

Williamstown Elementary School Site Based Decision Making Council

By-Laws and School Policies 2022-2023

Mission Statement

Williamstown Elementary is committed to inspiring a culture of citizenship, perseverance, and lifelong learning.

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ELECTION OF SCHOOL COUNCIL MEMBERS

Composition of Council The school council at Williamstown Elementary School shall consist of three (3) teachers, two (2) parents, and the principal. When the minority student population reaches 8%, an additional teacher representative and minority parent representative shall be elected to council. If possible, the additional teacher representative shall be of a minority race. If no minority parent representative is available, the position shall be listed as vacant until filled.

Eligibility All certified employees assigned to the school as full or part-time are eligible to serve on the council provided the majority of their time, as reflected on the PSD form, is spent in this school.

Parent council members shall be a parent, stepparent, or legal guardian of a student enrolled in the school and shall not be a district employee, a relative of a district employee, a member of the local school board, or the spouse of a district's school board member. Relative shall mean father, mother, brother, sister, husband, wife, son, daughter, aunt, uncle, son-in-law or daughter-in-law.

Selection Teachers: Three (3) teachers will be elected to the council by a majority **Process** of their peers. A teacher leader will be selected by the teachers to seek nominations and to run the election. The elected teacher names will be given to the council by June 1.

Parents: Two (2) parents will be elected to the council by a popular vote of the qualified parents. The parent names will be given to the council by June

1. Parent elections will be conducted by the school's largest parent organization.

When the minority student population reaches 8%, an additional teacher representative and minority parent representative shall be elected to council. If possible, the additional teacher representative shall be of a minority race.

Terms Terms of school council members shall be for one (1) year and shall begin on July 1 and end on June 30 of the following year. Annual elections for the following year's term shall be held during the preceding May on a date set by the parent teacher organization.

Filling Vacancies Council vacancies shall be filled at a special called election and shall follow the guidelines set forth by this policy. A vacancy is created when a teacher is no longer assigned to the school, a parent no longer has a child enrolled in the school, or a member of council has three (3) missed meetings of the council without council approval, or when a council member resigns from the council.

Reference: Williamstown Board Policy Sec. 7.74

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OPERATING COUNCIL MEETINGS

Types Council members shall attend four (4) types of meetings: 1) Regular – meeting held on a set day of the month and at a set time of day.
2) Special – meetings scheduled as they are needed between Regular scheduled meetings.
3) Training – meetings designed for council members to acquire knowledge and/or develop skills.
4) Working – meetings designed to develop product without making a final decision.

Authority The council is a corporate policy making body. Outside of a legally called meeting, no council member, other than the principal, has decision-making or administrative authority conferred by the office on the council. The principal is the school's primary administrator and instructional leader.

Schedule of The Williamstown Elementary Council shall meet one time per month at **Regular Meetings** a time agreeable to the members of council. All meetings shall be limited to a two-hour period.

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

Agenda A written agenda shall be prepared and copies made available to the public at all meetings of the council. The agenda of each meeting shall

provide the opportunity for interested persons to address the council. The agenda shall be approved at the beginning of the meeting and additional items may be added to the agenda with the approval from council. Advance notice of meetings shall be given to parents and teachers.

Teachers and parents who are not on the council may recommend items for the agenda by contacting a council member at least three (3) working days prior to the meeting. A person recommending an item must be present at the meeting for it to be discussed so that council members can ask the individual questions pertinent to understanding the agenda item. If the individual wished to speak at the meeting, he/she must contact the principal to be added to the agenda at least three (3) working days prior to the meeting.

Agenda Format All SBDM agendas at Williamstown Elementary School shall closely follow the recommended SBDM Council agenda set by the Kentucky Association of School Councils.

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Chairperson The principal shall be the chairperson of the council and as such shall also, have equal voting power. The council shall not meet in absence of the principal. The responsibilities of the principal as chairperson shall not be delegated to any other member of the council or any other person.

Decision Making The primary method of making decisions shall be by consensus. An effort shall be made to thoroughly discuss all possible alternatives, provide everyone ample opportunity to be heard, and make a final choice that can be supported by the group. In the event consensus cannot be reached, a delay in making the decision shall be used as one alternative to reach consensus. In the event a decision is necessary and the council determines majority rule is an acceptable process to make the decision, then majority rule will be followed. Decisions by majority rule shall require a simple majority of the members present. A tie vote will result in no action.

A minimum of three (3) members must call for a vote for majority rule to be applied.

Quorum A quorum of the council shall be four (4) members with at least one teacher and one parent present. Four (4) affirmative votes shall be required for the council to take action.

Minutes The chairperson shall be responsible for securing minutes that record the council's action. Minutes shall be approved by the council, kept in a permanent file, and open to public inspection. The principal shall Forward a copy of the minutes of each council meeting to the superintendent who shall keep the Board informed of council action.

Open Meetings All meetings of the council are open to the public and subject to the open meetings law. The council may go into executive session to discuss

personnel, legal issues effecting the council, or rights to privacy issues. However, all decisions made by the council will be made in an open public meeting.

Recording Secretary The council shall provide a qualified person to serve as recording secretary who shall be responsible for:

1. Recording in writing all minutes of the meetings.
2. Processing minutes.
3. Processing and disseminating meeting agendas.

Summary Report A summary of the actions taken by council shall be reported to the parent teacher organization and the superintendent. The report shall be disseminated within three (3) working days from the date of the meeting.

Input from Non-Council Members Those who are in attendance at the council meetings shall be provided an opportunity to discuss issues under consideration by the council by **Members** the following procedures:

A sign-in sheet will be provided for those in attendance to indicate their desire to speak at the meeting. Those signing up at the meeting will be limited to five (5) minutes and allowed to address the council in order they signed in.

Individuals who know in advance that they wish to speak at the meeting regarding an issue and require additional time must make a request to the principal to be included on the agenda five (5) working days prior to the meeting. The amount of time permitted an agenda speaker is fifteen (15) minutes.

Input/Reactions must be germane to the topic and must be within the authority of the council.

The council may choose to allow speakers additional time.

All SBDM records shall be available for public access free of charge.

Remuneration Members of the council shall not receive any remuneration for serving on the council.

Reference: Williamstown Board Policy Sec. 02.423

POLICY DEVELOPMENT AND REVIEW

Council All activities and decisions of the council shall be governed by **Governance** policies set by the council. Policies shall include both operational procedures and management functions chosen by the council. In the development and applications of school policies as permitted by statute, schools operating under SBDM shall comply with Board policies,

including but not limited to those prohibiting discrimination based on age, race, sex, color, religion, national origin, political affiliation, marital status, or handicap.

No policy shall be adopted that would be in conflict with regulations governing federal programs.

Adoption The council shall adopt policies, which provide an environment that enhances student achievement and helps the school meet goals established by law and Board policy.

No policy shall be adopted by council at the meeting in which the policy is introduced. All policies shall require two (2) readings before they are adopted. All policies shall be submitted to the superintendent after the first reading.

Policy Manual The council shall maintain a policy manual and shall make it available to staff, the public, and the superintendent.

Review The council shall annually review all policies. Revisions shall be made as needed in order to more effectively serve the school.

Reference: Williamstown Board Policy Sec. 02.42

COUNCIL CODE OF ETHICS

Council The council shall encourage parent, citizen, and community **Relationships** participation in council meetings and school activities and shall cooperate with independent school groups such as booster and parent organizations to assist them in their service to the school.

Code of Ethics Code of Ethics for a school council is a set of professional **(Defined)** standards for council members to follow as they work as a team, as they make decisions affecting the school, and more specifically— the children served by the school.

Development A code of ethics shall be adopted by the first school council at Williamstown Elementary School and shall be reviewed annually by the council thereafter and amended as needed. A written code of ethics shall be included in the school policies.

Commitment Each council member shall read and show by his/her signature a commitment to the professional standards set by the code of ethics. Signing the code of ethics is not mandatory.

Signature Council members shall be given the freedom to sign the code of ethics. No council member shall be coerced into signing the code of ethics beyond their will or discriminated against if choosing not to sign the code of ethics.

STATEMENT OF ETHICS

THE WILLIAMSTOWN ELEMENTARY SCHOOL SBDM COUNCIL

Members of the Williamstown Elementary School Council, while representing teachers, parents, and school administrators, have the educational welfare of the students served by the school as its highest priority. We acknowledge that the school belongs to the public it serves and that our responsibilities as a council member requires gathering and giving accurate information and making decisions that will be in the best interest of the students. We further acknowledge that we can best meet our responsibilities when we work as a team, show respect for one another, show honesty, and demonstrate a commitment to the school and to our responsibilities.

Refraining from discussing information that can be detrimental to a person or group is a behavioral standard by which the council will abide.

The responsibilities of the council and these acknowledgements require each council member to maintain standards of exemplary professional behavior. Each council member and the council as a whole will be observed and appraised by the faculty, students, and community. In the interest of the school and each student served by the school, the council member subscribes to the following statements and ethical standards.

Members of the council shall:

- Make the well-being of students the fundamental value in all decision-making actions.
 - Fulfill responsibilities with honesty and integrity.
 - Abide by policies set by the council.
 - Demonstrate a willingness to work as a team.
 - Demonstrate willingness to compromise in the interest and welfare of students. ●
- Show support of decisions made by the council.
- Avoid sharing information that is considered confidential by the council. ●
- Represent his/her constituency group as accurately as possible.

- Demonstrate commitment to the work of the council and to the work of the school.
- Avoid using positions for personal gain through political, social, religious, economic, or other influence.
- Demonstrate respect for all people regardless of race, national origin, sex, religion and political affiliations.

I agree to abide by these standards.

Signature _____ Date _____ 10

APPEALS PROCESS

Request Appeals from decisions of the council may be made by any resident of the district, parent, student, or employee of the school. Prior to being appealed, the issue must first be presented in writing to the council for consideration.

Schedule Issues for council consideration shall be delivered to the principal who shall bring the matter before the council at its next meeting. If the matter is not satisfactorily resolved within ten (10) school days from the date the issue is presented to the council, an appeal may be submitted in writing to the superintendent.

If, within ten (10) school days of receiving the appeal, the superintendent has not been able to satisfactorily resolve it, a further appeal may be made in writing to the Board. The Board shall act on the appeal with forty (40) school days of the board meeting when the appeal was made. The decision of the Board shall be final.

Actions of the council will be reviewed on appeal based on whether the council action was arbitrary, violated district policy, exceeded the authority of the council or was otherwise unlawful under the state or federal law.

Reference: Williamstown Board Policy Sec. 02.42411

PROCEDURES FOR REMOVING COUNCIL MEMBERS

Reasons The chief state school officer shall recommend by written charges to the local board of education, the removal of a school council member, as to whom he has reason to believe is guilty of immorality, misconduct in office, incompetence, willful neglect of duty, or nonfeasance.

Procedure A member of the school council may be removed from council for a

cause, after an opportunity for hearing before the local board, by a vote of

four-fifths (4/5) of the Board's membership after the recommendation of the chief state school officer pursuant to KRS 156.132. Written notices setting out the charges for removal shall be spread on the minutes of the Board and given to the member of the school council.

Reference: Williamstown Board Policy Sec. 02.421

FISCAL MANAGEMENT

Budgeting Process All funds expended by the school shall be included in an annual budget. This applies to funds from all sources. The school shall use the budget format provided by the superintendent.

School Activity Fund School activity fund budget is a budget for all funds generated by school-sponsored activities and service (i.e., athletics, drink machines, school supply store, fall festivals, school fees, school pictures, school fund drives, and appropriations from PTA, community agencies, and business partner).

General Fund General budget consists of all funds not included in the school activities fund budget (i.e., instructional materials, professional development, staffing, operation and maintenance and technology).

In the event, the council chooses to manage its total budget, all funds from the Board of Education and federal sources, except for exemptions described in Board policy, shall be included in the general budget.

Purchasing Subject to available resources, the Board shall allocate to each school an appropriation that is adequate to meet the school's needs for Instructional materials and school-based student support services as determined by the council.

The council shall determine, within available resources, the instructional Materials and student support services to be provided in the school.

The school council shall determine the expenditure of funds allocated for purchasing instructional materials, supplies, and equipment.

In order to comply with state accounting and bidding requirements, all purchases of goods and services shall be

made in conformity with Board policy.

Monitoring The superintendent shall prepare and provide the school a monthly statement of the current financial status of funds allocated for purchasing instructional materials, supplies, and equipment. This statement shall include the beginning and unencumbered balance for each category of authorized expenditure, an itemized listing of purchase orders authorized but not paid, and the end-of-the month unencumbered balance of funds allocated.

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Budget Changes Funds may be moved from one-line item to another within budgets with approval of council. Expenditures shall not exceed appropriations.

Audit A certified public accountant shall be employed to conduct an annual audit of the budget and shall be consistent with the school district's auditing procedures. The audit shall be reported to the council and the superintendent and shall be approved by the council.

Annual Report An annual financial report shall be made by the principal from the superintendent's end of the year report to council. This report shall be approved by council.

Reference: Williamstown Board Policy Sec. 02.4242 & 02.424

ALTERNATIVE MODELS

Process Alternate models may address membership, organization, duties and responsibilities of the council. The alternate model shall be developed by a committee composed of representatives of parents, students, teachers and administrators. The composition of the committee shall be three (3) parents, three (3) teachers, one (1) student, and one (1) administrator who shall be the principal of the school. The parent representatives shall be appointed by the parent teacher organization. The student representative shall be appointed by the student government organization. The teacher representative shall be elected by the teachers of the school.

Any model developed by this committee must be approved by two-thirds (2/3) of the school faculty. An alternative model shall not eliminate or reduce the proportion of parent representatives on the council, unless all parent representatives on the committee agree to the change.

On recommendation of the principal or on a two-third (2/3) vote of the certified staff, the alternate model may be reviewed by the establishment of a review committee whose membership shall be as described above.

The review committee may propose amendments to the alternate

model which must be approved by two-thirds (2/3) of the faculty of the school prior to its presentation to the Board.

Approved models or amendments shall be presented to the Board for review and transmitted to the Chief State School Officer and the State Board for Elementary and Secondary Education for approval.

Reference: Williamstown Board Policy Sec. 02.414

COMMITTEE SYSTEM

Ad Hoc Committees

Ad hoc committees shall be formed to complete specific tasks. Once the task is completed, the committee shall be abolished. Ad hoc committees shall be formed by the chairperson of the council with approval from the council. The size of committees and representation shall be determined by the council.

Agenda

All committees shall operate by an agenda. The agenda shall be formed by the chairperson with input from committee members. The agenda shall be disseminated to committee members at least 24 hours before the meeting.

Chairperson

Ad hoc committees shall select a chairperson and secretary from its membership.

Resources

Professional, technical and financial resources needed by committees to perform their tasks must be approved by the council within the means available to the council. Request for resources shall be made in writing to the council.

Tasks

The council shall describe in written policies the responsibilities of each committee and shall develop and communicate to the committees a general time line for all major tasks.

Term

Ad hoc committees shall serve until they are abolished, not to exceed one year.

Decision Making

All committees shall use consensus as the method of making decisions.

Quorum

Two-thirds (2/3) of the members of the committee must be present for the committee to make a decision.

Open Meetings

All committee meetings shall be open to the public except when personnel, legal issues affecting the committee, or rights-to-privacy issues are under consideration. Under one or more of these conditions a committee may go into

executive session. All decisions made by committees shall be in open public meeting.

Minutes

All committees shall keep minutes of all official meetings and shall file such minutes in a minute book made available to the public in the school's administrative offices. Each committee shall approve its own minutes.

AMENDMENT TO BY-LAWS

All motions to amend the by-laws of the council shall be in writing. No decision on a motion to amend the by-laws shall be made until after the topic has appeared twice in the preliminary agenda for council meetings.

All homeroom teachers have an activity account funded by money received from student fees, fall festival class earnings, donations, etc. All money in the account must be utilized for the students' benefit and it is recommended it be used in the current year.

When a teacher position is vacated, the funds associated with that teacher's account will transfer to the new staff member filling the position.

Items purchased with activity funds become the property of the school.

Unused funds will roll forward into the next fiscal year.

Reviewed/revised on 8/06/2020 Carrie Wade, SDBM Chairperson

Reviewed/revised on 03/28/2019; 1/4/2018; 9/01/2016; 10/27/2014

ALIGNMENT NEEDS ASSESSMENT

Our yearly School Improvement Planning process will include:

- An analysis of our State Assessment 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.
 - 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 implementation and impact checks.

POLICY EVALUATION

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

Date Adopted: 1/4/2011

Reviewed/revised 09/01/2016; 1/04/2018; 3/28/2019

Reviewed/revised: 9/03/2020 Carrie Wade, SDBM Chairperson

WES and WISD Attendance Policy:

Board Policy 09.123 - Pupils are required to attend regularly and punctually the school in which they are enrolled. Recording of absences and tardies shall be made in compliance with the requirements of [702 KAR 007:125](#).¹

TRUANCY DEFINED

Any student who has attained the age of six (6), but has not reached his/her eighteenth (18th) birthday, who has been absent from school without valid excuse for three (3) days or more, or tardy without valid excuse on three (3) days or more, is a truant. Any student enrolled in a public school who has attained the age of eighteen (18) years, but has not reached his/her twenty-first (21st) birthday, who has been absent from school without valid excuse for three (3) or more days, or tardy without valid excuse on three (3) or more days, is a truant.

Any student who has been reported as a truant two (2) or more times is a habitual truant. For the purposes of establishing a student's status as a truant, a student's attendance record is cumulative for an entire school year. When students transfer from one Kentucky district to another, attendance information from the previous district shall become part of their official attendance record for that school year.

EXCUSED ABSENCES

A maximum of three (3) days of absences per semester may be excused by parent notes. A physician's note is required for verification for the fourth (4th) and all subsequent absences for illness. After the tenth (10th) physician's note, the parent/guardian must have a Medical Excuse Form completed by the physician. Students with a chronic/critical condition, as determined by a qualified professional, will be addressed on an individual basis.

An excused absence or tardiness is one for which work may be made up, such as:

1. Death or severe illness in the pupil's immediate family,
2. Religious holidays and practices,
3. Illness of the pupil,
4. Documented military leave,
5. One (1) day prior to departure of parent/guardian called to active military duty, 6. One (1) day upon the return of parent/guardian from active military duty, 7. Visitation for up to ten (10) days with the student's parent, de facto custodian, or person with legal custody who, while on active military duty stationed outside of the country, is granted rest and recuperation leave,
8. Ten (10) days for students attending basic training required by a branch of the United States Armed Forces, or
9. Other valid reasons as determined by the Principal, including trips qualifying as educational enhancement opportunities.

Excused Absences (continued)

Students shall be granted an excused absence for up to ten (10) school days to pursue an educational enhancement opportunity determined by the Principal to be of significant educational value. This opportunity may include, but not be limited to, participation in an educational foreign exchange program or an intensive instructional, experiential, or performance program in one (1) of the core curriculum subjects of English, science, mathematics, social studies, foreign language, and the arts.

Unless the Principal determines that extenuating circumstances exist, requests for date(s) falling within State or District testing periods shall not be granted.

The Principal's determination may be appealed to the Superintendent/designee whose decision may then be appealed to the Board under its grievance policy and procedures.

Students receiving an excused absence under this section shall have the opportunity to make up school work missed and shall not have their class grades adversely affected for lack of class attendance or class participation due to the excused absence.

WES Attendance Procedures:

The Williamstown Elementary Site Base Council and Staff believe that attendance at school is vital to a student's educational development and success. Forming good attendance habits early will serve our students well throughout their school careers and later in life. We believe that part of our mission is to teach and model a strong work ethic. Additionally, public school systems are primarily funded by the average daily attendance of its students; a strong school attendance record affords this school the opportunity to provide a quality education. Therefore, exemplary attendance is expected and required of all students.

Absence-Includes Full Day, Half Day, and Tardy

When a student must be absent from school, it is the student and parent's responsibility to provide the school with a note on the day the student returns to school.

The note must:

1. Be written and signed by the student's parent or guardian
2. Include the date the note was written
3. List the date/s of the absences
4. Include the home and/or parent work phone number
5. State the reason for the absence

Students who come to the health center and are seen by the nurse will still need to provide a parent note upon returning to school.

A one-day grace period will be given for parents to provide a written excuse for a student absence. All excuses received beyond this time frame will be unexcused.

Readmission to Class

Upon receiving a note from a student, the office will determine if the absence is "excused" or "unexcused".

ATTENDANCE DEFINED

According to State regulations (702 KAR 7:125), full-day & half-day absences and am/pm tardiness are determined by the total number of minutes a student is present at school. The following is an explanation of the process.

Check-In/Check Out Times Defined

Check-In Times:

- AM Tardy: Student signs into school between 8:00am-10:30am
- Half-Day Absence: Student signs in to school between 10:30am-1:50pm
- Full-Day Absence: Student signs in to school between 1:50-2:55 or does not attend at all

Check-Out Times:

- PM Tardy: Student signs out of school between 12:30pm-2:55pm
- Half-Day Absence: Student signs out of school between 9:00am-12:30pm
- Full-Day Absence: Student signs out of school between 8:00am-9:00am

UNEXCUSED FULL DAY & HALF DAY ABSENCE

An absence will be considered unexcused if:

1. There is not an acceptable reason for the absence
2. The note does not contain all of the required information
3. The note is not presented on the first day the student returns after an absence.

Students are responsible for any work missed and must return it to the teacher on the third day back to school. Failure to do so will result in a zero for all missing assignments.

According to Board Policy and Kentucky State Law 159.150: Any child who has been absent from school without a valid excuse for three (3) or more days, or tardy on three (3) or more days is a truant.

Truancy letters will be sent to the parent/guardian after the third and fifth unexcused absences. Charges may be filed with the Grant County Court on the sixth unexcused absence.

UNEXCUSED TARDY

A tardy may occur at the start of the school day, or at the end of the school day.

Students who arrive late to school must stop by the office and receive a tardy slip before going to class. Parents who wish to pick up their child early must come to the office and sign them out. A note from home is required when a student arrives late. A note from home is required on the following day when a student leaves early. The note should contain the following information:

1. The student's name and the date the note was written
2. Telephone number
3. The reason for the tardy
4. The signature of the parent or guardian

An absence will be considered unexcused if:

1. There is not an acceptable reason for the absence
2. The note does not contain all of the required information
3. The note is not presented on the first day the student returns after an absence.

Students with an “unexcused” tardy will receive a warning.

EARLY DISMISSAL

It is preferred and recommended that parents send a note to school with their child for an early dismissal. The person picking up the student must come to the office and the child will be called from their classroom. Only parents/guardians or persons identified on the student’s release form will be able to sign the student out. Students who return to school before the end of the day are required to “sign in”.

Parents are encouraged to schedule appointments after school hours so that students can capture the most of their school experience.

***A note must be brought to the office on the student’s next day to school.

PERFECT ATTENDANCE

Students who have been counted present each day of school for the entire year will be rewarded with perfect attendance honors. All perfect attendance honorees will receive recognition at an end of the year assembly program acknowledging this special accomplishment.

Ineligible Students for Perfect Attendance

- Students who have missed ½ day or more of school, either excused or unexcused ●
- Students who have accumulated three or more tardies, the equivalent of a day’s absence, either excused or unexcused

Reviewed/revised: 11/01/2012; 10/06/2016; 2/01/2018; 7/11/2019

Reviewed/revised: 3/04/2020 Carrie Wade, SBDM Chairperson

CLASSROOM MONEY POLICY

Each year the SBDM council shall determine the appropriate teacher allotment for instructional materials based upon the allocation given to the school from the superintendent and other needs within the school. All purchase orders must be requested

by April 15th of each year and a receipt for items purchased given to the school secretary by April 30. All unused funds from teacher accounts will be placed into the elementary general fund and used as the council determines.

Reviewed: 9/01/2016; 2/01/2018; 5/02/2019

Reviewed/revised:

CURRICULUM POLICY

KRS 160.345(2)(i)1

Purpose: The curriculum policy for Williamstown Elementary School ensures and establishes a process for curriculum development, implementation, evaluation and communication of the school's curriculum while involving all stakeholder groups.

Procedures: Williamstown Elementary School defines curriculum as what students are taught and the

connections they make to the real world. The curriculum shall define what students should know and be able to do in all content areas. The curriculum shall also be defined as all experiences provided by the school staff which are designed to assist students in valuing learning and developing academically, socially, emotionally, and physically. Curriculum includes both what is taught and how it is organized for delivery. The curriculum shall include all core subject areas (i.e. English/Language Arts, Mathematics, Science, and Social Studies), as well as a variety of elective courses (i.e. Arts and Humanities, Practical Living/Career Studies, Health and Physical Education, and Technology). The curriculum shall encompass local, state, and national standards and be evidence-based. It shall be aligned with the Kentucky Academic Standards. All students shall have equal access to all aspects of the curriculum during the school day.

The curriculum shall include the following features:

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

The Williamstown Elementary School Council recognizes the stakeholders for the Curriculum Committee membership. These stakeholders shall be responsible for evaluating and revising the curriculum annually.

The principal of Williamstown Elementary School shall be responsible for ensuring the implementation of the curriculum. All teachers shall be responsible for implementing the curriculum with fidelity in all classroom assignments and documenting the curricular topic as part of lesson planning. The curriculum shall be communicated to all stakeholders on an annual basis. Teachers, parents and students, as well as the community at large, shall receive information on what students are to know and be able to do. This information will be posted to Williamstown Elementary School's website. All staff members shall receive appropriate professional development annually on any curricular revisions.

Evaluation: The Williamstown Elementary School Council shall monitor the implementation of the curriculum through a series of checkpoints during regular school council meetings.

Date Reviewed/Revised: 12/03/2020 Carrie Wade, SDBM Chairperson

Date Adopted: 04/02/2020 JDodd

DISCIPLINE, CLASSROOM MANAGEMENT, AND SCHOOL SAFETY POLICY

The school staff and administration shall implement the district code of acceptable student behavior and discipline. Copies of this code shall be distributed in a timely manner to all staff, parents, and students via the Student Handbook. The code shall be a part of the comprehensive school safety plan and shall include specific discipline and classroom management procedures, as well as the responsibilities of administrators, counselors, teachers, parents/guardians and students. A signed receipt from each parent/guardian

must be returned to the school within two weeks of enrollment.

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

The Positive Behavior Interventions and Supports (PBIS) Team shall review the district code of acceptable student behavior and discipline and classroom management measures at the end of each school year. The PBIS team shall recommend additional discipline and classroom management measures to the Council for approval, ensuring that all suggestions are consistent with the district code, the school safety plan, and all state and federal statutes and regulations.

The PBIS Team will establish school-wide standards of conduct for classrooms and common areas, which will be posted where students can see them throughout the year. These standards will be taught and/or reviewed during the first two weeks of school and the first day after any break of more than three school days. Any student enrolled in the district after the first two weeks of school, will be provided with an accelerated session on the PBIS standards within the first week of the student's enrollment.

Date Adopted: 10/27/2011

Reviewed/Revised: 12/01/2016; 3/01/2018; 12/05/2019

Reviewed/Revised: 2/04/2021 Carrie Wade, SBDM Chairperson

ENHANCING STUDENT ACHIEVEMENT POLICY

SCHOOL MISSION AND BELIEFS STATEMENT

Williamstown Elementary is committed to inspiring a culture of citizenship, perseverance, and lifelong learning.

PROCEDURES

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

- Develop SBDM policies, which contribute either directly or indirectly to accomplishing this mission.
- Develop SBDM policies, which contribute either directly or indirectly to enhancing student achievement by improving teaching and learning at our school for each and every student.
- Complete an annual needs assessment including but not limited to analyzing student performance on the KPREP test.
- Annually revise our School Improvement Plan to address identified needs. The council will be responsible for adopting The Plan and conducting Implementation and Impact checks to monitor it.
- Budget and hire to support our School Improvement Plan.

POLICY EVALUATION

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

Date Adopted: 1/4/2011

Reviewed/revised 12/01/2016; 3/29/2018; 12/05/2019

Reviewed/revised: 9/03/2020 Carrie Wade, SBDM Chairperson

EXTRACURRICULAR PROGRAMS POLICY

CRITERIA FOR PROGRAMS

Extracurricular and Co-Curricular programs offered at Williamstown Elementary School will be based on the following:

1. Contribute to students becoming self-sufficient individuals of good character, exhibiting the qualities of altruism, citizenship, courtesy, honesty, human worth, justice, knowledge, respect, responsibility, and self-discipline
2. Contribute to students becoming responsible members of a family, work group, or community, including demonstrating effectiveness in community service.
3. Generate and maintain student interest as well as attract students currently not involved in extracurricular or service projects.

4. Encourage, enhance, or maintain equity in our overall program.
5. Have a suitable adult sponsor and have appropriate adult supervision at all times.

The SBDM Council shall review and approve the extracurricular and co-curricular programs to be implemented at the school. Proposed extracurricular or co-curricular programs to be implemented shall be presented to the school council for approval prior to their implementation.

Subject to council's approval, there will be student participation standards for each of the school's extracurricular/co-curricular programs. The student participation standards shall be consistent with the state or national sponsor standards, and with state and federal statutes and regulations, and must be in compliance with Williamstown Elementary extracurricular and co-curricular policies. The assigned coach or sponsor is responsible for developing standards, rules, and codes of conduct for the program and for sharing this information with the student participants and their parents/guardians.

COACHES AND SPONSORS

Each extracurricular activity will be led and supervised by an adult coach or sponsor who meets any applicable requirements. The coach or sponsor will be responsible for supervising all students while they are participating in an activity, including preparation and travel time.

All coaches, sponsors, and mentors will be evaluated on a yearly basis by the principal or his/her designee. Athletic programs will receive an evaluation by the Athletic Director, and the Athletic Director will report the evaluation to the principal for final approval. If the Athletic Director has concern for any athletic program or if an athletic evaluation yields an unsatisfactory or ineffective summative result, the principal will conduct further evaluations to determine the effectiveness of the program.

ASSIGNMENT OF EXTRACURRICULAR AND CO-CURRICULAR SPONSORS, COACHES & MENTORS

The principal will assign coaches and sponsors, in consultation with the Athletic Director and the SBDM Council. Applicants who do not currently work at the school may be considered, but priority will be given to certified employees who currently work in the district.

BUDGETING OF EXTRACURRICULAR AND CO-CURRICULAR PROGRAMS The head coach, sponsor, or mentor of any extracurricular or co-curricular program is responsible for budgeting all finances for the program. The head coach, sponsor, or mentor will submit a working budget to the finance secretary at the specified time each spring. The coach, sponsor, or

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mentor must abide by the Accounting Procedures for Kentucky School Activity Funds (Redbook), per 702 KAR 3:130. Each program is responsible for fundraising to sustain the program, and all fundraisers must be submitted to the SBDM Council and approved before implementation.

EXTRACURRICULAR AND CO-CURRICULAR PROGRAMS CURRENTLY OFFERED

Programs offered include but are not limited to:

1. Boys Basketball
2. Girls Basketball
3. Cross Country
4. Track & Field
5. Archery
6. Baseball

7. Softball
8. Cheerleading
9. Chorus
10. Band
11. Theater/Drama
12. Academic Team
13. Girls on The Run
14. Lego Robotics

STUDENT PARTICIPATION

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

1. Maintain good academic standing. Any student participating in extracurricular activities may not be failing more than one class.
2. Grades will be checked weekly, on Monday at 2:00 PM. If school is not in session on Monday, grades will be checked at the same time on the first available day after returning to school. If a student is not eligible to participate, neither the student NOR the coach/sponsor may approach a teacher requesting an immediate update of grades for late or missing assignments so that the student can be eligible. Should this take place, administration may take appropriate disciplinary action against the offending students and/or staff member. The only exception will be if an error in reporting by a teacher or the failure of a teacher to report in a timely manner is identified.
3. Students found ineligible shall not participate in any extracurricular activities, including practice, until the following Monday, provided they have met the academic eligibility requirements as defined in #1 above. Students may attend, but may not participate, in extracurricular activities between Mondays if determined ineligible.
4. Students must attend school at least one half day on the day of the activity, or on Friday for weekend activities, in order to participate.
5. Comply with rules established by the adult coach or sponsor for the activity. 6. Where applicable, meet any requirements set by the appropriate sponsoring or governing organization.
7. Maintain a good discipline record and have no more than two discipline referrals in a quarter. The principal may determine to prevent a student from participation due to the severity of the infraction.
8. All school fees are to be paid prior to approval in extracurricular activities. Eligible students may submit a fee waiver request. If approved, school fees will be waived for one (1) year. Fee Waivers do NOT apply to extracurricular activities. Fee Waiver recipients are still required to pay all fees as required for participation in extracurricular activities.

POLICY EVALUATION

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

Date Adopted: 1/04/2011

Reviewed/revised: 12/01/16; 3/29/18; 1/09/20

Reviewed/revised: 7/6/21 Carrie Wade, SBDM Chairperson

FIELD TRIP POLICY

All elementary teachers have the opportunity to take their students on field trips during the school year. Field trips must support the school's curriculum and be approved by the principal, transportation director and the SBDM council. The council will annually determine the cost of field trips according to current fuel prices and drivers' salaries. A dollar amount will then be determined for all students who make the trip.

- First Field Trip – funded by set student charge and SBDM funds

- Second Field Trip – funded by set student charge and other classroom funds.
- Third Field Trip – funded by a source other than students and SBDM council.

Reviewed/revised: 11/01/2012; 10/05/2017; 1/09/2020

Revised 4/01/2021 Carrie Wade, SBDM Chairperson

GIFTED AND TALENTED POLICY

Gifted students in Williamstown Elementary School are identified through their outstanding intellectual capabilities, academic aptitudes, creative abilities, leadership abilities and or visual and performing arts abilities. A combination of testing and documentation is required for placement into the gifted and talented program. The Williamstown Independent Schools Gifted and Talented Handbook provides more information regarding the program.

A combination of assessments is used to determine placement in the Primary Talent Pool (PTP) for kindergarten through third grade students.

Formal identification of students begins in grade four and includes a combination of formal and informal measures, specific to the five categories of giftedness: General Intellectual, Specific

Academic Area, Visual and Performing Arts, Creativity, and Leadership. Students can be identified for gifted abilities at any time during their school career. Gifted identification remains in place throughout a student's school career.

Parents and guardians will be notified of potential Primary Talent Pool or formal identification through a letter from the Gifted and Talented department. Three pieces of evidence are required for a student's identification.

Gifted and talented students in the fourth grade and above will have a Gifted Students Service Plan (GSSP) in place to determine how to support individual needs. Plans will be reviewed twice a year and shared with parents and guardians.

Students who are pulled out for specialized instruction may be given differentiated classroom work or be exempted from assignments. Students must communicate with their teachers to determine what is expected from them.

Date Adopted 1/27/2015

Reviewed/revised: 01/04/2017; 7/11/2019

Reviewed/revised: 1/07/2021 Carrie Wade, SBDM Chairperson

HIRING STAFF & CONSULTATION POLICY PERSONNEL DECISIONS CONSULTATION KRS 160.345

The school council shall be consulted prior to the principal's selection of personnel to fill all non-principal school-based vacancies that shall occur at the school. When a school-based personnel vacancy occurs, the school principal, or any other school council member shall include consultation with the school council for the vacancy on the agenda of a regular or special meeting of the council.

Upon the posting of a certified position by the superintendent, a list of qualified applicants shall be selected by the principal and superintendent for interview. The principal shall provide electronic copies of the selected candidates' applications within 5 working days of having selected candidates for interview.

The principal shall conduct a reference check on each candidate and report the results of this reference check to the school council at a regular or special meeting of the council – within 10 working days of the submission of the written applications to the council.

The principal shall form an interview committee for the vacancy. This committee shall include invitations to the SBDM council, the assistant principal (if applicable), and at least one teacher from the area, grade, or department in which the vacancy has occurred – within 5 working days of conducting actual interviews. The principal shall serve as the committee chair.

The interview committee shall convene, conduct interviews of those qualified applicants. After the final applicant has been interviewed, a special SBDM meeting will be held to discuss, and make a recommendation of priority order for selection of a candidate to fill the vacancy. If a quorum of the members of the school council is not available to attend a meeting for the purpose of conducting consultation in the filling of the vacancy; the definition of quorum for the purposes of filling the specified vacancy shall be “one or more members of the school council who are present for the consultation.”

The principal shall make a selection of the qualified applicant to fill the vacancy, and shall report this selection to the superintendent who will complete the hiring process.

The minutes of the school council for the meeting shall state, “Consultation occurred for the filling of the vacancy.”

Date Adopted: 9/01/2016

Reviewed: 3/01/2018; 11/07/2019

Reviewed/revised:

HOMework POLICY

Williamstown Elementary School teachers shall utilize homework to extend the student’s opportunity to learn. If a classroom teacher feels it imperative to give a homework assignment, as an extension of classroom learning, he/she shall have the right to do so. Homework is to be completed outside the regular school day and intended to provide added enrichment to practice skills, increase knowledge and explore topics using various learning modes and technologies. Homework assignments may include written or digital work, cultural & creative activities and projects to extend learning.

All teachers will...

- Engage in age-appropriate home based activities that directly correlate with the day’s learning target.
- Assign homework that reinforces a skill that has been taught and formatively assessed in the classroom to ensure that all students understand the concept.
- Assign homework that provides opportunities to engage parents in the instructional process.
- Allow time for free reading as part of homework assignments.

All homework will be assessed for understanding within a reasonable timeframe. Teachers will provide appropriate feedback to students that focuses on content and performance standards. Accurate records of homework assessments will be kept by the teacher to use during student conferences and parent-teacher meetings.

In Professional Learning Communities (PLC), teachers will collectively review homework strategies used, discuss successes and challenges, share possible solutions to challenges, and identify areas within the learning progression needing further support.

Teachers will develop a system for students to note homework. This system will remain constant for the entire school year. This system may include: the class, assignments, due date, materials, and a parent confirmation signature or initials.

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 and take books and materials directly to that study area.
3. Plan the best time to complete work and keep to this schedule.
4. Complete work so that it is neat and legible.

Students that consecutively or continually do not complete homework assignments may result in: 1) Teacher-Student Conference, 2) Teacher-Parent Conference, 3) Counselor-Student Conference, and/or 4) Principal-Parent-Student Conference.

POLICY EVALUATION

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

Reviewed/revised: 10/05/2017; 3/05/2020

Reviewed/revised: 6/03/2021 Carrie Wade, SBDM Chairperson

INSTRUCTIONAL PRACTICES POLICY **KRS 160.345(i)(6)**

School staff, in collaboration with the principal, shall select the appropriate instructional practices to be used in their classroom to ensure that the school's curriculum is fully implemented. Best practice instructional strategies that are selected by the teachers must be included in lesson plans and monitored by the principal.

Daily instructional practices will incorporate the following Williamstown Independent Instructional Focus, "Three to Thrive":

1. The Environment Supports and Ensures Learning.
-Build Relationships/Promote a Positive Culture/ENGAGE Students
2. The Curriculum is used to determine appropriate skills and content.
3. The Elements of Effective Lessons is Present During Instruction

CLEAR LEARNING TARGET

The target is prominently posted in crystal clear language, is referred to throughout the lesson, is based on grade level curriculum, and leaves no doubt to how the learning will be demonstrated. Includes an

ANTICIPATORY SET

Preview, background, and purpose for the lesson is set to motivate, connect, and provoke curiosity. May include embedded vocabulary to be used in lessons (3-5 minutes).

Includes TEACHING AND MODELING

Teacher clearly teaches/models/"thinks aloud" for each component of the lesson. Teacher is scanning while teaching to ensure engagement of students.

GUIDED PRACTICE

After each "chunk" in the lesson the teacher immediately gives students a chance to practice and process information. During this time, the teacher checks for understanding.

FORMATIVE ASSESSMENT FOLLOWED BY ADJUSTMENTS TO INSTRUCTION

Teacher uses strategies to quickly assess students' progress or mastery to the learning target. The information gathered informs the teacher's need to adjust instruction or move forward.

INDEPENDENT PRACTICE

The above cycle is repeated (sometimes multiple times) until virtually all students are ready to complete the day's target on their own.

Teachers shall consistently address various learning styles, multiple intelligences, and brain research. They will also consistently use rigorous and relevant instructional activities, which will require all students to use higher-order thinking, problem solving, differentiated instruction, and inquiry learning. Trauma-informed teaching strategies will be implemented in each classroom.

The principal (or designee) will check for success in implementing this policy as part of regular classroom observations and evaluations of teachers. The principal will also check curriculum maps and lesson plans for evidence of the aforementioned strategies. The principal will make recommendations to the Council about instructional strategies that may need to be a professional development priority.

Date Adopted: 1/04/2011

Reviewed/revised: 3/02/2017; 10/04/2018

Reviewed/revised: 2/04/2021 Carrie Wade, SBDM Chairperson

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INSTRUCTIONAL AND NON-INSTRUCTIONAL STAFF TIME ASSIGNMENT POLICY

CRITERIA FOR ASSIGNMENT

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

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

POLICY EVALUATION

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

Date Adopted: 1/4/2011

Reviewed/revised: 3/02/2017; 10/04/2018

Reviewed/revised: 3/04/2021 Carrie Wade, SBDM Chairperson

LITERACY POLICY

LITERACY VISION

The district's vision is to provide literacy experiences that will enhance achievement and promote lifelong learning.

THE SBDM COUNCIL SHALL:

- Meet once per school year to discuss and determine allocation of resources
- Allow for flexibility in the literacy coach's schedule
- Meet within one month of the policy being developed to provide direction in regard to procedures

THE LITERACY TEAM SHALL

- Conduct quarterly reviews and reflect on the effectiveness of literacy efforts
- Report progress/findings, by semester, to the SBDM council
- Make recommendations for instructional decisions, based on the analysis of

available data

PROCEDURES

The SBDM council shall direct the literacy team through policy to:

- Evaluate the current program using Literacy PERKS
- Analyze all test data, including disaggregating literacy scores by race, SES, disabilities, and gender
- Survey all stakeholders to gather information
- Research effective literacy programs at similar schools
- Read professional texts
- Establish common beliefs about reading and writing
- Write, implement, and monitor a school wide literacy plan
- Coordinate professional development and facilitate study groups
- Mentor teachers through collaboration
- Model effective literacy instruction

POLICY EVALUATION

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

Date Adopted: 11/01/2018

Reviewed/revised: 9/03/2021 Carrie Wade, SBDM Chairpers

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PARENTAL INVOLVEMENT POLICY

DEFINITION OF PARENT

The legal definition of a “parent” is a parent, stepparent, or foster parent of a student or a person who has legal custody of a student pursuant to a court order and with whom the student resides. For the purposes of this policy we will use the term “parent” to encompass all diverse family situations.

COMMITMENTS

We commit to:

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

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

SCHOOL-PARENT COMPACT

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

SCHOOL RESPONSIBILITIES

Williamstown Elementary will:

1. Provide high-quality curriculum and instruction in an effective, supportive, and safe learning environment that enables the students to meet Kentucky's academic standards.
2. Provide information on the content students will learn each year through the methods listed in our Curriculum Policy.
3. Assign homework in accordance with our Homework Policy.
4. Provide parents with frequent reports on their child's progress. Specifically, we will provide formal reports every 4.5 weeks.
5. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual student's achievement. Opportunities (where appropriate) will be provided for the student to participate actively in sharing information on his or her progress with his/her parents during these conferences.

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6. Provide parents reasonable access to staff. The email addresses and telephone extensions of their child's teachers will be provided to parents to promote communication. Staff will always be available to parents by appointment for face-to-face conferences.
7. Send home newsletters at least four times a year that include information on ways families can help students learn. The first newsletter will contain a copy of this policy.
8. Support an active Parent Teacher Association or Organization.
9. Ensure that all adult volunteers working in our school and with our students are subject to board policy and state law regarding criminal record checks, as applicable.
10. Provide parents opportunities including but not limited to:
 - Tutoring
 - Assisting with classroom activities that require more than one adult
 - Preparing materials, mailings, refreshments, and other items needed for family and community involvement.
 - Serving on one of our decision-making committees
 - Joining our parent teacher organization and participating in its efforts to strengthen our school.
 - Volunteering along with other concerned members of our community in other areas as needed.

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

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

PARENT RESPONSIBILITIES

Parents are asked to:

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

POLICY EVALUATION

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

Date Adopted: 11/01/2012

Reviewed/revised: 04/06/2017; 10/04/2018

Reviewed/revised: 5/06/2021 Carrie Wade, SBDM Chairperson

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PINK EYE POLICY

Students who are seen by the health care staff and suspected to have pink eye will be sent home for the remainder of the day. Because pink eye is very contagious, anyone acquiring it **must receive antibiotics for one day prior to returning to school**. A doctor's note will be required before the student may return to school.

Date Adopted: 04/06/2007

Reviewed/revised: 11/01/2018

Reviewed/revised: 11/05/2020 Carrie Wade, SBDM Chairperson

PRIMARY AND INTERMEDIATE RETENTION POLICY

ORGANIZATION OF THE PRIMARY PROGRAM

Until they are ready for fourth grade, all students will participate in the primary program.

Each primary student will be taught by a team of two or more teachers who collaborate to ensure that the child makes progress each week in mastering Kentucky's *Core Content for Assessment* at an appropriate Depth of Knowledge.

Each teaching team will:

1. Use research-based teaching strategies that work for children this age.
2. Assess each child's progress by analyzing actual work the student is doing and maintaining an orderly record of skills mastered and areas needing further work.
3. Communicate with each child's parents at least four times each year to show parents the kinds of work the child is able to do and to discuss steps to help the child make further progress.

During each school week, teaching teams may organize their students in a variety of large and small groups for different kinds of learning activities. They may also arrange for one or more students to work part of the time with students assigned to another teaching team, getting parent input if that arrangement will last more than a week.

ASSIGNMENT OF STUDENTS

Primary students will be assigned following the guidelines in our Student Assignment Policy.

EXIT FROM PRIMARY: GENERAL RULE

Students will remain in the primary program until they are ready to be successful at fourth grade work.

EXIT FROM PRIMARY AFTER MORE OR LESS THAN FOUR YEARS When a student completes the program in either more or less than four years, the school will make every effort to engage the student's parents as active partners in planning to ensure that the student's full needs are well addressed.

In January, teachers will review their students' performance to identify those who appear likely to be ready for fourth grade at the end of the year. They will then identify:

1. Those students who are in their fourth or a later year of primary and who do not appear to be ready to exit as well as those students who are not yet in their fourth year but may be ready to exit primary; the parents of each such student will be invited to meet with those teachers to discuss the student's readiness and to discuss how to prepare for the best learning opportunities for those students. The purpose of the meeting will be to develop a consensus plan of steps to do what is best overall for the student. The plan may include any combination of the following strategies.

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- Extended School Services
- Special individual tutoring
- Computer-based learning
- Special strategies in the regular classroom
- Special strategies for work at home
 - Any other approach that appears likely to help that student succeed

In the event that consensus is not possible, the group will schedule an additional meeting to discuss the issues. If consensus fails after that meeting, the principal will determine what steps will be taken. These steps will be completed by the end of February.

Once a plan is adopted, the principal will designate a teacher to communicate with the parent at least once every two weeks about how the plan is working.

If teachers come to identify additional students who may need this attention after the end of January, they will notify the principal and begin the process described above.

EXIT FROM PRIMARY: OFFICIAL DECISIONS

In April, teachers will submit written recommendations to the principal (or principal's designee) as to which students should NOT exit primary.

In May, the principal (or principal's designee) will:

1. Review each recommendation.
2. Consult the relevant teachers about any concerns. This consultation shall not be necessary if the principal (or principal's designee) is fully comfortable with the recommendation.
3. Notify the student's parents regarding the student staying in primary for an additional year. Meet with the parents and teachers to work out plans to ensure that the student has a successful and positive experience with the added year.

INTERMEDIATE RETENTION POLICY

Beginning the 2017-2018 academic year, any student in grades 3-5 who fails 2 or more core academic subjects (Math, Science, Social Studies, Writing, or Reading) shall be required to repeat the failed academic year over. Grades will be based upon the cumulative GPA at the end of the 4th quarter/9 weeks.

In January, teachers shall review each student's performance to identify those who appear to have the potential to fail two or more core academic subjects.

Teachers will then contact the parents/guardians of each such student and invite them to meet to discuss the potential retention and to discuss how to prepare for the best learning opportunities for each of those students. The purpose of the meeting will be to develop a plan of steps to do what is best overall for the student. The plan may include but not be limited to any combination of the following strategies:

1. Extended school services.
2. Special individual tutoring.
3. Computer-based learning.
4. Special strategies in the regular classroom.
5. Special strategies for work at home.
6. Any other approach that appears likely to help that student succeed.

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Once a plan is in place, teachers will communicate with the parents/guardians of the student at least once every two weeks about academic progress.

If teachers come to identify additional students who may need this attention after the end of January, they will notify the principal and begin the process described above.

The school principal shall have final decision-making authority for any student retentions.

POLICY EVALUATION

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

Date Adopted: 6/11/2015

Reviewed/revised: 4/06/2017; 11/01/2018

Reviewed/revised: 6/03/2021 Carrie Wade, SBDM Chairperson

PROGRAM APPRAISAL POLICY

PROGRAM APPRAISAL NEEDS ASSESSMENT

Our yearly School Improvement Planning process will include:

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

We will implement this process to address the effectiveness of all our programs and the resulting Plan will be monitored by the council through ongoing Implementation and Impact checks.

POLICY EVALUATION

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

Date Adopted: 2/1/2011

Reviewed/revised: 5/04/2017; 12/06/2018

Reviewed/revised: 11/05/2020 Carrie Wade, SBDM Chairperson

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PROTECTION OF INSTRUCTIONAL TIME POLICY

COMMITMENT

Our schedule will provide the legally required hours of instructional time or more, and students will be actively involved in learning throughout those instructional hours. The administration and the teachers will take steps to accomplish this commitment and minimize disruptions of instructional time.

Our Discipline, Classroom Management, and School Safety Policy will support the protection of instructional time.

TEACHER RESPONSIBILITY

All teachers will ensure that:

1. Students arriving in each classroom will immediately have work to begin. 2. When a scheduled activity is unexpectedly delayed or cancelled, students will be given alternative, substantive learning activities to undertake.
3. Videotapes, CD's, and television broadcasts will be used only when they efficiently convey knowledge and skills called for in the curriculum and are combined with other activities that require the students to process and apply

- the information these types of resources provide.
4. The use of substitute teachers is kept to a minimum and that when substitute teachers are necessary they are supplied with substantive learning activities to conduct, other necessary items to conduct class as normally as possible, and the name of at least one other nearby teacher for questions and support.

PRINCIPAL RESPONSIBILITY

The principal (or principal designee) will:

1. Make sure that intercom interruptions from the office occur only at designated times and in emergencies.
2. Ensure that new staff members and substitute teachers are aware of the school's commitment to and the teachers' responsibility for minimizing disruptions to instructional time.

POLICY EVALUATION

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

Date Adopted: 1/4/2011

Reviewed/revised: 5/04/2017; 12/06/2018

Reviewed/revised: 10/01/2020 Carrie Wade, SBDM Chairperson

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SCHOOL DAY AND WEEK SCHEDULE POLICY

CRITERIA FOR DEVELOPING THE SCHOOL SCHEDULE

Our schedule will:

1. Reflect our mission and belief statements.
2. Give all students access to all classes, avoiding conflicting schedules of specialized classes and preventing any exclusion related to cultural background, physical abilities, socio-economic status, and intellectual status.
3. Provide students with the learning time they need, including technology access to complete writing assignments and other learning activities.
4. Facilitate appropriate decisions to give particular students expanded time and support for successful performance (such as independent study, additional time to work on a project or assignment, or other appropriate methods for the situation).
5. Support our Curriculum Policy, our Instructional Practices Policy, our equity and diversity commitments, and the Goals and Strategies in our School Improvement Plan.
6. Allow teachers shared time to collaborate and plan on a regular basis.
7. Facilitate teacher opportunities to switch teaching assignments to capitalize on different teachers' in-depth knowledge of specific topics.
8. Facilitate teacher opportunities to adjust the length of class periods when needed to provide the best instruction.

9. Promote reasonable and appropriate enrollments for all classes and appropriate numbers of pupils each teacher works with in the course of a day.
10. Respect the beginning and ending times of the school day and school calendar year as established by the Board of Education.

PROCESS FOR DEVELOPING THE SCHOOL DAY SCHEDULE

Annually, the principal will implement a school day schedule that includes any changes that have been adopted by the council.

The school day schedule will be reviewed each year using the following procedures:

1. By the end of June the principal will prepare a recommendation to the council on a schedule for the coming school year including changes (if any). The principal's recommendation may include more than one option.
2. The council will consider the principal's recommendations and adopt a schedule in time to implement our Staff and Student Assignment Policies.

POLICY EVALUATION

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

Date Adopted: 1/4/2011

Reviewed/revised: 10/05/2017; 1/03/2019

Reviewed/revised: 2/04/2021 Carrie Wade, SBDM Chairperson

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SCHOOL SPACE USE POLICY

CRITERIA FOR ASSIGNING SCHOOL SPACE

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

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

CLASSROOM SPACE ASSIGNMENTS

By the end of June, the principal will do the following:

1. Invite all returning staff members to indicate their preference for continuing or changing classroom space assignments the next year.
2. Assign classroom space based on the criteria in the first section of this policy and notify all staff members of their individual assignments.
3. Notify the council of how classroom space has been assigned.

ALTERING CLASSROOM SPACE ASSIGNMENTS

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

1. When necessary to respond to unanticipated enrollment or staffing changes.
2. When the principal and affected teachers agree that a change is needed.
3. When the council changes

other policies or the School Improvement Plan and recognizes in the minutes that those changes may require space use changes that cannot be put off until the next school year.

ASSIGNMENTS OF NON-CLASSROOM SPACE

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

POLICY EVALUATION

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

Date Adopted: 2/1/2011

Date Reviewed or Revised: 10/05/2017; 1/03/2019

Reviewed/revised: 2/04/2021 Carrie Wade, SBDM Chairperson

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STUDENT ASSIGNMENT POLICY

CRITERIA FOR STUDENT ASSIGNMENT TO CLASSES AND PROGRAMS The principal (or principal's designee) will assign students to classes and programs in a manner that will:

1. Take each student's developmental and academic needs into account.
2. Facilitate the Implementation of our School Improvement Plan.
3. Prepare all students to be ready for college level work during their high school careers.
4. Support the goal of not exceeding the state class size cap except under the following circumstances:
 - Temporary exceptions in order to provide an appropriate assignment to a student newly enrolled in the school.
 - Permanent exceptions made after meeting with all the teachers for the appropriate student level and topics to discuss student needs and possible solutions and after determining that no reasonable alternative will meet the student's needs.

PRIVACY RIGHTS

Information about students under the Rights to Privacy Act shall be held in confidence by the administration and staff during the student assignment process.

PARENT REQUESTS

Parent/guardian placement concerns should be submitted only if there are unusual academic, social, or emotional circumstances. In these cases, the request must be submitted

in writing to the principal no later than April 30th. The requests will be considered on a case-by-case basis by the principal.

ASSIGNMENTS

In April, teachers will meet together to develop recommended class grouping for the next year using classroom observations of current students and any available data on pre-registered new students. Each grouping will include students performing at a variety of levels. Individual students will be placed to help each one make continuous progress.

In May, the principal will consider those recommendations before making final assignments of current students and notifying parents, with a target date of composition by the last day of school. The principal will assign students who enter the school after the recommendations and/or final assignments are complete.

POLICY EVALUATION

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

Date Adopted: 11-02-2017

Reviewed/revised: 2/07/2019

Reviewed/revised: 3/04/2021 Carrie Wade, SBDM Chairperson

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. Weather permitting, activity 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.
2. Each student will participate in physical education class on a regular basis as a component of their Encore rotation.
3. 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.
4. Students will not be deprived of recess or other physical activity as a consequence for behavior or academic performance.
5. Appropriate accommodations will be made for students with special needs, as required by law and sound professional judgment.

HEALTHY CHOICE PLAN

We will encourage healthy choices among students using the following methods:

1. Implementing the nutritional standards required by federal and state laws and regulations that apply to our food program and to other food and beverages available during the school day.
2. Implement a curriculum that aligns with the Kentucky Academic Standards for health and physical education.
3. Reward incentives in the form of food products shall be nutritional in value.

ASSESSMENT PLAN

We will assess students' level of physical activity and physical fitness at least once a year using the following procedures:

1. The principal, in collaboration with the health and physical education teacher, will select an assessment tool. Once the council has adopted a tool, it will remain in use unless the principal (or designee) recommends a change.
2. The principal in coordination with the health and physical education teacher will develop a schedule for completing the assessment.
3. The results of the wellness assessment data will be reported to the council annually. 47
4. The council in coordination with the District Wellness Leadership Team will discuss the results of the report and decide if appropriate wellness goals are included in the school improvement plan or if they need to be added or revised.

PROGRAM EVALUATION

The District Wellness Leadership Team will collect and analyze data to be used as a support and resource for collaboration and integration of practical living instruction throughout the school environment.

The council will evaluate the effectiveness of this policy based on the feedback from the District Wellness Leadership Team and through our annual school improvement planning process.

Reviewed/revised: 11/02/201; 2/07/2019

Reviewed/revised: 3/04/2021 Carrie Wade, SBDM Chairperson

WRITING POLICY

CRITERIA FOR THE WRITING PROGRAM

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

1. Engage in three categories of writing: writing to learn, writing to demonstrate learning to the teacher, and writing for publication.
2. Experience authentic, meaningful writing at all grade levels:
 - a. Writing for a variety of audiences
 - b. Experiences that reveal ownership and independent thinking
 - c. Writing in which students draw on their own experiences or events
 - d. Writing for a variety of purposes:
 - Opinion (Elementary)/Argumentative (Secondary) to support claims
 - Informative/explanatory texts
 - Narrative to develop real or imagined experiences or events
3. Experience the writing process at all grade levels: planning, drafting, revising, editing, publishing, and reflecting upon writing.

4. Be provided consistent and timely feedback throughout the writing process to guide and improve writing skills.
5. Experience writing in both on-demand and writing-over-time situations.
6. Write as a natural outcome of the content being studied in all curriculum areas.
7. Read and analyze a variety of print and non-print materials (e.g., artwork (2D and 3D), photographs, electronic text, graphics, illustrations, web images, maps, multimedia) including persuasive, literary, informational, and practical/workplace materials. Use readings as models for student writing.
8. Learn about and use appropriate resources for writing (e.g., personal interviews, observations, print materials, and technology) driven by different instructional purposes with different audiences for the student to consider.
9. Intentionally schedule time within the instructional day for writing instruction and experiences while also providing learning opportunities that occur naturally across content areas to explore ideas and design products.
10. Relevant learning opportunities include contact with community members, postsecondary partners, and businesses.
11. Apply appropriate writing skills to oral communication.
12. Engage in real world and creative communication appropriate for meeting Kentucky Academic Standards.

WRITING GUIDELINES FOR TEACHERS

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

1. Teach and require students to use higher-order thinking skills whenever possible.
2. Assign three categories of writing: writing to learn, writing to demonstrate learning, and writing for publication in order to provide authentic, meaningful writing at all grade levels that includes:
 - a. Writing for a variety of audiences
 - b. Writing about experiences that reveal ownership and independent thinking
 - c. Writing in which students draw on their own experiences, learning, reading, and inquiry to complete writing tasks
 - d. Writing for a variety of purposes:
 - Opinion (Elementary)/Argumentative (Secondary) to support claims
 - Informative/explanatory texts
 - Narrative to develop real or imagined experiences or events
3. Teach the writing process at all grade levels: planning, drafting, revising, editing, publishing, and reflecting upon writing including, but not limited, to on-demand and writing-over-time assignments.
4. Provide consistent and timely feedback throughout the writing process to guide and improve students' writing skills.
5. Incorporate writing as a natural outcome of the content being studied in all curriculum areas.
6. Instruction includes the complex processes, concepts, and principles of literacy using differentiated strategies to make instruction accessible.
7. Assign students to read and analyze a variety of print and non-print materials including persuasive, literary, informational, and practical/workplace materials using these readings and materials as models for student writing.
8. Provide appropriate resources for writing driven by different instructional purposes with

- different audiences for the student to consider.
9. Demonstrate, through strands of literacy, an understanding of cultural differences and work effectively with people from a range of social and cultural backgrounds to build on and articulate ideas.
 10. Students apply technology as a tool throughout the writing process.
 11. Allow student choice and exploration.
 12. Provide experiences for students to apply appropriate writing skills to oral communication skills and real world and creative communication experiences appropriate for meeting Kentucky Academic Standards.

SCHOOL-WIDE STRUCTURES AND MONITORING GUIDELINES

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

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

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CRITERIA FOR THE WRITING PLANS

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

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

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

POLICY EVALUATION

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

planning process.

Date Adopted: 1/03/2019

Reviewed/Revised:10/03/2019; 10/01/2020 Carrie Wade, SBDM Chairperson 51