

# ALIGNMENT WITH STATE STANDARDS POLICY



## ALIGNMENT NEEDS ASSESSMENT

Our yearly School Improvement Planning process will include:

- \* An analysis of our state testing data and other school data as necessary to discover the extent to which our students are meeting state standards and our programs are aligned with state standards.
- \* 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: 1/22/19

Date Reviewed or Revised: \_\_\_\_\_

## **BUDGET POLICY PROCEDURES AND TIMELINES**



### **SPENDING CATEGORIES AND MUNIS ACCOUNTING**

Whenever possible in budgets and financial reports, we will use spending categories that will make sense to most shareholders in our school, even if those categories are not part of the state and district accounting system known as "MUNIS."

### **DRAFT BUDGET**

#### **DECEMBER TO FEBRUARY**

All *EXPENSES* will be estimated for the coming year that are needed to:

1. Implement our school improvement plan fully, including staffing, materials, professional development/learning, and other needs.
2. Maintain other programs at the current level of quality including staffing, materials, professional development/learning, and other needs.

The *FUNDING* will be estimated for the coming year from:

1. Our allocation for certified and classified staff.
2. Our allocation for instructional materials.
3. Any additional allocations that we have reason to believe are likely to continue.
4. Our allocation for professional development/learning.
5. Funds from any fundraising activities (activity funds) that are not designated for specific student group use and any fundraising activity money that we expect to carry over.
6. Grants that seem reasonably likely from any source.
7. Categorical dollars from programs listed as sources in our school improvement plan based on past funding and consultation with the principal about what is being considered for next year.

Expenses and revenues will be estimated separately and no attempt will be made to match the two at this time. If necessary any *SHORTFALLS* will be shared with the council for a discussion on possible solutions.

A *DRAFT BUDGET* will be developed that:

1. Includes a clear statement of the number of persons to be employed in each job classification.
2. Lists dollar amounts.
3. Addresses the expenses for fully implementing our school improvement plan and maintaining other programs at their current level.
4. Describes which sources will be used to cover each expense.
5. Designates the person or group responsible for selecting specific items to be purchased in each spending category, with the media librarian as the person or a member of the group responsible for items for the library media center.

6. Identifies any further expenses and needs that cannot be covered within currently expected funding or are not being met by the current budget.

The draft budget will be circulated for *INPUT* to the school council, the school staff, and all parents serving on council committees, and will be posted for public review.

## **REVISING THE DRAFT BUDGET**

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### **MARCH TO MAY**

The council will:

1. Review the draft budget either in a regular or a special meeting.
2. Compare the draft budget to the tentative budget provided by the school board on March 1.
3. Identify areas that may need adjustment to further reflect school priorities, new spending information, shareholder input on the impact of the proposed plan, or other relevant information.
4. If necessary, charge a committee or ask the principal to consider areas that may need adjustment and submit a revised budget for council adoption.
5. Discuss whether the council needs to request Section 7 funding for additional expenses, and what needs would be designated for such funding.
6. Charge a committee or ask the principal to write up the Section 7 requests for formal council adoption.
7. Set a timetable for adopting a revised budget and official Section 7 requests that are compatible with any district timetable.

### **MAY and JUNE**

After the council receives the final allocation from the superintendent on May 1 and adopts its budget and its Section 7 requests, the following procedures will be completed:

1. Notify the superintendent and local board in writing of the council's decision on the number of persons to be employed in each job classification and any Section 7 requests.
2. Ensure that the portion of the council's budget that governs its general fund allocations is converted into a standardized budget using the MUNIS accounting codes and that it is sent to the district central office.
3. Ensure that all relevant budget items are clearly reflected in the school improvement plan and that the person or group listed as responsible for selecting specific items has been notified of the dollar amounts.

## **IMPLEMENTATION AND MONITORING**

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### **EVERY MONTH**

The principal (or principal designee) will:

1. Ensure that all spending records required by the state and district are maintained including but not limited to all Redbook Requirements.
2. Submit a report to the council comparing planned spending, spending so far, outstanding purchase orders, and amount remaining available in each category.

## **JULY TO SEPTEMBER**

The principal (or principal designee) will ensure that:

1. In accordance with Redbook procedures/requirements, all booster organizations (including PTA/PTOs) have submitted to the principal by July 25<sup>th</sup> their annual financial report for the previous year which ends June 30<sup>th</sup>.
2. All booster organizations (including PTA/PTOs) have completed all Redbook requirements including submitting to the principal the following documentation required in the Redbook:
  - Names of officers (due within the first 30 days of school)
  - Annual budget worksheets showing estimated revenues and expenditures for the coming year (due within the first 30 days of school or within thirty days of the first transaction for the group).

## **OCTOBER**

The principal (or principal designee) will ensure that:

1. If extra allocations become available to the school, all committee chairs as well as the contact person(s) for all MUNIS accounts will be notified of the availability of these additional funds.
2. Submissions of additional funding requests will be required to be submitted on the appropriate forms in a timely manner by the process established in this policy.
3. If the allocation would be adjusted and reductions have to occur in the budget, the principal will work with the council to approve a new budget.

## **JANUARY AND APRIL**

The following procedures will be completed in January and then again in April:

1. Notify each individual and group designated to select items for purchase of the amount they were authorized to spend, the amount spent so far, their outstanding purchase orders, and the amount remaining available in each category.
2. Ask each individual and group to check those figures and report anything that may need adjustment and report whether they will need the full remaining amount to address the needs in question.
3. From these responses, identify any amounts that will not be needed as budgeted and make recommendations to the council for budget adjustments to maximize the use of those funds.

## **BUDGET CHANGES**

Individuals or groups who identify spending needs that are not addressed in the current budget will submit a written explanation of the need and the amount to both the council and the Budget Committee.

The principal will inform the council promptly of:

1. Any change in the council's General Fund allocations received on March 1<sup>st</sup>.
2. Any Section 7 funds to be allocated based on council requests and board action and any allocation of Section 7 funds to the school based on ADA.
3. Any change in the school's professional development/learning allocation.
4. Any decision regarding categorical funding for the school.
5. Any change in actual or expected activity fund resources.

The council will consider amending the budget to respond to funding changes after receiving shareholder input and advice from the principal on the financial impact and reviewing how the change would affect the success of our school improvement plan.

**POLICY EVALUATION**

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

Date Adopted: 2/12/19

Date of Revisions: \_\_\_\_\_

<b>NOTES ON USING THIS POLICY</b>
<p><b><u>PRINCIPAL STANDARDS:</u></b> The procedures outlined in this policy support principal alignment with the Principal Performance Standards (4.5, 4.6, and 4.7).</p>
<p><b><u>SPECIAL NOTE ON BUDGET POLICY:</u></b> The timeline suggested in this policy will need to be carefully developed in connection with your planning cycle. Although the basic steps for budgeting will still need to be done, the dates suggested here may need to be adjusted.</p>
<p><b><u>IMPLEMENTATION AND MONITORING LEGAL OPINION:</u></b> KDE issued a legal opinion that states that it is best practice to include PTA/PTO organizations within the category of “boosters” subject to the Redbook requirements for boosters. Therefore, it is important as you write your council’s budget policy that you examine your local board policy on activity funds and make sure this policy and local board policy are consistent. The Redbook requirements can be reviewed on the KDE website.</p>

## BUDGET POLICY SPENDING DECISIONS



### SPENDING AREAS

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

- Activity Funds
- Number of Employees
- Student Support Services
- Textbooks/instructional resources
- Instructional Materials
- Professional Development/Learning\*

\* Professional Development/Learning is addressed in a separate policy.

### ACTIVITY FUNDS

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

The following procedures will be followed concerning activity funds:

1. Each club, organization and activity account shall prepare a tentative budget for the next school year on the Individual Activity Account Budget Worksheet.
  - a. The Individual Activity Account Budget Worksheets are due to the principal by April 15.
  - b. The sponsor shall work with the officers of the club in this process to assure continuity of programs.
  - c. The principal or designee shall prepare budgets for activity accounts without sponsors for SBDM approval.
2. The council, with input from the appropriate committee, club, or organization, will approve the school general activity fund budget and other office activity fund budgets.
3. Staying consistent with district policy, the council, with input from the appropriate committee, club, or organization, will determine use of school general activity funds from book sales, snack and beverage sales, and other office activity funds not raised by a school organization for a specific purpose. These sales are mainly to students and therefore, the profits will be used for the benefit of students and not for the school's basic routine operating expenses or for renovations or maintenance of school facilities. If the employee lounge has vending machines or other concessions, those profits may be used for employee purposes.
4. The SBDM council can approve other allowable expenditures for accounts without student involvement. This would be any expenditure that would benefit all the students, but not a specific student group, for example, picture sales.

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

5. The council, with input from the appropriate committee, club, or organization, will also:
  - a. Determine the use of cash donations for general purposes.
  - b. Oversee the expenditure of instructional funds from school fees and dues and any other funds not raised for a specific purpose.
  - c. Participate in the creation of bid specifications and conditions, serve on bid evaluation committees, and participate in formulation of policies and procedures concerning activity funds IF requested by the board.
6. The Title IX report must include all expenditures for student athletics including external support/booster organizations, school activity fund monies, SBDM allocations, and grants.
7. The school or district, with approval of the local board of education, may establish additional guidelines/requirements for the external support/booster organizations. This doesn't state the SBDM council, but that is what is meant by "school."
8. There is a School Activity Fund Fundraiser Approval Form that has a signature line for the SBDM council, (Required IF council policy requires approval of fundraisers.)

### **NUMBER OF EMPLOYEES**

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All procedures involved in the determination of the number of employees to be hired will avoid any discussion or action intended to cause any individual staff member to be transferred or dismissed.

The following procedures will be used to determine the number of employees to be hired:

### **MARCH TO MAY**

1. The superintendent will notify the council by March 1<sup>st</sup> of its tentative allocation for the next school year, including staff funding.
2. Working with the principal if requested, the school improvement plan and other indicators will be reviewed by a committee and a tentative plan for how many staff members the school will have in each subject and level and how many in each other type of position, taking into account an effective student/teacher ratio for meeting the needs of all students.
3. After input from shareholders, revisions will be made if necessary and the tentative plan will be submitted to the council for official action.
4. Once the council receives the final allocation from the superintendent on May 1, the council will make a final decision and notify the superintendent of its choices by the district deadline.

### **STUDENT SUPPORT SERVICES**

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

### **TEXTBOOK/INSTRUCTIONAL RESOURCES SELECTION**

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The council will appoint an ad hoc committee to review materials. The materials may come from any subject area. The committee will include teachers and a good faith effort will be made to also involve parents on the committee. The committee will take the following steps:

1. Review our school improvement plan, curriculum, and the Kentucky Academic Standards.
2. Develop criteria for textbooks/instructional resources that will help the school move students to proficiency and beyond.
3. Review available textbooks/instructional resources to identify those that will best meet their criteria.
4. Report to the council on its choices for council approval.

5. Respecting all regulatory requirements governing textbook/instructional resources funds, determine quantities of each item to be ordered within the school's textbook/instructional resources budget.
6. The principal (or principal designee) will check that each purchase order fits the funds available, respects any existing contracts or bid lists, and will complete the purchase.

## **INSTRUCTIONAL MATERIALS**

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

### **FEBRUARY TO JUNE**

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

## **POLICY EVALUATION**

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

Date Adopted: 2/12/19

Date of Revisions: \_\_\_\_\_



## NOTES ON USING THIS POLICY

**PRINCIPAL STANDARDS:** The procedures outlined in this policy support principal alignment with the *Principal Performance Standards* (4.5, 4.6, and 4.7).

**PROFESSIONAL DEVELOPMENT/LEARNING:**

Some schools may want to include their professional development/learning procedures in this policy and that is fine. The separate policy in this Kit, called Budget Policy: Professional Development/Learning, could be inserted in a new section in this policy.

# CLASSROOM ASSESSMENT POLICY



## CRITERIA AND GUIDELINES

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1. All learning/instructional outcomes will include some form of classroom assessment. Students should have exposure to a wide variety of assessments that could include performance based, pencil/paper tasks, project-based items, illustrations, digital presentations, speeches and others created by the content teachers.
2. Classroom assessments are clearly aligned to learning targets for individual students or groups and will be used by all teachers to:
  - Improve instruction including notes in plans of possible adjustments as needed, based on classroom formative assessments.
  - Monitor each student's progress toward mastering standards.
  - Meet individual student needs, modifying assessments for some students, as needed.
  - Drive the planning process for instruction.
  - Communicate to both students and their parents regarding student progress.
  - Demonstrate learning, ensure continuous progress, and include both formative and summative assessment activities.
3. Classroom assessment criteria/standards (rubrics, scoring guides, models and exemplars) will be provided to encourage students to demonstrate rigorous work that is developmentally appropriate. The students can use them as a means to self-monitor progress prior to submitting their work. Teachers will also provide peer assessment opportunities for students to review others work and use as a means to monitor their progress.
4. Feedback will include specific and timely guidance for the students with opportunities to improve their work. Classroom teachers will notify students weekly if they are off target in any content area. Infinite Campus will be updated on a weekly basis, allowing students and parents to see what they are scoring and if any assignments are missing.

## FORMATIVE ASSESSMENT

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Students will complete classroom formative assessments to help provide evidence of understanding of the lesson. Teachers are responsible for making sure that the formative assessments:

1. Assess the learning target.
2. Are valid and appropriate demonstrations of what students should know and be able to do.
3. Are used to make adjustments in instruction to meet students' needs based on the results.
4. Provide opportunities every 9 weeks for students to choose among a variety of ways they can demonstrate learning and understanding, including options appropriate to preferred learning styles.

5. Provide meaningful feedback to students including opportunities to reflect, self-evaluate, set goals, and strengthen their performance.
6. Are part of the regular learning process, with separate activities used only when embedded ones are not feasible.

## **SUMMATIVE ASSESSMENT**

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1. Summative assessments/Proficiency Measures will be used at least every three weeks.
2. MCHS Grading Policy in all classes Homework 10% Quizzes/Projects 20% Final 20% Proficiency Measures/Assessments 50% Daily/Homework/Quiz: No extended time to daily work if a student does not finish work in the class period due to lack of effort with 0 assigned to grade. If student is engaged and requests more time or teacher sees there is extenuating circumstances, extended time will be given without penalty. If a student is in class the day an assignment is issued for the next day and the student missed that day (or multiple days) the assignment is due the day the student returns to school (the 5 day policy for absences does NOT apply here). Project/Papers: For these where a student is given the due date in advance and the student is absent during that period or even the day before it is due, there is NO extra time given and is still due as scheduled. If the student is absent the day the assignment is due, it is due the next day of the late grade sliding rule applies

## **EVALUATION OF STUDENT PERFORMANCE**

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At the end of each marking period, based on standards mastered, student assignments completed, and summative assessments, each teacher will make a judgment on each student's performance in each standard taught. Each grade level team will provide a list to administration identifying those students that are not expected to pass to the next grade level. Administration will discuss that information with parents and students and develop a plan.

## **REPORTING OF PERFORMANCE LEVELS (ON TARGET VS. OFF TARGET)**

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- Each grade level teaching team will share their list of on/off target kids with the guidance counselor (principal designee) each midterm, failing report. The report will list each student's name, content in which they are off target, time, date, and which parent was contacted, and any changes made to that child's educational plan.

## **PARENT COMMUNICATION**

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- Infinite Campus will show graded homework, in class assignments, and formative and summative assessments on a weekly basis.
- Grades will be updated weekly. If a student turns in an assignment or takes an assessment after the due date, the grade will be updated by the end of the week taken.
- Parents will also be able to see missing assignments in Campus as represented by 0 in the grade column.
- Teachers will provide their planning time on the school website to be available to parents by phone or can be reached by email. Teachers will make every reasonable attempt to return emails or phone calls on the day received.

## **PRINCIPAL RESPONSIBILITY**

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At least one time per 9-week period, the principal will meet with each team of teachers to review student performance and review their intervention plan for students not making adequate progress.

**POLICY EVALUATION**

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

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

Date of Revisions: \_\_\_\_\_

# COLLEGE-LEVEL COURSES POLICY (SECONDARY)



## **CURRICULUM AND AVAILABILITY**

Each year, we will offer our students college-level courses in at least four of the following seven areas:

1. English
2. Science
3. Mathematics
4. Social studies
5. Foreign language
6. Arts and Humanities
7. Career and Technical Education

Those courses will be offered as Advanced Placement, International Baccalaureate, or dual credit classes at our school, online, or through arrangements with nearby colleges or universities. They will be accessible to all students who have a reasonable chance of being successful in the class.

The principal (or principal designee) will make appropriate arrangements for these courses to be offered, including communicating to students and parents any costs associated with the courses.

## **RECRUITMENT**

We will encourage all students to prepare for and take college-level courses. We will do that in the following ways:

1. Counselors will advise students and parents of these options when they prepare and revise their Individual Learning Plans and encourage each student to take appropriate preparatory courses.
2. Teachers will encourage all students to take challenging courses each term.
3. Regularly, the principal (or principal designee) will report to the council on enrollment in these courses by total numbers, gender, ethnicity, participation in the free and reduced lunch program, and disability status.
4. Based on that data, the council may amend its School Improvement Plan to add additional steps to ensure equitable participation in future years.

## **STUDENT ASSIGNMENT**

All students have access to college-level courses. They may establish that they have an appropriate level of skill and be assigned to a college-level course by any one of the following means:

1. Completing prerequisite courses listed in the Program of Studies.
2. Taking and passing the examinations for those prerequisite courses.
3. Receiving permission of the teacher and/or the Principal.

#### POLICY EVALUATION

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

Date Adopted: 1/22/19

Date Reviewed/Revised: \_\_\_\_\_

# COMMITTEES POLICY



## **NAMES AND JURISDICTIONS OF STANDING COMMITTEES**

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

### **1. PLANNING AND PROFESSIONAL DEVELOPMENT/LEARNING (PD/L) COMMITTEE**

- Annually review and revise (if necessary) the SBDM policies on Professional Development/Learning, School Improvement Planning, School Day and Week Schedule, and Student Assignment. Draft revisions for council approval.
- Involve as many shareholder ideas and opinions as possible; coordinate school needs assessments including necessary surveys and other data collection.
- Coordinate the development and implementation of the school improvement plan including working with component teams and overseeing the development and implementation of the Professional Development/Learning Plan.
- Survey teachers to establish professional development/learning needs and use this data along with testing data, program analysis data, and any data from other committees to make PD/L recommendations to the various component teams.
- Ensure that the council is kept informed through Progress Notes on the plan.
- Develop master schedule plan ideas/changes to recommend to the principal based on data, barriers, meeting student needs, and the criteria listed in the School Day/Week Schedule Policy.
- Recommend assignment of student procedures.
- Recommend other changes, ideas, and strategies to assigned policies based on needs assessments, data gathering, and research into best practice.
- Additional roles/charges as assigned by the council.

### **2. CULTURE, WELLNESS, RESOURCES, & BUDGET COMMITTEE**

- Annually review and revise (if necessary) the SBDM policies on Discipline, Classroom Management and School Safety, Emergency Management Plan, Extracurricular Programs, Instructional and Non-Instructional Staff Time Assignment, Parental Involvement, and Wellness. Draft revisions for council approval.
- Select members to form a Coordinated School Health subcommittee as a support and resource for collaboration and integration of PLCS instruction throughout the school. Recommend any changes to the school physical activities and healthy choice plans/programs.
- Develop a set of “non-negotiable” school rules consistent with district policies and directives.
- Review/revise the school-wide discipline plan as needed based on feedback and data.
- Recommend discipline and classroom management changes based on annual needs assessments and data gathering.
- Review the school Safety Plan every odd-numbered year following the procedures outlined in the Discipline, Classroom Management, and School Safety Policy. Recommend any necessary changes based on needs assessments and data gathering.

- In consultation with the council and first responders, recommend changes in the Emergency Management Plan based on the annual review of the plan.
- Recommend extracurricular program changes and ideas.
- Recommend parental involvement activities and strategies.
- Recommend other changes, ideas, and strategies to assigned policies based on needs assessments, data gathering, and research into best practice.
- Additional roles/charges as assigned by the council.
- Annually review and revise (if necessary) the SBDM policies on **Budget:** Procedures/Timelines, Budget: Spending Decisions, School Space Use, and Enhancing Student Achievement. Draft revisions for council approval.
- *Develop, recommend, and monitor the annual budget and allocation of resources according to identified needs of the school, classrooms, and program(s).*
- Recommend budget adjustments.
- Ensure that the council is kept informed with monthly budget reports.
- Work with the principal (if requested) on developing a preliminary staffing plan (how many, not who) for the council based on available resources.
- Recommend use of school space ideas (excluding specific teacher(s) room assignments) based on needs assessments and other data.
- Recommend other changes, ideas, and strategies to assigned policies based on needs assessments, data gathering, and research into best practice.
- Additional roles/charges as assigned by the council.

### **3. CURRICULUM, INSTRUCTION, AND TECHNOLOGY COMMITTEE**

- Annually review and revise (if necessary) the SBDM policies on Curriculum, College and Advanced Courses (secondary only), Instructional Practices, Homework, and Technology Use. Draft revisions for council approval..
- Analyze curriculum alignment with the state standards and recommend changes.
- Recommend advanced placement additions, if appropriate, based on data, research, and shareholder input (Secondary).
- Research and recommend instructional best practice ideas and innovations.
- Research homework best practices and recommend changes.
- Recommend plans for the best use of technology based on needs assessments including acceptable use guidelines.
- Recommend other changes, ideas, and strategies to assigned policies based on needs assessments, data gathering, and research into best practice.
- Additional roles/charges as assigned by the council.

### **4. ASSESSMENT OF STUDENTS AND PROGRAM(S) COMMITTEE**

- Annually review and revise (if necessary) the SBDM policies on Classroom Assessment, Program Appraisal, Alignment with State Standards, and Writing. Draft revisions for council approval.
- Organize the testing data analysis every fall, including reports to the Council.
- Recommend school priority needs to the Planning and PD/L Committee based on test analysis data.
- Recommend classroom assessment ideas based on new research.
- Develop the state testing prep and reward plan each year.
- Work with the principal and school council to determine the best process for evaluating the quality of the programs in the school and assuring state standards and school expectations are met.
- Recommend program changes in reviewed areas.



- Recommend other changes, ideas, and strategies to assigned policies based on needs assessments, data gathering, and research into best practice.
- Additional roles/charges as assigned by the council.

### **5. Safety Committee/Team**

- A School Safety Team shall be formed in each school in the district to develop, foster, and maintain a positive school climate by focusing on the on-going, systemic process and practices in the school, and to address school climate issues such as harassment, intimidation, or bullying.

The school safety team shall:

- (1) receive any complaints of harassment, intimidation, or bullying of students that have been reported to the principal;
- (2) identify and address patterns of harassment, intimidation, or bullying of students in the school;
- (3) review and strengthen school climate and the policies of the school in order to prevent and address harassment, intimidation, or bullying of students;
- (4) educate the community, including students, teachers, administrative staff, and parents, to prevent and address harassment, intimidation, or bullying of students;
- (5) collaborate with the district anti-bullying coordinator in the collection of district-wide data and in the development of district policies to prevent and address harassment, intimidation, or bullying of students; and
- (6) execute such other duties related to harassment, intimidation, and bullying as requested by the principal or district anti-bullying coordinator.

**NOTE:** The SBDM Council will be responsible for reviewing and revising (if necessary) its Bylaws and seven policies: the Committee Policy, the Consultation Policy, the Principal Selection Policy, Enhancing Student Achievement, School Space Use, Budget Procedures and Timelines, and Budget Policy/Spending Decisions.

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

All members of the faculty will serve on at least one standing committee. SBDM teacher reps are exempt but may serve on a standing committee by choice. Every effort will be made for each standing committee to include appropriate representation and numbers to accomplish their charges. An extensive good faith effort will be made to include at least one parent on every standing committee and to provide a reasonable representation of the ethnic diversity of our school community.

Before the last day of school each year, the principal (or principal designee) will ensure that all shareholder and interested persons, including but not limited to classified employees and parents, are extended the opportunity to become engaged in the shared-decision making process of our school through membership in school council standing committees. The following steps should be taken to set up committees for the next school year:

1. On an ongoing basis, parents will be invited to sign up for committees.

2. Faculty and staff will be given an opportunity to sign up for committees via various forms of communication such as sign-up sheets and/or by computer.
3. Committee members will be notified in a timely manner of their appointments. During the first month of school, there will be additional opportunities to sign up for committees for current and new faculty and staff, all parents, and community partners.
4. At the beginning of the school year after sign-ups have been gathered, along with the notification of new members, a meeting of committee members will be called by the Chair of the council for the purpose of charging all committees with conducting their first committee meeting. At each committee's first meeting, all committees will:
  - Elect a chair. They will also elect or appoint a recorder who will take minutes for this first meeting and all subsequent meetings and a vice-chair who will take over in the absence of the chair.
  - Receive information about the council timeline for regular committee reports.
  - Set up a meeting schedule for the rest of the year.
  - Read and discuss this policy and ask the Chair of the council any questions regarding their role and duties.
  - If necessary, discuss the active recruitment of parents and community members to serve on their committee.
  - Discuss ongoing and any new charges from the council and develop a plan of action that includes a timeline.

## **AD HOC COMMITTEES**

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

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

- 

For these ad hoc committees, the council will identify the specific topic to be addressed in a written charge. The principal will invite persons to serve on the ad hoc committee and will also designate a committee member to convene the committee for its first meeting. Ad hoc committees automatically dissolve at the completion of the assigned task.

## **OPERATING RULES FOR ALL COMMITTEES**

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

1. Establish a regular meeting schedule at its first meeting of each school year and make that schedule available to the public by posting it in a place convenient to the public.
2. Hold meetings that are not on the regular schedule only after following these special meeting procedures:
  - a. The committee chair or a majority of members decide the date, time, place, and agenda.
  - b. Those who make the decision to have the meeting put the date, time, place, and agenda in a written notice, which they will post in a place convenient to the public at least 24 hours before the meeting.
  - c. Notice of a special meeting will be hand-delivered, faxed, \*emailed, or sent by US mail to all members of the committee early enough so that they will receive it 24 hours before the meeting.

- d. If any media organization has asked for notice of special meetings, those calling the meeting will hand-deliver, fax, \*email, or send by US mail copies of the written notice to the agency requesting the notice.

\*Those wishing to receive notification by email must have a request in writing on file at the school.

- 3. Take minutes of the actions and decisions made by the committee at every meeting.
- 4. Review the minutes of each meeting at the next meeting and, after making any needed corrections, approve those minutes.
- 5. Make committee minutes for each meeting available to the council and to any interested party after final approval.
- 6. Ensure that the principal receives an official copy to be kept with school records as required by Kentucky's Archive rules.

**POLICY EVALUATION**

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

Date Adopted: 1/22/19

Date(s) Reviewed or Revised: 8/21/19

## Curriculum Policy



### CURRICULUM GUIDELINES

Our curriculum will:

- Be aligned vertically and horizontally with Kentucky Core Academic standards for all subjects — English/Language Arts (including Writing); Math; Science; Social Studies; Practical Living and Career Studies; and Arts and Humanities, and designed to help all students master that content.
- Be revised, if needed, based on school needs assessment through the improvement planning process, professional learning communities, or analysis of student results.
- Provide equitable access to a common academic core for all students.
- Provide support for all students to be able to complete some college-level work while in high school.
- Provide links to continuing education, life, and career options.
- Reflect the strategies adopted in our School Improvement Plan.
- Provide the legally required core curriculum of college-level courses.

### TEACHER ROLE

All teachers will:

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

### PRINCIPAL ROLE

The principal will:

- Ensure that copies of the curriculum standards and expectations for the school are available for parent review.
- Meet with each new teacher to review this policy and the sections of the curriculum that apply to that teacher's assignment.

## **SCHOOL COUNSELOR ROLE**

- For the Practical Living and Career Studies content, the school counselor will ensure that all students begin ILP development at the appropriate time. ILP development will include input from students, teachers, and parents. School counselor will be sure parents receive access information for the ILP.

## **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:

- State officials modify the *Kentucky Core Academic Standards*.
- District leaders or working groups modify district curriculum documents.
- Our School Improvement Planning process identifies a need for adjustments.
- 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.
- Other stakeholder input or data demonstrate a need to do so.

Date Adopted: 1/22/19

Date of Revisions: \_\_\_\_\_

## DISCIPLINE & CLASSROOM MANAGEMENT & Safety



### DISTRICT CODE OF CONDUCT

#### DISTRIBUTION TO STUDENTS

Metcalfe County High School will follow the Metcalfe County High School Student Code of Conduct Discipline Manual

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

1. Provide each student with a copy of the Parent Student Handbook which includes Metcalfe County High School Student Code of Conduct Discipline Manual.
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 will follow steps 1 — 3 above for all students new to the school during the year.

#### COMMUNICATION WITH STAKEHOLDERS

By the end of the first week of school, the Metcalfe County High School Student Code of Conduct Discipline Manual will be posted at the school, referenced in our Student Parent school handbook, and provided to all school employees, parents, and legal guardians, or other persons exercising custodial control or supervision of students including those students who enroll during the school year.

Before the beginning of each school year, the principal will work with the district to develop a process to train employees, when necessary, in the use of the Code and/or to provide update information to the staff, students, and parents concerning this Code. A day of professional development will be set aside in order to review Staff Handbook and Code of Conduct.

## 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 shareholders and issues required by state law. A copy of our current Safety Plan is attached.

## SCHOOL SAFETY PLAN REVIEW

Our School Safety Plan will be reviewed every odd numbered school year by the Culture and 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 School Safety Plan.

## CULTURE AND CLIMATE COMMITTEE

Discipline and PBIS will be reviewed quarterly by the Culture and Climate Committee using the following procedures:

- 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.
- An analysis of the implementation and impact of the activities in the plan.
- A full report to the council including, but not limited to:
  - An overview of the trends in the disciplinary referrals and consequences data.
  - Recommended adjustments

- Develop and produce expectation presentations for staff and students throughout the year.

## RESPONSIBILITIES:

Principals and assistant principals are responsible for:

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

Teachers are responsible for:

- Clearly establishing classroom standards of conduct that include clearly defined consequences when standards are not met are communicated to parents. Expectations are reviewed several times per year (especially after breaks) are taught to students during the first two weeks of school and explained to students who join the class during the year
- Ensuring that interactions among students are generally polite and respectful. Students are held to the classroom standards and appropriate consequences are issued when the standards are not met. Frequently monitoring student behavior including effective responses to student misbehavior as well as rewarding good behavior. 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:

- 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.
- Providing support and guidance to teachers in the implementation of classroom management techniques and strategies.

Students are responsible for:

- Exhibiting respect for the teacher.
- Interacting with peers in a polite and respectful way.
- Accepting and following the behavioral standards of conduct expected by the district, school, and each classroom.
- 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.



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

Date Adopted: 1/22/19

Date of Revisions: \_\_\_\_\_

# EMERGENCY MANAGEMENT PLAN POLICY



The school council shall adopt an Emergency Management Plan (EMP) that will include procedures for fire, severe weather, earthquake, and building and campus lockdown as required by law. The EMP shall set forth steps 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

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The EMP shall include procedures required by this policy and address the following:

- Establishment of primary and secondary evacuation routes which shall be posted in each room by each doorway used for evacuation
- Identification of severe weather safe zones, which shall be posted in each room
- Practices for students to follow in an earthquake, fire, and severe weather
- Development and adherence to access control measures for each school building
- Procedures for lockdown of the building and campus; local law enforcement shall be invited to assist in establishing lockdown procedures.

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

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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 *September 1st*, 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

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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**

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

### **POLICY EVALUATION**

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

Date Adopted: 1/22/19

Date(s) Reviewed or Revised: \_\_\_\_\_

## NOTES ON USING THIS POLICY

**PRINCIPAL STANDARDS:** The procedures outlined in this policy support principal alignment with the *Principal Performance Standards* (2.7 and 2.8).

**LAW IN A BOX:** This sample policy is consistent with the SBDM law, KRS 160.345(2)(i)(9) and KRS 158.162 which require a policy that outlines information to be included in a separate Emergency Management Plan (EMP) to prevent, mitigate, prepare for, respond to, and recover from emergencies. Emergencies include fire, weather, earthquake, or if a building lockdown is required. This policy should call for the EMP to include:

- ☑ having local law enforcement agencies assist the school council in establishing lockdown procedures,
- ☑ discussing the EMP with school staff annually prior to the first instructional day of school,
- ☑ providing the EMP to first responders (local fire, police, and emergency medical personnel) but excluding the plan from open records laws as provided for in Kentucky's Open Meetings Law,
- ☑ the school council and first responders reviewing and revising if necessary the EMP at the end of each school year,
- ☑ establishing and posting evacuation routes within the school building, identifying severe weather zones; developing earthquake practices for students; developing and adhering to policies to control the access to each school building such as locking exterior and interior doors and sign-in rules for visitors; establishing lockdown procedures, and
- ☑ the principal conducting emergency response drills including one severe weather drill, one earthquake drill and one lockdown drill within the first 30 instructional days of school and again during the month of January and inviting first responders to observe the drills.

# **ENHANCING STUDENT ACHIEVEMENT POLICY**



## **SCHOOL MISSION AND BELIEFS STATEMENT**

The mission of Metcalfe County High School is to work hand in hand with our parents and community to provide every student, every day, with the necessary skills, tools and opportunities to achieve excellence in academics, social interactions, physical challenges, and stimulating emotional experiences to become effective, productive citizens in order to protect the future of our school and community.

## **PROCEDURES**

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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
  - enhancing student achievement by improving teaching and learning at our school for each and every student
- Complete an annual needs assessment including but not limited to analyzing student performance on the state testing.
- Annually revise our school improvement plan to address identified needs. The council will be responsible for adopting the plan and monitoring it regularly for impact on student learning.
- Budget and hire to support our school improvement plan.

## **POLICY EVALUATION**

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

Date Adopted: 1/22/19

Date(s) Reviewed or Revised: \_\_\_\_\_

# EXTRACURRICULAR PROGRAMS POLICY



## CRITERIA FOR PROGRAMS

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

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

## PROGRAMS CURRENTLY OFFERED

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Lists of the academic and non-academic extracurricular programs, activities, and clubs that are offered at Metcalfe County High School are on the school website.

## STUDENT PARTICIPATION

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

1. Maintain grade standards for individual activities.
2. Were in attendance at least half the day on the day of the activity.
3. Comply with rules established by the adult coach or sponsor for the activity.
4. Meet requirements set by the appropriate sponsoring or governing organization (where applicable).

## COACHES AND SPONSORS

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

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

### **PROGRAM EVALUATION**

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

### **POLICY EVALUATION**

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

Date Adopted: 1/22/19

Date(s) Reviewed or Revised: \_\_\_\_\_

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

**STUDENT PARTICIPATION**: This section should address ALL extracurricular activities and clubs as called for in the law. If coaches or sponsors want to hold the participants of their particular activity to a higher academic or attendance standard that is up to them just so long as the participants and parents are aware of it, i.e., the specific requirements for that activity/sport are outlined in the Parent/Student Handbook and in the Teachers' Handbook as well so teachers are made aware.

**LAW IN A BOX**: This sample policy is consistent with the SBDM law, KRS 160.345(2)(i)(8) which says this policy must include determinations related to:

- academic qualifications for student participation,
- attendance requirements for student participation,
- evaluation of programs, and
- supervision of programs.

# HOMWORK POLICY



## **DEFINITION**

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Homework will be used to increase students' opportunities to learn. It is completed outside the classroom and is intended to provide added opportunity to practice skills, engage information, and explore topics using varied learning styles and interests. Homework assignments will include not only written assignments but also opportunities to take part in cultural and creative activities and real-world applications of learning.

## **PURPOSE**

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This policy is intended to guide all faculty, parents, and students and to establish responsibilities and guidelines for standards for the assignment, evaluation, and monitoring of homework assignments.

The policy does not apply to students receiving homebound instruction or whose Individualized Education Plans require that homework be addressed in a different way.

## **TEACHER RESPONSIBILITIES**

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All teachers will:

1. In an age-appropriate manner, make sure that students understand this policy.
2. Make sure that students understand any individual classroom homework standards that a teacher may have.
3. Assign appropriate homework on a regular basis that is designed to support instructional goals, and that does one or more of the following:
  - Reinforces class instruction and skills that have been taught by transferring and extending classroom instruction.
  - Increases understanding and retention.
  - Prepares for class discussion.
  - Provides opportunities for curriculum enrichment and real-world applications.
4. Assign appropriate amounts of homework per week, which may vary depending on the subject matter and students' needs.
5. Make an effort to correlate the amount of homework given with other teachers so as not to overload students on any given night.
6. Allow student choice within homework assignments whenever possible.



7. Return collected homework in a timely manner and provide instructional follow-up and feedback that focuses on content and performance standards.
8. Ensure that students understand and can explain not only homework directions but also the purpose of any given homework assignment as well as how it relates to what they are learning in class.
9. Keep accurate records of homework assignments.

### **PRINCIPAL RESPONSIBILITIES**

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The principal will ensure that:

1. All teachers, parents, and students have access to the policy.
2. Ensure that homework is not used as a punishment or reward.

### **STUDENT RESPONSIBILITIES**

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Students are responsible for completing and turning in their homework and, with support from their parents, will be encouraged to:

1. Write down assignments and due dates, ask questions, and select necessary books and supplies before leaving school.
2. Keep homework in the same place at home each day and take books and materials directly to that study area.
3. Plan the best time to complete work.
4. Complete work so that it is neat and legible.

### **PARENTAL SUPPORT**

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Parents will be urged to actively involve themselves with their children's schoolwork by doing the following:

1. Showing interest with questions about and comments on the schoolwork children bring home.
  2. Providing a suitable place to study that is free from disturbances and by supplying needed materials for completing homework.
  3. Prompting and offering to clarify instructions and answer questions, but not sitting with the child.
  4. Assisting their child with time management including monitoring TV/computer/video game use.
  5. Checking to see that work is complete.
  6. Encouraging children to do their best work and praising a job well done including rewarding children in appropriate ways for completed work.
  7. Staying in close communication with teachers.
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## **POLICY EVALUATION**

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

Date Adopted: 2/12/19

Date of Revisions: \_\_\_\_\_

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

When considering any policy on homework, be sure to:

- **UNDERSTAND THE DESIRED GOAL**
  - Homework — What are the goals for homework? What role does homework serve? What outcome are you trying to achieve?
  - Homework Policy — What do you hope to achieve with the homework policy or policy revision?
  
- **REVIEW BEST-PRACTICE ON HOMEWORK**

The research on homework is mixed and there is no consensus on whether or not homework is beneficial. Review what trusted sources say on the value and structure of homework and decide what best meets the needs of your students.

# INSTRUCTIONAL AND NON-INSTRUCTIONAL STAFF TIME ASSIGNMENT POLICY



## **CRITERIA FOR ASSIGNMENT**

---

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

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

## **ASSIGNMENTS BASED ON CRITERIA**

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To complete assignments, the principal will:

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

## **ALTERING ASSIGNMENTS**

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After making assignments, the principal may alter them:

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

## **SUPERVISION OF STUDENTS**

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While on school property, students at Metcalfe County High School will be under the supervision of a qualified adult who will treat students with respect and hold them accountable for their conduct.

### **A. DAILY SUPERVISION PLANS**

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

- Cafeteria
- Restrooms
- 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 treat students with respect and hold them to appropriate standards of conduct.

## **POLICY EVALUATION**

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

Date Adopted: \_\_\_\_\_ 1/22/19 \_\_\_\_\_

Date(s) Reviewed or Revised: \_\_\_\_\_

## NOTES ON USING THIS POLICY

**PRINCIPAL STANDARDS:** The procedures outlined in the sections CRITERIA FOR ASSIGNMENTS and SUPERVISION OF STUDENTS in this policy support principal alignment with the *Principal Performance Standards* (3.2, 3.3, and 4.3).

**SUPERVISION OF STUDENTS:** The council needs to make sure the section they have on supervision in this policy aligns with the required district policies on bullying and any requirements on supervision the district may have. This sample policy *must* be adjusted to fit your particular school situation and level; for example, the list of places that need a supervision plan may be different for your school.



# INSTRUCTIONAL PRACTICES POLICY



## CRITERIA/BEST PRACTICE PRINCIPLES

---

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

- Are actively involved in their own learning.
- Use writing and reading 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:

**Each grading period, students will have multiple opportunities to:**

- Receive appropriate and meaningful feedback.
- Work with other students in pairs, small groups, or teams.
- Work with teachers in small group and individual settings.
- Engage in authentic models of learning.
- Use technology as a tool for learning.
- Read books or materials on their own or with a partner.

- Communicate 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.

Each grading period, students will have at least one opportunity to:

- Lead or participate in a one-on-one 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 visual and performing arts.
- 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.



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.
  - Provide opportunities for students to evaluate their own performance and to use the feedback to reflect and improve.
  - Intentionally schedule time during the day for writing instruction or experiences.
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. Use age-appropriate, inviting, and content/lesson suited vocabulary.
8. 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.
9. 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.
10. 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 access to high-quality learning experiences throughout the curriculum and in all programs, on a regular and consistent basis.

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.

## POLICY EVALUATION

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

Date Adopted: 1/22/19 Date(s) Reviewed or Revised: \_\_\_\_\_

## NOTES ON USING THIS POLICY

**TEACHER STANDARDS:** The underlined parts in this policy are aligned with *The Framework for Teaching* (1C, 1D, 1E, 2B, 2E, 3A-E).

**PRINCIPAL STANDARDS:** The procedures outlined in the section PRINCIPAL ROLE of this policy support principal alignment with the *Principal Performance Standards* (1.4 and 1.6).

**INSTRUCTIONAL PRACTICE GUIDELINES:** These activities, strategies, and tasks are research-based best practice. These guidelines can be revised based on teacher input to fit your situation (see note on getting teacher input below).

**GETTING TEACHER INPUT:** There needs to be a lot of input and feedback from the teachers on drafts of this particular policy to ensure buy-in and smooth implementation. Consider having a committee do a survey of teachers which lists the strategies in the INSTRUCTIONAL PRACTICE GUIDELINES section and ask them to prioritize them. Include in this policy just the very top strategies that almost all teachers think everyone should be doing. Some of the others could be added to the school improvement plan to get them started and later put in this policy. If this policy includes things that should be going on in every classroom, then the policy can be used by the principal for walk-throughs, in teacher (and principal) hiring interviews, for professional learning community (PLC) work, and for new teachers to help in understanding what is expected in their classrooms.

# Metcalfe County High School



## School Based Decision Making Council Bylaws

### **Mission Statement**

*The mission of Metcalfe County High School's SBDM policy is to involve the staff, parents, students, and community members of Metcalfe County to help provide equal educational and extracurricular opportunities for all students that will enable them to function responsibly in the real world.*

### **Purpose**

To provide the Council with a set of rules under which to function.

# COUNCIL BYLAWS

Revised April 14<sup>th</sup>, 2021

## ***I. COMPOSITION AND TERMS***

### **COMPOSITION OF THE COUNCIL**

The council will consist of the principal, three teacher members, and two parent members. If the minority enrollment at the school was eight percent or higher on the October 1 preceding the start of a new council term, the council will also include at least one minority member.

### **TERMS**

Terms of council members will be two years, beginning July 1 and ending June 30. Teachers and parent council members are allowed to seek re-election to serve consecutive terms as long as they are eligible.

### **LEAVE OF ABSENCE**

Leave of absence for a council member will not be granted.

## ***II. ELIGIBILITY AND ELECTIONS***

### **TEACHER ELECTIONS**

1. Teacher Qualifications
  - a. All certified teachers in the building are allowed to vote in the teacher election.
  - b. To be elected to the council, a teacher must hold a position at the school that requires certification but may not hold the position of principal, assistant principal, or head teacher.
  - c. Teachers will be elected by a majority of teachers in an election conducted by teachers.
2. Teacher Election Chair(s) At one of the regularly called March faculty meetings, the teacher representatives of the council will request that teacher elections be included on the agenda. At this meeting the teachers present will select the Teacher Election Chair(s) to run the teacher elections. The Chair(s) will be chosen from among those teachers who do not intend to run for the council that year. The teacher representatives of the council will give the name(s) of the selected Teacher Election Chair(s) to the council no later than the April council meeting. The name(s) will be recorded in the minutes.

### 3. Teacher Election Chair(s) Responsibilities

- a. The Teacher Election Chair(s) will hold the teacher election before May 1<sup>o</sup>. The Chair(s) will be responsible for running the election including setting procedures to be followed and notifying the teachers of the date, place, and time of the teacher elections.
- b. Upon request, the council may provide the Teacher Election Chair(s) with guidelines to help formulate the procedures for the election. (See Attachment A)

### B. PARENT ELECTIONS

#### **Role of Parent-Teacher Organization**

The school's largest parent-teacher organization will develop procedures for and conduct the election. If no parent-teacher organization exists, the largest group of parents formed for this purpose will run the election.

#### **Parent Qualifications**

A "parent" means a parent, stepparent, or foster parent. Guardians also qualify as parents if the student lives with them and they have a court order giving them legal custody. A parent council member will be the parent of a student pre-registered to attend the school during the parent's term of council service. Three groups of people may not serve on the council as parent representatives:

- a. Employees of Metcalfe County High School or their relatives (mother, father, brother, sister, son, daughter, husband, wife, aunt, uncle, son-in-law, or daughter-in-law).
- b. Employees in the district administrative offices or their relatives (mother, father, brother, sister, son, daughter, husband, wife, aunt, uncle, son-in-law, or daughter-in-law).

C. Members of the Board of Education or their spouses.

#### **Parent Elections**

The parent elections will take place no later than May 1st. The parents of all children pre-registered to attend the school during the next year may vote. The parent-teacher organization will determine how the election will be run. The principal will assist the parent-teacher organization in notifying parents of the election schedule. The parent-teacher organization will notify the current council of those elected not later than five school days after the election.

#### **MINORITY REPRESENTATION**

A minority parent and an additional teacher will be elected, if the council formed (including the principal) after both teacher and parent elections does not have a minority member,

and the school had eight percent or greater enrollment of minority students as of the previous October 1.

Minority members must be American Indian; Alaskan native; African American; Hispanic, including persons of Mexican, Puerto Rican, Cuban, and Central or South American origin; Pacific Islander; or other ethnic group underrepresented in the school.

The principal will be responsible for organizing the minority parent and teacher elections as follows:

- a. Following the general elections, if a minority member was not elected, the principal will organize a special election to elect a minority parent to the council. This election will be organized no sooner than ten and no later than twenty school days after the election (teacher or parent) which came last. The principal will notify all parents of the date, time, and location of the election. The notice will call for nominations of minority parents for the ballot. Minority parents for this ballot must meet the qualifications for parent members as outlined in subsection B of this section. At the election, parents may nominate additional minority candidates. The candidate receiving the most votes will be elected. In the event of a tie vote, a run-off will be held.
- b. Following the general elections, if a minority member was not elected, the Principal will call a meeting of all teachers in the building. This meeting will be called within seven school days after whichever election (teacher or parent) came last. The teachers will elect one minority teacher to serve as an additional teacher member on the council. If there are no minority teachers who are members of the faculty an additional non-minority teacher will be elected. If there are minority teachers on the faculty, but they decline to serve, then no additional teacher will be elected. The election will be conducted using the procedures listed in subsection A of this section.

## **VACANCIES DURING A TERM OF OFFICE**

1. Notice of Vacancy When either a teacher or parent vacancy occurs in the middle of a term, a new member will be elected to complete that term. The principal will post a notice in the faculty workroom and in a place readily accessible to parents stating that there is a vacancy and including the text of this subsection of the bylaws. The principal will also communicate this information to the president of the parent-teacher organization. These steps will be taken within one school day after the principal learns of the vacancy. 2. Election to Fill a Teacher Member Vacancy Within ten school days of the vacancy, the Teacher Election Chair(s) selected the previous March, will use the procedures established to conduct a teacher election to fill the vacancy. 3. Election to Fill a Parent Member Vacancy. The president of the parent-teacher organization will call an election to be held not less than ten or more than twenty school days after the vacancy occurs. The procedures described in subsection B of this section will be used. 4. Election to Replace a Minority Parent Member. The principal will implement the procedures described in subsection C of this section. 5. Election to Replace an Additional Teacher Member The principal will implement the procedures described in subsection C of this section. Ill.

### **III. Council Training**

A. NEW MEMBERS - member elected for the first time will complete a minimum of six hours of training in the process of school-based decision making no later than thirty (30) days after the start of his or her term. He or she can get that training any time between the date elected and the 30-day deadline. This training must be provided by a person endorsed by the Kentucky Department of Education. B. EXPERIENCED MEMBERS A member elected who has served on a council previously will complete at least three hours of training in the process of school-based decision making no later than one-hundred-twenty (120) days after the start of his or her term. This training may be obtained up to a year before the 120-day deadline. This training must be provided by a person endorsed by the Kentucky Department of Education. Experienced members may get training credit by attending any of the approved SBDM training workshops offered by endorsed trainers. C. MID-YEAR VACANCIES Members who are elected to fill a vacant position in the middle of the year will complete the required training no more than thirty (30) after they are elected. This training must be provided by a person endorsed by the Kentucky Department of Education. D. REPORTING

By November 1\* each year, the principal will ensure that names, addresses, and the training completed of each council member is reported to the Kentucky Department of Education.

### **IV. STANDARDS OF CONDUCT**

#### **ATTENDANCE**

Members of the council will attend all council meetings. If a member is unable to attend a meeting, he or she will notify the Chair of the Council. If a member is unable to attend on a consistent basis, the Chair of the Council will contact the member to consult and to discuss the possibility of resignation. A member who has three unexcused absences from council meetings will resign.

#### **CONFLICT OF INTEREST**

No one may serve on a school council who has a conflict of interest pursuant to KRS 45A [KRS 160.345(2)(a)]. A member who discovers a business or financial interest (not covered by KRS 45A) which may cause the appearance of impropriety should refrain from participating in any discussions or decisions involving those interest.

#### **ONGOING ELIGIBILITY**

Any member who ceases to be eligible to serve on the council will resign.

#### **IMPROPER MEETING**

Council members will not meet to discuss council business in a group that constitutes a quorum without following the procedures for scheduling a meeting of the full council in accordance with the Open Meetings Law and described in Section VI of these bylaws.

### **INTENTIONAL INTERFERENCE WITH SCHOOL-BASED DECISION MAKING**

No member of the council will intentionally engage in a pattern of practice which is detrimental to the successful implementation of or which circumvents the school-based decision making process.

## **V. REMOVAL OF MEMBERS**

A member who violates the standards of conduct and does not submit a written letter of resignation to the council could be reprimanded or removed in one of the following ways:

### **COMMISSIONER'S RECOMMENDATION**

The Commissioner of Education can recommend removal for immorality, misconduct in office, incompetence, and willful neglect of duty or nonfeasance. The local board of education then holds a hearing into the charges to decide whether removal is warranted.

### **OFFICE OF EDUCATION ACCOUNTABILITY**

The Office of Education Accountability (OEA) can investigate claims of intentional interference with school-based decision-making. If the OEA cannot resolve the issue, it is forwarded to the Kentucky Board of Education, which holds a hearing to determine whether the charges are valid. The first time the Kentucky Board finds a person guilty of such interference, the person will receive a reprimand. The second time, the person can be removed from office.

## **VI. MEETINGS**

### **A. ALL MEETINGS**

1. Council meetings will comply with the requirements of the Open Meetings Law.
2. Council meetings will be open to the public unless the council goes into closed session under the provisions of the Open Meetings Law as outlined in subsection D of this section.

### **B. REGULAR MEETINGS**

1. At the first council meeting on or after July 1\* each year, the council will designate a regular meeting time and place.
2. The principal will post a copy of the regular meeting schedule in the teachers' workroom and in a place regularly accessible to parents. He or she will use any other methods deemed appropriate to make the schedule readily available to the public.

### **C. SPECIAL MEETINGS**

1. Any meeting not at the regular meeting time or place is a special meeting.



2. A special meeting of the council may be called by the chairperson or by a majority of council members.
3. Any special meeting of the council will comply with the requirements of the Open Meetings Law; therefore, the following steps will be taken:

**Written Notice** The person or persons calling the meeting will prepare and sign a written notice that states the date, time, and place of the special meeting and an agenda for the meeting. Only issues listed on that agenda may be discussed at the special meeting. Items may be subtracted from that agenda before approval at the meeting but they cannot be added or revised.

**Delivery of Notice** The person or persons calling the meeting will arrange for the written notice to be delivered to every council member and to any media organization that has made a written request to be notified of council meetings. The delivery can be made ONLY by hand, fax, US mail, or email. To receive email notification, a written request must be on file at the school. The notice will arrive at least 24 hours before the time set for the meeting.

**Posting of Notice:** The notice will be posted conspicuously at the school, and also at the building where the meeting will be held if the meeting will not be held at the school. These copies will be posted as soon as possible after the meeting is called, but definitely no less than 24 hours before the meeting will be held.

#### **D. CLOSED SESSIONS**

The council may go into closed session only to discuss hiring personnel, or actual or pending litigation. The following procedures will be followed to go into a closed session:

A motion will be made and a vote taken that the council go into closed session to discuss individual applicants for hiring under KRS 61.810(1)(f) or litigation under KRS 61.810(1)(c). (See Attachment B)

The motion and results of the vote including the statute number allowing the closed session will be recorded in the council minutes.

Only the topic announced in the open session motion may be discussed in the closed session.

No council action may be taken in a closed session.

The council will return to open session to make any decisions.

The decisions will be recorded in the council minutes. Vil.

#### **PUBLIC INPUT**

1. Every agenda will include a public comment item.
2. Public input may be informal with the chairperson calling on persons who wish to speak.

3. If more than several people wish to speak, the chairperson will have the option of setting time limits for speakers based on the time allotted for this item, the number wishing to speak, and any extra time left on the agenda; or if the agenda will run over, by consensus of the members present to continue.

## **VII. AGENDAS**

### **AGENDA REQUESTS**

Anyone may submit items for inclusion on the agenda to the chairperson. Items must be submitted no later than ten school days before a scheduled meeting.

### **PRELIMINARY AGENDA**

The chairperson will prepare a preliminary agenda marked as such to be posted in the teacher's lounge and in a place readily accessible to all parents and distributed to all council members at least five (5) school days before each regularly scheduled council meeting. Each preliminary agenda will include the following items:

1. Opening Business
  - a. Approval of the Agenda
  - b. Approval of the minutes of the previous meeting
  - c. Good News Report(s)
  - d. Public Comment

School Improvement Planning Report

Budget Report

Other Committee Reports

Bylaw or Policy Report or Review

New Business

List of items submitted but not on the agenda and their disposition (as needed)

### **APPROVAL OF AGENDA**

At the beginning of each regular council meeting, the council will approve an agenda for the meeting. Items on the preliminary agenda may be added, deleted, or modified at this time.

### **RECORDS**

At least one notebook of council records will be maintained and made available in the school office as part of normal office operations. This notebook will contain copies of the council bylaws, all council policies, council minutes for the current year, the current council budget, and the current School Improvement Plan.

OPEN RECORDS REQUESTS - The principal will be the official records custodian and will make the notebooks of council bylaws, policies, minutes, budgets, current SIP, and other council records available in response to written requests. A fee set by the Board of Education may be charged to cover copying costs other than staff time to make the 6 copies in accord with the provisions of the Open Records Law. Persons who want copies of documents in the council binder will give the principal a written request.

C. OFFICE COPIES All council records will be maintained in the school office in accordance with the State Archives Records Retention Schedule (725 KAR 1:030). (See Attachment C)

## **XI. COUNCIL OFFICERS AND DUTIES**

A. CHAIRPERSON The principal will serve as the chairperson of the council. The chairperson will preside at all council meetings and carry out all other specific council duties as assigned by these bylaws.

B. VICE-CHAIRPERSON The vice-chairperson will be chosen by consensus from within the council membership. The vice- chairperson will act as chairperson in the absence of the chairperson. The vice-chairperson may also serve as the chairperson for the council should the process of selecting a new principal become necessary. (See Attachment D)

C. RECORDER 1. The chairperson of the council will appoint a recorder for the council. The recorder may or may not be a member of the council. (KASC recommends a non-council member.)

2. The duties of the recorder will be to:
  - a. Take minutes at each council meeting that include an accurate record of all motions made and all decisions or actions taken.
  - b. Type, copy, and distribute the draft minutes, marked as such, to each member of the council and post a copy in the teacher's lounge and in a place readily accessible to all parents. This will be done within five school days after each meeting.
  - c. Make copies of the final approved minutes for the notebooks in the library and the office and send copies to all council members, the president of the parent-teacher organization, and the superintendent. This will be done within five school days following the meeting at which the minutes were approved.

## **X. COMMITTEES**

### **A. USE OF COMMITTEES**

Committees will be used to support and to accomplish tasks of the council.

## **B. COMMITTEES POLICY**

The council will adopt a committee's policy to facilitate the participation of interested persons. The policy will include the number of committees, their jurisdiction, their composition, and the process for membership selection.

## **XI. DECISION-MAKING**

### **A. QUORUM**

A majority (more than half) of the members, including at least one parent member, will constitute a quorum. A quorum must be present for the council to take action.

### **B. COUNCIL RESPONSIBILITIES**

The council will make no decisions on issues that are not under their jurisdiction by law. The following issues are under the purview of the School-Based Decision Making Council:

School Improvement Planning

School Safety Plan

Ungraded Primary Program (Elementary)

Assessment Data Analysis, including results of Program Reviews Achievement Gap Targets

Professional Development

Spending on textbooks, instructional materials, student support, and staff (including determination of the number of persons to be employed in each job classification)

Consultation before the principal selects people to be hired. Selection of a new principal

Adopting policies in the following areas: (See SBDM Policy Manual)

Alignment with State Standards College-Level Courses (Secondary) Committees  
Consultation Curriculum Discipline, Classroom Management and School Safety Enhancing  
Student Achievement Extracurricular Programs Instructional and Non-Instructional Staff  
Time Assignment Instructional Practices Parent Engagement (Title 1 Schools) Program  
Appraisal . School Day and Week Schedule School Space Use Student Assignment  
Technology Use Wellness (Primary to Grade 5) Writing OTHER: Policies not required by  
law but considered best practice and/or recommended by the local district.

### **C. CONSENSUS**

The council will operate by consensus decision-making using the following procedures:

- a. Only decisions that have an immediate deadline or will have very limited impact on the school will be made without a committee recommendation.
- b. All council members who choose to do so will be given a chance for input on issues requiring a consensus decision.
- c. If council input and discussion reveal significant concerns or ambiguities related to an issue, the council's normal practice will be to give or return the issue to a committee for further work. Exceptions may be made for urgent timelines or pressing concerns.
- d. After council input and discussion, any member may make a motion to accept a proposal. If the proposal being considered is in writing, the motion may be made verbally. If the proposal has not been presented in writing or the member making the motion wants to propose one or more amendments, he or she will write down the motion, read it to the council, and hand the written motion to the recorder for inclusion in the minutes.
- e. The chair will then ask if there is further discussion.
- f. When that discussion is complete, the chair will test for consensus by asking if there is consensus for approval of the motion. Any member who is not willing to support the motion is obligated to say so at this time. Members who support the motion will indicate by word or other sign that they believe there is now a consensus.
- g. If no member states unwillingness to support, the chair will direct the recorder to record that consensus has been reached and the motion has passed.

### **CONSENSUS FAILURE**

- a. Council voting will be done only when the council must have a decision, consensus has failed, and one or more of the following conditions exist:
  - b. When the council will otherwise be unable to meet a legal deadline by which the council is required to have made a decision, or
  - c. When the council has failed to reach consensus at a second meeting for that purpose.
  - d. At the first meeting where an issue is discussed, if the chair tests for consensus but consensus is not reached, the council may postpone further consideration until the next meeting or continue to discuss the issue. After testing for consensus on a proposal three times in one meeting, the chair may direct that the proposal be taken up again at the next meeting unless one of the conditions for voting applies.
- e. If the council takes up an issue at a second meeting and is still unable to reach consensus, the council will consider alternative steps, including but not limited to:
  - a. Asking a committee to bring the council a new proposal on the issue.

- b. Doing nothing and dropping the issue.
- c. Voting.

### **ADOPTION OF POLICIES**

1. Policies are defined as written documents that establish rules, procedures, guidelines, standards, or principles to guide decision-making in various situations.
2. To be officially adopted, a policy will have a reading at two different council meetings.
3. Adopted policies are binding until the council amends them.

### **BYLAWS AMENDMENT**

The council may amend these bylaws as needed. All motions to amend the bylaws of the council will be submitted in writing. No decision on a motion to amend the bylaws will be made until after the topic has been on the agenda for two meetings and has had two readings.

## MCHS Consultation Policy



### **Purpose:**

Metcalfe County High School, through its consultation policy, ensures that students have equitable access to highly effective, experienced educators, including, but not limited to the following: teachers, media specialists, instructional coaches, principals, paraeducators, etc., who are culturally competent and able to reach each student. Likewise, Metcalfe County High School ensures students have access to qualified non-instructional staff who are dedicated to the school and the responsibilities their position requires.

### **Definitions:**

For the purpose of this policy, Metcalfe County High School defines **vacancy** as any of the following: a position that did not previously exist, but which can now be funded, a position previously held by an employee who has retired or resigned; or a position held by an employee who has indicated in writing that they will retire or resign at the conclusion of the current school year.

For the purpose of this policy, Metcalfe County High School defines qualified **teacher** as a teacher who has completed an Educator Preparation Program approved by the Educational Professional Standards Board (EPSB); holds full Kentucky certification or statement of eligibility; and demonstrates competency in each subject taught. Metcalfe County High School defines qualified principal as the instructional leader of the school who has at least three years of teaching experience and who holds the proper certification and credentials.

A **paraeducator** is defined as an instructional assistant who has completed at least two (2) years of study at an institution of higher education; obtained an associate's (or higher) degree; or has met a rigorous standard of quality and can demonstrate, through a formal state or local academic assessment – knowledge of, and the ability to assist in instructing, reading, writing and mathematics; or knowledge of, and the ability to assist in, instructing, reading readiness, writing readiness, and mathematics readiness, as appropriate.

**Non-instructional staff** is defined as staff who offer other non-instructional related services; however, their services greatly improve the experiences of all students and their families at the school in general. Non-instructional staff includes but is not limited to the following: custodial staff, food services and nutrition staff, clerical workers, and athletic and extracurricular personnel.

**Certified and Classified Personnel Procedures:**

The school council must be consulted by the principal prior to filling any certified or classified vacancies that occur at the school. Once any vacancy has been posted publicly, the principal must include on the agenda of the next regular or special called meeting, the following agenda topic: "Consultation with the school council for the (position title) vacancy".

The principal and school council must meet the following timeline for filling vacancies:

- Once a vacancy is determined, the principal, along with at least one parent member and at least one teacher member chosen by the school council, must serve as an ad hoc interview committee. The ad hoc interview committee must meet in an open meeting within one week of selection to develop a set of criteria for a strong candidate and a list of interview questions to be asked of each applicant.
- Once the vacancy has completed the 15-day posting requirement, the ad hoc committee must reconvene and review applications and supporting materials for each applicant and make a final selection of candidates who exhibit the characteristics of a strong candidate. Any applicant that does not meet the criteria will not be considered for an interview. An interview schedule must be developed by the ad hoc committee so that all committee members are present for each interview. The principal or district determined staff must contact the candidates and schedule the interviews.
- During the interviews, each candidate will be asked the developed questions in the same order. Follow-up questions may be asked in response to applicant answers/statements during the interview.
- Upon the conclusion of the interview and within three (3) business days, the principal or district determined staff must follow-up with reference checks on candidates of interest.
- The ad hoc committee must reconvene within one week of the final interview to review the candidates, discuss reference checks, and prioritize candidates.
- At the school council's next meeting, whether regular or special called, the council will convene to closed session permitted by KRS 61.810(1)(f) and will consider the ad hoc committee's candidate recommendations and provide its thoughts on the candidates to the principal whom will select a candidate to fill the vacancy.
- At the next regular or special called meeting, the principal must consult with the council and report his/her candidate selection.
- The principal will inform the superintendent of his/her selection and the superintendent will complete the hiring process.



## **Principal Selection Procedures:**

The school council must be consulted by the superintendent prior to filling a principal vacancy that occurs at the school. Once the vacancy has been posted publicly, the superintendent must include on the agenda of the next regular or special called meeting, the following agenda topic: "Consultation with the school council for the principal vacancy". The superintendent and school council must meet the following timeline for filling the principal vacancy:

- Prior to consultation with the school council, each member must sign a nondisclosure agreement forbidding the disclosure of information shared and discussions held during consultation.
- Once a principal vacancy is determined, the superintendent, along with at least one parent member and at least one teacher member chosen by the school council, must serve as an ad hoc interview committee. The ad hoc interview committee must meet in an open meeting within one week of selection to develop a set of criteria for a strong principal candidate and a list of interview questions to be asked of each applicant. At the discretion of the superintendent, additional members may be asked to participate on the committee.
- Once the vacancy has completed the 15-day posting requirement, the ad hoc committee must reconvene and review applications and supporting materials for each applicant and make a final selection of candidates who exhibit the characteristics of a strong candidate. Any applicant that does not meet the criteria will not be considered for an interview. An interview schedule must be developed by the ad hoc committee so that all committee members are present for each interview. The superintendent or designee must contact the candidates and schedule the interviews.
- During the interviews, each candidate will be asked the developed questions in the same order. Follow-up questions may be asked in response to applicant answers/statements during the interview.
- Upon the conclusion of the interview and within three (3) business days, the superintendent or designee must follow-up with reference checks on candidates of interest.
- The ad hoc committee must reconvene within one week of the final interview to review the candidates, discuss reference checks, and prioritize candidates.
- At the school council's next meeting, whether regular or special called, the council will convene to closed session permitted by KRS 61.810(1)(f) and will consider the ad hoc committee's candidate recommendations and provide its thoughts on the candidates to the superintendent whom will select a principal candidate to fill the vacancy.
- At the next regular or special called meeting, the superintendent must report his/her

candidate selection to the council.

**Emergency Provisions:**

If a quorum of the members of the school council is not available for the purpose of conducting consultation in the filling of a vacancy, the principal (or superintendent when filling a principal vacancy) must conduct consultation with the council members who can attend. The timeline may also be amended with school council approval in order to fill a vacancy during times where continuation of instructional and non-instructional services may be affected and a waiver of the 15-day posting may be requested from the Kentucky Department of Education (KDE). Council members may be consulted virtually through video teleconference by following the procedures outlined in KRS 61.826.

**Evaluation:**

The school council must annually review the policy and timeline and make revisions as necessary to ensure highly qualified personnel are recruited and retained at the school. Any revisions to the policy must be made and approved prior to March 31.

Date Adopted: 2/12/19

Date Reviewed/Revised: 4/21/23 (1<sup>st</sup> reading)

Date Reviewed/Revised: 4/24/23 (2<sup>nd</sup> reading)

## Literacy/Writing POLICY



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

1. Engage in reading, writing, speaking, and listening in each class through a variety of Adolescent Literacy Model strategies.
2. Experience authentic, meaningful **reading** at all grade levels:
  - a. Read to interpret 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.
  - b. Select and read texts for personal interest, goals, or enjoyment.
3. Experience authentic, meaningful **writing** at all grade levels:
  - a. Writing for a variety of purposes and audiences to reveal ownership and independent thinking; such as:
    - **Argumentative** to support claims – research paper, speech, editorial, debate, etc.
    - **Informative** texts – article, demonstration, presentation, brochure, how-to, etc.
    - **Narrative** to develop real or imagined experiences or events – memoir, personal narrative, historical or narrative poem, literary history, etc.
  - b. Writing in which students draw on their own experiences, learning, reading, and inquiry to complete writing tasks such as extended response, on-demand writing, short answer, etc.
  - c. Experience writing in both on-demand and writing-over-time situations.
  - d. Learn about and use appropriate resources for writing (personal interviews, observations, print materials, and technology) driven by different instructional purposes with different audiences.
4. Experience authentic, meaningful **speaking** at all grade levels:
  - a. Use speaking skills to demonstrate learning through delivering speeches, presenting information, debating claims, and evaluating research.
  - b. Apply appropriate grammar, usage, and mechanics to all verbal communication.
5. Actively engage in **listening** throughout the content:
  - a. Lectures, presentations, college visits, guest speakers, etc.

## Instructional Guidelines

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

1. Intentionally implement a variety of Adolescent Literacy Model strategies as demonstrated in professional development and PLCs.
2. Require students to use higher-order thinking skills in the completion **of one sustained writing project per course.**
  - a. Writing should accomplish one of the following purposes:
    - **Argumentative** to support claims – research paper, speech, editorial, debate, etc.
    - **Informative** texts – article, demonstration, presentation, brochure, how-to, etc.
    - **Narrative** to develop real or imagined experiences or events – memoir, personal narrative, historical or narrative poem, literary history, etc.
  - b. Utilize the writing process at all grade levels (as outlined in teacher pacing guides): planning, drafting, revising, editing, publishing, and reflecting upon writing including, but not limited, to on demand and writing-over-time assignments.
3. Assign students (grades 9-12 where appropriate) **a variety of print and non print materials** to read and interpret, including persuasive, literary, informational, and practical/workplace materials using these readings and materials as models for student writing.
4. Provide appropriate resources, including rubrics, for **speaking and listening** driven by different instructional purposes with different audiences for the student to consider.
5. Provide *experiences* for students to apply appropriate writing and reading skills to oral communication and listening skills, to real-world and creative communication experiences while meeting KY Academic Standards.

## **POLICY EVALUATION**

The Assessment Committee will evaluate the effectiveness of this policy through the school improvement planning process annually.

Date Adopted: 1/22/19

Date(s) Reviewed or Revised: 11/6/2019

## Literacy/Writing POLICY



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

1. Engage in reading, writing, speaking, and listening in each class through a variety of Adolescent Literacy Model strategies.
2. Experience authentic, meaningful **reading** at all grade levels:
  - a. Read to interpret 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.
  - b. Select and read texts for personal interest, goals, or enjoyment.
3. Experience authentic, meaningful **writing** at all grade levels:
  - a. Writing for a variety of purposes and audiences to reveal ownership and independent thinking; such as:
    - **Argumentative** to support claims – research paper, speech, editorial, debate, etc.
    - **Informative** texts – article, demonstration, presentation, brochure, how-to, etc.
    - **Narrative** to develop real or imagined experiences or events – memoir, personal narrative, historical or narrative poem, literary history, etc.
  - b. Writing in which students draw on their own experiences, learning, reading, and inquiry to complete writing tasks such as extended response, on-demand writing, short answer, etc.
  - c. Experience writing in both on-demand and writing-over-time situations.
  - d. Learn about and use appropriate resources for writing (personal interviews, observations, print materials, and technology) driven by different instructional purposes with different audiences.
4. Experience authentic, meaningful **speaking** at all grade levels:
  - a. Use speaking skills to demonstrate learning through delivering speeches, presenting information, debating claims, and evaluating research.
  - b. Apply appropriate grammar, usage, and mechanics to all verbal communication.
5. Actively engage in **listening** throughout the content:
  - a. Lectures, presentations, college visits, guest speakers, etc.

## Instructional Guidelines

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

1. Intentionally implement a variety of Adolescent Literacy Model strategies as demonstrated in professional development and PLCs.
2. Require students to use higher-order thinking skills in the completion **of one sustained writing project per course.**
  - a. Writing should accomplish one of the following purposes:
    - **Argumentative** to support claims – research paper, speech, editorial, debate, etc.
    - **Informative** texts – article, demonstration, presentation, brochure, how-to, etc.
    - **Narrative** to develop real or imagined experiences or events – memoir, personal narrative, historical or narrative poem, literary history, etc.
  - b. Utilize the writing process at all grade levels (as outlined in teacher pacing guides): planning, drafting, revising, editing, publishing, and reflecting upon writing including, but not limited, to on demand and writing-over-time assignments.
3. Assign students (grades 9-12 where appropriate) **a variety of print and non print materials** to read and interpret, including persuasive, literary, informational, and practical/workplace materials using these readings and materials as models for student writing.
4. Provide appropriate resources, including rubrics, for **speaking and listening** driven by different instructional purposes with different audiences for the student to consider.
5. Provide *experiences* for students to apply appropriate writing and reading skills to oral communication and listening skills, to real-world and creative communication experiences while meeting KY Academic Standards.

## **POLICY EVALUATION**

The Assessment Committee will evaluate the effectiveness of this policy through the school improvement planning process annually.

Date Adopted: 1/22/19

Date(s) Reviewed or Revised: 11/6/2019

# PARENTAL INVOLVEMENT POLICY

(Legally Required for Title I Schools and Best Practice for Non-Title I Schools)



## DEFINITION OF PARENT

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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

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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. Providing activities designed to successfully engage families in their children’s learning, as appropriate.
4. Making representative parents and community members full partners in our decision-making.
5. Facilitating the involvement of our military families, parents with limited English proficiency, parents with disabilities, and parents of migratory children.
6. 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

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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**

*Metcalfe County High 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 9 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 or her parents during these conferences.
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. Provide a variety of opportunities for parents and family involvement in school activities including but not limited to:
  - Observing their child's classroom activities.
  - 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.
8. 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:

### **Primary**

1. Attend school as regularly as possible.
2. Follow the school and classroom behavior standards.

### **Intermediate**

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.

### **Secondary**

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 and ask for help when they do not understand the assignment or skills necessary to complete it.
5. Write down assignments and due dates and select necessary books and supplies before leaving school.
6. Give parents or the adult who is responsible for them, all notices and information received from the school.

## **POLICY EVALUATION**

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

Date Adopted: 2/12/19

Date of Revisions: \_\_\_\_\_

## NOTES ON USING THIS POLICY

**TEACHER STANDARDS:** The underlined parts in this policy are aligned with *The Framework for Teaching* (4C).

**PRINCIPAL STANDARDS:** The procedures outlined in the sections COMMITMENTS and SCHOOL RESPONSIBILITIES of this policy support principal alignment with the *Principal Performance Standards* (5.1 and 5.7).

**SCHOOL RESPONSIBILITIES:** For elementary Title I schools in number 5 of the School Responsibilities section, these meetings must be held at least annually.

**USE BY NON TITLE I SCHOOLS:** This is considered a best practice policy for schools that are not Title I schools. Although the compact and annual meeting would be optional for these schools, it is still a good idea to include these or at least to include responsibilities for the school, parents, and students as modeled in this sample.

**STUDENT RESPONSIBILITIES:** These must be age-appropriate and be adjusted to fit your situation.

**LAW IN A BOX:** This sample policy is consistent with the requirements in the Federal Every Student Succeeds Act (ESSA) law which requires that all Title I schools have a school-parent compact. The law is clear that this compact is a detailed plan that outlines how educators and parents will work together to support student achievement. In general those requirements include:

- ☑ The compact should be part of the school's written parental involvement policy developed by the school and parents.
- ☑ Each School-Parent compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and it must also:
  - describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables children to meet state academic achievement standards,
  - describe the ways in which each parent will be responsible for supporting their children's learning,
  - address the importance of communication between teachers and parents on a continuous basis including annual parent-teacher conferences and frequent progress reports to parents regarding an individual child's achievement,
  - foster reasonable access to staff, opportunities to volunteer and participate in their child's class, and opportunities to observe classroom activities, and
  - be evaluated regularly for effectiveness (usually interpreted as annually).

All of the above can be accomplished by attaching a copy of the actual school-parent compact to this policy or by outlining the plan in policy as this sample does.

# PROGRAM APPRAISAL POLICY



## PROGRAM APPRAISAL NEEDS ASSESSMENT

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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.
- 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.

## PROGRAM ASSURANCES

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Annually, the Assessment of Students and Programs Committee will work with the principal and school council to determine the best process for:

- evaluating the quality of the programs in the school, and
- assuring state standards and school expectations are met.

## POLICY EVALUATION

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

Date Adopted: 2/12/19

Date of Revisions: \_\_\_\_\_

# SCHOOL DAY AND WEEK SCHEDULE POLICY



## CRITERIA FOR DEVELOPING THE MASTER SCHEDULE

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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. *Allow all teachers equitable planning and time to collaborate on a regular basis.*
5. 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.
6. Facilitate teacher opportunities to adjust the length of class periods when needed.
7. Promote reasonable and appropriate enrollments for all classes and appropriate numbers of pupils each teacher works with in the course of a day.
8. 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 MASTER SCHEDULE

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Annually, the guidance counselor, with input from committee members and help if necessary from designees, 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. Consider pertinent data from programs outside the regular classroom, such as Writing, to determine changes needed or extra time needed in these areas.
3. **(Middle and High School)** Student class requests will be facilitated.



# SCHOOL IMPROVEMENT PLANNING POLICY



## **PLAN DEVELOPMENT AND REVISION**

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Each school year the council will use the planning process recommended by the Kentucky Department of Education to revise our school improvement plan (SIP) using the following steps and activities:

### **SUMMER**

#### **STEP 1 ACTIVITIES**

- Ensure all new council members have a copy of the SIP and of this policy.
- The council reviews the:
  - SIP for effectiveness and discusses the target and goals. Survey results from last spring and begins discussion of further needs assessments to be given in the fall (if necessary).
  - TELL data (updated in odd numbered years).

### **LATE SUMMER/FALL**

#### **STEP 2 ACTIVITIES**

- Embargoed test scores are shared by the principal with the council and staff outside of an open meeting or as permitted.
- The council (or designated committee) makes plans for the major annual analysis of testing results, programs and any other relevant data or needs assessment activities that need to be scheduled. Plans will include designating work groups and developing a timetable for completion of needs assessments and testing data analysis.
- Designated work groups/staff will analyze testing results/School Report Card and program results, including but not limited to information on gap data. The findings will be reported to the council based on the council's timetable.
- The council will use findings from the various work groups/staff to support continuation of work on existing priority needs (if necessary) and to identify new priority needs (if any). The principal will identify individual component team leaders and members.
- The component teams will begin work analyzing data to discover the root cause(s) of the priority needs based on the needs assessments, the School Report Card, other pertinent documents/data, and staff knowledge of school function and operation. They will then begin writing new long-term/multi-year goals (if necessary) and developing short-term

annual measurable objectives (targets/benchmarks/measures of success) that align with the five Kentucky Board of Education (KBE) goals.

- Component team begins developing strategies and activities to enable students to meet the measurable objectives. (This includes activities focused on closing the achievement gaps.)
- Teams will also begin developing timelines and a budget and designating the people responsible for the various strategies/activities.

## **LATE FALL/WINTER**

### **STEP 3 ACTIVITIES**

- Component teams continue work on components to develop strategies and activities, timelines, people responsible, and budgets that include resources needed and source of funding using the SIP due date into ASSIST as a timeline frame of reference.
- The council will:
  - Develop/revise the shareholder communications and input process for the SIP.
  - Obtain widespread input and feedback on the entire school improvement plan from shareholders (including but not limited to a public meeting) and suggest revisions to the component teams if necessary.
  - Make funding adjustments to the plan if necessary and communicate those adjustments to the component teams.
  - Revise the plan to include achievement gap targets (annually by January 1)
  - Propose achievement gap targets to the superintendent and the local board (annually by February 1)

## **LATE WINTER/SPRING**

### **STEP 4 ACTIVITIES**

- Component teams will continue to upgrade/revise the plan as activities are completed and data such as budgeting information in March and May becomes available.
- The council will ensure that parent, staff, and student surveys/needs assessments on school function and operation are conducted and survey and needs assessment results are compiled for the summer/fall.

## **PROGRESS AND IMPLEMENTATION OF THE IMPROVEMENT PLAN**

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

1. Review the data/information from the Progress Notes during regularly scheduled council meetings at which time needed adjustments to keep the SIP on track may be identified and those adjustments will be related to the appropriate component managers by the principal.
2. Stay informed about the SIP progress by receiving information at each regularly scheduled meeting by one of the following means:

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

### **PRINCIPAL ROLE**

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The principal (or designee) will be responsible every school year for the following tasks associated with the school improvement planning process:

1. Ensuring the SIP, including but not limited to all long and short-term goals and objectives, is communicated to shareholders.
2. Tracking all dates and deadlines (some of which may change from year to year).
3. Making sure that at each regularly scheduled meeting the council monitors the SIP by either reviewing completed and upcoming activities or by receiving a report on the progress of the plan (Progress Notes).

### **POLICY EVALUATION**

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We will evaluate the effectiveness of this policy by the efficiency and effectiveness of our school improvement planning process.

Date Adopted: 2/12/19

Date of Revisions: \_\_\_\_\_



## NOTES ON USING THIS POLICY

**PRINCIPAL STANDARDS:** The procedures outlined in section PRINCIPAL ROLE of this policy support principal alignment with the *Principal Performance Standards* (5.2).

**PROGRESS AND IMPLEMENTATION OF THE IMPROVEMENT PLAN:** There may be some district guidelines on this so you will want to check on that before setting a number in policy of Progress Notes that will be done.

**LAW IN A BOX:**

**This sample policy is consistent with KRS 158.649 (which was amended in 2017) to include the following Achievement Gap Timeline:**

- Annually by January 1 the school council shall revise the school improvement plan to include the achievement gap targets
- Annually by February 1 the school council shall propose achievement gap targets to the superintendent and the local board
- Local board shall establish an annual achievement gap target

The language for these requirements is in ***bold italics***.

# 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.
4. Provide needed space to implement successful classes and programs.

## **CLASSROOM SPACE ASSIGNMENTS**

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To assign classroom space, the principal will:

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

## **ALTERING CLASSROOM SPACE ASSIGNMENTS**

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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.

## **POLICY EVALUATION**

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

Date Adopted: 2/12/19

Date of Revisions: \_\_\_\_\_

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

#### **LAW IN A BOX:**

SBDM law, KRS 160.34

The language in bold was added during the 2017 General Session.

(2)i 5. "Determination of use of school space during the school day **related to improving classroom teaching and learning;**"

**PROGRAMS AND ASSURANCES:** This policy contains language aligned with the program components council members must annually assure are in place. *This language is in italics.*

# STUDENT ASSIGNMENT POLICY



## **CRITERIA FOR STUDENT ASSIGNMENT TO CLASSES AND PROGRAMS**

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The principal (or 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. Metcalfe County High School will 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 temporarily to accommodate a newly enrolled student or for the current school year with approval of the SBDM Council.

## **PRIVACY RIGHTS**

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

## **Metcalfe County High School – Advocates/CLASSROOM ASSIGNMENT PROCEDURES**

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Starting in March, the following procedures will be followed for assigning students to groups or teams and classes:

1. The target date of completion of all students being scheduled into classes will be June 30<sup>th</sup>.
2. Notify parents and students of schedules for the upcoming school year by August.
3. Changes in the student schedules will be handled on a case-by-case basis by the principals/counselors with input from teachers and/or parents if necessary.
4. In August all students will be assigned a teacher to be their advocate. The teacher will mentor and help them with assignments and problems throughout the year.

## **POLICY EVALUATION**

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

Date Adopted: 2/12/19

Date of Revisions: \_\_\_\_\_

# TECHNOLOGY USE POLICY



## CRITERIA AND GUIDELINES

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In order to help prepare students for life in a digital world, the following are criteria and guidelines for technology use to which Metcalfe County High School will adhere:

- The role of technology in classroom instruction will focus on ways to do work better and more efficiently, on synthesizing information and content, and on doing higher-level work in collaborative, real-world ways.
- Students will be taught to use technology as a vehicle for creating and revising work.
- Students will be taught to use critical evaluation of Internet sites used for research and study including but not limited to: currency/date, authorship and authority, accuracy/validity, objectivity or bias, and presence or absence of a copyright.
- Students will use technology to participate in online coursework to accelerate their learning.
- Students will be taught the ethical practices, appropriate etiquette, and online safety including but not limited to interacting with other individuals on social networking sites and in chat rooms and cyber bullying awareness and response.
- Teachers will be given technology professional development (PD) as indicated by annual needs assessments in order to work proficiently with students including teaching the skills and knowledge called for in this section.
- Students will be allowed to bring personal technology to school for educational use.
- An Acceptable Use Policy/Form that is aligned to district technology policies and includes space for student and parent signatures will be developed and reviewed and updated if necessary each year.

## ELECTRONIC DEVICES

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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 Acceptable Use Policy/Form (see section below) and also in the Parent/Student and Teachers' Handbooks.

## ACCEPTABLE USE

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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 policy/form is considered part of this Technology Utilization Policy adopted by the *Metcalfe County High School Site-Based Decision Making Council*.

## POLICY EVALUATION

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

Date Adopted: 2/12/19

Date of Revisions: \_\_\_\_\_

### NOTES ON USING THIS POLICY

**ACCEPTABLE USE:** Most districts have a student Acceptable Use Policy/Form that could be used here. If you choose to use the district sample or parts of it or revise it to fit your needs, remember it must be adjusted to be age-appropriate and must be aligned with your district's policies on this issue.

# WELLNESS POLICY



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Physical education is a school-based instructional opportunity for students to gain the necessary skills and knowledge for lifelong participation in physical activity. Physical education is characterized by a planned, sequential K-12 curriculum (course of study) that provides cognitive content and learning experiences in a variety of activity areas. Quality physical education programs assist students in achieving the national standards for K-12 physical education. The outcome of a quality physical education program is a physically educated person who has the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity. Qualified, trained teachers teach physical education.

Physical activity is bodily movement of any type and may include recreational, fitness and sport activities such as jumping rope, playing soccer, lifting weights, as well as daily activities such as walking to the store, taking the stairs or raking the leaves.

Opportunities to accumulate physical activity during the school day include time spent in physical education class, classroom-based movement, recess, walking or biking to school, and recreational sport and play that occurs before, during, and after school.

Benefits of regular physical activity:

- Helps build and maintain healthy bones and muscles.
- Helps reduce the risk of developing obesity and chronic diseases, such as diabetes, cardiovascular disease, and colon cancer.
- Reduces feelings of depression and anxiety and promotes psychological well-being.
- May help improve students' academic performance, including:
  - Academic achievement and grades
  - Academic behavior, such as time on task



- Factors that influence academic achievement, such as concentration and attentiveness in the classroom

**\*Students at Metcalfe County High School are required to have a PE/Health Credit before graduating. Also at MCHS there are Advanced Physical Education electives that students may take. Being physically active and involved in extracurricular activities are encouraged for all students**

## **HEALTHY CHOICE PLAN**

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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. Implementing a practical living curriculum, which addresses the standards for health education and physical education.
3. Integrating all content areas by making connections to health and wellness and by incorporating movement-based activities when possible.

Date Adopted: 2/12/19

Date of Revisions: \_\_\_\_\_