Boyd County Public Schools
Ponderosa Elementary School
School-Based Decision Making Council

Ponderosa Elementary School
Council Bylaws

1. Purpose

1.1. To provide the council with a set of operational guidelines under which to function.

2. Mission

2.1. To better our school, to better our community, to better ourselves.

3. Membership

3.1. Composition

3.1.1. The school council shall consist of the principal, three teacher members and two parent members.

3.1.2. The principal shall serve as the chairperson.

3.1.3. If the school reaches 8 percent or more minority student enrollment, and there is no minority elected in the initial elections, a special election shall be conducted to elect a minority parent to serve on the school council.

3.1.4. In the event a special election is needed, the teachers shall elect a minority teacher from the school's staff. If there are no minority teachers on staff at the school, the teachers shall elect a non-minority teacher to represent the interests of the minority students in the school.

3.1.5. If there is a minority teacher on staff and he or she does not wish to serve on the council, the seat shall remain vacant until filled by a minority teacher.

3.2. Requirements for membership

3.2.1. All Members

3.2.1.1. No one may serve on the school council who has a business interest in the school as designated by KRS 45a.340. New members (those with less than one year of service) must complete six (6) hours of training from a Kentucky Department of Education endorsed trainer. Experienced members (those with more than one (1) year of service) must complete three (3) hours of training from a Kentucky Department of 9/17/2009 requirement by participating in the new council member training for three (3) hours. In the event the council must select a principal, the council is required by law to obtain training in the recruitment and interviewing prior to beginning the principal selection process.

3.2.1.2. New council members will receive required training.

3.2.1.3. Experienced council members will receive KDE approved training.

3.2.2. Teacher Members

3.2.2.1. Teacher council members must possess certification required for their position as a basis for employment in Kentucky public schools. Itinerant teachers may nominate, serve and vote in our school. Counselors may serve as teacher council members. Principals or assistant principals may not serve as teacher council members, nor vote in teacher elections.

3.2.3. Parent Members

3.2.3.1. The legal definition of parent (KRS 160.345 1.c.) Allows biological parents,stepparents, foster parents or persons who have court ordered legal custody to be nominated or to vote. According to the law, parents who are nominated or who wish to vote must have a child "pre-registered to attend" the school for next year. Parents of 5th graders who are exiting our school may nominate or vote for candidates.

3.2.3.2. Parent council members cannot be employed in or be related to someone who is employed in the school or in the district administrative offices. An attorney general's opinion [OAG 90-102] says that "relative" as used in this section should have the same definition found in KRS 160.180 and KRS 160.380 that applies to schools boards. This means that a parent who is a "*father, mother, brother, sister, husband, wife, son, daughter"* of someone who works at the school or in the district administrative offices could not be a parent council member. Parent members cannot be a board member or a board member's spouse, nor can they have a business interest in the school.

3.3. Elections

3.3.1. Parent Members

3.3.1.1. Parents conduct their own elections as per KRS 160.345. Annual elections shall be conducted each April by the school's largest parent organization that is formed for the purpose of electing two (2) parent council members. Parent elections may be by plurality vote (two (2) parents with the highest number of votes) unless the parent organization requires a majority vote. A representative of the parent organization shall notify the principal in writing of the two parents elected within 24 hours of the final vote, and shall deliver all election materials to the principal the next business day after the election.

3.3.2. Teacher Members

3.3.2.1. Teachers conduct their own elections as per KRS 160.345. Annual elections shall be conducted each April for the purpose of electing three (3) teacher council members. Teacher members must be elected by a simple majority (one-half plus one) of the number of teachers assigned to the school. The process that teachers may use to elect their representatives should address the following areas:

3.3.2.1.1. Nomination
3.3.2.1.2. Preparation of ballot
3.3.2.1.3. Elections
3.3.2.1.4. Absentee ballots
3.3.2.1.5. Procedures after first round ballots
3.3.2.1.6. Delivery of election materials to the principal the next business day after the election

3.3.3. Term Limits

3.3.3.1. School council members can serve and unlimited number of terms as long as they continue to meet the eligibility requirement.

3.4. Removal of Members

3.4.1. According to KRS 156.132, the Commissioner of Education may recommend removal of a school council member whom he has reason to believe is guilty of immorality, misconduct in office, incompetence, willful neglect of duty or nonfeasance.

3.4.2. A member of a school council may be removed from the council for cause, after an opportunity for hearing before the local board, by a vote of 4/5 of the membership of the board of education after the recommendation of the commissioner of education pursuant to KRS 156.132. Written notices setting out the charges for removal shall be spread on the minutes of the board and given to the member of the school council. KRS 160.347.

3.5. Filling Vacancies

3.5.1. If a member of the council resigns or is removed from office, another member shall be elected in a special election held not more than (1) month after the vacancy occurs. The person elected in the special election shall serve the remainder of the term until June 30, and be eligible for re-election.

3.6. Terms of Office

3.6.1. The terms of parents and teacher members shall begin on July 1 and end on June 30.

4. Duties of Officers and Council Members

4.1. Election of Officers

4.1.1. Officers shall include, chair, vice-chair and secretary.

4.2. Chair

4.2.1. The principal shall be the chairperson of the school council. Duties of the chair include:

4.2.1.1. Conducting school council meetings.
4.2.1.2. Compiling and distributing the agenda for council meetings.
4.2.1.3. Serving as official custodian of council records (maintaining minutes of meetings and forwarding a copy to the superintendent after approval of the minutes by the council).
4.2.1.4. Stating when a consensus is present for the record.
4.2.1.5. Coordinating ad hoc committees and monitoring committee progress.
4.2.1.6. Carrying out any additional responsibilities as stated in these Bylaws.
4.2.1.7. Maintaining a file of all correspondence addressed to the school council (these records may only be discarded after having been brought to two (2) council meetings).
4.2.1.8. Other duties as described in these Bylaws.

4.3. Vice-Chair

4.3.1. The duties of the Vice-Chair shall include:
4.3.1.1. Presiding over council meetings in the absence of the chair.
4.3.1.2. Calling a special meeting of the council in the event a principal vacancy occurs.
4.3.1.3. Conducting meetings necessary for the principal hiring process to take place.

4.4. Secretary

4.4.1. A council secretary shall be appointed by the principal to keep minutes of all council meetings and to maintain council records.

4.5. Council Members

4.5.1. Duties of council members include:
4.5.1.1. Knowing and adhering to the mission, philosophy and goals of Boyd County High School.
4.5.1.2. Attending all council meetings, both regular and special.
4.5.1.3. Encouraging and requesting opinions from their constituencies.
4.5.1.4. Supporting, promoting and communicating council decisions.
4.5.1.5. Seeking information independently, as needed about issues brought before the school council, and bringing that information to the council.

5. Committees

5.1. Purpose

5.1.1. Committees at Ponderosa will be ad hoc in structure, organized to deal with specific issues as the need arises.
5.1.2. Ad hoc committees are established to gain input from all stakeholders including certified and classified staff, parents and community member.
5.1.3. Ad hoc committees shall serve as council resource for gathering data and information and making recommendations to the school council.

5.2. Appointment of Committees

5.2.1. Ad hoc committees are formed and dissolved by the school council as needed.

5.3. Membership & Election of Chair

5.3.1. All certified are expected to participate in the shared decision making process at Ponderosa by serving on committees in their areas of interest.
5.3.2. Each committee to the best of its ability, as documented by the chairperson should consist of representatives from the faculty, support staff and parents.
5.3.3. Committee membership is open to interested persons, including school district staff,parents and community residents.

5.4. Decision Making

5.4.1. Committee decisions shall be made by consensus. In the event that consensus is not possible, a majority of the committee may decide that an issue shall be decided by majority vote.

5.5. Duties

5.5.1. Committees shall carry out tasks assigned to them by the school council.
5.5.2. Committees may decide to bring issues of concern or interest to the school council.
5.5.3. Committees may research issues, school wide input, or prepare first and revised drafts of school council policies.
5.5.4. Committee chairs or their designees will report at each regular council meeting, oras requested by the school council.
5.5.5. Committee chairs shall provide the council secretary with written minutes of their meetings no later than three (3) days after the meeting occurred.

5.6. Meetings

5.6.1. Each committee shall chose the time, place, agenda and schedule for their meetings.
5.6.2. Committees must comply with all provisions of the open meetings and open recordslaws.
5.6.3. Committees will follow the record keeping procedures used by the school council. All committee-meeting minutes should be forwarded to the principal within three (3) days of the committee meeting and the principal will maintain records of the minutes.

6. Schedule of Meetings

6.1. Regular Meetings

6.1.1. The principal shall call the first meeting of the Ponderosa School Council. Thereafter, the council shall meet as scheduled by the council at least monthly. Council meetings shall be open to the public. Meetings will be held at times convenient to parents and teachers. Meetings shall not exceed ninety (90) minutes. If not all items on the agenda have been adequately discussed after ninety (90) minutes, the council may decide by motion, second and majority vote to extend the length of the meeting or to place the remaining agenda items on the next month's agenda or on the agenda for a special meeting.
6.1.2. The regular monthly meetings will be held at Ponderosa Elementary in a room identified in the meeting agenda.
6.1.3. The principal or designee shall provide local news media of the council's regular meeting schedule for the year after the July meeting and provide notification of the council's meeting time and agenda at least one (1) week in advance of each regular meeting.
6.1.4. The principal or designee shall notify teachers three (3) days in advance of each council meeting by email to include the time, place and agenda items.

6.2. Special Meetings

6.2.1. If the council needs to meet between regular meetings, or if the regular meeting is rescheduled, the chairperson or a majority of the school council members may call a special meeting. The following steps must be completed by the chairperson when a special meeting is called:

6.2.1.1. Written Notice

6.2.1.1.1. The chairperson or designee shall prepare and chairperson will sign a written notice that states the date, time and place of the special meeting and the agenda for each meeting. Only the items on the agenda may be discussed.

6.2.1.2. Delivery of Notice

6.2.1.2.1. The chairperson or designee shall arrange for the notice to be delivered to each council member and to any media organization, which has requested notice of council meetings. The delivery can be by hand, fax machine, email or mail, but the notice must be received by the members at least twenty-four (24) hours prior to the time of the meeting.

7. Conduct of Meetings

7.1. Quorum

7.1.1. A quorum of the school council shall be a majority (one-half plus one) of the council members, with at least one (1) teacher member and one (1) parent member present. No council business shall be discussed or conducted unless a quorum of council members is present.

7.2. Attendance at meetings

7.2.1. Council meetings are open to the public and all interested persons can attend, except for those portions that are conducted as a closed session.

7.3. Closed sessions

7.3.1. Definition

7.3.1.1. A closed session is a portion of a regular or special meeting of the council during which the council members meet in private. The council may meet in closed session for the following reasons:

7.3.1.1.1. To discuss proposed or pending litigation by or against a council member [KRS 61.810(1)(c)]; or

7.3.1.1.2. To discuss candidates for a principal vacancy or conduct consultation in filling other vacancies [KRS 61.810(1) (f)].

7.3.1.2. Before a closed session can be conducted the following steps must be taken:

7.3.1.2.1. Announcement

7.3.1.2.1.1. An announcement of the general nature of the subject to be discussed and the specific section of the law that allows the conduct of the closed session must be announced in the open meeting and recorded in council minutes.

7.3.1.2.2. Motion

7.3.1.2.2.1. The motion to go into closed session must be made, consensus reached to go into closed sesssion, and recorded in council minutes.

7.3.1.2.3. Closed session

7.3.1.2.3.1. During the closed session, only the business stated in the announcement can be discussed and no action may be taken. No minutes are to be taken in closed session. If the council secretary is not a council member, the secretary shall not enter the closed session. Details discussed in closed session shall not be discussed outside the closed session.

7.3.1.2.4. Decision

7.3.1.2.4.1. After full discussion of the issue in closed session, the council must return to open session where it may take any official action on the matter. Any actions taken must be recorded in council minutes.

7.4. Materials Present at Council Meetings

7.4.1. The chairperson shall bring:

7.4.1.1. The folder containing all items submitted for inclusion on the agenda.

7.4.1.2. The folder containing all correspondence addressed to the council that has been received.

7.4.1.3. Monthly financial report from the central office.

7.4.1.4. Lists of applicants for vacant positions.

7.4.2. The council secretary shall bring the binder that he or she uses to maintain copies of the council's Bylaws, policies, annual budget, monthly spending reports and minutes.

7.4.3. All council members shall bring their binders containing copies of the council's Bylaws, policies and school plan.

7.5. Agenda

7.5.1. Anyone may submit items for inclusion on the agenda to the chairperson/principal in writing, three (3) days prior to a regularly scheduled council meeting. The principal shall maintain a complete file of these items.

7.5.2. The chairperson shall prepare an agenda for each council meeting, including items submitted in writing for inclusion by the public, staff, parents, other council members and other items he or she believes should be on the agenda. The chairperson may declare an item received as not within school council authority.

7.5.3. Each agenda shall include the following items:

7.5.3.1. Roll Call

7.5.3.2. Approval of Consent Agenda

7.5.3.2.1. Meeting Agenda

7.5.3.2.2. Minutes of Last Meeting
7.5.3.2.3. Budget Report
7.5.3.3. Good News Reports
7.5.3.4. Public Comment
7.5.3.5. Principal's Report
7.5.3.6. Committee Reports (if available)
7.5.3.7. Planning for Student Achievement
7.5.3.7.1. Announcements.

7.5.4. At a special called meeting, only the items listed on the notice of meeting can be discussed and no new items can be introduced for discussion or inclusion on the agenda.

7.6. Discussion of Agenda Items

7.6.1. The school council shall discuss each agenda item before a decision is made. Each council member shall be given an opportunity to express his or her opinion on the item.

7.6.2. Other persons attending the meeting may be recognized by the chairperson and may address the council as the chair calls upon them to speak. If a significant number of persons wish to contribute to the discussion on a particular item, the chair may require a sign-in sheet and set limits on the number of persons who will speak to the issue and a time limit for each.

7.6.3. Any agenda item may be referred to a standing or ad hoc committee for further study as deemed necessary by the council.

7.7. Decision Making Process

7.7.1. Unless otherwise specified by these Bylaws, the school council shall use parliamentary procedures as specified by Robert's Rules of Order.

7.7.2. All business and decisions of the school council will relate to the school's mission and purpose to improve the instructional program and/or further the goals in the school's improvement plan.

7.7.3. No proposed policy may be approved by the school council at the same meeting at which it was initially proposed for study.

7.7.4. All decisions and policies officially adopted by Ponderosa Elementary School Council will be reported to the board of education and superintendent through submission of approved council minutes to the superintendent and/or designee.

7.8. Consensus

7.8.1. The council will operate primarily by consensus decision making, as described below.

7.8.1.1. Formal Decision by Consensus

7.8.1.1.1. Any member may make a motion to accept a proposal for a first reading. 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 shall write down the motion, read it to the council, and hand the written motion to the secretary for inclusion in the minutes.

7.8.1.1.2. The chair shall then ask if there is further discussion.

7.8.1.1.3. When the chair believes that discussion is complete, the chair shall ask if there is consensus. Any member who is not willing to support the motion is obligated to say so at this time. Members who support the motion shall indicate by word or other sign that they believe there is now a consensus.

7.8.1.1.4. If no member states unwillingness to support, the chair shall direct the secretary to record that consensus has been reached and the motion has passed.

7.8.1.1.5. After a policy is accepted for a first reading, it shall be considered again at the next regular council meeting, or at a special meeting if necessary. If it is approved at that second meeting, the secretary shall note that it has been officially adopted as a council decision.

7.8.1.2. Consensus Failure

7.8.1.2.1. When 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.
7.8.1.2.2. 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. If the issue is filling a vacancy other than principal, the chair may instead ask each member to make a final comment on the issue and then declare that consultation has been completed.
7.8.1.2.3. If the council takes up an issue at a second meeting and is still unable to reach consensus, the council shall consider alternative steps, including but not limited to:
7.8.1.2.3.1. Asking a committee to bring the council a new proposal on the issue.
7.8.1.2.3.2. Scheduling a fact-finding session, at which all members of the school community are invited to present information about the issue and such information is recorded where all could see. Opinions without specific factual basis are not recorded because the point of the session is to get a common focus on the knowledge base for deciding the issues. After the fact-finding session, the council may take the issue up again to attempt consensus, or it may choose by vote to try one of the other options listed in this subsection.
7.8.1.2.3.3. Seeking the help of a trained mediator to find a consensus solution to the issue.
7.8.1.2.3.4. Considering the matter again at the next meeting, and if consensus there fails, decide the matter by majority vote.
7.8.1.2.4. The council will only make decisions by vote:
7.8.1.2.4.1. When the council will otherwise be unable to meet a legal deadline by which the council is required to have made a decision, or
7.8.1.2.4.2. When the council has agreed at a second meeting to discuss the proposal at a third meeting and decide by majority vote if consensus fails (as allowed under provision above).
7.8.1.2.5. If the council cannot agree on what further steps will be taken, and the issue does not meet the requirements for voting, the chair shall announce that no action will be taken on the issue, and the secretary shall note that announcement in the minutes.

8. Minutes and Other Council Records

8.1. Minutes Kept and Approved

8.1.1. Minutes shall be kept by the secretary or principal designee at each council/committee meeting.
8.1.2. The minutes shall reflect an accurate record of actions taken at a council meeting. Minutes shall show the words of the motion or suggestion of consensus.
8.1.3. If the action taken was the adoption of a policy, the entire text of the policy shall be attached to the copy of the minutes kept on file for public inspection and filed in the council's policy manual.
8.1.4. The minutes of the school council shall not be official until they are reviewed and approved by the council.
8.1.5. A preliminary copy of the minutes for all council meetings will be provided to certified and classified staff in written form within 72 hours of the adjournment of the meeting.
8.1.6. The principal will forward an official copy of the minutes to the superintendent and SBDM district coordinator and keep an official copy on file in the school.
8.1.7. A copy of the official minutes will be posted on the cork strip in the main front hallway by the chairperson.
8.1.8. The official minutes will be signed by the chairperson.

8.2. Council Records Available For Public Inspection

8.2.1. The following are official documents that must be kept on file for public inspection in the library:
8.2.1.1. School council minutes and agendas
8.2.1.2. Committee minutes and agenda
8.2.1.3. School improvement plan (including targets for gap reduction)
8.2.1.4. School council policies and Bylaws.
8.2.1.5. School council budget documents not in the school plan
8.2.1.6. School council and committee membership lists
8.2.1.7. Official correspondence

8.3. Requests for Council Records

8.3.1. Requests for council records must be made in writing to the principal. Requests must include specific documents and dates.

8.3.2. Council Bylaws, policies and the school improvement plan shall be posted on the school's web page and can be accessed by the public.

8.3.3. The requested records must be provided to the person making the request within three (3) business days (The attorney general ruled in 01-ORD-94 [May 2001] that the only days that are excluded are legal holidays and weekends). As a result, the fact that a school may be closed over the winter holidays or spring break and no one is in the offices does not prevent the clock from running on the three (3) day response requirement).

8.3.4. The school council secretary shall make or provide the copies of requested documents at the principal or chairperson's request.

8.3.5. School council records will be available for inspection during the regular school day.

8.3.6. The custodian of records for the school shall be the principal, and the principal shall make the final determination regarding which records not listed above are available for inspection and all matters in regards to open records requests not covered in this policy, in compliance with the state guidelines and requirements.

9. Appeals

9.1. Request

9.1.1. For a person(s) to appeal a decision of the council or file a grievance he/she must first request in writing an opportunity to be heard and shall include information about the grievance issue.

9.2. Schedule

9.2.1. A council shall schedule a hearing within thirty (30) working days from the date the request is received. The person appealing shall be informed of the hearing by registered letter.

9.3. Hearing

9.3.1. The person appealing may be represented by legal counsel and may call witnesses as long as the testimony is germane to the issue.

9.4. Decision

9.4.1. The council shall consider the merits of the complaint, make a decision and respond in writing to the complaint.

9.5. Report

9.5.1. A copy of the written grievance or appeal, and a written reply by the council shall be provided to the superintendent within ten (10) workings days of the council's decision.

9.6. Board Policy

9.6.1. A copy of the local board of education's approved process for appeals of council decisions is attached in the appendix.

10. Amendments

10.1. Amendments to Council Bylaws

10.1.1. These Bylaws may be amended after a first and second reading at two (2) consecutive council meetings by majority vote of the school council.

10.2. Amendments to Council Policies

10.2.1. Policy will be reviewed at least annually or more often if needed. The council may amend policy following the decision making process outlined in this document.

11. Supersede Previous Bylaws

11.1. These Bylaws supersede all Bylaws previously issued.

Ponderosa Elementary
SBDM Policy Manual

1.0 Curriculum (Adopted 8.27.24)

All students at Ponderosa Elementary will receive a standards based curriculum aligned with Kentucky's Common Core Standards.

All students at Ponderosa Elementary will have equal access to the Core Curriculum.

The curriculum standards and expectations of each grade level will be mapped out and a quarterly syllabus will be sent home within five days of the beginning of each quarter.

Curriculum delivery will be monitored by the principal through lesson plans, walkthroughs, units of instruction, student work samples, and progress data at each grade level.

The impact of the curriculum on student achievement will be assessed through periodic benchmark reading and math testing results, state testing scores, classroom assessments, and student work samples.

2.0 Assignment of Instructional/Non-Instructional Staff Time (Adopted 8.27.24)

The principal shall assign all instructional and non-instructional staff time according to needs of student populations, certifications, interest, and performance.

Staffing will be based on effective student/teacher ratios. Every attempt will be made to ensure these ratios.

Extra duty assignments will be made as deemed necessary by the principal. Achievement of school council goals and effective management shall be the basis for assignments of staff time.

Extra duty assignments to be assigned by the principal shall include but not be limited to: recess duty, cafeteria duty, bus duty, faculty meetings, professional development, and committee participation.

Teachers will be expected to attend periodic professional development after school. Every attempt will be made to notify the staff by communicating information electronically.

Teachers work days begin at 7:10 and end at 3:00. Teachers are to remain in the building and/or on school grounds during work hours. Any exceptions must be with the approval of the principal and staff must sign out in the office.

3.0 Student Assignment ((Adopted 8.27.24) Policy Updated: 4.8.25)

Temporary committees (Ad-hoc) shall be formed at each grade level in order to place the students into recommended classes at least 2 weeks prior to the end of the school year. These committees shall include all teachers of that grade level teachers (or their proxy) for both current and the next year's grade level teachers. Also included shall be at least 1 of each of the following: Special Education and Itinerant teachers. These committees will meet directly after school on a day designated by vote of the committee.

In placing students the following criteria will be used in no particular order: class cap size, academic needs, IEP requirements, gender equality, and then random selection.

Prior to the meeting, Grade level teachers will complete a card for each of their students as designated by the principal. These cards will be utilized by the committee during the selection process. After the process, the cards will be collected and kept by the principal to utilize for final placement decisions and to use in the process in the following years.

The cards should use the following template:

Front of Card:	Back of Card:
-Student Name (Top, last name first) -Teacher -Boy/Girl -High/Med/Low -Spec Ed -STAR scores from year (All scores to show trend) -Ending Lexile Level -Teacher Concerns/Comments	-Student Name (Top, last name first) -Any known student/student issues -Any known discipline issues -Any known health issues

Parents may not request specific teachers. Principal will make all final class lists with committee input. We will make every attempt to send students classroom placements for the upcoming school year in their final report card. Final classroom assignments can be changed at the principal's discretion.

3.1 Retention of Students (Adopted 8.27.24)

Students will be evaluated for retention by their classroom teachers. There will be a meeting with parents if there are concerns prior to April 30th. If a student needs to be retained, it must be approved by the Principal, who has the final say in all matters of retention. Please note, State policy requires that we do not hold students back solely for the purpose of sports participation.

4.0 Schedule of the School Day (Adopted 8.27.24)

Determination of the schedule of the school day/week is subject to beginning and ending times of the school day and the school calendar established by the Boyd County Board of Education. The Master Schedule will be prepared annually by the principal, in collaboration with school staff, and be submitted to the School Based Council for approval at the beginning of the school year.
A minimum of 1,062 hours of instructional time will be provided each year.

5.0 Use of School Space (Adopted 8.27.24)

The principal shall develop and present to the council for approval a plan for the use of school space during the school day based upon the following criteria (In no particular order):
Class size
Accommodation of Primary Program needs
Proximity needs for Intermediate grouping
Space needs for special programs
Accessibility for disabled
Accommodation of safety issues
Promotion of overall effective school management

6.0 Instructional Practices (Adopted 8.27.24)

Committees' and teachers' recommendations to the council and actual day-to-day classroom activities are to be aligned with research-based, age-appropriate "best practices." Common Core Standards, Program of Studies, National Standards and the district aligned curriculum are to be working resources that assist in the lesson planning and prioritizing process of what and when to teach a particular concept. The school's Comprehensive School Improvement Plan (CSIP) is to be the roadmap that focuses the staff on the year-to-year improvement in instructional services provided for all of our students.

6.1 Homework Policy (Adopted 8.27.24)

Homework policy determination should rest upon each PLC as they are trained professionals.

Each PLC shall, during the first two weeks of school, determine as a PLC how they plan to address homework including assigning, getting help, and consequences for not completing and then submit that plan to the principal for approval.

Parent contracts for homework shall be sent home to sign and return after the PLC gets approval from the principal. Teachers will keep these forms on file.

It should be understood by parents that special projects may require additional outside of class time and may be assigned occasionally.

Homework is due on the following day or on the day specified by the assigning teacher. Homework should be checked and returned within a reasonable amount of time.

Homework assistance may be requested in a designated area each morning.

Students who are absent shall have as many days as missed to complete missed homework.

Educational Enhancement Opportunities shall follow the district guideline for requests.

6.2 Assessment Policy (Adopted 8.27.24)

All assessments will be aligned to instruction and curriculum. Teachers will use varied types of assessment including but not limited to:
multiple choice, short answer, true-false, open response, technology based, and student self-assessments.

Teachers will use rubrics to monitor student performance whenever possible.
Reporting of student's progress will be qualitative and quantitative on a nine week basis. Intermediate grades will send an interim report at the four and one half week point. High quality assessments will be monitored by the principal through lesson
plans/units, classroom walk-throughs, formal/informal observations, data analysis of student work.

6.3 Writing Policy (Adopted 1.16.19)

All students have opportunities to participate in performances and display products. All students will:

- Write/draw and communicate arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- Write/draw and communicate informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- Write/draw and communicate narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- Use technology to research and attain new understanding or deeper understanding of topics and to communicate ideas, information, and opinions.

In addition to the above:

- All students will demonstrate understanding of written and oral communication by answering open response questions.
- All students in grades K-3 will attend bi-weekly writing classes that will focus on creating first draft narrative, literary, Informative and opinion pieces to be revised for publication, and also practice answering reading comprehension through answering open response questions to oral or written text.

Writing Policy

I. Student Literary Experiences

In order to provide multiple opportunities to develop complex 21st century communication skills for a variety of purposes and use a variety of language resources in all of their learning, all students will, through the course of their classroom instruction:

- Participate in three categories of writing: writing to learn, writing to demonstrate learning to the teacher, and writing for publication.
- Produce authentic, meaningful writing that includes the following:
  a) Writing for a variety of purposes and audiences.
  b) Writing that demonstrate ownership and independent thinking.

c) Writing that reflects students' own experiences, learning, reading, and inquiry to complete writing tasks.

- Engage in the writing process (exploration, planning, drafting, revising, editing, publishing, and reflecting) at all grade levels.
- Give and receive appropriate feedback at all grade levels.
- Write regularly in both on-demand and writing over time situations.
- Participate in content-based writing that is integrated in all curriculum areas.
- Read and use as models for student writing a variety of print and non-print materials (artwork, photographs, electronic text, graphics, illustrations, web images, maps, multimedia) including persuasive, literary, informational, and practical/workplace materials.
- Learn about and use appropriate writing resources for different instructional purposes and audiences, such as personal interviews, observations, print materials, and technology.

II. Instructional Literacy Practices

To provide multiple opportunities for students to develop complex 21st century communication skills for a variety of purposes, all teachers will:

- Construct units of study and lesson plans with exact instructional strategies for rigorous communications and skill development.
- Teach students higher-order reflective, creative, analytical, critical and innovative thinking skills.
- Instruct students in three categories of writing: writing to learn, writing to demonstrate learning to the teacher, and writing for publication.
- Provide authentic, meaningful writing activities at all grade levels:
- Writing for a variety of purposes and audiences.
- Experiences that reveal ownership and independent thinking.
- Writing in which students draw on their own experiences, learning, reading, and inquiry to complete writing tasks.
- Research involving a variety of sources
- Teach the writing process (exploration, planning, drafting, revising, editing, publishing, and reflecting) at all grade levels.
- Implement both on-demand and writing over time activities in the classroom.
- Design content specific scoring guides/rubrics, and instruct students in their use to facilitate self-evaluation.
- Include writing as a regular part of all content areas being studied.
- Guide students in reading and analyzing a variety of print and non-print materials to use as models in writing, including: artwork, photographs, electronic text, graphics, illustrations, web images, maps, multimedia, persuasive, literary, informational, and practical/workplace materials.
- Give students appropriate resources for writing for different instructional purposes and audiences, such as personal interviews, observations, print materials, and technology.
- Foster student ownership of writing by allowing choice and exploration in writing activities.
- Give students regular formative and summative feedback to assist in developing better communication skills.
- Provide enrichment activities, scaffolding concepts and response to intervention strategies to meet individual needs.

III. School Wide Structures and Monitoring

To ensure every student shows interests and growth over time

- Align curriculum to college readiness standards as well as common core standards.
- Work together both by grade level and school wide on writing curriculum, instruction, and progress in all grade levels and content areas.
- Incorporate guidelines for incorporating student and teacher use of technology tools into the writing plan.
- Monitor the implementation and effectiveness of the writing plan.
- Ensure that the SBDM council annually reviews, revises (if necessary), and approves the writing plan by January of each year.
- Provide professional development to improve writing instruction or all teachers.
- Review assessment data to inform instruction on a regular basis.

IV. Reflection, Assessment, and Feedback

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

- Allow for student collaboration with peers in order to revise and reflect.
- Provide opportunities for students to improve their writing and communication skills based on feedback.

V. Policy Evaluation

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

6.4 Advanced Coursework Policy - KRS 160.348(2) (Must be passed for Grades 4 – 12) (Adopted 8.26.25)

Purpose: The Advanced Coursework Policy of Kentucky High School ensures that all students are provided opportunity to participate in a rigorous and academically challenging curriculum.

Procedures: All students at Kentucky High School have the right to participate in a rigorous and academically challenging curriculum. Advanced coursework means educational programs or opportunities designed to challenge students with more rigorous content beyond the standard curriculum, including but not limited to Advanced Placement, International Baccalaureate and honors courses.

Annually, Kentucky High School must offer a core curriculum of advanced placement courses. If a course is not offered as part of the regular master schedule the student must be permitted to take the course through a partnering college or university, neighboring districts or through an online alternative. The student must request the course through the comprehensive school counselor.

Kentucky High School must notify all students, parents and guardians of the long-term benefits of student participation in advanced coursework and advanced coursework opportunities available at the school.

Comprehensive school counselors must advise students and parents or guardians of the opportunity for advanced coursework as it aligns to the student's individual learning plan (ILP) and encourage the appropriate course selection.

Teachers must encourage students to take challenging courses, maintaining data of contacts with students and parents.

Comprehensive school counselors must maintain resources and information for dual enrollment and dual credit courses offered.

Evaluation: During the March school council meeting, the school council must review data on student participation in advanced placement, international baccalaureate, dual enrollment, dual credit courses and advanced coursework. The data must be disaggregated by gender, ethnicity and free/reduced lunch participation. This data must be used during the planning process for course offerings in the upcoming school year.

Date Adopted: 8.26.25

Date Reviewed/Revised: 8.26.25

7.0 Discipline/Classroom Management (Adopted 8.27.24)

A general set of expectations has been developed by staff and posted throughout the school regarding guidelines for behavior within common areas and for school events. These include: Be Respectful, Be Safe, and Be Responsible. Teachers will utilize these frequently to encourage and direct Ponderosa's positive behavior interventions and supports (PBIS).

Ponderosa Elementary School believes in the power of positive reinforcement to promote good behavior among students. We now utilize a house system, in which students are placed into one of four "houses" and can earn house points by displaying positive behaviors such as good character, school spirit, academic excellence, putting forth their best efforts, helping others, etc. Faculty/Staff award points when they witness these positive behaviors, and all points that a student earns contribute to the student's house points. At the end of the school year, the house with the most points will be announced as the winning house, and will have their house name placed on a plaque to display in the hallway.

The staff of Ponderosa Elementary believes that order must exist for learning to take place. We will make every effort to keep students involved in the instructional process. If students must be removed from the classroom, an opportunity will be provided to make up missed work. We believe that providing high quality and engaging instruction will minimize discipline responses.

Each PLC will meet to develop a behavior plan and determine behavior management tools by the end of the second week of the school year. This can be modified with principal approval if needed. This will be submitted to the principal via the PLC folder for approval. Teachers will notify parents of grade level expectations once approved.

In the event that a student commits a major offense, such as, but not limited to:
1. Physical aggression toward other students/staff. (fighting)
2. Verbal aggression, disrespect, inappropriate comments.
3. Grossly disruptive behavior.
4. Destruction of school/others' property, stealing.
5. Defiance to school authority.
6. Rude discourteous behavior to others.
7. Mischief, with the intent to harm other students, school property, etc.
The classroom teacher will refer to administration. Consequences will be at the discretion of administration and may include, but are not limited to, lunch detention, walking at recess, etc. Parents/guardians will be notified and a behavior report will be completed and kept on file by administration.

Criminal Activity:
If a student is involved in criminal activities at school, juvenile and/or legal officials will be contacted in addition to the parent/guardian. These activities include bringing a weapon to school, serious injury to another person through aggressive behavior, vandalism of school property, and open defiance to school staff/principal to the extent of being "beyond school control".

7.1 Student Dress Code (Adopted 8.27.24)
Student dress for school and related school functions shall be appropriate for the learning environment. Students are expected to dress in a manner that does not interfere or disrupt the educational process. It is recommended that students dress in a manner that is comfortable and economically feasible. We believe that parents are to be the primary decision-maker of students' dress. However, to assure that a student's dress does not interfere or disrupt the educational process, the following guidelines shall be followed:
1. Shoes shall be required at all times.
2. Shirts must be worn at all times.
3. No hoods, hats, caps, sunglasses, or other headgear are permitted inside the classroom. (Unless previously approved)
4. Clothing must not offend, distract, pose a health hazard, have the potential to cause injury, or promote inappropriate/suggestive content/materials.
5. Accessories such as chains, pins, etc. that can be used as a weapon shall not be permitted.

Students cannot wear clothing that: Promotes alcohol, drugs, weapons or suggestive language; Is see-through; shows bare midriff; reveals underwear; is worn too short; is worn too tight; is cut too low; is off the shoulder; has spaghetti straps. All shirt straps must be at least two (2) fingers wide.

7.2 Electronic Devices (Adopted 8.27.24)
Electronic devices, including but not limited to: Cell phones, Tablets, Watches, Earbuds that are not school issued and /or have not had prior approval by the principal due to medical or health issues are not permitted to be utilized during the school day.

8.0 Extra Curricular Programs (Adopted 8.27.24)
At the beginning of the school year, the principal shall prepare a list of extra-curricular programs to be implemented in the school, for the council's approval. Additional extra-curricular programs to be implemented shall be presented by the principal to the council for approval prior to their implementation.

Ponderosa will also have a student council, voted on by the students, that works to assist administration and further the mission of Ponderosa and its students. This club will be comprised of 5th graders and will have a faculty sponsor.

The chief extra-curricular sponsor shall determine student participation standards, to be consistent with any criteria set by the state or national sponsor of the program, and consistent with state and federal statutes and regulations.

9.0 State Standards Alignment, Technology Utilization, and Program (Adopted 8.27.24)
Appraisal
The school shall organize all instructional and other activity to be aligned with standards established in state laws and regulations, and in a manner that is consistent with local school board policy.

The school shall utilize technology in a manner consistent with local school board policy and state laws and regulations. The staff and students will comply with Boyd County Schools Acceptable Use Policy.
The school shall appraise all programs in a manner that is consistent with local school board policy. Programs shall be appraised upon request of the school council by assigning the program appraisal to the appropriate committee for completion and recommendation to the council.

10.0 Parent Engagement Policy (Adopted 8.27.24)
Section 1116(b) of the Every Student Succeeds Act (ESSA) states that schools served under Title I, Part A must jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy. The policy establishes the school's expectations and objectives for meaningful parent and family involvement and describes how the school will meet the requirements of ESSA 1116(c) – (f). The term "parent" refers to parents, guardians, family members and caregivers.

Section I: Policy Involvement [ESSA 1116(c)]

Ponderosa Elementary School will:

1. Involve parents in an organized, ongoing and timely way in the planning, review and improvement of the Title I, Part A program as well as the parent and family engagement policy. Parents will have the opportunity to review and give feedback on our Title I program at the beginning of the school year during open house, as well as two times throughout the semester during scheduled math and reading nights. These discussions will include curriculum programs, tutoring availability, intervention program, and technology programs to support instruction.

2. Convene an annual meeting at a convenient time, which all parents of participating children shall be invited to and encouraged to attend, to inform parents of their school's participation in Title I and explain the requirements of Title I and the right of parents to be involved. At our yearly open house, prior to the first day of school for students, the Title I program will be reviewed with parents. Classroom teachers will discuss the Title I program with parents, discuss curriculum for the current year, and give an opportunity for feedback on our program. Prior to the meeting, advertisements will be made on social media as well as a call out through our district phone system to inform parents about the meeting.

3. Ponderosa Elementary will offer three separate opportunities for parents to attend meetings in person. We will also publish a yearly survey online where parents may offer feedback on various elements of our Title I program including curriculum, support programs and parent/Family involvement in school/classroom functions.

4. Provide parents of participating children:
    a. Timely information about Title I;
    Our parent engagement policy and parent compact will be reviewed with parents annually at our open house, prior to the start of the school. We will have opportunities for additional feedback two more times during our math and reading nights.
    b. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards;
    This will be discussed during open house with classroom teachers.
    c. Regular meetings for review of policies and Title I program will occur three times a year. Outside of those meetings, parents may contact the classroom teacher to discuss and determine participation in decisions relating to their child and their education program.
    d. Results of meetings and surveys will be kept by our parent involvement coordinator and reported to our district level Federal Programs Coordinator.

Section II: Shared Responsibilities for High Student Academic Achievement [ESSA 1116(d)]

Ponderosa Elementary will:

1. Jointly develop with parents a school-family compact that outlines how parents, the entire school staff and students will share the responsibility for improved student academic achievement, and how the school and parents will build and develop a partnership to help children achieve Kentucky's high standards. The compact will:
    a. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables children served to meet the state academic standards, and the ways in which each parent will be responsible for supporting their children's learning, volunteering in their child's classroom and participating, as appropriate, in decisions relating to the education of their children and positive use of extra-curricular time; and
    The school family compact will be jointly developed and revised in an in-person meeting before the start of each school year.
    b. Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum:
        i. Parent-teacher conferences, at least annually, during which the compact shall be discussed as it relates to the individual child's achievement.
        The school family compact will be presented and discussed during the open house at the beginning of each school year. It will also be discussed during the individual parent-teacher conferences that occur after the 1st 9 weeks of school.
        ii. Frequent reports to parents on their children's progress.
        Progress reports will be sent home after every 9 weeks. After the 1st 9 weeks, parent teacher conferences will be held.
        iii. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and
        The school and classroom teachers will provide opportunities to volunteer and participate in activities throughout the school year. These include but are not limited to fall festival, math and literacy nights, and classroom activities
        iv. Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.
        Communication will be developed at the beginning of the school year using multiple forms of communication. Those types of communication include communication through email, phone calls, and in person meetings.
    c. Be signed by all parties involved and kept on file at the school as documentation.
    Parent compacts will be signed by all parties and kept on file with the parent involvement coordinator.

Section III: Build Capacity for Involvement [ESSA 1116(e)]

To ensure effective involvement of parents and to support a partnership among the school involved, parents and the community to improve student academic achievement Ponderosa Elementary **must:**

1. Assist parents in understanding topics such as the Kentucky's challenging state academic standards, Kentucky and Boyd County academic assessments, the requirements of the Title I, Part A program, and how to monitor their child's progress and work with educators to improve the achievement of their children.
    At open house, teachers will present and review the compact and discuss how to monitor and stay involved in their child's academic needs throughout the school year.
2. Provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement.
    Ponderosa Elementary will host math and reading academic nights twice a school year to help parents assist students in their academic program.
3. Educate school staff in the value and utility of contributions of parents and in how to reach out to, communicate with and work with parents as equal partners, implement and coordinate parent programs and build ties between parents and the school.
    Ponderosa Elementary staff will reach out to parents via remind to update on student progress and to coordinate events inside and outside of the classroom throughout the school year.

4. To the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal, state and local programs and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.
   Ponderosa Elementary has a PTA and a family resource center that work closely with school staff and parents to inform and provide support and programs to students and families.
5. Ensure that information related to school and parent programs, meetings and other activities is sent to the parents of participating children in a format, and to the extent practicable, in a language the parents can understand.
   Ponderosa will advertise events using social media, Remind, and our school call out system.

Section IV: Accessibility and Requirements [ESSA 1116(f)]

In carrying out Title I, Part A parent and family engagement requirements and with the support of the district, Ponderosa Elementary will:

1. To the extent practicable, shall provide opportunities for informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities and parents and family members of migratory children), including providing information and school reports required under ESSA 1111 in a format, and to the extent practicable, in a language such parents understand.
   Documents provided to families will be in native language as well as communication with staff via that includes a translator feature.
2. Notify parents of this policy in an understandable and uniform format, and to the extent practicable, in a language the parents can understand. The policy will be distributed to parents and made available to parents and members of the local community.
   Once reviewed and approved, this plan will be implemented into our school policies and procedures that are available via our school website at any time.

Section V: Policy Review and Revision

Ponderosa Elementary will work jointly with parents to review and revise this policy as necessary to meet the changing needs of the parents and the school.

This policy will be reviewed and adopted yearly after parent engagement feedback is received at the end of the current school year, or as needed.

This policy was adopted on: 8/27/24

The policy was last reviewed and/or revised on: 8/27/24

11.0 Committees (Adopted 8.27.24)
At the beginning of the school year, or before, the council will determine the number of standing committees. Stakeholders (parents, teachers, classified staff and community representatives) may volunteer for their choice of committees. Standing committees will have one site-based council member on each committee. The principal will appoint a chairperson for each committee. This is not required to be the council member.
The chairperson will be responsible for calling meetings, submitting minutes of committee meetings to the council, developing a mission for the committee, and keeping the committee focused on its task. The committee chair will appoint a recording secretary who is responsible for keeping minutes from each meeting and submitting them to the other committee members and the SBDM council.
Ad-Hoc: The council, to help complete specific tasks, may form Ad-Hoc committees. Once the task is completed, the committee shall be abolished. The size of the committees and representation shall be determined by the council. Ad-hoc committee membership shall be open to parents, teachers and other stakeholders as deemed appropriate by the council.

12.0 Wellness Policy (Adopted 8.27.24)
Students in grades K-5 receive 40 minutes of physical education each week. Classroom teachers are responsible for an additional 20 minutes per day of moderate to vigorous physical activity. Documentation of these minutes will be evident in teachers' lesson plans. Lessons on healthy choices will be taught throughout the school year by classroom teacher, counselor, and the physical education teacher. Physical activity assessment will be administered at the beginning and end

of each school year by the physical education teacher. The principal will be responsible for monitoring all aspects of the wellness policy.
* This policy was created by order of SB 172, requiring that all Kentucky schools, serving students in grades K-5, develop such a plan.

13.0 Additions, Revisions, and Deletions (Adopted 8.27.24)
Any additions, revisions, or deletions to the policies contained within this document shall only be approved after two readings of said change, revision, or deletion.

After a first reading, changes may be made to the proposed addition, revision, or deletion. Upon the completion of the second reading, the council may decide to approve, table, or make further changes to proposed addition, revision, or deletion. However, no additions, revisions, or deletions may be approved unless a second reading, at minimum, has been completed and voted on by council.

14.0 Emergency Plan Adoption (Adopted 8.27.24)
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:

- Establishment of primary and secondary evacuation routes which must be posted in each room by each doorway used for evacuation;
- Identification of severe weather safe zones that have been reviewed by the fire marshal/fire chief, which must be posted in each room;
- Practices for students to follow in an earthquake;
- 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; and
- Practices for students to follow in in case of fire that are consistent with administrative regulations of the Department of Housing, Buildings and Construction.
- Procedures for lockdown of the campus

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.

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. 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. . Fire drills will be conducted in accordance with timelines, 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. 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.

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. 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 reviewed by the local fire marshal or fire chief will be posted at each school doorway prior to the first instructional day of school.
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 front entrance must remain secure with electronic access only.
- All visitors must use the "buzzer" and be recognized prior to gaining
- access to the reception area
- 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 visitor, the date and time of the visit, the purpose of the visit, and with whom they visited.
- All classrooms must remain locked during instruction time.
- Doors must remain closed during instruction time.
- The principal is responsible for ensuring classroom access in the event of a substitute teacher.
- Evaluation:
- At the end of each school year the emergency procedures are to be reviewed by the school council and first responders and revised as needed.

15.0 Consultation in Filling Vacancies (Adopted 8.27.24)
New policy as required by KRS 160.345(2)(i)11 is below:
Kentucky School Consultation Policy (Personnel & Principal) **KRS 160.345(2)(i)11** Purpose: Kentucky 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, Kentucky 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, Kentucky 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, Kentucky 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. Kentucky 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 para-educator 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 Effective July 14, 2022 3 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: 8.27.24
Date Reviewed/Revised: 4.10.25
Date Reviewed/Revised: _____