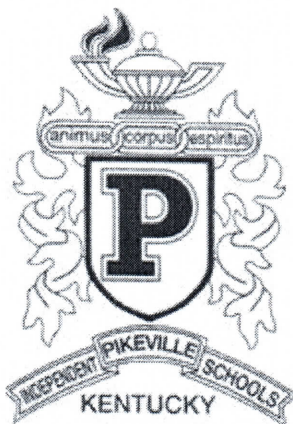


CURRICULUM POLICY
Pikeville Elementary School
School Based Decision Making Council Policy



CURRICULUM GUIDELINES

Our current curriculum, as well as any future changes, will:

1. Be aligned vertically and horizontally with and designed to help students master the content of the state standards for all subjects including English/Language Arts, Math, Science, Social Studies, Practical Living/Career Studies, Arts/Humanities, and Global Competency World Language.
2. Help all students to master all of Kentucky's Academic Standards.
3. Reflect the strategies adopted in our School Improvement Plan.
4. Implement the Program of Studies.
5. Be developed by faculty teams that report to the principal on their work.
6. Be described in a binder that is available to parents in the school library.

Global Competency World Language curriculum is designed to learn and build on 21st century skills, integrating the P21's Framework for 21st Century Learning and providing students with opportunities to learn and practice these skills in the school and community. This curriculum integrates content from other disciplines, which facilitates connections across multiple content areas and builds cognitive and literacy skills, language proficiency, and interculturality.

TEACHER ROLE

All teachers will:

1. Disseminate the curriculum expectations for their classes to students in an age-appropriate way and to all parents.
2. Teach the *state standards* assigned for their particular area or areas.
3. Be prepared to contribute to discussions of needed changes in the curriculum.

PRINCIPAL ROLE

The principal (or designee) will:

1. Ensure that copies of the curriculum standards and expectations for the school are available

- for parent review.
2. Meet with each new teacher to review this policy and the sections of the curriculum that apply to that teacher's assignment.
 3. At staff meetings in January and April, hold discussions with the staff on possible curriculum revisions and report to the Curriculum Committee on the results of those discussions.

CURRICULUM REVISION

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

1. State laws, regulations, or the Kentucky Academic Standards are revised.
2. District leaders or working groups modify district curriculum documents.
3. Our school improvement planning process identifies a need for adjustments.
4. Other schools in our district identify a need for changes in their curriculum or in ours that could alter our vertical articulation, create curriculum gaps, or allow unintended overlaps and redundancy.
5. During staff discussions, one or more teachers at our school identify a weakness or opportunity for improvement that needs to be addressed to ensure success for all students.
6. Other stakeholder input or data demonstrate a need to do so.

Passed by Council on September 21, 2017

POLICY EVALUATION (Curriculum Policy)

This policy shall become effective immediately upon adoption by the council and shall remain in effect until amended or repealed according to council by-laws.

Upon adoption by the council, this policy will rescind any/all policy/policies pertaining to curriculum; needs assessment; and teaching strategies adopted prior to this date.

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

Date Adopted: 9/21/17

Date Reviewed or Revised: _____

Date Reviewed or Revised: _____

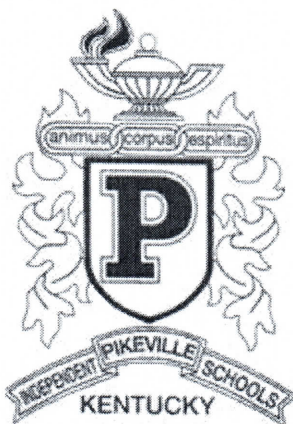
9/21/17

Date

Jay Loader
Secretary

Kerstin Jane
Principal

DISCIPLINE, CLASSROOM MANAGEMENT, AND SCHOOL SAFETY POLICY
Pikeville Elementary School
School Based Decision Making Council Policy



DISTRICT CODE OF ACCEPTABLE BEHAVIOR AND DISCIPLINE

A. DISTRIBUTION TO STUDENTS

Pikeville Elementary School will follow the Pikeville Independent Code of Acceptable Behavior and Discipline in the School Code Book.

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

1. Provide each student with a copy of the District Code of Conduct.
2. Require each student to return a signed Acknowledgement Form from his or her parent or guardian showing that the parent or guardian has seen and reviewed the Code.
3. Follow-up as needed with any student who has not returned the signed acceptance, or assign other staff members to do so.

The principal (or principal's designee) will follow steps 1 – 3 above for all students new to the school during the year.

B. COMMUNICATION WITH STAKEHOLDERS

At the beginning of the school year, the Pikeville Independent Code of Acceptable Behavior and Discipline will be provided to all school employees, parents, and legal guardians, or other persons exercising custodial control or supervision of students including those students who enroll during the school year.

At the beginning of each school year, the principal (or designee) will work with the district to develop a process to train anyone exercising custodial control over students, when necessary, in the use of the Code and/or to provide updated information to the staff, students, and parents.

DISCIPLINE CODE (SCHOOL SAFETY PLAN)

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

DISCIPLINE CODE (SCHOOL SAFETY PLAN) REVIEW

Our Discipline Code will be reviewed as needed by the School Climate Committee using the following procedures:

1. A data review of the overall trends in student disciplinary referrals and consequences for the previous year including trends disaggregated by gender, race, disability, and participation in free and reduced price lunch.
2. An analysis of the implementation and impact of the activities in the plan.
3. A full report to the council including, but not limited to:
 - An overview of the trends in the disciplinary referrals and consequences data.
 - A report of the status of each activity that should be started or completed.
 - Recommended adjustments needed in the plan to ensure progress toward the school's safety goals.
4. The council will be responsible for approving and adopting any changes to the Discipline Code (School Safety Plan).

BULLYING:

A. STUDENT BEHAVIOR

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

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

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

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

B. VIOLATIONS AND REPORTING

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

Students wishing to report a violation or who believe they are victims may report it to any staff member of Pikeville Elementary School who will take appropriate action as defined by the Code. Staff will refer the report to the principal (or designee) for further action when the report involves

an offense that may warrant suspension or expulsion of a student, any felony offense, or a report that may be required by law, including reports to law enforcement.

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

C. RETALIATION

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

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

Description of Expected Behavior

Our school is composed of a diverse community that recognizes that individuals have different thoughts, feelings, and needs. Every person in the school community:

- o the right to be called by his or her name.
- o the right to be respected as a worthwhile person.
- o the right to enjoy personal safety, and the protection of personal property and space.
- o the right to enjoy freedom from verbal, physical, or emotional abuse.
- o the responsibility to work cooperatively with peers and others.
- o the responsibility to resolve conflicts appropriately and effectively.
- o the responsibility to show respect and cooperation toward faculty, staff, and other students.
- o the responsibility to show consideration for the rights of others.
- o the responsibility to think and speak positively about themselves and others.

Bully Behavior: Consequences and Interventions (This is not an exhaustive list.)

Level I:

- Restatement of expectation
- Verbal reprimand
- Withdrawal of privileges
- Strict, supervised study
- Phone call or note home

Level 11

- Continuation of Level I responses
- Office Referral
- After-school Detention Schedule change
- Referral to Counselor

Level III

- Continuation of Level II responses
- In-School Suspension
- Assignment of Saturday School
- Suspension
- Suspension with recommendation for expulsion.
- Contact local authorities if applicable

Procedures for Reporting

When an act of bullying occurs in school that a student needs help with, he or she may tell his or her teacher or another trusted individual in the school. This may include the following:

- o Monitors
- o Bus Drivers
- o Therapists
- o Instructional Assistants
- o Another Teacher
- o Counselor
- o Family Resource Director
- o Assistant Principal
- o Principal

Procedures for Investigation

The principal or his or her designee will be responsible for the prompt investigation of reported acts of bullying.

School Response

Pikeville Elementary School will respond to acts of bullying with one or more of the following:

- o Teaching of social skills
- o Targeted teaching / re-teaching to the individual exhibiting bully behavior
- o Targeted teaching / re-teaching to the individual who is the victim of bully behavior
- o Restriction of activities
- o Withdrawal of privileges
- o Participation in anger-management groups
- o Behavior contracts
- o Outside referrals

Prohibition of Reprisal or Retaliation

A person who reports false accusations of bullying, or retaliates against those who report incidents of bullying, will be subject to appropriate consequences and interventions as outlined in the school/district handbook.

RESPONSIBILITIES

Principals and assistant principals are responsible for:

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

- district and school.
2. Ensuring that all staff and students adhere to the District Code of Conduct.
 3. Providing support and guidance to teachers in the implementation of the district and school behavioral and discipline standards and guidelines.
 4. Working with parents and guardians when issues arise that involve behavior and/or discipline of a student.

Teachers are responsible for:

1. Clearly establishing classroom standards of conduct that:
 - include clearly defined consequences when standards are not met,
 - are communicated to parents,
 - are posted in plain view of the students in the classroom, and
 - are taught to students during the first two weeks of school and explained to students who join the class during the year.
2. Ensuring that:
 - Teacher-student interactions demonstrate general caring and respect.
 - Interactions among students are generally polite and respectful.
 - Disrespectful behavior among students is responded to successfully in a polite and respectful but impersonal way.
 - Students are engaged during small-group work.
 - Classroom routines work efficiently and function smoothly including smooth transitions between large and small-group activities.
 - Students are held to the classroom standards and appropriate consequences are issued when the standards are not met.
3. Frequently monitoring student behavior including effective responses to student misbehavior as well as acknowledgment of good behavior.
4. Making sure the classroom is safe, that all students can see and hear, and that the room is arranged to support learning/instructional goals and activities.

Counselors are responsible for:

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

Students are responsible for:

1. Exhibiting respect for the teacher.
2. Interacting with peers in a polite and respectful way.
3. Expending effort to complete work of high quality.
4. Accepting and following the behavioral standards of conduct expected by the district, school, and each classroom.
5. Asking for help when they do not understand the behavioral expectations or feel that they are unable to comply.

Parents and Guardians are asked to:

1. Become familiar with documents related to district and school standards of behavior and discipline and ask the school questions when they do not understand language or details in

these documents.

2. Work with the school when issues arise involving their child's behavior or consequences given to their child by the school or teacher.

Passed by Council on September 21, 2017

POLICY EVALUATION (Discipline, Classroom Management, and School Safety Policy)

This policy shall become effective immediately upon adoption by the council and shall remain in effect until amended or rescinded according to council by-laws.

Upon adoption by the council, this policy shall rescind any/all policy/policies pertaining to the formation of council committees adopted prior to this date.

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

Date Adopted: 9/21/17

Date Reviewed or Revised: _____

9-21-17
Date

Jay Hoeder
Secretary

Rouffana
Principal

EMERGENCY MANAGEMENT PLAN

Pikeville Elementary School

School Based Decision Making Council Policy



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

CONTENTS OF PLAN

The EMP that includes guidelines and procedures required by this policy are attached.

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

DISTRIBUTION OF THE PLAN

Following adoption and after any revisions, the EMP and diagrams of the facilities shall be provided to local first responders. Annually, the principal is responsible for working with the district office to ensure that local first responders have a current diagram of the school that notes the primary and secondary evacuation routes, the severe weather safe zones, and notations of the exterior and front entrance access points. Documentation of this distribution to first responders will be reported to the school council by October, maintained in the principal's office, and a copy will be sent to the district office.

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

TRAINING AND DRILLS

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

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

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

All drills shall follow, at a minimum, all local school board policies. Whenever possible, first responders shall be given notice of possible drills and invited to observe. The Principal is responsible for ensuring the implementation of these drills and reporting completion and problems noted during the drill to the district office for any remedial action needed.

ANNUAL REVIEW OF EMP

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

Passed by Council on September 21, 2017

POLICY EVALUATION (Emergency Management Plan Policy)

This policy shall become effective immediately upon adoption by the council and shall remain in effect until amended or rescinded according to council by-laws.

Upon adoption by the council, this policy shall rescind any/all policy/policies pertaining to the formation of council committees adopted prior to this date.

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

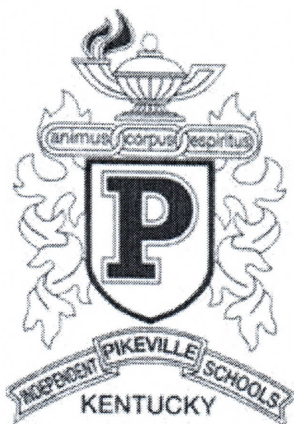
Date Adopted: 9/21/17

Date Reviewed or Revised: _____

9/21/17
Date

Jay Roader
Secretary
Roloff

ENHANCING STUDENT ACHIEVEMENT POLICY
Pikeville Elementary School
School Based Decision Making Council Policy



SCHOOL MISSION AND BELIEFS STATEMENT

The mission of the Pikeville Independent School District is to provide a meaningful, integrated education in a positive, nurturing environment to develop each student as a lifelong learner and a responsible citizen in a global community.

We believe:

1. All students can learn and achieve in a positive, safe, disciplined environment in which they feel trusted, supported and have a sense of belonging.
2. A positive partnership among students, families, school and community is essential to promote student growth and development.
3. All students should be given every opportunity for growth academically, socially and emotionally.
4. That instruction should have differentiation to meet all students' needs
5. Students should be given many opportunities to engage in academic discourse, writing and projects that help them to deepen their knowledge and understanding of content.
6. Students should be given opportunities to think critically, create, communicate, collaborate and write to deepen their knowledge and share their knowledge locally and globally in all subject areas daily.
7. High expectations should be set for all students, and students should be given opportunities to become accountable for their learning.
8. Teachers should create/design challenging and engaging activities for students.
9. Teachers should continually read, study, learn, and grow so that students are taught with the most recent research-based practices.
10. Teachers should work collaboratively with one another to plan and implement curriculum, analyze student work, determine student needs and develop strategies to meet these needs.

PROCEDURES

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

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

Passed by Council on September 21, 2017

POLICY EVALUATION (Enhancing Student Achievement Policy)

This policy shall become effective immediately upon adoption by the council and shall remain in effect until amended or rescinded according to council by-laws.

Upon adoption by the council, this policy shall rescind any/all policy/policies pertaining to the formation of council committees adopted prior to this date.

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

Date Adopted: 9-21-17

Date Reviewed or Revised: _____

9-21-17
Date

Joy Roader
Secretary

Robert J. ...
Principal

ATHLETIC/ACTIVITIES POLICY
Pikeville Elementary School
Site Based Decision Making Council Policy



Little League at Pikeville Elementary is designed as an intramural athletic learning activity.

STUDENT PARTICIPATION

Students in grades two through six (2-6) are eligible to participate in these activities and must meet the following criteria.

- Pass four (4) core academic classes and maintain a C average.

Grade checks will be made to determine eligibility at midterm and end of grading period (second/third grade midterm and end of nine weeks grading checks will be completed by consulting teachers). If a student is declared ineligible, he/she may be reinstated through grade checks every week thereafter.
- Serve any assigned detention on the first assigned detention date. Practice or play is permitted as long as this requirement is met. If the student does not keep the detention, he/she may not practice or play until detention is kept.
- Be in attendance at least one-half (1/2) of the school day as defined by the attendance policy to practice or play in games daily and must be in school one-half (1/2) of the day on Friday to play or practice on Saturday.
- If a student checks in or checks out of school for a doctor's appointment, a doctor's excuse must be provided that day or the following day of attendance. The student may be absent only one-half (1/2) day per week without a doctor's excuse and still participate.

Any student participating in PES athletics must be enrolled in Pikeville Elementary School or St. Francis Elementary School.

Length/Time of Elementary Little League Athletics practices will be monitored by the principal and elementary athletic director.

COACHES AND SPONSORS

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

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

Pikeville Elementary Junior High Athletics Participation Policy

A policy pertaining to Pikeville Elementary students participating in Junior High Athletics:

Students from Pikeville Elementary School in grades 4-6 may participate in Junior High Athletics under the following conditions:

- A. The Junior High Coach/Sponsor extends an invitation, approved by the Junior High Athletic Director, in writing to the Pikeville Elementary Principal.
- B. A formal parent request is presented to the Junior High Athletic Director agreeing to the request by the coach/sponsor.
- C. The Principals of Pikeville High School and Pikeville Elementary School approve the move.
- D. Students who play on "C" and "D" elementary teams are eligible for "A" and "B" at the coaches' discretion.

Pikeville Elementary 4th-6th grade students participating in Junior High Athletics will be subject to all academic and eligibility guidelines established by Pikeville Junior High/High School and the KHSAA.

PROGRAM EVALUATION

Our extracurricular program will be evaluated through the needs assessment process for updating our school improvement plan.

Passed by Council on September 21, 2017

Date Reviewed or Revised: December 12, 2017

POLICY EVALUATION (Athletic/Activities Policy)

This policy shall become effective immediately upon adoption by the council and shall remain in effect until amended or rescinded according to council by-laws.

Upon adoption by the council, this policy shall rescind any/all policy/policies pertaining to the formation of council committees adopted prior to this date.

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

Date Adopted: September 21, 2017

Date Reviewed or Revised: December 12, 2017

12-12-2017
Date

Jay Roader
Secretary

Roluit
Principal

**INSTRUCTIONAL AND NON-INSTRUCTIONAL
STAFF TIME ASSIGNMENT POLICY
Pikeville Elementary School
School Based Decision Making Council Policy**



A policy pertaining to the assignment of certified and classified staff at Pikeville Elementary School.

Certified Positions

By the end of each school year the council shall make a determination of the number of persons to be employed in each job classification for the following school year.

- Once the number of persons to be employed in each job classification is determined by the council, the principal shall make assignments of individuals to fill the positions.
- The principal shall make an effort to honor the requests, desires, and suggestions of the staff when making staff assignments; however, the principal has the authority, responsibility, and obligation to make personnel assignments which in his/her judgment, will provide the best environment for the best instruction for the students.
- In carrying out his/her responsibilities of assigning staff to positions, the principal shall take into consideration the following:
 - a. Individual Teacher Preferences – Immediately after the council makes a determination of the number of persons to be employed in each job classification. Each teacher may submit a request for reassignment to the principal.
 - b. Certification
 - c. Seniority – at grade level, within the school, within the district
 - d. Experience – Various subjects, grade level, etc.
 - e. Suggestions of other teachers
 - f. Principal's evaluation and analysis

Classified Positions

By the end of each school year the council shall make a determination, consistent with state law and regulation, of the number of persons to be employed in each job classification for the following school year.

- Once the number of persons to be employed in each job classification is determined by the council, the principal shall make assignments of individuals to fill the positions.
 - In carrying out his/her responsibilities of assigning staff to position, the principal shall take into consideration the following:
 - a. Individual preferences
 - b. Certification
 - c. Seniority - within the district, within the school, at grade level
 - d. Experience - various subjects, grade level, etc.
 - e. Suggestions of other staff
 - f. Principal's evaluation and analysis
- Certified and Classified (Non-Instructional)
 - Compensated Duties
 - When a compensated duty is to be assigned, the principal will ask for applications from the appropriate groups. The selection will be made which will, in the principal's judgment, best facilitate the accomplishment of the duty.
 - If there are no volunteers, the principal will ask for the assistance of the various staff and make assignments as equitably as possible.
 - Non-Compensated Duties
 - When a non-compensated duty is to be assigned, the principal will ask for applications from the appropriate groups. The selections will be made which will, in the principal's judgment, best facilitate the accomplishment of the duty.
 - If there are no volunteers, the principal will ask for the assistance of the various staff and make assignments as equitably as possible.

SUPERVISION OF STUDENTS

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

A. DAILY SUPERVISION PLANS

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

- Cafeteria
- Restrooms
- Playground
- Locker areas
- Halls and stairwells
- Before and after school areas
- Bus loading and unloading zones

B. SUPERVISION OF EVENTS AND ACTIVITIES

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

Passed by Council on September 21, 2017

POLICY EVALUATION (Instructional and Non-Instructional Staff Time Assignment Policy)

This policy shall become effective immediately upon adoption by the council and shall remain in effect until amended or rescinded according to council by-laws.

Upon adoption by the council, this policy shall rescind any/all policy/policies pertaining to the formation of council committees adopted prior to this date.

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

Date Adopted: 9-21-17

Date Reviewed or Revised: _____

9-21-17
Date

Jay Loader
Secretary

Rautfae
Principal

INSTRUCTIONAL PRACTICES POLICY

Pikeville Elementary School

School Based Decision Making Council Policy



Faculty, in collaboration with the principal, shall select the appropriate instructional practices to be utilized in their classroom, to ensure that the school's curriculum and Comprehensive Improvement Plan are fully implemented. Persons who wish to have the school council endorse a particular instructional practice to be implemented school-wide shall present the instructional practice to the curriculum committee, which shall study the benefits of the instructional practice. The committee may present a recommendation relative to the proposed instructional practice to the school council for their consideration and approval.

CRITERIA/BEST PRACTICE PRINCIPLES

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

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

INSTRUCTIONAL PRACTICE GUIDELINES

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

Throughout the school year, students will have opportunities to:

- Receive appropriate and meaningful feedback.
- Work with other students in pairs, small groups, or teams.
- Engage in authentic models of learning.
- Use technology as a tool for learning.
- Read books or materials on their own or with a partner.
- Listen to an adult read aloud.
- Discuss different ways to solve problems.
- Read and write in all content areas.
- Do assessments and/or activities involving short answer, constructed response, on-demand, and multiple choice which are appropriate for the target.
- Communicate with pictures, charts, graphs, or a web.
- Use a scoring guide.
- Use resources other than a textbook or worksheet.
- Use manipulatives or equipment to solve problems.
- Be exposed to real-life examples that relate to content areas including but not limited to discussing or reading about current events/issues/topics.
- Lead or participate in a one-on-one reading or writing conference with a teacher.
- Participate in a peer reading or writing conference.
- Do projects/investigations, including but not limited to, designing or investigating projects based on their interests.
- Read novels, short stories, poems, newspapers, and magazines.
- Use technology for research.
- Do real-life activities or projects.
- Perform or create, including in an area of the arts and humanities.
- Speak in front of a group.

TEACHER ROLE

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

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

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

PRINCIPAL ROLE

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

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

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

Passed by Council on September 21, 2017

POLICY EVALUATION (Instructional Practices Policy)

This policy shall become effective immediately upon adoption by the council and shall remain in effect until amended or rescinded according to council by-laws.

Upon adoption by the council, this policy shall rescind any/all policy/policies pertaining to the formation of council committees adopted prior to this date.

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

Date Adopted: 9/21/17

Date Reviewed or Revised: _____

9-21-17
Date

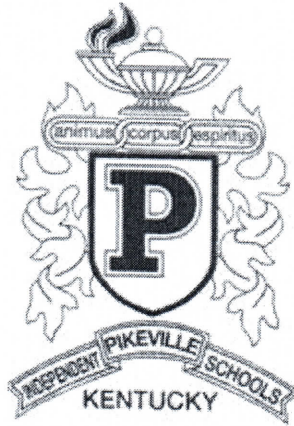
Jay Roader
Secretary

Routjane
Principal

PARENTAL INVOLVEMENT POLICY

Pikeville Elementary School

School Based Decision Making Council 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 and providing activities designed to successfully engage families in their children’s learning, as appropriate.
3. Making representative parents and community members full partners in our decision-making.
4. Facilitating the involvement of our military families, parents with limited English proficiency, parents with disabilities, and parents of migratory children.
5. Seeking and supporting adult volunteers to work with and inspire our students, as well as making every effort when legally appropriate to accommodate the involvement of adults other than parents who are already involved in a student’s life.

We will honor these commitments through a school-parent compact.

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

Pikeville Elementary School will:

1. Provide high-quality curriculum and instruction in an effective, supportive, and safe learning environment that enables the students to meet Kentucky's academic standards.
2. Make available on a regular basis information on our programs and the content students will learn each year.
3. Assign homework in accordance with our Homework Policy.
4. Send home information on student progress on a regular basis. Specifically we will provide formal reports every nine weeks.
5. Hold parent-teacher conferences to discuss student's academic progress.
6. Provide parents reasonable access to staff. The email addresses and telephone extensions of their child's teachers will be provided to parents to promote communication. Staff will always be available to parents by appointment for face-to-face conferences.
7. Support an active Parent Teacher Association or Organization.
8. Provide a variety of opportunities for parents and family involvement in school activities including but not limited to:
 - 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.
9. Ensure that all adult volunteers working in our school and with our students are subject to board policy and state law regarding criminal record checks, as applicable.

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

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

PARENT RESPONSIBILITIES

Parents are asked to:

1. Monitor attendance.
2. Become familiar with and support the school and individual classrooms' homework policies and show interest with questions about and comments on the schoolwork their children bring home.
3. Make sure homework is completed.
4. Assist their child with time management.
5. Participate, as appropriate, in decisions relating to their child's education.

6. Stay in close communication with teachers and the school about their child's education by promptly reading all notices and surveys from the school or the school district and responding if necessary.
7. To the extent possible, volunteer, serve on the school council or a committee, attend School-Based Decision Making Council meetings, and comment on draft policies and plans as they are made available.

STUDENT RESPONSIBILITIES

With support from parents, students are asked to:

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

Passed by Council on September 21, 2017

POLICY EVALUATION (Parental Involvement Policy)

This policy shall become effective immediately upon adoption by the council and shall remain in effect until amended or rescinded according to council by-laws.

Upon adoption by the council, this policy shall rescind any/all policy/policies pertaining to the formation of council committees adopted prior to this date.

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

Date Adopted: 9-21-17

Date Reviewed or Revised: _____

9-21-17
Date

Jay Soader
Secretary

Robertson
Principal

PROGRAM APPRAISAL POLICY
Pikeville Elementary School
School Based Decision Making Council Policy



PROGRAM APPRAISAL NEEDS ASSESSMENT

Our yearly school improvement planning process will include:

- An analysis of our state testing data and other school data as necessary to discover the extent to which our students are meeting state standards and our programs are proving effective, including but not limited to our categorical programs.
- Systematic work to discover and correct the causes of and barriers to high performance by all students and the movement of students toward our goals.
- Systematic program reviews for the following programs: Arts/Humanities, Practical Living/Career Studies, Writing, World Languages, and the Primary Program/K-3 (elementary only).
- A revision of our school improvement plan based on our needs assessment data for that year. The plan will set goals, address causes, and make indicated changes to programs to help move our students to state standards according to the timetable established by the Kentucky Board of Education.

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

Passed by Council on September 21, 2017

POLICY EVALUATION (Program Appraisal Policy)

This policy shall become effective immediately upon adoption by the council and shall remain in effect until amended or rescinded according to council by-laws.

Upon adoption by the council, this policy shall rescind any/all policy/policies pertaining to the formation of council committees adopted prior to this date.

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

Date Adopted: 9-2-17

Date Reviewed or Revised: _____

9-2-17
Date

Jay Hoader
Secretary

Rodriguez
Principal

SCHOOL DAY AND WEEK SCHEDULE POLICY
Pikeville Elementary School
Site Based Decision Making Council Policy



CRITERIA FOR DEVELOPING THE MASTER SCHEDULE

Our schedule will:

1. 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.
2. Provide students with the learning time they need, including technology access to complete writing assignments and other learning activities.
3. Promote efficiency and effectiveness including protecting instructional time.
4. Provide opportunities and allocate time for teachers to collaborate and exchange ideas.
5. Allow teachers equitable planning and time to collaborate on a regular basis.
6. Provide equitable access to effective teachers for all students, including opportunities for teachers to switch assignments to capitalize on in-depth knowledge of specific subjects.
7. Facilitate teacher opportunities to adjust the length of class periods when needed.
8. Promote reasonable and appropriate enrollments for all classes and appropriate numbers of pupils each teacher works with in the course of a day.
9. Respect the beginning and ending times of the school day and school calendar year as established by the Board of Education.

In order to help meet the Program Review proficiency characteristics, our schedule will also:

10. Provide, when possible, all students access to all four arts/humanities areas of dance, drama, music, and visual arts. Provide and protect adequate time for students to be actively involved in creating, performing, and responding to the arts.
11. Allocate sufficient and equitable blocks of instructional time and support an effective K-3 program and writing program.
12. Provide and protect adequate time for all students to access the practical living/career studies

areas of health education, physical education, consumerism, and career studies.

PROCESS FOR DEVELOPING THE MASTER SCHEDULE

Annually, the principal, with input from the faculty will develop a master schedule for the school day that includes any identified or needed changes. The following procedures will be used:

1. Review student performance data, survey data (if available) from students, parents, and staff, and other input from staff on how well instructional time is being used and what changes (if any) are needed.
 - Brainstorm current time barriers to implementing needed changes and meeting student needs and ways the schedule might be changed to remove those barriers.
 - Discuss advantages and disadvantages of various changes, focusing on the criteria listed in the first section of this policy.
2. Based on the above work, those involved will consult with the principal and make recommendations concerning schedule changes for the upcoming school year no later than June 30.
3. Prior to the beginning of the school year, the principal (and/or designees) will prepare a schedule for the coming school year including changes (if any) and notify the staff.
4. Prior to the beginning of the school year, the principal will report to the council on the schedule for the coming year.

Passed by Council on September 21, 2017

POLICY EVALUATION (School Day and Week Schedule Policy)

This policy shall become effective immediately upon adoption by the council and shall remain in effect until amended or rescinded according to council by-laws.

Upon adoption by the council, this policy shall rescind any/all policy/policies pertaining to the formation of council committees adopted prior to this date.

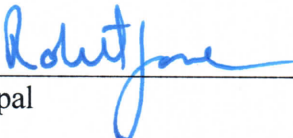
We will evaluate the effectiveness of this policy through our school improvement planning process.

Date Adopted: 9-21-17

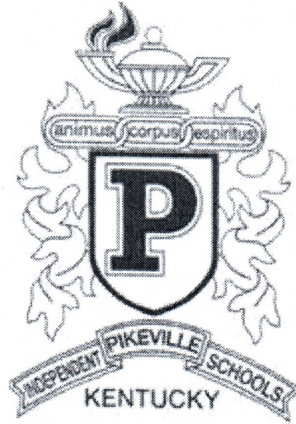
Date Reviewed or Revised: _____

9-21-17
Date


Secretary


Principal

**SCHOOL SPACE USE POLICY
PIKEVILLE ELEMENTARY SCHOOL
SITE BASED DECISION MAKING COUNCIL POLICY**



CRITERIA FOR ASSIGNING SCHOOL SPACE DURING THE SCHOOL DAY

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

1. The principal will assign teachers to classrooms which, in the principal's judgment, will best facilitate the learning process for students with the least disruption for all involved.
2. The principal will assign space other than classrooms, such as offices, etc., which will best meet the needs of the school.

CRITERIA FOR THE USE OF SCHOOL FACILITIES AFTER INSTRUCTIONAL HOURS

1. Purpose
 - A. School facilities are for the primary purpose of meeting the educational needs of school-age youth in the district. However, with reasonable policies and procedures, the school can assist the community in meeting some of its social, civic, recreational and cultural needs by effective utilization of school facilities.
 - B. All use is subject to availability of school personnel
2. Priority I and II for use of school facilities
Priority I and II require Principal's approval
 - A. Priority I-School Groups
 1. Educational programs that are an outgrowth of classroom instruction such as: science fairs, plays, exhibits and concerts.
 2. Interscholastic activities including athletic teams, speech and debate, band competition and academic competition.
 3. Any school group that requires a faculty sponsor such as: all school-sponsored clubs, homerooms, honor society and student council;

- B. Priority II School-Related Groups
 - 1. Parent-Teacher Association or Organization.
 - 2. Booster Groups-academic, athletic and band.
 - 3. 4-H Clubs
 - 4. Scout groups
 - 5. Adult and Community Education
- C. Priority II usage is subject to the following conditions:
 - 1. No facility fee is to be paid by these related groups.
 - 2. All school-related / community groups shall pay for custodial services when such services are necessary and are in addition to the regular work day of the employee.
 - 3. Insurance is not required for regular meetings of these groups but must be obtained for "high risk" activities such as athletic contest, festivals and similar activities sponsored by these groups.

Passed by Council on September 21, 2017

POLICY EVALUATION (School Space Use Policy)

This policy shall become effective immediately upon adoption by the council and shall remain in effect until amended or rescinded according to council by-laws.

Upon adoption by the council, this policy shall rescind any/all policy/policies pertaining to the formation of council committees adopted prior to this date.

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

Date Adopted: 9-21-17

Date Reviewed or Revised: _____

9-21-17
Date

Jay Roader
Secretary

Robert Jones
Principal

TECHNOLOGY UTILIZATION POLICY
Pikeville Elementary School
Site Based Decision Making Council Policy



CRITERIA AND GUIDELINES

Each year all students and parents will be required to sign and date an Acceptable Use Policy/Form in order to have access to school/district technology. This parent sign off form for the technology policy found in our school code book is attached and considered part of this Technology Utilization Policy adopted by the Pikeville Elementary School-Based Decision Making Council. (See Attachment)

ELECTRONIC DEVICES

Students will adhere to all school and district rules and policies regarding the use of any and all electronic devices at school. Specific details about using electronic devices as well as consequences for misuse can be found in the Code of Conduct Handbook.

ATTACHMENTS

Pikeville Independent Schools
Acceptable Use Policy/Form

Parent Signature Required: Please sign and return.

I, the parent/guardian of _____ have read and discussed the District Acceptable Use Procedures for the Network, Internet and Telephone Usage with my child. I understand that access to the Network and Internet is designed for educational purposes. The District has taken precautions to eliminate controversial materials; however, I recognize it is impossible to restrict access to all controversial materials. I will not hold the District/school responsible for materials my child acquires on the Network or Internet. Further, I accept full responsibility for supervision when my child's use is not in a school setting. I hereby give permission to issue an account for my child and certify that the information contained on this form is correct.

Parent or Guardian Name (Please print):

Signature: _____ Date: _____

Passed by Council on September 21, 2017

POLICY EVALUATION (Technology Utilization Policy)

This policy shall become effective immediately upon adoption by the council and shall remain in effect until amended or rescinded according to council by-laws.

Upon adoption by the council, this policy shall rescind any/all policy/policies pertaining to the formation of council committees adopted prior to this date.

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

Date Adopted: 9-21-17

Date Reviewed or Revised: _____

Date Reviewed or Revised: _____

9-21-17
Date

Jay Roach
Secretary

Robert Jane
Principal

WELLNESS POLICY
Pikeville Elementary School
Site Based Decision Making Council Policy



Pikeville Elementary Site Based Decision Making Council chooses to adopt the Pikeville Independent Board of Education Wellness Policy. See attachment.

Each year the principal will nominate two teachers (one primary and one intermediate) to serve on a District Wellness Committee.

Any updates/changes to the Wellness Policy will be shared and approved by the SBDM council.

Passed by Council on September 21, 2017

POLICY EVALUATION (Wellness Policy)

This policy shall become effective immediately upon adoption by the council and shall remain in effect until amended or rescinded according to council by-laws.

Upon adoption by the council, this policy shall rescind any/all policy/policies pertaining to the formation of council committees adopted prior to this date.

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

Date Adopted: 9-21-17

Date Reviewed or Revised: _____

9-21-17
Date

Jay Roader
Secretary

Robert Jan
Principal

Pikeville Independent Board of Education Wellness Policy

STUDENTS

09.2

Student Welfare

The health and safety of pupils shall be a priority consideration in all Board decisions.

The Board is committed to providing school environments that promote and protect student health, well-being, and ability to learn by supporting healthy eating and physical activity. To accomplish that goal, the Board supports school efforts to implement the following:

Ø To the maximum extent practicable, schools will participate in available federal school meal programs.

Ø Schools will provide and promote nutrition education and physical education to foster lifelong habits of healthy eating and physical activity and will establish linkages between health education, school meal programs, and related community services.

Nutrition Promotion and Education, Physical Activity, and Other School-Based Activities

Each school is to set measurable goals in providing nutrition education and engaging in nutrition promotion to positively influence lifelong eating behaviors. Suggested language may include goals related to activities and opportunities:

- offered at each grade level as part of a sequential, comprehensive, standards-based program designed to provide students with the knowledge and skills necessary to promote and protect their health;
- offered as part of not only health education classes, but also classroom instruction in subjects such as math, science, language arts, social sciences, and elective subjects;
- that include enjoyable, developmentally-appropriate, culturally-relevant, participatory activities, such as contests, promotions, taste testing, farm visits, and school gardens;
- that promote fruits, vegetables, whole grain products, low-fat and fat-free dairy products, healthy food preparation methods, and health-enhancing nutrition practices;
- that emphasize caloric balance between food intake and energy expenditure (physical activity/exercise);
- that link with school meal programs, other school foods, and nutrition-related community services;
- that provide all students with opportunities, support, and encouragement to be physically active on a regular basis as provided by school/council policy. Schools with K-5 organization, or any configuration thereof, shall include in their wellness policy, moderate to vigorous physical activity each day in accordance with KRS 160.345 and Board Policy 02.4241; and
- that teach media literacy with an emphasis on food marketing; and includes training for teachers and other staff.

Student Welfare and Wellness

Nutrition Guidelines for all Foods

Each school is to follow minimum federal and state nutrition standards. Below is suggested language for the District to choose from to reach District specific desired outcomes:

Ø Foods and beverages sold during the school day shall be done in accordance with state and federal regulations and Board Policies 07.111 and 07.12.

Ø Foods and beverages sold or served at school shall be consistent with the federal regulations for school meal nutrition standards. Nutrition guidelines for all foods and beverages served or sold on campus shall be maintained by the Superintendent/designee and made available upon request. The Superintendent shall designate an individual or individuals to monitor compliance of beverages and food sold ala carte with state and federal nutrition requirements.

Ø Qualified child nutrition professionals will provide students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students; will accommodate the religious, ethnic, and cultural diversity of the student body in meal planning; and will provide clean, safe, and pleasant settings and adequate time for students to eat.

Ø When possible, rewards given to students shall be other than food/beverage items. When food/beverage items are used as rewards, such items shall comply with nutritional guidelines set out in Kentucky Administrative Regulation.

School Wellness Plans

After reviewing guidelines set out in District Policy 09.2, each school shall develop a Wellness Plan detailing how those guidelines shall be incorporated in the school.

Evaluation and Enforcement

Leadership:

The Superintendent/designee will monitor compliance with this and related policies. At the school level, the Principal/designee will monitor compliance with those policies in his/her school and will report on the school's compliance as directed by the Superintendent/designee.

The District shall form a District Wellness Committee and actively seek to engage students, parents, physical and/or health education teachers, school food service professionals, school health professionals, school board members, school administrators, and other interested community members in developing, implementing, monitoring, and reviewing this policy.

Annual Progress Report:

The District shall inform and update the public annually on the content and progress of implementation of its school wellness efforts. The report shall include:

1. The District website and/or other information on how the public can access copies of school and District Wellness Policies;
2. A summary of each school's wellness events and/or activities;
3. A description of each school's progress in meeting the school wellness goals;
4. Contact information for the leader(s) of the Wellness Committee; and
5. Information on how individuals can get involved.

Student Welfare and Wellness

Physical Activity Opportunities

All elementary school students will have at least 15 minutes a day of supervised physical activity, preferably outdoors and/or in class activities which involve moderate to vigorous physical activity in addition to their regular scheduled Physical Education classes. All school schedules should discourage extended periods (i.e., periods of two or more hours) of inactivity. When activities, such as mandatory school-wide testing, make it necessary for students to remain indoors for long periods of time, schools should give students periodic breaks during which they are encouraged to stand and be moderately active.

All middle and high schools will offer physical activity programs either extra curricular or co curricular that provide enrichment and opportunities for moderate to vigorous physical exercise. All high schools and middle schools as appropriate, will offer interscholastic sports programs.

Appropriate accommodations shall be made for students with special needs, as required by law and sound professional judgment. Principals will use observations, walk through, CDC School Health Index Reports and other methods to measure and assess implementation of the Wellness and Coordinated School Health programs.

Assessment

The District shall measure and make available to the public once every three (3) years at a minimum, the content and progress of implementation of its school wellness efforts. The report shall include:

1. Extent to which the District is in compliance with this policy;
2. A comparison of how the District measures up to model wellness policies provided by recognized state and national authorities; and
3. A description of the measurable progress made towards reaching goals of the District wellness policy and addressing any gaps identified in the wellness report for the previous year.

References:

KRS 158.850; KRS 158.854

702 KAR 006:090

P. L. 111-296

7 C.F.R. Part 210

7 C.F.R. Part 220

U. S. Dept. of Agriculture's Dietary Guidelines for Americans

Related Policies:

02.4241, 07.1, 07.111, 07.12

Adopted/Amended: 7/21/2015

Order #: 1338

WRITING POLICY
Pikeville Elementary School
Site Based Decision Making Council Policy



CRITERIA FOR THE WRITING PROGRAM

The Pikeville Elementary School Writing Plan intends to ensure that every student has:

1. Multiple opportunities to develop complex communication skills for a variety of purposes.
2. Access to and use of technology tools, when appropriate.
3. Access to and use of language resources, both online and print.
4. A working portfolio that meets outlined criteria.
5. Constructive feedback regarding writing and communication skills, including teacher feedback, self-reflection, and peer feedback, when appropriate.

PRIMARY

The primary students at Pikeville Elementary School will develop their writing skills through instruction in the three modes of writing each year to help ensure that each student gains adequate mastery of a range of skills and applications. Students will be expected to meet grade level specific standards and retain or further develop skills and understandings mastered in preceding grades. The expected growth in student writing ability will be reflected both in the standards themselves and in the collection of annotated student writing samples.

Text Modes

- I. Opinion
- II. Informative/Explanatory
- III. Narrative

Teachers will be responsible for maintain a working portfolio consisting of samples of individual student work that represent the interests and growth of the student over time. These working portfolios will include the three types of writing as required by the Writing Standards K-5. A piece which uses each mode will be completed two times a year in order to show individual growth.

Time Guidelines

Portfolio entries, 6 total, should be completed by the following dates:

October 30th-1 Narrative, 1 Informative, 1 Opinion

April 30th- 1 Narrative, 1 Informative, 1 Opinion

Teachers will not be responsible for completing portfolio entries for students who transfer into our school past the instructional time.

FEEDBACK

Teachers will facilitate individual, peer and group feedback throughout the academic year as part of instruction using writing rubrics.

INTERMEDIATE

It is the goal of grades 3-6 at Pikeville Elementary School that each student will understand and utilize the three modes of writing assessed under the Kentucky Common Core Academic Standards: Opinion/Argumentative, Informational, and Narrative. To reach this goal, students will be required to use these modes of writing across the curriculum as appropriate to grade level and course. Teachers will receive professional development in each of the three modes of writing, when necessary, to ensure the proper completion of each mode.

The working portfolio requirements will consist of the following criteria:

- 2 Opinion/Argumentative Writings
- 2 Narrative Writings
- 2 Informational Writings

*In order to show academic growth, these writings will be conducted over the course of an academic year.

On Demand

In addition to regular on demand classroom instruction, PES will conduct school-wide on demand practice days using writing rubrics and giving formative feedback. Primary grades participation in on demand practice days is optional as applicable.

**This policy became effective upon second reading and approval by the Pikeville Elementary Site Based Decision Making Council on March 28th, 2013.*

**Passed by Council on September 21, 2017*

POLICY EVALUATION (Writing Policy)

This policy shall become effective immediately upon adoption by the council and shall remain in effect until amended or rescinded according to council by-laws.

Upon adoption by the council, this policy shall rescind any/all policy/policies pertaining to the formation of council committees adopted prior to this date.

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

Date Adopted: 9-21-17

Date Reviewed or Revised: _____

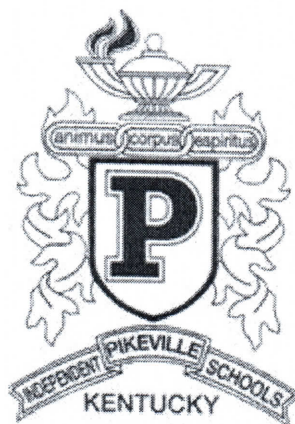
Date Reviewed or Revised: _____

9-21-17
Date

Joy Roader
Secretary

Routjane
Principal

PRINCIPAL SELECTION POLICY
Pikeville Elementary School
School Based Decision Making Council Policy



PREPARATION

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

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. If the council is not satisfied with any of the candidates, the council should discuss the option of having an interim principal appointed by the superintendent until a suitable applicant is found.
8. Keep all closed session discussion confidential.

SELECTION OF THE NEW PRINCIPAL

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.

Passed by Council on September 21, 2017

POLICY EVALUATION (Principal Selection Policy)

This policy shall become effective immediately upon adoption by the council and shall remain in effect until amended or rescinded according to council by-laws.

Upon adoption by the council, this policy shall rescind any/all policy/policies pertaining to the formation of council committees adopted prior to this date.

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

Date Adopted: 9-24-17

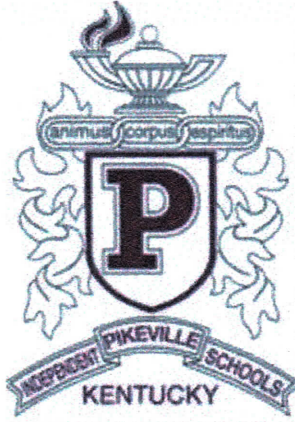
Date Reviewed or Revised: _____

9-24-17
Date

Jay Loader
Secretary

Roluffa
Principal

**Video/Film Policy
Pikeville Elementary School
Site Based Decision Making Council Policy**



A video/film may be shown during instructional time if approved by school administration.

All videos/films must have a "G" rating unless parental consent is obtained

School administration must approve all videos/films.

Revised on September 21, 2017

POLICY EVALUATION (Video/Film Policy)

This policy shall become effective immediately upon adoption by the council and shall remain in effect until amended or rescinded according to council by-laws.

Upon adoption by the council, this policy shall rescind any/all policy/policies pertaining to the formation of council committees adopted prior to this date.

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

Date Adopted: 9/21/17

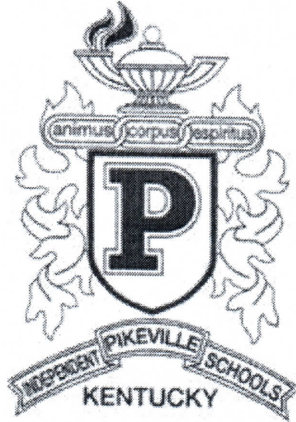
Date Reviewed or Revised: _____

9-21-17
Date

Jay Roader
Secretary

Routja
Principal

**Delivery of Gifts Policy
Pikeville Elementary School
Site Based Decision Making Council Policy**



Pikeville Elementary School does not accept individual deliveries to students.

State law, disruptions to the school day, student health issues as well as other specific student issues prohibit Pikeville Elementary School from accepting individual deliveries to students.

Passed by Council on May 13, 2003

POLICY EVALUATION (Delivery of Gifts Policy)

This policy shall become effective immediately upon adoption by the council and shall remain in effect until amended or rescinded according to council by-laws.

Upon adoption by the council, this policy shall rescind any/all policy/policies pertaining to the formation of council committees adopted prior to this date.

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

Date Adopted: 9-21-17

Date Reviewed or Revised: 9-21-17

9-21-17

Date

Jay Roader
Secretary

Rohit
Principal