Mercer County Senior High School
School Based Decision Making Council

"Regular Meeting Agenda"
September 14th, 2026
3:15PM EST / 2:15 PM CST - Conference Room 169

Members:
Mike Floro, Principal & Chair
Kendra Rowland, Teacher Representative
Andrew Ashford, Teacher Representative
Blair Pittman, Teacher Representative
Brittany Hampton, Teacher Representative
Andrea Whitenack, Parent Representative
Carrington Yates, Parent Representative
Brian Steele, Parent Representative
Brian Rowland, Council Secretary

Opening Business
- Welcome
- Agenda Approval
- 8/17/26 SBDM Regular Meeting Minutes
- Good News Report

Monthly Reports
- Staffing / Job Postings Update
- Behavior/PBIS Report
- Academic Progress Check
- Budget Report

Old Business
- Ice Cream Truck / Picture Day

New Business
- Projected Enrollment vs. Actual Enrollment (update 8/18/26)
- School Report Card - School Profile Report
- Comprehensive School Improvement Plan
  - Timeline
  - Plan Information
  - School Safety Report
  - Phase 1 - Executive Summary
- Homecoming Week / Dance Details

SBDM Policies Review / Policies

Policy Review
- Planning
- Curriculum
- Discipline and Classroom Management
- Instructional Practices
- School Space
- Schedule of School Day

1st Reading(s)
- Alignment with State Standards
- Budget and Spending
- Committee Policy and Forms
- Consultation
- Enhancing Student Achievement

2nd Reading(s)
- None until October

Upcoming Dates and Events
- Calendar

Public Comment

Set Time and Date for Next Meeting
Monday October 19th @ 3:15PM

Mercer County Senior High
SBDM Council
Regular Monthly Meeting

AUGUST 17, 2026 – Draft Minutes

The meeting was called to order by Mr. Floro at 3:18 PM. in the Conference Room. The following members of the council were in attendance:

Present :	**Absent**:
Mike Floro, Principal Kendra Rowland, Teacher Blair Pittman, Teacher (participated by phone) Brittany Hampton, Teacher Andrew Ashord, Teacher Carrington Yates, Parent Andrea Whitenack, Parent Brian Steele, Parent Brian Rowland, SBDM Secretary	

Agenda Approval

Motion to accept: **Kendra Rowland made a motion to accept the agenda. Brittany Hampton seconded the motion.** Motion was approved by consensus.

Minutes Approval

July 13, 2026 minutes were reviewed by the council.

Motion to accept: **Carrington Yates made a motion to accept the July minutes. Brian Steele seconded the motion.** Motion was approved by consensus.

Good News Report

- Congratulations to Kobie Shirley (recently graduated) who won one of the 8 regions in the United States for the Daughters of the American Revolution Essay Contest.
- MCSHS's BETA CLUB was named a school of distinction again for 2025-26 SY.
- Congratulations to the following 18 seniors for being named to the KY Youth Salute program from the 2025-26 SY:
    - Delaney Moore
    - Tyler Abrams
    - Phoenix Yates
    - Abigail Woods
    - Izzie Carlton
    - Charvi Patel
    - Will Dean
    - Alexais Mink
    - Harlee Durbin
    - Jaley Bowman
    - Mijaia Dunn
    - Aurea Dove
    - Landon Steele
    - Henry Lanham
    - Aniston Keller
    - Anne Whitenack
    - Monica Ison
    - Seanna Hodge

Monthly Reports

Staffing Update:

After the minutes of the 7/13/26 SBDM Meeting, MCSHS had the following openings

- None, after recommending to hire Kate Kirzinger for the open English position.

Since the 7/13/26 SBDM Meeting, MCSHS has had the following happen:

- 1 of the two custodians that SBDM recommended to hire from the July special called meeting backed out.

- 1 Behavior Instructional Assistant got a certified teacher job in Lincoln County and notified MCSHS the end of July.

A few other custodial applicants were brought in and interviewed on August 5th. With it being a week before school started and a classified position, Mr. Floro sent a recommendation to hire to Mr. Booher for:

- Emeralda Cruz - 2nd shift custodian

As of the 8/17/26 SBDM Meeting, MCSHS has the following openings:

- Behavior Instructional Assistant

Behavior: **No formal data available. There have been SOME (5) Electronic Device violations.**

Total Referrals -	9th Grade - referrals
Minor - Minors	10th Grade - referrals
Major - Majors	11th Grade - referrals
	12th Grade - referrals

Academic Progress Check:

- Had to drop CRJ Class - Due to Officer Walton getting a job as the SRO @ MCSHS.
- Looking at AP Gov - 4 kids enrolled (several switched to Physics - same period)
- Schedule Changes are final
- Had drop MUH 171 due to 1 kid enrolled
- Move Learning Lab and Credit Recovery from the Media Center to Emilee Givens - 1st Period since Stephanie Abrams has Yearbook 1st period (16 kids)
- Dual Credit classes start next week.
- SAT vs. ACT ???
- Mastery Prep Purchase? ($7,000)

Budget:

Section 6 - 26-27 Budgeted Amount ($131,957.00) - Balance as of August 13, 2026 ($80,259.50)
Student Activity - Balance as of July 9, 2026 ($51,991.19) - Balance as of August 13, 2026 ($39,282.19)

District Activity - Balance as of July 9, 2026 ($481,347.97) - Balance as of August 13, 2026 ($398,250.54)

Old Business

- 2026-27 Priority Plan - Accountability has changed for the state of Kentucky, adding Attendance to the accountability model. MCSHS has added a fourth goal that encompasses Attendance, addressing Chronic Absenteeism. The goal added is "To reduce the number of students who are chronically absent (as defined by KDE) by 10% from the 2025-26 SY."
- Required SBDM Docs to Council
    1) Open Records Act Guide
    2) Managing Government Records
    3) KRS 158.186
    4) KRS 158.183
    5) KRS 158.195
- Required SBDM Signatures
    - Statement of Ethics (last page of bylaws)
    - Receiving Email Notice
    - Open Records Act Signature

New Business

- School Opening Update - Mr. Floro stated that he thought we have had a fantastic start to the school year. Mr Floro stated that a teacher came to him today, and said they decided to walk the hallway to see what was going on. The teacher stated that every class they looked into, they were engaged and getting after a quality education. Dr. Rudzinski stated that she felt that with the new Elementary School opening and adjustments being made to traffic flow has gone very smoothly over the last couple of days.
- CPR / AED / MED Training / SCM Training for MCSHS
    - Still waiting on med #'s from the school nurse
    - Numbers of people being SCM trained are outlined.
    - CPR, AED and MED training teacher numbers are coming from the nurse.
- Academic Breakfast - is set for 10/1/26. This is for any student that has an unweighted GPA of 3.5 or higher from their previous school years.
    - Student Breakfast - 8:00AM
    - Ceremony - 9:00AM - We'll have an alumni as the guest speaker at that.
- MTIP Update - This takes the place of the old Kentucky Internship Program (KTIP). It is for first and second year teachers who are in the first or second year of their teaching career. Teachers are paired with "like" content type teachers.
- KSA Scores Update
    - Sign Non Disclosure - It states that as an advisory committee member, you have rights to viewing the materials. Any information being viewed at this time, can not be discussed outside of this meeting.

SBDM Policies Review / Policies

Policy Review

- Alignment with State Standards - Council made no changes to the Alignment with State Standards
- Budget and Spending - Council made no changes to the Budget and Spending Policy
- Committee Policy and Forms - Council made no changes to the Committee Policy and Forms Policy

- Consultation - Council made no changes to the Consultation Policy.
- Enhancing Student Achievement - Council made no changes to the Enhancing Student Achievement Policy.

1st Reading(s)

- None until September

2nd Reading(s)

- None until October

Upcoming dates/events:

August 17	SBDM - 3:15 PM
August 19	Newcomers Group Meeting - 11:00 AM
August 19	MTSS Meetings - 3:00 PM
August 20	BOE Meeting - 5:30 PM
August 24	Leadership Team Meeting - 3:00 PM
August 26	Blood Drive
August 26	Club Day
August 26	Senior Sunrise
August 26	Department Meetings - 3:00 PM
August 27	Jostens to Meet with Juniors and Seniors - 10:30 AM
August 31	SEL Screener - During Titan Time
September 1	KHSAA HYPE Conference
September 2	Staff Meeting - 3:00 PM
September 7	Labor Day - NO SCHOOL
September 8	Suicide Screener for Staff and Students
September 9	Picture Day @ MCSHS / High Attendance Day
September 9	MTSS Meetings - 3:00 PM
September 12	SAT - National Test Date @ MCSHS
September 14	KHEAA College Application Day
September 14	SBDM - 3:15 PM
September 17	BOE Meeting - 3:00 PM
September 21	College Fair - 9:00 to 11:00 AM
September 21	Leadership Team Meeting - 3:00 PM
September 23	Department Meetings - 3:00 PM
September 25	Staff Potluck
September 28	GEAR UP Workshop - 12th Graders - 8:30 AM to 11:30 AM
September 30	Club Day
October 1	Academic Breakfast - students @ 8:00 AM, Parents @ 9:00 AM
October 1	Staff Meeting - 3:00 PM

Public Comments

There were no public comments.

Next Meeting Scheduled

Our next SBDM will be on September the 14th at 3:15 PM

Adjournment

Andrew Ashford made a motion to adjourn the meeting. Andrea Whitenack seconded the motion to adjourn the meeting. The meeting was adjourned at 4:43 PM. All were in consensus.

Submitted by Brian Rowland, recording secretary

MCSHS SBDM Good News Report – September 14, 2026

- Congratulations to senior Anne Whitenack for being named the Superior Titan of the Month for September.
- Congratulations to Jordan Ward for being named the Teacher of the Month for September.
- Congratulations to 1st lunch for winning the "secret" lunchroom award. They got an ice cream treat for their efforts.
- Senior Rennen Guyard-Doan presented a mini-lesson to STLP on drones. Our STLP class order a drone that meets the specifications that they can use to compete in state competition this year.
- Our new Coding Class is in full swing and students started the year with a simulation on building towers and seeing what group's tower could withstand a simulated earthquake.
- On Saturday August 22nd, MCSHS held the 2nd annual Hall of Fame induction ceremony. 10 more members were inducted into the inaugural class of 50. They were:
    - Julius Yeast
    - Angie McGlone Ruehs
    - Frank Bartleson Jr.
    - Allison Stocker Begley
    - Clay Cinnamon
    - Todd Davis
    - Alvis Johnson
    - Henry Parks
    - Forest "Aggie" Sale
    - Landon Souder
- Congratulations to Mercer County FFA member and MCSHS senior Charlee Flach on winning Division 3 Market Goat at the Kentucky State Fair!
- Congratulations to our boys soccer team for winning the 2A section 5 championship against Spencer County. They will move on to compete in the 2A sectional against Corbin on 9/12 in Rowan County.
- Congratulations to our boys soccer team for winning the 2A semi-state game against Corbin in Rowan County. They will move on to compete in the 2A state championship in Owensboro on September 19th @ 3:00PM vs. CAL.
- We had 55 registered donors with 37 collected units at our first blood drive in August.
- Big thanks to Emily Campbell and several Titan Students for helping put on our first Annual "First Responders" breakfast on 9/11.

- Congratulations to our girls varsity cross country team for winning the Capital View classic on 9/12. Trinity Drew came in first place overall for the girls race.
-

September 14th 2026 - MCSHS SBDM Staffing Update

As of the minutes of the 8/17/26 SBDM Meeting, MCSHS had the following openings

- Behavior IA.

Since the 8/17/26 SBDM Meeting, MCSHS has had the following happen:

- Esmeralda Cruz, the custodian that was hired to replace Brittany Baker, decided not finish her application due to child care issues.
- An applicant was brought and interviewed by Mr. Rowland, Dr. Rudzinski, and Mr. Floro. Beverly Sagraves was hired to fill our Behavior Instructional Assistant Position. She has completed all necessary hiring on items and her first day will be Monday 9/14/26

As of the 9/14/26 SBDM Meeting, MCSHS has the following openings:

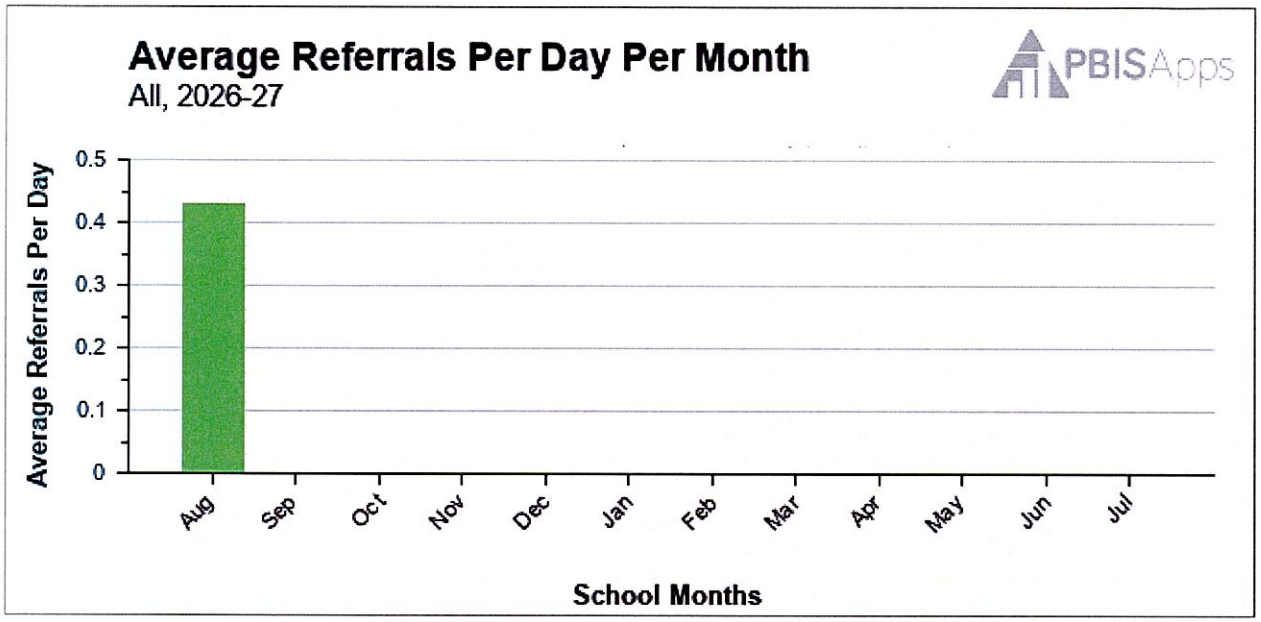
- Custodian (which is currently being filled with a sub custodian)

SWIS

Mercer County Senior High School
Generated: *Sep 13, 2026, 6:04:49 PM*

chool Summary
2026-27

Outcome: All Referrals

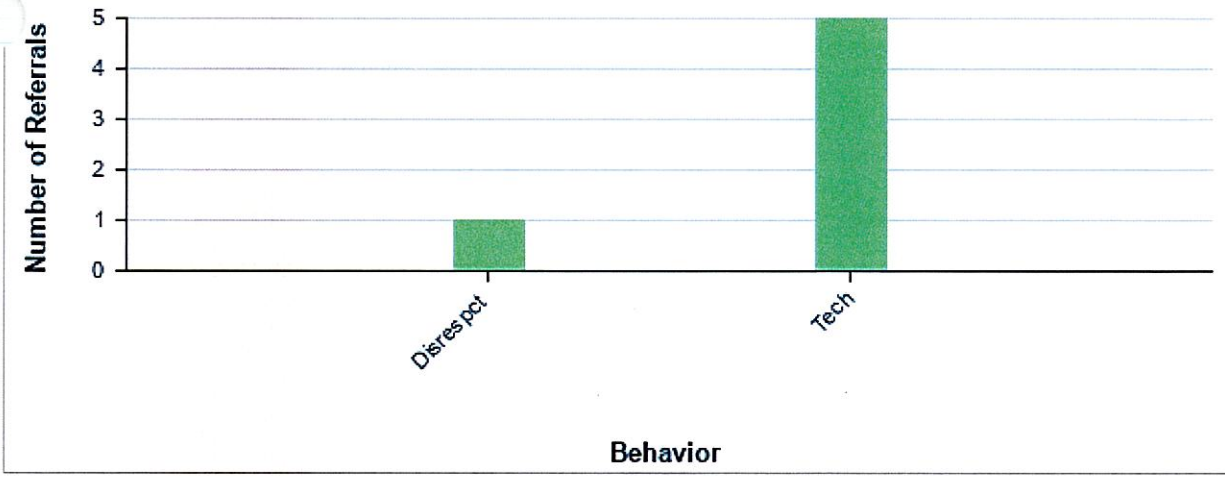


Data Table

Year	Month	Days Count	Referral Count	Referrals/School Day
2026	August	14	6	0.43
2026	September	22	0	0.00
2026	October	17	0	0.00
2026	November	18	0	0.00
2026	December	14	0	0.00
2027	January	19	0	0.00
2027	February	19	0	0.00
2027	March	23	0	0.00
2027	April	17	0	0.00
2027	May	20	0	0.00
2027	June	0	0	0.00
2027	July	0	0	0.00
Totals:		**183**	**6**	**0.04**

Referrals by Behavior

All, Aug 1, 2026 - Jul 31, 2027

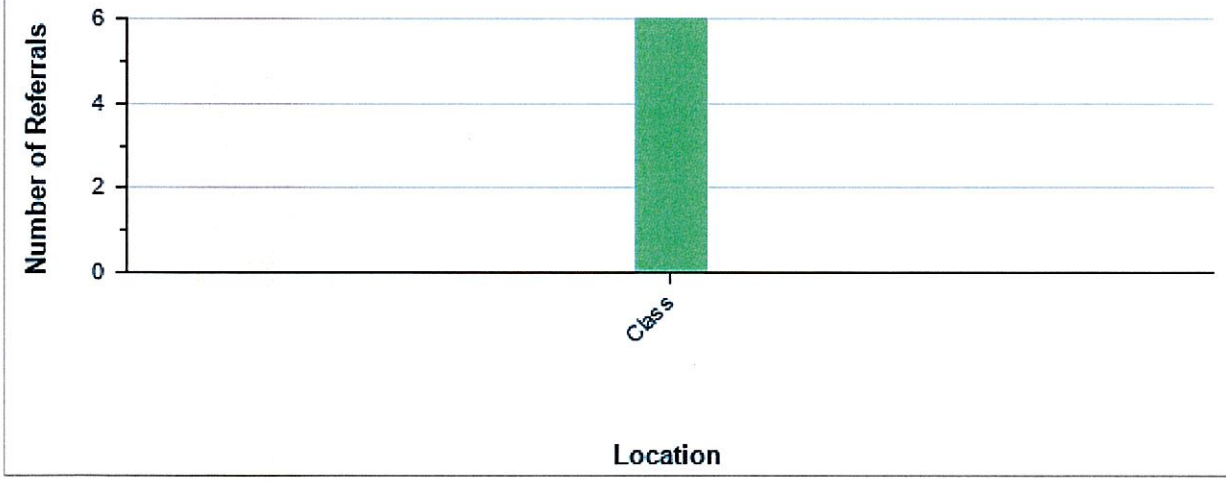


Data Table

Behavior	Frequency	Proportion	Additional Frequency
Disrespect	1	16.67%	0
Technology Violation	5	83.33%	0
Totals:	**6**	**100%**	**0**

Referrals by Location

All, Aug 1, 2026 - Jul 31, 2027

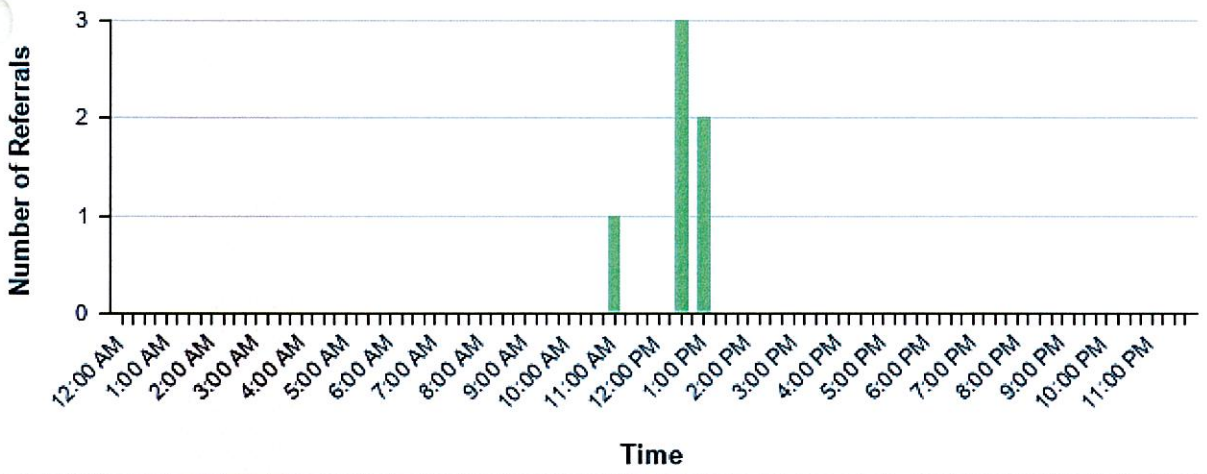


Data Table

Location	Frequency	Proportion
Classroom	6	100.00%
Totals:	**6**	**100%**

Referrals by Time

All, Aug 1, 2026 - Jul 31, 2027



Data Table

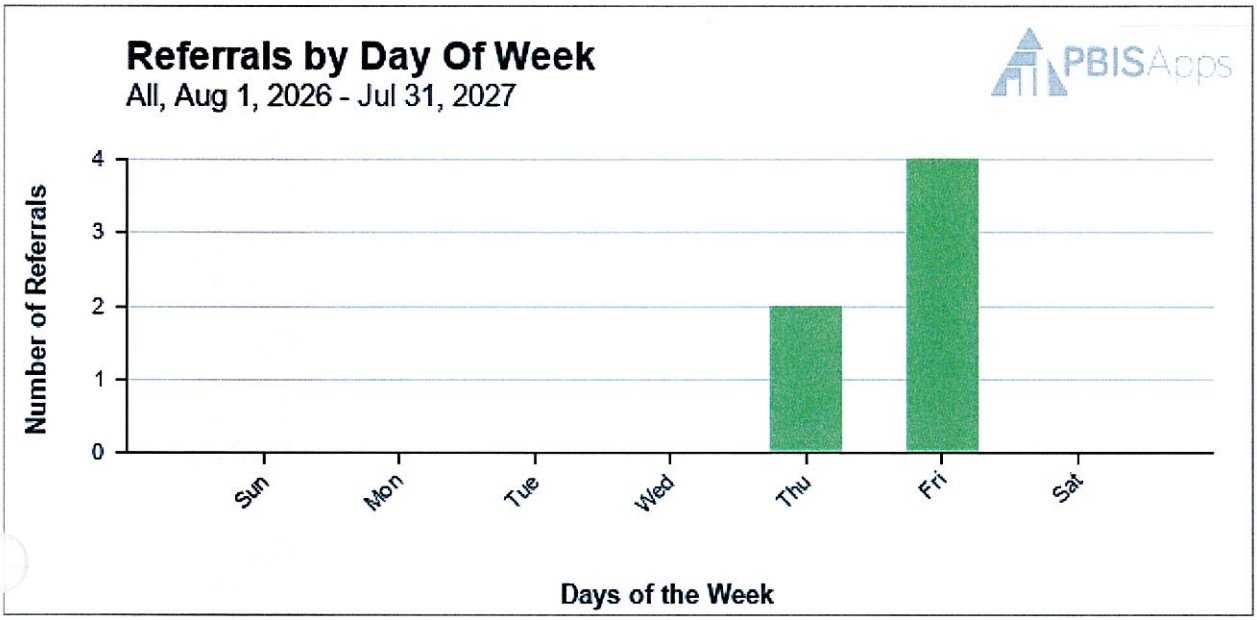
Time	Frequency	Proportion
12:00 AM	0	0.00%
12:15 AM	0	0.00%
12:30 AM	0	0.00%
12:45 AM	0	0.00%
1:00 AM	0	0.00%
1:15 AM	0	0.00%
1:30 AM	0	0.00%
1:45 AM	0	0.00%
2:00 AM	0	0.00%
2:15 AM	0	0.00%
2:30 AM	0	0.00%
2:45 AM	0	0.00%
3:00 AM	0	0.00%
3:15 AM	0	0.00%
3:30 AM	0	0.00%
3:45 AM	0	0.00%
4:00 AM	0	0.00%
4:15 AM	0	0.00%
4:30 AM	0	0.00%
4:45 AM	0	0.00%
5:00 AM	0	0.00%
5:15 AM	0	0.00%
5:30 AM	0	0.00%
5:45 AM	0	0.00%
6:00 AM	0	0.00%
6:15 AM	0	0.00%
6:30 AM	0	0.00%
6:45 AM	0	0.00%
7:00 AM	0	0.00%
7:15 AM	0	0.00%
7:30 AM	0	0.00%
7:45 AM	0	0.00%
8:00 AM	0	0.00%
8:15 AM	0	0.00%
8:30 AM	0	0.00%
Totals:	**6**	**100%**

8:45 AM	0	0.00%
9:00 AM	0	0.00%
9:15 AM	0	0.00%
9:30 AM	0	0.00%
9:45 AM	0	0.00%
10:00 AM	0	0.00%
10:15 AM	0	0.00%
10:30 AM	0	0.00%
10:45 AM	0	0.00%
11:00 AM	1	16.67%
11:15 AM	0	0.00%
11:30 AM	0	0.00%
11:45 AM	0	0.00%
12:00 PM	0	0.00%
12:15 PM	0	0.00%
12:30 PM	3	50.00%
12:45 PM	0	0.00%
1:00 PM	2	33.33%
1:15 PM	0	0.00%
1:30 PM	0	0.00%
1:45 PM	0	0.00%
2:00 PM	0	0.00%
2:15 PM	0	0.00%
2:30 PM	0	0.00%
2:45 PM	0	0.00%
3:00 PM	0	0.00%
3:15 PM	0	0.00%
3:30 PM	0	0.00%
3:45 PM	0	0.00%
4:00 PM	0	0.00%
4:15 PM	0	0.00%
4:30 PM	0	0.00%
4:45 PM	0	0.00%
5:00 PM	0	0.00%
5:15 PM	0	0.00%
5:30 PM	0	0.00%
5:45 PM	0	0.00%
6:00 PM	0	0.00%
6:15 PM	0	0.00%
6:30 PM	0	0.00%
6:45 PM	0	0.00%
7:00 PM	0	0.00%
7:15 PM	0	0.00%
7:30 PM	0	0.00%
7:45 PM	0	0.00%
8:00 PM	0	0.00%
8:15 PM	0	0.00%
8:30 PM	0	0.00%
8:45 PM	0	0.00%
9:00 PM	0	0.00%
9:15 PM	0	0.00%
9:30 PM	0	0.00%
9:45 PM	0	0.00%
10:00 PM	0	0.00%
10:15 PM	0	0.00%
10:30 PM	0	0.00%
Totals:	**6**	**100%**

10:45 PM	0	0.00%
11:00 PM	0	0.00%
11:15 PM	0	0.00%
11:30 PM	0	0.00%
11:45 PM	0	0.00%
Totals:	**6**	**100%**

Data Table

Student ID	Frequency	Proportion
Totals:	**0**	**0%**

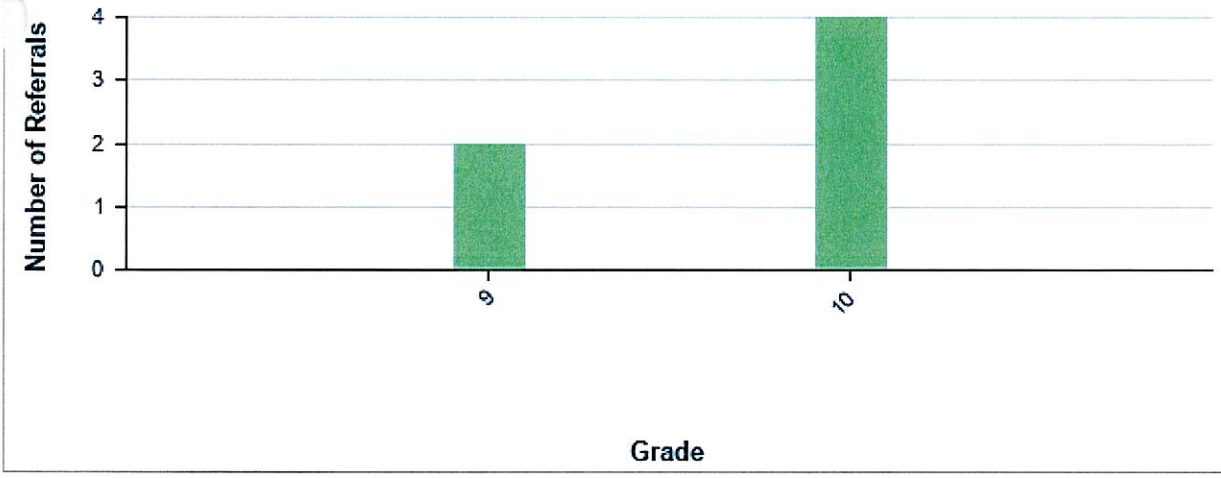


Data Table

Day	Frequency	Proportion
Sunday	0	0.00%
Monday	0	0.00%
Tuesday	0	0.00%
Wednesday	0	0.00%
Thursday	2	33.33%
Friday	4	66.67%
Saturday	0	0.00%
Totals:	**6**	**100%**

Referrals by Grade

All, Aug 1, 2026 - Jul 31, 2027



Data Table

Grade	Frequency	Proportion
Pre K-A	0	0.00%
Pre K-B	0	0.00%
Pre K	0	0.00%
K	0	0.00%
1	0	0.00%
2	0	0.00%
3	0	0.00%
4	0	0.00%
5	0	0.00%
6	0	0.00%
7	0	0.00%
8	0	0.00%
9	2	33.33%
10	4	66.67%
11	0	0.00%
12	0	0.00%
Post 12	0	0.00%
Totals:	**6**	**100%**

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SWIS Suite
www.pbisapps.org

9/14/26 - MCSHS SBDM Academic Progress Check

- Mastery Prep Purchased and 3 screener dates set:
  - September 22
  - February 18
  - April 15 (could use as a KSA Screener)

- LauraLee Currens will start working with our daytime ESS program. She will serve HS on Mondays/Wednesdays and KMS on Tuesdays/Thursdays.
  - We will target Novice students in Math/Reading (Students without IEP's)
  - We will also target students in our MTSS Academic Tier 2 and Tier 3 classifications

- Novice Name and Claim groups will be identified and split among the following 7 people:
  - 1 Principal
  - 2 Assistant Principals
  - 2 Guidance Counselors
  - 2 Gear Up Coaches

- Mr. Floro plans on using AI to submit the data generated from the Google Form walkthrough data and have it develop trends or areas of improvement to identify with staff.
- Quality Control Day for final KSA Data and school accountability is September 23rd. We will have final color ratings and accountability scores by the October SBDM Meeting.

		SBDM Accounts (Section 6 and 7)	2026-27 Budgeted Amount	Balance as of August 13, 2026	Balance as of September 11, 2026
Section 6	0113	Other Certified	500.00	470.00	470.00
	0120	Certified Substitute Salary	2000.00	2000.00	2000.00
	0130	Classified Regular Salary			
	0131	Classified Other Pay	750.00	531.60	382.23
	0150	Classified Substitute Pay			
	0221	Employer FICA Contribution	50.00	36.75	27.79
	0222	Employer Medicare Contribution	200.00	196.49	194.39
	0231	KTRS Employer Contribution	200.00	199.10	199.10
	0232	CERS Employer Contributions	200.00	161.93	135.89
	0253	KSBA Unemployment Insurance	200.00	200.00	200.00
	0338	Registration Fees	3000.00	2663.00	4012.00
	0347	Security Services			
	0349	Other Professional Services	500.00	500.00	500.00
	0444	Copier Rental	15000.00	0.00	0.00
	0531	Postage and PO Box Rental	3500.00	-150.00	-150.00
	0532	Telephone	2000.00	1250.00	1250.00
	0580	Travel	2500.00	1771.33	2409.48
	0610	General Supplies	40000.00	15597.76	17680.50
	0616	Food - (Non-Instuctional) Non Food Service	2500.00	2500.00	2500.00
	0617	Food - (Instructional) Non Food Service			
	0641L	Library Books / Library	2500.00	1012.50	851.79
	0643	Supplemental Books / Study Guides			
	0650	Computer Related Supplies	11500.00	9237.01	5343.76
	0674	Awards			1000.00
	0692	Health Supplies	500.00	500.00	500.00
	0694	Equipment Supplies		-350.00	4650.00
	0697	Other Supplies / Material	2000.00	2000.00	2000.00
	0810	Dues and Fees	3000.00	2620.00	2520.00
	0893	Uniforms			
	0894	Instructional Field Trips	1500.00	1500.00	1500.00
	0899	Other Miscellaneous	999.00	17752.00	1000.00
		Section 6 Total	**$ 95,099.00**	**$ 62,199.47**	**$ 51,176.93**
Other Section $	0439	Other Repairs and Maintenance			
	0610	General Supplies (School Supplies) 702.47 ADA x $25 per pupil	13464.00	2964.00	2264.00
	0617	Food - (Instructional) Non Food Service	3600.00	3600.00	0.00
	0610	General Supplies (Custodial) 702.47 ADA x $25 per pupil	19794.00	11496.03	10860.31
		Other Section $ Total	**$ 36,858.00**	**$ 18,060.03**	**$ 13,124.31**
		TOTAL	**$ 131,957.00**	**$ 80,259.50**	**$ 64,301.24**

	District Activity Account @ Central Office	Balance as of July 9, 2026	Balance as of August 13, 2026	Balance as of September 11, 2026
7518	Blood Center Scholorship	3634.00	1634.00	1634.00
7519	Destitute Senior	312.36	312.36	312.36
751C	Class of 2027	9722.59	9722.59	9722.59
7520	General Fund	22751.08	21124.53	25149.53
7522	Ag Shop	8341.61	4841.61	4841.61
7523	AP Exam	-134.68	0.00	20.00
7524	Art	986.79	986.79	986.79
7525	Band	3146.68	5439.52	7504.53
7526	Chorus	0.00	0.00	0.00
7528	Drama	20337.86	15615.22	9174.91
7529	English	7.65	7.65	7.65
752C	Class of 2028	6426.72	6426.72	6426.72
7531	Field Trips	2291.78	2291.78	2291.78
7533	Foreign Language	579.21	579.21	579.21
7537	Horticulture	113782.64	52782.64	20940.40
7538	Library Book Fair	1215.41	1215.41	1315.51
753C	Class of 2029	3860.40	3860.40	3860.40
7542	Yearbook	5323.42	5323.42	2326.15
7543	Pictures	1636.20	1636.20	1636.20
7544	Science	0.00	0.00	0.00
7545	Senior Trip	-86.15	0.00	0.00
7547	Special Education	657.10	657.10	257.10
7548	Summer School	5726.64	5801.74	5926.84
7549	Technology	5815.58	5815.58	6270.58
754C	Class of 2030	534.23	534.23	534.23
7550	Textbooks	2638.74	2638.74	2638.74
7553	College Tech Education	1153.83	1153.83	1153.83
7557	Staff Fund	3152.69	1817.92	1846.59
7560	Col. Chinn Scholarship	500.00	500.00	500.00
7561	Alvis Johnson Scholorship	2190.00	2190.00	2190.00
7566	School Store	4763.68	4763.68	4763.68
7570	General Athletics	98941.58	98941.58	78941.58
7571	Archery	1313.80	2563.80	2563.80
7572	Baseball	0.00	1750.00	1750.00
7573	Boys Basketball	0.00	2250.00	2250.00
7574	Girls Basketball	100.00	2350.00	2350.00
7575	Cheerleading	335.07	2085.07	3905.05
7576	Cross Country	453.63	1703.63	693.63
7577	Dance	6248.45	7109.95	7109.95
7578	Football	0.00	13500.00	13500.00
7578B	Football Bowl Game	39702.92	37978.92	38214.94
7578N	Football Supplemental	10193.01	6123.85	2770.87
7579	Golf	2357.86	4107.86	4107.86
7580	Boys Soccer	832.54	2582.54	2527.54
7581	Girls Soccer	2496.88	3922.13	3922.13
7582	Softball	292.02	2042.02	2042.02
7584	Boys Tennis	5269.16	6319.16	6319.16
7585	Girls Tennis	6018.70	7068.70	7068.70
7586	Track	308.76	2558.76	2558.76
7587	Volleyball	9.01	803.01	228.01
7588	Bass Fishing	1659.91	2709.91	494.91
7589	Heart of the Bluegrass	13811.54	13811.54	13811.54
7590	Athletics Supplemental	5371.08	4371.08	4480.15
7591	Gate Receipts	44749.27	2599.27	6811.27
7592	Wrestling	74.89	1824.89	1824.89
7598	Athletic Training	1039.83	0.00	0.00
75TS	William and Andrea Taylor Scholarship	8500.00	7500.00	7500.00
	TOTAL	**$ 481,347.97**	**$ 398,250.54**	**$ 342,558.69**

	Student Activity Account @ Central Office	Balance as of July 9, 2026	Balance as of August 13, 2026	Balance as of September 11, 2026
7502S	Thirst Club	24.00	24.00	24.00
7503S	Y Club	0.00	0.00	270.00
7504S	Fellowship of Christian Athletes	998.26	998.26	998.26
7506S	Unity Club	206.01	206.01	206.01
7507S	FCCLA	5617.74	5617.74	4425.94
7508S	Engineering Club	684.00	684.00	684.00
7509S	Educator's Rising	202.60	202.60	257.60
7510S	National Honor Society	1792.52	1792.52	1407.52
7511S	Spanish Club	305.04	305.04	205.04
7512S	Student Council	2213.61	2213.61	2013.61
7514S	Key Club	65.71	65.71	65.71
7516S	Envirothon Team	75.03	75.03	75.03
7518S	Book Club	0.00	0.00	0.00
7518S	Beta Scholorship	170.00	170.00	170.00
7521S	Academic Team	603.54	603.54	603.54
7525S	Band	0.02	0.02	0.02
752CS	Project Graduation	3285.13	3285.13	3535.13
752DS	DECA Club	9481.55	9981.55	9781.55
752US	Board Game Club / UM Club	252.66	252.66	252.66
7531S	Field Trips	91.28	91.28	91.28
7558S	BETA Club	861.76	861.76	861.76
7559S	FFA	21019.16	9110.16	8648.16
7565S	School Store	202.00	202.00	202.00
7566S	Student Vending	674.08	674.08	674.08
7567S	Pep Club	914.15	614.15	-561.15
7568S	Weightlifting	1334.79	334.79	334.79
7569S	Chess Club	916.55	916.55	916.55
	TOTAL	$ 51,991.19	$ 39,282.19	$ 36,143.09

GRADE	Enrollment number of students on 2/2/2026	Projected enrollment for 26-27 based on enrollment	Enrollment numbers as of August 6	Enrollment as of 8/18/26
MCES	692	K-2: 517	K-2: 535/PK-2: 645	K-2: 535/ PK-2: 649
PK 97	9		7	7
PK 98	49		30	32
PK 99	98		73	75
K	155	181	184	185
1	181	155	173	175
2	199	181	178	175
3	1	0	0	0
MCIS	554	574	566	562
2	0	0	0	0
3	189	200	185	182
4	185	189	185	183
5	180	185	196	197
KMS	579	557	554	548
6	188	180	187	183
7	189	188	185	187
8	202	189	182	178
MCSH	710	744	740	727
9	182	202	205	198
10	177	182	175	171
11	178	177	173	172
12	170	178	182	181
14	3	5	5	5
DAY TREATMENT	11	11	15	12
6	1	0	0	0
7	4	1	2	2
8	1	4	4	3
9	2	1	1	1
10	0	2	3	3
11	3	0	4	2
12	0	3	1	1
CENTRAL:	75	51	52	57
9 Central	10	0	3	5
10 Central	21	10	13	14
11 Central	20	21	22	24
12 Central	24	20	14	14
District	2621	1937	2572	2555

SCHOOL PROFILE REPORT

Mercer County Senior High School

Academic Year: 2025-2026

Introduction

The annual School Profile Report highlights programs offered in your child's school. It includes how schools address and implement the adopted Kentucky Academic Standards for the programs of Health and Physical Education (Practical Living), Career and Technical Education (Career Studies), Visual and Performing Arts, and World Languages (Foreign Language).

Reporting is in accordance with KRS 158.6453 Section 3 (20) as amended in Senate Bill 1 (2017). An advisory committee made up of certified teachers and specialists from Kentucky's public schools and postsecondary institutions in these subject areas identified the process and method for collecting the information necessary to demonstrate program length and time, courses offered, staffing, resources and facilities for each of the subject areas.

Data is electronically transmitted through the annual School Report Card collection tool to the Kentucky Department of Education. By Oct. 1 of each year, school principals shall complete the school profile report, which shall be signed by the members of the school-based decision making council, or the principal if no school council exists, and the superintendent. The signed original is maintained on file at the local board office and made available to the public upon request. A link to the School Profile Report is made available to the Kentucky Department of Education and is accessible on the department's website through the School Report Card.

Contents of the School Profile Report include

1. Visual and Performing Arts
2. Health Education and Physical Education (Practical Living)
3. World Languages (Foreign Language)
4. Career and Technical Education (Career Studies)
5. Signature Page

Visual and Performing Arts

Program Overview

Program Area Offerings

- AP Art Appreciation
- AP Studio Art
- Choir
- Concert Band
- Dance
- General Music
- Jazz Band
- Marching Band
- Musical Theater
- Percussion Ensemble
- Piano/Keyboard
- Theatre
- Visual Art

Link to more information about the Visual and Performing Arts program and other extracurricular opportunities.

https://docs.google.com/document/d/11nSUKeO5CPC0ZgX5ptJiqTNuCBgYFe3-zAEdpziNqEg/edit?usp=drive_link

Courses Offered

Course	All Students	Grade 9	Grade 10	Grade 11	Grade 12	Grade 14
AP 2-D Art and Design	9		1	5	3	
AP 3-D Art and Design	5		1	1	3	
AP Drawing	13		3	4	6	
AP Music Theory	16			11	5	
Dual Credit Arts and Humanities - Visual and Performing Arts	18			4	14	
High School Survey Course of the Visual and Performing Arts	90	53	24	1	10	2
Music - Chorus	14	6	1	4	3	
Music- General Band	36	6	14	7	9	
Music- Piano/Keyboard	31	17	4	2	8	
Theatre - Musical Theatre	11	6	1	2	2	
Visual Arts - Art Appreciation	1				1	
Visual Arts - Drawing/Painting	168	43	56	32	35	2

Course	All Students	Grade 9	Grade 10	Grade 11	Grade 12	Grade 14
Visual Arts - Sculpture	58	22	4	12	20	

Resources

School Budget Allocation to the Visual and Performing Arts Program

3.5%

Professional Development Hours Offered to Teachers Instructing Visual and Performing Arts Courses

12 Hours

Number of Instructional Minutes Students Receive per Week in Visual and Performing Arts

NUMBER OF INSTRUCTIONAL MINUTES STUDENTS RECEIVE PER WEEK IN MUSIC

550 Minutes

NUMBER OF INSTRUCTIONAL MINUTES STUDENTS RECEIVE PER WEEK IN VISUAL ART

550 Minutes

NUMBER OF INSTRUCTIONAL MINUTES STUDENTS RECEIVE PER WEEK IN DANCE

0 Minutes

NUMBER OF INSTRUCTIONAL MINUTES STUDENTS RECEIVE PER WEEK IN THEATRE

550 Minutes

NUMBER OF INSTRUCTIONAL MINUTES STUDENTS RECEIVE PER WEEK IN MEDIA ART

550 Minutes

Facilities

Equitable Access to Instructional Space

- [x] Yes
- [ ] No

Access to Program-Specific Facilities

- [x] Classrooms with access to designated resources for student success in arts programs (i.e., running water/sinks, mirrors, sound panels, kiln, etc.)
- [x] Individual classrooms for each arts discipline (music classroom, art classroom, dance classroom)
- [x] Rehearsal area equitable to group/ensemble size
- [x] Stage/Auditorium

Health Education and Physical Education (Practical Living)

Program Overview

Program Area Offerings

- Advanced Physical Education
- After-School Physical Activity Opportunities
- Fitness Conditioning
- Health Education
- Life Skills
- Physical Education
- Weight Lifting

Link to more information for the Health Education and Physical Education program and other extracurricular opportunities.

https://docs.google.com/document/d/11nSUKeO5CPC0ZgX5ptJiqTNuCBgYFe3-zAEdpziNqEg/edit?usp=drive_link

Courses Offered

Course	All Students	Grade 9	Grade 10	Grade 11	Grade 12	Grade 14
Fitness Conditioning	173	37	44	42	50	
High School Integrated Health & Physical Education	196	185	5	2	3	1
Integrated Health Education and Physical Education	13	2	1	2	4	4

Resources

School Budget Allocation to the Health and Physical Education Program

3.1%

Professional Development Hours Offered to Teachers Instructing Health and Physical Education Courses

12 Hours

Number of Instructional Minutes Students Receive per Week in Health and Physical Education

NUMBER OF INSTRUCTIONAL MINUTES STUDENTS RECEIVE PER WEEK IN HEALTH EDUCATION

550 Minutes

NUMBER OF INSTRUCTIONAL MINUTES STUDENTS RECEIVE PER WEEK IN PHYSICAL EDUCATION

275 Minutes

Facilities

Access to Program-Specific Facilities

- Classrooms/gymnasiums with access to designated resources necessary for student success in practical living programs (i.e., PE equipment, audio visual, written curriculum, etc.)
- Gymnasium
- Health education classroom

World Languages (Foreign Language)

Program Overview

Program Area Offerings

- Spanish

Language Immersion

- Program Not Offered

Link to more information for the World Languages program and other extracurricular opportunities.

https://docs.google.com/document/d/11nSUKeO5CPC0ZgX5ptJiqTNuCBgYFe3-zAEdpziNqEg/edit?usp=drive_link

Courses Offered

Course	All Students	Grade 9	Grade 10	Grade 11	Grade 12
AP Spanish Language and Culture	5	1	4		
Dual Credit Arts and Humanities - World Language/Cultural Studies	21		6	5	10
High School World Languages 1 - American Sign Language	1				1
High School World Languages 1 - Spanish	70	49	14	6	1
High School World Languages 2 - Spanish	26	11	10	3	2

Resources

School Budget Allocation to the World Languages Program

1.2%

Professional Development Hours Offered to Teachers Instructing World Languages Courses

12 Hours

Number of Instructional Minutes Students Receive per Week in World Languages

275 Minutes

Weekly Instructional Minutes per Content Area through the Language Immersion Program

NUMBER OF INSTRUCTIONAL MINUTES OF MATH STUDENTS HAVE ACCESS WEEKLY

0 Minutes

NUMBER OF INSTRUCTIONAL MINUTES OF SCIENCE STUDENTS HAVE ACCESS WEEKLY

0 Minutes

NUMBER OF INSTRUCTIONAL MINUTES OF ENGLISH LANGUAGE ARTS STUDENTS HAVE ACCESS WEEKLY

0 Minutes

NUMBER OF INSTRUCTIONAL MINUTES OF SOCIAL STUDIES STUDENTS HAVE ACCESS WEEKLY

0 Minutes

NUMBER OF INSTRUCTIONAL MINUTES OF VISUAL & PERFORMING ARTS STUDENTS HAVE ACCESS WEEKLY

0 Minutes

NUMBER OF INSTRUCTIONAL MINUTES OF HEALTH STUDENTS HAVE ACCESS WEEKLY

0 Minutes

NUMBER OF INSTRUCTIONAL MINUTES OF COMPUTER SCIENCE STUDENTS HAVE ACCESS WEEKLY

0 Minutes

NUMBER OF INSTRUCTIONAL MINUTES OF PHYSICAL EDUCATION STUDENTS HAVE ACCESS WEEKLY

0 Minutes

Facilities

Equitable Access to Instructional Space

- [x] Yes
- [ ] No

Access to Program-Specific Facilities

- [x] Classrooms with access to designated resources necessary for student success in World Languages/Language Immersion
- [x] Individual classrooms for each language (or content area if Language Immersion programs) (i.e., Spanish, French, Chinese…; Math, Science, Social Studies…)
- [x] Stage/Auditorium

Career and Technical Education (Career Studies)

Program Overview

Program Area Offerings

- Agricultural Education
- Business and Marketing
- Computer Science
- Construction Technology
- Education and Training
- Family and Consumer Sciences
- Health Science
- Manufacturing Technology
- Media Arts

Link to more information for the Career Studies program and other extracurricular opportunities.

https://docs.google.com/document/d/11nSUKeO5CPC0ZgX5ptJiqTNuCBgYFe3-zAEdpziNqEg/edit?usp=sharing

Courses Offered

Course	All Students	Grade 9	Grade 10	Grade 11	Grade 12	Grade 14
Agricultural Education Co-op	24				24	
Agriculture Construction Skills	15		6	4	5	
Agriculture Employability Skills	22				22	
Agriculture Structures & Design	16		8	3	5	
Agriscience	20	18				2
Allied Health Core Skills	2				2	
Animal Science	16		6	1	9	
Applied Machining I Machine Tool	5			3	2	
Applied Machining II Machine Tool	5			3	2	
Automotive Maintenance & Light Repair Section A	9			8	1	
Automotive Maintenance & Light Repair Section B	9			8	1	
Automotive Maintenance & Light Repair Section C	9			8	1	
Automotive Maintenance & Light Repair Section D	8			7	1	
Automotive Special Problems I	7				7	
Automotive Special Problems II	8			1	7	
Automotive Special Problems III	7				7	
Automotive Special Problems IV	8			1	7	
Aviation I	1			1		

Course	All Students	Grade 9	Grade 10	Grade 11	Grade 12	Grade 14
Basic Automotive Electricity	5		5			
Basic Blueprint Reading	5		3	1	1	
Basic Troubleshooting	5				5	
Basic Welding	10			9	1	
Blueprint Reading for Machinists	4			2	2	
Blueprint Reading for Welding	10		10			
Body Structures and Functions	17		16	1		
Business and Marketing Essentials	67	18	13	19	17	
Business Communications	11		1	6	4	
Business Law	3			1	2	
Cabinet Construction	2		2			
Ceiling and Roof Framing	2			2		
Child Development Services I	10		1	6	3	
Child Development Services II	10		1	6	3	
Circuits I	7			6	1	
Circuits II	6			5	1	
Co-op (Machine Tool)	1				1	
Co-op (Nursing)	2				2	
Co-op I (Auto)	2				2	
Computer Literacy	2				2	
Construction Forms	3			1	2	
Construction Prints	4			2	2	
Criminal Investigation	2			1	1	

Course	All Students	Grade 9	Grade 10	Grade 11	Grade 12	Grade 14
Cutting Processes	10			9	1	
Developing Career Options	14	2	1	2	4	5
Developing Leadership Skills	1		1			
Digital Literacy	104	10	14	41	39	
Early Childhood Education Co-op	24		13	8	3	
Electrical Construction I	7			6	1	
Electrical Construction II	5			5		
Electrical Motor Controls	5				5	
Emergency Procedures	19			18	1	
Engineering I	2		2			
Experience in Workplace Principles	6			2	1	3
Exterior and Interior Finish	1			1		
FACS Leaders at Work	14		1	2	11	
FCS Essentials	35	27	6	1	1	
Financial Literacy	42				42	
Financial Literacy for Mathematics	82				82	
Financial Services I	9				9	
First Aid	1				1	
Floor and Wall Framing	2			2		
Floriculture & Floral Design	93	1	43	16	30	3
Foods and Nutrition	138	37	46	25	30	
Foundations of Justice and Public Safety	3				3	
Fundamentals of Machine Tools-A	6		4	2		

Course	All Students	Grade 9	Grade 10	Grade 11	Grade 12	Grade 14
Fundamentals of Machine Tools-B	6		4	2		
Gas Metal Arc Welding (GMAW)	9			8	1	
Gas Tungsten Arc Welding	5				5	
Greenhouse Technology	37		16	14	7	
Human Body Systems	22			1	21	
Individualized Career Work Experience	12	2		1	4	5
Industrial Safety	13		12	1		
Introduction to 3D Printing Technology	2		2			
Introduction to Computer Science	1				1	
Introduction to Construction Technology	3			3		
Introduction to Greenhouse and Crop Production	53	1	16	20	15	1
Introduction to Nursing and Health Care System	1				1	
Leadership Dynamics - Business and Marketing	1				1	
Manual Programming	4			2	2	
Marketing Applications	54	9	6	12	27	
Marketing Education Co-op	83				83	
Marketing Education Internship	67				67	
Marketing Principles	51	7	6	16	22	
Medicaid Nurse Aide	12				12	
Medical Laboratory Aide (Phlebotomist)	11				11	
Medical Terminology	21			18	3	
Middle to Late Lifespan Development	18		9	6	3	
Nutritional Food Science	4				4	

Course	All Students	Grade 9	Grade 10	Grade 11	Grade 12	Grade 14
Oxy-Fuel Systems	10		10			
Parenting	40	25	9	5	1	
Principles of Agricultural Science and Technology	41	34	5		1	1
Principles of Health Science	20		17	3		
Principles of Teaching I	8			3	5	
Promotional Applications & Media	1				1	
Relationships	52	27	14	8	3	
Retail Operations Specialist	6				6	
Rotating Machinery	5				5	
Shielded Metal Art Welding (SMAW)	9			8	1	
Site Layout and Foundations	3			1	2	
Small Animal Technology	9		4		5	
Small Power & Equipment	32		10	11	11	
SMAW Groove Welds with Backing Lab	6			1	5	
SMAW Open Groove Lab	5				5	
Special Problems (CMM)	1			1		
Special Topics - Electrical Technology	7			1	6	
Special Topics (Construction Carpentry)	2			1	1	
Special Topics, Business	1				1	
Sports and Event Marketing	15	6	2	6	1	
The Learner-Centered Classroom	7			3	4	
Veterinary Science	16		7	4	5	
Welding Certification	5				5	

Resources

School Budget Allocation to the Career and Technical Education Program

4.2%

Professional Development Hours Offered to Teachers Instructing Career and Technical Education Courses

12 Hours

Number of Instructional Minutes Students Receive per Week in Career and Technical Education

AGRICULTURAL EDUCATION
550 Minutes

BUSINESS AND MARKETING
550 Minutes

COMPUTER SCIENCE
275 Minutes

CONSTRUCTION TECHNOLOGY
550 Minutes

EDUCATION AND TRAINING
550 Minutes

ENGINEERING TECHNOLOGY
0 Minutes

FAMILY AND CONSUMER SCIENCES
550 Minutes

HEALTH SCIENCE
550 Minutes

JROTC/LAW AND PUBLIC SAFETY
0 Minutes

MANUFACTURING TECHNOLOGY
550 Minutes

MEDIA ARTS
275 Minutes

TRANSPORTATION
0 Minutes

Facilities

Equitable Access to Instructional Space

- [x] Yes
- [ ] No

Access to Program-Specific Facilities

- [x] Classrooms with access to designated resources necessary for student success in CTE
- [x] Individual classrooms for each CTE program area
- [x] Labs required for specific CTE program areas
- [x] Recommended space as outlined in the CTE facility guide

Workplace Ethics

Describe your schools Workplace Ethics Program.

Mercer County Senior High School has developed a "Work Ethics Seal Program" with a set of criteria to identify students whose hard work, attendance and extracurricular participation involvement set them apart from their peers. One of the primary goals at MCSHS is to continue to make our students college and career ready and have the skills necessary to transition successfully after graduation to college, the work force, technical school, or the military.

Workplace Ethics Program Website URL.

https://docs.google.com/document/d/1WE-mRgT-j8rZVu_H8AYjbJaeQsDgh91ZJ5CEWB0Osgk/edit?usp=sharing

What percent of students at your school have attained Local Board approved essential workplace ethics requirements?

13%

SBDM Council

_____

_____

_____

_____

_____

_____

_____

Leadership

_____
Principal

_____
Superintendent

Data exported September 13, 2026

	Comprehensive District Improvement Plan	Comprehensive School Improvement Plan
Aug. 1 – Oct. 1	Executive Summary for Districts	Executive Summary for Schools
Oct. 1 – Nov. 1	Needs Assessment for Districts District Assurances	Needs Assessment for Schools School Assurances
Nov. 1 – Jan. 1	District Goals, Objectives and Strategies The Superintendent Gap Assurance	School Goals, Objectives and Strategies
Jan. 1 – Dec. 31	Nontraditional Instruction Plan for Districts *(Due May 1)* English Learner Plan for Districts – Lau Plan *(Due May 1)* Professional Development Plan for Districts *(Due May 1)* Progress Monitoring	Professional Development Plan for Schools *(Due May 1)* Progress Monitoring

The CIP not only helps fulfill improvement planning requirements, but it also functions as a comprehensive tool for supporting other reporting obligations for districts and schools, including the following:

- School Safety Report (Due Oct. 1)
- District Safety Report (Due Nov. 1)
- District Trauma-Informed Approach Plan (Due Nov. 1)
- Local Indicators of Quality for Districts (Optional - Due April 1)

Plan Information

Plan Name	Plan Year
CSIP 2026–2027	2026–2027

2026-2027 School Safety Report (Due by Oct. 1)

Pursuant to KRS 158.162, the local board of education shall require the school council or, if none exists, the principal in each school to adopt an emergency plan that must be utilized in case of fire, severe weather, earthquake, or a building lockdown and that: establishes evacuation routes; identifies the best-available severe-weather zones; develops earthquake protocols for students; and, develops and adheres to practices controlling access to the school building. The emergency plan shall be annually reviewed by the council, principal, and first responders and revised as needed.

In addition to the emergency plan requirements in KRS 158.162, KRS 158.164 requires the local board of education to direct the school council or, if none exists, the principal in each school to establish procedures to perform a building lockdown and to invite local law enforcement to assist in establishing lockdown procedures.

KRS 158.162 also requires the emergency plan be discussed with all school staff prior to the first instructional day of the school year and provided, along with a diagram of the facility, to appropriate first responders. Further, the principal in each school shall conduct, at a minimum, the following emergency response drills within the first 30 instructional days of the school year and again during the month of January: one (1) severe weather drill, one (1) earthquake drill, and one (1) lockdown drill. In addition, required fire drills shall be conducted according to administrative regulations promulgated by the Department ofHousing, Buildings and Construction.

Pursuant to KRS 156.095, every public school and public charter school shall provide two (2) evidence-based suicide prevention awareness lessons each school year, the first by September 15 and the second by January 15, either in-person, by live streaming, or via a video recording to all students. Every public school shall provide an opportunity for any student absent on the day the evidence-based suicide prevention awareness lesson was initially presented to receive the lesson at a later time. The information may be obtained from the Cabinet for Health and Family Services or from a commercially developed suicide prevention training program.

KRS 156.095 also requires by November 1 of each year, a minimum of one (1) hour of training on how to respond to an active shooter situation shall be required for all school district employees with job duties requiring direct contact with students. The training shall be provided either in person, by live streaming, or via a video recording prepared by the Kentucky Department of Criminal Justice Training.

Additionally, KRS 156.095 requires all school administrators, certified personnel, office staff, instructional assistants, coaches and extracurricular sponsors who are employed by the school district shall complete comprehensive evidence-informed training within ninety (90) days of being hired and then every two (2) years after on child abuse and neglect prevention, recognition, and reporting that encompass child physical, sexual, and emotional abuse and neglect.

Finally, in accordance with KRS 156.095, every public school shall prominently display the statewide child abuse hotline number administered by the Cabinet for Health and Family Services, the National Human Trafficking Reporting Hotline number administered by the United States Department for Health and Human Services, and the Safe Haven Baby Boxes Crisis Line number administered by the Safe Haven Baby Boxes national organization or any equivalent successor entity.

Questions Related to the Adoption and Implementation of the Emergency Plan

1. Has the school council or, where applicable, principal adopted an emergency plan in accordance with local board policy and in compliance with the specifications in KRS 158.162(3), and is a copy maintained on file in the school office?



Yes
○ No

2. Has the school provided local first responders and all school staff with a copy of the school's emergency plan along with a diagram of the school as required by KRS 158.162(2)(b)?
◉ Yes
○ No

3. Has the school posted primary and secondary evacuation routes in each room by any doorway used for evacuation as required by KRS 158.162(3)(a)?
◉ Yes
○ No

4. Has the school posted the location of severe weather safe zones in each room as required by KRS 158.162(3)(b)?
◉ Yes
○ No

5. Have practices for students to follow during an earthquake been developed as required by KRS 158.162(3)(c), and is a copy maintained on file in the school office?
◉ Yes
○ No

6. Are practices in place to control access to the school building, including but not limited to controlling outside access to exterior doors during the school day; controlling the main entrance of the school with electronically locking doors, a camera, and an intercom system; controlling access to individual classrooms; requiring classroom doors to remain closed and locked during instructional time (with limited exceptions outlined in statute); requiring classroom doors with windows to be equipped with material to quickly cover the windows during a lockdown; requiring all visitors to report to the front office of the building, provide valid identification, and state the purpose of the visit; and providing a visitor's badge to be visibly displayed on a visitor's outer garment as required by KRS 158.162(3)(d)?
◉ Yes
○ No

7. Was the school's emergency plan reviewed following the end of the prior school year by the school council, principal, and first responders and revised as needed as required by KRS 158.162(2)(c), and is a copy maintained in the school office?
◉ Yes
○ No

Please provide the most recent date of review/revision of the school's emergency plan (Q7)

6/8/2026

8. Did the principal discuss the emergency plan with all school staff prior to the first instructional day of the current school year and appropriately document the time and date of such discussion as required by KRS 158.162(2)(d)?
◉ Yes
○ No

Please provide the most recent date the school completed this discussion (Q8)

8/10/2026

9. Does the school maintain a portable automated external defibrillator in a public, readily accessible, well-marked location in every school building and, as funds become available, at school-sanctioned athletic practices and competitions, and meet the requirements of 158.162(2)(e) subsections 1-4?

- (●) Yes
- ( ) No

10. Has the cardiac emergency response plan been rehearsed by simulation prior to the beginning of each athletic season by all licensed athletic trainers, school nurses, and athletic directors; and, interscholastic coaches and volunteer coaches of each athletic team active during that athletic season in accordance with KRS 158.162(2)(e)?

- (●) Yes
- ( ) No

11. During the first 30 instructional days of the current school year, did the principal conduct at least one (1) severe weather drill, one (1) earthquake drill, and one (1) lockdown drill as required by KRS 158.162(5), and are the drills maintained in the appropriate drill log for the given school year?

- (●) Yes
- ( ) No

12 During the month of January during the prior school year, did the principal conduct at least one (1) severe weather drill, one (1) earthquake drill, and one (1) lockdown drill as required by KRS 158.162(5), and is documentation maintained on file in the school office?

- (●) Yes
- ( ) No

13. Prior to the beginning of each athletic season, did the principal conduct the emergency response plan rehearsal by simulation and the venue-specific emergency action plan rehearsal by simulation as required by KRS 158.162(5)2, and is documentation maintained on file in the school office?

- (●) Yes
- ( ) No

14. Over the immediately preceding twelve (12) months, did the principal conduct fire drills in accordance with administrative regulations promulgated by the Department of Housing, Buildings and Construction as required by KRS 158.162(5)?

- (●) Yes
- ( ) No

2026-2027 Phase One: Executive Summary for Schools

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day-to-day basis.

Description of the School

Describe the school's size, community/communities, location and any significant changes it has experienced in the last three years. Include demographic information about the students, staff and community at large. What unique features and challenges are associated with the community/communities the school serves?

Mercer County Senior High School houses grades 9-12 with a student membership of 705 students per the 2025-26 KDE school report card. In the past three years, our enrollment is down at MCSH by approximately 5%. We are located in the rural community of Harrodsburg, Kentucky. Harrodsburg, Kentucky has a 2026 estimated population of 9,665 with a total 2026 Mercer County estimated population of 23,967. According to the latest Census data (2020) for Mercer County, 21.5% of the population is under the age of 18 and 21.4% is over the age of 65. Our community is predominantly white (91.3%). 24.9% of Mercer County residents hold a Bachelor's degree or higher and 92.0% are a high school graduate or higher. The per capita money income in the past 12 months is $33,683 and the median household income is $64,824. People living below the poverty level is 12.2%. Industries within our community include Hitachi, Corning, Toyota Boshoku and Essity. Several of these industries have had major expansions over the past couple of years. Many residents work outside of our county in order to support their families with an average commute time of 27.2 minutes. We offer a variety of Advanced Placement (AP) courses in all areas of the content. Students may earn college credit by obtaining a qualifying score on the AP exam. Our number of students taking AP courses has trended down the last couple of years as more students are opting to take more dual credit courses. Through Campbellsville University, Bluegrass Community Technical College, Murray State University, Morehead State University, and Eastern Kentucky University, our students have **in-house** dual credit opportunities taught by Mercer County Senior High School teachers in the following courses: US History (HIS 102 and HIS 103), Principles of Teaching (EDF 204), Special Education for Education Majors (SED 104), English (ENG 101 and 102), Communications (CMS 100), College Algebra (MTH 111 and MTH 112), Calculus (MTH 175), Biology (BIO 111 and BIO 111), Anatomy I and II (BIO 208 and BIO 308), Chemistry (CHE 101), Introduction to Greenhouse (AGR 140), Greenhouse I (AGR 160), Animal Science (AGR 100), Veterinary Science (AGR 182) , Introduction to Art (ART 200), Medical Terminology (AHS 115), and Phlebotomy (PHB 100). Students also have the opportunity to take 100's of asynchronous dual credit courses through our partnering universities. Over the past 3 years, Mercer County Senior High School dual credit enrollments are

as follows: during the 2023-24 school year MCSHS had 158 students enrolled in 550 dual credit classes, during the 2024-25 school year MCSHS had 179 students enrolled in 637 dual credit classes, and during the 2025-26 school year MCSHS had 191 students enrolled in 818 dual credit classes. AP courses offered at MCSHS include: AP World History, AP US History, AP Government, AP Literature, AP Language, AP Spanish, AP Physics, and AP Art. We offer a broad range of CTE/elective courses in the areas of business, agriculture, art, music, keyboarding, coding/computer programming, and family and consumer science. Each content area also offers a wide range of elective offerings to our students. Students also have the opportunity to attend the Trailblazer Career Academy and take courses in the areas of construction carpentry, automotive tech, electrical tech, welding tech, Machine Tool, health sciences and allied health. Our students have twenty minutes daily in an Advisor/Advisee group. Students are with the same teacher and group of students throughout their high school during this time period. This allows us to build meaningful relationships with our students while they are here at MCSHS. Per the 2025-26 KDE School Report Card, Mercer County Senior High School's student population was 81.13% Caucasian, 7.23% Hispanic, 3.69% African American, 1.13% Asian, and 6.52% two or more races. 63.4% (447/705) of the MCSHS students were labeled as economically disadvantaged. Our student body is 49.6% male and 50.4% female. Students at MCSHS receive a diverse offering of courses, activities and extra curricular opportunities. We have approximately twenty-two (22) clubs that meet once a month throughout the year. Students may also participate in approximately eighteen (18) extra curricular sports. Our band program has several offerings as well, that include: marching band, pep band, jazz band, and concert band. Mercer County Senior High School has 50 certified staff members. We have 1 principal, 2 assistant principals, 2 guidance counselors, 43 classroom teachers (7 of which are special education), 1 media specialist (librarian), and 1 Behavior/In-school suspension teacher. Per the 2025-26 KDE School Report Card data, Mercer County Senior High School teachers have an average of 12.4 years of teaching experience. More than half, (59.3%) of the teaching staff at Mercer County Senior High School hold a Master's Degree. 14.8% of the staff at MCSHS have achieved a specialist degree (like Rank I). Only 18.5% of the 50 certified staff members have the basic minimum required Bachelor's Degree. 3.7% of the staff at MCSHS have obtained a doctoral degree. The average student-to-teacher ratio is 15.7 (705 students / 45 classroom teachers) and all teachers are highly qualified in the content area in which they are teaching. Our mission statement reflects "Preparing every student to successfully compete in every endeavor, at every level, and in every stage of life." We must prepare our students academically, intellectually, and emotionally to become productive citizens within our community upon graduation from high school. We believe that a clean, safe, positive, and stimulating environment creates an inviting place where pride and ownership encourage all members of our community to learn. We take great pride in our school and all members of this community are encouraged to take responsibility for their learning and the environment within our school. To help remind everyone of what is expected, we have compiled expectations that are taught and re-taught at varying points during the school year. These expectations are Motivated, Competitive, Safe, and Honest. This past year our school and the state moved from the ACT to the SAT for the state mandated Junior year college entrance exam. Mercer County Senior High school had a composite SAT score of 923. We need to continue to focus on moving student achievement forward in all areas, but especially our gap groups. We are working on this by looking at curriculum, instruction and assessment in all areas. Another area of improvement that we will focus on is the percent of students who score novice in Math and/or Reading on the Kentucky Summative Assessment. As a whole, this number has decreased over the past 5 school years, but we need to continue to improve the overall student proficiency rate.

School Stakeholders and Partnerships

Identify and describe the school's stakeholder groups. Explain how the school ensures stakeholder involvement and engagement in the improvement planning process. Describe partnerships the school has established to support student achievement and overall school improvement.

The stakeholders of Mercer County Senior High School include parents, guardians, staff, and community members of the Mercer County community. One of the goals of Mercer County Senior High School is to improve communication with students, parents, and the community in order to make them aware of upcoming events and to enhance community involvement to help foster a positive school climate and culture. Some of the strategies include daily social media posts, Infinite Campus messages sent out as needed to parents and students regarding announcements and events at MCSHS, announcements sent via Google Classroom, School website updated regularly, digital sign at the entrance to MCSHS updated weekly, open house at the beginning of the school year, career fair and college fair in the fall, academic awards ceremonies, Titans on Track scheduling night, and scholarship seminars. This past school, we started a decision day for our seniors, which was a huge success. Parents and community members are always welcome at the MCSHS School Based Decision Making meetings and there are 3 parent members on the school council.

School's Purpose

Provide the school's purpose statement and supplementary content such as mission, vision, values and/or beliefs including the year in which they were last reviewed or revised. Describe how the school embodies its purpose through its program offerings and expectations for students and how stakeholders are involved in its development and sustainability.

Mercer County Senior High School's purpose is to teach our students to think critically and solve real-world problems in order to prepare them for either college-level coursework or a successful transition into the world of work. Our school's mission statement refers to the concept of preparing our students to successfully compete in every endeavor, at every level, and in every stage of life. We want them to be proficient, productive, professional and proactive in order to be competitive in a changing world. We must prepare our students to be competitive in the world they will be entering upon graduation from MCSHS. Mercer County Senior High School embodies this purpose through our program offerings for students. We use Advisor/Advisee (Titan Time) groups daily and club meeting time monthly to provide our students the opportunity to explore different activities. We offer multiple AP courses and multiple dual-credit courses through our university partners. The tuition rate is drastically reduced for these course offerings. We offer our students a variety of career pathway options and our students have the additional option of taking vocational courses at the Trailblazer Career Academy for part of the day. We provide our students with multiple opportunities to demonstrate Postsecondary Readiness in both academic and/or career ways. Academic ways include: ACT test benchmarks, SAT test benchmarks, KYOTE Math benchmarks, Dual Credit Course benchmarks, and AP Course benchmarks. Career ways include: Passing an End of Program test for a CTE course (EOP), obtaining an industry certification, serving an apprenticeship, or gaining 300+ hours of logged work time in a qualifying cooperative program. Preparing our students for college and/or careers is one of our

most important jobs as a high school. Mercer County Senior High School embodies this purpose through both our student expectations for behavior and work in the classroom. We have building-wide procedures to help keep our students safe throughout the day and create a common set of classroom expectations for behavior. All of our students are Motivated, Competitive, Safe, and Honest. At the same time, we try to provide privileges to our students, such as cell phone usage during the non-instructional portions of the school day (before school, between classes, at lunch, and after school) and keeping the dress code appropriate but not too restrictive. In addition, we are embracing the opportunity that technology provides for student learning by providing our students a chrome book to use at school and take home. In summary, we try to treat our students as young adults and place the burden of responsibility on their shoulders while continuing to provide additional support and resources when they need it.

Notable Achievements

Describe the school's notable achievements in the last three years.

Mercer County Senior High School has worked diligently in recent years to improve student learning in order to increase student achievement in all areas. For the past 4 years, Mercer County Senior High school has maintained a "high performing" high school rating based on their accountability scores. Mercer County Senior High School was a "blue" school in 2022-23 and 2024-25. It was a "green" school in 2023-24 and 2025-26. This past school year, our 4-year cohort graduation rate was 97.1% and our 5-year cohort graduation rate was 98.7%. Also, during this past school year, every senior who was eligible to graduate was postsecondary ready. During the last three years, the school district has made a commitment to increasing rigor in the classroom and has provided professional development hours to help with intentional planning and questioning techniques. As noted earlier in the Description of the school section, Mercer County Senior High School had During the 2025-26 school year, 191 students take 818 Dual Credit Courses. Mercer County Senior High School had 111 students take AP exams with a 72% pass rate.

A few other notable achievements during the 2025-26 for Mercer County Senior High School Include:

- Named only 1 of 8 Gear Up Schools in the state of Kentucky
- Set a record of 52 units of blood collected in our tri-annual blood donation days
- Selected for the KPA Bradley Awards
- Band placed 4th at the state competition in 2A
- We had one student recognized as a National Merit Semi-finalist and Finalist
- 1 student attended Governor's School for the Arts
- 1 student was selected to attend the Gatton Academy
- 6 students were Governor's Scholars
- We had 2 students in the SAT 1360+ club
- We had 5 students in the ACT 30+ club
- Baseball won the 46th District Tournament
- Multiple Archery Students qualified for the state NASP state championship and KHSAA state championship

- Noah Nichols won a boys individual state championship in discuss
- Had a student win the state Daughters of the American Revolution Essay Contest
- Lady Titans basketball won the 2A section 5 tournament and got to compete in the 2A state tournament in Owensboro
- Had a lady Titans basketball player join the 1000 point and 750 rebound club (as a junior)
- Alyssa Pittman won the Bill Keightley Award for athletic training
- Had two students qualify for the wrestling state tournament
- Multiple male and female champions at the CKC indoor track championships
- Had an 8th place finisher in the Triple Jump and an 11th place finisher in the shot put at the Adidas Indoor National Track Meet
- Had a student win a state championship for Web Design at the STLP state competition
- We had a floral design team that placed 1st in the Bluegrass regional floral design contest
- 2 boys baseball players and 1 female softball player joined the "100 hit" club for their career.
- 18 students were selected to be a part of the central Kentucky "Youth Salute" program.
- Boys Track won the 2026 Regional Championship

Areas for Improvement

Describe areas for improvement that the school is striving to achieve in the next three years.

In the next three years, there are several areas of improvement for Mercer County Senior High School. With the addition of chronic absenteeism replacing the QSCS survey in the state accountability system, MCSHS would like to decrease its rate of 16.3% in the 2025-26 SY to 14.7% or lower for the 2026-27 SY. On college readiness exams, MCSHS wants to be above both the state and national averages in all areas on the SAT or ACT (whichever the state decides). Mercer County Senior High School would also like to focus on decreasing its number of novice scores to less than 15% in both Math and Reading on the 2027 KSA tests. We would also like to achieve a 60% or higher proficiency rate (distinguished or proficient scores) in both Reading and Math on the KSA tests.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

PLANNING POLICY

PLAN DEVELOPMENT/REVISION

In the fall of each year we will use the planning process recommended by the Kentucky Department of Education to revise our on-going Comprehensive School Improvement Plan (CSIP) by:

- Analyzing our state assessment results and conducting needs assessments.
- Identifying new and/or continuing priority needs and the causes that created the needs.
- Setting goals for removing the needs and objectives for tackling each cause.
- Selecting strategies and activities for reaching each objective and committing responsible persons, timetables, and needed funding to implement those strategies and activities.
- Selecting measures that will show strategies are being implemented and progress is being made in student performance.
- Developing a written plan using a clear, concise component format to communicate the above.
- Obtaining widespread input from our school community and then adopting the components after considering and responding to that input.

At the October meeting of the SBDM Council each year, a timetable for the steps above will be set by the council that also includes:

- Process guidelines explaining how the work will be done and how the Council will learn about it.
- Participation guidelines explaining how parents, classified staff and other interested parties representing the diversity of our community will be involved.
- Guidelines explaining how each group of participants will learn about their roles.

The Council will review the timeline, revise it if necessary, and approve it as a statement of how the school will conduct its planning. The Leadership Team will then implement the process according to the timeline, reporting to the Council at each regular meeting on their progress.

ADDRESSING ACHIEVEMENT GAPS

Starting in the fall of every year, we will revise our plan to address substantive achievement gaps, using these steps:

- Identifying substantive gaps and working with the superintendent to set targets for reducing each substantive gap. This step will be completed no later than December 31st.
- Reviewing and if necessary revise our long-term time schedule for eliminating all the substantive gaps.
- Revising or completing a new CSIP to fully support reducing any identified substantive gaps.
- Holding a public meeting to present the school draft CSIP for input and then adopt the plan no later than December 31st of each year.

IMPLEMENTATION AND IMPACT OF PLAN

To make sure our CSIP is on track and making a difference:

- The SBDM Council will set a schedule for two implementation and impact checks during the next year and will review the data for those checks during regularly scheduled meetings and identify any needed adjustments to keep the plan on track.
- These dates will be prior to required district board meetings reports during the year.
- The Council will stay informed by receiving regular reports from the Leadership Team concerning upcoming work needed to carry out the Plan during the coming month(s).

POLICY EVALUATION

This policy will be evaluated by the Leadership Team in the fall of every new school year. Recommendations (if any) for revisions will be presented in writing to the council for consideration and adoption. Recommendations should be made as soon as possible in the school year but no later than the January council meeting.

Approved:_____ Chairperson:_____

CURRICULUM POLICY

The School Based Decision Making Council at Mercer County Senior High School shall adopt the curriculum of the Mercer County Board of Education as the curriculum that shall be implemented at the school. It is our opinion that this curriculum is aligned with state standards and is appropriate for our instructional needs. Subsequent amendments to the curriculum by the Mercer County Board of Education shall become effective immediately upon approval by the Board. This school council policy shall also be consistent with the applicable indicators from the Standards and Indicators for School Improvement.

Our school curriculum shall:

1. Help all students to master all of Kentucky's Core Content
2. Reflect the strategies adopted in our Comprehensive School Improvement Plan
3. Implement the Kentucky Program of Studies
4. Be developed by faculty members that report to the principal on their work

The principal shall oversee implementation of this policy.

Approved:_____ Chairperson:_____

DISCIPLINE AND CLASSROOM MANAGEMENT POLICY

Our school follows the Mercer County School District Code of Conduct.

In August, the principal (or principal designee) will:

- Provide each student with a copy of the Code of Conduct.
- Require each student to return a signed acceptance from his/her parent showing that the parents have seen and reviewed the Code.
- Follow-up as needed with any family whose student has not returned the signed acceptance, or assign other staff members to do so.

As students transfer to our school during the year, the principal (or principal designee) will follow the steps above for those students.

The faculty and principal shall implement the local school district code of acceptable student behavior and discipline. Copies of the local district code shall be distributed to all staff prior to the beginning of each school year and to all parents upon enrollment of their child each year using the student handbook. The school council shall automatically adopt any subsequent amendments to the code by the local board of education. This school council policy shall also be consistent with the School Safety Plan and the applicable indicator from the Standards and Indicators for School Improvement.

The school shall consider discipline and classroom management as a means of causing acceptable behavior or as a means of changing unacceptable behavior. The school council shall approve only those discipline and classroom management provisions that are consistent with this philosophy. The students will adhere to the standards set forth in the MCSHS student handbook, which will include addressing bullying/harassment that aligns with district policies. The district code of conduct/school handbook will address student, parent, teacher, counselor, and principal responsibilities regarding discipline and school safety.

Every teacher will:

- Establish specific standards of conduct for his/her own classroom and post them in their room.
- Teach the MCSH expectations to all students and go over them again after all extended breaks.
- Teach those standards to students during their first two weeks in that room.
- Explain the standards to students who join the class after the first two weeks are over.

Our school will maintain an up-to-date school safety plan under the guidance of the District Safe Schools Coordinator and MCSHS administration. This plan will address issues identified by our stakeholders and issues required by law.

Our Council will review the implementation and impact status of the school handbook/code of conduct twice a year, on a schedule established at the first Council meeting each year. Each check will include:

- Reviewing overall trends in student disciplinary referrals and consequences.
- Reviewing trends disaggregated by gender, race, disability and participation in free and reduced price lunch.
- Reviewing the status of each activity that should be started or completed by this time.
- Identifying any adjustments needed in the plan to ensure full progress toward the school's goal.

We will review our safety plan during the school year.

Approved:_____Chairperson:_____

INSTRUCTIONAL PRACTICES POLICY

Instructional practices used in the classroom will be based on quality research and evidence. Any resolution of issues would be resolved with the criteria of this policy.

The three characteristics guide the following work:

- council, administration, and department planning of specific expectations
- teacher/staff planning and implementation of instructional practices
- discussions of issues regarding instructional practices

1. Positive Learning Culture

- an environment of respect and rapport; teacher-student and student-student
- belief in the ability of every student to learn and achieve
- dedication to the learning opportunities and support needed for each student to learn
- staff are provided with continuing education (professional development) opportunities to facilitate best instructional practices

2. Understanding of the Science of Learning

- recognition and response to individual needs, interests, and cultural heritage
- activities, lessons, and assessments are congruent with the Kentucky Academic Standards
- student understanding of the expectations for learning
- students are actively and intellectually engaged in learning
- teachers and students use questioning and discussion techniques
- monitoring of student learning with formative assessment and self-assessment
- feedback provided to students along with multiple opportunities to learn

3. Communication with Families

- information about the instructional program and ways to be engaged
- information about the child's strengths and areas for growth

Approved:_____ Chairperson:_____

SCHOOL SPACE POLICY

CRITERIA FOR ASSIGNING SCHOOL SPACE

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

- take each student's developmental needs into account
- facilitate the implementation of our school improvement plan
- provide needed space to implement successful classes and programs
- maximize staff opportunities for sharing resources, mentoring, and collaboration with teachers and students of similar grade levels, subject areas, or collaborative group

CLASSROOM SPACE ASSIGNMENTS

To assign classroom space, the principal will:

- assign classroom space, in June, based on the criteria in the first section of this policy. The Principal will notify all staff members of their individual assignments and also notify the council of those assignments.

ALTERING CLASSROOM SPACE ASSIGNMENTS

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

- when necessary to respond to unanticipated enrollment or staffing changes
- when the principal and affected teachers agree that a change is needed
- when the council changes other policies or the school improvement plan and recognizes in the minutes that those changes may require school space changes that cannot be delayed until the next school year.

For non-classroom space, the principal shall make decisions based on the criteria listed above after consulting with staff members who work or will work in any space affected by change.

Approved:_____ Chairperson:_____

SCHEDULE OF SCHOOL DAY POLICY

Criteria for Developing the Master Schedule

Our schedule will:

- Give all students access to all classes, avoiding conflicting schedules of specialized classes and preventing any exclusion related to cultural background, physical abilities, socio-economic status, and intellectual status.
- Provide students with the learning time they need, including technology access to complete writing assignments and other learning activities.
- Promote efficiency and effectiveness, including protecting instructional time.
- Allow all teachers equitable planning and time to collaborate on a regular basis.
- Provide equitable access to effective teachers for all students, including opportunities for teachers to switch assignments to capitalize on in-depth knowledge of specific subjects.
- Facilitate teacher opportunities to adjust the length of class periods when needed.
- Promote reasonable and appropriate enrollments for all classes and appropriate numbers of students each teacher works with in the course of a day.
- Respect the beginning and ending times of the school day and school calendar year as established by the local board of education.

Process For Developing the Master Schedule:

Annually, the principal, with input from committee members and help, if necessary, from designees, will develop a master schedule for the school day that includes any identified or needed changes. The following procedures will be used:

- Review student performance data, survey data (if available) from students, parents, and staff, and other input from staff on how well instructional time is being used and what changes (if any) are needed.
- Brainstorm current time barriers to implementing needed changes and meeting student needs and ways the schedule might be changed to remove those barriers.
- Discuss advantages and disadvantages of various changes, focusing on the criteria listed in the first section of this policy.
- Consider pertinent data from programs outside the regular classroom — arts, health, vocational studies, etc. — to determine changes needed or extra time needed in these areas.
- Student class requests will be given priority as possible.
- Based on the above work, those involved will consult with the principal and make recommendations concerning schedule changes for the coming school year no later than the end of February.
- By the 1st of April, the principal (and/or designees) will prepare a schedule for the coming school year including changes (if any) and notify the staff.
- No later than June 30th the principal will report as an FYI item to the council on the schedule for the coming year.

Approved:_____ Chairperson:_____

ALIGNMENT WITH STATE STANDARDS POLICY

ALIGNMENT NEEDS ASSESSMENT

Our improvement planning process will include:

- An analysis of our state assessment data and other school data as necessary to discover the extent to which our students are meeting state standards and our programs are aligned with state standards. Analysis will include performance levels of each demographic group in the school.
- Systematic work to discover and correct the causes of barriers to high performance by all students and the movement of students toward our goals.

We will implement this process to address our alignment with state standards, and the resulting plan will be monitored by the council through ongoing progress notes.

POLICY EVALUATION

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

Approved:_____Chairperson:_____

BUDGET AND SPENDING POLICY

PENDING AREAS

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

1. Number of Employees
2. Student Support Services
3. Textbooks/Instructional Resources
4. Instructional Materials
5. Activity Funds

NUMBER OF EMPLOYEES

All procedures involved in the determination of the number of employees on staff will only include discussion of positions, not individuals. The following procedures will be used to determine the number of positions for each job classification:

March to May

- The Superintendent will notify the council by March 1st of its tentative allocation of the next school year, including staff funding.
- Beginning with the current staffing plan, the council or an assigned committee will draft a tentative plan for how many staff members the school will have in each subject, grade level, and each other type of position. The tentative plan will take into account an effective student/teacher ratio for meeting the needs of all students, identified gaps, and school improvement initiatives.
- After input from shareholders, revisions will be made necessary and the tentative plan will be submitted to the council for official action.
- Once the council receives the final allocation from the superintendent on May 1, the council will make a final decision and notify the superintendent of its choices by the district deadline.

STUDENT SUPPORT SERVICES

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

TEXTBOOK/INSTRUCTIONAL RESOURCES SELECTION

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

- Review our school improvement plan, curriculum, and the Kentucky Academic Standards.
- Develop criteria for textbooks/instructional resources that will help the school move students to proficiency and beyond.
- Review available textbooks/instructional resources to identify those that will best meet their criteria.
- Report to the council on its choices for council approval.
- Respecting all regulatory requirements governing textbook/instructional resources funds, determine quantities of each item to be ordered within the school's textbook/instructional resources budget.
- The principal (or principal designee) will check that each purchase order fits the funds available, respects any existing contracts or bid lists, and will complete the purchase.

'NSTRUCTIONAL MATERIALS

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

February to June

The principal and/or a committee will review our school improvement plan and other indicators of student needs and develop a tentative plan for spending on instructional materials. This spending plan will consider an estimate of funds available from all sources, designate who will be responsible for the choices, and include amounts for:

- specific items to implement the school improvement plan
- shared supplies
- the library
- ~~the computer lab~~
- distinctive needs of each teaching team
- distinctive needs of each teacher not assigned to a team
- electronic materials
- the principal's discretionary fund
- any other category of items the principal or committee believes is needed

By March 1 the council will be notified by the superintendent of its tentative allocation for the next school year, including instructional materials. The tentative plan will be revised to fit the allocation and presented to shareholders for input. After the council receives a final allocation from the superintendent on May 1 and in light of any input from shareholders, the tentative plan will be further revised if necessary and presented to the council for official action.
The council will approve a final spending plan organized by categories of spending.

- In accordance with the district timeline and procedures, the council will submit a request for Section 7 money.
- The principal (or principal designee) will reformat the spending plan to fit the MUNIS accounting system and submit it to the superintendent.
- All groups or individuals designated in the approved council-spending plan will select items for purchase and fill out purchase orders for those items.
- The principal (or principal designee) will check that each purchase order fits the funds available, respects any existing contracts or bid lists, and will complete the purchases. No further council approval will be needed.

ACTIVITY FUNDS

The following procedures will be followed for activity funds:

Each club, organization, and activity account shall prepare a tentative budget for the next school year on the Individual Activity Account Budget Worksheet.

- The Individual Activity Account Budget Worksheets are due to the principal by April 15.
- The sponsor shall work with the officers of the club in this process to assure continuity of programs.
- The principal or designee shall prepare budgets for activity accounts without sponsors for SBDM approval.

The council, with input from the appropriate committee, club, or organization, will approve the school general activity fund budget and other office activity fund budgets. Staying consistent with district policy, the council, with input from the appropriate committee, club, or organization, will determine use of school general activity funds from bookstore sales, snack and beverage sales, and other office activity funds not raised by a school organization for a specific purpose. These sales are mainly to students and, therefore, the profits will be used for the benefit of students and not for the school's basic routine operating expenses or for renovations or maintenance of school facilities. If the employee lounge has vending machines or other concessions, those profits may be used for employee purposes. The SBDM council can approve other allowable expenditures for accounts without student involvement. This would be any expenditure that would benefit all the students, but not a specific student group, for example, picture sales.
Caution: School activity funds shall not be expended for any operational costs of the school, including salaries/stipends for a SBDM secretary, even the funds in the general account of the school.
The council, with input from the appropriate committee, club, or organization, will also:

- Determine the use of cash donations for general purposes.
- Oversee the expenditure of instructional funds from school fees and dues and any other funds not raised for a specific purpose.
- Participate in the creation of bid specifications and conditions, serve on bid evaluation committees, and participate in formulation of policies and procedures concerning activity funds IF requested by the board.

The Title IX report must include all expenditures for student athletics, including external support/booster organizations, school activity fund monies, SBDM allocations, and grants. The school or district, with approval of the local board of education, may establish additional guidelines/requirements for the external support/booster organizations. This doesn't state the SBDM council, but that is what is meant by "school."

SPENDING CATEGORIES AND MUNIS ACCOUNTING

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

DRAFT BUDGET

December to February

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

- Implement our CSIP fully, including staffing, materials, professional development/learning, and other needs.
- Maintain other programs at the current level of quality including staffing, materials, professional development/learning and other needs.

The FUNDING will be estimated for the coming year from:

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

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

A DRAFT BUDGET will be developed that:

- Includes a clear statement of the number of persons to be employed in each job classification.
- Lists dollar amounts
- Addresses the expenses for fully implementing our CSIP and maintaining other programs at their current level.
- Describes which sources will be used to cover expenses.
- Designates the person or group responsible for selecting specific items to be purchased in each spending category, with the media librarian as the person or a member of the group responsible for items for the library media center.
- Identifies any further expenses and/or needs that cannot be covered within currently expected funding and/or are not being met by the current Budget.

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

REVISING THE DRAFT BUDGET

March to May

The council will:

- Review the draft Budget either in a regular or a special meeting.
- Compare the draft budget to the tentative budget provided by the school board by March 1.

- Identify areas that may need adjustment to further reflect school priorities, new spending information, stakeholder input on the impact of the spending proposed plan, or other relevant information.
- If necessary, charge a committee or ask the principal to consider areas that may need adjustment and submit a revised budget for council adoption.
- Discuss whether the council needs to request Section 7 funding for additional expenses, and what needs would be designated for such funding.
- Charge a committee or ask the principal to write up the Section 7 requests for formal council adoption.
- Set a timetable for adopting a revised budget and official Section 7 requests that are compatible with any district timetable.

May and June

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

- Notify the Superintendent and local board of the council's decision on the number of persons to be employed in each job classification and any Section 7 request.
- Ensure that the portion of the council's budget that governs its general fund allocations is converted into a standardized Budget using the MUNIS accounting codes and that it is sent to the district central office.
- Ensure that all relevant Budgets are clearly reflected in the school's CSIP and that the person or group listed as responsible for selecting specific items have been notified of the dollar amounts allocated to them.

IMPLEMENTATION AND MONITORING

Every Month

The Principal (or principal's designee) will:

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

July to September

The Principal (or principal's designee) will ensure that:

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

October

After the second school month, when the council allocation is updated, the principal (or principal designee) will ensure that:

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

January and April

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

BUDGET CHANGES

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

The Principal will inform the council promptly of:

- Any change in the council's General Fund allocations received on March 2. Any Section 7 funds to be allocated based on Council requests and Board action and/or any allocation of Section 7 funds to the school based ADA.
- Any change in the school's professional development allocation.
- Any decision regarding categorical funding for the school.
- Any change in actual or expected activity fund resources.

The Council will consider amending the Budget to respond to funding changes only after receiving the input of the Budget Committee on the financial impact of how the change would affect the success of our CSIP.

PROFESSIONAL DEVELOPMENT

rofessional development shall:

Planning and Evaluation

- Use a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning
- Be related to instructional assignments and professional responsibilities
- Be aligned with the school or district improvement plan or the individual professional growth plans of teachers
- Be facilitated by skillful leaders who develop capacity and advocate and create support systems for the professional learning

Conducting and Implementing

- Occur within learning communities committed to continuous improvement
- Apply current research on systems change and sustain support for implementation of professional learning for long-term instructional improvement as evidenced by student growth
- Integrate theories, research, and models of human learning to achieve its intended outcomes
- Align its outcomes with educator performance and student curriculum standards
- Focus resources on areas of identified need

ORGANIZATION AND BUDGET CONSIDERATIONS

- Each year's updated SIP will be approved by the council and include components with PD/L activities for PD/L days in the district calendar and other appropriate learning opportunities for teachers based upon SIP and professional growth plan needs.
- Where needed to achieve the SIP goals, the components may also propose use of the flexible PD/L time option to replace some or all of the PD/L days with local school board approval.
- Any PD funds not needed to implement the SIP will be used with advance approval, which must be obtained before the professional development/learning activities take place. These activities may include:
    - Flexible professional development/learning time needed to implement a staff member's individual growth, which must have principal approval, or

    - Other professional development/learning that supports the SIP, which must have either council or principal approval
    - Priority needs will be written in an individual growth plan as approved by the principal (in the event of conflicting approvals)
- The council's annual budget will identify resources available for each type of need.
- For needs identified in the SIP, the person listed in the SIP as responsible will make all the needed arrangements for the activity to take place and will complete purchase orders for any required expenditures.
- For needs identified in an individual professional growth plan, the individual identified in the growth plan will make any necessary arrangements and will complete any required purchase orders for expenditures.
- The principal (or principal designee) will check that each purchase order fits the funds available, respects any existing contracts or bid lists, and fits any other criteria established by the council. If those requirements are met, he or she (or a designee) will complete the purchase and no further council approval will be needed.

EVALUATION OF PROFESSIONAL DEVELOPMENT/LEARNING ACTIVITIES

The following procedures will be followed to evaluate PD/L Plan and funds:

- PD/L activities will be evaluated by those participating. Evaluations will be designed to indicate how well the PD/L activity met the Criteria for Professional Development/Learning section in this policy.
- The principal (or principal designee) will report to the council on the results of all PD/L evaluations at least once a year to help inform future planning of PD/L activities.
- Our SIP will ensure an ongoing process that evaluates the impact of professional development/learning on the staff, school improvement, and on student academic progress.

POLICY EVALUATION

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

Date Adopted: _____

Date(s) Reviewed or Revised: _____

COMMITTEE POLICY

EADERSHIP TEAM/AD HOC COMMITTEES

As needed, the Council may approve ad hoc committees to help address needs as identified by the Council. The School Leadership team, which is composed of members of the Math department, English department, Science department, Social Studies department, Career and Technical Education department, Fine Arts department, Special Education department, and head grade level advisors, will serve as the primary group to address needs in the high school.

There are also three additional Multi-tiered Systems of Support committees that meet monthly. These committees have representation from every department and every staff member is assigned to either the Instructional committee, Procedural committee, or PBIS committee.

For these ad hoc committees, the Council will identify the specific topic to be addressed.

The principal (or principal's designee) will invite persons to serve on the ad hoc committee and will also designate a committee member to convene the committee for its first meeting.

Ad hoc committees automatically dissolve when they have completed their tasks.

OPERATING RULES FOR ALL COMMITTEES

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

- Establish a regular meeting schedule at its first meeting of each school year and make that schedule available to the public by posting it in a place convenient to the public.
- Hold meetings that are not on the regular schedule only after following these special meeting procedures:
    - The committee chair or a majority of members decide the date, time, place, and agenda.
    - Those who make the decision put the date, time, place, and agenda in a written notice, which they must post in a place convenient to the public at least 24 hours before the meeting.
    - Notice of a special meeting must be hand-delivered, faxed, or mailed to all members of the committee early enough so that they will receive it 24 hours before the meeting. E-mail cannot be used to deliver these notices.
    - If any media organization has asked for notice of special meetings, those calling the meeting must hand-deliver, fax, or mail copies of the written notice to the agency requesting the notice so that they will receive it 24 hours before the meeting. E-mail cannot be used to deliver these notices.
- Take minutes of the actions and decisions at every meeting.
- Review the minutes of each meeting and approve them at the very next meeting, after deciding on any needed correction.
- Make committee minutes for each meeting available to the Council and to any interested party, after final approval of the minutes.

POLICY EVALUATION

This policy will be evaluated by the SBDM Council in the fall of every new school year. Recommendations (if any) for revisions will be presented in writing to the council for consideration and adoption. Recommendations should be made as soon as possible in the school year, but no later than the January council meeting.

Approved_____Chairperson_____

CONSULTATION POLICY

For each vacancy that occurs at our school, the Council will appoint an ad hoc Interview Committee of no more than five people. The Interview Committee membership will include the Principal, at least one parent and at least one certified staff member who will work directly with the person to be hired. No more than three Council Members (including the Principal) may serve on any Interview Committee. The following process will then be followed:

- Within two weeks of their appointment, the Interview Committee will meet in OPEN SESSION(S) to:
    1) Develop a set of criteria for a strong candidate. These criteria shall not discriminate based on race, ethnicity, gender, marriage or family status, religion, political affiliation, disability, or age.
    2) Use the criteria they have developed to write standard interview questions that fit those criteria. These questions will be asked of all candidates.
    3) Decide on methods to use to gather information about the candidates. The methods will include (but not be limited to) some or all of the following: reviewing applications and resumes, in-person interviews, references, written interviews, portfolios, and performance events (written responses to a hypothetical work related challenge.
- As soon as possible after reviewing a list of applicants and finishing the procedures in number 1 above, the Interview Committee will meet in CLOSED SESSION (S) to:
    1) Review all applications and written references and select applicants to interview
    2) Determine if information in the written application or resumes point to any specialized questions that should be asked of a particular applicant and to develop those questions if they are necessary.
- Within a week of the Interview Committee's selection of candidates to interview, the Principal (or designee) will schedule an interview with each selected applicant at a time when all Interview Committee members can attend and call special meetings of the Interview Committee for each of those interview times.
- Each interview will occur in a CLOSED SESSION of the Interview Committee in which they will:
    1) Ask all the standardized questions in the same order of each candidate.
    2) Ask any specialized question after that.
    3) Ask any follow-up questions after that.
- Within a week after all interviews are complete, the Interview Committee will meet in CLOSED SESSION to discuss how well each applicant meets the criteria, offer comments on the contributions each could make, and provide any additional input requested by the Principal. The Principal will then have consultation with the Council regarding the interviews. This consultation process could be in-person or through a conference call if not all members are available to be present for an in-person meeting. After considering the Interview Committee's comments and consultation with the Council, the Principal will select the person he/she believes will contribute most to the success of the school's students and notify the superintendent and Council of his/her choice. The superintendent will complete the hiring process.
- If necessary, the Principal may review additional applicants and repeat the bulleted steps above.

Approved:_____ Chairperson:_____

ENHANCING STUDENT ACHIEVEMENT POLICY

The Kentucky Learning Goals are the following:

- Students are able to apply basic communications and mathematics skills in situations similar to what they will experience in life.
- Students shall develop their abilities to apply core concepts and principles from science, mathematics, social studies, arts and humanities, practical living studies, and vocational studies to what they will encounter in life.
- Students shall develop their abilities to become self-sufficient individuals.
- Students shall develop their ability to become responsible members of a family, work group, or community.
- Students shall develop their ability to solve problems both in school and in a variety of situations similar to what they will encounter in life.
- Students shall develop their abilities to connect and integrate knowledge from all disciplines into their own knowledge bases.

The mission statement of Mercer County Senior High School is:

Preparing every student to successfully compete in every endeavor, at every level, and in every stage of life.

In order to accomplish Kentucky's Learning Goals and to help carry out our school's mission, Mercer County Senior High School will:

- Develop SBDM policies that contribute directly or indirectly to furthering these goals and/or accomplishing this mission thus enhancing students achievement by improving teaching and learning at our school.
- Complete an annual needs assessment including but not limited to analyzing student performance on the state assessment.
- Revise annually our school improvement plan to address identified needs. The School-Based Decision Making Council shall be responsible for adopting this plan and conducting implementation and Impact Checks to monitor the plan.

POLICY EVALUATION

This policy will be evaluated by the MCSHS MTSS instructional team in the fall of every new year. Recommendations (if any) for revisions will be presented in writing to the council for consideration and adoption. Recommendations should be made as soon as possible in the school year but no later than the January council meeting.

Approved:_____ Chairperson:_____

Upcoming Dates

September 14	KHEAA College Application Day
September 14	SBDM - 3:15 PM
September 15	Staff Treat - from First Financial
September 17	BOE Meeting @ MCES - 5:30 PM
September 21	College Fair - 9:00 to 11:00 AM
September 21	Leadership Team Meeting - 3:00 PM
September 21	GSP Parent Meeting - 5:30 PM
September 22	Mastery Prep - SAT Diagnostic #1
September 23	Department Meetings - 3:00 PM
September 25	Staff Potluck
September 28	GEAR UP Workshop - 12th Graders - 8:30 AM to 11:30 AM
September 30	Club Day
October 1	Academic Breakfast - students @ 8:00 AM, Parents @ 9:00 AM
October 5-9	Fall Break
October 12	HR Roadshow for MCSHS (Answer questions / Open Enrollment)
October 12-16	Homecoming Week
October 13	Staff Treat - Community Trust
October 14	Staff Meeting - 3:00PM
October 15	BOE Meeting - 5:30 PM
October 16	Staff Potuck
October 16	Pep Rally - 10:20-11:20 AM
October 17	SAT Saturday National Test Date @ MCSHS
October 19	SBDM - 3:15 PM
October 20	KMS / MCSHS Fall Choir Concert @ MCSHS 7:00PM
October 22	Alive at 25 - 4:00 PM
October 26	Leadership Team Meeting - 3:00PM
October 26	Senior Parent Night - 6:00 to 7:30 PM
October 28	Club Day / Blood Drive
October 28	Department Meetings - 3:00 PM
October 29	Gatton - Meet with Advanced Science & Math 8:30 AM