Oakland Elementary School

Site Based Decision Making
Bylaws and Policies
Manual

"It is the mission of the Oakland family to provide a safe, caring environment, which will enable all students to reach their highest level of potential."

Revised January 2012

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"It is the mission of the Oakland family to provide a safe, caring environment, which will enable all students to reach their highest level of potential."

ARTICLE II
MEMBERSHIP

A. Composition of Council

The school council at Oakland Elementary School shall consist of three (3) teachers, two (2) parents, and the principal.

B. Eligibility

All certified employees assigned to the school as full time or part time are eligible to serve on the council.

A parent council member shall be a parent or legal guardian of a kindergarten through sixth grade student to be enrolled in the school during the parent's term of council service. A parent representative on the council shall not be an employee of the school in which that parent serves, nor shall the parent representative be an employee or a relative of an employee in the district administrative offices. "Relative" shall mean father, mother, brother, sister, husband, wife, son, daughter, aunt, uncle, son-in-law, and daughter-in-law.

A parent representative shall **not** be a local board member or a **board member's** spouse. None of the members shall have a conflict of interest pursuant to KRS Chapter 45A, except the salary paid to district employees.

C. Terms

Terms of school council members shall be for one (1) year and shall begin on July 1 and end on June 30 of the following year.

Annual elections for the following year's term shall be held during the preceding April on a date set by the council.

Teacher and parent members are eligible for reelection.

D. Elections

1. Teachers

All teachers assigned to the school full time, and all itinerant teachers who have had the school designated as their home school by the Superintendent shall have an opportunity to participate in the annual election of teacher representatives. Teachers may nominate themselves or another teacher. The principal shall make a nomination form available twenty (20) calendar days before the election. Nominations shall be returned to the principal no later than five (5) days before the election.

The principal shall prepare the list of candidates and shall distribute them to the faculty prior to the election. The principal shall prepare a ballot for the election. The election shall be completed on the date specified by the Council.

All voting will be by secret ballot. Balloting shall continue until teacher council members are elected by a majority vote of the eligible faculty present. Eligible faculty members must be present to vote.

The principal or designee and two (2) teachers chosen by the faculty shall count the ballots and announce the results at the conclusion of the meeting. The principal shall forward results of the vote to the Superintendent and the Board.

2. Parents

All parents, stepparents, and guardians of students shall be eligible to vote in the annual election of parent representatives. Parents may nominate themselves or another parent. The principal shall make a nomination form available no less than twenty (20) calendar days before the election. Nominations shall be returned to the principal no later than five (5) days before the election.

The principal shall determine that all nominees are eligible and prepare a list of names of all parent candidates. A list of candidates shall be available prior to the election of parent council members. The principal shall prepare a ballot for the election. The election shall be completed on the date specified by the Council.

All voting will be by secret ballot. Balloting shall continue until parent council members are elected by a majority vote of the eligible parents present.

The principal or designee and two (2) parents chosen by the parents shall count the ballots and announce the results at the conclusion of the meeting. The principal shall forward the results of the vote to the Superintendent and the Board.

The meeting to elect parent council members shall be held after normal working hours at a time and place convenient for parents to attend. The principal shall notify the local newspaper of the date, time, and place of the vote in a manner that gives sufficient time for the newspaper to provide notification to the community.

E. Vacancies

Council vacancies shall be filled at a special called election and shall follow the guidelines set forth in this policy.

F. Election Results

The principal shall develop a biographical profile on each new council member and report new members to the public through the local newspaper, radio and in the school newsletter.

G. Minority Membership Representation

The council encourages minority membership and representation of the council and in council affairs.

H. Standards of Conduct

Each council member is expected to attend all council meetings except in case of illness or family obligations and to abide by Board policies. Elected council members may be removed from office for the following reasons:

1. Missing three (3) consecutive council meetings.
2. Willful violation of Kentucky Revised Statutes, Board policy, or council policy.
3. Demonstrating unwillingness to work collaboratively with the school council and the school.

Any member of the council convicted of a misdemeanor or felony while in office shall resign.

I. Council Member Removal

Any member who has violated any of the standards of conduct and who does not resign shall be subject to the recommendation of removal using the following procedures:

1. *Motion:* A motion and a second to remove the member stating the actions that justify removal and identifying the standards of conduct violated by those actions shall be made.

2. *Defense:* The member whose removal has been moved shall be given a chance to explain why removal is not justified. The member whose removal has been moved shall be permitted to present any type of defense. Other persons wishing to address the issue may also speak. The person whose removal is being considered will be allowed to speak last.

3. *Decision:* The council shall vote on whether removal is justified. If there are four votes for removal, the member shall be recommended for removal.

ARTICLE III
OFFICERS OF THE COUNCIL

A. Chairperson

The principal shall serve as chairperson at all meetings.

B. Custodian of Records

The principal shall be the official custodian of council records.

The council records shall be filed in the school office and subject to KRS 61.870 open records law.

C. Secretary

The council shall select a person to serve as recording secretary during its July council meeting who shall be responsible for:

1. Recording in writing all minutes of meetings.

2. Processing the minutes.

The council secretary in conjunction with the school secretary shall be responsible for typing and disseminating meeting minutes to all council members and forwarding minutes to the Superintendent within five (5) days from date of the meeting.

Additional copies shall be made available to faculty, PTO officers, and parents.

D. Vice Chair

The council shall select a person from its membership during its July Council meeting to serve as vice chair who shall be responsible for:

1. Presiding over council meetings in the event of the chair's absence for a personal or family emergency.

2. Presiding over council meetings for the purpose of selecting a principal.

ARTICLE IV
SCHOOL COUNCIL AUTHORITY

A. Authority

1. As defined in KRS 160.345, the council is a statutory policy making body.

2. Outside of a legally called council meeting, no council member, other than the principal, has decision making or administrative authority conferred by office on the council.

3. The Principal is the school's primary administrator and instructional leader.

4. A council may only speak through its minutes and actions.

ARTICLE V
School Council Responsibilities

A. Required Functions

The council shall:

1. determine, within the parameters of the total available funds, the number of persons to be employed in each job classification at the school.

2. determine which textbooks shall be used at the school.

3. determine which instructional materials shall be used at the school.

4. determine what students support services shall be provided in the school.

5. select a new principal for the school, when that position becomes vacant, from a list of applicants submitted by the Superintendent or from additional names supplied by the Superintendent at the council's request.

6. after determining how certified vacancies shall be filled, consult with the principal before the principal selects persons to be hired to fill positions at the school.

7. adopt policies to be implemented by the principal in the following areas:

    a. Determination of curriculum, including needs assessment and curriculum development;

    b. Assignment of all instructional and non instructional staff time;

    c. Assignment of students to classes and programs within the school;

    d. Determination of the schedule of the school day and week, subject to the beginning and ending times of the school day and school calendar year as established by the local board;

    e. Determination of use of school space during the school day;

f. Planning and resolution of issues regarding instructional practices;

g. Selection and implementation of discipline and classroom management techniques, including responsibilities of the student, parent, teacher, counselor, and principal;

h. Selection of extracurricular programs and determination of policies relating to student participation based on academic qualifications and attendance requirements, program evaluation and supervision;

i. Procedures for determining alignment with state standards, technology utilization, and program appraisal. Council policy on this issue must be consistent with district board policy;

j. Provide an environment to enhance student achievement.

8. appoint committees: Standing and Ad hoc.

B. Functions not under Council Authority

The council shall not:

1. recommend the transfer or dismissal of any member of the school staff.

2. violate federal or state laws or regulations.

3. take any action that risks the health or safety of students, staff, or other

4. take any action that exposes the council or the district to unreasonable risk of legal liability.

5. authorize any purchase that exceeds the financial resources available to it.

6. take any action that violates contractual obligations already made by the district or the council to personnel and other providers of goods and services.

ARTICLE VI
Schedule of Meetings

A. Schedule

The first meeting of the Council shall be called by the Principal; thereafter, the council shall set its own meeting schedule.

B. Open Meeting

All meetings of the Council are open to the public and subject to Requirements the open meetings law KRS (160.345).

C. Special Meetings

A notice must be prepared that states the date, time, place and agenda for the meeting. The notice must be sent to all council members by hand delivery, US mail, or fax, early enough that the council members receive it 24 hours in advance. The notice must also be posted in a prominent place at the school.

The presiding office or a majority of the council members can call a special meeting. For a council, the presiding officer is the chairperson, or when the chair is unavailable, the vice chair. The same applies for all school standing committees.

ARTICLE VII
CONDUCT OF COUNCIL MEETING

A. Quorum

Two thirds (2/3) of the members of the council must be present for the council to make official decisions including a parent, a teacher and the principal.

B. Attendance

Council meetings shall be open to the public. Anyone who wants to attend a council meeting may do so.

C. Closed Sessions

A closed session is a portion of a regular or a special meeting of the council during which the members meet in private. Within the realm of council responsibilities, the allowed subjects at closed meetings are proposed or pending litigation by or against the council, allowed by KRS 61.810 (1) (c), or selection of a new principal allowed by KRS 61.5810 (1) (f). Before a closed session can begin, the following steps must be taken.

1. *Announcement: Contents.* An announcement must be made in open session. The announcement must state that the council needs to discuss business involving a topic that the law allows to be discussed in closed session. The announcement must state the general nature of business that needs to be discussed in closed session and identify the specific section of the law that allows the session to be closed.

   "It was moved by _____ and seconded by _____ that the Council go into Closed Session pursuant to the authority of KRS 61.810 (1) (c) or KRS 61.810 (1) (f) for the purpose of proposed or pending litigation by or against the council or for the selection of a new principal."

2. *Motion.* A motion must be made and passed by a majority of members present to go into closed session to discuss that business.

During the closed session, only the business stated in the announcement can be discussed, and no final decision can be made. After full discussion, the council must return to open meeting and make any official decision needed on the matter, and the decision must be recorded in the minutes of the open session.

D. Agenda

Meetings shall operate by an agenda. The agenda shall be formed with items provided by council members. Non council members may recommend items for the agenda by contacting a council member.

E. Agenda Order

The order of the agenda shall be:

1. Call to order.
2. Reading of the minutes.
3. Old business/minutes.
4. Committee reports.
5. Topics for discussion.
6. Other items that may be brought before the council.
7. Evaluation of meeting/set agenda.

F. Discussion of Agenda

Each item on the agenda shall be fully discussed by the council before any decisions are made.

Those who are in attendance at the council meeting shall be provided an opportunity to discuss issues under consideration by the council by the following procedure:

1. As each topic is discussed, the chairperson shall call on speakers from the floor. Each speaker will be limited to five (5) minutes. Input will be allowed before the council makes a decision.
2. Input and reaction must be relevant to the topic and must be within the authority of the council.
3. The council may act to terminate discussion.
4. Items from the floor or under new business will be taken under advisement and considered for action.

G. Decision Making

The primary method of making decisions shall be by consensus. An effort shall be made to thoroughly discuss all possible alternatives, provide everyone ample opportunity to be heard, and make a final choice that can be supported by the group.

In the event a decision is necessary and the council determines majority rule is an acceptable process to make the decision, then majority rule will be followed. Decisions by majority rule shall require a simple majority of the members present. A tie vote will result in no action.

H. Consultation

If a quorum of the council fails to attend the meeting called for the purpose of consultation, the principal may either call another meeting or declare an emergency and consult with the members present.

ARTICLE VIII
MINUTES AND OTHER COUNCIL RECORDS

A. Minutes Kept Approved

The secretary shall keep minutes of each council meeting. The and minutes shall state accurately each council decision taken. If the decision was to adopt a written statement of policy or a written statement of some other decision, the entire text of that statement shall be attached to the minutes. The minutes shall be reviewed and approved by the council at its next meeting.

B. Distribution of Council Documents

The council secretary in conjunction with the school secretary shall make available copies of the council's bylaws, policies, annual budget, monthly spending reports, and minutes.

A copy of all council documents shall be kept in the school office and library where they can be reviewed by all interested persons at any time that the office is open.

The principal, upon request, shall make official council records available within three (3) business days unless the records are subject to a specific exception of the Open Records Law.

ARTICLE IX
COMMITTEE PARTICIPATION

A. Committee Establishment

The school council shall establish the following three committees:

I. Curriculum/Instruction/Professional Development/Technology

II. Home/School/Community

III. Planning/Staffing/Resource Assessment

B. Committee Responsibilities

The standing committees will be responsible for the Standards and Indicators for School Improvement (SISI) through a self audit conducted each year as the Timelines for Committee Audits reflects.

Jurisdiction for the standing committees shall be as follows:

I. Curriculum/Instruction/Professional Development/Technology:

The school shall develop and implement a curriculum, instruction, professional development and technology program that aligns with state and local standards to meet the needs of all students through improved academic performance. These programs will include effective, varied, research based practices and procedures.

A. Standard I - Academic Performance Curriculum:

Aligned with academic expectation, core content, program of studies

Discussions among schools to eliminate overlaps, close gaps

Vertical communication with focus on key transition points

Links to continuing education, life and career options

Process to monitor, evaluate and review curriculum

Common academic core for all students

B. Standard II - Academic Performance Classroom Evaluation/Assessment:

Classroom assessments are frequent, rigorous, aligned

Teachers collaborate in design or assessment, aligned

Students can articulate the expectations, know requirements

Test scores used to identify gaps

Multiple assessments provide feedback on learning

Performance standards communicated and observable

CATS coordination - building and district

Student work analyzed

C. Standard VII - Efficiency Leadership:

Leadership developed shared vision

Leadership decisions are collaborative, data driven performance

Leadership personal professional development plan focused on effective skills

Leadership disaggregates data

Leadership provides access to curriculum and data

Leadership maximizes time effectiveness

Leadership provides resources, monitors progress, removes barriers to learning

Leadership ensures safe and effective learning

Leadership ensures necessary SBDM policies

SBDM has intentional focus on student academic performance

Leader has skills in academic performance, learning environment, efficiency

II. Home/School/Community:

The school shall function as an effective learning climate conducive to performance excellence through working with families and the community to remove barriers to learning to meet the intellectual, social, and career development of all students. School instructional decisions focus on support for teaching and high performance learning.

A. Standard VI - Learning Environment Professional Growth, Development and Evaluation:

Researched based, professional development and performance evaluation to improve teaching and learning.

PROFESSIONAL DEVELOPMENT:

Long term professional growth plans

Building capacity with on-going professional development

Staff development aligned with student performance goals

School improvement goals connected to student learning goals

Professional development ongoing and job embedded

Professional development aligned to analysis of test data

PROFESSIONAL GROWTH AND EVALUATION:

School has clearly defined evaluation process

Leadership provides sufficient professional development resources

Evaluations and growth plans effectively used

Evaluation process meets or exceeds statutes

Instructional leadership needs addressed

Leadership provides evaluation follow-up and support

B. Standard VIII - Efficiency Leadership Organization of School:

Maximizes organization and resources for achievement

Master schedule provides all students access

Staffing based on student needs

Staff's efficient use of time to maximize learning

Team vertical and horizontal planning focused on improvement plan

Schedule aligned with student learning needs

RESOURCE ALLOCATION AND INTEGRATION

Resources used, equitable

Discretionary funds allocated on data based needs

Funds aligned with Consolidated Plan goals

State/Federal funds allocated with Consolidated Plan goals and data needs

C. Standard V - Learning Environment Student, Family, and Community Support:

Families and communities active partners

All students have access to all curriculum

School provides organizational structure

Student instructional assistance outside of classroom

Accurate student record keeping system

III. Planning/Staffing/Resource (Budget) Assessment:

A. Standard III - Academic Performance Instruction:

Varied instructional strategies used in all classrooms

Instructional strategies/activities aligned with goals

Strategies monitored/aligned to address learning styles

Teachers demonstrate content knowledge

Teachers incorporate technology in classrooms

Sufficient resources available

Teacher collaboration to review student work

Homework is frequent, monitored, and tied to instructional practice

B. Standard IX - Efficiency Comprehensive and Effective Planning School Improvement Plan:

DEFINING THE SCHOOLÕS VISION, MISSION, BELIEFS:

Collaborative process

DEVELOPMENT OF THE PROFILE

Planning process involves collecting, managing, and analyzing data

Uses data for school improvement planning

DEFINING DESIRED RESULTS FOR STUDENT LEARNING:

Plans reflect research/expectations for learning and are reviewed by team

Staff analysis of student learning needs

Desired learning results are identified

ANALYZING INSTRUCTIONAL AND ORGANIZATIONAL EFFECTIVENESS:

Data used to determine strengths and limitations

School goals are defined

DEVELOPMENT OF IMPROVEMENT PLAN

School improvement action steps aligned with goals and objectives

Plan identifies resources, timelines, and person responsible

Process to effectively evaluate plan

Plan aligned with mission, beliefs, school profile, desired results

IMPLEMENTATION AND DOCUMENTATION

Plan implemented as developed

Evaluate degree of student learning set by plan

Evaluate student performance according to plan

Evidence to sustain the commitment to continuous improvement

C. Standard IV - Learning Environment School Culture:

Leadership support for safe, orderly environment

Leadership beliefs and practices for high achievement

Teacher beliefs and practices for high achievement

Teachers and non teaching staff involved in decision making

Teachers accept their role in student success/failure

Effective assignment and use of staff strengths

Teachers communicate student progress with parents

Teachers care about kids and inspire their best efforts

Multiple communication strategies used to disseminate information

Student achievement valued and publicly celebrated

Equity and diversity valued and supported

TIMELINES FOR SELF SCHOLASTIC AUDIT

Each standing committee will complete an internal scholastic audit each year. The findings and recommendations of each audit will be presented to the faculty and the SBDM Council in March of each year.

CURRICULUM/INSTRUCTION/PROFESSIONAL DEVELOPMENT/TECHNOLOGY

2008-2009	STANDARD I	CURRICULUM
2009-2010	STANDARD II	CLASSROOM EVALUATIION/ASSESSMENT
2010-2011	STANDARD VII	LEADERSHIP

HOME/SCHOOL/COMMUNITY

2008-2009	STANDARD VI	PROFESSIONAL GROWTH, DEVELOPMENT & EVALUATION
2009-2010	STANDARD VIII	ORGANIZATIONAL STRUCTURE & RESOURCES
2010-2011	STANDARD V	STUDENT/FAMILY/COMMUNITY SUPPORT

PLANNING/STAFFING/RESOURCE (BUDGET) ASSESSMENT

2008-2009	STANDARD III	INSTRUCTIONAL
2009-2010	STANDARD IX	COMPREHENSIVE AND EFFECTIVE PLANNING
2010-2011	STANDARD IV	SCHOOL CULTURE

ARTICLE X
INSTRUCTIONAL PRACTICES

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

ARTICLE XI
FISCAL MANAGEMENT

The council shall have privy of all monies and resources allocated, assigned to, or generated by the school.

The council shall allocate resources and approve all budgets. All budgets will be reported and reviewed regularly by the council.

All budgets that are created for the fiscal year will be reviewed and approved by the council.

ARTICLE XII
APPEALS PROCESS

A. Eligibility

Any resident of the District or a parent, student or employee of the school may appeal council decisions.

B. Process

Appealing a decision made by the Oakland School Council shall include the following procedure:

1. An appeal on a decision made by a school council must first be before the council in written and/or verbal form and reviewed by the school council, which shall make a timely response to the appealing party.

2. If the matter is not satisfactorily resolved by the council, the appeal may then be submitted in writing to the Superintendent.

3. If, within ten (10) days, the matter is not satisfactorily resolved by the Superintendent, the appealing party may, within twenty (20) days, appeal to the Board. The Board shall afford the affected parties a hearing within thirty (30) days of the appeal to the Board.

4. The Board shall issue a final written decision on the appeal with its rationale no later than sixty (60) days from the date of the hearing without the agreement of the affected parties.

C. Bias

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

ARTICLE XIII
POLICY DEVELOPMENT AND REVIEW

A.	**Policy Development**	Council policy shall be developed through its committee system. All policies shall be adopted by the council subject to two readings.
B.	**Policy Review**	Council policies may be reviewed annually.
C.	**Policy Amendment**	Upon review, the council may amend policy.
D.	**Policy Manual**	The principal shall maintain a manual of current council policy for staff and public inspection and shall provide each council member a current manual. a copy of the manual and its amendments shall be provided to the Superintendent.

ARTICLE XIV
SCHOOL SPACE POLICY

By the April Site Based Decision Making Council meeting, the Planning/Staffing Committee will present a school space plan and present the plan for approval to the school council.

The SBDM council may amend the plan at the July SBDM meeting prior to approval.

ARTICLE XV
SCHOOL SCHEDULE

The Planning/Staffing Committee, working in collaboration with the school principal, shall develop a proposed school schedule and present it to the faculty by the first staff meeting in May. A final draft will be presented at the May Site Based Decision Making Council meeting for approval. If the school council does not approve this schedule, the council will develop a schedule for the principal to implement by August 1.

ARTICLE XVI
STAFF ASSIGNMENT POLICY

By May 1 of each year, the principal shall prepare a certified and classified staff assignment plan for the following school year, and shall present the plan to the school council. A follow up plan that reflects amendments to the original plan shall be prepared by the principal and submitted for approval to the school council by July Site Based Decision Making Council meeting.

ARTICLE XVII
STUDENT ASSESSMENT REVIEW

In accordance with KRS 160.345 (2), the school council shall annually review data on its studentÕs performance as shown by the Commonwealth Accountability Testing System. The data shall include, but not be limited to, information on performance levels of all students tested, and information on the performance of students desegregated by race, gender, disability, and participation in the federal free and reduced price lunch program. After completing the review of data, the school council shall adopt a plan to ensure that each student makes progress toward meeting the goals set forth in KRS 158.645 and 158.6451 (1) (b)

SECTION II

POLICIES AND ADMINISTRATIVE PROCEDURES

ITEM I
STANDING AND AD HOC/SUB COMMITTEES ADMINISTRATIVE PROCEDURES

A. Statement

It shall be the policy of the Oakland SBDM to appoint committees: Standing and Ad. hoc. It shall be the purpose of each committee to research and analyze data. The committees shall present findings and make recommendations to the faculty and SBDM Council on adoption of policy and procedure.

B. Membership

It is the intent of the SBDM Council that the committees be broad based and provide inclusion of the school's faculty, staff and parents.

All standing and ad hoc committees strive to include a representative from the following: primary teacher, intermediate teacher, special area teacher and classified staff.

SBDM Council members are ex officio members of all committees.

Committee members may be appointed by the principal.

Committee membership may be changed only with the approval of the principal.

Committee membership will rotate every three (3) years.

C. Responsibility

The SBDM Council may direct the work of each committee with a charge to focus its efforts on specific topics.

D. Standing Committees

Standing committees shall:

1. be representative of the school and community.
2. consist of membership appointed by the principal.
3. elect a chairperson, vice chairperson, and secretary chosen by the members of the committee using consensus.
4. determine the frequency of meetings based on charges and responsibilities.
5. establish an agenda for each meeting.
6. be subject to the Open Meetings Law and Open Records Law in KRS 61.820 and KRS 6.825.

7. submit to the Home/School/Community Committee the time, date, and location of each meeting five (5) working days prior to the meeting.

8. keep minutes of each meeting and present a copy to the principal as a part of the SBDM Council's official records.

9. use consensus as the primary method of making decisions.

10. make sure a quorum is present for business to be conducted and that a parent be in attendance for the consensus to recommend policy or procedure.

E. Ad hoc/ Sub Committees

Ad hoc/Sub Committees shall:

1. be formed by the SBDM Council to complete specific tasks.

2. be subject to all administrative procedures assigned to standing committees.

3. be appointed by the principal within a reasonable amount of time after the need for the committee is addressed.

4. be abolished when the tasks for which they were formed are completed.

ITEM II
POLICY ON BUDGET

It shall be the policy of the Oakland Elementary School Council to prepare all school budgets which shall comply with the state Board of Education and local Board requirements for expenditures and consist of all monies and resources allocated, assigned to, or generated by the school for the purpose of maintaining and operating all school functions and programs.

ITEM III
ASSIGNMENT OF STUDENTS TO CLASS AND PROGRAMS ADMINISTRATIVE PROCEDURES

A. Statement

It shall be the policy of the Oakland elementary School Council that the Primary and Intermediate committees assist with the management of this function. The committee shall make recommendations to the school council.

Teachers shall notify parents of their child's placement for the current school year prior to the beginning of school.

B. Matrix

The use of the following considerations shall constitute the matrix used in assigning students to classes and programs within the school:

1. Friendships;
2. Family relationships;
3. Unique learning needs;
4. Social dynamics;
5. Personality;
6. Diversity in developments;
7. Gender balance;
8. Parental concern;
9. Compatibility with teachers;
10. Socio-economic levels;
11. Equity

C. Requests

Parents/Guardians may communicate an oral or written placement request to the Principal. Parents shall be notified that their concern will be considered as part of the adopted placement matrix but does not guarantee placement of their child as requested.

Any placement change request made by a parent during the school year shall be considered only when in written form, accompanied by a physician's statement, and submitted to the school principal or council.

ITEM IV
SELECTION OF SCHOOL PERSONNEL ADMINISTRATIVE PROCEDURES

A. Vacancies The principal shall inform the Superintendent of any resignation of school employee assigned to the school. The Superintendent shall determine the position as vacant and post the certified position as required by KRS 160.380 (1 (b) - (d).

B. Candidates It is acknowledged that the Superintendent will provide a list of qualified applicants for the vacant position(s) to the principal.

C. Interviews The principal will review applications and be responsible for contacting references. The principal shall form an interview committee for the vacancy. This committee shall be composed of the following people: Principal, Site Based Member, and a teacher from the area or grade for which the vacancy occurs. The interview committee shall conduct interviews of those qualified applicants, discuss and reach either a consensus or a majority vote on a recommendation of priority order for selection of a candidate to fill the vacancy.

D. Recommendation The principal shall report the recommendation of the interview committee to the Site Based Council at a regular or special meeting of the council. If a quorum of the members of the school council is not available to attend a meeting for the purpose of conducting consultation in the filling of a vacancy, the definition of quorum for the purposes of filling the specified vacancy shall be one or more members of the school council who are available for the consultation.

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

ITEM V
DISCIPLINE AND CLASSROOM MANAGEMENT ADMINISTRATIVE PROCEDURES

A. Structure for Responses to Student Misconduct

The following are examples of student misconduct and responses thereto: however, in a document of this nature it is impossible to list all examples. Therefore, student misconduct and responses thereto are not limited to only those examples and responses which are listed herein. Responses to violations of the district's drug and alcohol policy are described in Sections 4190.01 - 4230.01 of the district's handbook for students.

1. LEVEL I: Minor misbehavior on the part of the student which impedes orderly classroom procedures or interferes with the orderly operation of school. These can usually be handled by an individual staff member but sometimes require the intervention of other school support personnel.

   I. Examples:

      a. classroom disturbances;

      b. classroom tardiness;

      c. abusive language;

      d. non defiant failure to complete assignments or carry out directions;

      e. and/or copying other student's work.

   II. Disciplinary Response Procedures

      a. There is immediate intervention by the staff member who is supervising the student or who observes the misbehavior.

      b. Repeated misbehavior requires a parent/teacher conference, conference with the counselor and/or administrator.

      c. A proper and accurate record of the offenses and disciplinary action is maintained by the staff member.

III. Response Options Examples:

a. verbal reprimand;

b. behavioral contract;

c. counseling;

d. withdrawal of privileges;

e. strict supervised study;

f. demerits;

g. detention

h. conference with parents.

2. **LEVEL II:** Misbehavior whose frequency or seriousness tends to disrupt the learning climate of the school. These infractions, which usually result from the continuation of Level I misbehaviors, require the intervention of personnel of the administrative level because the execution of Level I disciplinary options has failed to correct the situation. Also included in this level are misbehaviors which do not represent a direct threat to the health and safety of others but whose educational consequences are serious enough to require corrective action on the part of the administrative personnel.

I. Examples:

a. continuation of modified Level I misbehavior;

b. school tardiness;

c. truancy;

d. using forged notes or excuses;

e. disruptive classroom behavior;

f. cutting class;

g. destroying property and/or destroying files or deleting work from files or machines;

h. displaying or distributing items which have a disruptive effect on the school environment.

II. Response Options Examples:

a. teacher/schedule change;

b. modified day;

c. behavior modification;

d. social probation;

e. peer counseling;

f. referral to outside agency;

g. in-house suspension/alternate learning center/alternate behavior class;

h. counseling.

3. **LEVEL III:** Acts directed against persons or property but whose consequences do not seriously endanger the health or safety of others in the school. These acts might be considered criminal but most frequently can be handled by the disciplinary mechanism in the school. Corrective measures which the school should undertake; however, depend on the extent of the school's resources for remediating the situation in the best interests of all students.

I. Examples:

a. fighting (simple)

b. vandalism (minor)

c. stealing;

d. threats to others;

e. sexual harassment;

f. continuation of unmodified Levels I and II behaviors;

g. plus continuation of Levels I and II.

II. Disciplinary Response Procedures:

a. The administrator initiates disciplinary action by investigating the infraction and conferring with staff on the extent of the consequences;

b. The administrator meets with the student and confers with the parent about the student's misconduct and the resulting disciplinary action;

c. A proper and accurate record of offenses and disciplinary action is maintained by the Administrator.

III. Response Options Examples:

a. temporary removal from class;

b. alternative program;

c. suspension;

d. counseling;

e. in-house suspension/alternate learning center/alternate behavior class;

f. expulsion.

4. LEVEL IV: Acts which result in violence to another's person or property or which pose a direct threat to the orderly operation of schools and/or safety of others in the school. These acts are so serious that they always require administrative actions which result in the immediate removal of the student from school, the intervention of law enforcement authorities and action by the Board of Education.

I. Examples:

a. unmodified Level III misconducts;

b. extortion;

c. bomb threat;

d. possession/use/transfer of firearms, knives, other objects, or booby traps that can be classified as dangerous or used as weapons or as facsimiles that could be deemed dangerous (example: toy weapons);

e. assault/battery;

f. vandalism;

g. theft/possession/sale of stolen property;

h. arson

i. possession, use or being under the influence of alcoholic beverages, narcotics, drugs, controlled substances, counterfeit controlled substances or look alikes and/or drug paraphernalia;

j. non emergency use of or tampering with fire alarm system;

k. abusive language directed toward school personnel.

II. Disciplinary Response Procedures:

a. the administrator verified the offense;

b. confers with the staff involved, and;

c. meets with student and/or parents, and other appropriate persons.

III. Response Options Examples:

a. suspension;

b. alternate program;

c. expulsion.

B. Special Trips and Activities

Special trips and activities include field trips, assemblies, social activities, or civic activities.

The same standards of behavior are expected during special trips and activities which are stated in School and District Discipline Policies.

Exclusions: upon recommendation of teacher, counselor and the principal, a committee may consider excluding individuals from participating in special trips or activities when the likelihood of disruptive or unsafe behavior is probable. This committee shall consider the request based upon:

1. Prior disciplinary infractions such as suspension or ABC room placement.

2. A demonstrated disregard for supervision and defiance of authority.

3. A behavior or condition that would create an unsafe situation for the student or might threaten the safety of other children.

ITEM VI
POLICY ON BUS DISCIPLINE ADMINISTRATIVE PROCEDURES

Bus problems will be handled through the principal's office. Any student who misbehaves in a manner that is in direct violation of the Regulations for Pupils Riding School Buses shall be reported to the office by the bus driver and processed in the following manner:

A.	**First Offense**	A phone call and/or a note sent home to the guardian notifying them of the child's misconduct. If for some reason the note does not get in the hands of the guardian, documentation will be on file in the office.
B.	**Second Offense**	Student will be placed in the ABC room.
C.	**Third Offense**	Suspended from riding the bus for three (3) days. (If the guardian does not provide transportation, the student's name will be turned in to Dr. Melton, DPP Warren County Schools, as truant).
D.	**Further Subsequent Offenses:**	Suspension from riding the bus. Designated number of days of suspension from riding the bus for each subsequent offense will be decided by the principal.

ITEM VII
DRESS CODE POLICY

A. Statement

Recommendations for the school dress code are prepared by a committee and submitted to the Site Based Decision Making Council for approval. A copy of the adopted dress code will be sent home with students on the first day of school. Parents will return a signed section acknowledging receipt of this dress code.

B. Policies

1. All students should be clean and neat in their personal appearance.

2. Any clothing or lack of clothing that is considered indecent and/or distracting will not be allowed. No see-through clothing, bare midriffs, or bare backs are allowed. No clothing or accessories shall be worn with pictures or writing that promote violence or which are considered to be in bad taste, vulgar, offensive, distracting, or promoting the use of alcohol, drugs, tobacco, or any illegal substance. Loose, baggy clothing, or clothing with large pockets are deemed inappropriate/unsafe.

3. Students are to wear or bring tennis shoes on P.E. days. Students may wear sandals with a back strap. These sandals can be worn with or without socks. Shower shoes and flip flops are not allowed. Shoe heels should be no more than two (2) inches in height.

4. Hats, caps, bandannas, and head coverings shall not be worn in the building while school is in session. Sunglasses may not be worn inside or outside the building, without a doctor's statement. The above may be worn on special occasions only when approved or announced by the principal.

5. Shorts, skirts, and dresses must be no more than 7 - 8 inches from the floor when kneeling. Clothing should be worn in proper decorum. Tightness should be avoided.

6. No sleeveless shirts may be worn by students. All shirts/dresses/T-shirts/tops must have sleeves in them. All shirts must be long enough to tuck in and remain in when arms are extended fully above head. Shirts should completely cover the back (no keyhole openings, etc.). Shirts should be worn in proper decorum. Tightness should be avoided.

7. Chains that are attached to purses or wallets or worn as belts are prohibited. Dog collars or large chins worn as necklaces or bracelets are also prohibited.

8. Hair should be clean and well groomed. Distracting extremes should be avoided. Examples: Purple, orange, green hair, etc.

9. Students are not allowed to wear face make-up, eye make-up, or lipstick. Glitter is considered make-up, and therefore is not permitted. Chap stick can be worn, but not shared with others.

10. Any student wearing clothing that in the judgment of a staff member to be inappropriate shall be sent to the principal or designee. Parents will be called and asked to bring appropriate clothing. Should the parent not bring the appropriate clothing, the student will be given proper clothing to wear at school, if available. This clothing should be washed and returned as soon as possible. If a violation of the same nature reoccurs then the parents will be called for a conference by the principal or designee.

C. First Violation Response

1. Call parents to notify them of the violation.

2. Log information on the Oakland Dress Code Violation form.

3. Ask parents to bring appropriate attire. If parents can't be reached, or they won't bring the appropriate clothes, shoes, etc., supply the child with appropriate attire if possible through the FRC (Family Resource Center). If this is not possible, the child may remain out of the classroom for the day.

D. Second Violation Response

1. Log information on the Oakland Dress Code Violation form.

2. Notify parents in writing if Dress Code Violation by sending the parents a copy of this form.

3. Request a parent conference concerning dress code violations.

ITEM VIII
PRIVILEGE POLICY

A. Statement

At Oakland Elementary students enjoy many types of privileges including, but not limited to, dances, special assemblies, field trips and field day. The administration and staff of Oakland Elementary want all students to be able to participate in these types of events and activities, however, our school expects good behavior from its students and strict adherence to the rules and procedures established by the school.

It should be understood that this policy does not in any way replace, modify, or amend the administration's or staff's existing authority as it relates to student discipline or student behavior as set forth by any Oakland School policy, the Policies and Procedures established by the Warren County Board of Education, or by any authority vested in administration or staff by Kentucky state law in any form.

When a student's privileges have been revoked the student will be performing school related work activities under staff supervision. Dances, field day, etc. are privileges. If students abuse them, they will lose them.

B. Student Action/ Privilege Revoked

No student will be permitted to participate in the aforementioned special events in Part A if behavior and/or academics do not meet the standards set by the Teacher(s) and principal. Due to safety concerns of all students along with acceptable behavior that permits students to be able to learn it will be at the teacher(s) and principal's discretion as to the revocation of a student's privileges on an individual basis. Various interventions will be used to correct the student's actions prior to the special event.

Oakland Elementary After School Dance
(Date of Event)

The _____will be held after school on _____ from _____ to_____. This dance is Sponsored by the _____and money collected will be used for _____. This event will be chaperoned by teacher/staff and designated parents. Behavior will be monitored and students not following proper safety and discipline procedures will not be allowed to attend future dances and/or be asked to leave the dance early.

The cost of admission is $_____. Refreshments will be available for additional purchase. This form is being sent home two weeks in advance of the event. Please return the signed permission form and admission money by _____. Signed permission forms and money will not be accepted after _____.

Please return the signed form and admission money with your child no later than _____.

Phone call permission WILL NOT be accepted.

Student's Name _____

Teacher's Name _____

My child, _____, will be picked up by

_____. Phone Number _____
(Designated adult)

Parent Signature _____ Date _____

**NO BUS is available to take your child home from this event.*
Parent or the named adult above will need to pick student up by 5:00 P.M.

ITEM IX
HOMEWORK DESCRIPTION/POLICY

A. Purpose

This policy on homework to students has been developed to establish responsibilities and guidelines for the assignment, evaluation, and monitoring of homework assignments.

B. Scope

This policy is intended to guide the administrators, teachers, students, and parents of Oakland Elementary School.

C. Definition

Homework is defined as assignments to be completed outside the classroom to reinforce class instruction, increase understanding and retention of skills and information, transfer and extend classroom instruction, prepare for class discussions and assessments, and provide curriculum enrichment opportunities.

D. Commitment

The development of study skills is an integral part of Oakland Elementary's educational process. Oakland Elementary supports the philosophy that homework is a necessary adjunct to school life and serves different purposes according to the student's grade level. The assignment of academically appropriate homework is an extension of classroom instruction and supports the teacher's instructional objectives. It is Oakland Elementary's policy that homework will be assigned to students in accordance with their individual needs and abilities and in support of the learning objectives of the particular curricular area.

It should be recognized that not all homework needs to take the form of written assignments. Some homework, especially in the early primary program, should involve students in reading to their parents and vice versa or in taking part in creative activities.

1. This policy shall be used by Oakland Elementary School and shall be distributed to all teachers, assistants, parents, and students.

2. At Oakland Elementary teachers will assign homework as appropriate on a Regular basis to all students capable of completing assignments and homework will never be used as a punishment.

3. Suggested time guidelines are as follows:

   Early Primary (P1 – P2): 10 to 15 minutes per night
   Late Primary (P3 – P4): 30 minutes per night
   Intermediate (Grades 4 – 6): 45 minutes per night

4. Assigned homework will reinforce instruction accomplished in class, will not introduce new or unfamiliar concepts or skills.

5. Homework assignments are reinforcements for classroom curricular areas and are assigned to support students learning as appropriate for the ability of the individual student.

E. Responsibilities of the Administration

1. Administration of Oakland Elementary will ensure that the homework policy is distributed to and understood by all teachers, parents, and students.

2. The administration will monitor the implementation.

3. The administration shall periodically compile information about best practices regarding homework and share these practices with the staff.

F. Responsibilities of the Teachers

1. Each teacher will communicate guidelines and consequences of due assignments.

2. All assignments given will have clear directions.

3. Homework will not be used to teach new skills.

4. Homework assignments will be checked in a timely manner.

5. Teachers will communicate with one another when students are shared to ensure the work load is fair and feasible.

6. Teachers will communicate with parents expectations and requirements regarding homework assignments.

7. Homework will be given with the intent of establishing good study habits and skills as well as improving grades.

8. A variety of assignments will be made to promote higher order thinking skills.

F. Responsibilities of the Parents

1. Show an interest in the schoolwork their children bring home.

2. Schedule an appropriate time for completion of the work.

3. Provide a suitable place to study, free from distractions.

4. Supply needed materials for the completion of the homework.

5. Offer to clarify instructions and answer questions. Be a supporter for their child, not to enable them by doing the work for them.

6. Check to see the work is complete.

7. Encourage their child to do their best work.

8. Assist in using time wisely.

9. Stay in close communication with the teacher. Express any concerns that they may have about their child's homework.

H. Responsibilities of the Students

1. Do the assigned work.

2. Check with the teacher to know what is expected.

3. Find a quiet study area at home with supplies ready.

4. Plan time.

ITEM X
AFTER SCHOOL HOMEWORK DETENTION POLICY

1. Homework Detention will be for grade levels P3 through 6th grade.

2. After School Detention will be held on Wednesdays and Fridays from 2:45-3:55.

3. The Parent/Guardian is responsible for picking up the child from school promptly at 4:00 P.M.

4. Once a student has missed 3 homework assignments, he/she will be assigned to after school detention the next day it is in session.

5. Parents will be notified no later than the day before the student is to stay for detention so that transportation arrangements can be made.

6. Failure by the student to stay for detention of a parent's refusal to allow the student to stay after school, will result in the student being assigned to in-school suspension for a minimum of one day and possible loss of other school privileges such as assemblies, field trips, or dances.

ITEM XI
CURRICULUM POLICY

The chairperson of the Curriculum/Instruction/Technology Committee shall, by May of each year, report to the school council a recommendation from the Curriculum/Instruction/Technology Committee that includes a curriculum that is aligned with state standards for the school. The curriculum shall become effective immediately upon approval by the school council.

The Curriculum/Instruction/Technology Committee is charge with bringing any subsequent amendments to the adopted curriculum to the council for consideration and possible approval. All issues related to the curriculum of the school shall be referred to the Curriculum/Instruction/Technology Committee for discussion that leads to a recommendation on the issue to the school council for consideration and possible adoption.

ITEM XII
PROFESSIONAL DEVELOPMENT POLICY

The Professional Development Plan is determined by the Site Based Decision Making Council, Principal, and the Curriculum Committee, with input from the faculty. The plan will be based on Board of Education mandates, school-wide initiatives and desegregation of assessment data.

ITEM XIII
TECHNOLOGY UTILIZATION POLICY

Oakland School shall organize instructional activities to be aligned with state standards, consistent with the Warren County School board policy. The Curriculum/Instruction/Technology Committee shall provide a report to the school council twice a year or whenever called upon to update the states of technology utilization in the school.

The Curriculum/Instruction/Technology Committee shall make recommendations to the school council on ways to become more closely aligned to state standards and effectively utilize technology in our school.

ITEM XIV
LIBRARY POLICY

Our goal is to teach students to be responsible for books they checkout of the library. we understand that books will be lost and accidentally damaged and we do not want to deny any child the privilege of borrowing books from Oakland's library. However, we also want to teach our students to be responsible citizens. Your child will not be punished for the loss or damage of books, but they will lose the privilege of checking out books until the books are pad for or returned. We understand that circumstances arise that are out of the student's control and we will take those situations under consideration before denying checkout privileges or requesting payment for lost and/or damaged books.

1. Students in grades 1 - 6 may checkout 2 books from Oakland Elementary library. Kindergarten students may check out 1 book from Oakland's library. Students will not be allowed to check out additional books until all books checked out in their name have been returned. However, if a student has 2 books checked out and returns one of those books, then he or she will be able to check out one book.

2. The library will be open for students in grades 2 - 6 to check out books Monday through Friday from 8:15 a.m. to 3:15 p.m. and immediately after school. The library will also be open for checkout at various times throughout the school day. These times will be posted in the classrooms and library.

3. Books may be returned to the library at any time during the school day by placing the book in the book drop at the Circulation Desk. This applies to all grades.

4. Students with overdue books from the previous school year or from the summer will be denied the privilege of taking books home from Oakland's library until the book or books are returned to the library.

5. If a book is lost while in the student's possession, the student is responsible for payment of the purchase price of the book.

6. If a student transfers from Oakland to another school in Kentucky or any other state, the student must return or pay for any library book he or she has checked out from Oakland's library before the student leaves Oakland Elementary. If the student does not return or pay for these books, the librarian will contact the student's new school and request denial of checkout privileges until the book is returned to Oakland library.

7. Any student enrolled in Oakland Elementary with an overdue library book from another school will not be able to checkout books from Oakland's library until the book is returned to the student's previous school. this policy will remain in effect until payment is made or the book is returned to the previous school. The student or student's family may return the book or make payment for it to Oakland and Oakland's librarian will forward the book or money to the previous school. Any problems regarding the book or payment for the book must be discussed with the student's previous school.

8. Pursuant to Warren County School Policy #4130.01 Page 17 of District Student Handbook, students are responsible for paying the purchase price of books that are damaged while in their possession. Students will not be able to check out another book but will not be able to take a library book home until payment is made for the damaged book.

ITEM XV
WELLMESS POLICY

All students at Oakland Elementary shall participate in moderate to vigorous physical activity each day as follows:

- Each student will participate in physical education class twice weekly with a physical education teacher.
- Each student shall have at least 15 minutes a day of supervised locomotors activities, preferably outdoors, during which the school staff shall encourage moderate to vigorous physical activity verbally. The school shall provide space and equipment to make that activity possible and appealing to students.
- Teachers shall make all reasonable efforts to avoid periods of more than forty minutes when students are physically inactive. When possible, physical activity should be integrated into learning activities. When that is mot possible, students should be given periodic breaks during which they are encouraged to stand and be moderately active.
- Appropriate accommodations shall be made for students with special needs, as required by law and sound professional judgment.

Oakland Elementary P.E. teacher shall assess student' level of physical activity during the fall and spring semester of each school year. The "Fitness Gram" shall be used as the assessment tool, and the principal shall develop a schedule for completing that assessment.

Oakland Elementary shall encourage healthy choices among students using the following methods:

- Our school shall implement the nutritional standards required by federal and state laws and regulations. Those rules apply to our food program and to other food and beverages available during the school day.
- Our Practical Living curriculum shall address the full Core Content, including health, consumerism, and physical education.
- The rest of our curriculum shall reflect an integrated concern for wellness, including connections to Science, Social Studies, and other subjects.

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

The principal shall share this policy with the Kentucky Department of Education when KDE asks for this information.

ITEM XVI
TEACHER TRAVEL POLICY

A. Statement — It shall be the policy of the Oakland Elementary School Council that all teachers should have equal opportunities for school funded travel for the purpose of continuing professional development in their particular teaching assignment in order to address student needs.

B. Record Keeping — Forms used to request trips and the current balance of the travel fund shall be kept in the office and made available for teachers scheduling trips.

ADMINISTRATIVE PROCEDURES

A. Allocation — The teacher travel allocated funds shall provide expense money for all teachers assigned to the building.

B. Requests — Travel requests shall:

1. comply fully with the District travel policy set forth by the Warren County Board of Education.
2. be submitted at any time during the school year with early requests being given priority, realizing that limited funds may require teachers with the least travel time priority.
3. be submitted on form WCBE T1 to the principal.
4. be subject to approval by the principal and submitted to the Superintendent for approval.

ITEM XI
FAMILY RESOURCE CENTER ADVISORY COUNCIL

A. Statement

It shall be the policy of the Oakland Elementary School Council to recognize the Family Resource Center Advisory Council as a standing committee. The purpose of this council is to involve educators, parents, and community representatives to serve in an advisory capacity for the family resource center.

B. Membership

Membership to the Family resource Center Advisory Council shall include educators representing the school and/or school district being served, representatives from the community resource agencies, and parent representatives who will make up a minimum of one third of the total council membership. Parent representatives may not be an employee of the school being served by the Center. Membership shall not be denied any organization because of race, color, creed, religion, economic status, age, sex, political views or handicapping conditions.

C. Administrative Procedures

1. The council shall be representative of the school and community.

2. Members shall be asked to serve, but not limited to, a two-year membership term. An effort will be made at the beginning of the second year to add additional members who will at that time begin their two year term membership. In this manner, the council will be able to stagger expiration of membership terms and better provide for continuity of service.

3. The council shall select a chairperson, vice chairperson and a secretary from its membership. Each officer shall be elected to the council for a one year term (July 1 - June 30). The advisory council shall meet at least once a quarter.

4. The Chairperson in conjunction with the Center staff shall be responsible for developing and providing an agenda. A simple majority of the members present will rule in all voting. A quorum must be present to conduct business at meetings.

A quorum shall be identified as two officers and one representative from each of the following areas:

a. parents

b. school personnel

c. agency

5. Each meeting of the council shall be subject to the Open meeting Law in KRS 61.820 and KRS 61.825.

6. The council secretary shall keep minutes of each meeting and file them in the FRC as part of the Center's official records.

7. The FRC Coordinator shall make a presentation to the SBDM Council after each FRC Advisory Council Meeting.

8. Each individual present at meetings shall have one vote.

9. If a member chooses not to serve or is unable to serve for any reason, the Council requests that the member notify the Center coordinator. At such time, the coordinator will seek an appropriate replacement.

ARTICLE XVIII
EXTENDED SCHOOL SERVICES POLICY

A. ESS Policy

As part of the Kentucky Education Reform Act, special funds are made available to each school district to operate Extended School Services or ESS. This program allows schools to schedule extra instructional time to help students meet expected academic goals.

B. Function

The function of the ESS program at Oakland Elementary is to assist students in meeting expected academic goals. Students will complete homework for 30 minutes each ESS day, receive assistance with their individual academic goal through a variety of instruction, and will work in the computer lab to further achieve academic success.

The ESS curriculum will align with the needs of the students and with the Consolidated Plan for Oakland Elementary through SBDM consultation.

C. Referral Guidelines

The referring teacher will complete the state approved referral form which states specific academic goals for each student. Students with the greatest academic need will be sought and served with parental permission. Students can be referred by the teachers, parents, or themselves.

Students will be transported by bus through the district ESS funds.

D. Staff Selection

Considerations for employment of staff will include the following:

1. Those who are committed to student achievement;
2. Those who care about students;
3. Those who plan effective instructional strategies to meet student needs;
4. Those who monitor student progress;
5. Those who collaborate with regular classroom teachers.

The principal shall select personnel to fill ESS vacancies after consultation with the Site Based Decision Making Council.

ARTICLE XIX
WRITING POLICY

Reference: KRS 158.6453 (7) (c)
KRS158.345
KRS 158.6451 Program Reviews
SB 1, 2009, Sec 2 (7)(c)(5)

Policy Statement: The Oakland Elementary SBDM Council shall be responsible for improving and monitoring the school's writing program in accordance with KRS 158.6453 and the Kentucky Core Academic Standards. The policy will adopt rules and guidelines that will address the following four areas as specified by SB 1, 2009, Sec 2(7)(c):

I. Communication Skills
I. Grading Procedures and Feedback to Students
II. Responsibility for Review of Portfolios with Student Feedback
III. Improvement of Individual Student's Writing and Communication Skills

I. Communications Skills:

- Students will engage in cross-curricular writing and communication instruction.
- Students will use technological tools, i.e. digital text, multi-media, etc. assist students in being creative and innovative members of a global society.
- Opportunities are given to students to build oral and written communication skills.
- Students will develop real-world and creative samples of communication appropriate for meeting content standards.

II. Use of Feedback on Writing and Communications:

- Teachers and students will use descriptive feedback to improve student learning.
- Teachers will guide students to use feedback to reflect on their writing and communication as well as their progress as communicators.
- Teachers will provide opportunities for students to assess themselves and to also provide feedback on the work of their peers.

III. Review and Instructional Use of Portfolios:

- The writing portfolio will be used to promote student work that reflects his or her interests and growth over time in ability to communicate to a variety of audiences for a variety of purposes.
- Teachers will analyze the classroom portfolio collections to inform whole class and whole school instructional strengths and areas of need for the writing program

- The collection of student portfolios (paper or digital), for all grades within the school as well as between the schools will be in compliance with state and district guidelines.
- Students will actively participate in decisions made about what to include and what to purge from portfolios, to ensure that portfolios maintain reflection of growth and student interest.
- The portfolio collection will reflects alignment with Kentucky Core Academic Standards (KCAS), KY Writing Guidelines, District Policies.

IV. Implementation of the Writing Program:

- The school's curriculum, including writing, is aligned with the Kentucky Core Academic Standards.
- Teachers will participate in on-going and embedded professional learning to support the school's writing program.
- The school administration and leadership shall support the school's writing program.

The school writing plan shall address the rules and guidelines of the above writing policy.
Writing and writing instruction will be embedded throughout all content areas, be on-going, and value student choice. Analysis of student writing will be used to guide writing instruction and rely on the Kentucky Writing Handbook, Kentucky Writing Scoring Rubric, On-Demand Writing Release Prompts and Kentucky Marker Papers for guidance.

ARTICLE XIX
EMERGENCY PLAN POLICY

Reference: KRS 160.345(2)(i)9
KRS 158.162

The principal, in consultation with parents, teachers, other school staff, and local first responders, will collaboratively develop the school's emergency management plan as a way to develop and document efforts to prevent, mitigate, prepare for, respond to and recover from emergencies. The emergency management plan will include procedures for fire, severe weather, earthquake, and building lockdown as specified in Kentucky statutes and regulations. The plan, which must be adopted by the council and implemented, will include, but not be limited to:

1. Establishment of primary and secondary evacuation routes, which must be posted in each room by each doorway used for evacuation.
2. Identification of severe weather safe zones that have been reviewed by the fire marshal/fire chief.
3. Practices for students to follow in an earthquake.
4. Procedures for lockdown of the campus.
5. Development and adherence to access control measures for each school building, which may include (but not be limited to):
   - ❖ Controlling access to exterior doors during the day
   - ❖ Controlling front door access electronically or with a greeter
   - ❖ Controlling access to individual classrooms
   - ❖ Requiring visitor check-in with identification and purpose provided, and display of visitor's badge on outer clothing
   - ❖ Practices for students to follow in case of fire, consistent with administrative regulations of the Department of Housing, Buildings and Construction.
   - ❖ Procedures for lockdown of the campus
6. Local law enforcement shall be invited to assist in establishing lockdown procedures.
   Following adoption, the emergency plan and diagrams of the facilities will be provided to appropriate first responders. First responders, for the purpose of this policy, include local fire personnel, local, county and/or state police personnel, and emergency medical personnel. Due to the need to maintain student and staff safety and security, the emergency plan and diagram of the facility will not be disclosed in response to any Open Records requests.
7. Prior to the first instructional day of school, the principal, or designee, will present and review all emergency procedures with all staff. Documentation including the time and date of the review will be kept on file at the school with a copy sent to the district office to document completion. Documentation may include methods such as a sign-in sheet that includes the printed name of each staff member (all certified and classified staff), the signature of the staff member and the date and time of the review.
8. Within the first thirty(30) instructional days of the school year and again during the month of January, the school will conduct one (1) severe weather drill, one (1) earthquake drill, and one building lockdown drill.
9. Fire drills will be conducted in accordance with time lines, procedures and requirements outlined in the DHBC regulations. 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 school council and to the district central office for any remedial action needed.

10. At the end of each school year, the emergency procedures are to be reviewed by the school council (or designated school council committee with report to the school council) and first responders and revised as needed.

11. Annually, the principal is responsible for working with the central office to ensure that all 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. Completion will be reported to the council and documentation maintained in the principal's office.

12. A comprehensive diagram of the school showing primary and secondary evacuation routes will be posted at each school doorway prior to the first instructional day of school. Identified severe weather safe zones which have been identified and reviewed by the local fire marshal or fire chief will be posted at each school doorway prior to the first instructional day of school.

13. Possible access control methods that may be included in council policies as desired, are outlined below:

- ❖ All exterior doors must remain locked at all times.
- ❖ All visitors must enter through the posted front entrance.
- ❖ The principal is responsible to ensure that trained personnel monitor the front entrance at all times. At no time during the school day are students allowed to monitor the front entrance or the reception area.
- ❖ All visitors must report to the front office, provide photo identification, state the purpose of the visit, and wear a school-specific badge on the outermost garment during the entire visit. Upon leaving, all visitors must report back to the front office. The office must keep an accurate log of each the visit, and with whom they visited.
- ❖ All classrooms must remain locked during instruction time.
- ❖ During class changes, teachers must stand by their classroom door and monitor hallways.
- ❖ Team teachers and the custodian are responsible for ensuring classroom access in the event of a substitute teacher.