

Williamstown Elementary School Site Based Decision Making Council

School Policies 2025-2026

Mission Statement

Williamstown Elementary is committed to inspiring a culture of citizenship, perseverance, and lifelong learning.

Williamstown Elementary School

SBDM Policies

Table of Contents

ACTIVITY ACCOUNT POLICY	3
ALIGNMENT WITH STATE STANDARDS POLICY	4
COMMITTEES POLICY	5
CURRICULUM RESPONSIBILITIES POLICY	7
DISCIPLINE, CLASSROOM MANAGEMENT, AND SCHOOL SAFETY POLICY	10
ENHANCING STUDENT ACHIEVEMENT POLICY	15
EMERGENCY MANAGEMENT PLAN	17
EXTRACURRICULAR PROGRAMS POLICY	19
CONSULTATION POLICY	22
INSTRUCTIONAL PRACTICES POLICY	24
INSTRUCTIONAL AND NON-INSTRUCTIONAL STAFF TIME ASSIGNMENT POLICY	25
PARENTAL AND FAMILY ENGAGEMENT INVOLVEMENT POLICY	27
PINK EYE POLICY	30
PRIMARY AND INTERMEDIATE RETENTION POLICY	31
PRINCIPAL SELECTION - CONSULTATION POLICY	42
PROGRAM APPRAISAL POLICY	33
PROTECTION OF INSTRUCTIONAL TIME POLICY	35
SCHOOL DAY AND WEEK SCHEDULE POLICY	34
SCHOOL SPACE USE POLICY	38
STUDENT ASSIGNMENT POLICY	37
TECHNOLOGY USE POLICY	39
WELLNESS POLICY	40

ACTIVITY ACCOUNT POLICY



All homeroom teachers have an activity account funded by money received from student fees, fall festival class earnings, donations, etc. All money in the account must be utilized for the students' benefit and it is recommended it be used in the current year.

When a teacher position is vacated, the funds associated with that teacher's account will transfer to the new staff member filling the position.

Items purchased with activity funds become the property of the school.

Unused funds will roll forward into the next fiscal year.

Reviewed/revised on 03/28/2019; 1/4/2018; 9/01/2016; 10/27/2014
Reviewed/revised on 8/06/2020 Carrie Wade, SDBM Chairperson

ALIGNMENT WITH STATE STANDARDS POLICY



ALIGNMENT NEEDS ASSESSMENT

Our yearly school improvement planning process will ***be consistent with board policy*** and include:

- An ***analysis of our state testing data*** and other school data as necessary to discover the ***extent to which our students are meeting state standards*** and our programs are aligned with state standards. ***Analysis will include performance levels of each demographic group in the school.***
- Systematic work to discover and eliminate barriers to high performance for all students.
- Support progression of students toward our goals.
- A revision of our school improvement plan based on our needs assessment data for that year. Our plan will set goals and address any indicated alignment issues to help move our students to state standards.

We will implement this process to address our ***alignment with state standards***, and the resulting improvement plan will be monitored regularly.

POLICY EVALUATION

We will evaluate this policy through our annual policy review process.

Dates Adopted, Reviewed, or Revised: Adopted 2/7/2023, Revised 10/3/2023

COMMITTEES POLICY



PURPOSE OF COMMITTEES

School-based decision-making works best with active, effective committees. The council makes final decisions, but the council alone cannot possibly understand all the major issues in depth. The council needs many other people involved in learning about best practices, gathering community input, and developing proposals that will work well for Williamstown Elementary School.

STANDING COMMITTEE COMPOSITION AND MEMBERSHIP SELECTION

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

1. On an ongoing basis, parents will be invited to sign up for committees via multiple forms of communication (i.e., newsletters, social media, website).
2. Faculty and staff will be given an opportunity to sign up for committees via various forms of communication.
3. Students will be encouraged to serve on committees.
4. At each committee's first meeting, the committee will:
 - Elect a chair, vice-chair, and recorder.
 - Receive information about the council timeline for regular committee reports.
 - Set up a meeting schedule for the rest of the year.
 - If necessary, discuss the additional recruitment of parents, families, students, staff, and/or community members to serve on the committee.
 - Review this committee policy.
 - Discuss ongoing and any new charges from the council and develop a plan of action that includes a timeline.

Every effort will be made for each standing committee to include appropriate representation and numbers to accomplish their work. An extensive effort will be made to include at least one parent and one student on every standing committee and to provide representation of the ethnic and cultural diversity of our school community.

AD HOC COMMITTEES

As needed, the council may create an ad hoc committee to accomplish a specific goal/task that isn't the right fit for a standing committee.

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

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 will:

1. **Establish a regular meeting schedule** at its first meeting of each school year and **make that schedule available to the public by posting it in a place convenient to the public.**
2. Hold meetings that are not on the regular schedule only after following these **special meeting procedures**:
 - a. **The committee chair or a majority of members decide the date, time, place, and agenda.**
 - b. **Those who make the decision to have the meeting will put the date, time, place, and agenda in a written notice, which they will post in a place convenient to the public at least 24 hours before the meeting.**
 - c. **Notice of a special meeting will be hand-delivered, faxed, *emailed, or sent by U.S. mail to all members of the committee early enough so that they will receive it at least 24 hours before the meeting.**
 - d. **If any media organization has asked for notice of special meetings, those calling the meeting will hand-deliver, fax, *email, or send by U.S. mail copies of the written notice to the agency requesting the notice.**

**Those wishing to receive notification by email must have a request in writing on file at the school.*
3. **Take minutes of the actions and decisions made by the committee at every meeting.**
4. **Review the minutes of each meeting at the next meeting and, after making any needed corrections, approve those minutes.**
5. **Make committee minutes for each meeting available to the council and to any interested party after final approval.**
6. **Ensure that an official copy of the minutes is kept with school records as required by Kentucky's Archive rules.**

POLICY EVALUATION

We will evaluate this policy through our **annual policy review** process.

DATES ADOPTED, REVIEWED, OR REVISED: 3/7/2023, REVISED 10/3/2023

CURRICULUM RESPONSIBILITIES POLICY



DEFINITIONS

Standards are what students need to know and be able to do to meet an expected level of performance.

Standards are the target.

Curriculum identifies the specific content, skills, and learning experiences students need to master the standards.

The curriculum is the map for how to get to the standards/target.

Instructional Materials include the supplies, equipment, software, and texts to help students learn the curriculum and master the standards.

Instructional materials are what teachers and students use to enable students to reach the target.

Student Support Services are additional services provided to students that include, but are not limited to, counseling, FRYSC services and community support referrals.

Student support services are given to students who need more support to reach the target.

KENTUCKY ACADEMIC STANDARDS — CURRICULUM AREAS

The curriculum is a roadmap for student mastery of the [Kentucky Academic Standards](#). The standards define what students are expected to know and be able to do at each level in each subject area:

- Reading and Writing
- Math
- Science
- Social Studies

As well as:

- Health and Physical Education
- Visual and Performing Arts
- Computer Science
- Career Studies and Financial Literacy
- World Language
- Library Media
- Technology

Those standards are adopted by the Kentucky Board of Education based on national and international models. The standards are reviewed and revised through a years-long process that invites participation from every part of the school community.

CURRICULUM SELECTION PROCESS

Beginning with the 2022-23 school year, the SBDM law gives the *superintendent the authority to determine the following for each school:*

- **Curriculum**
- **Instructional materials (which includes textbooks)**
- **Student support services**

Before making those selections, the superintendent will:

- **Consult with the local board of education**
- **Offer a reasonable review and response period for stakeholders in accordance with local board policy**
- **Consult with the principal and the school council**

When consulting with the superintendent, the council will:

- Ensure students, families, school staff, district leaders, and community members have opportunities to provide feedback on CURRICULUM strengths and areas of need.
- Request INSTRUCTIONAL MATERIALS:
 - Matched to the unique strengths and needs of the school.
 - Backed by research and evidence of success in a similar school setting.

The curriculum document(s), *2022-2023 WIS Curriculum* can be found on the school/district website or reviewed in the school office.

IMPLEMENTATION OF THE CURRICULUM

The SBDM Council will:

Use applicable areas of decision-making to ensure each student has:

- a learning environment where educators and staff are supported and empowered to be successful with students.
- an equitable opportunity to master the state standards:
 - grade-appropriate assignments aligned to the standards.
 - additional time and support to master the state standards.

All teachers will:

- Disseminate the curriculum expectations to families and to students in age-appropriate ways.
- Ensure students have an equitable opportunity to master the state standards with assignments congruent to the grade-level.
- Contribute to discussions of needed changes in the curriculum and instructional materials.

The principal (or designee) will:

- Ensure that the standards and curriculum for the school are available for student, family, and community review.
- Meet with all teachers to review this policy and the sections of the curriculum that apply to each teacher's assignment.
- Report to the council at least once per semester on progress towards curriculum implementation, including ensuring 100% of students are doing assignments *congruent* to

the grade-level standards (*meaning the student work is at the same level of difficulty as the standard*).

- Coordinate resources and support that include, but not limited to, curriculum coaches, district instructional leaders, educators in other district schools, other educators with expertise, sources for evaluating the evidence of effectiveness, etc.

POLICY EVALUATION

We will evaluate this policy through our annual policy review process.

Dates Adopted, Reviewed, or Revised: 3/7/2023

DISCIPLINE, CLASSROOM MANAGEMENT, AND SCHOOL SAFETY POLICY



PURPOSE

This policy:

- Provides the basic expectations and responsibilities for our school to be a safe, happy, productive learning environment.
- Addresses the legally required components for the school council policy.

BELIEFS

- Every individual in the school community has value and should be treated with dignity and respect.
- The approach to discipline in our school is not to catch and punish students, but to help students learn from mistakes, solve problems, and handle disagreements in a way that is consistent with being a productive member of society.
- To empower students and adults with the skills needed to be the best version of themselves — contented, caring, responsible, thoughtful, successful learners, friends, family members, colleagues, community members, and citizens, our school will prioritize social and emotional learning throughout all we do.

DISCIPLINE AND CLASSROOM MANAGEMENT TECHNIQUES

In addition to the following the District Code of Conduct and our School Safety Plan, we have adopted the following program/guidelines/rules/strategies:

- ***2022-2023***

RESPONSIBILITIES

Principals and assistant principals are responsible for:

1. Modeling and promoting a respectful, kind learning and work environment.
2. Disseminating and interpreting the behavioral and discipline standards and guidelines of the district and school.
3. Ensuring that all staff and students adhere to the District Code of Conduct.
4. Providing support and guidance to teachers in the implementation of the district and school behavioral and discipline standards and guidelines.
5. Working with parents and guardians when issues arise that involve behavior and/or discipline of a student.

Teachers are responsible for:

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

Counselors are responsible for:

1. Modeling and promoting a respectful, kind learning and work environment.
2. Providing support and guidance to help students and parents understand, correctly interpret, accept, and follow the behavioral standards and guidelines of the district, school, and classrooms.
3. Providing support and guidance to teachers in the implementation of classroom management techniques and strategies.

Students are responsible for:

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

Parents and Guardians are asked to:

1. Contribute to a respectful, kind learning and work environment.

2. Become familiar with documents related to district and school standards of behavior and discipline and ask the school questions when they do not understand language or details in these documents.
3. Work with the school when issues arise involving their child's behavior or consequences given to their child by the school or teacher.

BULLYING:

A. STUDENT BEHAVIOR

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

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

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

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

B. VIOLATIONS AND REPORTING

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

Students wishing to report a violation or who believe they are victims may report it to any staff member of Williamstown Elementary School who will take appropriate action as defined by the Code. Staff will refer the report to the principal (or designee) for further action when the report involves an offense that may warrant suspension or expulsion of a student, any felony offense, or a report that may be required by law, including reports to law enforcement.

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

C. RETALIATION

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

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

DISTRICT CODE OF ACCEPTABLE BEHAVIOR AND DISCIPLINE

A. DISTRIBUTION TO STUDENTS

Williamstown Elementary School will follow the Williamstown Independent Schools Code of Acceptable Behavior and Discipline.

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

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

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

B. COMMUNICATION WITH SHAREHOLDERS

By the end of the first week of school, the Williamstown Independent School Code of Acceptable Behavior and Discipline will be posted at the school, referenced in our school handbook, and provided to all school employees, parents, and legal guardians, or other persons exercising custodial control or supervision of students including those students who enroll during the school year.

Before the beginning of each school year, the principal (or designee) will work with the district to develop a process to train employees, when necessary, in the use of the Code and/or to provide updated information to the staff, students, and parents concerning this Code.

SCHOOL SAFETY PLAN

Our school will maintain a School Safety Plan addressing procedures to provide a supportive, safe, healthy, orderly, and equitable learning environment for both students and staff. This plan will also address any issues identified by our shareholders and issues required by state law. The School Safety Plan may be viewed in the office by asking the school secretary.

School Safety Plan Review

Our School Safety Plan will be reviewed every odd numbered school year using the following procedures:

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

DRESS CODE (Optional)

All students at Williamstown Elementary School will follow a dress code. Attire that is disruptive to the educational process will not be permitted. The details of this code may be found in the Student/Parent and Teachers' Handbooks.

ELECTRONIC DEVICES (Optional)

Students may bring personal technology to school if used appropriately. The Williamstown Independent School District, its staff, or employees, are not liable for any device lost, stolen or damaged on school grounds. Specific rules and guidelines for appropriate use and consequences for inappropriate use can be found in Williamstown Elementary School's Acceptable Use Policy and Parent/Student and Teachers' Handbooks.

POLICY EVALUATION

We will evaluate this policy through our annual policy review process.

Dates Adopted, Reviewed, or Revised: Adopted 3/30/2023

ENHANCING STUDENT ACHIEVEMENT POLICY



SCHOOL MISSION AND BELIEFS STATEMENT

Our Mission::

Williamstown Elementary is committed to inspiring a culture of citizenship, perseverance, and lifelong learning.

We believe:

- (1) ...Schools shall:
 - (a) expect a high level of achievement of all students.
 - (b) develop their students' ability to:
 1. Use basic communication and mathematics skills for purposes and situations they will encounter throughout their lives;
 2. Apply core concepts and principles from mathematics, the sciences, the arts, the humanities, social studies, and practical living studies to situations they will encounter throughout their lives;
 3. Become self-sufficient individuals of good character exhibiting the qualities of altruism, citizenship, courtesy, hard work, honesty, human worth, justice, knowledge, patriotism, respect, responsibility, and self discipline;
 4. Become responsible members of a family, work group, or community, including demonstrating effectiveness in community service;
 5. Think and solve problems in school situations and in a variety of situations they fieldwill encounter in life;
 6. Connect and integrate experiences and new knowledge from all subject matter fields with what they have previously learned and build on past learning experiences to acquire new information through various media sources; and
 7. Express their creative talents and interests in visual arts, music, dance, and dramatic arts.
 - (c) Schools shall increase their students' rate of school attendance.
 - (d) Schools shall increase their students' graduation rates and reduce their students' dropout and retention rates.
 - (e) Schools shall reduce physical and mental health barriers to learning.
 - (f) Schools shall be measured on the proportion of students who make a successful transition to work, post-secondary education, and the military.

PROCEDURES

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

- Develop/monitor SBDM policies, **consistent with school board policy**, that contribute either directly or indirectly to:
 - accomplishing this mission
 - enhancing student achievement by improving teaching and learning at our school for each and every student

- Use the district improvement planning process.

- Complete an annual needs assessment including but not limited to analyzing student performance on the state testing.

- Annually revise our school improvement plan to address identified needs. The council will be responsible for adopting the plan and monitoring it regularly for impact on student learning.

- Budget and hire to support our school improvement plan.

POLICY EVALUATION

We will evaluate this policy through our annual policy review process.

Date Adopted: 3/30/2023

Date(s) Reviewed or Revised:

EMERGENCY MANAGEMENT PLAN



The principal, in consultation with parents, teachers, school staff, and local first responders, will collaboratively develop the school's Emergency Management Plan (EMP), which must be adopted by the school council. The plan will include procedures for fire, severe weather, earthquake, and building and campus lockdown as required by law. The EMP shall set forth steps to prevent, mitigate, prepare for, respond to, and recover from emergencies. Statutory Authority: KRS 160.345(2)(i)(9) and KRS 158.162.

CONTENTS OF THE PLAN

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

- Establishment of primary and secondary evacuation routes that shall be posted in each room by each doorway used for evacuation
- Identification of severe weather safe zones, which shall be posted in each room
- Procedures for students to follow in an earthquake, fire, and severe weather
- Procedures for lockdown of the building and campus; local law enforcement shall be invited to assist in establishing lockdown procedures
- Development and adherence to access control measures for each school building:
 - All exterior doors must remain locked at all times.
 - The principal is responsible to ensure that trained personnel monitor the front entrance at all times.
 - All visitors are to enter through the front entrance and must use the electronic access equipment and be identified prior to gaining access to the reception area.
 - All visitors must report to the front office with valid identification and state the purpose of the visit.
 - All approved visitors will be provided a visitor's badge that must be visibly displayed on the visitor's outer garment. All visitors must report back to the front office to check-out.
 - Office personnel must keep an accurate log of each visitor, the date and time of the visit, purpose, and with whom they visited.
 - All classroom doors must remain closed and locked during instructional time.
 - All classroom doors with windows must be equipped with material to cover the window during a lockdown.

DISTRIBUTION OF THE PLAN

Following adoption and after any revisions, the EMP and diagrams of the facilities shall be provided to local first responders. First responders, for the purpose of this policy, include local fire, police personnel, and emergency medical personnel. Annually, the principal is responsible for working with the district office to ensure that local first responders have a current diagram of the school that notes the primary and secondary evacuation routes, the severe weather safe zones,

and the exterior and front entrance access points. Completion will be reported to the council and documentation maintained in the principal's office.

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

Due to the need to maintain student and staff safety and security, the EMP and diagram of the facility shall not be disclosed in response to any Open Records request per the Kentucky Open Records Law.

TRAINING AND DRILLS

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

Within the first thirty (30) instructional days of each school year AND again the month of January, the school shall conduct emergency response drills:

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

Whenever possible, first responders shall be given notice of possible drills and invited to observe. The Principal is responsible for ensuring the implementation of these drills, reporting their completion, and referring problems noted during the drill to the district office for any remedial action needed.

ANNUAL REVIEW OF EMP

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

POLICY EVALUATION

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

Date Adopted: September 3, 2021

Date Reviewed/Revised: 3/31/2022 Carrie Wade, SDBM Chairperson

EXTRACURRICULAR PROGRAMS POLICY



CRITERIA FOR PROGRAMS

Extracurricular and Co-Curricular programs offered at Williamstown Elementary School will be based on the following:

1. Contribute to students becoming self-sufficient individuals of good character, exhibiting the qualities of altruism, citizenship, courtesy, honesty, human worth, justice, knowledge, respect, responsibility, and self-discipline
2. Contribute to students becoming responsible members of a family, work group, or community, including demonstrating effectiveness in community service.
3. Generate and maintain student interest as well as attract students currently not involved in extracurricular or service projects.
4. Encourage, enhance, or maintain equity in our overall program.
5. Have a suitable adult sponsor and have appropriate adult supervision at all times.

The SBDM Council shall review and approve the extracurricular and co-curricular programs to be implemented at the school. Proposed extracurricular or co-curricular programs to be implemented shall be presented to the school council for approval prior to their implementation.

Subject to council's approval, there will be student participation standards for each of the school's extracurricular/co-curricular programs. The student participation standards shall be consistent with the state or national sponsor standards, and with state and federal statutes and regulations, and must be in compliance with Williamstown Elementary extracurricular and co-curricular policies. The assigned coach or sponsor is responsible for developing standards, rules, and codes of conduct for the program and for sharing this information with the student participants and their parents/guardians.

COACHES AND SPONSORS

Each extracurricular activity will be led and supervised by an adult coach or sponsor who meets any applicable requirements. The coach or sponsor will be responsible for supervising all students while they are participating in an activity, including preparation and travel time.

All coaches, sponsors, and mentors will be evaluated on a yearly basis by the principal or his/her designee. Athletic programs will receive an evaluation by the Athletic Director, and the Athletic Director will report the evaluation to the principal for final approval. If the Athletic Director has concern for any athletic program or if an athletic evaluation yields an unsatisfactory or ineffective summative result, the principal will conduct further evaluations to determine the effectiveness of the program.

ASSIGNMENT OF EXTRACURRICULAR AND CO-CURRICULAR SPONSORS, COACHES & MENTORS

The principal will assign coaches and sponsors, in consultation with the Athletic Director and the SBDM Council. Applicants who do not currently work at the school may be considered, but priority will be given to certified employees who currently work in the district.

BUDGETING OF EXTRACURRICULAR AND CO-CURRICULAR PROGRAMS

The head coach, sponsor, or mentor of any extracurricular or co-curricular program is responsible for budgeting all finances for the program. The head coach, sponsor, or mentor will submit a working budget to the finance secretary at the specified time each spring. The coach, sponsor, or mentor must abide by the Accounting Procedures for Kentucky School Activity Funds (Redbook), per 702 KAR 3:130. Each program is responsible for fundraising to sustain the program, and all fundraisers must be submitted to the SBDM Council and approved before implementation.

EXTRACURRICULAR AND CO-CURRICULAR PROGRAMS CURRENTLY OFFERED

Programs offered include but are not limited to:

1. Boys Basketball
2. Girls Basketball
3. Cross Country
4. Track & Field
5. Archery
6. Baseball
7. Softball
8. Cheerleading
9. Chorus
10. Band
11. Theater/Drama
12. Academic Team
13. Girls on The Run
14. Lego Robotics

STUDENT PARTICIPATION

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

1. Maintain good academic standing. Any student participating in extracurricular activities may not be failing more than one class.
2. Grades will be checked weekly, on Monday at 2:00 PM. If school is not in session on Monday, grades will be checked at the same time on the first available day after returning to school. If a student is not eligible to participate, neither the student NOR the coach/sponsor may approach a teacher requesting an immediate update of grades for late or missing assignments so that the student can be eligible. Should this take place, administration may take appropriate disciplinary action against the offending students and/or staff member. The only exception will be if an error in reporting by a teacher or the failure of a teacher to report in a timely manner is identified.
3. Students found ineligible shall not participate in any extracurricular activities, including practice, until the following Monday, provided they have met the academic eligibility requirements as defined in #1 above. Students may attend, but may not participate, in extracurricular activities between Mondays if determined ineligible.
4. Students must attend school at least one half day on the day of the activity, or on Friday for weekend activities, in order to participate.
5. Comply with rules established by the adult coach or sponsor for the activity.
6. Where applicable, meet any requirements set by the appropriate sponsoring or governing organization.

7. Maintain a good discipline record and have no more than two discipline referrals in a quarter. The principal may determine to prevent a student from participation due to the severity of the infraction.
8. All school fees are to be paid prior to approval in extracurricular activities. Eligible students may submit a fee waiver request. If approved, school fees will be waived for one (1) year. Fee Waivers do NOT apply to extracurricular activities. Fee Waiver recipients are still required to pay all fees as required for participation in extracurricular activities.

POLICY EVALUATION

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

Date Adopted: 1/04/2011

Reviewed/revised: 12/01/16; 3/29/18; 1/09/20

Reviewed/revised: 7/06/2021 Carrie Wade, SBDM Chairperson

CONSULTATION POLICY



INTERVIEW COMMITTEE

For each vacancy that occurs at our school (*except principal), the principal will decide which of the two types of committees in the chart below is best suited for the particular vacancy situation. Regardless of the type of interview committee used, ***consultation with the council must take place during a regular or special called meeting.***

COUNCIL as the Interview Committee	APPOINTED Interview Committee
<ul style="list-style-type: none"> ● Council members plus at least one staff member who will work directly with the person to be hired (if not already on the council) will form the Interview Committee. ● The principal may add other staff to the Interview Committee who can contribute to the interviewing process. ● All interviews will take place in a regular or special called council meeting. ● Consultation will take place after the last interview for the vacant position. 	<ul style="list-style-type: none"> ● The principal will appoint an Interview Committee. The Interview Committee will include at least one staff member who will work directly with the person to be hired. ● All interviews will take place in a special called committee meeting. ● Consultation with the <u>council</u> will take place after the Interview Committee has finished the last interview for the vacant position. <i>This consultation with the <u>council</u> must take place during a regular or special called council meeting.</i>

*** See the Principal Selection — Consultation Policy for procedures for this vacancy.**

TIMELINE, APPLICATIONS/REFERENCES, and CRITERIA/INTERVIEW QUESTIONS

The principal will:

1. Chair the Interview Committee and ensure that the Open Meetings Law is followed during all procedures for filling vacancies.
2. **Establish a timeline for filling each vacancy.**
3. **Review and screen all applications and references**
4. Decide on **applicants to interview** and **check references.**

The principal or their designee will:

1. Arrange all **interviews.**

The Interview Committee will:

1. Develop a set of criteria for a strong candidate. These criteria will not discriminate based on gender, ethnicity/race, marriage or family status, religion, political affiliation, disability, age, or other illegal grounds.
2. Use the criteria they have developed to write standard interview questions that fit those criteria. These questions will be asked of all candidates in an in-person interview.

3. Determine if information in the written application or résumé points to any specialized questions that should be asked of a particular applicant and develop those questions if they are necessary.

INTERVIEWS

The following procedures will be followed during scheduled closed session interviews:

1. All the standardized questions will be asked of each candidate in the same order.
2. Following the standardized questions, specialized questions (if any) and follow-up questions (if any) will be asked.
3. Following each interview, committee members will discuss how well each candidate meets the criteria and any other input requested by the principal, which may include a prioritized list.

CONSULTATION WITH THE COUNCIL

After interviews are complete, in a closed session, the council will meet to discuss the findings (of the council interview committee or appointed interview committee) and offer comments on the contributions each applicant could make and provide any additional input requested by the principal.

If a quorum of the council fails to attend this meeting, the principal may either call another meeting or declare an emergency and conduct the required consultation with the council members present so the hiring process can continue.

SELECTION OF THE PERSON TO BE HIRED

After considering the input from all the closed session meetings, ***the principal will make the final selection*** of the person he or she believes will contribute most to the success of the school's students and notify the superintendent and council of his or her choice. ***The decision made by the principal is binding on the superintendent, who will complete the hiring process.***

POLICY EVALUATION

We will evaluate this policy through our annual policy review process.

Date(s) Adopted, Reviewed, or Revised: 3/7/2023

INSTRUCTIONAL PRACTICES POLICY



Instructional Practices used in the classroom will be based on quality research and evidence.

Three characteristics guide the following work:

- a. council, administration, and team/department **planning** of specific expectations (included in this policy)
- b. teacher/staff **planning** and implementation of instructional practices
- c. 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

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

—Characteristics are based on the Kentucky-adapted version of the *Danielson Framework for Teaching*

POLICY EVALUATION

We will evaluate the effectiveness of this policy annually as part of our school improvement planning process.

Date Adopted: 4/13/2023

Date(s) Reviewed or Revised: Reviewed on 10/3/2023

INSTRUCTIONAL AND NON-INSTRUCTIONAL STAFF TIME ASSIGNMENT POLICY



CRITERIA FOR ASSIGNMENT

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

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

ASSIGNMENTS BASED ON CRITERIA

To complete assignments, in the spring, the principal will:

1. Invite all returning staff members to indicate their preference for continuing or changing assignments the next year, including classroom assignments, extra-duty assignments, and other responsibilities.
2. Meet with any individual staff members whose requests may be difficult to grant to discuss reasons for the staff member's interest, factors making it difficult to grant the requests, and possible solutions.
3. Assign staff members based on the criteria in the first section of this policy. Notify all staff members of their assignments and notify the council, as an FYI, of those assignments.

ALTERING ASSIGNMENTS

After making assignments, the principal may alter them:

1. When necessary to respond to unanticipated enrollment or staffing changes.
2. When the principal and/or the affected teachers agree that a change is needed.
3. When the council changes other policies or the school improvement plan and recognizes in the minutes that those changes may require staff time assignment changes that cannot be put off until the next school year.
4. When, utilizing professional judgment, the principal determines that a change is necessary to best meet the needs of students.

SUPERVISION OF STUDENTS

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

A. DAILY SUPERVISION PLANS

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

- Cafeteria
- Restrooms
- Playground/Outdoor Recreational Areas (nature trail/gaga ball pits)
- Locker Rooms
- Halls
- Before and after school areas
- Bus loading and unloading zones

B. SUPERVISION OF EVENTS AND ACTIVITIES

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

POLICY EVALUATION

We will evaluate this policy through our annual policy review process.

Date(s) Adopted, Reviewed, or Revised: 4/13/2023

PARENT AND FAMILY ENGAGEMENT POLICY



DEFINITION OF PARENT

The legal definition of a “parent” is a parent, stepparent, or foster parent of a student or a person who has legal custody of a student pursuant to a court order and with whom the student resides.

For the purposes of this policy, we will use the term “parent” to encompass all diverse family situations.

COMMITMENTS

We commit to:

1. Sharing clear information about each student’s progress with parents.
2. Offering practical suggestions to parents on how they can support student learning at home.
3. Providing activities designed to successfully engage families in their children’s learning, as appropriate.
4. Making representative parents and community members full partners in our decision-making.
5. Facilitating the involvement of our military families, parents with limited English proficiency, parents with disabilities, and parents of migratory children.
6. Seeking and supporting adult volunteers to work with and inspire our students, as well as making every effort, when legally appropriate, to accommodate the involvement of adults other than parents who are already involved in a student’s life.

We will honor these commitments through a school-parent compact. During an annual meeting with parents, we will review the compact with parents, ask for input and then revise, if necessary, the compact.

SCHOOL-PARENT COMPACT

Our students’ parents, families, extended families, students themselves, as well as our local community, are all considered partners who share responsibilities for high student academic achievement. The following are the responsibilities for the school, the parents, and the students:

SCHOOL RESPONSIBILITIES

Williamstown Elementary School will:

- Provide high-quality curriculum and instruction in an effective, supportive, and safe learning environment that enables the students to meet Kentucky’s academic standards.
- Make available on a regular basis information on our programs and the content students will learn each year.

- Send home information on student progress on a regular basis. Specifically, we will provide formal reports at dates outlined on our student handbook and on the district calendar.
- Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual student's achievement. Opportunities (where appropriate) will be provided for the student to participate actively in sharing information on his or her progress with his or her parents during these conferences.
- Provide parents reasonable access to staff. The email addresses and telephone extensions of their child's teachers will be provided to parents to promote communication.
- Send home newsletters at least four times a year that include information on ways families can help students learn. The first newsletter will contain a copy of this policy.
- Provide a variety of opportunities for parent and family involvement in school activities, including but not limited to:
 - Observing their child's classroom activities
 - Tutoring
 - Assisting with classroom activities that require more than one adult
 - Preparing materials, mailings, refreshments, and other items needed for family and community involvement
 - Serving on one of our decision-making committees
 - Volunteering along with other concerned members of our community in other areas as needed
 - Participating in family events that will be hosted throughout the school year
- Ensure that all adult volunteers working in our school and with our students are subject to board policy and state law regarding criminal record checks, as applicable.

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

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

PARENT RESPONSIBILITIES

Parents are asked to:

1. Monitor attendance.
2. Become familiar with and support the school and individual classrooms' homework policies and show interest with questions about and comments on the schoolwork their children bring home.
3. Make sure homework is completed.
4. Assist their child with time management.
5. Participate, as appropriate, in decisions relating to their child's education.
6. Stay in close communication with teachers and the school about their child's education by promptly reading all notices and surveys from the school or the school district and responding, if necessary.

7. To the extent possible, volunteer, serve on the school council or a committee, attend School-Based Decision Making Council meetings, and comment on draft policies and plans as they are made available.

STUDENT RESPONSIBILITIES

With support from parents, students are asked to:

1. Attend school as regularly as possible.
2. Follow the school and classroom behavior standards.
3. Bring necessary learning materials to school and to class.
4. Complete and turn in all assigned homework and ask for help when they do not understand the assignment or skills necessary to complete it.
5. Write down assignments and due dates and select necessary books and supplies before leaving school.
6. Give parents or the adult who is responsible for them all notices and information received from the school.

POLICY EVALUATION

We will evaluate this policy through our annual policy review process.

Date(s) Adopted, Reviewed, or Revised: Adopted 11/1/2022

PRIMARY AND INTERMEDIATE RETENTION POLICY



ORGANIZATION OF THE PRIMARY PROGRAM

Until they are ready for fourth grade, all students will participate in the primary program.

Each primary student will be taught by a team of two or more teachers who collaborate to ensure that the child makes progress each week in mastering Kentucky's *Core Content for Assessment* at an appropriate Depth of Knowledge.

Each teaching team will:

1. Use research-based teaching strategies that work for children this age.
2. Assess each child's progress by analyzing actual work the student is doing and maintaining an orderly record of skills mastered and areas needing further work.
3. Communicate with each child's parents/guardians at least four times each year to show parents/guardians the kinds of work the child is able to do and to discuss steps to help the child make further progress.

During each school week, teaching teams may organize their students in a variety of large and small groups for different kinds of learning activities. They may also arrange for one or more students to work part of the time with students assigned to another teaching team, getting parent/guardian input if that arrangement will last more than a week.

ASSIGNMENT OF STUDENTS

Primary students will be assigned following the guidelines in our Student Assignment Policy.

EXIT FROM PRIMARY: GENERAL RULE

Students will remain in the primary program until they are ready to be successful at fourth grade work.

EXIT FROM PRIMARY AFTER MORE OR LESS THAN FOUR YEARS

When a student completes the program in either more or less than four years, the school will make every effort to engage the student's parents/guardians as active partners in planning to ensure that the student's full needs are well addressed.

In January, teachers will review their students' performance to identify those who appear likely to be ready for fourth grade at the end of the year. They will then identify:

1. Those students who are in their fourth or a later year of primary and who do not appear to be ready to exit as well as those students who are not yet in their fourth

year but may be ready to exit primary; the parents/guardians of each such student will be invited to meet with those teachers to discuss the student's readiness and to discuss how to prepare for the best learning opportunities for those students. The purpose of the meeting will be to develop a consensus plan of steps to do what is best overall for the student. The plan may include any combination of the following strategies.

- Extended School Services
- Special individual tutoring
- Computer-based learning
- Special strategies in the regular classroom
- Special strategies for work at home
- Any other approach that appears likely to help that student succeed

In the event that consensus is not possible, the group will schedule an additional meeting to discuss the issues. If consensus fails after that meeting, the principal will determine what steps will be taken. These steps will be completed by the end of February.

Once a plan is adopted, the principal will designate a teacher to communicate with the parent/guardian at least once every two weeks about how the plan is working.

If teachers come to identify additional students who may need this attention after the end of January, they will notify the principal and begin the process described above.

EXIT FROM PRIMARY: OFFICIAL DECISIONS

In April, teachers will submit written recommendations to the principal (or principal's designee) as to which students should NOT exit primary.

In May, the principal (or principal's designee) will:

1. Review each recommendation.
2. Consult the relevant teachers about any concerns. This consultation shall not be necessary if the principal (or principal's designee) is fully comfortable with the recommendation.
3. Notify the student's parents/guardians regarding the student staying in primary for an additional year. Meet with the parents/guardians and teachers to work out plans to ensure that the student has a successful and positive experience with the added year.

INTERMEDIATE RETENTION POLICY

Beginning the 2017-2018 academic year, any student in grades 3-5 who fails 2 or more core academic subjects (Math, Science, Social Studies, Writing, or Reading) shall be required to repeat the failed academic year over. Grades will be based upon the cumulative GPA at the end of the 4th quarter/9 weeks.

In January, teachers shall review each student's performance to identify those who appear to have the potential to fail two or more core academic subjects.

Teachers will then contact the parents/guardians of each such student and invite them to meet to discuss the potential retention and to discuss how to prepare for the best learning opportunities for each of those students. The purpose of the meeting will be to develop a plan of steps to do what is best overall for the student. The plan may include but not be limited to any combination of the following strategies:

1. Extended school services.
2. Special individual tutoring.
3. Computer-based learning.
4. Special strategies in the regular classroom.
5. Special strategies for work at home.
6. Any other approach that appears likely to help that student succeed.

Once a plan is in place, teachers will communicate with the parents/guardians of the student at least once every two weeks about academic progress.

If teachers come to identify additional students who may need this attention after the end of January, they will notify the principal and begin the process described above.

The school principal shall have final decision-making authority for any student retentions.

POLICY EVALUATION

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

Date Adopted: 6/11/2015

Reviewed/revised: 4/06/2017; 11/01/2018

Reviewed/revised: 6/03/2021 Carrie Wade, SBDM Chairperson

PROGRAM APPRAISAL POLICY



PROGRAM APPRAISAL NEEDS ASSESSMENT

Our yearly School Improvement Planning process will include:

- An analysis of our State Test data and other school data as necessary to discover the extent to which our students are meeting state standards and our programs are proving effective, including but not limited to our categorical programs.
- Systematic work to discover and correct the causes of and barriers to high performance by all students and the movement of students toward our goals.
- A revision of our School Improvement Plan based on our needs assessment data for that year. The Plan will set goals, address causes, and make indicated changes to programs to help move our students to state standards according to the timetable established by the Kentucky Board of Education.

We will implement this process to address the effectiveness of all our programs and the resulting Plan will be monitored by the council through ongoing Implementation and Impact checks.

POLICY EVALUATION

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

Date Adopted: 2/1/2011

Reviewed/revised: 5/04/2017; 12/06/2018

Reviewed/revised: 11/05/2020 Carrie Wade, SBDM Chairperson

SCHOOL DAY AND WEEK SCHEDULE POLICY



CRITERIA FOR DEVELOPING THE MASTER SCHEDULE

Our schedule will:

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

PROCESS FOR DEVELOPING THE MASTER SCHEDULE

Annually, the principal or designee will use input from faculty, staff, students, and families to develop a master schedule for the school day that includes any needed changes. The following procedures will be used:

1. Review student performance data, survey data (if available) from students, parents, and staff, and other input from staff on how well instructional time is being used and what changes (if any) are needed.
 - Brainstorm current time barriers to implementing needed changes and meeting student needs and ways the schedule might be changed to remove those barriers.
 - Discuss advantages and disadvantages of various changes, focusing on the criteria listed in the first section of this policy.
2. Consider pertinent data from programs outside the regular classroom — arts, health, etc. — to determine changes needed or if additional time is needed in these areas.

TIMELINE

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.

POLICY EVALUATION

We will evaluate this policy through our annual policy review process.

Date(s) Adopted, Reviewed, or Revised: 11/07/2024

SCHOOL SPACE USE POLICY



CRITERIA FOR ASSIGNING SCHOOL SPACE

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

1. Take each student's developmental needs into account.
2. Facilitate the implementation of our School Improvement Plan.
3. Maximize staff opportunities for sharing resources, mentoring, and collaborating with teachers and students of similar grade levels, subject areas, or collaborative groups for consecutive years.

CLASSROOM SPACE ASSIGNMENTS

By the end of June, the principal will do the following:

1. Invite all returning staff members to indicate their preference for continuing or changing classroom space assignments the next year.
2. Assign classroom space based on the criteria in the first section of this policy and notify all staff members of their individual assignments.
3. Notify the council of how classroom space has been assigned.

ALTERING CLASSROOM SPACE ASSIGNMENTS

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

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

ASSIGNMENTS OF NON-CLASSROOM SPACE

For non-classroom space, the principal will make decisions based on the criteria in the first section of this policy after consulting with staff members who work or will work in any space affected by change from existing arrangements.

POLICY EVALUATION

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

Date Adopted: 2/1/2011

Date Reviewed or Revised: 10/05/2017; 1/03/2019

Reviewed/revised: 2/04/2021, 2/03/2022 Carrie Wade, SBDM Chairperson

STUDENT ASSIGNMENT POLICY



CRITERIA FOR STUDENT ASSIGNMENT TO CLASSES AND PROGRAMS

The principal (or principal's designee) will assign students to classes and programs in a manner that will:

1. Take each student's developmental and academic needs into account.
2. Facilitate the implementation of our School Improvement Plan.
3. Support the goal of not exceeding the state class size cap except under the following circumstances:
 - Temporary exceptions in order to provide an appropriate assignment to a student newly enrolled in the school.
 - Permanent exceptions made after meeting with all the teachers for the appropriate student level and topics to discuss student needs and possible solutions and after determining that no reasonable alternative will meet the student's needs.

PRIVACY RIGHTS

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

PARENT REQUESTS

Parent/guardian placement concerns should be submitted only if there are unusual academic, social, or emotional circumstances. In these cases, the request must be submitted in writing to the principal no later than April 30th. The requests will be considered on a case-by-case basis by the principal.

ASSIGNMENTS

In April, teachers will meet together to develop recommended class grouping for the next year using classroom observations of current students and any available data on pre-registered new students. Each grouping will include students performing at a variety of levels. Individual students will be placed to help each one make continuous progress.

The principal will consider those recommendations before making final assignments of current students and will notify parents prior to the start of the school year. The principal will assign students who enter the school after the recommendations and/or final assignments are complete.

POLICY EVALUATION

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

Date Adopted: 11-02-2017

Reviewed/revised: 3/04/2021, 2/03/2022 Carrie Wade, SBDM Chairperson

TECHNOLOGY USE POLICY



CRITERIA AND GUIDELINES

In order to help prepare students for life in a digital world, students will:

- Be taught ethical practices, appropriate etiquette, and online safety.
- Be taught to use critical evaluation of Internet sites used for research and study.
- Use technology for authentic purposes.
- Use real-world tools as often as possible.
- Master the Kentucky Academic Standards for Technology.

ELECTRONIC DEVICES

Students will adhere to all school and ***district rules and policies*** regarding the use of any and all electronic devices at school. Specific details about using electronic devices, as well as consequences for misuse, can be found in the Parent/Student and Teachers' Handbooks.

ACCEPTABLE USE

Each year all students and parents will be required to ***sign and date an Acceptable Use Policy/Form*** in order to access school/district technology.

POLICY EVALUATION

We will evaluate this policy through our **annual policy review** process.

Dates Adopted, Reviewed, or Revised: Adopted on 3/28/2023

WELLNESS POLICY

KASC NOTE: Includes Kentucky legal requirements for K-5.

For all schools with students participating in free/reduced lunch program, be sure this policy is aligned with the district wellness policy required by the federal law, *Healthy, Hunger Free Kids Act*.



PHYSICAL ACTIVITY PLAN

All students will participate in moderate to vigorous physical activity each day, as follows:

1. Each student will engage in at least 20 minutes of planned moderate to vigorous physical activity each day. Weather permitting, activity will occur outdoors as often as possible, and teachers will encourage the students verbally to engage in moderate-to-vigorous physical activity. The school will provide space and equipment to make that activity possible and appealing to students.
2. Each student will participate in physical education class on a regular basis as a component of their Encore rotation.
3. In keeping with brain-based research, teachers will make all reasonable efforts to avoid periods of more than 30 minutes when students are physically inactive. When possible, physical activity will be integrated into learning activities. When that is not possible, students will be given periodic breaks during which they are encouraged to stand and move in some form.
4. Students will not be deprived of recess or other physical activity as a consequence for behavior or academic performance.
5. Appropriate accommodations will be made for students with special needs, as required by law and sound professional judgment.

HEALTHY CHOICE PLAN

We will **encourage healthy choices among students using the following methods:**

1. Implementing the nutritional standards required by federal and state laws and regulations that apply to our food program and to other food and beverages available during the school day.
2. Implementing a curriculum that addresses the standards for health education, physical education, and consumerism.

ASSESSMENT TOOL

We will **assess students' level of physical activity and physical fitness at least once a year** using the following procedures:

1. The principal (or designee), with collaboration from teachers and parents with wellness

expertise, will select an assessment tool. Once the council has adopted a tool, it will remain in use unless the principal (or designee) recommends a change.

2. The principal (or designee) will develop a schedule for completing the assessment during the last month of school.
3. The principal will report the results of the wellness assessment data to the council annually.
4. The council in coordination with *the District Wellness Leadership Team* will discuss the results of the report and decide if appropriate wellness goals are included in the school improvement plan or if they need to be added or revised.

POLICY IMPLEMENTATION

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

The principal may be asked to share the data collected according to this policy with the district office and/or the Kentucky Department of Education.

PROGRAM EVALUATION

A District Wellness Leadership Team will collect and analyze data to be used as a support and resource for collaboration and integration of practical living instruction throughout the school environment.

The council will evaluate the effectiveness of this policy based on the feedback from the **DISTRICT WELLNESS LEADERSHIP TEAM**, and through our annual school improvement planning process.

POLICY EVALUATION

We will evaluate this policy through our **annual policy review** process.

Date(s) Adopted, Reviewed, or Revised: 5/4/2023 , Revised on 10/3/2023

PRINCIPAL SELECTION - CONSULTATION POLICY



Text in bold italics addresses legal requirements.

LEGAL PARAMETERS

If the vacancy to be filled is the position of principal, the superintendent shall fill the vacancy after consultation with the school council.

Consultation is a discussion between the council and the superintendent and must occur ***in a regular or special council meeting***. This process may involve advice, opinions, prioritizing candidates, etc. ***After consultation, the superintendent has the final decision on principal selection.***

SELECTION PROCESS

When a principal vacancy occurs, the council and the superintendent/designee will meet to:

1. Establish that the superintendent/designee will serve as chair of the council
 - It is best practice for the outgoing principal to excuse him/herself from the council for the principal selection process.
 - The council may elect a Vice-Chairperson (if none exists) to act as a liaison and contact person with the superintendent during this process.
2. Review this Principal Selection — Consultation Policy and the *Best Practices for Principal Selection* document available on the Kentucky Association of School Councils website.
3. Discuss the needs for training and/or facilitation for the selection process; including, but not limited to: recruitment, non-discrimination, legal requirements, surveys of the school community, criteria and question development, interviewing techniques, open meetings and record laws, and confidentiality.
4. ***Each council member must sign a nondisclosure agreement forbidding sharing of information shared and discussions held during consultation.*** Council members still retain the right to share information that is publicly known at the time of disclosure or publicly shared by the superintendent.
5. ***Establish a timeline for completing each step of the principal selection process.***
6. Decide the process for ***reviewing and screening applications and references.***

7. Design and carry out processes to get shareholder input on what traits will make the best leader for this school. Shareholder input will involve, but not be limited to: faculty and staff, families, and students.
8. Develop a set of criteria for a strong candidate using the shareholder input plus council members' ideas. ***These criteria will not discriminate based on race, ethnicity, gender, marriage or family status, religion, political affiliation, disability, or age.***
9. Use the criteria to develop/select questions that will be asked of all candidates during in-person interviews.
10. Decide additional methods to gather information about the candidates. The methods may include, but not be limited to: applications and résumés, checking off-list references, applicant portfolios, open forums, and written responses to hypothetical work-related challenges.
11. ***Review and screen applications and references.***
12. ***Select applicants to interview.***
13. Schedule interviews with selected applicants.
14. ***Conduct each interview in a special called meeting in closed session*** during which:
 - a. The same questions will be asked in the same order for every candidate.
 - b. Any specialized or follow-up questions will be asked after the standard questions.
 - c. A discussion will be held immediately following each interview about how well the applicant meets the criteria.

CONSULTATION AND PRINCIPAL SELECTION

1. After all information is gathered, the superintendent/designee and the council will meet in ***closed session*** for consultation on principal selection:
 - a. discuss of the merits of the candidates
 - b. work toward consensus on the principal selection

If a quorum of the council fails to attend this meeting, the superintendent may either call another meeting or conduct the required consultation with the council members present so the hiring process can continue.

2. After consultation, the superintendent shall select the principal.

3. As soon as possible, the council will announce the decision to shareholders.

POLICY EVALUATION

The council will evaluate the effectiveness of this policy through an annual review.

Date Adopted: Date(s) Reviewed or Revised: