

Alignment with State Standards, Technology Utilization, and Program Appraisal Policy

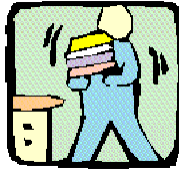
Policy Number: 5

Reviewed March 2014

Longest Elementary shall organize all instructional and other activities to be aligned with state standards established in state law and regulations, in a manner that is consistent with the Muhlenberg County Board of Education Policy. The Instruction & Assessment Committee, during the first quarter of the school year, shall report to the school council on the status of alignment with state standards and technology utilization, and shall make recommendations to the council on ways to become more closely aligned and to better use technology.

All programs at Longest Elementary must contribute to increased student performance, directly or indirectly, as measured by the state assessment system.

INSTRUCTIONAL PRACTICES POLICY



CRITERIA/BEST PRACTICE PRINCIPLES

In order to provide an environment where students perform to their potential and are college and/or career-ready, we will make sure all students:

- Are actively involved in their own learning.
- Use writing as a way to learn.
- Have some ownership over what is being learned.
- Communicate with peers and others about what they are learning.
- Use technology in meaningful/real life ways.
- Study subjects in a way that allows for applications to real life.
- Are able to make connections among content areas.
- Are instructed in ways that help them demonstrate the attainment of the Kentucky Academic Standards.

INSTRUCTIONAL PRACTICE GUIDELINES

To help ensure our criteria and instructional best practice principles listed in the first section of this policy are implemented:

Each grading period, students will have multiple opportunities to:

- Receive appropriate and meaningful feedback.
- Work with other students in pairs, small groups, or teams.
- Engage in authentic models of learning.
- Use technology as a tool for learning.
- Read books or materials on their own or with a partner.
- Listen to an adult read aloud.
- Discuss different ways to solve problems.
- Read and write in all content areas.

- Do assessments and/or activities involving short answer, constructed response, on-demand, and multiple choice which are appropriate for the target.
- Communicate with pictures, charts, graphs, or a web.
- Use a scoring guide.
- Use resources other than a textbook or worksheet.
- Use manipulatives or equipment to solve problems.
- Be exposed to real-life examples that relate to content areas including but not limited to discussing or reading about current events/issues/topics.

Each grading period, students will have at least one opportunity to:

- Lead or participate in a one-on-one reading or writing conference with a teacher.
- Participate in a peer reading or writing conference.
- Do projects/investigations, including but not limited to, designing or investigating projects based on their interests.
- Read novels, short stories, poems, newspapers, and magazines.
- Use technology for research.
- Do real-life activities or projects.
- Perform or create, including in an area of the arts and humanities.
- Speak in front of a group.

TEACHER ROLE

To ensure that the criteria/principles in the first section of this policy are implemented, every teacher will:

1. Make every effort to convey to students his/her high regard for student abilities as well as the importance of learning, hard work, high levels of effort, and the characteristics of high-quality work and that high-quality work is the expectation.
2. Ensure that learning/instructional outcomes:
 - Indicate what students will learn and represent high expectations, rigor, important learning in the discipline, and the varying needs of the different student groups.
 - Lend to various forms of assessment including those used for state assessments.
 - Represent a range of factual/procedural knowledge, conceptual understanding, thinking and reasoning skills, and collaborative and communication strategies.
 - Ensure integration of program review areas throughout the school and across the curriculum.

3. Design learning/instructional activities that:
 - Match intended outcomes, are appropriately challenging, involve problem-solving skills, give students some choice, and provide opportunities for higher-level thinking and/or have multiple correct responses/approaches.
 - Use varied and flexible approaches making use of instructional student groups and building on student strengths.
 - Engage families in student learning as appropriate.
 - Are well-structured, student-centered and culturally responsive, address various learning styles, and have reasonable time allocations.
 - Provide opportunities to connect learning with other topics/subjects and with real life experiences, including but not limited to, program review areas.
 - Provide opportunities for students to evaluate their own performance and to use the feedback to reflect and improve.
4. State clearly what students will be learning, at some point during the lesson.
5. Model processes, engage students, invite student participation, and give clear, specific, and timely feedback as well as inviting them to assess their own work and make improvements.
6. Use open-ended questions and wait time to actively engage students in discussion.
7. Enable students to talk to one another, pose questions, and build on student responses.
8. Use age-appropriate, inviting, and content/lesson suited vocabulary.
9. Develop a safe classroom space/environment that is arranged to support instructional goals/activities for all students including access to and appropriate use of available technology for learning activities and to extend the classroom into the community and world.
10. Make skillful use of a variety of developmentally appropriate and culturally diverse resources including not only those available in the school/district and beyond the classroom walls, but also incorporating non-instructional assistance both for student use and for his/her own expansion of this knowledge.
11. Make adjustments to lessons when necessary to enhance learning and also to try other approaches when students experience difficulty.

PRINCIPAL ROLE

To ensure that the criteria/principles in the first section of this policy are implemented and teachers are able to fulfill their role, the principal will:

1. Demonstrate knowledge of and encourage the use by all teachers of research-based instructional practices.
2. Make sure that these instructional practice criteria and best practice principles are taken into account in both the interview process and in the final selection of all teachers.
3. *Ensure integration of program review areas throughout the school across the curriculum.*

4. Encourage and support teachers in their role including access to resources, including but not limited to, time, fiscal, and human resources for the successful implementation of effective instructional strategies.

POLICY EVALUATION: We will evaluate the effectiveness of this policy through our school improvement planning process.

Date Adopted: First Reading July 27, 2016

Date Reviewed or Revised: Second Reading September 14, 2016

Date Reviewed or Revised: _____

PARENTAL INVOLVEMENT POLICY

(Legally Required for Title I Schools and Best Practice for Non-Title I Schools)



DEFINITION OF PARENT

The legal definition of a “parent” is a parent, stepparent, or foster parent of a student or a person who has legal custody of a student pursuant to a court order and with whom the student resides.

For the purposes of this policy we will use the term “parent” to encompass all diverse family situations.

COMMITMENTS

We commit to:

1. Sharing clear information about each student’s progress with parents.
2. Offering practical suggestions to parents on how they can support student learning at home and providing activities designed to successfully engage families in their children’s learning, as appropriate.
3. Making representative parents and community members full partners in our decision-making.
4. Facilitating the involvement of our military families, parents with limited English proficiency, parents with disabilities, and parents of migratory children.
5. Seeking and supporting adult volunteers to work with and inspire our students, as well as making every effort when legally appropriate to accommodate the involvement of adults other than parents who are already involved in a student’s life.

We will honor these commitments through a school-parent compact. During an annual meeting with parents, we will review the compact with parents, ask for input and then revise, if necessary, the compact.

SCHOOL-PARENT COMPACT

Our students’ parents, families, extended families, students themselves, as well as our local community are all considered partners who share responsibilities for high student academic achievement. Following are the responsibilities for the school, the parents, and the students:

SCHOOL RESPONSIBILITIES

Longest Elementary School will:

1. Provide high-quality curriculum and instruction in an effective, supportive, and safe learning environment that enables the students to meet Kentucky’s academic standards.
2. Make available on a regular basis information on our programs and the content students will learn each year.
3. Assign homework in accordance with our Homework Policy.

4. Send home information on student progress on a regular basis. Specifically we will provide formal reports every 9 weeks.
5. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual student's achievement. Opportunities (where appropriate) will be provided for the student to participate actively in sharing information on his or her progress with his or her parents during these conferences.
6. Provide parents reasonable access to staff. The email addresses and telephone extensions of their child's teachers will be provided to parents to promote communication. Staff will always be available to parents by appointment for face-to-face conferences.
7. Support an active Parent Teacher Association or Organization.
8. Provide a variety of opportunities for parents and family involvement in school activities including but not limited to:
 - Assisting with classroom activities that require more than one adult.
 - Preparing materials, mailings, refreshments, and other items needed for family and community involvement.
 - Serving on one of our decision-making committees.
 - Joining our parent teacher organization and participating in its efforts to strengthen our school.
 - Volunteering along with other concerned members of our community in other areas as needed.
9. Ensure that all adult volunteers working in our school and with our students are subject to board policy and state law regarding criminal record checks, as applicable.

The Family Resource/Youth Service Center will share responsibility for student achievement by:

- Surveying families at least once a year to learn what services and activities would most help them support their children as learners.
- Offering a well-planned, well-publicized menu of activities and programs to meet those needs.

PARENT RESPONSIBILITIES

Parents are asked to:

1. Monitor attendance.
2. Become familiar with and support the school and individual classrooms' homework policies and show interest with questions about and comments on the schoolwork their children bring home.
3. Make sure homework is completed.
4. Assist their child with time management.
5. Participate, as appropriate, in decisions relating to their child's education.
6. Stay in close communication with teachers and the school about their child's education by promptly reading all notices and surveys from the school or the school district and responding if necessary.
7. To the extent possible, volunteer, serve on the school council or a committee, attend School-Based Decision Making Council meetings, and comment on draft policies and plans as they are made available.

STUDENT RESPONSIBILITIES

With support from parents, students are asked to:

PRIMARY

1. Attend school as regularly as possible.
2. Follow the school and classroom behavior standards.

INTERMEDIATE

1. Attend school as regularly as possible.
2. Follow the school and classroom behavior standards.
3. Bring necessary learning materials to school and to class.
4. Complete and turn in all assigned homework.
5. Give parents or the adult who is responsible for them, all notices and information received from the school.

POLICY EVALUATION

We will evaluate the effectiveness of this policy through our school improvement planning process.

Date Adopted: July 19, 2017

Date Reviewed or Revised: _____

Date Reviewed or Revised: _____

NOTES ON USING THIS POLICY

TEACHER PROFESSIONAL GROWTH AND EFFECTIVENESS SYSTEM (TPGES): The underlined parts of this policy are aligned with the TPGES (4C). These parts are intended to support teachers in their efforts to align their practice with the TPGES.

PRINCIPAL PROFESSIONAL GROWTH AND EFFECTIVENESS SYSTEM (PPGES): A number of the procedures outlined in the sections COMMITMENTS and SCHOOL RESPONSIBILITIES of this policy help support principals in their efforts to align their practice with PPGES (5.1 and 5.7).

SCHOOL RESPONSIBILITIES: For elementary Title I schools in number 5 of the School

Responsibilities section, these meetings must be held at least annually.

USE BY NON TITLE I SCHOOLS: This is considered a best practice policy for schools that are not Title I schools. Although the compact and annual meeting would be optional for these schools, it is still a good idea to include these or at least to include responsibilities for the school, parents, and students as modeled in this sample.

STUDENT RESPONSIBILITIES: These must be age-appropriate and be adjusted to fit your situation.

LAW IN A BOX: This sample policy is consistent with the requirements in the Federal No Child Left Behind (NCLB) law which requires that all Title I schools have a school-parent compact. The law is clear that this compact is a detailed plan that outlines how educators and parents will work together to support student achievement. In general those requirements include:

- ☒ The compact should be part of the school's written parental involvement policy developed by the school and parents.
- ☒ Each School-Parent compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and it must also:
 - describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables children to meet state academic achievement standards,
 - describe the ways in which each parent will be responsible for supporting their children's learning,
 - address the importance of communication between teachers and parents on a continuous basis including annual parent-teacher conferences and frequent progress reports to parents regarding an individual child's achievement,
 - foster reasonable access to staff, opportunities to volunteer and participate in their child's class, and opportunities to observe classroom activities, and
 - be evaluated regularly for effectiveness (usually interpreted as annually).

All of the above can be accomplished by attaching a copy of the actual school-parent compact to this policy or by outlining the plan in policy as this sample does.

PROGRAM APPRAISAL POLICY



PROGRAM APPRAISAL NEEDS ASSESSMENT

Our yearly school improvement planning process will include:

- An analysis of our state testing data and other school data as necessary to discover the extent to which our students are meeting state standards and our programs are proving effective, including but not limited to our categorical programs.
- Systematic work to discover and correct the causes of and barriers to high performance by all students and the movement of students toward our goals.
- A revision of our school improvement plan based on our needs assessment data for that year. The plan will set goals, address causes, and make indicated changes to programs to help move our students to state standards according to the timetable established by the Kentucky Board of Education.

We will implement this process to address the effectiveness of all our programs and the resulting plans for improvement will be monitored by the council.

PROGRAM ASSURANCES

Annually, the Curriculum, Instruction and Assessment Committee will work with the principal and school council to determine the best process for:

- evaluating the quality of the programs in the school, and
- assuring state standards and school expectations are met.

POLICY EVALUATION

We will evaluate the effectiveness of this policy through our school improvement planning process.

Date Adopted: June 21, 2017

Date(s) Reviewed or Revised:

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School Schedule Policy

Policy Number: 7

Reviewed March 2014

The principal, in consultation with the leadership team, shall develop school-wide schedules and present the proposal at the June SBDM meeting for council approval. If the school council has not approved the schedule by the end of July, the principal shall develop and implement a schedule. This school council policy shall also be consistent with indicators from the Standards and Indicators for School Improvement. It shall be the responsibility of the principal to ensure that interruptions during instructional time do not occur unless there is an emergency situation in the school as provided in the School Safety Plan.

School Space Use Policy

Policy Number: 3

Reviewed March 2014

By (July SBDM Meeting), the principal shall prepare use of school space and facility plan and present the plan to the school council. The principal shall implement the plan subsequent to the presentation to the council. In case of unforeseen circumstance, the principal has the authority to adjust the plan to best fit the needs of the school. This school council policy shall be consistent with indicators from the Standards and Indicators for School Improvement.

Student Assignment Policy

Policy Number: 2

Reviewed February 2016

Teachers working in collaboration shall prepare transitional reports for current students, documenting demographics, progress, and needs by closing day of the current school year. The principal, in collaboration with the administrative team (Principal, Counselor, and Curriculum Specialist), shall make all classroom assignments and present final student placement rosters to the SBDM council by July 15th. Subsequent additions or amendments to student assignment lists of students entering school after opening day shall be placed after the principal and counselor confers with the affected grade levels.

Criteria to be used in making student assignments shall include:

- Instructional needs of the student (including IEPS's and 504)
- Academic performance of the student
- Learning Style of the student
- Student behavior
- Class size
- School schedule
- Gender

The principal shall ensure that assignments are posted in the entrance foyer of the school one-week prior to open house. Parents who wish to seek a change in the assignment of their child shall submit in writing a valid reason to the administration who shall have the authority to make changes.

This school council policy shall be consistent with the indicators from the Standards and Indicators for Schools Improvement.

TECHNOLOGY USE POLICY



CRITERIA AND GUIDELINES

In order to help prepare students for life in a digital world, the following are criteria and guidelines for technology use to which *Longest Elementary* will adhere:

- The role of technology in classroom instruction will focus on ways to do work better and more efficiently, on synthesizing information and content, and on doing higher-level work in collaborative, real-world ways.
- Students will be taught to use technology as a vehicle for creating and revising work
- Students will be taught to use critical evaluation of Internet sites used for research and study including but not limited to: currency/date, authorship and authority, accuracy/validity, objectivity or bias, and presence or absence of a copyright.
- Students will be taught the ethical practices, appropriate etiquette, and online safety including but not limited to interacting with other individuals on social networking sites and in chat rooms and cyber bullying awareness and response.
- Teachers will be given technology professional development (PD) as indicated by annual needs assessments in order to work proficiently with students including teaching the skills and knowledge called for in this section.
- Students will be allowed to bring personal technology to school for educational use.
- An Acceptable Use Policy/Form that is aligned to district technology policies and includes space for student and parent signatures will be developed and reviewed and updated if necessary each year.

ELECTRONIC DEVICES

Students will adhere to all school and district rules and policies regarding the use of any and all electronic devices at school. Specific details about using electronic devices as well as consequences for misuse can be found in the Acceptable Use Policy/Form (see section below) and also in the Parent/Student and Teachers' Handbooks.

ACCEPTABLE USE

Each year all students and parents will be required to sign and date an Acceptable Use Policy/Form in order to have access to school/district technology. This policy/form is attached and considered part of this Technology Utilization Policy adopted by the **Muhlenberg County Board of Education**. (See Attachment)

ATTACHMENTS

Muhlenberg County School System Policy: 09.4261

POLICY EVALUATION

We will evaluate the effectiveness of this policy through school improvement planning process.

Date Adopted: June 21, 2017

Date(s) Reviewed or Revised:

NOTES ON USING THIS POLICY

ACCEPTABLE USE: Most districts have a student Acceptable Use Policy/Form that could be used here. If you choose to use the district sample or parts of it or revise it to fit your needs, remember it must be adjusted to be age-appropriate and must be aligned with your district's policies on this issue.

Wellness Policy

Policy Number: 12

Reviewed March 2014

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

- Each student shall participate in physical education class once a week.
- Each student shall have at least 15 minutes a day of moderate to vigorous physical activity. The school shall provide space and equipment to make activities possible and appealing to students. Materials and equipment will be made available. When inclement weather occurs, indoor activities will consist of teacher supervised activities.
- Take 10 curriculum will be integrated into classroom learning activities. Teachers shall make all reasonable efforts to avoid periods of more than 40 minutes when students are physically inactive. When that is not possible, students should be given periodic breaks during which they are encouraged to be moderately active.
- Appropriate accommodations shall be made for students with special needs, as required by law and sound professional judgment.
- This policy shall be consistent with to the indicators for Standards and Indicators for School Improvement.

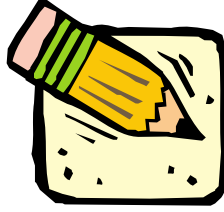
Our school shall assess student's level of physical activity at least once a year. The council shall select an assessment tool each school year, and the principal shall develop a schedule for completing that assessment.

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 full Core Content, including health, consumerism, and physical education.
- The rest of our curriculum shall reflect an integrated concern for wellness, including connection 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.

WRITING POLICY



CRITERIA FOR THE WRITING PROGRAM

In order to provide ***multiple opportunities to develop complex communication skills for a variety of purposes and use a variety of language resources***, we will make sure students:

1. Engage in three categories of writing: writing to learn, writing to demonstrate learning to the teacher, and writing for publication.
2. Experience authentic, meaningful writing at all grade levels:
 - a. *Writing for a variety of purposes:*
 - Opinion (Elementary)/Argumentative
 - Informative/explanatory texts
 - Narrative to develop real or imagined experiences or events
 - b. *Writing for a variety of audiences*
 - c. Experiences that reveal ownership and independent thinking
 - d. Writing in which students draw on their own experiences, learning, reading, and inquiry to complete writing tasks
3. Experience the writing process at all grade levels: planning, drafting, revising, editing, publishing, and reflecting upon writing.
4. *Be provided consistent and timely feedback throughout the writing process to guide and improve writing skills.*
5. Experience writing in both on-demand and writing-over-time situations.
6. Write as a natural outcome of the content being studied in all curriculum areas.
7. Read and analyze a variety of print and non-print materials (e.g., artwork (2D and 3D), photographs, electronic text, graphics, illustrations, web images, maps, multimedia) including persuasive, literary, informational, and practical/workplace materials. *Use readings as models for student writing.*
8. Learn about and use appropriate resources for writing (e.g., personal interviews, observations, print materials, and technology) driven by different instructional purposes with different audiences for the student to consider.
9. *Intentionally schedule time within the instructional day for writing instruction and experiences while also providing learning opportunities that occur naturally across content areas to explore ideas and design products.*

10. Relevant learning opportunities include contact with community members, postsecondary partners, and businesses.
11. *Apply appropriate writing skills to oral communication.*
12. Engage in real world and creative communication appropriate for meeting Kentucky Academic Standards.

WRITING GUIDELINES FOR TEACHERS

To provide ***multiple opportunities for students to develop complex communication skills for a variety of purposes***, teachers will:

1. Teach and require students to use higher-order thinking skills whenever possible.
2. Assign three categories of writing: writing to learn, writing to demonstrate learning, and writing for publication in order to provide authentic, meaningful writing at all grade levels that includes:
 - a. ***Writing for a variety of purposes:***
 - Opinion (Elementary)/Argumentative (Secondary) to support claims
 - Informative/explanatory texts
 - Narrative to develop real or imagined experiences or events
 - b. *Writing for a variety of audiences*
 - c. Writing about experiences that reveal ownership and independent thinking
 - d. Writing in which students draw on their own experiences, learning, reading, and inquiry to complete writing tasks
3. Teach the writing process at all grade levels: planning, drafting, revising, editing, publishing, and reflecting upon writing including, but not limited, to on-demand and writing-over-time assignments.
4. *Provide consistent and timely feedback throughout the writing process to guide and improve students' writing skills.*
5. Incorporate writing as a natural outcome of the content being studied in all curriculum areas.
6. Instruction includes the complex processes, concepts, and principles of literacy using differentiated strategies to make instruction accessible.
7. *Assign students to read and analyze a variety of print and non-print materials including persuasive, literary, informational, and practical/workplace materials using these readings and materials as models for student writing.*
8. Provide appropriate resources for writing driven *by different instructional purposes with different audiences* for the student to consider.
9. Demonstrate, through strands of literacy, an understanding of cultural differences and work effectively with people from a range of social and cultural backgrounds to build on and articulate ideas.
10. Students ***apply technology as a tool*** throughout the writing process.
11. Allow student choice and exploration.
12. Provide experiences for students to *apply appropriate writing skills to oral communication skills* and real world and creative communication *experiences appropriate for meeting Kentucky Academic Standards.*

SCHOOL-WIDE STRUCTURES AND MONITORING GUIDELINES

To ensure every student has a writing/communications portfolio that demonstrates student interests, the integration of writing and communication skills across the content areas, includes samples of work that show interests and growth over time, follows the student from grade to grade, and follows the student to any school he/she attends, the principal will:

1. *Ensure curriculum is vertically and horizontally aligned to Kentucky Academic Standards.*
2. Assign a literacy team to develop a written plan for implementing and monitoring writing portfolios.
3. Ensure the plan includes guidelines for incorporating student and teacher ***use of technology tools.***
4. Ensure the implementation of the writing policy and plan.
5. Ensure that the writing policy and the writing plan are reviewed annually and revised (if necessary).
6. Ensure teachers receive job-embedded professional learning opportunities integrated in the workday and provide regular and consistent time for teachers to collaborate on programmatic improvements and exchange ideas.

CRITERIA FOR THE WRITING PLANS

Writing plans will be separate from this policy and will be specific for each level. These plans will reflect this policy and will be adjusted based on the testing data, classroom data, and program appraisal data.

To ensure the writing process includes reflection, assessment, and feedback, the writing plan will incorporate:

1. Active participation of students in decision making about contents of the portfolio.
2. The use of the portfolio for determining student performance in communication.
3. The procedures for reviewing the portfolio in order to determine strengths and weaknesses in student writing and the overall writing program.
4. The procedures for grading the portfolio including feedback to inform instruction.
5. Guidelines for providing students descriptive feedback on the portfolio.
6. Opportunities for students to improve their writing and communication skills based on portfolio feedback.

POLICY EVALUATION

We will evaluate the effectiveness of this policy through our school improvement planning process.

Date Adopted: June 21, 2017

Date(s) Reviewed or Revised:

NOTES ON USING THIS POLICY

WRITING POLICY LEGAL REQUIREMENTS: This sample policy contains the language for all the legal writing program and policy requirements. The language for these requirements is in ***bold italics***.

LAW IN A BOX: This sample policy contains the language aligned to the legal requirements for writing stated in KRS 158.6453(19):

“The Kentucky Department of Education shall provide to all schools guidelines for including an effective writing program within the curriculum. Each school-based decision making council or, if there is no school council, a committee appointed by the principal, shall adopt policies that determine the writing program for its school and submit it to the Department of Education for review and comment. The writing program shall incorporate:

- ☒ *a variety of language resources,*
- ☒ *technological tools,*
- ☒ *and multiple opportunities for students to develop complex communication skills for a variety of purposes.”*

The language for these requirements is in ***bold italics*** in the policy.

PROGRAMS AND ASSURANCES: This policy contains language aligned with the program components council members must annually assure are in place. *This language is in italics.*

SEP

COMMITTEES POLICY



NAMES AND JURISDICTIONS OF STANDING COMMITTEES

There will be 4 (four) SBDM standing committees with the following names and jurisdictions:

BUDGET COMMITTEE

- Annually review and revise (if necessary) the SBDM policies on Budget: Procedures/Timelines, Budget: Spending Decisions, Budget: Professional Development/Learning, School Space Use, Program Appraisal, and Enhancing Student Achievement. Draft revisions for council approval/adoption.
- *Develop, recommend, and monitor the annual budget and allocation of resources according to identified needs of the school, including consideration for the program review areas.*
- Recommend budget adjustments.
- Ensure that the council is kept informed with monthly budget reports.
- Recommend other changes, ideas, and strategies to assigned policies based on needs assessments, data gathering, and research into best practice.
- Additional roles/charges as assigned by the council.
- Recommend other changes, ideas, and strategies to assigned policies based on needs assessments, data gathering, and research into best practice.
- Additional roles/charges as assigned by the council.

CURRICULUM, INSTRUCTION, AND ASSESSMENT COMMITTEE

- Annually review and revise (if necessary) the SBDM policies on Curriculum, Alignment with State Standards, Instructional Practices, Homework, and Classroom Assessment. Draft revisions for council approval/adoption.
- Analyze curriculum alignment with the state standards and recommend changes.
- Research and recommend instructional best practice ideas and innovations.
- Research homework best practices and recommend changes.
- Organize the testing data analysis every fall, including reports to the Council.
- Recommend school priority needs to the Culture & Event Planning Committee based on test analysis data.
- Develop the state testing prep and reward plan each year.
- Recommend classroom assessment ideas based on new research.
- Recommend other changes, ideas, and strategies to assigned policies based on needs assessments, data gathering, and research into best practice.
- Additional roles/charges as assigned by the council.

CULTURE & EVENT PLANNING COMMITTEE

- Involve as many stakeholder ideas and opinions as possible; coordinate school needs assessments including necessary surveys and other data collection.
- Coordinate the development and implementation of the school improvement plan including working with component teams and overseeing the development and implementation of the Professional Development/Learning Plan.
- Select members to form a *Coordinated School Health subcommittee to help increase the quality of the physical education program and to increase both physical activity opportunities and health education instruction throughout the school environment to ensure quality PLCS programs*. Recommend any changes to the school physical activities and healthy choice plans/programs.
- Develop a set of “non-negotiable” school rules consistent with district policies and directives.
- Recommend extracurricular program changes and ideas.
- Recommend parental involvement activities and strategies.
- Recommend other changes, ideas, and strategies to assigned policies based on needs assessments, data gathering, and research into best practice.
- Additional roles/charges as assigned by the council.

DISCIPLINE & WELLNESS COMMITTEE

- Annually review and revise (if necessary) the SBDM policies on Discipline, Classroom Management and Safety Plan, Emergency Management Plan, Extracurricular Programs, Instructional and Non-Instructional Staff Time Assignment, Parental Involvement (Legally required for Title I and best practice for non-Title I schools), and *Wellness* (Required for K-5 schools & all schools participating in National School Lunch and/or Breakfast Program). Draft revisions for council approval/adoption.
- Review/revise the school-wide discipline plan as needed based on feedback and data. (Optional based on if a school-wide plan is used.)
- Recommend discipline and classroom management changes based on annual needs assessments and data gathering.
- Review the school Safety Plan every odd-numbered year following the procedures outlined in the Discipline, Classroom Management, and School Safety Policy. Recommend any necessary changes based on needs assessments and data gathering.
- In consultation with the council and first responders, recommend changes in the Emergency Management Plan based on the annual review of the plan.
- Select members to form a *Coordinated School Health subcommittee to help increase the quality of the physical education program and to increase both physical activity opportunities and health education instruction throughout the school environment to ensure quality PLCS programs*. Recommend any changes to the school physical activities and healthy choice plans/programs.

STANDING COMMITTEE COMPOSITION AND MEMBERSHIP SELECTION

All members of the faculty will serve on at least one standing committee. SBDM teacher reps are exempt but may serve on a standing committee by choice. Every effort will be made for each standing committee to include appropriate representation and numbers to accomplish their charges. An extensive good faith effort will be made to include at least one parent on every standing committee and to provide a reasonable representation of the ethnic diversity of our school community.

Before the last day of school each year, the principal (or principal designee) will ensure that all stakeholders and interested persons, including but not limited to classified employees and parents, are extended the opportunity to become engaged in the shared-decision making process of our school through membership in school council standing committees. The following steps should be taken to set up committees for the next school year:

1. On an ongoing basis, parents will be invited to sign up for committees via the PTA Newsletter and/or other forms of communication (for example, attachments to report cards, letters home to parents, website).
2. Faculty and staff will be given an opportunity to sign up for committees via various forms of communication such as sign-up sheets and/or by computer.
3. Committee members will be notified in a timely manner of their appointments. During the first month of school, there will be additional opportunities to sign up for committees for current and new faculty and staff, all parents, and community partners.
4. At the beginning of the school year after sign-ups have been gathered, along with the notification of new members, a meeting of committee members will be called by the Chair of the council for the purpose of charging all committees with conducting their first committee meeting. At each committee's first meeting, all committees will:
 - Elect a chair. They will also elect or appoint a recorder who will take minutes for this first meeting and all subsequent meetings and a vice-chair who will take over in the absence of the chair.
 - Receive information about the council timeline for regular committee reports.
 - Set up a meeting schedule for the rest of the year.
 - Read and discuss this policy and ask the Chair of the council any questions regarding their role and duties.
 - If necessary, discuss the active recruitment of parents and community members to serve on their committee.
 - Discuss ongoing and any new charges from the council and develop a plan of action that includes a timeline.

AD HOC COMMITTEES

As needed, the council may also approve ad hoc committees for the following tasks:

1. Analyze needs assessment for the school improvement plan.
2. Draft components for and guide the implementation of the plan.
3. Select textbooks and materials for specific subjects.
4. Participate in work to fill specific staff vacancies.
5. Address other needs as identified by the council.

For these ad hoc committees, the council will identify the specific topic to be addressed in a written charge. The principal will invite persons to serve on the ad hoc committee and will also designate a committee member to convene the committee for its first meeting. Ad hoc committees automatically dissolve at the completion of the assigned task.

OPERATING RULES FOR ALL COMMITTEES

All committees established by the SBDM council are public agencies subject to Kentucky's Open Meetings Law. To comply with that law, each committee will:

1. Establish a regular meeting schedule at its first meeting of each school year and make that schedule available to the public by posting it in a place convenient to the public.
2. Hold meetings that are not on the regular schedule only after following these special meeting procedures:
 - a. The committee chair or a majority of members decide the date, time, place, and agenda.
 - b. Those who make the decision to have the meeting put the date, time, place, and agenda in a written notice, which they will post in a place convenient to the public at least 24 hours before the meeting.
 - c. Notice of a special meeting will be hand-delivered, faxed, *emailed, or sent by US mail to all members of the committee early enough so that they will receive it 24 hours before the meeting.
 - d. If any media organization has asked for notice of special meetings, those calling the meeting will hand-deliver, fax, *email, or send by US mail copies of the written notice to the agency requesting the notice.

*Those wishing to receive notification by email must have a request in writing on file at the school.

3. Take minutes of the actions and decisions made by the committee at every meeting.
4. Review the minutes of each meeting at the next meeting and, after making any needed corrections, approve those minutes.
5. Make committee minutes for each meeting available to the council and to any interested party after final approval.
6. Ensure that the principal receives an official copy to be kept with school records as required by Kentucky's Archive rules.

POLICY EVALUATION

We will evaluate the effectiveness of this policy through our school improvement planning process.

Date Adopted: First Reading July 19, 2017

CONSULTATION POLICY



INTERVIEW COMMITTEE

For each vacancy that occurs at our school (*except principal), the principal will decide which of the two types of committees in the chart below is best suited for the particular vacancy situation. Regardless of the type of interview committee used, consultation with the **council** must take place during a regular or special called meeting.

COUNCIL as the Interview Committee	APPOINTED Interview Committee
<ul style="list-style-type: none">• Council members plus at least one staff member who will work directly with the person to be hired (if not already on the council).• The principal may add other staff to the Interview Committee who can contribute to the interviewing process.• All interviews will take place in a regular or special called council meeting.• Consultation will take place after the last interview for the vacant position.	<ul style="list-style-type: none">• The principal will appoint an Interview Committee. The Interview Committee will include at least one staff member who will work directly with the person to be hired.• All interviews will take place in a special called committee meeting.• Consultation with the council will take place after the Interview Committee has finished the last interview for the vacant position. This consultation, with the council, must take place during a regular or special called council meeting.

* See the Principal Selection Policy for procedures for this vacancy.

TIMELINE, APPLICATIONS/REFERENCES, and CRITERIA/INTERVIEW QUESTIONS

The principal will:

1. Chair the Interview Committee and ensure that the Open Meetings Law is followed during all procedures for filling vacancies.
2. Establish a timeline for filling each vacancy.
3. Review and screen all applications and references.
4. Decide on applicants to interview and check references
5. Arrange all interviews including calling special meetings if needed.

The Interview Committee will:

1. Develop a set of criteria for a strong candidate. These criteria will not discriminate based on gender, ethnicity/race, marriage or family status, religion, political affiliation, disability, age, or other illegal grounds.
2. Use the criteria they have developed to write standard interview questions that fit those criteria. These questions will be asked of all candidates.
3. Determine if information in the written application or résumé points to any specialized questions that should be asked of a particular applicant and develop those questions if they are necessary.

INTERVIEWS

The following procedures will be followed during scheduled closed session interviews:

1. All the standardized questions will be asked of each candidate in the same order.
2. Following the standardized questions, specialized questions (if any) and follow-up questions (if any) will be asked.
3. Following the interviews, committee members will discuss how well each candidate meets the criteria and any other input requested by the principal, which may include a prioritized list.

CONSULTATION WITH THE COUNCIL

After interviews are complete, in a closed session the council will meet to discuss with the principal the findings of the Interview Committee and offer comments on the contributions each applicant could make and provide any additional input requested by the principal.

If a quorum of the council fails to attend this meeting, the principal may either call another meeting or declare an emergency and conduct the required consultation with the council members present so the hiring process can continue.

SELECTION OF THE PERSON TO BE HIRED

After considering the input from all the closed session meetings, the principal will make the final selection of the person he or she believes will contribute most to the success of the school's students and notify the superintendent and council of his or her choice. The decision made by the principal is binding on the superintendent who will complete the hiring process.

EXTRA-DUTY ASSIGNMENTS AND POSITIONS

Extra-duty assignments and positions include paid or unpaid duties beyond the instructional day or beyond the contract days of a teacher. The principal will work to fill these assignments and report actions to the council.

POLICY EVALUATION

We will evaluate the effectiveness of this policy through our school improvement planning process.

Date Adopted: January 18, 2017

Date Reviewed or Revised: _____

Date Reviewed or Revised: _____

NOTES ON USING THIS POLICY

PRINCIPAL PROFESSIONAL GROWTH AND EFFECTIVENESS SYSTEM (PPGES): The process outlined in the section CONSULTATION WITH THE COUNCIL of this policy will help support

principals in their efforts to align their practice with PPGES (3.1).

KRS 160.380: Beginning in July 2012, if an applicant is the spouse of the superintendent and meets the service requirements of subsection (2)(e) of KRS 160.380, the applicant shall only be employed upon the recommendation of the principal and the approval of a majority vote of the school council. If this situation could apply to your district, you may want to consider adding this provision to your Consultation Policy.

CONSULTATION WITH THE COUNCIL: Consultation for hiring as used in this policy is defined as a discussion between the council and the principal in a regular or special meeting. This process may involve advice, opinions, and even prioritizing but should not involve any decision making by the council.

CONNECTION TO COUNCIL BYLAWS: This policy should be referenced in your council bylaws in a section on council responsibilities. There is no need to restate the entire consultation policy into the body of the bylaws. The sample set of bylaws in KASC's Bylaws Kit models this.

LAW IN A BOX: This sample policy is consistent with the SBDM law, KRS 160.345(2)(h) which says the principal shall select personnel to fill vacancies after consultation with the school council and (2)(i)(11) which says this policy must include procedures to assist the council with consultation including, but not limited to:

- ☑ meetings,
- ☑ timelines,
- ☑ interviews,
- ☑ review of written applications,
- ☑ review of references, and
- ☑ addressing when council members aren't available for consultation.

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Curriculum Policy

Policy Number: 1

Reviewed March 2014

All issues related to the curriculum of the school shall be referred to the Instruction & Assessment Committee for discussion. The committee is charged with bringing any subsequent amendments to the adopted curriculum to the council for consideration and possible approval. This school council policy shall also be consistent with the applicable indicators from the Standards and Indicators for Schools Improvement.

Discipline and Classroom Management Policy

Policy Number: 4

Reviewed March 2014

The faculty and principal shall implement the local school district's code of conduct. The school council shall automatically adopt any subsequent amendments to the code by the local board of education.

In addition to the district level code of conduct, the school will keep a standing Foundation Team in place to meet monthly to discuss the implementation of a positive school-wide behavior plan. The School council's charge to the Foundation Team is to provide guidance to the staff in developing positive proactive approaches to school and classroom discipline.

The materials (along with revisions/updates) from the Foundation Team will be submitted for approval to the SBDM and subsequently acted upon by the principal and staff.

This school council policy shall also be consistent with the School Safety Plan and indicators from the Standards and Indicators for School Improvement.

EMERGENCY MANAGEMENT PLAN POLICY



The school council shall adopt an Emergency Management Plan (EMP) that will include procedures for fire, severe weather, earthquake, and building and campus lockdown as required by law. The EMP shall set forth steps to prevent, mitigate, prepare for, respond to, and recover from emergencies. First responders, for the purpose of this policy, include local fire personnel, local, county and/or state police personnel, and emergency medical personnel. The district coordinator for the EMPs will arrange the work with the first responders.

CONTENTS OF PLAN

The EMP shall include procedures required by this policy and address the following:

- ☐ Establishment of primary and secondary evacuation routes which shall be posted in each room by each doorway used for evacuation
- ☐ Identification of severe weather safe zones, which shall be posted in each room
- ☐ Practices for students to follow in an earthquake, fire, and severe weather
- ☐ Development and adherence to access control measures for each school building
- ☐ Procedures for lockdown of the building and campus; local law enforcement shall be invited to assist in establishing lockdown procedures.

Policy development, review and revision will include using the resources from the Kentucky Center for School Safety and local board of education policy.

DISTRIBUTION OF THE PLAN

Following adoption and after any revisions, the EMP and diagrams of the facilities shall be provided to local first responders. Annually, the principal is responsible for working with the district office to ensure that 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. Documentation of this distribution to first responders will be reported to the school council by (Oct 1), maintained in the principal's office, and a copy will be sent to the district office.

Due to the need to maintain student and staff safety and security, the EMP and diagram of the facility does not have to be and shall not be disclosed in response to any Open Records request per the Kentucky Open Meetings Law. The EMP may be disclosed to necessary school personnel, local first responders, and to other persons with the permission of the principal.

TRAINING AND DRILLS

Prior to the first instructional day of school, the principal (or designee) shall discuss the EMP with all school staff. Staff members will receive an outline of the plan which includes their responsibilities during emergency situations. Documentation of completion will be in accordance with any district procedures and may include the time and date of the discussion, as well as staff member signatures. This documentation will be kept on file at the school with a copy sent to the district office according to the district policy.

The school shall conduct emergency response drills including the minimum below within the first thirty (30) instructional days of each school year AND during the month of January:

- ☐ one (1) severe weather drill
- ☐ one (1) earthquake drill
- ☐ one (1) building lockdown drill
- ☐ one (1) fire drill (Fire drills will be conducted in accordance with administrative regulations of the Department of Housing, Buildings and Construction.)

All drills shall follow, at a minimum, all local school board policies. 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 district office for any remedial action needed.

ANNUAL REVIEW OF EMP

At the end of each school year, the EMP shall be reviewed by the school council and first responders and revised as needed.

POLICY EVALUATION

We will evaluate the effectiveness of this policy through our school improvement planning process.

Date Adopted: First Reading July 27, 2016

Date Reviewed or Revised: Second Reading September 14, 2016

Date Reviewed or Revised: _____

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ENHANCING STUDENT ACHIEVEMENT POLICY



SCHOOL MISSION AND BELIEFS STATEMENT

Longest Elementary School is dedicated to producing literate, competent, responsible students who will be able to reason critically, and become functioning and productive members of the school, community and the broader society. School personnel will have high expectations for all students. A positive learning environment will be created that is conducive for students to achieve higher levels of academic performance and continue a pattern of lifelong learning.

PROCEDURES

In order to carry out our school's mission and to accomplish Kentucky's Learning Goals, we will:

- Develop SBDM policies which contribute either directly or indirectly to:
 - accomplishing this mission
 - enhancing student achievement by improving teaching and learning at our school for each and every student
- Complete an annual needs assessment including but not limited to analyzing student performance on the state testing.
- Annually revise our school improvement plan to address identified needs. The council will be responsible for adopting the plan and monitoring it regularly for impact on student learning.
- Budget and hire to support our school improvement plan.

POLICY EVALUATION

We will evaluate the effectiveness of this policy through our school improvement planning process.

Date Adopted: July 19, 2017

Date(s) Reviewed or Revised:

Extracurricular Programs Policy

Policy Number: 9

Reviewed March 2014

The Foundation Team shall review the extracurricular programs present at the school and prepare a list of recommended extracurricular programs to be implemented for the subsequent school year, subject to the approval of the council. Additional extracurricular programs to be implemented shall be presented by the Foundation Team to the council for approval prior to their implementation.

The Foundation Team, subject to the school council approval, shall recommend student participation standards for each of the school's extracurricular programs. The student participation standards shall be consistent with state or national sponsor standards, and with state and federal statutes and regulations. This school council policy shall be consistent with the School Safety Plan and indicators from the Standards and Indicators for Schools Improvement.

Staff Time Assignment Policy

Policy Number: 6

Review March 2014

By August 1st each year, the principal shall prepare and present an instructional and non-instructional staff time assignment plan for the school year. The principal will make every effort to present a tentative plan to staff before the end of the previous school year. The school council policy shall also be consistent with the indicators from the Standards and Indicators for School Improvement.

Setting the School's Budget Policy

Policy Number: 14

Reviewed March 2014

Each year after March 1, the principal shall prepare a recommendation for distribution of the council's allocation for the school's instructional budget and the general fund budget based on the needs in the council's school improvement plan. The council will review the plan and budget to ensure that the needs in the school improvement plan have been addressed. The school council will approve the principal's recommendation by majority vote or consensus. The principal will provide monthly reports to the council about the expenditure of funds and encompass all account balances.

CLASSROOM ASSESSMENT POLICY



CRITERIA AND GUIDELINES

1. All learning/instructional outcomes will include some form of classroom assessment. Students should also have exposure to constructed response and multiple choice when appropriate.
2. Classroom assessments will be appropriate to the target(s), outcomes, or academic goals of the lesson and will be used by all teachers, including program review area teachers to:
 - Improve instruction including notes in plans of possible adjustments as needed, based on classroom formative assessment data.
 - Monitor each student's progress toward academic goals.
 - Meet individual student needs including modifying assessments for some students as needed.
 - Drive the planning process for instruction.
 - Communicate to both students and their families regarding student progress.
 - Demonstrate learning, ensure continuous progress, and will include both formative and summative assessment activities. These assessments are aligned to standards for all subjects.
3. Classroom assessment criteria/standards (using rubrics, scoring guides, models and exemplars) will be clearly written so that students understand what it takes to reach proficiency.
4. The teacher guides students to engage in self-assessment and/or peer assessment and to make improvements and to monitor their progress.
5. Feedback will include specific and timely guidance for the students with opportunities to improve their work.

FORMATIVE ASSESSMENT

Students will complete classroom formative assessments to help provide evidence of understanding of the lesson. Teachers are responsible for making sure that the formative assessments:

1. Assess the learning target.
2. Are valid and appropriate demonstrations of what students should know and be able to do.
3. Are used to make adjustments in instruction to meet students' needs based on the results of formative assessments.
4. Provide opportunities several times a year for students to choose among a variety of ways they can demonstrate learning and understanding, including options appropriate to preferred learning styles.

5. Provide meaningful feedback to students including opportunities to reflect, self-evaluate, set goals, and strengthen their performance.
6. Are part of the regular learning process, with separate activities used only when imbedded ones are not feasible.

SUMMATIVE ASSESSMENT

Summative assessments will be used at the end of chapters, units, projects, etc. When students do not meet the standards or the academic goals which were set, an opportunity for review or re-teaching will be provided and the students will be given another opportunity to demonstrate learning or growth. Summative assessment data will be used to inform instruction for the next time the standard is taught.

EVALUATION OF STUDENT PERFORMANCE

At the end of each marking period, based on observations, student assignments, and summative assessments, each teacher will make a judgment on each student's performance in each standard taught.

REPORTING OF PERFORMANCE LEVELS

Each teacher will share his or her evaluation of student performance to the principal (or principal designee) in a report that lists each student's name, gender, race, and grade in that subject for that grading period.

PRINCIPAL RESPONSIBILITY

At least 2 times per year, the principal will:

- meet with each team of teachers to review student performance and plan interventions for students not making adequate progress.
- use the assessment data to create a report which includes:
 - the percent of students not meeting standards, meeting standards, and exceeding standards,
 - data for the entire grade-level and subject area, and
- distribute the report to all teachers, council members, and committee members.

These reports will be considered part of the school council's School Improvement Plan Progress Notes.

PARENT COMMUNICATION

Results from summative assessments, homework completion, and teacher observations will be communicated to parents in all subject areas regularly.

POLICY EVALUATION

We will evaluate the effectiveness of this policy through our school improvement planning process.

Date Adopted: First Reading July 27, 2016

Date Reviewed or Revised: Second Reading September 14, 2016

Date Reviewed or Revised: _____

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HOMEWORK POLICY



DEFINITION

Homework will be used to increase students' opportunities to learn. It is completed outside the classroom and is intended to provide added opportunity to practice skills, engage information, and explore topics using varied learning styles and interests. Homework assignments will include not only written assignments but also opportunities to take part in cultural and creative activities and real-world applications of learning.

PURPOSE

This policy is intended to guide all faculty, parents, and students and to establish responsibilities and guidelines for standards for the assignment, evaluation, and monitoring of homework assignments.

The policy does not apply to students receiving homebound instruction or whose Individualized Education Plans require that homework be addressed in a different way.

TEACHER RESPONSIBILITIES

All teachers will:

1. In an age-appropriate manner, make sure that students understand this policy.
2. Make sure that students understand any individual classroom homework standards that a teacher may have.
3. Assign appropriate homework on a regular basis that is designed to support instructional goals, and that does one or more of the following:
 - Reinforces class instruction and skills that have been taught by transferring and extending classroom instruction.
 - Increases understanding and retention.
 - Prepares for class discussion.
 - Provides opportunities for curriculum enrichment and real-world applications.
4. Assign appropriate amounts of homework per week, which may vary depending on the subject matter and students' needs.
5. Make an effort to correlate the amount of homework given with other teachers so as not to overload students on any given night, keeping in mind the "rule of thumb" of assigning students a total nightly amount of homework which will consume an amount of time approximately 10 times their grade level.
6. Allow student choice within homework assignments whenever possible.

7. Return collected homework in a timely manner and provide instructional follow-up and feedback that focuses on content and performance standards.
8. Ensure that students understand and can explain not only homework directions but also the purpose of any given homework assignment as well as how it relates to what they are learning in class.
9. Keep accurate records of homework assignments.

PRINCIPAL RESPONSIBILITIES

The principal will ensure that:

1. All teachers, parents, and students receive a copy of this policy at the beginning of each year.
2. Ensure that homework is not used as a punishment or reward.

STUDENT RESPONSIBILITIES

Students are responsible for completing and turning in their homework and, with support from their parents, will be encouraged to:

1. Write down assignments and due dates, ask questions, and select necessary books and supplies before leaving school.
2. Keep homework in the same place at home each day and take books and materials directly to that study area.
3. Plan the best time to complete work.
4. Complete work so that it is neat and legible.

PARENTAL SUPPORT

Parents will be urged to actively involve themselves with their children's schoolwork by doing the following:

1. Showing interest with questions about and comments on the schoolwork children bring home.
2. Providing a suitable place to study that is free from disturbances and by supplying needed materials for completing homework.
3. Prompting and offering to clarify instructions and answer questions, but not sitting with the child.
4. Assisting their child with time management including monitoring TV/computer/video game use.
5. Checking to see that work is complete.
6. Encouraging children to do their best work and praising a job well done including rewarding children in appropriate ways for completed work.
7. Staying in close communication with teachers.

POLICY EVALUATION

We will evaluate the effectiveness of this policy through our school improvement planning process.

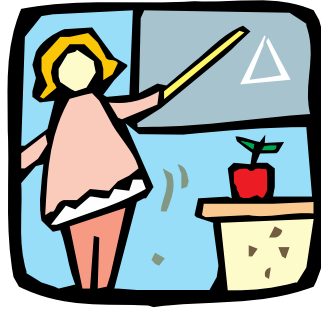
Date Adopted: First Reading July 27, 2016

Date Reviewed or Revised: Second Reading September 14, 2016

Date Reviewed or Revised: _____

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PRIMARY/K-3 POLICY (ELEMENTARY)



ASSESSMENT OF INDIVIDUAL STUDENT NEEDS

Appropriate reading and math assessments are given at least three times a year to all students to identify student strengths and weaknesses including but not limited to *accelerating learning, achievement gaps, highly-effective instruction, readiness to learn, and student transitions*. This data is also used to identify students for intervention services.

IMPLEMENTATION OF CRITICAL ATTRIBUTES

The K-3 learning environment will be organized around the critical attributes in order to help all students succeed and be prepared for the future:

1. ***Developmentally appropriate practices*** — instructional practices address the physical, aesthetic, cognitive, emotional and social domains of young children and permit them to progress according to their unique learning needs.
 - Highly effective instruction is research-based, aligned to state standards, accessible to all students, and supplemented with intervention in order to close achievement gaps and increase achievement for all students.
 - *The principal (or designee), in collaboration with parents, teachers, and district staff, will establish a process for evaluating student need for formal instructional intervention (KSI/RtI).* The principal may share the checklist with the council and ask for feedback before finalizing the process.
2. ***Authentic assessment*** — assessment occurs continually and reflects actual learning experiences that can be documented through observation, anecdotal records, journals, logs, actual work samples, conferences and other methods.
 - Progress monitoring data provides information about individual student learning needs and instruction is adjusted based on that data.
3. ***Multiage and multi-ability classroom*** — flexible grouping and regrouping of children of different age and ability in order to meet their learning needs.
 - Students will be placed with instructional groups, based on learning needs, and will not be limited to working with students in their own grade level. Grouping will be flexible and will be reevaluated regularly and adjusted to meet student needs.
4. ***Continuous progress*** — students progress through the primary school program at their own rate.

5. **Qualitative reporting methods** — growth and development of the child is communicated through a variety of home-school communications which share student progress through the years in the primary program.
6. **Professional teamwork** — the professional staff communicates and plans together and uses a variety of instructional approaches.
 - *Intervention team members meet to discuss academic and behavioral needs of students, make sure services are available to all students, and work together to adequately address those needs.*
7. **Positive parent involvement** —productive relationships between the school and home that enhance communication, promote understanding, and increase opportunities for children to be successful.

PRINCIPAL ROLE

The principal will:

- Monitor the use of the critical attributes in primary classrooms and provide feedback.
- *Provide K-3 teachers job-embedded professional learning opportunities that are integrated in the workday for all teachers.*

POLICY EVALUATION

We will evaluate the effectiveness of this policy through our school improvement planning process.

Date Adopted: First Reading September 14, 2016

Date Reviewed or Revised: Second Reading October 19, 2016

Date Reviewed or Revised: _____

Principal Selection Policy

Policy Number: 11

Reviewed March 2014

When a principal vacancy occurs:

- | | |
|--------|---|
| Week 1 | 1. The school council shall obtain training in recruitment and interviewing techniques from a trainer(s) of their choice. The school council shall convene a special meeting for the purpose of receiving training. This shall be completed prior to beginning the selection process. During the selection process, the outgoing principal shall not serve on the council. The superintendent or designee will serve as council chair and have a vote in the final selection. Trainers shall be noted in the council minutes along with the dates and the times of the trainings. |
| Week 2 | 2. The superintendent shall provide the school council with a list of qualified applicants. The school council shall meet in closed session to review applications and references. Council shall discuss criteria and draft questions in open session (s). Date(s) shall be selected for interviews at a time when complete council can be present. Vice chair of the school council will contact applicants to schedule interviews. Interviews shall be conducted in closed session. |
| Week 3 | 3. The school council shall meet at the conclusion of all interviews in closed session to discuss each applicant.

4. The school council shall select a principal applicant in a closed session by a majority vote of all members. In open session, the council shall announce that a decision has been made.

5. The superintendent shall contact the applicant to offer the position and complete the hiring process. |
| Week 4 | 6. Once the applicant accepts the principal position, the superintendent or designee shall contact school council members to notify that position has been filled.

7. The school council shall follow district policy, working with district human resources to notify other applicants of school council decision.

8. Principal selection shall be announced and candidate introduced at the next regularly scheduled council meeting. The vice chair may call a special meeting for this announcement. |

* No principal who has been previously removed from a position in the district for cause may be considered for appointment as principal.

SCHOOL IMPROVEMENT PLANNING POLICY



PLAN DEVELOPMENT AND REVISION

Each school year the council will use the planning process recommended by the Kentucky Department of Education to revise our school improvement plan (SIP) using the following steps and activities:

SUMMER

STEP 1 ACTIVITIES

- Ensure all new council members have a copy of the SIP and of this policy.
- The council reviews the:
 - SIP for effectiveness and discusses the Delivery Targets from the School Report Card.
 - Survey results from last spring and begins discussion of further needs assessments to be given in the fall (if necessary).
 - TELL data (updated in odd numbered years).
- The council sets a schedule for at least three Progress Notes to be given to the council in the coming school year.

LATE SUMMER/FALL

STEP 2 ACTIVITIES

- Embargoed test scores are shared by the principal with the council and staff outside of an open meeting or as permitted.
- The council (or designated committee) makes plans for the major annual analysis of testing results, program reviews, and any other relevant data or needs assessment activities that need to be scheduled. Plans will include designating work groups and developing a timetable for completion of needs assessments and testing data analysis.
- Designated work groups/staff will analyze testing results/School Report Card and program review results, including but not limited to information on gap data. The findings will be reported to the council based on the council's timetable.
- The council will use findings from the various work groups/staff to support continuation of work on existing priority needs (if necessary) and to identify new priority needs (if any). The principal will identify individual component team leaders and members.

- The component teams will begin work analyzing data to discover the root cause(s) of the priority needs based on the needs assessments, the School Report Card, other pertinent documents/data, and staff knowledge of school function and operation. They will then begin writing new long-term/multi-year goals (if necessary) and developing short-term annual measurable objectives (targets/benchmarks/measures of success) that align with the five Kentucky Board of Education (KBE) goals.
- Component team work begins on developing strategies and activities that will enable students to meet the measurable objectives. Teams will also begin developing timelines and a budget and designating the people responsible for the various strategies/activities.
- Gap Report (activities and goals) will be entered in ASSIST by principal or designee (due October 1st).

LATE FALL/WINTER

STEP 3 ACTIVITIES

- Component teams continue work on components to develop strategies and activities, timelines, people responsible, and budgets that include resources needed and source of funding using the SIP due date into ASSIST as a timeline frame of reference.
- The council will:
 - Develop/revise the stakeholder communications and input process for the SIP.
 - Obtain widespread input and feedback on the entire school improvement plan from stakeholders (including but not limited to a public meeting) and suggest revisions to the component teams if necessary.
 - Make funding adjustments to the plan if necessary and communicate those adjustments to the component teams.
 - Adopt the final plan.
- The plan will be entered into ASSIST and be put on the school web site by principal designated staff (due to be done 90 days after the public release of testing data usually in late December or early January).

LATE WINTER/SPRING

STEP 4 ACTIVITIES

- Component teams will continue to upgrade/revise the plan as activities are completed and data such as budgeting information in March and May becomes available.
- The council will ensure that parent, staff, and student surveys/needs assessments on school function and operation are conducted and survey and needs assessment results are compiled for the summer/fall.

PROGRESS AND IMPLEMENTATION OF THE IMPROVEMENT PLAN

To make sure the SIP is on track and making a difference, the council will:

1. Set a schedule during the July or August council meeting for at least three Progress Notes to be given to the council during the coming school year.

2. Review the data/information from the Progress Notes during regularly scheduled council meetings at which time needed adjustments to keep the SIP on track may be identified and those adjustments will be related to the appropriate component managers by the principal.
3. Stay informed about the SIP progress by receiving information at each regularly scheduled meeting by one of the following means:
 - Progress Notes
 - Report from one component team on progress.
 - Information on last month, this month, next month's activities for all components.

PRINCIPAL ROLE

The principal (or designee) will be responsible every school year for the following tasks associated with the school improvement planning process:

1. Ensuring the SIP including but not limited to all long and short-term goals and objectives are communicated to stakeholders.
2. Tracking all dates and deadlines (some of which may change from year to year).
3. Making sure that at each regularly scheduled meeting the council monitors the SIP by either reviewing completed and upcoming activities or by receiving a report on the progress of the plan (Progress Notes).

POLICY EVALUATION

We will evaluate the effectiveness of this policy by the efficiency and effectiveness of our school improvement planning process.

Date Adopted: First Reading September 14, 2016

Date Reviewed or Revised: Second Reading October 19, 2016

Date Reviewed or Revised: _____

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