

ALIGNMENT WITH STATE STANDARDS POLICY



ALIGNMENT 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 aligned with state standards. ***Analysis will include performance levels of each demographic group in the school.***
- 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. Our plan will set goals and address any indicated alignment issues 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 our ***alignment with state standards***, and the resulting plan will be monitored by the council through ongoing progress notes.

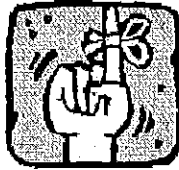
POLICY EVALUATION

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

Date Adopted: 7/18/2018

Date(s) Reviewed or Revised: 1st Review 9/30/20 2nd Review 10/28/20
1st Rvw. on 9/22/24

BUDGET POLICY SPENDING DECISIONS



SPENDING AREAS

This policy covers procedures to be used in the areas where the law gives the council responsibility for spending decisions. These areas include the following:

1. Number of Employees
2. Student Support Services
3. Textbooks/Instructional Resources
4. Instructional Materials
5. Activity Funds
6. Professional Development/Learning*

*Funding related to Professional Development/Learning is addressed in a Professional Development policy.

1. NUMBER OF EMPLOYEES

All procedures involved in the determination of the number of employees on staff will only include discussion of positions, not individuals.

The following procedures will be used to determine the number of positions for each job classification:

MARCH TO MAY

1. The superintendent will ***notify the council by March 1st of its tentative allocation*** for the next school year, including staff funding.
2. Beginning with the current staffing plan, the council or an assigned committee will draft a tentative plan for how many staff members the school will have in each subject, grade level, and each other type of position. The tentative plan will take into account an effective student/teacher ratio for meeting the needs of all students, identified gaps, and school improvement initiatives.
3. After input from shareholders, revisions will be made if necessary and the tentative plan will be submitted to the council for official action.
4. Once the ***council receives the final allocation from the superintendent on May 1***, the council will make a final decision and notify the superintendent of its choices by the district deadline.

2. STUDENT SUPPORT SERVICES

Student support service choices will be made annually by the council through the adoption of the budget. The council will consider recommendations made by any concerned party for additional services.

3. INSTRUCTIONAL MATERIALS

The following procedures will be used to determine the spending needs for instructional materials:

FEBRUARY TO JUNE

1. The principal and/or a committee will review our school improvement plan and other indicators of student needs and develop a tentative plan for spending on instructional materials. This spending plan will consider an estimate of funds available from all sources, designate who will be responsible for the choices, and include amounts for:
 - Specific items to implement the school improvement plan
 - Teachers' Fee Money
 - The library
 - Distinctive needs of each teacher not assigned to a team
 - The principal's discretionary fund
 - Any other category of items the principal or committee believes is needed
2. **By March 1st the council will be notified by the superintendent of its tentative allocation** for the next school year, including instructional materials.
3. The tentative plan will be revised to fit the allocation and presented to shareholders for input.
4. After the council receives **a final allocation from the superintendent on May 1** and in light of any input from shareholders, the tentative plan will be further revised if necessary and presented to the council for official action.
5. The **council will approve a final spending plan** organized by categories of spending.
6. In accordance with the district timeline and procedures, the council will submit a request for **Section 7 money**.
7. The principal (or principal designee) will reformat the spending plan to fit the MUNIS accounting system and submit it to the superintendent.
8. All groups or individuals designated in the approved council-spending plan will select items for purchase and fill out purchase orders for those items.
9. The principal (or principal designee) will check that each purchase order fits the funds available, respects any existing contracts or bid lists, and will complete the purchases. No further council approval will be needed.

5. ACTIVITY FUNDS

Activity funds will be subject to the Accounting Procedures for Kentucky School Activity Funds (Redbook) requirements. SBDM allocations are not activity funds and should be recorded in MUNIS.

The following procedures will be followed for activity funds:

1. Each club, organization, and activity account shall prepare a tentative budget for the next school year on the Individual Activity Account Budget Worksheet.
 - a. The Individual Activity Account Budget Worksheets are due to the principal by April 15.
 - b. The sponsor shall work with the officers of the club in this process to assure continuity of programs.
 - c. The principal or designee shall prepare budgets for activity accounts without sponsors for SBDM approval.
2. The council, with input from the appropriate committee, club, or organization, will approve the school general activity fund budget and other office activity fund budgets.
3. Staying consistent with district policy, the council, with input from the appropriate committee, club, or organization, will determine use of school general activity funds from bookstore sales, snack and beverage sales, and other office activity funds not raised by a school organization for a specific purpose. These sales are mainly to students and, therefore, the profits will be used for the benefit of

students and not for the school's basic routine operating expenses or for renovations or maintenance of school facilities. If the employee lounge has vending machines or other concessions, those profits may be used for employee purposes.

4. The SBDM council can approve other allowable expenditures for accounts without student involvement. This would be any expenditure that would benefit all the students, but not a specific student group, for example, picture sales.

Caution: School activity funds shall not be expended for any operational costs of the school, including salaries/stipends for a SBDM secretary, even the funds in the general account of the school.

5. The council, with input from the appropriate committee, club, or organization, will also:
 - a. Determine the use of cash donations for general purposes.
6. There is a School Activity Fund Fundraiser Approval Form that has a signature line for the SBDM council, (Required IF council policy requires approval of fundraisers).

POLICY EVALUATION

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

Date Adopted: 08/29/2018

Date(s) Reviewed or Revised: 1st Reading 11/18/2020 2nd Reading 12/16/2020

Campbellsville Elementary School

Senate Bill 128 Policy

CES students that opt to take the Supplemental School Year as outlined in Senate Bill 128 will have the opportunity to retake or supplement the courses the student has already taken that best meet their academic needs.

CES students who opt to take the Supplemental school year and based on iReady test scores for Reading or Math who test above grade level with the discretion of the teachers will be able to take classes on that grade level for those classes.

Date Adopted: May 26, 2021

Date(s) Reviewed or Revised: 1st Reading 5/11/2021 2nd Reading 5/26/21

Campbellsville Elementary School Trauma Plan

Purpose: Campbellsville Elementary School is committed to creating a Trauma informed, resilience building, and culturally confident environment where all students, staff, and families feel safe.

Team Members: Doretha Sanders, Ricky Hunt, Donna White, Sharon Mills, Jordan Jessie, Sarah Dickens, Robyn Netherland

School Safety and Resiliency Act Section KRS 158.4416

Tier 1 Promotion and Prevention

- Enhancement of trauma awareness throughout school community
- School-wide anti-bullying initiatives
- Positive behavior supports put in place for students
- Safe Crisis Management (SCM) Training for staff

Tier 2 Early Identification and Intervention

- Students have the ability to talk to guidance counselors and/or school psychologist about social-emotional deficits caused due to trauma.
- Staff and local law enforcement will work together to form "Handle with Care Plan".

Tier 3 Plan for Students Who Have Experienced Trauma

- Handle With Care Notification
- Inform all trauma team members and teachers affiliated with HWC student
- Individualized counseling time with school guidance counselor and/or school psychologist.
- Inform GRREC trauma team when necessary.

1st Reading 7/27/21

2nd Reading 8/25/21

**Campbellsville Elementary School
Virtual Learning Agreement/Application**

Student Name:	Grade Level:
Parent/Guardian Name(s):	Address:
Phone Number:	Alternate Phone Number:

This Virtual Learning Agreement/Application outlines the expectations that must be met in order for virtual students to be successful during the 2021-2022 school year. Upon completion of this application applicants and parents will be required to meet with the principal, or his/her designee for final approval. **If you wish for your child to be virtual, please call the school to set up an appointment.**

Student Expectations

- ☐ I understand that all virtual learning will be completed on Edgenuity.
- ☐ I understand that progress in all classes will be monitored daily by the virtual instructor.
- ☐ I will work on each scheduled class daily. I understand and agree that I must invest the time necessary for successful completion of each class.
- ☐ I will complete classwork on time and will stay "On Track (Blue Bar) or Ahead (Green Bar)" according to the Edgenuity Guidelines.
- ☐ I will make contact with my virtual teacher at least once per week to discuss progress. This contact can be email, text, or phone call.
- ☐ I will note any problems I experience while completing classwork and will notify my teacher or school administrators immediately.
- ☐ I understand that I must sign the district Acceptable Use Policy (AUP) governing the use of technology to include the internet. I agree to abide by the rules of this policy, and I understand that inappropriate use of technology will not be tolerated and can lead to withdrawal of the Virtual Learning Platform.
- ☐ I understand that if I **do not stay "On Track (Blue Bar) or Ahead (Green Bar)" in ALL my virtual classes I will be required to return to in person learning**
- ☐ I understand that I must request virtual learning by **May 14** for the Fall semester and **December 1st** for the Spring semester.

**Campbellsville Elementary School
Virtual Learning Agreement/Application**

Parent/Guardian Expectations

- ☐ Ensure that your child has the necessary equipment and internet access to participate in virtual learning.
- ☐ Ensure that your child has enough time in his/her schedule to work daily in each virtual class.
- ☐ Provide an up to date email to receive weekly updates from the virtual class.
- ☐ Encourage your child to ask for help when they are struggling.
- ☐ Communicate your academic concerns with the school administration as needed.
- ☐ I understand that I must request virtual learning for my child(ren) by **May 14** for the Fall semester and **December 1st** for the Spring semester.
- ☐ I understand that I must check my child(ren) Edgenuity account for weekly progress updates

District Expectations

- ☐ Virtual Teachers will check grades and progress weekly
- ☐ The Principal, or his/her designee, will call parents once to provide notification that their child(ren) is not meeting the progress requirements for all virtual classes and that the child(ren) may be required to return to in-person learning if they don't improve.
- ☐ The Principal or his/her designee, will call parents to provide notification that their child(ren) must return to in-person learning due to their child(ren) not meeting the student expectations portion of this agreement.
- ☐ Schools will provide weekly progress updates to parents/guardians through email.

Acknowledgement

I have read, understand, and acknowledge all of the expectations and policies in this agreement.

Student Signature

Date

Parent Signature

Date

Principal Signature

Date

1st Reading 5/26/21

2nd Reading 6/23/21

Adopted 6/23/21

CES DRESS CODE

1ST READING 8/25/20

2ND READING 9/23/20



Student dress for school and related school functions shall be appropriate for the learning environment. Students are expected to dress in a manner that does not interfere or disrupt the educational process. It is recommended that students dress in a manner that is comfortable and economically feasible. We believe that parents are to be the primary determiner of students' dress. However, to assure that a student's dress does not interfere or disrupt the educational process, the following guidelines shall be followed:

1. Any apparel that disrupts the education of students will be responded to as deemed necessary.
2. Students may not carry or wear anything that advertises drugs, alcohol or tobacco products or promotes/suggests lewd messages, violence or violent behavior.
3. Clothing must not have holes or tears and must have finished hems with no cut-offs or frayed edges.
4. Sunglasses will not be worn in the school building.
5. No head coverings are to be worn in the school building. Exceptions are given for religious or medical reasons. Hats and gloves must be removed upon entering the buildings.
6. No bandannas, combs, picks or chains are to be worn in the school building.
7. Key chains are not to be worn and must remain in students' backpack or pocket.
8. Students cannot wear **mask** that promote alcohol, drugs, or suggestive language.

Students cannot wear clothing that : Promotes alcohol, drugs, or suggestive language; is see-through; shows bare midriff; all shirt straps must be at least two fingers wide.

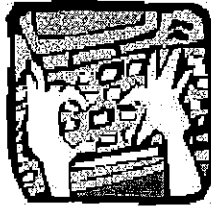
POLICY EVALUATION

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

Date Adopted: 9/23/20

Date(s) Reviewed or Revised: September 23, 2020

CLASSROOM ASSESSMENT POLICY



CRITERIA AND GUIDELINES

1. All learning/instructional outcomes will include some form of classroom assessment. Students should have exposure to a wide variety of assessments.
2. Classroom assessments are clearly aligned to learning targets for individual students or groups and will be used by all teachers to:
 - Improve instruction or adjust follow-up instruction 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.
 - Develop the intervention plans
 - Drive the planning process for instruction.
 - Communicate to both students and their families regarding student progress.
 - Demonstrate learning, ensure continuous progress, and include both formative and summative assessment activities.
3. Classroom assessment criteria/standards 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 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 progress toward or mastery of a standard. 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. Provide data to drive instruction.
4. Are used to make adjustments in instruction to meet students' needs based on the results of formative assessments.

5. 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.
6. Provide meaningful feedback to students including opportunities to reflect, self-evaluate, set goals, and strengthen their performance.
7. Is 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 report his or her evaluation of student performance through progress reports and nine week report cards.

PRINCIPAL RESPONSIBILITY

At least one time per marking period, 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 that includes:
 - the percent of students not meeting standards, meeting standards, and exceeding standards,
 - data for the entire grade-level and subject area, and
 - each demographic group.
- 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

PARENT COMMUNICATION

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

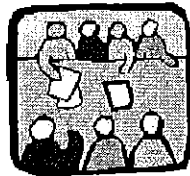
POLICY EVALUATION

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

Date Adopted: 10/24/2018

Date(s) Reviewed or Revised: Reviewed 3/24/21 Second Reading 5/11/21

COMMITTEES POLICY



NAMES AND JURISDICTIONS OF STANDING COMMITTEES

Campbellsville Elementary School will have **5 SBDM standing committees** with the following *jurisdictions*:

PLANNING AND PROFESSIONAL DEVELOPMENT/LEARNING (PD/L) COMMITTEE

- Annually review and revise the following SBDM policies: Professional Development/Learning and School Improvement Planning. Present revisions to the council for approval.
- Coordinate the development and implementation of the school improvement plan in regard to the Professional Development/Learning Plan.
- Survey teachers to establish professional development/learning needs and use this data along with testing data, program analysis data, and any data from other committees to make PD/L recommendations to the council.
- Recommend other changes, ideas, and strategies to assigned policies based on research into best practice.
- Additional roles/charges as assigned by the council.

BUDGET COMMITTEE

- Annually review and revise the SBDM policies on Budget: Procedures/Timelines and Budget: Spending Decisions. Present revisions to the council for approval.
- Develop, recommend, and monitor the annual budget and allocation of resources according to identified needs of the school, classrooms, and programs.
- Recommend budget adjustments to the council.
- Work with the principal (if requested) on developing a preliminary staffing plan (how many, not who) for the council based on available resources.
- 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 COMMITTEE

- Annually review and revise (if necessary) the SBDM policies on Discipline, Classroom Management and School Safety, Extracurricular Programs, Instructional and Non-Instructional Staff Time Assignment, and Parental Involvement. Present revisions to the council for approval.
- Develop a set of "non-negotiable" school rules consistent with district policies.
- Review/revise the school-wide discipline plan as needed based on feedback and data.
- Recommend discipline and classroom management changes based on annual needs assessments and data gathering.

- Recommend extracurricular program changes and ideas.
- Recommend parental involvement activities and strategies.
- Develop state testing prep and reward plan.
- 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 TECHNOLOGY COMMITTEE

- Annually review and revise (if necessary) the SBDM policies on Curriculum, Instructional Practices, Homework, and Technology Use. Present revisions to the council for approval.
- 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 to policy (Homework is not a legally required policy).
- Recommend plans for the best use of technology based on needs assessments.
- 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.

ASSESSMENT OF STUDENTS AND PROGRAM(S) COMMITTEE

- Annually review and revise the SBDM policies on Classroom Assessment, Program Appraisal, Alignment with State Standards, and Writing. Present revisions to the council for approval.
- Organize the testing data analysis for state testing results and school diagnostics, including reports to the Council.
- Develop a plan to include a good faith effort checklist and student incentives.
- Recommend a process for evaluating the quality of the programs in the school and assuring state standards and school expectations are met.
- Recommend classroom assessment ideas based on research.
- Recommend program changes in reviewed areas.
- 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.

STANDING COMMITTEE COMPOSITION AND MEMBERSHIP SELECTION

All members of the faculty will serve on at least 1 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 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 shareholders 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 each year:

1. On an ongoing basis, parents will be invited to sign up for committees via multiple forms of communication (i.e., newsletters, social media, website).
2. Faculty and staff will be given an opportunity to sign up for committees via various forms of communication.

3. 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, vice-chair, and recorder.
 - Receive information about the council timeline for regular committee reports.
 - Set up a meeting schedule for the rest of the year.
 - 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. Research and recommend textbooks, materials, and practices.
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, in person or virtual and agenda.**
 - b. **Those who make the decision to have the meeting will 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, text message or sent by U.S. mail to all members of the committee early enough so that they will receive it at least 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, text message or send by U.S. 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.***

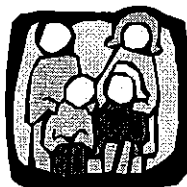
POLICY EVALUATION

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

Date Adopted: 01/31/2019

Date(s) Reviewed or Revised: Revised 3/24/21 Second Reading 5/11/21

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
• Council members plus at least one staff member who will work directly with the person to be hired (if not already on the council) will form the Interview Committee. • 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.	• The principal will appoint an Interview Committee. The Interview Committee will include the principal, at least one certified staff member who will work directly with the person, and one parent. • All interviews will take place in a special called committee meeting. • Consultation with the <u>council</u> will take place after the Interview Committee has finished the last interview for the vacant position. <i>This consultation with the <u>council</u> must take place during a regular or special called council meeting.</i>

* 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 in an in-person interview.
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 each interview, 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 the findings (of the council interview committee or appointed 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. When only persons currently working at the school will be considered, the principal will make the assignment following the Instructional and Non-Instructional Staff Time Assignment Policy. When persons not currently working at the school will be considered, this policy on consultation will be followed by the principal, the council, and any ad hoc Interview Committee appointed by the principal.

POLICY EVALUATION

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

Date Adopted: 09/25/19

Date Reviewed or Revised: 1st Reading 6/24/21 2nd Reading 7/22/21

CURRICULUM POLICY



¹DEFINITIONS

Standards are what students need to know and be able to do with the expected level of performance. (Standards define the destination students need to reach.)

Curriculum identifies the specific content, skills, and learning experiences students will need to master the standards. (The curriculum is the map for how to get to the standards/destination.)

Instructional Resources include the computer applications, books, materials, etc. (Those resources are the vehicles for learning the curriculum and moving toward the standards/destination.)

¹based on KDE Quality Curriculum Task Force Discussion, Oct 2019

CURRICULUM DOCUMENTS

The *Campbellsville Elementary School* curriculum is a guide for school staff, students, families, and communities for how to help students master Kentucky Academic Standards.

CURRICULUM RECOMMENDATION

Responsibilities of the Curriculum Committee

The Curriculum Committee will be responsible for making an **annual** recommendation to the council. The recommendation may include changes, if needed, based on one or more of the following:

1. State laws, regulations, or the Kentucky Academic Standards revisions.
2. District working groups modification of district curriculum documents.
3. Our school improvement planning process **identifies a need for adjustments**.
4. Other school levels in our district identify a **need for changes** that could alter our vertical articulation, create curriculum gaps, or allow unintended overlaps and redundancy. (**Ex: middle school makes a change that would impact the elementary**)
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 shareholder input or data demonstrate a need to do so.

The Curriculum Committee will be sure the process for creating the recommendation addresses all the details and criteria in this policy.

DETERMINATION OF CURRICULUM

Responsibilities of the SBDM Council

The SBDM Council is **responsible for determining the curriculum and ensuring its quality** by:

- ☐ overseeing the work of the Curriculum Committee's **curriculum development process**
- ☐ ensuring students, families, school staff, district leaders, and community members have opportunities to provide feedback on curriculum strengths and areas of need
- ☐ using the following criteria as part of an annual **needs assessment** —

Does the curriculum:

- ☐ align vertically and horizontally in order to help students master the content of **all the** Kentucky Academic Standards?
- ☐ include all legally required content beyond the state standards?
- ☐ provide opportunities for continuing education, real-life experience, and career options?
- ☐ reflect the strategies adopted in our school improvement plan?

What needs are identified through:

- ☐ quantitative and qualitative student achievement data?
- ☐ analysis of state testing results?
- ☐ student, family, staff surveys?
- ☐ receiving and discussing principal reports on implementation and monitoring at least once per semester

Using any applicable area of decision-making, the SBDM Council is responsible for ensuring that each student has:

- ☐ an equitable opportunity to master the state standards
- ☐ grade-appropriate assignments aligned to the standards
- ☐ additional time and support to master the state standards
- ☐ a learning environment where educators and staff have high expectations and believe students can master grade-level standards
- ☐ digital learning tools, resources, and apps (subject to available funds) needed to maximize learning

TEACHER ROLE

All teachers will:

1. Disseminate the curriculum expectations for their classes to families and to students in an age-appropriate way.
2. Teach **toward mastery of** the state 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 (or designee) will:

1. Ensure that copies of the curriculum, standards, and expectations for the school are available for student, family, and community 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 and report to the Curriculum Committee on the results of those discussions.
4. Coordinate resources and support for the Curriculum Committee and others involved in the development and/or updating of the curriculum. That may include, but is not limited to, curriculum coaches, district instructional leaders, educators in other district schools, other educators with desired expertise, sources for evaluating the evidence of effectiveness, etc.

POLICY EVALUATION

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

Date Adopted: 09/25/2019

Date(s) Reviewed or Revised: 1st Reading 11/18/2020 2nd Reading 12/16/2020

ENHANCING STUDENT ACHIEVEMENT POLICY



SCHOOL MISSION AND BELIEFS STATEMENT

The aim of Campbellsville Elementary School is to provide a safe learning environment with a welcoming atmosphere which creates a sense of belonging amongst the families. We maintain an inclusive environment which acknowledges and respects children from diverse family and cultural backgrounds. We will Lead, Love and Empower them with the tools necessary to be successful.

We committed to providing a safe and healthy environment to ensure individual success through:

- C** –caring, confidence, communication
- A** – attitude, achievement
- M** - motivation
- P** - preparation
- B** - balance
- E** – excellence, effectiveness
- L** – lifelong learners
- L** - love
- S** - safety
- V** - vigilant
- I** - idealism
- L** - laughter
- L** - listening
- E** - enthusiasm

PROCEDURES

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

- Develop/monitor SBDM policies that 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.

HOMework POLICY

1st Reading
6/24/20
2nd Reading 7/22/20



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 cell phone, 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: 06/23/08

Date(s) Reviewed or Revised: 6/24/13 7/22/20

Nikki Price 7/22/20

Kimberly Clark 7/22/20
A. Hall 7/22/2020

INSTRUCTIONAL AND NON-INSTRUCTIONAL STAFF TIME ASSIGNMENT POLICY



CRITERIA FOR ASSIGNMENT

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

1. Take into account specific student needs and interests, including both developmental and academic.
2. Facilitate the implementation of our improvement plan and our student assignment policy.
3. Take into account different teachers' strengths and in-depth knowledge of specific topics and assign highly effective staff in a fair and equitable manner based on student and school needs, assessment data, and local and state requirements.
4. Take into account staff members' requests to vary their work.
5. Put a priority on a manageable class load for each teacher.
6. Include formal and informal assignment processes that support and assist all new personnel and provide mentoring for new instructional personnel.
7. Meet 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. Notify all staff members of their assignments and notify the council, as an FYI, of those assignments.

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 *Campbellsville Elementary School* will be under the supervision of a qualified adult who will treat students with respect and hold them accountable for their conduct.

A. 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
- Locker areas
- Halls and stairwells
- Before and after school areas
- Bus loading and unloading zones
- Parent drop off and pickup

B. 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 treat students with respect and hold them to appropriate standards of conduct.

POLICY EVALUATION

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

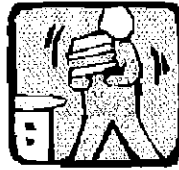
Date Adopted: 06/23/2008

Date(s) Reviewed or Revised: 01/29/2020 Reviewed on 1/27/21 and 2nd reading 2/2721

1st Reading
6/24/20

INSTRUCTIONAL PRACTICES POLICY

2nd Reading 7/22/20



Instructional Practices used in the classroom will be based on quality research and evidence. The following characteristics will be evident:

Positive Learning Culture

- an environment of respect and rapport — teacher-student and student-student
- belief in the ability of every student to learn and achieve
- dedication to the learning opportunities and support needed for each student to learn

Understanding of the Science of Learning

- recognition and response to individual needs, interests, and cultural heritage
- activities, lessons, and assessments are congruent with the *Kentucky Academic Standards*
- student understanding of the expectations for learning
- students are actively and intellectually engaged in learning
- teachers and students use questioning and discussion techniques
- monitoring of student learning with formative assessment and self-assessment
- feedback provided to students along with multiple opportunities to learn

Communication with Families

- information about the instructional program and ways to be engaged
- information about the child's strengths and areas for growth

—Characteristics are based on the Kentucky-adapted version of the *Danielson Framework for Teaching*

SPECIFIC CLASSROOM EXPECTATIONS

Campbellsville Elementary School Instruction Guarantee			Expected Student Learning Experiences
Some Ideas... Student assignments will be grade appropriate		Weekly	Some Ideas...Receive actionable feedback; Use technology, 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, etc.
Learning experiences will be intellectually engaging		Monthly	Some Ideas...read and write in all content areas, communicate with pictures, charts, graphs, or a web, use a scoring guide, 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 event, issues, or topics, watch a teacher do a demonstration, etc.
Students will have multiple opportunities to learn content		Grading Period	Some Ideas...Do real-life projects or activities; participate in a 1:1 reading or writing conference with a teacher, participate in a peer reading or writing conference, read novels, short stories and poems, read newspapers and magazines, use a computer for research, design or investigate projects based on their interests, speak in front of a group, etc.

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 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.

POLICY EVALUATION

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

Date Adopted: 06/23/2008

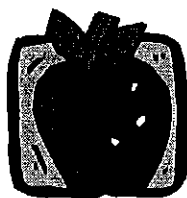
Date(s) Reviewed or Revised: 6/24/20 7/22/20

Nikki Price 7/22/20

Kimberly Clark 7/22/20

Ch. Bull 7/22/2020

WELLNESS POLICY



PHYSICAL ACTIVITY PLAN

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

1. ***Each student will engage in*** at least 20 minutes of planned ***moderate to vigorous physical activity each day***. With input from the staff, the principal (or principal designee) will work out how this will be implemented. The arrangements must fit within the limits of our building and staffing and be compatible with our school improvement plan.
2. Each student will participate in physical education class once a week.
3. Each student will have at least 20 minutes a day of supervised recess. Weather permitting, recess will occur outdoors as often as possible, and teachers will encourage the students verbally to engage in moderate-to-vigorous physical activity. The school will provide space and equipment to make that activity possible and appealing to students.
4. In keeping with brain-based research, teachers will make all reasonable efforts to avoid periods of more than 30 minutes when students are physically inactive. When possible, physical activity will be integrated into learning activities. When that is not possible, students will be given periodic breaks during which they are encouraged to stand and move in some form.
5. Students will not be deprived of recess or other physical activity as a consequence for behavior or academic performance.
6. Appropriate accommodations will be made for students with special needs, as required by law and sound professional judgment.

POLICY IMPLEMENTATION

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

The principal may be asked to share the data collected according to this policy with the district office and/or the Kentucky Department of Education.

Date Adopted: 2/27/21

Date(s) Reviewed or Revised: 1st Reading 1/27/21 2nd Reading 2/27/21