

HIGHLAND TURNER ELEMENTARY SCHOOL

POLICIES AND PROCEDURES

- Curriculum
- Staff Time
- Assignment of Students
- School Space
- Instructional Practices
- Discipline and Classroom Management
- Extracurricular Programs
- Technology Program
- Consultation
- Wellness
- Writing
- Parental Involvement
- Homework
- Principal Selection

IGHLAND-TURNER SCHOOL

CURRICULUM POLICY

CURRICULUM GUIDELINES

- Our current curriculum, as well as any future changes, will:
1. Be aligned with the state and national standards for all subjects - English/Language Arts; Math; Science; Social Studies; Practical Living and Career Studies; and Arts and Humanities, and designed to help all students master that content.
 2. Provide equitable access to a common academic core for all students.
 3. Provide links to continuing education, life, and career options.
 4. Reflect the strategies adopted in our School Improvement Plan.

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 and national standards* assigned for their particular area or areas.
3. Be prepared to contribute to discussions of needed changes in the curriculum.

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 that teacher's assignment.
3. At staff meetings in January and May, hold discussions with the staff on possible curriculum revisions.

CURRICULUM REVISION

The Principal will be responsible for making any needed recommendations to the council on curriculum revisions when one or more of the following events occur:

1. State officials modify the KERA Goals, the Academic Expectations, the *Kentucky Core Academic Standards*.

2. District leaders or working groups modify district curriculum documents.

3. Our School Improvement Planning process identifies a need for adjustments.
4. Other schools in our district identify a need for changes in their curriculum or in ours that could alter our vertical articulation, create curriculum gaps, or allow unintended overlaps and redundancy.
5. During staff discussions, one or more teachers at our school identify a weakness or opportunity for improvement that needs to be addressed to ensure success for all students.
6. Other stakeholder input or data demonstrate a need to do so.

PROGRAM APPRAISAL NEEDS ASSESSMENT

Our yearly Comprehensive 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 Comprehensive 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 Plan will be monitored by the council through ongoing Implementation and Impact checks.

POLICY EVALUATION

We will evaluate the effectiveness of this policy through our School Improvement Planning

Process.

Date of First Reading: 2-17-14

Date of Second Reading:

Date Adopted:

Date Reviewed or Revised:

Council Chairperson's Initials _____

Highland-Turner Elementary School

Curriculum Development and Implementation

[KRS 160.345 (2)(i)]

Policy Statement

A Curriculum Committee shall be formed and shall be responsible for assessing, designing, monitoring, and evaluating the curriculum. This committee will be comprised of no less than one primary teacher, one intermediate teacher, one special education teacher, guidance counselor, and the school principal. This committee's teacher members will be formed by volunteers from the school faculty at the beginning of each school year. If there are no volunteers, the principal will appoint the teachers.

The committee shall help ensure that the curriculum at Highland-Turner Elementary School meets state and local school board goals as described in the Kentucky Core Academic Standards, (KACS) and Program Review rubric provided by Kentucky Association of School Councils, (KASC). Committee will gather a list of enduring skills and timeline, (curriculum map) from all teachers as determined by the KACS. The curriculum shall include the following features:

- Fully aligned to all local and state documents
- Developmentally appropriate
- Vertically and horizontally aligned
- Reflect skills and concepts, instructional strategies, assessments and resources
- Provide real world experiences
- Integrated career awareness
- Integrated problem solving

If deemed that revisions are necessary, principal will review deficiencies with staff member and create a timeline for corrections.

The Curriculum Committee shall report to the SBDM Council monthly regarding the status of implementation of the CSIP and Program Review accountable areas. The SBDM Council will reserve the right to modify or amend areas of the curriculum if deemed appropriate.

The Curriculum Committee in conjunction with SBDM shall develop or update an annual plan (CSIP) for improving the curriculum. Priorities for the plan shall be supported by the results of various assessments. The plan may cover a timespan of more than one year. The plan shall include items as required in the CSIP process, (Goals, Measurable Objectives, Strategies, etc.).

The Curriculum Committee and SBDM shall ensure that the plan is communicated to teachers and that a summary of the highlights of the plan is provided to parents. The Curriculum Committee and SBDM shall be responsible for reviewing new assessment data and recommending revisions to the CSIP.

**HIGHLAND-TURNER ELEMENTARY SCHOOL
INSTRUCTIONAL AND NON-INSTRUCTIONAL STAFF TIME ASSIGNMENT POLICY**

CRITERIA FOR ASSIGNMENT

The principal will assign staff members' time in a manner that will:

1. Fully support implementation of our Comprehensive School Improvement Plan and our Student Assignment Policy.
2. Take into account staff members' requests to vary their work, particularly if a teacher has made past requests for a change or has been in a particular assignment for multiple years.
3. Take into account different teachers' strengths and in-depth knowledge of specific topics.
4. Take into account specific student needs based on student performance data.
5. Respect state certification requirements and the parameters of district job classifications.

ASSIGNMENTS BASED ON CRITERIA

To complete assignments, the principal will:

1. In March, invite all returning staff members to indicate their preference for continuing or changing assignments the next year, including classroom assignments, extra-duty assignments, and other responsibilities.
2. In April, meet with any individual staff members whose requests may be difficult to grant to discuss reasons for the staff member's interest, factors making it difficult to grant the requests, and possible solutions.
3. In May, assign staff members based on the criteria in the first section of this policy.
4. In August, notify the council of how all staff members have been assigned.

ALTERING ASSIGNMENTS

After making assignments, the principal may alter them:

1. When necessary to respond to unanticipated enrollment or staffing changes.
2. When the principal and the affected teachers agree that a change is needed.
3. When the council changes other policies or the School Improvement Plan and recognizes in the minutes that those changes may require staff time assignment changes that cannot be put off until the next school year.

SUPERVISION OF STUDENTS

While on school property, students at Highland-Turner Elementary will be under the supervision of a qualified adult who will hold them accountable for their conduct.

DAILY SUPERVISION PLANS

Prior to the opening of each school year, the principal (or designee) will have in place a plan of daily student supervision for the following areas:

- Cafeteria;
- Restrooms;
- Playground;
- Halls
- Before and after school areas; &
- Bus loading and unloading zones.

SUPERVISION OF EVENTS AND ACTIVITIES

The Principal (or designee) will ensure that all school sponsored events and activities are supervised and chaperoned with a suitable number of qualified adults who will hold students to appropriate standards of conduct.

POLICY EVALUATION

We will evaluate the effectiveness of this policy through our School Improvement Planning

Process.

First Reading: 2-17-14

Second Reading: 3-10-14

Date Adopted: 3-10-14

Date Reviewed or Revised:

Council Chairperson's Initials _____

HIGHLAND-TURNER ELEMENTARY SCHOOL SCHOOL SPACE USE POLICY

CRITERIA FOR ASSIGNING SCHOOL SPACE

The principal will assign the use of school space during the school day in a manner that will:

1. Take each student's developmental needs into account.
2. Facilitate the implementation of our School Improvement Plan.
3. Maximize staff opportunities for sharing resources, mentoring, and collaborating with teachers and students of similar grade levels, subject areas, or collaborative groups for consecutive years.

CLASSROOM SPACE ASSIGNMENTS

To assign classroom space, the principal will:

1. In June, invite all returning staff members to indicate their preference for continuing or changing classroom space assignments the next year.
2. In July, meet with any staff members whose requests may be difficult to grant to discuss reasons for the staff member's interest, factors making it difficult to grant the requests, and possible solutions.
3. In July, assign classroom space based on the criteria in the first section of this policy and notify all staff members of their individual assignments.
4. In August, notify the council of how classroom space has been assigned.

ALTERING CLASSROOM SPACE ASSIGNMENTS

After assigning classroom space, the principal may alter those assignments:

1. When necessary to respond to unanticipated enrollment or staffing changes.
2. When the principal and affected teachers agree that a change is needed.
3. When the council changes other policies or the School Improvement Plan and recognizes in the minutes that those changes may require space use changes that cannot be put off until the next school year.

ASSIGNMENTS OF NON-CLASSROOM SPACE

For non-classroom space, the principal will make decisions based on the criteria in the first section of this policy after consulting with staff members who work or will work in any space affected by change from existing arrangements.

POLICY EVALUATION

We will evaluate the effectiveness of this policy through our School Improvement Planning Process.

First Reading: 2-17-14

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Date Reviewed or Revised:

Council Chairperson's Initials _____

HIGHLAND-TURNER ELEMENTARY SCHOOL INSTRUCTIONAL PRACTICES POLICY

INSTRUCTIONAL PRACTICE PRINCIPLES K-6

In order to provide an environment where all students perform up to their potential and are prepared for the future, we will make sure those 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 about what they are learning.
- Study subjects in a way that shows them applications to real life.
- Are able to make connections among content areas.
- Are instructed in ways that help all students learn the Core Academic Standards, which Kentucky has determined are essential for all students to know and be able to do.

INSTRUCTIONAL PRACTICE GUIDELINES

To help ensure our instructional practice principles are implemented:
Each week, students will have the opportunity to:

- Receive appropriate and meaningful feedback.
- Work with other students in pairs, small groups, or teams.
- Do hands-on activities.
- Use calculators.
- Read books or materials on their own or with a partner.
- Listen to an adult read aloud.
- Discuss different ways to solve problems.

Each month, students will have the opportunity to:

- Read and write in all content areas.
- Do open-response, short answer, and on-demand items.

- Communicate with pictures, charts, graphs, or a web.
- Use a scoring guide.
- Use a computer.
- Use resources other than a textbook or worksheet.
- Use manipulatives or equipment.
- Be exposed to real-life examples that relate to content areas.
- Discuss or read about current events, issues, or topics.
- Watch the teacher do a demonstration.
- Perform or create in an area of the arts and humanities.

Each grading period, students will have the opportunity to:

- Participate in a one-on-one reading or writing conference with a teacher.
- Do projects and investigations.
- Participate in a peer reading or writing conference.
- Read short stories, and poems.
- Read newspapers and magazines.
- Use a computer for research.
- Do real-life activities or projects.
- Design or investigate projects based on their interests.
- Speak in front of a group.

K-3 PRIMARY PROGRAM

Organization of the Primary Program

All students participate in the Primary Program which is one component of the Kentucky Education Reform Act and is defined as "That part of the elementary school program in which children are enrolled from the time they begin school until they are ready to enter the fourth grade (HB 940 Section 31 (1) f). As part of this Reform Act, seven attributes were identified as important components of Kentucky's Primary Program.

The primary program at Highland-Turner Elementary will include the following 7 attributes:

1. Developmentally Appropriate Educational Practices which include an integrated curriculum, use of manipulatives, varied instructional strategies that addresses the social, emotional, physical, aesthetic, and cognitive development of children.

2. **Multi-age & Multi-ability Grouping-** flexible grouping and regrouping of children of different age, sex, ability, who may be assigned to the same teacher for more than one year.
3. **Continuous Progress-** A student's unique progression through the primary program at her/his own pace as determined by authentic assessment, without comparison to the rate of others.

4. **Authentic Assessment** that occurs continually in the context of classroom involvement and reflects actual learning experiences documented through observations, anecdotal records, Early Learning Portfolios, journals, work samples, conferences, and other methods.
5. **Qualitative Reporting Methods** and on-going communication of student progress through the primary program using a variety of reporting formats.

6. **Professional Teamwork-** All staff in the primary program will communicate and plan on a regular basis and use a variety of instructional delivery systems such as team teaching and collaboration.

7. **Positive Parental Involvement-** newsletters, Open House Events, minimum of two parent conferences per year, school website information, Parent Portal, praise notes will be provided by the school to update parents on student progress.

TRANSITION for Primary Program

- Student transition from pre-school to entry-level primary generally occurs at age five (5). Preschoolers and their parents are encouraged to visit the entry-level primary program prior to the start of the school year.
- Student transition from primary to fourth grade will involve a meeting between classroom teachers, parents, and the Principal. Using the students' working portfolios, progress reports, assessments and teacher observations, a review is made of each child's individual performance identify readiness for the fourth grade. Students with delays in any content area have the option of spending a fifth year in the Primary Program. In Kentucky's Primary Schools, a fifth year is not considered a retention or failure, but is an opportunity for students with delay to acquire the skills and knowledge necessary for fourth grade instruction and assessment.
- For students needing intervention prior to fourth grade, parents and teachers, may discuss additional learning opportunities and develop a consensus plan of steps to take to improve the child's academic performance. The plan may include any combination of the following strategies:

1. Individual and group tutoring.
2. Computer-based learning for home and school.
3. Specific strategies to be incorporated in the regular classroom.
4. Specific intervention techniques for work at home and at school.
5. Resources services and after school tutoring.

Transition from the Primary: Official Decisions

By the last day of school on the prior year, teachers will have provided recommendation for every fourth year primary student regarding the students' progress and performance in the Primary Program. By the last day of school, teachers and Principal will have:

1. Reviewed each recommendation for successful completion of the Primary Program.
2. Conducted parent/teacher conferences which were requested by parents.
3. The Principal will make the final decisions for each student with parent and teacher input and class lists for the following school year displayed in the school foyer on the bulletin board.

Assignment of Staff to the Primary Program

1. Appropriately certified teachers will be assigned to primary classrooms based on enrollment, not to exceed a cap size of 24 students. Exceptions to this class size limit may only be approved by SBDM action or school board policy.

2. Instructional Aides will be assigned to assist the primary teachers as follows:
 - Kindergarten- 1 full time aide.
 - Special needs students as determined by student need.

TEACHER ROLE

- To ensure that the principles and guidelines above are implemented, every teacher shall:
1. Use a wide variety of student-centered, culturally responsive instructional strategies to address various learning styles.
 2. Use activities where all students use higher-order thinking and problem-solving skills.
 3. Assign tasks similar to those used for state assessments.
 4. Provide opportunities for students to connect their learning to other topics and subjects and real-life experiences.
 5. Use technology for appropriate and varied learning activities and to extend the classroom into the community and the world.
 6. Use instructional resources that are developmentally appropriate, culturally diverse, and varied.
 7. Follow the procedures outlined in our Homework Policy.
 8. Provide students with opportunities to evaluate their performance and use the feedback to reflect on and improve classroom practice as needed.

PRINCIPAL ROLE

To ensure that these instructional practice principles and guidelines are implemented and teachers are able to fulfill their role, the principal will:

1. Make sure that these instructional practice principles and guidelines are taken into account in both the interview process and in the final selection of all teachers.
2. Encourage and support teachers in their role.
3. Encourage professional development that supports the implementation of this policy.

Arts and Humanities

Professional development in dance, drama, music and visual arts will support improved instructional practices, innovative ways of teaching, use of arts-specific technology, and effectiveness in the application of skills, process, and content in the visual and performing arts.

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.
- Develop SBDM policies, which contribute either directly or indirectly to 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 conducting Implementation and Impact checks to monitor it.
- 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.

First Reading: 2-17-14

Second Reading: 3-10-14

Date Adopted: 3-10-14

Date Reviewed or Revised: _____

Council Chairperson's Initials _____

HIGHLAND-TURNER ELEMENTARY

DISCIPLINE, CLASSROOM MANAGEMENT, AND SCHOOL SAFETY POLICY

DISTRICT CODE OF ACCEPTABLE BEHAVIOR AND DISCIPLINE

HIGHLAND-TURNER ELEMENTARY SCHOOL will follow the BREATHITT COUNTY SCHOOL DISTRICT Code of Acceptable Behavior and Discipline (see Appendix A).

During the first week of school, the principal (or principal's designee) will:

1. Provide each student with a copy of the District Code of Conduct.
 2. Require each student to return a signed Acknowledgement Form from his or her parent or guardian showing that the parent or guardian has seen and reviewed the Code.
 3. Follow-up as needed with any student who has not returned the signed acceptance, or assign other staff members to do so.
- The principal (or principal's designee) will follow steps 1 – 3 above for all students new to the school during the year.

SCHOOL SAFETY PLAN

Our school will maintain a School Safety Plan addressing procedures to provide a supportive, safe, healthy, orderly, and equitable learning environment for both students and staff. This plan will also address any issues identified by our stakeholders and issues required by state law. A copy of our current Safety Plan is attached.

SCHOOL SAFETY PLAN REVIEW

Our School Safety Plan will be reviewed Annually

PBIS

1. A data review of the overall trends in student disciplinary referrals and consequences for the previous year including trends disaggregated by gender, race, disability, and participation in free and reduced price lunch.
2. An analysis of the implementation and impact of the activities in the plan.
3. A full report to the council including, but not limited to:
 - An overview of the trends in the disciplinary referrals and consequences data.

- A report of the status of each activity that should be started or completed.
- Recommended adjustments needed in the plan to ensure progress toward the school's safety goals.

The council will be responsible for approving and adopting any changes to the School Safety Plan.

RESPONSIBILITIES

Principal is responsible for:

1. Disseminating and interpreting the behavioral and discipline standards and guidelines of the district and school.

2. Ensuring that all staff and students adhere to the District Code of Conduct.

3. Providing support and guidance to teachers in the implementation of the district and school behavioral and discipline standards and guidelines.
4. Working with parents and guardians when issues arise involving behavior and discipline of a student.

Teachers are responsible for:

1. Establishing specific standards of conduct for their individual classrooms, including clearly defined consequences when those standards are not met.
2. Communicating those standards to parents and posting them where students can see them throughout the year.
3. Teaching those standards and consequences to students during the first two weeks students are in the class and explaining the standards and consequences to students who join the class after the first two weeks.
4. Holding students to the set standards and issuing the appropriate consequences when those standards are not met.

Counselors are responsible for:

1. Providing support and guidance to help students and parents understand, correctly interpret, accept, and follow the behavioral standards and guidelines of the district, school, and classrooms.
2. Providing support and guidance to teachers in the implementation of classroom management techniques and strategies.

Students are responsible for:

1. Accepting and following the behavioral standards of conduct expected by the district, school, and each classroom.
2. Asking for help when they do not understand the behavioral expectations or feel that they are unable to comply.

Parents and Guardians are asked to:

1. Become familiar with documents related to district and school standards of behavior and discipline and ask the school questions when they do not understand language or details in these documents.
2. Work with the school when issues arise involving their child's behavior or consequences given to their child by the school or teacher.



STUDENT BEHAVIOR

In order to prevent the disruption of the educational process and the ability of all students to take advantage of the educational opportunities offered at Highland-Turner, the following student behaviors as defined by law will not be tolerated:

- Hazing
- Bullying
- Taunting
- Menacing
- Intimidating
- Threatening behavior
- Verbal or physical abuse of others
- Using lewd, profane, or vulgar language

This policy extends to any/all student language or behavior including, but not limited to, the use of electronic or online methods.

These provisions should not be interpreted to prohibit civil exchange of opinions or debate protected under the state or federal constitutions where the opinion expressed does not otherwise materially or substantially disrupt the education process or intrude upon the rights of others.

VIOLATIONS AND REPORTING

Students who violate this policy will be subject to appropriate disciplinary action as outlined in the District Code.

Students wishing to report a violation or who believe they are victims may report it to any staff member of Highland-Turner who will take appropriate action as defined by the Code. Staff will refer the report to the principal (or designee) for further action when the report involves an offense that may warrant suspension or expulsion of a student, any felony offense, or a report that may be required by law, including reports to law enforcement.

When a complaint is received that does not appear to be covered by this policy, the administrators will review other policies that may govern the allegations and take appropriate action.

RETALIATION

Other students and employees shall not retaliate against a student because he/she reports violation of the Code or assists or participates in any investigation, proceedings, or hearing regarding the violation. The Superintendent (or designee) shall take measures needed to protect students from such retaliation.

As provided in the Code, students who believe they are victims of these behaviors will be provided with a process to enable them to report such incidents to personnel for appropriate action.

COMMUNICATION

By the end of the first week of school, the ~~Perry County School District Code of Acceptable Behavior and Discipline~~ will be posted at the school, referenced in our school handbook, and provided to all school employees, parents, and legal guardians, or other persons exercising custodial control or supervision of students including those students who enroll during the school year.

Before the beginning of each school year, the principal (or designee) will work with the district to develop a process to train employees, when necessary, in the use of the Code and/or to provide update information to the staff, students, and parents concerning this Code.

POLICY EVALUATION

We will evaluate the effectiveness of this policy through our School Improvement Planning Process.

First Reading: 2-17-14

Second Reading: 3-10-14

Date Adopted: 3-10-14

Date Reviewed or Revised: _____ Council Chairperson's Initials _____

HIGHLAND-TURNER ELEMENTARY EXTRACURRICULAR PROGRAMS POLICY

CRITERIA FOR PROGRAMS

For an extracurricular program to be continued or to institute a new program, the program must:

1. Contribute to the following Kentucky Learning Goals:
 - Becoming a self-sufficient individual.
 - Becoming responsible members of a family, work group, or community, including demonstrating effectiveness in community service.
2. Generate and maintain student interest as well as attract students currently not involved in extracurricular or service projects.
3. Encourage, enhance, and maintain equity including but not limited to a wide range of opportunities for both male and female students.
4. Have a suitable adult sponsor and have appropriate adult supervision at all times.

PROGRAMS CURRENTLY OFFERED

Listed below are the extracurricular programs we currently provide. Additional programs will be approved and instituted based on their ability to meet the criteria listed in the first section of this policy.

1. Elementary Academic Team
2. Elementary Girls and Boys Basketball
3. Elementary School Co-ed Cheerleading

STUDENT PARTICIPATION

Students will be eligible to participate in extracurricular activities if they:

1. Maintain passing grades in all classes.
2. Present at school on the day of or Friday and the day after of the event before or absent with an approved excuse, by an administrator.
3. Comply with District Code of Conduct and student Handbooks and rules established by the adult coach or sponsor for the activity.

4. Comply with the district attendance policy
5. Where applicable, meet any requirements set by the appropriate sponsoring or governing organization.

COACHES AND SPONSORS

Each extracurricular activity will be led by an adult coach or sponsor who meets any applicable requirements set in law, or by sponsoring or governing organizations. The coach or sponsor will be responsible for personally supervising or ensuring that all students are supervised by an adult while they are participating in an activity, including practice time and travel time where applicable.

The principal will assign coaches and sponsors from our school's current staff following our policy on Instructional and Non-Instructional Staff Time Assignment. If it is necessary to consider applicants who do not currently work at our school, our policy on Consultation will be followed.

PROGRAM EVALUATION

Our extracurricular program will be evaluated through the needs assessment process for updating our School Improvement Plan.

POLICY EVALUATION

We will evaluate the effectiveness of this policy through our School Improvement Planning

Process.

First Reading: 2-17-14

Second Reading: 3-10-14

Date Adopted: 3 - 10 - 14

Date Reviewed or Revised:

Council Chairperson's Initials _____

HIGHLAND-TURNER ELEMENTARY 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 the Comprehensive School Improvement Plan (CSIP) using the following five steps:

STEP 1

- The council (or designated committee) will make plans for the analysis of our testing results and any needs assessment activities that need to be scheduled. Work groups will be designated and a timetable for completion and reporting to the council will be developed.

- Designated work groups will conduct needs assessments as necessary on school function and operation using Kentucky's *Standards and Indicators for School Improvement (SIS/)* document and the program review findings and report the findings to the council.

STEP 2

- Designated work groups will analyze testing and program review results, including but not limited to information on performance levels of all students tested and students disaggregated by race, gender, disability, and participation in the federal free and reduced price lunch program, and report findings to the council.

- With input from stakeholders, the council will use findings from the various work groups to support continuation of work on existing priority needs (if necessary) and to identify new priority needs (if any).

- The council will identify component team leaders and members.

STEP 3

- Component teams will identify the causes that created the needs using the new data, the indicators from the SIS, and staff knowledge of school function and operation.
- Component teams will set goals for removing the needs, and measurable objectives that will show that the strategies are being implemented and progress is being made in student performance.

- Component teams will develop strategies for reaching each objective including identifying responsible groups or individuals, developing timetables and

identifying needed funding to implement the strategies Component teams will develop a clear and concise written plan to communicate their work using the format designated in board policy (or if the board has not chosen a format, one selected by the council).

STEP 4

- The council will 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.
- The council will make funding adjustments to the plan if necessary and communicate those adjustments to the component teams.

STEP 5

- The council will adopt the final plan and submit it to the district.

ADDRESSING ACHIEVEMENT GAPS

Each year our planning will include revising the CSIP to address substantive achievement gaps, using these steps:

1. The council will identify substantive gaps (if any) and work with the superintendent to set targets for reducing each substantive gap including revising (if necessary) our long-term time schedule for eliminating all the substantive gaps.
2. Following the steps in the first section of this policy, the council will revise the SIP, including any revisions to our gap time schedule, to fully support reducing identified substantive gaps.

IMPLEMENTATION AND IMPACT OF THE IMPROVEMENT PLAN

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

1. Set a schedule during the July council meeting for three implementation and Impact Checks to be carried out during the coming school year and notify those responsible of these dates.
2. Review the data from the implementation and Impact Checks during regularly scheduled council meetings at which time needed adjustments to keep the CSIP on track will be identified and those adjustments will be related to the appropriate component managers by the principal.
3. Stay informed about the CSIP progress by receiving information at each regularly scheduled meeting by one of the following means:
 - Full Implementation and Impact Check.

- Report from one component team on progress.
- Information on last month, this month, next month's activities for all components.

POLICY EVALUATION

We will evaluate the effectiveness of this policy through our School Improvement Planning Process.

First Reading: 2-17-14

Second Reading: 3-10-14

Date Adopted: 3-10-14

Date Reviewed:

Council Chairperson's Initials _

Revised:

TECHNOLOGY USE POLICY

TECHNOLOGY USE NEEDS ASSESSMENT

Our 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.
- Systematic work to discover and correct the causes of and barriers to high performance and the extent to which technology utilization is a factor.
- A revision of our School Improvement Plan based on our needs assessment data for that year. The Plan will set goals and will address contributing technology issues and methods to improve technology use (if necessary) 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 technology utilization and barriers, and the resulting Plan will be monitored by the council through ongoing Implementation and Impact Checks.

ACCEPTABLE USE

Each year all students will be required to sign and date an Acceptable Use Policy in order to have access to school computers . This policy is attached and considered part of this Technology Utilization Policy approved by the council.

ATTACHMENTS

Acceptable Use Policy

POLICY EVALUATION

We will evaluate the effectiveness of this policy through our School Improvement Planning

Process.

First Reading: 2-17-14

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Date Adopted : 3-10-14

Date Reviewed or Revised:

Council Chairperson's Initials _____

HIGHLAND-TURNER SCHOOL CONSULTATION POLICY

INTERVIEW COMMITTEE FOR REFERENCE (02.4244 IN THE BCSD POLICY)

For each vacancy that occurs at our school (*except principal), the SBDM council will interview and consult with the principal regarding hiring decisions. This consultation may occur in a variety of ways, including telephone, e-mail, or Skype

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

CRITERIA AND INTERVIEW QUESTIONS

When a vacancy occurs SBDM council will discuss via email or phone or in person the qualifications needed to fulfill this vacancy.

APPLICATIONS AND REFERENCES

After receiving a list of applicants from the superintendent SBDM council will meet in **CLOSED SESSION** to:

1. Review all applications and written references and select applicants to interview.
2. Determine if information in the written application or resume points to any specialized questions that should be asked of a particular applicant and develop those questions if they are necessary.

INTERVIEWS

Within five (5) school days of the SBDM selection of candidates to interview, the Principal (or designee) will schedule an interview with each selected applicant at a time when a majority of SBDM members can attend and call special meetings of the SBDM for each of those scheduled interview times. The following procedures will be followed during scheduled interviews:

1. Each interview will occur in a **CLOSED SESSION** with the SBDM.

2. Interviews may occur by application only

3. SBDM Council members will briefly discuss the merits of each candidate following the interview.

CONSULTATION WITH THE COUNCIL

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. When only persons currently working at our school will be considered, the principal will make the assignment following our policy on instructional and Non-Instructional Staff Time Assignment. When persons currently not working at our school will be considered, this policy on consultation will be followed by the principal and the council.

POLICY EVALUATION

We will evaluate the effectiveness of this policy through our School Improvement

Planning Process.

Date of First Reading: 2-17-14

Date of Second Reading: 3-10-14

Date Adopted: 3-10-14

Date Reviewed or Revised:

Council Chairperson's Initials _____

Highland-Turner Elementary

Wellness Policy

[KRS 160.345(11)]

Purpose:

The Wellness Policy of Highland-Turner Elementary ensures that all students have opportunity for integrate more physical activity and is encouraged to make healthy choices daily.

Procedures:

Highland-Turner Elementary will create positive experiences with physical activity for students by providing opportunity for all students to have up to thirty (30) minutes per day or one hundred fifty (150) minutes of physical activity per week. Teachers will provide planned, sequential instruction that promotes lifelong physical activity. It will be designed to develop basic movement skills, lifelong sports skills, and physical fitness as well as to enhance mental, social, and emotional abilities.

- Each student will participate in physical education.
- Each student will have at least 10 minutes of supervised activity time. The school shall provide the space and equipment. Teachers will not be allowed to deprive students of activity time or other physical activity as a consequence for inappropriate behavior.
- Teachers will make all practical efforts to avoid periods of more than fifty minutes when students are physically inactive.
- Accommodations and adaptations will be made for students with special needs.
- All teachers will implement a healthy choice program by reviewing the nutritional standards on a regular basis and by not using food as a reward.

Highland-Turner Elementary will adopt the physical education assessment tool to assess the physical activity program at the school. The tool must:

- Assess how closely the physical education curriculum aligns with state and national standards for high quality physical education programs.
- Analyzes the content and components of the physical education curriculum.
- Assists in identifying changes that are needed in physical education curriculum.

Evaluation:

The school council shall review annually by the March school council meeting the level of student activity and compiled data from the assessment tool. This data shall be included as part of the improvement planning process.