged to keep the grounds clean.
  - c. Teachers on duty will be asked to target trouble areas instead of chatting during recess time.
  - d. Children will leave and re-enter the building in an orderly fashion.

## Job Assignment Policy

By May 1 of each year, the principal shall prepare an Instructional and Non-instructional school staff assignment plan for the following school year and shall present the plan to the school council for approval of the plan. The principal shall prepare a follow-up school staff assignment plan for the following school year that includes amendments from the original plan by July 15. The plans presented by the principal shall use the following criteria whenever possible in the assignment of existing staff:

- ✓ Specialized training that the staff member has completed that is related to the Assignment
- ✓ Request of the staff member for the assignment
- ✓ Teaching experience related to the assignment
- ✓ Seniority within the school district
- ✓ Seniority within the school
- ✓ Individual Teacher Evaluations

Notification of all vacant positions, whether existing or new, shall be made available on the Talent Ed Recruit and Hire Link on the district website so that the existing teachers shall be informed of these circumstances. Teachers shall inform the principal by the posting deadline of their request to be considered for reassignment to the vacant position. The reassignment of existing staff to a vacant position is at the discretion of the principal.

Developed: 3-28-13

1<sup>st</sup> Reading: 4-16-13

LC Board of Education Approval: 5-21-13

2nd Reading: 5-21-13

## **Selection of Instructional Materials, Textbooks, and Student Support Services Policy**

Each teacher shall be appropriated an amount annually to purchase specific items that will aid them in delivering instruction. The items shall be specific to the critical priorities set by the Council and used as an integral part of the lessons taught by the teacher.

Each teacher shall be held accountable for the expenditures and shall draw on their account maintained in the Principal's office.

The Council shall approve the budget for instructional materials and the service plan.

The Principal shall be responsible for approving orders and payments for instructional materials.

Subject area teachers shall study textbook samples and make recommendations for adoptions to the council. Ad-Hoc committees shall be formed on an as-needed basis. Textbook funds shall be a separate line item in the school's general budget.

The Ad-Hoc committee shall recommend to the Council to what degree textbook funds should be used for instructional materials. All funds for textbooks appropriated to the school from the state, shall be included in the textbook item in the general budget regardless of the amount used for non-textbook items.

Students support service choices will be made by updating the School Improvement Plan and adopting a budget that reflects that plan each year. The council will also consider recommendations made by any concerned party for additional services.

Extended school services (ESS) funds may be used to support students who:

- ✓ Are at risk of being retained in a class or grade or of failing to graduate on time.
- ✓ Have continuing difficulty performing successfully in the instructional program appropriate to their age.
- ✓ Have continuing difficulty sustaining their present level of performance and are at on-going risk of falling behind.

Developed: 3-28-13

1<sup>st</sup> Reading: 4-16-13

LC Board of Education Approval: 5-21-13

2nd Reading: 5-21-13

## **Budget Development Policy**

The budget committee and/or principal shall develop the budget in a timely manner that will best promote student success and that ensures the needs in the school improvement plan have been addressed.

The budget shall show what money the school has available, the major categories in which it will be spent, and who has responsibility for picking specific items to be purchased.

The council can change spending decisions if the money isn't spent by April 1 in order to clear accounts and to ensure that all monies are spent on those children who generated the funding.

### **JURISDICTION OF BUDGET COMMITTEE**

- Develop a budget with the principal that includes all funds allocated to the school council.
- Make a recommendation to the school council to fund priorities of the council as listed in the school improvement plan.
- Make a recommendation for expenditure for purchasing instructional materials and supplies, and
- Complete additional assignments from the council.

Developed: 3-28-13

1<sup>st</sup> Reading: 4-16-13

LC Board of Education Approval: 5-21-13

2nd Reading: 5-21-13

## Assessment Policy

Classroom assessments will be used to monitor each student's progress toward academic goals, meet individual student needs, and drive the planning process for instruction. Assessment data in all subjects will also be used to improve instruction, inform program decisions, and communicate to families regarding student progress.

In each class, students will complete formative and summative assessment activities to demonstrate their learning and to ensure their learning and continuous progress. Teachers are responsible for making sure those activities are aligned with the state standards for all subjects- English/Language Arts; Math; Science; Social Studies; Practical Living and Career Studies; and Arts and Humanities.

Developed: 3-28-13

1<sup>st</sup> Reading: 4-16-13

LC Board of Education Approval: 5-21-13

2nd Reading: 5-21-13

## School Improvement Plan Policy

Each School year the council will use the planning process recommended by the Kentucky Department of Education to revise the School Improvement Plan (SIP). A School Improvement Planning Committee shall be formed to develop and monitor a plan for improving Highland Elementary School. The school Council shall be responsible for determining the size and representation of the committee. The committee shall involve all stakeholders of the school. The committee shall be responsible for meeting all the requirements for the Comprehensive School Improvement Plan, which may include but is not limited to the following:

1. Assessing the needs of the school.
2. Getting input from teachers, students, parents, staff, and others.
3. Setting priorities for school improvements.
4. Developing a plan-of-action for improving the school.
5. Monitoring the progress of plan implementation.
6. Staying abreast of school effectiveness, trends, concepts, and issues.
7. Coordinating planning with all standing committees.

The committee shall be an advisory to the school Council and shall report to the Council by a schedule adopted by the Council.

A plan-of-action is a written plan for improving Highland Elementary School that describes goals, objectives, strategies, and activities to be taken, completion dates, persons responsible, and projected costs. Further, it is a school-wide plan that addresses priorities from all aspects of the school that may go beyond the functions chosen by this Council.

A needs assessment shall be conducted to identify the needs of the school. The planning committee shall collect data from a variety of sources to make sure all aspects of the school are considered. Also, the planning committee shall get input from other committees. Priorities set at the district level shall also be considered.

The planning committee shall set priorities for improvements and shall coordinate specific plans with other committees. For example, if curriculum improvement is a high priority, it will be the curriculum committee who will identify needs and help develop the plan-of-action. The planning committee shall be responsible for developing plans for components of the school for which there are no standing committees and in function areas not chosen by the Council. Each plan shall include input from faculty, staff, and parents. The Council shall approve the Comprehensive School Improvement Plan.

The Comprehensive School Improvement Plan shall be monitored by the planning committee with Implementation and Impact reports being made to the Council and Principal no less than three times per school year, one of which shall be an annual report.



The planning committee shall make recommendations for revisions to the plan. The recommendations shall be included in the annual report. The planning committee shall revise the School Improvement Plan and present the amended plan to the Principal and Council. All amended Plans shall be approved by the Council.

Developed: 5-2-13

1<sup>st</sup> Reading: 5-21-13

LC Board of Education Approval: 6-13-13

2nd Reading: 6-6-13

## **Professional Development Plan Policy**

Highland Elementary School's plans for professional development (PD) will be in alignment with state and national professional development standards.

PD will be planned and carried out to meet the identified learning needs of: The school as identified in the school improvement plan and individuals as identified in professional growth plans.

Each year the School Improvement Plan will be approved by the council and include components with PD activities for the PD days in the district calendar. The components may also propose use of flexible PD time to achieve the School Improvement Plan goals or individual professional growth plan goals.

Any PD funds not needed to implement the SIP shall be used with advance approval by the principal. The principal may approve flexible professional development needed to implement any staff member's individual growth, and the principal may approve other professional development if it supports the SIP.

For professional development needs identified in the SIP, the person listed in the improvement plan as responsible will make all the needed arrangements for the activity to take place. For professional development needs in individual growth plans, the individual identified in the growth plan will make any necessary arrangements as approved by the principal.

Developed: 5-2-13

1<sup>st</sup> Reading: 5-21-13

LC Board of Education Approval: 6-13-13

2nd Reading: 6-6-13

## Highland Elementary School Writing Policy

Highland Elementary School embraces the following rules and guidelines adopted by our SBDM as policy. These were developed to give guidance and provide structure to our staff in the area of writing instruction. Utilizing these procedures, it our mission to provide each student with the foundational knowledge to become a highly skilled writer. This is an integral part of the groundwork needed for students to prepare for College and Career Readiness.

Our policy is a school level document that falls under the umbrella of the Lincoln County Schools existing writing policy, to address our school's needs. It is divided into the following subsections:

- Communication Skills
- Grading Procedures and feedback to students regarding their writing and communication skills
- Responsibility for the review of the portfolios and feedback to students
- Other policies to improve the quality of an individual student's writing and communication skills

### I. Communication Skills

Highland Elementary School will provide multiple opportunities for students to develop complex communication skills for a variety of purposes. Communication skills will include students actively engaged in reading, writing, speaking, listening and observing regularly in classrooms across all content areas.

- A. Writing and reading will be vertically and horizontally aligned to the KY Common Core State Standards.
- B. Writing will be incorporated throughout all subject areas and should be a natural outcome of classroom activities.
- C. Students will be provided with instruction and opportunities to practice proficient communication (speaking, listening, language, and writing) for authentic purposes.
- D. Students will utilize a variety of 21<sup>st</sup> technological tools to create their writing products in an electronic / digital format. They will access to utilize the Mimio Board, Interwrite MOBI, Thin Client, classroom /technology lab computers, and document camera to organize and create their writing.

### II. Grading Procedures and feedback to students regarding their writing and communication skills

The development and monitoring of Student Writing Portfolio Collections at Highland Elementary School will follow the guidelines below in order to support the teachers, guide instruction, and monitor student growth over time.

- A. All grade levels and content areas will participate in writing and communication instruction, the development of Student Writing Portfolio Collection pieces, and the Student Writing Portfolio Collection review. Students will help make decisions about which writing pieces will be passed to the next grade level. Student Writing Portfolio Collection (hard copy and/or digital) will follow student from kindergarten through fifth grade. Student Writing Portfolio Collections will be sent to the Lloyd McGuffey Sixth Grade Center at the end of fifth grade.
- B. Students will be engaged in three categories of writing: writing to learn, writing to demonstrate learning, and writing for publication. Students will learn the writing process (prewriting, drafting, revising, editing, and publishing).
  - Writing to Learn - for all subject areas, Writing to Learn activities can include but are not limited to:
    - ✓ Journaling or Writer's Notebook
    - ✓ Note-taking and/or use of graphic organizers
    - ✓ Reading logs or response journals
  - Writing to Demonstrate Learning – for all subject areas, Writing to Demonstrate Learning activities can include but are not limited to:
    - ✓ classroom Open Response Questions
    - ✓ exit slips that involve writing
    - ✓ book reviews
    - ✓ projects that involve writing
  - Writing for Publication – for all subject areas, Writing for Publication activities includes any writing that could be actually published (or sent) in the real world, such as letters, editorials, speeches, feature articles, research papers, stories, poems, scripts, personal narratives, memoirs, autobiographies, personal essays
- C. All teachers will participate in PD based on teacher and student needs determined by the review of the Student Writing Collection data. PD will be ongoing and job-embedded as a result of the Student Writing Portfolio Collection reviews.
- D. Administration will support and guide the writing and communication instruction, PD, and review process.
- E. The Writing Policy and Action Plan will both be living documents adjusted based on student and school instructional needs.
- F. The school literacy team will review the Writing Policy and Action Plan to make strategy and PD recommendations.
- G. The literacy team will communicate the Student Writing Portfolio Collection review findings to the staff and stakeholders.

Feedback will be given to all Highland Elementary School students regarding their writing and communication skills.

- A. In order to advance instruction, teachers will provide students, parents, and SBDM Members frequent and descriptive feedback on student progress in writing and communication skills.
- B. Student writing pieces and communication skills will be analyzed for strengths and weaknesses.
- C. Students will be given the opportunity to self-assess and improve writing based on teacher and peer feedback. Feedback will be based on a writing and communication rubric.

III. Responsibility for the review of the portfolios and feedback to students

- A. Student Writing Portfolio Collections will be reviewed to collect data on student needs and growth in order to guide instruction. Student Writing Portfolio Collections will be reviewed for both individual student needs, common grade level and school needs. Writing will be reviewed for specific individual and grade level student needs in order to guide instruction and monitor student growth. Grade level review of Student Writing Portfolio Collections will occur regularly throughout the school year in order to adjust instruction.
- B. Students will be notified upon the review of the portfolio. Feedback will be done in the conferencing / development stages of the portfolio. Students will then apply the revising and editing skills required to address areas of concern during the conference time.

IV. Other policies to improve the quality of an individual student's writing and communication skills

All instructional staff will work within the parameters set by the Lincoln County Writing Policy. (Attached) Every classroom will be equipped with a Highland Elementary Writing Resource Guide, use of which, has been adopted by SBDM Council to support writing instruction in the school.

# Lincoln County Schools Writing Policy

## CURRICULUM AND INSTRUCTION 08.222

### Assessment

#### **CONTINUOUS ASSESSMENT**

The Superintendent shall recommend and the Board shall adopt and implement a continuous assessment program in accordance with applicable statutes and regulations.

#### **WRITING PORTFOLIOS**

At all grade levels, teachers will provide high quality writing instruction including the assignment of age appropriate writing pieces as required by state statute and the *Kentucky's Core Academic Standards (KCAS)*. At each grade level writing of all modes (argument/opinion, informational/explanatory, and narrative) will be taught and student writing samples will be kept in a working portfolio at the classroom level. Additionally, each grade level shall develop and submit a polished writing sample to include in a continuously developing writing portfolio. These pieces shall reflect on-going classroom instruction and shall be assessed using the state scoring guide for student writing.

A writing portfolio will be fully developed using the writing process and passed from one grade level to the next with the appropriate minimum portfolio entries as listed below. Additional entries may be developed and included in the writing portfolio if a student demonstrates exceptional writing ability with a writing piece. Students in every grade will have a working writing portfolio that can be reviewed at any time by their building administrator and District supervisors.

Minimum for inclusion in the working writing (for publication) portfolio:

Preschool: May include first writing sample (optional)

Kindergarten: Best sample produced

First: Teacher/Student selected – One of three modes

Second: Real Narrative

Third: Opinion

Fourth: Imagined Narrative

Fifth: Informational/Explanatory

Sixth: Real Narrative and Argument

Seventh: Narrative and Informational/Explanatory

Eighth: Argument and Informational/Explanatory

Ninth: Argument or Informational/Explanatory and Narrative

Tenth: Informational/Explanatory or Narrative and Argument

Eleventh: Informational/Explanatory or Narrative and Argument

Twelfth: Argument or Narrative and Informational/Explanatory - Portfolio is completed

All teachers in the Lincoln County School System should be familiar with the writing process and routinely engage students in writing to learn and writing to demonstrate learning activities and assessments.

CURRICULUM AND INSTRUCTION 08.222

(Continued)

**Assessment**

**WRITING PORTFOLIOS (CONTINUED)**

Each school council shall develop and approve policies and procedures for implementation of writing instruction, working writing folders, and writing portfolios. These school policies will include additional requirements to address writing across the curriculum such as writing to demonstrate learning to the teacher and writing to learn.

**REFERENCES:**

KRS 158.645; KRS 158.6451; KRS 158.6453; KRS 158.6459  
KRS 158.650; KRS 158.860; KRS 161.795  
016 KAR 001:020; 703 KAR 004:040  
703 KAR 005:010; 703 KAR 005:060; 703 KAR 005:160

**RELATED POLICIES:**

02.441, 08.1213, 08.131, 08.221; 09.2, 09.21

Adopted/Amended: 02/13/2012

Order #: 187

Revised: 5-2-13

1<sup>st</sup> Reading: 5-21-13

LC Board of Education Approval: 6-13-13

2nd Reading: 6-6-13

## Curriculum Policy

The School Council shall adopt the curriculum of the Lincoln County Board of Education as the curriculum that shall be implemented at the school. It is our opinion that this curriculum is aligned with the state standards and is appropriate for our instructional needs. Subsequent amendments to the curriculum by the Lincoln County Board of Education shall become effective immediately upon approval by the Board. This school council policy shall also be consistent with the applicable indicators from the Self Assessment Workbook for Schools- Concept Maps.

### Teacher Role

All Teachers will:

- 1) Disseminate the curriculum expectations for their classes to students in an age appropriate way and to all parents.
- 2) Teach the state standards assigned for their particular area or areas.
- 3) Be Prepared to contribute to discussions of needed changes in the curriculum.
- 4) Evaluate student learning across the curriculums and determine the successes of the instructional strategies assuring they are developmentally appropriate practices for students.
- 5) Administer assessments and qualitative reporting.

### Principal Role

The Principal will:

- 1) Ensure that copies of the curriculum standards and expectations for the school are available for parent review.
- 2) Meet with each new teacher to review this policy and the sections of the curriculum that apply to the teacher's assignment.
- 3) At staff meetings (in the beginning of the year and the end of the year), hold discussions with the staff on possible curriculum revisions and report to the SBDM on the results of those discussions.

Revised: 2-11-13

1<sup>st</sup> Reading: 2-20-13

LC Board of Education Approval: 2-28-13

2nd Reading: 3-19-13



## **Parent Involvement Policy**

### **1. Statement of Purpose**

Highland students will become environmentally responsible, including ownership in the total environment. Through a parent-school partnership, Highland will promote internalization of motivation to learn, and group responsibility through classroom family groupings, performance activities, and cooperative learning. In addition, Highland students will have all of the advances that technology can offer in the classroom, within the school/district's financial capabilities.

### **2. Parental Involvement in Developing/Revising the Policy**

The school principal, one teacher and parents will serve on the Parent Partnership Committee. The parents will be given an opportunity to sign up for the committee at the PTO meeting and volunteer meeting. Once approved by Highland Elementary School's Site-Based Council, the Parent Involvement Policy will be distributed to each family represented in the school.

### **3. Annual Meeting for Title I Parents (to be held in each school)**

An annual Title I meeting will be held each fall to inform parents of changes in Title I guidelines and to offer them the opportunity to become involved in revising the policy as needed. The meeting will be held in the evening in conjunction with the PTO meeting, and a meeting will be held during the day. If required, translators will be provided. Parents will be advised of the meeting in a letter sent home. Parents who serve on the Parent Partnership Committee will be asked to assist in informing the parents in attendance on changes made in the Title I program and encourage input from interested parents to build ties between home and school. Parent/community volunteer surveys and volunteer training workshops will also serve to educate school personnel in the value of parents as partners. Parents will be given the opportunity to volunteer for committees designed to include parents in the planning and improvement of school programs

### **4. School-Parent Compact**

Title I guidelines require that parents and their children share responsibility for student success through the development and signing of a school-parent-student compact. Parents on each school's Parent Partnership committee will be involved in designing these compacts.

The compact will list responsibilities that teachers, parents, and students will each share in helping students be successful. Families will be urged to review the compact with their children before signing and having their children sign.

### **5. Types of Involvement**

The Lincoln County Title I program will coordinate and integrate strategies with those of Head Start, Even Start, Family Resource Centers, PTO/PTA, Lincoln County Extension Service, Lincoln County Health Department, 21<sup>st</sup> Century, and other parent-student training programs to offer many types of parental involvement opportunities to parents.

Each school in the district and the Central Office staff will invite and welcome parents and community members into their buildings. An open line of communication will be established by the sharing of information through school-to-home newsletters, news releases to the media, brochures, calendars, conferences and open house invitations.

Information and services will be provided to families to support and assist in the education of their child along with opportunities for training in the family unit through parenting, literacy, and child development classes. Highland Elementary library will establish a Parent Help-Shelf offering material relating to parenting skills.

Community and parent volunteers will be encouraged as a means of promoting the child's learning success and developing ambassadors within the community. Parent leaders will be recommended for the Prichard Committee's Commonwealth Institute. Organizations and businesses will be encouraged to participate in school activities through their local recognition of school related activities including the Student of the Month program.

## **6. Matching Programs to the Needs of Our Community**

Parenting training materials, workshops, and other programs to enhance the family's skills in becoming full partners in their child's education, will be available to parents. These programs will address community needs as assessed through questionnaires, surveys, and discussions conducted during the school year. The educational and support services will be offered through a collaboration of local agencies and organizations. Parents will be notified of these opportunities through their individual schools by way of school newsletters, notices, personal phone contacts, and the local news media.

## **7. Staff-Parent Communication**

The teachers will send weekly notices to all parents explaining homework needs and current work. A calendar of events and a newsletter will be sent to all parents. The purpose of the newsletter is to help parents understand why and how educational needs are being met by the school. Parents and the community will be made aware of schools events through the local news papers, and the District Web Site. A meeting will be held to bring parents up to date information on changing national and state goals, Title I programs, test scores, and other pertinent information. Opportunities will be offered for parents to conference with teachers or the principal about individual scores, etc. The staff will provide timely responses to requests and suggestions made by parents

The District will sponsor a "Chat with your Superintendent", inviting school leaders and volunteers to share successes and concerns. The Lincoln County Board of Education will regularly recognize parent volunteers and their contributions to school programs.

## **8. Allocation**

The Lincoln County Title I program shall reserve 1% of its budget for parent involvement. The family involvement budget will be used to increase the amount of parental involvement in Lincoln County Schools by promoting: effective home/school communication, inviting school/community hospitality, successful family education and home learning, and a strong community volunteer program.

## **9. Evaluation**

Parents, through the Title I Parent Partnership Committee, Title I Schoolwide surveys, and school parent meetings, will be involved in the evaluation of the effectiveness of the parent involvement program. The evaluation will include an assessment of how much parent involvement is increasing. There will also be a study of the barriers to parental participation. Each school will document the evaluation findings and design strategies for school improvement. The school will revise its Parental Involvement Policy on the basis of this annual review.

## **10. Commitment**

This commitment to family involvement will be coordinated by the Title I supervisory staff and teachers throughout the district. The Title I parent involvement coordinator will work with each school in order to promote parent-community involvement through volunteer coordination, book distributions, school newsletters, workshop presentations, and news releases to local news media. Parent and community involvement will be promoted by building principals and other school staff through coordination, technical assistance, and other necessary support.

**Approved by Highland Elementary School's SWP Committee, September 19, 1997**

Reviewed/Revised September 4, 2003; Revised Spring 2005

Amended February 12, 2007

Reviewed, Approved 2-11-08; Reviewed, Approved 5-11-09

Reviewed, Approved 5-10; Reviewed, Approved 8-11; Reviewed, Approved 5-10-12

Revised, Reviewed: 8-27-13, 1<sup>st</sup> Reading 9-17-13, 2<sup>nd</sup> Reading 10-15-13

Reviewed, 4-15-14

LC Board of Education Review: 11-14-13

## EMERGENCY PLAN POLICY

STATUTORY AUTHORITY – KRS 160.345(2)(i)9 and KRS 158.162

The principal, in consultation with parents, teachers, other school staff, and local first responders, will collaboratively develop the school's emergency management plan as a way to develop and document efforts to prevent, mitigate, prepare for, respond to and recover from emergencies. The emergency management plan will include procedures for fire, severe weather, earthquake, and building lockdown as specified in Kentucky statutes and regulations. The plan, which must be adopted by the council and implemented, will include, but not be limited to:

- ✓ Establishment of primary and secondary evacuation routes which must be posted in each room by each doorway used for evacuation;
- ✓ Identification of severe weather safe zones that have been reviewed by the fire marshal/fire chief, which must be posted in each room;
- ✓ Practices for students to follow in an earthquake;
- ✓ Practices for students to follow in case of fire that are consistent with administrative regulations of the Department of Housing, Buildings and Construction.
- ✓ Procedures for lockdown of the campus
- ✓ Development and adherence to access control measures for each school building, which may include (but not be limited to):
  - Controlling access to exterior doors during the day
  - Controlling front door access electronically
  - Controlling access to individual classrooms
  - Requiring visitor check-in with identification and purpose provided, and
  - Display of visitor's badge on outer clothing; and

Local law enforcement shall be invited to assist in establishing lockdown procedures. Following adoption, the emergency plan and diagrams of the facilities will be provided to appropriate first responders. First responders, for the purpose of this policy, include local fire personnel, local, county and/or state police personnel, and emergency medical personnel. Due to the need to maintain student and staff safety and security, the emergency plan and diagram of the facility will not be disclosed in response to any Open Records requests.

Prior to the first instructional day of school, the principal, or designee, will present and review all emergency procedures with all staff. Documentation including the time and date of the review will be kept on file at the school with a copy sent to the district office to document completion. Documentation may include methods such as a sign-in sheet that includes the printed name of each staff member (all certified and classified staff), the signature of the staff member and the date and time of the review.

Within the first thirty (30) instructional days of the school year and again during the month of January, the school will conduct one (1) severe weather drill, one (1) earthquake drill, and one building lockdown. Fire drills will be conducted in accordance with timelines, procedures and requirements outlined in the DHBC regulations. Whenever possible, first responders shall be given notice of possible drills and invited to observe. The principal is responsible for ensuring the implementation of these drills and reporting completion and problems noted during the drill to the school council and to the district central office for any remedial action needed.

At the end of each school year, the emergency procedures are to be reviewed by the school council (or designated school council committee with report to the school council) and first responders and revised as needed.

Annually, the principal is responsible for working with the central office to ensure that all local first responders have a current diagram of the school that notes the primary and secondary evacuation routes, the severe weather safe zones and notations of the exterior and front entrance access points. Completion will be reported to the council and documentation maintained in the principal's office.

A comprehensive diagram of the school showing primary and secondary evacuation routes will be posted in each classroom and cafeteria prior to the first instructional day of school. Identified severe weather safe zones which have been reviewed by the local fire marshal or fire chief will be posted in each classroom and cafeteria prior to the first instructional day of school.

Possible access control methods that may be included in council policies as desired, are outlined below:

- ✓ All exterior doors must remain locked at all times.
- ✓ All visitors must enter through the posted entrance(s).
- ✓ The front entrance and side entrance must remain secure with electronic access only.
- ✓ All visitors must use the "buzzer" and be recognized prior to gaining access to the reception area.
- ✓ The principal is responsible to ensure that trained personnel monitor the front entrance at all times. At no time during the school day are students allowed to monitor the front entrance or the reception area.
- ✓ All visitors must report to the front office, provide photo identification, state the purpose of the visit, and wear a school-specific badge on the outermost garment during the entire visit. Upon leaving, all visitors must report back to the front office.
- ✓ The office must keep an accurate log of each visitor, the date and time of the visit, the purpose of the visit, and with whom they visited.
- ✓ All classrooms must remain locked during instruction time.
- ✓ Doors must remain closed during instruction time.
- ✓ During class changes, teachers must stand by their classroom door and monitor hallways.

- ✓ The principal is responsible for ensuring classroom access in the event of a substitute teacher.

Developed: 10-7-13

1<sup>st</sup> Reading: 10-7-13

LC Board of Education Approval: 11-14-13

2nd Reading: 10-15-13

## **School Technology Policy**

The school shall utilize technology in a manner consistent with local school board policy and state laws and regulations. Equipment provided is for the enhancement of instruction and, in turn, is to be used whenever its use would benefit the educational process.

When using said equipment, all users must comply with the district's Internet and Electronic Mail Policies and to communicate over the network in a responsible manner while abiding by all relevant laws and restrictions. Any violation of the regulations is unethical and may constitute a criminal offence. Should any violation occur, access privileges may be revoked and school disciplinary action and/or legal action may be taken.

Developed: 11-19-13

1<sup>st</sup> Reading: 12-17-13

LC Board of Education Approval:

2nd Reading: 2-18-14

This is not a part of the SBDM bylaws or policies, but is a record of the process that is used to elect teachers. This following can be changed by a majority vote of the teachers at any time they choose.

### **A. SBDM Teacher selection process**

All teachers assigned to the school have an opportunity to participate in the annual selection of teacher representatives. A nomination form will be disseminated to all teachers by March 5. Teachers may nominate up to three teachers and may nominate themselves.

All voting will be sent by secret ballot. Balloting shall continue until each teacher council member is selected by a majority of the faculty.

This is not a part of the SBDM bylaws or policies, but is a record of the process that is used to elect parents. This following can be changed by vote of the PTO at any time they choose.

Parent SBDM Election Procedure- letters sent home seeking nominations, returned to school by mid April 2014. Parents notified of nominees and the date of the election in writing. Election will be held at school near the end of April all day long. Approved by PTO 2-13-14