



## **Attachment A**

### **Suggestions for Teacher Elections**

Teacher representatives to the council are elected by the teachers, following election procedures set by the teachers. Here is a set of steps which **can be adapted to fit individual schools**.

#### **STEP 1: SETTING THE STAGE**



A helpful starting point is the council bylaws. Be sure that the bylaws stipulate that current teacher council representatives should ask for teacher elections to be put on the agenda of a regularly scheduled faculty meeting in March. The current reps should also be responsible for reporting the outcome of this meeting to the council for recording in the minutes. (KASC's Bylaws Kit has language that can help with this).

#### **STEP 2: TEACHER ELECTION CHAIRS**



At the March faculty meeting, the teachers present should select two Teacher Election Chairs from among the teachers who do not intend to run for the council that year. Teachers should be told that the selected chairs will be totally responsible for running the election and that the election must be held by May 1<sup>st</sup>. The current teacher council members should give the names of the teachers selected to be Election Chairs to the council no later than the April council meeting. The names should be recorded in the minutes.

#### **STEP 3: PREPARING FOR THE ELECTION**



- a. The Election Chairs should notify the teachers that by April 1<sup>st</sup> any teacher who is willing and able to run should give them a signed letter of intent simply saying they want to run.

The notice *should* include the deadline for turning in the letter of intent, and *could* include the following information:

- By law, teacher council members must hold a position at the school that requires a state certificate but not the position of principal, assistant principal, or head teacher, and they must be elected by a majority of the teachers.
- A teacher who has never served on a council before will be considered a new member and must obtain 6 hours of training no later than 30 days after the start of his or her term.
- A teacher who has previously served on any school council will be considered an experienced member and must receive 3 hours of training no later than 120 days after the start of his or her term.
- Elected council members should plan to attend all regularly scheduled council meetings as well as any special called meetings.

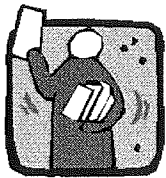
## Teacher Election Suggestions (continued)

- b. The Election Chairs should set the date, time, and place for the election as soon as possible to give teachers ample notice. The Election Chairs should notify teachers of the upcoming election and post signs to remind them of the particulars. For example, a sign could read:

**Notification of Elections for SBDM Teacher Representatives. The election will be held on *(date)* at *(time)* in the *(place)*.**

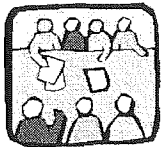
- c. At least five school days before the scheduled election, the Election Chairs should prepare a sample ballot that includes the following:
  - The date, time, and place of the election.
  - An alphabetical list of the teachers who are running for election.
  - A reminder that attendance by everyone is important since a teacher must have a majority vote of the teachers in the school to be elected.

### STEP 4: THE ELECTION



- a. Each teacher who comes to the election meeting should be given a ballot listing the same names as those on the sample ballot. They should be told to vote for the number of seats that are vacant.
- b. The Election Chairs should collect the ballots and count them in the room, announcing the results before the teachers adjourn. Any person receiving a majority vote on this ballot will serve as a council member in the coming year.
- c. If not enough candidates receive majority votes then a run-off election should be held to fill the remaining council seats. This should be done during this same election meeting. The Election Chairs should remove from the ballot the name of any person already elected with a majority vote and the name of the person who received the fewest votes. Using this amended ballot, the teachers should vote again for the number of persons needed to fill the remaining vacancies. Any person receiving a majority of votes should be deemed elected. This process of removing the bottom vote-getter should be repeated as many times as necessary to elect candidates by majority to all open positions.

### STEP 5: THE LAST STEP



A good relationship-building idea is for the Teacher Election Chairs to invite the new council members to attend the May meeting with them to be introduced.

Note: Any person who is certified for their position in a public school in Kentucky can vote in the teacher elections with the exception of principals, assistant principals and head teachers. Don't forget to remind your counselor, speech pathologists, OT, PT and media specialist that they can nominate, run and vote.

If you have questions or need clarification on any part of these ideas, please contact KASC.

# KASC OPEN MEETINGS LAW BASICS

## (Attachment B)

Kentucky's Open Meetings Law protects the right of the general public to know what public agencies are doing. It applies to councils and their committees.

### THE OPEN MEETINGS LAW APPLIES TO EVERY PUBLIC AGENCY, INCLUDING:

1. Bodies created pursuant to statute (councils and maybe committees).
2. Entities appointed by public agencies (definitely committees).
3. A variety of other types of entities.

### THE OPEN MEETINGS LAW APPLIES WHENEVER:

1. A majority is present.
2. Public business is discussed (even if no action taken).

#### REGULAR MEETINGS:

1. are held at dates and times on a regular meeting schedule.
2. are listed on regular meeting schedule that is "available to the public." (There are many ways to make the schedule available.)

#### SPECIAL MEETINGS:

1. are held at dates or times not on regular meeting schedule.
2. are called by chairperson or majority.
3. require a written notice that states date, time, place, and agenda (agenda cannot be added to during meeting).
4. require that the notice be:
  - sent to all members by fax, mail, email\* or hand delivery 24 hours in advance.
  - posted at your location and meeting location by fax, mail, or hand delivery 24 hours in advance.
  - sent to media by fax, mail, email\* or hand delivery 24 hours in advance if they have asked to receive it.Those wanting to be notified by email must have a request in writing on file at the school.

### OPEN SESSION

1. Every part of every regular meeting and every special meeting must be open to the public,
2. Except for those parts when a closed session is allowed and properly called.
3. All council and committee decisions must be made in open session.

### CLOSED SESSION

1. A closed session is allowed:
  - to discuss actual or potential litigation under KRS 61.810(1)(c).
  - to discuss appointment of individuals under KRS 61.810(1)(f).
  - for other reasons that apply to other agencies but don't come up for councils.
2. A closed session must be called by:
  1. announcing a need for closed session and
  2. providing general description of issue to be considered and
  3. identifying statutory section that allows it and
  4. obtaining a motion to go into closed session and
  5. obtaining a majority vote.
3. During a closed session, the council or committee can only discuss the issue described.
4. The council or committee must return to open session before taking any action.

### MINUTES

1. Must describe motion and outcome (description of discussion is optional).
2. Need to be approved (after any needed amendments) at next meeting.
3. Must be available to public immediately after next meeting.

# RECORDS RETENTION SCHEDULE

## Attachment C

### STATE ARCHIVES AND RECORDS COMMISSION

Public Records Division

Kentucky Department for Libraries and Archives

### PUBLIC SCHOOL DISTRICT

Schools, Pre School-12

School-Based Decision Making Council

Schedule Date: December 10, 1998

Record Title and Description	Retain at Agency (years)	Disposition Instructions
SBDM Council Minutes	P	Retain
SBDM Council Committee Minutes	P	Retain
Teacher Council Member Election Records	3	Destroy
Parent Council Member Election Records	3	Destroy
SBDM Council Meeting Announcement	3	Destroy
SBDM Council Committee Meeting Announcement	3	Destroy
SBDM Council/Committee Meeting Notification	1	Destroy
Official Correspondence	P	Retain with Council
General Correspondence	5	Destroy
Budget Allocation to Council	P	Retain
Budget Expenditure Report	3	Destroy after audit
School Council By-laws	P	Retain
Annual School Improvement Plan	5	Destroy
School Council Policy Appeals	5	Destroy
Request for Waiver of Board Policy	5	Destroy
SBDM Council Policy	P	Retain
Request for Professional Development	3	Destroy
Annual School Report	P	Retain
Annual Financial Audit Report	P	Retain

P = permanent

For a complete copy of the Records Retention schedule, go to:

<http://kdla.ky.gov/recmanagement/schedules/kypubschooldistrict.pdf> (scroll to pages relevant to SBDM).

## **Attachment D**

### **PRINCIPAL SELECTION POLICY**

#### **PREPARATION**

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When the council learns that the school needs to hire a principal, they will:

1. Meet with the superintendent or designee (who will replace the principal as chair of the council) and review the Best Practices for Principal Selection document available on the Kentucky Association of School Councils website.
2. Select a trainer of their choice to deliver training in recruitment and interviewing techniques. The council \*Vice-Chair (or designee) will arrange for this training on a date agreed upon by the council and call a special meeting of the council for this purpose with "Principal Selection Training" as the agenda.
3. Distribute copies of this policy to all members before the scheduled training and send a copy to the trainer who will be providing the selection training.

\*The council may want to elect a Vice-Chairperson (if none exists) to act as a liaison and contact person with the Chair (superintendent) during this process.

#### **SELECTION PROCESS**

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The council will:

1. Design and carry out processes to get stakeholder input on what traits will make the best leader for this school. Stakeholder input will involve but not be limited to faculty and staff, parents, and students (where appropriate).
2. Call a special meeting of the council and meet in open session to:
  - a. Discuss the process and the timeline for receiving applications, and other steps in the hiring process.
  - b. Develop a set of criteria for a strong candidate using the stakeholder input plus council members' ideas. The council will aim for a list of about 10 criteria. These criteria will not discriminate based on race, ethnicity, gender, marriage or family status, religion, political affiliation, disability, or age.
  - c. Use the criteria they have developed to write standard interview questions that fit those criteria and which will be asked of all candidates in in-person interviews.
  - d. Decide on other methods to use to gather information about the candidates. The methods may include (but not be limited to) some or all of the following: applications and résumés, references, applicant portfolios, open forums, and written responses to hypothetical work-related challenges.
3. Call a special meeting of the council and meet in closed session to:
  - a. Review all applications and written references and select applicants to interview.

- b. Determine if information in the written applications and résumés points to any specialized questions that should be asked of a particular applicant and develop those questions if necessary.
4. Schedule interviews with each applicant who has been selected to be interviewed.
5. Conduct each interview in a special called meeting in closed session during which:
  - a. All the standardized questions will be asked in the same order for every candidate.
  - b. Any specialized or follow-up questions will be asked after the standardized questions.
  - c. A discussion will be held immediately following each interview about how well the applicant meets the criteria.
6. Hold closed session discussion of the merits of all applicants and work toward consensus on the final selection.
7. Keep all closed session discussion confidential.

## **SELECTION OF THE NEW PRINCIPAL**

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After all information is gathered, the council will:

1. Meet in open session to vote for the final selection of a new principal.
2. Ask the superintendent to complete the hiring process.

## **POLICY EVALUATION**

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

Date Adopted: \_\_\_\_\_

Date Reviewed or Revised: \_\_\_\_\_ Council Chairperson's Initials \_\_\_\_\_

Date Reviewed or Revised: \_\_\_\_\_ Council Chairperson's Initials \_\_\_\_\_

### **NOTES ON USING THIS POLICY**

**CONNECTION TO COUNCIL BYLAWS:** This policy should be referenced in your council bylaws in a section on council responsibilities and then attached at the end of the bylaws. There is no need to copy the whole policy into the body of the bylaws. KASC's Bylaws Kit models this.

# **Attachment E**

## **COMMITTEES POLICY**

### **NAMES AND JURISDICTION OF STANDING COMMITTEES**

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There will be five SBDM standing committees with the following names and jurisdiction:

#### **Planning and PD Committee**

- Review and revise the SBDM policies on Improvement Planning and Technology Use. Draft revisions for council approval/adoption if necessary.
- Involving as many stakeholder ideas and opinions as possible, coordinate school needs assessments including necessary surveys and other data collection.
- Coordinate the development and implementation of the School Improvement Plan including working with component teams and overseeing the development and implementation of the Professional Development Plan.
- Ensure that the council is kept informed through Implementation and Impact Checks on the Plan.
- Recommend plans for the best use of technology based on needs assessments.
- Recommend other changes, ideas, and strategies to assigned policies based on annual needs assessments, data gathering, and research into best practice.
- Additional roles/charges as assigned by the council.

#### **Budget Committee**

- Review and revise the SBDM policies on Budget and Spending and Program Appraisal. Draft revisions for council approval/adoption if necessary.
- Develop, recommend, and monitor the annual budget and allocation of resources according to identified needs of the school.
- Recommend budget adjustments.
- Ensure that the council is kept informed with monthly budget reports.
- Recommend other changes, ideas, and strategies to assigned policies based on annual needs assessments, data gathering, and research into best practice.
- Additional roles/charges as assigned by the council.

#### **Assessment Committee**

- Review and revise the SBDM policies on Alignment with State Standards, Enhancing Student Achievement, Student Assignment, and Classroom Assessment. Draft revisions for council approval/adoption if necessary.
- Organize the KCCT and AYP data analysis every fall including reports to the Council.
- Recommend school priority needs based on test analysis data.
- Develop the state testing prep and reward plan each year.
- Recommend assignment of student procedures.
- Recommend classroom assessment ideas based on new research
- Recommend other changes, ideas, and strategies to assigned policies based on annual needs assessments, data gathering, and research into best practice.
- Additional roles/charges as assigned by the council.

#### **School Culture & Resources Committee**

- Review and revise the SBDM policies on Discipline, Classroom Management and Safety Plan, Extracurricular Programs, School Space Use, Instructional and Non-Instructional Staff Time Assignment, Wellness (Primary to Grade 5), and Parental Involvement (Legally required for Title I Schools and best practice for non-Title I schools). Draft revisions for council approval/adoption if necessary.

- Recommend discipline, classroom management, and safety changes based on annual needs assessments and data gathering.
- Recommend extra curricular program changes and ideas.
- Recommend use of school space ideas.
- Recommend parental involvement activities and strategies.
- Recommend other changes, ideas, and strategies to assigned policies based on annual needs assessments, data gathering, and research into best practice.
- Additional roles/charges as assigned by the council

### **Curriculum & Instruction Committee**

- Review and revise the SBDM policies on Curriculum, College-Level Courses (Secondary), Writing, Instructional Practices, Homework, and School Day and Week Schedule. Draft revisions for council approval/adoption if necessary.
- Analyze curriculum alignment with the state standards and recommend changes.
- Recommend changes to the college-level/advanced courses program/policy and the writing program/policy when appropriate.
- Research and recommend instructional best practice ideas and innovations.
- Research homework best practices and recommend changes.
- Develop master schedule plan ideas to recommend to the principal.
- Recommend other changes, ideas, and strategies to assigned policies based on annual needs assessments, data gathering, and research into best practice.
- Additional roles/charges as assigned by the council

**NOTE:** The SBDM Council will be responsible for reviewing and revising (if necessary) its Bylaws and three policies: the Committee Policy, the Consultation Policy, and the Principal Selection Policy.

### **STANDING COMMITTEE COMPOSITION AND MEMBERSHIP SELECTION**

All members of the faculty will serve on at least one standing committee. SBDM teacher reps are exempt but may serve on a standing committee by choice. Each standing committee will have grade level (or department) representation and include at least \_\_\_\_\_ members. Committees will also make every effort to include at least one parent and to provide reasonable representation of the ethnic diversity of our community.

Beginning in March, the following steps will be taken to recruit members for next year's committees:

#### **MARCH**

1. The principal (or principal's designee) will invite all parents in writing to sign up for committees via the PTA Newsletter (or attachment to report card, letter home to parents, etc.).
2. Current committee chairs (or their designees) will describe their committees' work at a PTA meeting and a meeting of certified and classified staff called by the principal.
3. Council and committee members will individually and actively out parents and other interested community members who are representative of the diversity of our community and encourage their active participation on school council committees.

#### **APRIL**

4. The principal (or principal's designee) will place committee sign-up sheets in a designated place that is convenient to staff and parents. These sign up sheets will include the name of each committee, the name of the current chair and a brief description of each committee's jurisdiction as outlined in the first section of this policy. Parents and community members may also sign up by telephone or letter. The person who takes the message or opens the letter will add the parent name to the sign-up sheet.



## **MAY**

5. The council will appoint committee members using the sign-up sheets as a basis. The council may need to assign some people to committees that are not their first choice to give each committee adequate and balanced membership.
6. The principal will notify committee members of their appointments.

## **AUGUST**

7. The principal (or principal's designee) will provide an additional, well-publicized opportunity to sign up for committees for both new staff and all parents.
8. The council will make appointments from those additional August sign-ups and set up a timeline for regular committee reports to the council for the coming school year.
9. As soon as possible following the August council meeting, the principal will call a faculty meeting for the purpose of letting all committees hold their first meeting. At that meeting all committees will:
  - Elect a chair. They will also elect or appoint a recorder who will take minutes for this first meeting and all subsequent meetings and a vice-chair who will take over in the absence of the chair.
  - Receive information from the principal about the council timeline for regular committee reports.
  - Set up a meeting schedule for the rest of the year.
  - Read and discuss this policy and ask the Chair of the council any questions regarding their role and duties.
  - If necessary, discuss the active recruitment of parents and community members to serve on their committee.
  - Discuss ongoing and any new charges from the council and develop a plan of action that includes a timeline.

## **AD HOC COMMITTEES**

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

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

For these ad hoc committees, the council will identify the specific topic to be addressed in a written charge.

The principal will invite persons to serve on the ad hoc committee and will also designate a committee member to convene the committee for its first meeting.

Ad hoc committees automatically dissolve at the completion of the assigned task.

## **OPERATING RULES FOR ALL COMMITTEES**

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

1. Establish a regular meeting schedule at its first meeting of each school year and make that schedule available to the public by posting it in a place convenient to the public.
2. Hold meetings that are not on the regular schedule only after following these special meeting procedures:
  - a. The committee chair or a majority of members decide the date, time, place, and agenda.
  - b. Those who make the decision to have the meeting put the date, time, place, and agenda in a written notice, which they will post in a place convenient to the public at least 24 hours before the meeting.
  - c. Notice of a special meeting will be hand-delivered, faxed, or sent by US mail to all members of the committee early enough so that they will receive it 24 hours before the meeting. Neither e-mail nor the telephone can be used to deliver these notices.
  - d. If any media organization has asked for notice of special meetings, those calling the meeting will hand-deliver, fax, or send by US mail copies of the written notice to the agency requesting the notice so that they will receive it 24 hours before the meeting. Neither e-mail nor the telephone can be used to deliver these notices.
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: \_\_\_\_\_

Date Reviewed or Revised: \_\_\_\_\_ Council Chairperson's Initials \_\_\_\_\_

Date Reviewed or Revised: \_\_\_\_\_ Council Chairperson's Initials \_\_\_\_\_

#### **NOTES ON USING THIS POLICY**

**NAMES AND JURISDICTION OF STANDING COMMITTEES:** The names and jurisdiction of all standing committees may be adjusted to fit your situation. In this sample, the Planning & PD, Budget, and Assessment Committees have fewer policies for which they are responsible because they have other charges which take a lot of time (CSIP, budget, KCCT planning and analysis respectively for example). The other two committees mostly have charges associated with the policies for which they are responsible.

**CONNECTION TO COUNCIL BYLAWS:** This policy should be referenced in your council bylaws in a section on committees and then attached in an attachment section at the end of the bylaws. There is no need to copy the whole policy into the body of the bylaws. KASC's Bylaws Kit models this.

## Attachment F

### CONSULTATION POLICY

#### PROCEDURES

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For each vacancy (with exception of the principal vacancy) the following procedures will be followed:

- No more than thirty days after the vacancy occurs, the principal will establish an interview committee consisting of at least the principal (or designee), 2 teachers, and 2 parents. The participants may consist of the entire council and additional people, but, if possible, at least one teacher and one parent will be council members. Additional members may include people who will work with the person to be hired or others as the principal deems fit.
- The interview committee and/or council will establish 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.
- Based on the criteria, the committee in collaboration with the principal will develop a set of standard interview questions to be used for all interviews.
- The principal (or designee) will review applications and references and determine which applicants will be interviewed based on which applicants best meet the set of criteria. The principal (or designee) will establish an interview timeline and invite selected candidates for an interview.
- The interview committee will meet in closed session to interview the applicants who have been scheduled by the principal (or designee).
- After all interviews are complete, at the next regularly scheduled council meeting or special called meeting, the principal, the interview committee, and the council will go into closed session to consult about each candidate interviewed. In the event a quorum of council members is not available for this consultation meeting, the principal shall consult with the council members who are present for the meeting, before making the selection.
- After the consultation meeting, the principal will make the final selection of the person he/she believes will contribute most to the success of the school's students, and will notify the superintendent of his or her choice. At the next council meeting, the principal will report the candidate selected. The decision made by the principal is binding on the superintendent who will complete the hiring process.
- Beginning in July 2012, If an applicant is the spouse of the superintendent and the applicant meets the service requirements of at least eight years of service in school systems (as required by KRS 160.380), the applicant could be employed upon the recommendation of the principal and the approval of a majority vote of the school council.

#### EXTRA-DUTY ASSIGNMENTS AND POSITIONS

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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 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, the council, and the committee.

## POLICY EVALUATION

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

Date Adopted: \_\_\_\_\_

Date Reviewed or Revised: \_\_\_\_\_ Council Chairperson's Initials \_\_\_\_\_

Date Reviewed or Revised: \_\_\_\_\_ Council Chairperson's Initials \_\_\_\_\_

## NOTES ON USING THIS POLICY

**CONNECTION TO COUNCIL BYLAWS:** This policy should be referenced in your council bylaws in a section on council responsibilities and then attached in an attachment section at the end of the bylaws. There is no need to copy the whole policy into the body of the bylaws. KASC's Bylaws Kit models this.

Metcalf County Schools Board Policy on Appeals of Council Decisions  
**Attachment G**

ADMINISTRATION

02.42411

**Appeal of Decisions**

**ELIGIBILITY PROCESS**

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

1. An appeal must be filed within ten (10) working days following a council decision.
2. An appeal on a decision made by a school council must first be reviewed by the school council, which shall make a timely response to the appealing party.
3. If the matter is not satisfactorily resolved by the council, the appeal may then be submitted in writing to the Superintendent.
4. If, within ten (10) calendar days, the matter is not satisfactorily resolved by the Superintendent, the appealing party may, within twenty (20) calendar days, appeal to the Board. The Board shall afford the affected parties an opportunity to be heard within thirty (30) calendar days of the appeal to the Board.
5. The Board shall issue a final written decision on the appeal with its rationale no later than sixty (60) calendar days from the date of the presentation to the Board.
6. At any point in the process the Board may direct a review and report on the issues, but shall not extend its decision beyond sixty (60) calendar days from the date of the presentation to the Board without the agreement of the affected parties.

**BASIS FOR REVIEW**

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

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

Actions that fall within the authority of the Board will be reviewed on appeal based on whether the council action lacks educational merit, is inconsistent with District goals, violates District policy, exceeds the authority of the council, raises liability and/or health and safety concerns, exceeds budgetary limitations, conflicts with contractual obligations, or is otherwise unlawful under state or federal law.

**BOARD ACTION**

When the appeal issue falls within statutory council authority, the Board shall either (1) affirm the council decision or (2) refer the appeal back to the council with documentation of its concerns and suggestions.

When the appeal issue falls within the authority of the Board to decide, the Board shall either (1) uphold the council decision or (2) reverse any council action found to violate any of the review standards.

**REFERENCE:**

KRS 160.345

Adopted/Amended: 06/21/2004  
Order #: 04-1377(a)

## Attachment H

### THE SCHOOL-BASED DECISION MAKING (SBDM) LAW (KRS 160.345)

This is the complete text of the Kentucky statute that defines school councils. New text resulting from the 2012 legislative session is italicized, underlined, and in bold.

#### DEFINITIONS (SECTION 1)

DEFINITION OF MINORITY (1)(a)	<b>For the purpose of this section:</b> "Minority" means American Indian; Alaskan native; African-American; Hispanic, including persons of Mexican, Puerto Rican, Cuban, and Central or South American origin; Pacific islander; or other ethnic group underrepresented in the school;
DEFINITION OF SCHOOL (1)(b)	"School" means an elementary or secondary educational institution that is under the administrative control of a principal and is not a program or part of another school. The term "school" does not include district-operated schools that are: <ol style="list-style-type: none"> <li>1. Exclusively vocational-technical, special education, or preschool programs;</li> <li>2. Instructional programs operated in institutions or schools outside of the district; or</li> <li>3. Alternative schools designed to provide services to at-risk populations with unique needs;</li> </ol>
DEFINITION OF TEACHER (1)(c)	"Teacher" means any person for whom certification is required as a basis of employment in the public schools of the state with the exception of principals and assistant principals.
DEFINITION OF PARENT (1)(d)	"Parent" means: <ol style="list-style-type: none"> <li>1. A parent, stepparent, or foster parent of a student; or</li> <li>2. A person who has legal custody of a student pursuant to a court order and with whom the student resides.</li> </ol>

#### MAIN SBDM RULES (SECTION 2)

REPORTING TO THE BOARD (2) (OPENING PARAGRAPH)	Each local board of education shall adopt a policy for implementing school-based decision making in the district which shall include, but not be limited to, a description of how the district's policies, including those developed pursuant to KRS 160.340, have been amended to allow the professional staff members of a school to be involved in the decision making process as they work to meet educational Goals established in KRS 158.645 and 158.6451. The policy may include a requirement that each school council make an annual report at a public meeting of the board describing the school's progress in meeting the educational Goals set forth in KRS 158.6451 and district Goals established by the board. The policy shall also address and comply with the following:
COUNCIL MEMBERS (2)(a)	Except as provided in paragraph (b)2. of this subsection, each participating school shall form a school council composed of two (2) parents, three (3) teachers, and the principal or administrator. The membership of the council may be increased, but it may only be increased proportionately. A parent representative on the council shall not be an employee or a relative of an employee of the school in which that parent serves, nor shall the parent representative be an employee or a relative of an employee in the district administrative offices. A parent representative shall not be a local board member or a board member's spouse. None of the members shall have a conflict of interest pursuant to KRS Chapter 45A, except the salary paid to district employees;
REGULAR ELECTIONS (2)(b)1	The teacher representatives shall be elected for one (1) year terms by a majority of the teachers. A teacher elected to a school council shall not be involuntarily transferred during his or her term of office. The parent representatives shall be elected for one (1) year terms. The parent members shall be elected by the parents of students pre-registered to attend the school during the term of office in an election conducted by the parent and teacher organization of the school or, if none exists, the largest organization of parents formed for this purpose. A school council, once elected, may adopt a policy setting different terms of office for parent and teacher members subsequently elected. The principal shall be the chair of the school council.

MINORITY MEMBER ELECTIONS (2)(b)2	<p>School councils in schools having eight percent (8%) or more minority students enrolled, as determined by the enrollment on the preceding October 1, shall have at least one (1) minority member. If the council formed under paragraph (a) of this subsection does not have a minority member, the principal, in a timely manner, shall be responsible for carrying out the following:</p> <p>Organizing a special election to elect an additional member. The principal shall call for nominations and shall notify the parents of the students of the date, time, and location of the election to elect a minority parent to the council by ballot; and allowing the teachers in the Building to select one (1) minority teacher to serve as a teacher member on the council. If there are no minority teachers who are members of the faculty, an additional teacher member shall be elected by a majority of all teachers. Term limitations shall not apply for a minority teacher member who is the only minority on faculty;</p>
POLICY TO ENHANCE ACHIEVEMENT (2)(c)1	<p>The school council shall have the responsibility to set school policy consistent with district board policy which shall provide an environment to enhance the students' achievement and help the school meet the Goals established by KRS 158.645 and 158.6451. The principal shall be the primary administrator and the instructional leader of the school, and with the assistance of the total school staff shall administer the policies established by the school council and the local board.</p>
COMMITTEES POLICY (2)(c)2	<p>If a school council establishes committees, it shall adopt a policy to facilitate the participation of interested persons, including, but not limited to, classified employees and parents. The policy shall include the number of committees, their jurisdiction, composition, and the process for membership selection.</p>
AGENDA (2)(d)	<p>The school council and each of its committees shall determine the frequency of and agenda for their meetings. Matters relating to formation of school councils that are not provided for by this section shall be addressed by local board policy.</p>
MEETINGS (2)(e)	<p>The meetings of the school council shall be open to the public and all interested persons may attend. However, the exceptions to open meetings provided in KRS 61.810 shall apply.</p>
STAFFING (NUMBER OF PERSONS EMPLOYED) (2)(f)	<p>After receiving notification of the funds available for the school from the local board, the school council shall determine, within the parameters of the total available funds, the number of persons to be employed in each job classification at the school. The council may make personnel decisions on vacancies occurring after the school council is formed but shall not have the authority to recommend transfers or dismissals.</p>
TEXTBOOKS, INSTRUCTIONAL MATERIALS, AND STUDENT SUPPORT SERVICES (2)(g)	<p>The school council shall determine which textbooks, instructional materials, and student support services shall be provided in the school. Subject to available resources, the local board shall allocate an appropriation to each school that is adequate to meet the school's needs related to instructional materials and school-based student support services, as determined by the school council. The school council shall consult with the school media librarian on the maintenance of the school library media center, including the purchase of instructional materials, information technology, and equipment.</p>
HIRING (2)(h)	<p>1. From a list of qualified applicants submitted by the local superintendent, the principal at the participating school shall select personnel to fill vacancies, after consultation with the school council, consistent with paragraph (i) 10 of this subsection. The superintendent shall provide additional applicants to the principal upon request when qualified applicants are available. The superintendent may forward to the school council the names of qualified applicants who have pending certification from the Education Professional Standards Board based on recent completion of preparation requirements, out-of-state preparation, or alternative routes to certification pursuant to KRS 161.028 and 161.048. Requests for transfer shall conform to any employer-employee bargained contract which is in effect.</p>
HIRING (2)(h) continued	<p>2. If the vacancy to be filled is the position of principal, the outgoing principal shall not serve on the council during the principal selection process. The superintendent or the superintendent's designee shall serve as the chair of the council for the purpose of the hiring process and shall have voting rights during the selection process. The council shall have access to the applications of all persons certified for the position. The principal shall be elected on a majority vote of the membership of the council. No principal who has been previously removed from a position in the district for cause may be considered for appointment as principal. The school council shall receive training in recruitment and interviewing techniques prior to carrying out the process of selecting a principal. The council shall select the trainer to deliver the training.</p> <p>3. Personnel decisions made at the school level under the authority of subparagraphs 1., 2., and</p>

	<p>4. of this paragraph shall be binding on the superintendent who completes the hiring process.</p> <p>4. If the vacancy for the position of principal occurs in a school that has an index score that places it in the lowest one-third (1/3) of all schools below the assistance line and the school has completed a scholastic audit under KRS 158.6455 that includes findings of lack of effectiveness of the principal and school council, the superintendent shall appoint the principal after consulting with the school council.</p> <p>5. Applicants subsequently employed shall provide evidence that they are certified prior to assuming the duties of a position in accordance with KRS 161.020</p> <p><b><u>6. Notwithstanding other provisions of this paragraph, if the applicant is the spouse of the superintendent and the applicant meets the service requirements of subsection (2)(e) of KRS 160.380, the applicant shall only be employed upon the recommendation of the principal and the approval of a majority vote of the school council.</u></b></p>
<p>MOST POLICY RESPONSIBILITIES (2)(i)</p>	<p>The school council shall adopt a policy to be implemented by the principal in the following additional areas:</p> <ol style="list-style-type: none"> <li>1. Determination of curriculum, including needs assessment, curriculum development and responsibilities under KRS 158.6453(7);</li> <li>2. Assignment of all instructional and non-instructional staff time;</li> <li>3. Assignment of students to classes and programs within the school;</li> <li>4. Determination of the schedule of the school day and week, subject to the beginning and ending times of the school day and school calendar year as established by the local board;</li> <li>5. Determination of use of school space during the school day;</li> <li>6. Planning and resolution of issues regarding instructional practices;</li> <li>7. Selection and implementation of discipline and classroom management techniques as a part of a comprehensive school safety plan, including responsibilities of the student, parent, teacher, counselor, and principal;</li> <li>8. Selection of extracurricular programs and determination of policies relating to student participation based on academic qualifications and attendance requirements, program evaluation, and supervision;</li> <li>9. Procedures, consistent with local school board policy, for determining alignment with state standards, technology utilization, and program appraisal; and</li> <li>10. Procedures to assist the council with consultation in the selection of personnel by the principal, including but not limited to, meetings, timelines, interviews, review of written applications, and review of references. Procedures shall address situations in which members of the council are not available for consultation.</li> </ol>



**TEST ANALYSIS  
AND PLANNING  
(2)(j)**

Each school council shall annually review data as shown on state and local student assessments and program assessments required under KRS 158.6453. The data shall include, but not be limited to, information on performance levels of all students tested, and information on the performance of students disaggregated by race, gender, disability, and participation in the federal free and reduced price lunch program. After completing the review of data, each school council, with the involvement of parents, faculty and staff, shall develop and adopt a plan to ensure that each student makes progress toward meeting the Goals set forth in KRS 158.645 and 158.6451(1)(b) by April 1 of each year and submit the plan to the superintendent and local board of education for review as described in KRS 160.340. The Kentucky Department of Education shall provide each school council the data needed to complete the review required by this paragraph no later than November 1 of each year. If a school does not have a council, the review shall be completed by the principal with the involvement of parents, faculty, and staff.

**ISSUES FOR SCHOOL BOARD SBDM POLICY (SECTION 3)**

The policies adopted by the local board to implement school-based decision making shall also address the following:

- (a) School budget and administration, including: discretionary funds; activity and other school funds; funds for maintenance, supplies, and equipment; and procedures for authorizing reimbursement for training and other expenses;
- (b) Assessment of individual student progress, including testing and reporting of student progress to students, parents, the school district, the community, and the state;
- (c) School improvement plans, including the form and function of strategic planning and its relationship to district planning, as well as the school safety plan and requests for funding from the Center for School Safety under KRS 158.446;
- (d) Professional development plans developed pursuant to KRS 156.095;
- (e) Parent, citizen, and community participation including the relationship of the council with other groups;
- (f) Cooperation and collaboration within the district, with other districts, and with other public and private agencies;
- (g) Requirements for waiver of district policies;
- (h) Requirements for record keeping by the school council; and
- (i) A process for appealing a decision made by a school council.

**INSURANCE AND ADDITIONAL AUTHORITY (SECTION 4)**

In addition to the authority granted to the school council in this section, the local board may grant to the school council any other authority permitted by law. The board shall make available liability insurance coverage for the protection of all members of the school council from liability arising in the course of pursuing their duties as members of the council.

**ABOLISHING A COUNCIL (SECTION 5)**

All schools shall implement school-based decision making in accordance with this section and with the policy adopted by the local board pursuant to this section. Upon favorable vote of a majority of the faculty at the school and a majority of at least twenty-five (25) voting parents of students enrolled in the school, a school meeting its goal as determined by the Department of Education pursuant to KRS 158.6455 may apply to the Kentucky Board of Education for exemption from the requirement to implement school-based decision making, and the state board shall grant the exemption. The voting by the parents on the matter of exemption from implementing school-based decision making shall be in an election conducted by the parent and teacher organization of the school or, if none exists, the largest organization of parents formed for this purpose. Notwithstanding the provisions of this section, a local school district shall not be required to implement school-based decision making if the local school district contains only one (1) school.

### **COUNCIL TRAINING (SECTION 6)**

The Department of Education shall provide professional development activities to assist schools in implementing school-based decision-making. School council members elected for the first time shall complete a minimum of six (6) clock hours of training in the process of school-based decision making, no later than thirty (30) days after the beginning of the service year for which they are elected to serve. School council members who have served on a school council at least one (1) year shall complete a minimum of three (3) clock hours of training in the process of school-based decision making no later than one hundred twenty (120) days after the beginning of the service year for which they are elected to serve. Experienced members may participate in the training for new members to fulfill their training requirement. School council training required under this subsection shall be conducted by trainers endorsed by the Department of Education. By November 1 of each year, the principal through the local superintendent shall forward to the Department of Education the names and addresses of each council member and verify that the training has been completed. School council members elected to fill a vacancy shall complete the applicable training within thirty (30) days of their election.

### **ALTERNATIVE MODELS (SECTION 7)**

A school that chooses to have school-based decision making but would like to be exempt from the administrative structure set forth by this section may develop a model for implementing school-based decision making including, but not limited to, a description of the membership, organization, duties, and responsibilities of a school council. The school shall submit the model through the local board of education to the commissioner of education and the Kentucky Board of Education, which shall have final authority for approval. The application for approval of the model shall show evidence that it has been developed by representatives of the parents, students, certified personnel, and the administrators of the school and that two-thirds (2/3) of the faculty have agreed to the model.

### **ALLOCATIONS AND PROFESSIONAL DEVELOPMENT (SECTION 8)**

The Kentucky Board of Education, upon recommendation of the commissioner of education, shall adopt by administrative regulation a formula by which school district funds shall be allocated to each school council. Included in the school council formula shall be an allocation for professional development that is at least sixty-five percent (65%) of the district's per pupil state allocation for professional development for each student in average daily attendance in the school. The school council shall plan professional development in compliance with requirements specified in KS 156.095, except as provided in KRS 158.649. School councils of small schools shall be encouraged to work with other school councils to maximize professional development opportunities.

### **INTERFERENCE WITH THE COUNCIL (SECTION 9)**

(a) No board member, superintendent of schools, district employee, or member of a school council shall intentionally engage in a pattern of practice which is detrimental to the successful implementation of or circumvents the intent of school-based decision making to allow the professional staff members of a school and parents to be involved in the decision making process in working toward meeting the educational Goals established in KRS 158.645 and 158.6451 or to make decisions in areas of policy assigned to a school council pursuant to paragraph (i) of subsection (2) of this section.

(b) An affected party who believes a violation of this subsection has occurred may file a written complaint with the Office of Education Accountability. The office shall investigate the complaint and resolve the conflict, if possible, or forward the matter to the Kentucky Board of Education.

(c) The Kentucky Board of Education shall conduct a hearing in accordance with KRS Chapter 13B for complaints referred by the Office of Education Accountability.

(d) If the state board determines a violation has occurred, the party shall be subject to reprimand. A second violation of this subsection may be grounds for removing a superintendent, a member of a school council, or school board member from office or grounds for dismissal of an employee for misconduct in office or willful neglect of duty.

### **COUNCIL ACCOUNTABILITY (SECTION 10)**

Notwithstanding subsections (1) to (9) of this section, a school's right to establish or maintain a school-based decision making council and the powers, duties, and authority granted to a school council may be rescinded or the school council's role may be advisory if the commissioner of education or the Kentucky Board of Education takes action under KRS 160.346.

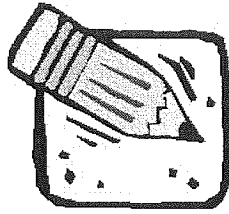
**WELLNESS POLICY (SECTION 11)**

Each school council of a school containing grades K-5 or any combination thereof, or if there is no school council, the principal, shall develop and implement a wellness policy that includes moderate to vigorous physical activity each day and encourages healthy choices among students. The policy may permit physical activity to be considered part of the instructional day, not to exceed thirty (30) minutes per day, or one hundred and fifty (150) minutes per week. Each school council, or if there is no school council, the principal, shall adopt an assessment tool to determine each child's level of physical activity on an annual basis. The council or principal may utilize an existing assessment program. The Kentucky Department of Education shall make available a list of available resources to carry out the provisions of this subsection. The department shall report to the Legislative Research Commission no later than November 1 of each year on how the schools are providing physical activity under this subsection and on the types of physical activity being provided. The policy developed by the school council or principal shall comply with provisions required by federal law, state law, or local board policy.

**KRS 158.6453 PROGRAM REVIEWS AND WRITING PROGRAMS**

(7) Program Reviews	Beginning in the 2011-2012 academic year, the Kentucky assessment program shall include program reviews and program audits for arts and humanities, practical living skills and career studies, and the writing programs. The results of the program reviews and audits of arts and humanities, practical living skills and career studies, and writing required under this subsection shall be included in the accountability system as required by KRS 158.6455.
(a) Arts and humanities (b) Practical living skills and career studies	Each school-based decision making council shall analyze the findings from program reviews for its school and determine how it will address program recommendations to improve the program for students.
(c) Writing	<p>2. Each school-based decision making council or if there is no school council, a committee appointed by the principal, shall adopt policies that determine the writing program for its school and submit it to the Department of Education for review and comment. The writing program shall incorporate a variety of language resources, technological tools, and multiple opportunities for students to develop complex communication skills for a variety of purposes.</p> <p>3. Writing portfolios, consisting of samples of individual student work that represent the interests and growth of the student over time, shall be a required part of any writing program in primary through grade twelve (12). Portfolios shall be part of the required criteria for the program review and audit process relating to the writing program under this paragraph. Individual student scores on portfolios shall not be included in the accountability system.</p> <p>4. A writing portfolio shall be maintained for each student and follow each student from grade to grade and to any school in which the student may enroll.</p> <p>5. A school's policies for the writing program shall address the use of the portfolio for determining a student's performance in:</p> <ul style="list-style-type: none"><li>a. Communication;</li><li>b. Grading procedures and feedback to students regarding their writing and communication skills;</li><li>c. The responsibility for review of the portfolios and feedback to students; and</li><li>d. Other policies to improve the quality of an individual student's writing and communications skills.</li></ul>

# PROGRAM REVIEW POLICY



## PROGRAM REVIEW PROCESS

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- The Metcalfe Middle School Program Review Committee will be made up of: a representative from each department or grade level team, the school media specialist, at least one classified staff member, at least one parent/community stakeholder, and one student.
- Each Program Review Committee member will serve on one standards team: Curriculum and Instruction, Formative and Summative Assessment, Professional Development and Support Services, Administrative/ Leadership Support and Monitoring.
- The standards teams will be made up of additional representatives from the staff based on expertise, interest, etc.
- **In-depth review** —The teams will each be responsible for identifying and/or collecting evidence, analyzing data, and evaluating **one** of the standards below for **at least one program review area**.
  - September/October: Administrative/Leadership Support and Monitoring
  - November/December: Professional Development and Support Services
  - January/February: Curriculum and Instruction
  - March/April: Formative and Summative Assessment
- **Non-reviewed areas** — The council may choose to only do one in-depth program review in a year. For the areas in which the council chooses not to do an in-depth review, the teams will be responsible for reporting progress on how the identified needs have been addressed since the previous years' ratings. Based on the new evidence the committee can recommend a change in the rating for that program review area.
  - September/October: Administrative/Leadership Support and Monitoring
  - November/December: Professional Development and Support Services
  - January/February: Curriculum and Instruction
  - March/April: Formative and Summative Assessment
- Each Standards Team will report program review results and recommendations to the council:
  - October: Administrative/Leadership Support and Monitoring
  - December: Professional Development and Support Services
  - February: Curriculum and Instruction
  - April: Formative and Summative Assessment
- The council will analyze the data provided by the Standards Teams periodically throughout the school year, decide action steps to strengthen the programs, including but not limited to: adjusting staffing, course offerings, and schedule. Pertinent goals, strategies, etc. will be included in the School Improvement Plan. (This is based on the recommendations from the Standards Teams.)

- The Program Review Standards Teams will report council decisions to the staff.
- The council will develop a professional development action plan taking into account the recommendations from the Program Review Standards Teams. ***The plan will be communicated to stakeholders.***
- The Program Review Committee will monitor, and staff will implement the steps to strengthen the programs.

## PROGRAM MONITORING

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The principal will:

- Ensure curriculum is aligned to Kentucky Core Academic Standards.
- Ensure the implementation of the program review policy.
- Ensure that the council annually reviews, revises (if necessary), the Program Review Policy by [add date] each year.
- ***Frequently provide communication with parents and the community about the school's programs.***

The council will:

- Ensure teachers receive embedded professional development needed to improve instruction in the program review areas.
- ***Ensure staffing allocation decisions are made to support all the school's instruction programs, including the program review areas. Each year the council will review the effectiveness of the staffing allocation for supporting the school's programs.***
- ***Receive regular reports from the principal on the availability of resources for supporting the school's program review areas when it makes budget decisions.***
- ***Receive regular reports from the principal on the use of instructional time for supporting the school's program review areas.***

## POLICY EVALUATION

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

Date Adopted: \_\_\_\_\_

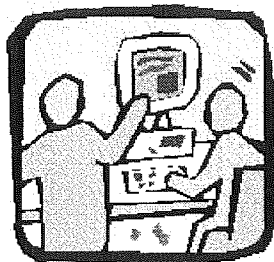
Date Reviewed or Revised: \_\_\_\_\_ Council Chairperson's Initials \_\_\_\_\_

Date Reviewed or Revised: \_\_\_\_\_ Council Chairperson's Initials \_\_\_\_\_

### NOTES ON USING THIS POLICY

Language written to address program review proficient characteristics can be found in bold italics in this policy.

## TECHNOLOGY USE POLICY



### TECHNOLOGY USE NEEDS ASSESSMENT

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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 school council through ongoing Implementation and Impact Checks.

### ACCEPTABLE USE

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

### ATTACHMENTS

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*Acceptable Use Policy*

### POLICY EVALUATION

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

Date Adopted: \_\_\_\_\_

Date Reviewed or Revised: \_\_\_\_\_ Council Chairperson's Initials \_\_\_\_\_

Date Reviewed or Revised: \_\_\_\_\_ Council Chairperson's Initials \_\_\_\_\_

## **Metcalfe County Middle School**

### **ACCEPTABLE USE POLICY AND FORM Access to Electronic Media**

#### **INTRODUCTION**

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The Metcalfe County School District and Metcalfe County Middle School support the use of varied technology as instructional tools and resources and expect every student to demonstrate age appropriate 21<sup>st</sup> century skills in the use of technology. We also support reasonable access to various information formats for students. It is important that students use this privilege in an appropriate and responsible manner.

We are pleased to offer Metcalfe County Middle School students network and Internet access as part of the instructional program. To gain access to the Internet and their e-mail account, all students must obtain parental or guardian permission. To do this, the attached form must be signed by a parent/guardian and the student, and returned to Metcalfe County Middle School before access can be given. Please keep the rest of this document at home for future reference and review.

#### **USE OF PERSONAL TECHNOLOGY AT SCHOOL (BYOD)**

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Students should refrain from bringing personal technology to school for any reason. All such devices will be kept turned off and in lockers unless being used under the direct supervision of a staff member. The Metcalfe County School System, its staff, or employees, are not liable for any device lost, stolen or damaged on campus. Personal Internet connective devices with 3G or 4G data plans are not permitted to be used to access outside Internet sources at any time.

#### **SCHOOL RESPONSIBILITIES**

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The faculty and staff of Metcalfe County Middle School will:

- Adopt a Technology Utilization Policy that provides procedures, rules, and guidance for the responsible and safe use of electronic media at school by both staff and students. A copy of this policy is available at the school and on the school web-site.
- Monitor and supervise all student technology use.
- Provide student education in critical evaluation of Internet and Web sites and the responsible and safe use of electronic media including but not limited to Internet and Web safety, ethical and appropriate online behavior including interacting with other individuals on social networking sites and in chat rooms and cyber bullying awareness and response.
- Working with the district, implement additional Internet and Web safety measures that effectively address the following:
  - Controlling access by minors to inappropriate matter on the Internet and the Web;
  - Safety and security of minors when they are using electronic mail, chat rooms, and other forms of direct electronic communications;
  - Preventing unauthorized access, including "hacking" and other unlawful activities by minors online;
  - Unauthorized disclosure, use, and dissemination of personal information regarding minors; and
  - Restricting minor's access to materials harmful to them.

#### **STUDENT RESPONSIBILITIES**

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Access to network services is offered to students who agree to act in a considerate and responsible manner. Parent permission is required before access is allowed. Based upon the acceptable use guidelines outlined in this

document, the system administrators will deem what is inappropriate use, and their decisions are final. The administration and staff may revoke or suspend user access when these terms are violated.

**Students are expected to:**

- Use the district and school technology resources for educational purposes only.
- Use appropriate language, ethics, etiquette, and safety measures while accessing district/school technology resources.
- Know that the computers are the property of the Metcalfe County School District and any information stored on them is the property of the Metcalfe County School District.
- Know that the School Principal, Network Administrator, Chief Information Officer, or Superintendent has the right to access information stored in any user directory, on any current screen, in electronic mail, or computer storage device. Network monitoring of random student monitor screens and/or directories is done to ensure data security.
- Know that all Web sites viewed and the duration of the viewing will be recorded.
- Know there will be occasions when the Internet will be used for a whole class presentation. This will only happen under the direction of a staff member and will be for educational purposes only.
- Know that computers and related technology are the property of the Metcalfe County School Board of Education and any information stored on them is the property of the school district. Students and families are financially responsible for any malicious damage or vandalism, which is punishable according to local school, school district, and/or Kentucky Department of Education policies and procedures, as well as legal action.
- Report threatening or discomfoting materials to a teacher.
- Never distribute any private information.
- Avoid the following activities which will be considered violations of this policy and may result in student suspension of access and/or other disciplinary measures:
  - Violating copyright laws or plagiarizing (including software copyright laws);
  - Using any other email account other than KETS approved;
  - Installing software on individual or school workstations without permission;
  - Transmitting or receiving materials in violation of federal or state regulations pertaining to threatening or obscene materials, including sexually explicit materials;
  - Harassing, insulting, or attacking others using electronic media;
  - Using district/school technology for commercial activities, product promotion, political lobbying, or illegal activities;
  - Breaking into or attempting to break into another computer network (hacking);
  - Damaging or attempting to damage, moving or removing software, hardware, or files;



- Using or playing non-educational computer games on personal technology during the school day or on any electronic media provided by the district or school;
- Using unauthorized multi-user games;
- Using unauthorized software products or monopolizing resources by running large programs which adversely affect network performance;
- Creating or sharing computer viruses and/or maliciously attempting to harm or destroy data of another user;
- Providing personal password(s) to anyone and/or using another person's password;
- Trespassing in another student's folder, work, or files;
- Downloading unauthorized music or streaming music, radio, or video for non-educational purposes;
- Attempting to bypass the proxy server via any means, or access newsgroups, chatrooms, or similar services;
- Blocking or attempting to block access of student files by district personnel; or
- Accessing any unauthorized sites.
- Communications and files stored in and activities performed on district/school technology resources are not private, and may be viewed by both district and school personnel.

#### **RIGHT TO PRIVACY**

Communications and files stored in and activities performed on district/school technology resources are not private, and may be viewed by both district and school personnel. The Metcalfe County School District reserves the right as a network administrator to access any folder or electronic mail account of any user. All Internet sites visited will be recorded and can be reviewed for compliance with acceptable use and with federal and state law.

#### **PARENT RESPONSIBILITIES**

Parents must sign, have their child sign, detach, and return the form below in order for their child to have access to the educational opportunities provided by the district and school technology resources.

In addition, parents are asked to:

- Review with their child all the information and expectations in this document.
- Ask school faculty or staff for explanations of anything in this document about which they may have questions or concerns.
- Keep the top portion of this document on file at home for future review/reference.
- Discourage your child from bringing personal technology devices to school. Remind them that all such devices will be kept turned off and in lockers unless being used under the direct supervision of a staff member.
- Encourage responsible and safe use of technology in and out of the home on personal electronic media and devices.

#### **PERMISSION/AGREEMENT FORM FOR TECHNOLOGY ACCESS**

Please sign, date, and return the form below to: Metcalfe County Middle School

The permission/agreement form below must be signed by the parent or legal guardian of minor students (under 18 years of age) and also by the student prior to the student being granted access to electronic media involving

district or school technology resources. This document will be kept on file at the school during the school year indicated on this form. In order to cancel the agreement, the student's parent/guardian (or the student who is at least 18 years old) must provide the school administration with a written request.

*The Outlook Live e-mail solution is provided to your child by the district as part of the Live@edu service from Microsoft. By signing this form, you hereby accept and agree that your child's rights to use the Outlook Live e-mail service, and other Live@edu services as the Kentucky Department of Education may provide over time, are subject to the terms and conditions set forth in district policy/procedure as provided and that the data stored in such Live@edu services, including the Outlook Live e-mail service, are managed by the district pursuant to policy 08.2323 and accompanying procedures. You also understand that the Windows Live ID provided to your child also can be used to access other electronic services that provide features such as online storage and instant messaging. Use of those Microsoft services is subject to Microsoft's standard consumer terms of use (the Windows Live Service Agreement), and data stored in those systems are managed pursuant to the Windows Live Service Agreement and the Microsoft Online Privacy Statement. Before your child can use those Microsoft services, he/she must accept the Windows Live Service Agreement and, in certain cases, obtain your consent.*

**School Year: 2013 – 2014**

By signing this document, I agree that \_\_\_\_\_ has my permission to

**Printed Student Name**

access district and school technology resources.

\_\_\_\_\_  
**Parent/Guardian Signature**

By signing this form, I \_\_\_\_\_ agree to follow all district and school

**Printed Student Name**

rules and procedures concerning the use of district/school technology resources and I understand that access is a privilege not a right.

\_\_\_\_\_  
**Student Signature**

**METCALFE COUNTY MIDDLE SCHOOL**  
**SCHOOL-BASED DECISION MAKING**  
**FUNCTIONAL SCHOOL OPERATIONAL POLICIES**

District: Metcalfe County Schools

School: Metcalfe County Middle School

Policy Type (by laws or function): Function

Policy Number:

**POLICY TOPIC DESCRIPTION**

**School-wide Writing Policy**

**POLICY STATEMENT**

**Development and Decision-Making**

The Metcalfe County Middle School (MCMS) School-Based Decision Making Council and a MCMS Literacy Team composed of administration, teachers, and district personnel will be responsible for approving/monitoring the school's writing and communications program in accordance with KRS 158.6453 and the Kentucky Core Academic Standards (KCAS).

The MCMS Literacy Team will analyze and evaluate strengths and needs of our local writing program; determine PD needs for our writing program based upon analysis and evaluations, and make recommendations to school/district administration; work collaboratively to update and maintain a living document (writing plan) which will be revised annually to address changing program and student needs; and report annually to the MCMS SBDM council to make recommendations regarding our policy.

MCMS's curriculum will be completely aligned with the KCAS. On-going and embedded professional learning on a local, district, and regional level for administration/leadership and faculty will support the maintenance and revision of MCMS's writing program/plan (via professional development, PLCs, Literacy Team meetings, etc.) Administration, faculty, and the Literacy Team will evaluate grading procedures/feedback, encourage family/community involvement or collaboration, and consider technology or other policies to support the MCMS writing and communications program, as well as student literacy/writing progress.

## Communication Skills

The MCMS writing/communications program shall be implemented as a component of the literacy program in order to provide regular, developmentally-appropriate opportunities for **MCMS students** to use and **participate in writing-to-learn, writing to demonstrate learning, and writing for publication activities on a regular basis in all subject areas**. Instruction in writing for publication will be organized to address a variety of audiences/purposes and will represent the growth/interests of students over time. Publications will be considered 21<sup>st</sup> century literacy context (e.g. writing and delivering a speech, use of multi-media within writing samples, electronic/digital publications) and will be horizontally/vertically aligned to ensure student mastery of KCAS.

Generally, writing-to-learn activities are short, impromptu or otherwise informal writing tasks that help students think through key concepts or ideas. Writing to demonstrate learning activities are products that show student understanding of a process or concept. Some writing to demonstrate learning activities are short term, like exit slips, while other writing to demonstrate learning activities are long term, like essays and research papers. Long term writing to demonstrate learning activities should include a rubric. The rubric will inform students of the requirements of the writing task and be a guide through the instruction and writing process. It will also be used as a guide for conferencing as well as a scoring tool. The long term writing to demonstrate learning activities and their rubrics will be included in the student's writing folder.

Teachers will provide purposeful and meaningful literacy/writing instruction according to current KCAS, as well as utilize 21<sup>st</sup> century technology to support teaching of communication/writing standards.

**Students will be actively engaged in using communication skills regularly in each class/content area** (all middle school grades), participating in cross-curricular writing/communication activities with student-choice and possibilities for real-world application. Students will also focus on the following skills and usage/mechanics from the core content curriculum in regards to written communication: developing a main idea, using graphic organizers, creating effective titles, sentence structure and variety, punctuation, subject/verb agreement, verb tense, recognizing purpose and audience. Students will produce clear and coherent writing which focuses on development, organization, style, task, purpose, and audience. Students will develop and strengthen their writing skills by planning, revising, editing, and rewriting (following the steps of the writing process), and will interact/collaborate with others.

Students will utilize current technological/multi-media tools in their writing/communication preparation and application in order to become creative and innovative members of society, as well as to deepen content knowledge. Students will create electronic/digital publications and utilize 21<sup>st</sup> century technology to apply skills which support current KCAS. Students will be provided opportunities to build oral and written communication skills in a variety of forms and contexts to develop authentic/real-

world and creative examples of communication addressing various audiences and purposes which represent growth and interests over time. **Students will complete research projects** in which they gather relevant information from multiple print and digital sources, assessing the credibility and accuracy of those sources. Students must understand how to integrate information while avoiding plagiarism, as well as utilize correct methods of citation (in-text and bibliography). During this writing project the students will learn how to quote, paraphrase, and conduct analysis and reflection through their research. Students may also be asked to complete informal (oral) class presentations; publication may include writing/delivering speeches.

Students will utilize communication/writing skills for not only the three categories of writing (writing to learn, writing to demonstrate learning, and writing for publication) but also in text types such as argument, informative/explanatory, and narrative. In alignment with the district's writing policy, **all Middle School students will publish a feature article and either a business or friendly letter**. Students will also receive instruction on reflective, argumentative, informative/explanatory, and narrative writing techniques and use those strategies to complete required pieces, at least one per content area, across the curriculum (i.e., letters, feature articles, and journal writing).

### **Grading Procedures and Feedback for Written/Communication Skills**

Teachers across the curriculum will use writing to help students self-assess and reflect upon their progress/growth in writing/communication; utilize multiple forms of assessment as appropriate for learning goals (formative assessment during the writing process; summative assessment after publication; student self-assessment as reflection); evaluate writing based upon the criteria for effective writing identified in the current KCAS (focus, audience, organization).

**Teachers will provide students with rubrics** based on criteria (teacher-created, student-generated, or the Kentucky Writing Scoring Rubric) which will be appropriately utilized to evaluate student writing. Teachers will provide regular, descriptive, specific feedback (conferencing, descriptive feedback, electronic comments, rubrics) about their writing throughout the writing process (prewriting through publication). **Teachers will also create opportunities for students to self-assess or provide students with tools for peer-editing** (including collaboration with classmates, school "partners," family, and community), which will allow students to reflect upon writing/communication progress as effective communicators.

### **Instructional Use and Analysis of Portfolios**

**Each student will maintain a writing/communication portfolio** which will follow the student from grade to grade and to any school at which the student may enroll. **Students will write and use communication skills regularly in all classes** utilizing 21<sup>st</sup> century technology to support their learning and collect their writing/communications via multiple methods of storage (hard copies maintained in writing folder, electronic storage such as student ILPs or online folders). A student's

portfolio will be a collection of work that reflects his/her interests and growth over time exemplifying his/her ability to communicate to a variety of audiences for a variety of purposes. The collection will contain writings which pertain to student choice and interest, as well as address authentic forms of communication. **Students will be required to publish a minimum of two pieces each year**, although more examples, **at least one per content area**, will be collected and maintained in student writing folders.

**All published pieces will be evaluated using a specific rubric.** Evidence that students can apply what they have learned will be demonstrated in their collection by authentic categories/text types for authentic audiences/purposes. The writing folders will show a student's interests, growth as a writer, evidence that students understand the writing process, as well as how to write using appropriate form and purpose. Writing folders will be analyzed to inform whole class and whole school instructional strengths and areas of need for the writing program. Folders will be informally evaluated formatively and summatively by a variety of readers (content teachers, administration, the Literacy Team, fellow students) in order to improve class and school writing instruction. **Students will receive descriptive feedback or letter/point/percentage grades based on individual rubrics provided for each writing/communication piece or project composed/created.** Students will be actively involved in decisions about what pieces to include or purge from their portfolios to ensure that the portfolio maintains reflection of growth and student interest, yet selections in the collection should also reflect alignment with KCAS.

MCMS will organize a team to review student portfolios regularly to determine recommendations for instructional planning for the next school year. The student instructional portfolio may consist of drafts, completed pieces, conferencing notes, published pieces, rubrics, reflection/editing sheets, etc. including the three types of writing. Analysis will be used to inform classroom and whole school instructional strengths and areas of need. The writing folder will follow the student from grade to grade/school to school and will be viewed regularly/used for instruction by teachers.

### **Implementation of the Writing Program**

MCMS administration and leadership will ensure the school's curriculum is aligned to the KCAS and that on-going/embedded professional learning supports the school writing program. Administration/leadership will review related policies, grading procedures, technology, etc. to determine if they support or hinder students' use of feedback to continue their learning and whether they are aligned to support the school's writing/communications program. Administration/leadership will provide opportunities for students and their families to interact and collaborate with the school on students' literacy progress and products.

The current writing plan for the Metcalfe County School District, grades 6, 7, and 8:

<b>Sixth Grade</b>	Refinement	Writing to learn; writing to demonstrate learning; writing for publication	Letter; feature article; journal writing	On-demand prep; Explore prep; MAP		Utilize technology for writing;
<b>Seventh grade</b>	Refinement	Organization; transitions; syntax; supporting details; conclusions; thesis statements	Letter; feature article; Poem; Speech; Research skills	Explore prep; On-demand prep; MAP	Expand upon above skills; correct method for citations	Utilize technology for writing (blogs, websites, etc)
<b>Eighth grade</b>	Refinement	Logic; coherence; combining sentences; use explanations and anecdotes for support; recognize purpose/audience	Letter; feature article; Speech; Research skills; Editorial	On-demand; Explore test; MAP	Verify students use correct formats when prompted	Phrases and clauses; semi-colons; transitions

**\*Students will complete either an argumentative, informative, or narrative piece, which can be completed in the form of a letter or article, in each content area.**