



Ben Johnson Elementary School

SBDM Council By-Laws and School Operational Policies and Procedures

Adopted: 11-10-05

Revised: April 9, 2024

Ben Johnson Elementary School
13598 South Highway 259
McDaniels, KY 40152
270-756-3070

2024-2025 BJES Site Based Decision-Making Council Members

Chairperson

Mr. Ricky Dudgeon

Teacher Members

Ms. Jaclyn Renfro

Mrs. Sara Reich

Ms. Haley Masterson

Parent Members

Mrs. Kelly Tucker

Mrs. Jaclyn McFarland

BJES Monthly SBDM Meetings

Second Tuesday of each month at 3:30 P.M. in the BJES Library

PREFACE

Format. The format for SBDM Council By-Laws and School Operational Policies and Procedures will follow the KSBA (Kentucky School Board Association) Codification System. The two digits before the decimal point refer to the major section, and the digits after the decimal refer to the policy as it falls in the general outline. Each policy is printed on a separate page with the code in the upper right-hand corner. Policy pages are numbered as “page 1 of 1, page 1 of 2, etc.” Therefore, amendment of one policy does not entail the retyping of several pages; and the superseded policy may easily be removed and replaced with the amended policy.

The most recent date of Council action (either adoption or revision) will be printed at the end of each policy.

Adopted/Revised: 11-10-05

Ben Johnson Elementary School Codification Outline

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Ben Johnson Elementary School



SBDM Council By-Laws

Adopted: 11-10-05
Revised: August 8, 2023

Mission Statement

**Bringing all stakeholders together,
Joining for one common purpose,
Ensuring the success of all by
Striving to meet individual needs.**

SBDM Council Membership

Section 1 Selection Process

Composition of the Council

The SBDM Council at Ben Johnson Elementary shall consist of a three to two (3:2) ratio (teachers:parents) and the principal.

Eligibility

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

Section 2 Council Training

Training shall be provided to council members.

New council members shall complete a minimum of six (6) hours of training in the process of school-based decision making, not later than thirty (30) days after the beginning of the service year for which they are elected to serve.

Re-elected members shall complete a minimum of three (3) hours of training in the process of school-based decision making no later than one hundred twenty days (120) after the beginning of the service year for which they are elected to serve.

By November 1 of each year, the principal through the local superintendent shall forward to the Department of Education the names and addresses of each council member and shall verify that the required training has been completed.

Section 3 Terms of Office

Terms for school council members shall be for one year with the term beginning on July 1st and ending on June 30th of the following year. Annual elections for the following year's term shall be held according to the procedures set forth in Section 1. Parent and teacher members are eligible for re-election.

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Section 4 Election Report

The principal shall report new council members to the public through the local newspaper, radio, and the school newsletter.

Council Vacancy

1. A vacancy may be created by one of the following conditions:
 - a. A teacher is no longer assigned to the school.
 - b. A parent no longer has a child enrolled in the school.
 - c. A member has missed three (3) council meetings without council approval.
 - d. A member of the Council has submitted a resignation.

2. The procedure to fill a vacancy shall include the following:
 - a. The vacancy is declared by the chairperson.
 - b. A special election will be held within thirty (30) days of the declaration.
 - c. The special election will follow the guidelines set forth in these bylaws for the election of council members.

In the event the principal is unable to serve on the council for an extended period of time, the superintendent shall appoint an interim facilitator to serve in the principal's absence, or the council may elect a vice-chairperson to preside.

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B1.04

Removal of Members

A member who has missed three (3) or more unexcused meetings, has violated any of the standards of conduct, and who does not submit a written resignation from the council shall be subject to removal using the following procedures:

1. Motion. A motion to remove the member shall be made by a member of the council, stating the actions that justify removal and identifying the standards of conduct violated by those actions.
2. Second. If the motion is seconded, the member whose removal has been moved shall be given a chance to explain why removal is not justified. If the motion is not seconded, no further action shall be taken on the motion.
3. Defense. The member whose removal has been moved shall be permitted to present any type of defense he or she desires. Other persons wishing to address the issue may also speak, but the person whose removal is being considered will be allowed to speak last.
4. Decision. The council shall vote on whether removal is justified. If there are three votes for removal, the member shall be removed.

**Standards of Conduct
For
Ben Johnson Elementary School Council Members**

Code of ethics for a school council is a set of professional standards for council members to follow as they work as a team, making decisions that affect the school, and more specifically, the children served by the school.

Members of the Ben Johnson Elementary School SBDM Council, while representing teachers, parents, and school administrators, have the educational welfare of the students served by the school as its highest priority. We acknowledge that the school belongs to the public it serves and that our responsibilities as a council member requires gathering and providing accurate information in order to make decisions that will be in the best interest of the students. We further acknowledge that we can best meet our responsibilities when we work as a team, show respect for one another, show honesty, and demonstrate a commitment to the school and to our responsibilities. The responsibilities of the council and these acknowledgements require each council member to maintain standards of exemplary professional behavior. Each council member and the council as a whole will be observed and appraised by the faculty, students, and the community.

In the interest of the school and each student served by the school, the council subscribes to the following statements of ethical standards.

Members of the council shall:

- *Make the well-being of students the fundamental value in all decision-making actions.
- *Fulfill responsibilities with honesty and integrity.
- *Obey local, state, and national laws.
- *Abide by policies set forth by the council.
- *Demonstrate a willingness to work as a team.
- *Demonstrate a willingness to compromise in the interest of the welfare of students.
- *Show support of decisions made by the council.
- *Avoid sharing information that is considered by the council as being confidential.
- *Represent his/her constituency group as accurately as possible.
- *Demonstrate commitment to the work of the council and to the school.
- *Avoid using positions for personal gain through political, social, religious, economic, or other influence.

- *Demonstrate respect for all people regardless of race, national origin, sex, religion, and political affiliation.
- *Resign their office if convicted of a felony or misdemeanor during his/her term.
- *Attend all council meetings in their entirety unless the absence is excused. Absences may be excused by consensus of the council for good cause and shall be recorded in the minutes.

Council Officers

Section 1 Officers of the Council

- (a) Chairperson
- (b) Vice Chairperson
- (c) Secretary

Section 2 Election and Appointments

- (a) The Ben Johnson School Principal shall serve as the chairperson of the council.
- (b) The Vice Chairperson shall be elected from within the council membership.
- (c) The Council may choose to hire an ex-officio member as secretary, or a council member may serve as secretary.

Section 3 Duties and Functions

- (a) The Principal shall be the Chairperson and preside at all meetings. The Chairperson will work with the council, directing the affairs of the council including monitoring committee progress. The Chairperson shall have the agenda prepared for all meetings and will see that the agenda is available at least **24 hours** before each meeting. The Chairperson shall be responsible for [1] keeping full and accurate accounts of the proceedings and transactions of all meetings of the council; [2] providing copies of the minutes to the council within one week after each meeting; [3] preparing any official correspondence that may be requested; [4] maintaining a "Council File" containing copies of all minutes, council plans and progress reports, and council related information from the district or state, and a current copy of the bylaws; [5] annually providing a copy of the bylaws to all council members by the third meeting of the year; and; [6] providing the superintendent and the Breckinridge County School Board with necessary copies of all council records.
- (b) When a principal resigns or must be absent for a long period of time, leaving the school council without a chairperson, the Vice Chairperson will preside. The Vice Chairperson will maintain a listing of the membership with phone number, addresses, keep attendance and assist the Chairperson as needed.

- (c) The Secretary can be an ex-officio member of the council and must be willing to attend all meetings and perform all duties of the office. The secretary shall keep minutes of each council meeting. The minutes shall state accurately each council decision taken. The secretary, if a non-council member, shall be compensated at a rate of \$25.00 per month.

Agenda Preparation

1. Preliminary Agenda

- *Anyone may submit items in writing to the chairperson.
- *The Chairperson shall maintain a file of those items.
- *The Chairperson will prioritize the selected items to be placed on the agenda.
- *The Chairperson will prepare the preliminary agenda **24 hours** before each regular council meeting.
- *A twenty-four (24) hour notice must be given to the public prior to the meeting date.
- *The agenda shall include the review of the previous meeting's minutes.
- *The preliminary agenda shall be posted in the staff lounge, e-mailed to all faculty and staff, and made available to the local media.
- *Copies shall be made available to each council member.
- * A copy will be sent to the superintendent.

2. Final Agenda

- *Setting the final agenda shall be the first order of business at each meeting.
- *Non-council members **may** address the council, and the topic of concern must be appropriate for council setting.
- *If a person recommends an item for the agenda, he/she shall be present at the council meeting in order for a discussion on that topic to take place.
- *At special-called meetings, only the items listed in the notice of the meeting may be discussed.
- *For regular meetings, members will provide suggestions for the upcoming agenda at the end of each meeting.

Council Meetings

1. The Ben Johnson Elementary School SBDM Council shall designate a meeting room within the school. Meetings shall be held on a monthly basis in this room, unless otherwise necessitated.
2. Regular meetings may be cancelled by the chairperson with approval from a majority of the council.
3. The council will comply with the Open Meetings Law (KRS 61.805-61.850).
4. The council will operate under Robert's Rules of Order.
5. A special meeting shall be called by the chairperson or by written request of a majority of the membership of the council in accordance with the open meetings law (KRS 61.810).
6. The Ben Johnson Elementary School-Based Decision Making Council reserves the right to go into closed (executive) session to discuss discretionary or confidential matters as provided by KRS 61.810. All council meetings shall be open to the public except when personnel, legal issues affecting the council, or rights to privacy issues are under consideration. Under one or more of these conditions a council may go into executive session by majority vote or consensus. The vote of each member on the motion to go into closed session will be recorded in the minutes. All decisions made by the council shall be in an open public meeting.
7. Initial presentations before the council will be limited to five minutes unless prior arrangements have been made for more time. The council may invite persons present in the audience to speak on issues under consideration, and a five (5) minute discussion period will be provided for visitor input before any decisions are made by the council.
8. The dates of regular meetings of the council will be set during the reorganization of the council at the first meeting of the council in July of each year.

Decision Making

1. Quorum

No council decisions can be taken unless a quorum is present. Two-thirds (2/3) of

The members of the council must be present for the council to make official decisions with at least one teacher and one parent present.

2. Decision Making Process

The primary method of making decisions shall be by consensus. If a consensus cannot be reached, a minimum of four (4) affirmative votes (or two-thirds of the members in the event of a larger council), shall be required for the council to take action. In order to make official decisions, at least one teacher and one parent must be present when a vote is taken. The chair will only vote in the event of a tie.

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**Public Records
For
SBDM Council and Committees**

1. Record Keeping Procedure

- (a) A council secretary may be hired.
- (b) The secretary's duties shall include the following:
 - (1) taking minutes at all meetings
 - (2) transcribing the minutes
- (c) Official Council and Committee documents shall be maintained in the school office.
- (d) A copy of the minutes from the previous meeting and the agenda for any upcoming meeting shall be posted on the bulletin board in the school entrance.

Policy Procedures

All policies and decisions of the Council shall be directly related to the improvement of the instructional program and shall promote the school mission.

A. Development Procedures

The following procedures shall be used to facilitate the development, review, and amendment of policies as follows:

1. Identify needs and determine basic issues confronting the council and school.
2. Collect appropriate data and information pertinent to the issues.
3. Develop a first draft of a proposed policy and complete a first reading.
4. Send copy of any policy revision/change/adoption to central office after the 1st reading to be reviewed for conflicts with district, state, or federal policies/regulations.
5. Edit, rewrite, develop final draft, and schedule second reading.
6. Adopt policy by consensus at next scheduled meeting.
7. Disseminate and/or make available the adopted policy to all concerned parties.
8. Implement the policy in a timely manner.
9. Evaluate policies annually.

The official policy manual shall be retained alongside SBDM Council By-Laws in the principal's office. Each council member shall maintain an updated copy of both By-Laws and Policies.

B. Amendment Procedures

1. Procedure. A proposed amendment to these By-Laws must first be presented to the council who will, if necessary, refer the proposal to the appropriate committee for consideration.
2. Waiting Period. No amendment shall be approved at the same meeting at which it is first introduced. A discussion of the proposed amendment shall be held at the following council meeting. When consensus is achieved, the amendment in its final form shall be adopted.

C. Appeals Process

1. Appeals from the decisions of the council may be made by any resident of the district, parent, student or employee of the school.
2. The issue must first be presented in writing to the council for reconsideration.
3. Issues for council consideration shall be delivered to the principal, who shall bring the matter before the council at its next meeting.

3. If the matter is not satisfactorily resolved within ten (10) school days from the date the issue is presented to the council, an appeal may be submitted in writing to the superintendent.
4. If within ten (10) days of receiving the appeal, the superintendent has not been able to satisfactorily resolve the issue, a further appeal may be made in writing to the Board. The Board shall act on the appeal within forty (40) school days of the Board meeting when the appeal was made.
5. The decision of the Board may be appealed to the chief state school officer.
6. Actions of the council will be reviewed based on whether the council action was arbitrary, violated district policy, exceeded the authority of the council, or was otherwise unlawful under state or federal law.

Ben Johnson Elementary School



SBDM Council School Operational Policies and Procedures

Adopted: 11-10-05

Curriculum Policy

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:

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:
 - o Matched to the unique strengths and needs of the school.
 - o Backed by research and evidence of success in a similar school setting.

The curriculum document(s) can be accessed at the school 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:
 - o grade-appropriate assignments aligned to the standards.
 - o 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.

Instructional Policy

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

The 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

School Schedule Policy

Policy Statement

- Before the end of the academic school year, staff will begin planning a schedule for the following school year.
- The principal (in collaboration with staff) shall develop a proposed school schedule by the July regular meeting for council approval. Should the plan not be approved, the council shall propose changes at the July meeting
- Should the council not be able to have one in place after the July meeting, the principal shall have the authority to develop and implement a schedule.
- Beginning and ending time of the school calendar will be established by the Board of Education.

Staff Time Assignment

Policy Statement

- By the July meeting, the principal, in collaboration with staff, shall prepare an instructional/non-instructional staff assignment plan and present it to the council for the upcoming school year.
- Amendments may be made at the July meeting.
- The plan may be based on the following criteria:
 - Qualified staff members
 - Seniority
 - Experience
 - Request
 - Needs/goals of school
 - Evaluations

Student Assignment

Policy Statement

- The principal, in collaboration with staff, shall prepare a student assignment plan and present it to the council for approval by the July meeting.
- Additions or changes to the plan will be reported by the August meeting for approval.
- Tentative rosters will be posted (prior to school starting) on the front doors of the lobby area of the school.

TECHNOLOGY POLICY

Policy Statement

- The school shall organize all instructional and other activities to be aligned with standards established in state laws and regulations, and in a manner that is consistent with local school board policy.
- The principal shall provide all the information regarding this area.
- The school shall utilize technology in a manner consistent with local school board policy and state laws and regulations.
- The school shall appraise all programs in a manner that is consistent with local school board policy and state laws and regulations.
- Students using the Internet will have on file a copy of the BCPS Net Network Access contract signed by the student and parent/guardian.

Discipline Policy

Policy Statement

Ben Johnson Elementary School provides each student with the maximum opportunity to acquire an education. Ben Johnson Elementary School strictly adheres to the Code of Conduct and Disciplinary Policy as approved by the Breckinridge County Board of Education and Ben Johnson Elementary School Site-Based Decision Making Council. The Ben Johnson Elementary School discipline policy and procedures focus on increasing student responsibility for his/her actions and encouraging self-respect and consideration for the rights, feelings, and property of others. Guidelines have been established that are in compliance with the Breckinridge County District Code of Acceptable Behavior and Discipline.

Each staff member at Ben Johnson Elementary School accepts responsibility for the maintenance of discipline and for the promotion of a program for the development of wholesome human relations. A student's behavior should conform to acceptable standards of conduct as established by the Site Based Decision Making Council. The staff and council request parental support in helping maintain appropriate conduct in the school.

Student Code of Conduct

Students attending Ben Johnson Elementary School are expected to display a level of behavior which is acceptable to school personnel and the community. No student has the right to interfere with the opportunity of an education by their actions, poor manners, or lack of consideration. The Breckinridge County Board of Education has published a county-wide discipline policy. The following reminders are for the students and parents/guardians of Ben Johnson Elementary School. These rules apply on the school grounds or at any event or location where Ben Johnson Elementary School is represented.

Students are expected to:

- Report to school daily prepared to study, learn, and complete all assignments.
- Respect and obey teachers and staff.
- Respect fellow students.
- Maintain and improve the appearance of the school and grounds.

Students are not allowed to:

- Fight or provoke a fight.

- Use inappropriate language/profanity.
- Possess or use tobacco products or paraphernalia on school grounds.
- Possess or use drugs, alcohol, fireworks, paging devices, radios, audio/video electronics, or water guns on school property.
- Gamble, bring playing cards or any inappropriate/unauthorized item (unless approved by the principal and teacher).
- Cheat.
- Possess any type of weapon or knife.
- Chew gum.
- Exhibit any behavior that interferes with the instructional program of Ben Johnson Elementary School.
- Leave campus for any reason during the school day unless properly checked out through the school office.

Ben Johnson Elementary School Discipline Referral Plan

Through classroom and school rules and consequences, students will be given ample warnings. Students will be referred to the office for repeated minor offenses or after a major offense.

Parents will be made aware of recurring problems. A copy of all discipline referrals will be sent home to notify the parents. The parent will need to review and sign the referral. The referral should be returned to school by the child the next day. If the student does not return the referral, a phone call will be warranted at that time. Depending upon the severity of the problem, a phone call may precede the referral.

Referrals and Penalties

The number of referrals and penalties will start over each semester. A semester is defined as two nine-week grading periods. The first semester begins on the first day of school and ends on the last day before winter break. The second semester begins when school resumes after winter break and ends on the last day of school.

- 3rd Referral: The student will be assigned after school detention and the student may not be allowed to participate in or attend any school related activities for one week.
- 4th Referral: The student will be assigned a second after school detention session and the student may not be allowed to participate in or attend any school related activities for two weeks.
- 5th Referral: The student will be assigned to in school or out of school suspension for a time period as determined by the principal. The student may not be allowed to participate in or attend any school related activities for an additional three weeks. Parents must have a conference with the principal prior to the student returning to the regular education classroom. He/she must complete his/her work assigned for the day.

School activities may include, but are not limited to, the academic team, sports team, sports activities, clubs, dances, and parties.

If a student has been assigned after school detention and parents do not make arrangements for the student to attend, the detention will automatically be rescheduled. If the parents do not make arrangements the second time, the student will either be assigned in-school or out of school suspension, as determined by the principal.

Upon certain occurrences, the principal will have the discretion to assign automatic detention, in school suspension, or out of school suspension. If out of school suspension occurs, the student will forfeit attendance at school activities for the duration of the suspension. Suspension is implemented according to district policies. Policies will be made available upon request.

Field Trip Policy

Policy Statement

- Field trips are regarded as an important method of enhancing student learning. School trips for educational purposes will be occasionally organized by various teachers in the school. The principal and the assistant superintendent of schools must approve each trip before any reservations or planning takes place.
- Field trips requiring reservations will be handled by the teacher(s) who arrange the trip. All parents attending field trips that wish to be part of the school group must be approved volunteers. Parents wishing to be a part of the school group must collaborate and communicate with the classroom teacher(s) planning the trip. Parents who attend without prior teacher approval will not be a part of the school group.
- While parent chaperones are greatly appreciated, not all field trips require additional supervision. Only approved chaperones will be permitted to ride the bus.
- All rules and regulations of the school apply to students attending field trips.
- Field trips may not be scheduled during the last 2 weeks of school.

Extracurricular Policy

Policy Statement

Criteria for Programs

The criteria in this section must be present for an extracurricular program to be added or continued or to institute a new program. The program must:

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

Programs Currently Offered

Listed below are the extracurricular programs we currently provide. Additional programs will be approved and instituted based on their ability to meet the criteria listed in the first section of this policy.

1. Academic Team
2. Sports Teams: Basketball, Archery, Cheerleading
3. Student Leadership Team

Student Participation

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

1. Maintain a “C” average in all subject areas
2. Were in attendance on the day of the activity or on Friday for weekend activities
3. Comply with rules established by the adult coach or sponsor for the event
4. Meet requirements set by appropriate sponsoring or governing organization.

Breckinridge County

Ben Johnson Elementary School
P1.12 (Continued)

Coaches and Sponsors

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

Program Evaluation

Our extracurricular program will be evaluated through the needs assessment process for updating our School Improvement Plan (SIP).

CONSULTATION POLICY

Policy Statement

- The school council shall be consulted prior to the principal's recommendation of personnel to fill all non-principal school-based vacancies that shall occur at the school.
- "Consultation with the school council for the vacancy" will be added to the agenda.
- After the position is posted and the legal number of days have passed a list of qualified applicants will be given to the principal. The principal will provide council members access to the applications for review. The principal may do preliminary interviews and do reference checks on any/all applicants. The council may or may not choose to interview any/all applicants.
- The school council will consider all qualified applicants regardless of race, religion, color, national origin, age, sexual orientation, individuals with disabilities, veteran status, etc.
- If a quorum of the council fails to attend the 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.
- The principal within twenty-four hours of the meeting will make the recommendation to the Superintendent.

COMMITTEE STRUCTURE POLICY

SBDM Committee Policy

KRS 160.345

If a school council establishes committees, it shall adopt a policy to facilitate the participation of interested persons, including, but not limited to classified employees and parents. The policy shall include the number of committees, their jurisdiction, composition, and the process for membership selection.

The general purpose of committees is to make recommendations to the Council by performing the following duties as appropriate:

- * Elect a chairperson and secretary.
- * Take accurate minutes of the committee meeting; post and/or distribute those minutes to the school community.
- * Accept challenges, tasks and charges from the Council; investigate, analyze, and develop a faculty/parent consensus on recommendations to be made for council adoption.
- * Gather input and ideas from the school and community and compile information.
- * Discuss all aspects of topics; include all points of view.
- * Research topics by utilizing resource people, using professional publications, contacting successful schools, etc.
- * Formulate and report recommendations.
- * Supply other information the Council might need to understand the committee's recommendation.
- * Report progress at Council meetings.
- * Revise the Committee recommendation as requested by the Council.

Responsibilities of Committees

Committees shall carry out their roles as directed by the Council including, but not limited to, the responsibilities listed in this section. Each committee will prepare a timeline of goals and activities to be submitted to the Council. Each standing committee will establish its own frequency of meetings, dates of meetings and agenda. Committee membership will last one year, but consecutive service is recommended. Committees are subject to Open Meetings Laws.

Committee Membership and Officers

Each certified staff member shall serve on at least one of the standing committees. Each standing committee shall consist of a minimum of five members. Classified staff members, parents, students, and all interested parties are encouraged to apply to serve. An announcement will be posted in the school along with a sign-up sheet for at least one week. Parents and community members will be informed through newsletters and notes home. There must be at least one parent member on each committee, preferably more.

Each committee shall have a chairperson and a secretary. The chairperson shall prepare a preliminary agenda, run the meeting, present reports and recommendations to the Council, communicate Council requests back to the committee, and monitor completion of committee actions. The secretary shall take attendance, record the minutes of the meeting, and file a copy of the minutes in the committee notebook.

Ad Hoc Committees may be formed to address specific tasks identified by the Council and will be dissolved once the task is complete. Ad hoc committees shall be formed by the Chairperson with approval by the council.

Ben Johnson Elementary School SBDM Standing Committees

Academic Performance Committee

The Academic Performance Committee will consist of subcommittees addressing the following areas:

- * Curriculum and Instruction
- * Assessment and Planning
- * Instructional Methods (including use of technology)

Learning Environment Committee

The Learning Environment Committee will consist of subcommittees addressing the following areas:

- * School Culture
- * Student, Family and Community Support
- * Professional Development, Growth and Evaluation

Efficiency

The Efficiency Committee will consist of subcommittees addressing the following areas:

- * Leadership
- * Organization, Resource Allocation and Budget
- * Planning, Defining School's Vision, Mission and Beliefs
- * Defining and Analyzing Instructional Methods, Results and Effectiveness

WELLNESS POLICY

Policy Statement

Our school council will adopt a comprehensive program in order to implement our wellness policy. The principal shall ensure that the program is implemented; as part of the instructional day the program is not to exceed 150 minutes per week of moderate to vigorous physical activity each day for each child, taking into consideration the needs of students with 504 plans, Individual Education Plans and any other special medical need. This would not preclude additional activity for all students outside of the instructional day.

Our council will implement individual assessment to determine each child's level of physical activity that will be documented by the school physical education teacher.

On behalf of the council, the principal shall report to the Kentucky Department of Education through whatever means as is required on how the school is providing moderate to vigorous physical activity and on the types of physical activity being provided.

The policy developed by the school council or principal shall comply with provisions required by federal law, state law, or local board policy.

This school council wellness policy shall also be consistent with the applicable indicators from the Standards and Indicators for Schools Improvement.

Ben Johnson Elementary School is committed to providing a school environment that enhances learning and development of lifelong wellness practices. To accomplish these goals:

Child Nutrition Programs will comply with federal, state and local requirements. Child Nutrition Programs are accessible to all children.

Wellness Committee (School Health Committee)- The school health committee will consist of the SBDM and may include other parents, students, representatives of the school food service program, members of the school board, school administrators, teachers, health professionals, and members of the community. The School Health Committee will report to the SBDM Council.

Nutrition Education will be integrated into the curriculum.

Physical Activity-

- ~ Physical education will be an environment where students learn, practice and are assessed on developmentally appropriate motor skills, social skills and knowledge by the physical education teacher;
- ~ Physical activity facilities on school grounds meet safety requirements;
- ~ Schools will provide a physical and social environment that encourages safe and enjoyable activity for all students, including those who are not athletically gifted;
- ~ Depriving students of physical activity as a consequence for behavior or academic performance will be discouraged;
- ~ All school-based activities are consistent with local wellness policy goals.

School Food Environment- All foods and beverages made available on campus (including vending, concessions, a la carte, student stores, parties, and fundraising) during the school day are consistent with the current Dietary Guidelines for Americans.

- ~ Snacks may be served 30 minutes after the last lunch period but meet the Guidelines for Competitive Food and Beverage Sales;
- ~ Schools should limit celebrations that involve food during the school day. Each party should be held 30 minutes after the last lunch period.
- ~ All foods made available on campus adhere to food safety and security guidelines.
- ~ The school environment is safe, comfortable, pleasing, and allows ample time and space for eating meals. Food and/or physical activity are not used as a punishment. Schools will make efforts to use non-food items as rewards for academic performance or good behavior. The district will provide a list of suggestions.
- ~ Students are not allowed to have fast food lunches delivered or sent to school.
- ~ For students who bring lunches from home, parents will be encouraged to send a healthy lunch with their children.

Classroom Parties- Any snack provided for classroom parties must be store bought. Any drinks provided for parties must follow the KRS 158.854 beverage regulations.

The allowable beverages are:

- ~ Milk or flavored milk no more than 1% fat.
- ~ Plain or flavored water.
- ~ 100% fruit juice or vegetable juice.
- ~ Any beverage that contains no more than 10 grams of sugar per serving.
- ~ Elementary beverage size no larger than 17 oz., except for water.

SPACE POLICY

Policy Statement

The principal will make the final decision when a vacancy occurs in the building after viewing the needs of all resources. The school council may make suggestions if the principal desires input. These suggestions will only be considerations, however, and the allocation of space shall be the principal's determination.

Ben Johnson Elementary School Parent and Family Engagement Policy

EXPECTATIONS FOR PARENT FAMILY ENGAGEMENT

Ben Johnson Elementary School has adopted the following parent and family engagement policy and plan. This policy and the plan to implement it have been developed jointly and in agreement with, and will be distributed to all participating parents in the school wide Title I program.

All participating parents in the school wide program shall be provided or have access to:

- ☐ timely information and opportunities to meet with staff,
- ☐ an interpretation of their child's assessment results,
- ☐ a description and explanation of the school curriculum, assessment and discipline policies,
- ☐ a copy of the academic expectations and academic components of the school consolidated plan,
- ☐ to sign the Parent-School Learning Compact
- ☐ Exit Criteria for grade levels

SHARED RESPONSIBILITY FOR HIGH STUDENT PERFORMANCE

Ben Johnson Elementary School has jointly developed with parents, for all students, a Parent-School Learning Compact that describes:

- ☐ the school's responsibility to provide high quality curriculum and instruction in a supportive and effective learning environment that will enable students to meet the state's academic expectations,
- ☐ ways in which each parent will be responsible for supporting his/her child's learning,
- ☐ students' responsibilities
- ☐ ongoing communication between parents and teachers through parent/teacher conferences, progress reports to parents, and viewing grades on Infinite Campus,
- ☐ observation of classroom activities, and opportunities to volunteer and participate in their child's school.

BUILDING CAPACITY FOR ENGAGEMENT

Ben Johnson Elementary School shall build the capacity for strong parent involvement by:

- ☐ providing assistance to parents on how to monitor their child's performance and on how to participate in their child's education.
- ☐ providing materials and training to parents to help improve their child's achievement.

- providing other assistance such as our family resource center where parents can learn about child development, parenting skills, problem-solving skills, and skills that would enable parents to become full partners in the education of their child.
- developing appropriate roles for community-based organizations and businesses and encouraging partnerships with elementary, middle, and secondary schools.
- 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.

Adopted 4-30-02

Revised 12-13-22

Ben Johnson Elementary School Parent-School Learning Compact

Effective schools are a result of families and school staff working together to ensure that children are successful in school. A learning compact is an agreement among groups that firmly unites them. This is an invitation to be involved in a partnership with your child's school.

Parent

I want my child to achieve; therefore, I will encourage my child by doing the following:

- ✓ See that my child attends school regularly and is on time.
- ✓ Support school staff on maintaining proper discipline.
- ✓ Set aside a specific time and place for homework.
- ✓ Check homework daily.
- ✓ Speak with or write to my child's teacher on a regular basis.
- ✓ Encourage my child and be aware of what my child is learning.
- ✓ Read with my child and let my child see me read regularly.

(Parent Signature) _____

Student

It is important that I work to the best of my ability; therefore, I will strive to do the following:

- ✓ Attend school regularly.
- ✓ Be prepared for school each day with completed assignments and supplies.
- ✓ Work cooperatively with my classmates.
- ✓ Respect myself, my school, and other people.
- ✓ Follow school and bus rules for student conduct.
- ✓ Give my best effort each day.

(Student Signature) _____

Teacher

It is important that students achieve; therefore, I will strive to do the following:

- ✓ Encourage students and parents by communicating regularly about student progress.
- ✓ Contact parents to convey something positive about students.
- ✓ Provide high quality instruction in a supportive environment.
- ✓ Provide varied learning opportunities for students to enable them to meet academic expectations.
- ✓ Hold high expectations for all students.
- ✓ Make myself and my classroom accessible to parents.
- ✓ Demonstrate professional behavior and a positive attitude.

- ✓ Respect cultural differences of students and their families.

(Teacher Signature) _____

Principal

I support this compact for parent and family engagement; therefore, I will strive to do the following:

- ✓ Provide an environment that allows for positive communication between the teacher, parent, and student.
- ✓ Encourage teachers to regularly provide homework assignments that will reinforce classroom instruction.
- ✓ Provide newsletters, calendars, and other communication to parents.
- ✓ Demonstrate professional behavior and a positive attitude.
- ✓ Treat staff members equally and fairly.

(Principal Signature) _____

Please sign and return this form to your child's classroom teacher.

Ben Johnson Elementary School Exit Criteria Policy

Dear Parent/Guardian,

During Kindergarten there are many language arts and math skills your child will learn. In order to move successfully from Kindergarten to 1st grade, your child must master certain skills called exit criteria. Your child will be learning many more skills than those included in the exit criteria. However, the skills listed below are the minimum required to move to the next grade level. As we work with your child at school to learn these skills, we encourage you to work as our partner to practice these skills at home.

Exit Criteria for Kindergarten:

- Read and comprehend at the 25th percentile as measured by MAP and/or classroom assessment tools
- Math level of 25th percentile as measured by MAP and/or classroom assessment tools
- Mastery of the skills listed below

<u>Language Arts Skills</u>	<u>Math Skills</u>
• Prints first and last name • Identifies/prints capital letters and lowercase letters (80%) • Identify 40 letters per minute • Identify 30 letter sounds per minute • Knows all consonant sounds • Knows all short vowel sounds • Reads CVC words (examples: cat, dog, pig, hug, etc.) • Reads at least 25 common high-frequency words from K-1 District Sight Word List • Directionality (Follows words from left to right, top to bottom) • Copies written text from a model • Orally asks questions and expresses ideas clearly • Writes a complete sentence independently without teacher prompting.	• Counts to 50 • Writes numbers 0-50 • Counts at least 20 objects • Identify numbers 1 – 20 in random order • Adds and subtracts within 5, fluently • Knows basic shapes (circle, square, triangle, rectangle)

If the classroom teacher is concerned about your child's progress, these steps will be followed:

End of First Nine Weeks

- Classroom teacher/parent contact
- Discuss student needs and ways to help
- Possibility of extra year in Kindergarten discussed

*Students enrolling after the first five weeks of school will be notified by the classroom teacher within four weeks of the enrollment date.

End of Second Nine Weeks

- Written Communication sent to parent about student progress
- Classroom teacher/parent meet
- Possibility of extra year in Kindergarten discussed
- Develop a plan for helping your child
- Ongoing parent updates will be given

At Least Five Weeks Prior to End of School Year

- Letter sent to parent stating extra year in Kindergarten needed
- Classroom teacher/parent/school administrator meet
- School Administrator explains Review and Appeal Procedure to parent

All placement decisions will take into consideration the following:

- Age
- Physical and social development
- Academic level in language arts and math
- Any identified disabilities

Please contact your child's teacher, principal, or curriculum specialist if you have any questions or concerns.

Sincerely,

Sign, and return this portion to your child's teacher. Please keep the rest of this letter for your reference as you work with your child at home.

I have received and read the exit criteria guidelines for Kindergarten.

Student Name

Parent Signature

Date

(continued)

Dear Parent/Guardian,

During the first grade year, there are many language arts and math skills your child will learn. In order to move successfully from 1st grade to 2nd grade, your child must master certain skills called exit criteria. Your child will be learning many more skills than those included in the exit criteria. However, the skills listed below are the minimum required to move to the next grade level. As we work with your child at school to learn these skills, we encourage you to work as our partner to practice these skills at home.

Exit Criteria for 1st Grade:

- Read and comprehend at the 25th percentile as measured by MAP and/or classroom assessment tools
- Math level of 25th percentile as measured by MAP and/or classroom assessment tools
- Mastery of the skills listed below

<u>Language Arts Skills</u>	<u>Math Skills</u>
• Knows all letter sounds (including short and long vowel sounds) • Knows 90% of 1st grade district sight word list • Reads words with CVCe pattern (Examples: cake, like, hope, etc.) • Sounds out grade level two syllable words (decodes) • Read minimum 40 words per minute on 1st grade reading passage • Orally asks and answers questions in complete sentences • Writes complete sentences (Capitalization and Punctuation) • Complete minimum of 2 writing pieces (Opinion, Informative, Narrative)	• Identifies and writes numbers to 100 • Counts to 100 • Skip counts by 2's, 5's, and 10's • Identifies hundreds, tens, and ones places in a number • Knows the meaning of common symbols (+, -, =, <, >) • Adds and subtracts facts (sums within 10) • Identifies/knows value of coins (penny, nickel, dime, quarter) • Tells, writes, and demonstrates time to hour and half hour

If the classroom teacher is concerned about your child's progress, these steps will be followed:

End of First Nine Weeks

- Classroom teacher/parent contact
- Discuss student needs and ways to help
- Possibility of extra year in 1st grade discussed

*Students enrolling after the first five weeks of school will be notified by the classroom teacher within four weeks of the enrollment date.

End of Second Nine Weeks

- Written Communication sent to parent about student progress
- Classroom teacher/parent meet
- Possibility of extra year in 1st grade
- Develop a plan for helping your child
- Ongoing parent updates

At Least Five Weeks Prior to End of School Year

- Letter sent to parent stating extra year in lower primary needed
- Classroom teacher/parent/school administrator meet
- School administrator explains Review and Appeal Procedure to parent

All placement decisions will take into consideration the following:

- Age
- Physical and social development
- Academic level in language arts and math
- Any identified disabilities

Please contact your child's teacher, principal, or curriculum specialist if you have any questions or concerns.

Sincerely,

Sign, and return this portion to your child's teacher. Please keep the rest of this letter for your reference as you work with your child at home.

I have received and read the exit criteria guidelines for 1st grade.

Student Name

Parent Signature

Date

(continued)

Dear Parent/Guardian,

During the 2nd grade year, there are many language arts and math skills your child will learn. In order to move successfully to 3rd grade, your child must master certain skills called exit criteria. Your child will be learning many more skills than those included in the exit criteria. However, the skills listed below are the minimum required to move to the next grade level. As we work with your child at school to learn these skills, we encourage you to work as our partner to practice these skills at home.

Exit Criteria for 2nd grade:

Language Arts

- Read and comprehend at the 25th percentile as measured by MAP and/or classroom assessment tools
- Complete a minimum of two published writing pieces (opinion, informative, narrative)
- Orally asks and answers questions about 2nd grade topics
- Read minimum 70 words per minute on 2nd grade reading passage

Math

- Math level of 25th percentile as measured by MAP and/or classroom assessment tools
- Reads and writes whole numbers 0-1000
- Identifies odd or even numbers
- Recognizes ones, tens, and hundreds place in a 3 digit number
- Skip counts by 5's and 10's
- Orders and compares whole numbers through hundreds place
- Knows addition facts 0-9
- Adds and subtracts within 100, with and without regrouping
- Counts money using dollar bills, quarters, dimes, nickels, and pennies
- Tells and write time to the hour, half hour, and quarter hour
- Measures length to the nearest inch or centimeter
- Recognizes triangles, quadrilaterals, pentagon, hexagon, and cube

If the classroom teacher is concerned about your child's progress, these steps will be followed:

End of First Nine Weeks

- Classroom teacher/parent contact
- Discuss student needs and ways to help
- Possibility of extra year in 2nd grade discussed

*Students enrolling after the first five weeks of school will be notified by the classroom teacher within four weeks of the enrollment date.

End of Second Nine Weeks

- Written communication sent to parent about student progress
- Classroom teacher/parent/principal meet in an Exit and Review Committee meeting
- Possibility of extra year in 2nd Grade
- Develop a plan for helping your child
- Ongoing parent updates

At Least Five Weeks Prior to End of School Year

- Letter sent to parent stating extra year in 2nd Grade needed
- Classroom teacher/parent/school administrator meet
- School administrator explains Review and Appeal Procedure to parent

All placement decisions will take into consideration the following:

- Age
- Physical and social development
- Academic level in language arts and math
- Any identified disabilities

Please contact your child's teacher, principal, or curriculum specialist if you have any questions or concerns.

Sincerely,

Sign, and return this portion to your child's teacher. Please keep the rest of this letter for your reference as you work with your child at home.

I have received and read the exit criteria guidelines for 2nd grade.

Student Name

Parent Signature

Date

Dear Parent/Guardian,

During the 3rd grade year, there are many language arts and math skills your child will learn. In order to move successfully to 4th grade, your child must master certain skills called exit criteria. Your child will be learning many more skills than those included in the exit criteria. However, the skills listed below are the minimum required to move to the next grade level. As we work with your child at school to learn these skills, we encourage you to work as our partner to practice these skills at home.

Exit Criteria for 3rd grade:

Language Arts

- Read and comprehend at the 25th percentile as measured by MAP and/or classroom assessment tools.
- Read minimum 85 words per minute on 3rd grade reading passage
- Complete a minimum of three published writing pieces (opinion, informative, narrative, reflective)

Math

- Math level of 25th percentile as measured by MAP and/or classroom assessment tools
- Reads and writes whole numbers 0-10,000
- Orders and compares whole numbers through ten thousands place
- Identifies place value through ten thousands place
- Adds and subtracts within one thousand with and without regrouping
- Knows multiplication facts (0's, 1's, 2's, 5's)
- Recognizes and labels basic fractions (Whole, $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$)
- Tells time to the nearest hour, half hour, quarter hour, and 5 minutes
- Measures length to the nearest inch and $\frac{1}{2}$ inch
- Find the area of a 2D model with a grid
- Find the perimeter of a 2D model
- Identify basic quadrilaterals (square, rectangle, rhombus, trapezoid, parallelogram)

If the classroom teacher is concerned about your child's progress, these steps will be followed:

End of First Nine Weeks

- Classroom teacher/parent contact
- Discuss student needs and ways to help
- Possibility of extra year in 3rd grade discussed

*Students enrolling after the first five weeks of school will be notified by the classroom teacher within four weeks of the enrollment date.

End of Second Nine Weeks

- Written communication sent to parent about student progress
- Classroom teacher/parent meet in an Exit and Review Committee meeting
- Possibility of extra year in 3rd grade
- Develop a plan for helping your child
- Ongoing parent updates

At Least Five Weeks Prior to End of School Year

- Letter sent to parent stating extra year in 3rd grade needed
- Classroom teacher/parent/school administrator meet
- School administrator explains Review and Appeal Procedure to parent

All placement decisions will take into consideration the following:

- Age
- Physical and social development
- Academic level in language arts and math
- Any identified disabilities

Sincerely,

Sign, and return this portion to your child's teacher. Please keep the rest of this letter at home for your reference as you work with your child at home.

I have received and read the exit criteria guidelines for 3rd grade.

Student Name

Parent Signature

Date

(continued)

Dear Parent/Guardian,

During the 4th grade year, there are many language arts and math skills your child will learn. In order to move successfully to 5th grade, your child must master certain skills called exit criteria. Your child will be learning many more skills than those included in the exit criteria. However, the skills listed below are the minimum required to move to the next grade level. As we work with your child at school to learn these skills, we encourage you to work as our partner to practice these skills at home.

Exit Criteria for 4th grade:

Language Arts

- Read and comprehend at 25th percentile as measured by MAP and/or classroom assessment tools.
- Read minimum 115 words per minute on 4th grade reading passage
- Complete a minimum of three published writing pieces (opinion, informative, narrative, reflective)

Math

- Math level of 25th percentile as measured by MAP and/or classroom assessment tools
- Reads and writes whole numbers 0-100,000
- Orders and compares whole numbers through hundred thousands place
- Identifies whole number place value through hundred thousands place
- Identifies decimal place value to hundredths place
- Adds and subtracts within ten thousand with and without regrouping
- Knows multiplication facts (0's -9's)
- Multiply a 3-digit number by a 1-digit number
- Divides a number by a single digit divisor
- Identifies equivalent fractions with visual models
- Add and subtract fractions with like denominators
- Identify basic 2D shapes and properties
- Find area and perimeter of rectangles
- Solves simple one step word problems

If the classroom teacher is concerned about your child's progress, these steps will be followed:

End of First Nine Weeks

- Classroom teacher/parent contact
- Discuss student needs and ways to help
- Possibility of extra year in 4th grade discussed

*Students enrolling after the first five weeks of school will be notified by the classroom teacher within four weeks of the enrollment date.

End of Second Nine Weeks

- Written communication sent to parent about student progress
- Classroom teacher/parent meet in an Exit and Review Committee meeting
- Possibility of extra year in 4th grade
- Develop a plan for helping your child
- Ongoing parent updates

At Least Five Weeks Prior to End of School Year

- Letter sent to parent stating extra year in 4th grade needed
- Classroom teacher/parent/school administrator meet
- School administrator explains Review and Appeal Procedure to parent

All placement decisions will take into consideration the following:

- Age
- Physical and social development
- Academic level in language arts and math
- Any identified disabilities

Please contact your child's teacher, principal, or curriculum specialist if you have any questions or concerns.

Sincerely,

Sign, and return this portion to your child's teacher. Please keep the rest of this letter for your reference as you work with your child at home.

I have received and read the exit criteria guidelines for 4th grade.

Student Name

Parent Signature

Date

(continued)

Dear Parent/Guardian,

During the 5th grade year, there are many language arts and math skills your child will learn. In order to move successfully from 5th grade to 6th grade, your child must master certain skills called exit criteria. Your child will be learning many more skills than those included in the exit criteria. However, the skills listed below are the minimum required to move to the next grade level. As we work with your child at school to learn these skills, we encourage you to work as our partner to practice these skills at home.

Exit Criteria for 5th Grade:

Language Arts

- Read and comprehend 25th percentile as measured by MAP and/or classroom assessment tools.
- Read minimum 140 words per minute on 5th grade reading passage
- Complete a minimum of three published writing pieces (narrative, opinion, informational, reflective)

Math

- Math level of 25th percentile as measured by MAP and/or classroom assessment tools
- Writes and solves simple numerical expressions
- Reads, writes, and compares decimals to thousandths place
- Adds and subtracts decimals to thousandths place
- Multiplies multi-digit numbers
- Divides two digit numbers by two digit divisors
- Generates a number pattern that follows a given rule
- Adds and subtracts fractions with simple unlike denominators (Example: $\frac{1}{3} + \frac{1}{6}$)
- Multiplies fractions
- Solves one step word problems.
- Find the volume of a rectangular prism
- Graphs points in the first quadrant of a coordinate plane
- Knows multiplication facts
- Classifies 2D shapes based on properties

If the classroom teacher is concerned about your child's progress, these steps will be followed:

End of First Nine Weeks

- Classroom teacher/parent contact
- Discuss student needs and ways to help
- Possibility of extra year in 5th grade discussed

*Students enrolling after the first five weeks of school will be notified by the classroom teacher within four weeks of the enrollment date.

End of Second Nine Weeks

- Letter sent to parent about student progress
- Classroom teacher/parent meet in an Exit and Review Committee meeting
- Possibility of extra year in 5th grade discussed
- Develop a plan for helping your child
- Ongoing parent updates will be given

At Least Five Weeks Prior to End of School Year

- Letter sent to parent stating extra year in 5th grade needed
- Classroom teacher/parent/school administrator meet
- School administrator explains Review and Appeal Procedure to parent

All placement decisions will take into consideration the following:

- Age
- Physical and social development
- Academic level in language arts and math
- Any identified disabilities

Please contact your child's teacher, principal, or curriculum specialist if you have any questions or concerns.

Sincerely,

Sign, and return this portion to your child's teacher. Please keep the rest of this letter for your reference as you work with your child at home.

I have received and read the exit criteria guidelines for 5th grade.

Student Name

Parent Signature

Date

Exit Criteria Review and Appeal Procedure

Parents/guardians may request a review and/or appeal of an extra year in a child's current setting if there were extraordinary circumstances that interfered in their child's ability to meet the exit criteria. The following procedure is required:

1. A letter of request to review the student's circumstances must be submitted to the principal within ten (10) school days of notification that their child will spend an extra year in his/her current educational setting.
2. The parent/guardian must submit documentation as to the extraordinary circumstances leading to the request (e.g. sickness, trauma, death in the family, etc.)
3. The parent/guardian must meet with the Exit Criteria Committee to review the student's academic progress and to present the circumstances for appeal. The Exit Criteria Committee shall be made up of the Principal, Guidance Counselor, Curriculum Specialist, and any other educational professionals directly involved with the student. The educational professionals may include, but are not excluded to the classroom teacher, resource teacher, response to intervention teacher, and family resource coordinator.
4. The Exit Criteria Committee must review the appeal, determine if the circumstances warrant a change in the decision, and notify the parent/guardian accordingly within three (3) school days.
5. A parent/guardian may appeal the decision of the Exit Criteria Committee by submitting a letter of request to review the student's circumstances to the Exit Criteria Committee prior to the last week of school. The parent/guardian must submit documentation as to the extraordinary circumstances leading to the request.
6. The Exit Criteria Committee must review the appeal, determine if the circumstances warrant a change in the Exit Criteria Committee decision, and notify the parent/guardian accordingly within three (3) school days.
7. The decision of the Exit Criteria Committee is final.

Ben Johnson Elementary School Writing Policy**CRITERIA FOR THE WRITING PROGRAM**

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

1. Engage in three categories of writing: writing to learn activities (journaling, note taking, foldables, etc.), writing to demonstrate learning to the teacher (reflections, extended response questions, on-demand prompts, and other formative/summative writing task), and writing for publication.
2. Experience authentic, meaningful writing at all grade levels:
 - a. *Writing for a variety of purposes:*
 - Opinion (Elementary)/Argumentative (Secondary) to support claims
 - Informative/explanatory texts
 - Narrative to develop real or imagined experiences or events
 - b. *Writing for a variety of audiences*
 - c. Experiences that reveal ownership and independent thinking
 - d. Writing in which students draw on their own experiences, learning, reading, and inquiry to complete writing tasks
3. Experience the writing process at all grade levels: planning, drafting, revising, editing, publishing, and reflecting upon writing.
4. *Be provided consistent and timely feedback throughout the writing process to guide and improve writing skills.*
5. Experience writing in both monthly on-demand and writing-over-time situations.
6. Write as a natural outcome of the content being studied in all curriculum areas.
7. Read and analyze a variety of print and non-print materials (e.g., artwork (2D and 3D), photographs, electronic text, graphics, illustrations, web images, maps, multimedia) including persuasive, literary, informational, and practical/workplace materials. *Use readings as models for student writing.*
8. Learn about and use appropriate resources for writing (e.g., personal interviews, observations, print materials, and technology) driven by different instructional purposes with different audiences for the student to consider.
9. *Intentionally schedule time within the instructional day for writing instruction and experiences* while also providing learning opportunities that occur naturally across content areas to explore ideas and design products.

10. Relevant learning opportunities include contact with community members, postsecondary partners, and businesses.
11. *Apply appropriate writing skills to oral communication.*
12. Engage in real world and creative communication appropriate for meeting Kentucky Academic Standards.

WRITING GUIDELINES FOR TEACHERS

To provide *multiple and frequent opportunities for students to develop complex communication skills for a variety of purposes using the three types of writing*, teachers will:

1. Teach and require students to use higher-order thinking skills whenever possible.
2. Assign three categories of writing that will be included in working grade level writing folders.: writing to learn, writing to demonstrate learning, and writing for publication in order to provide authentic, meaningful writing at all grade levels that includes:
 - a. *Writing for a variety of purposes:*
 - Opinion (Elementary)/Argumentative (Secondary) to support claims
 - Informative/explanatory texts
 - Narrative to develop real or imagined experiences or events
 - b. *Writing for a variety of audiences*
 - c. Writing about experiences that reveal ownership and independent thinking
 - d. Writing in which students draw on their own experiences, learning, reading, and inquiry to complete writing tasks
3. Teach and model the writing process at all grade levels: planning, drafting, revising, editing, publishing, and reflecting upon writing including, but not limited, to on-demand and writing-over-time assignments.
4. *Provide consistent and timely feedback throughout the writing process to guide and improve students' writing skills with the use of rubrics.*
5. Incorporate writing as a natural outcome of the content being studied in all curriculum areas.
6. Instruction includes the complex processes, concepts, and principles of literacy using differentiated strategies to make instruction accessible.
7. *Assign students to read and analyze a variety of print and non-print materials including persuasive, literary, informational, and practical/workplace materials using these readings and materials as models for student writing.*
8. Provide appropriate resources for writing driven *by different instructional purposes with different audiences* for the student to consider.

9. Demonstrate, through strands of literacy, an understanding of cultural differences and work effectively with people from a range of social and cultural backgrounds to build on and articulate ideas.
10. Students *apply technology as a tool* throughout the writing process.
 - a. Research
 - b. Drafting, Editing, Publishing
11. Allow student choice and exploration.
12. Provide experiences for students to *apply appropriate writing skills to oral communication skills* and real world and creative communication *experiences appropriate for meeting Kentucky Academic Standards*.

SCHOOL-WIDE STRUCTURES AND MONITORING GUIDELINES

To ensure every student has a writing folder that demonstrates student interests, the integration of writing and communication skills across the content areas, includes samples of work that show interests and growth over time, follows the student from grade to grade, and follows the student to any school he/she attends, the principal will:

1. *Monitor and Ensure curriculum is vertically and horizontally aligned to Kentucky Academic Standards.*
2. Assign a writing committee to develop a written plan for implementing and monitoring writing folders.
3. Ensure the implementation of the Writing Policy and Writing Plan.
4. Ensure that the Writing Policy and the Writing Plan are reviewed annually and revised (if necessary).
5. Ensure teachers receive job-embedded professional learning opportunities integrated in the workday and provide regular and consistent time for teachers to collaborate on programmatic improvements and exchange ideas.
6. Track teacher progress using the Principal's Writing Checklist at least once per semester.
7. Track student progress by analyzing writing benchmarks at least three times per year (faculty meetings, PLC meetings, PD Days, etc.)

CRITERIA FOR THE WRITING PLANS

Writing plans will be included in this policy and will be specific for each level. These plans will reflect this policy and will be adjusted based on the testing data, classroom data, and program appraisal data.

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

1. Active participation of students in decision making about contents of the writing folder.
2. The use of the writing folder for determining student performance in communication.
3. The procedures for reviewing the writing folder in order to determine strengths and weaknesses in student writing and the overall writing program.
4. The procedures for grading the writing folder including feedback to inform instruction.
5. Guidelines for providing students descriptive feedback on the writing folder.
6. Opportunities for students to improve their writing and communication skills based on writing folder feedback.

Writing Folders

Every student will have both a working writing folder and a cumulative writing folder. The cumulative writing folder will have published pieces. A published writing piece is defined as one in which all steps of the writing process have been utilized. The cumulative folder will include the following:

Lower Primary

One Opinion Piece (Examples: Book or Other Topic)
One Informative Piece (Examples: Letter, Poster, Paragraph)
One Narrative Piece (Examples: Short Story, Memoir, Personal, Diary entries)
Collection of reflective sentence(s)

Upper Primary

One Opinion Piece (Examples: Book, Letter, Article, PowerPoint, Speech)
One Informative Piece (Examples: Letter, Article, Brochure, PowerPoint, Speech, Poster)
One Narrative Piece (Examples: Short Story, Memoir, Personal, Diary entries)
Collection of reflections (Examples: Reading Response Journal, End of Unit Reflections)

4th Grade

One Opinion Piece (Examples: Letter, Article, PowerPoint, Speech)
One Informative Piece (Examples: Letter, Article, Brochure, PowerPoint, Speech, Poster)
One Narrative Piece (Examples: Short Story, Memoir, Personal, Diary entries)
Collection of reflections (Examples: Reading Response Journal, End of Unit Reflections)

5th Grade

One Opinion Piece (Examples: Letter, article, PowerPoint, Speech)
One Informative Piece (Examples: Letter, Article, Brochure, PowerPoint, Speech, Poster)
One Narrative Piece (Examples: Short Story, Memoir, Personal, Diary entries)
On-Demand (Letter or Article with Time Constraints)
Collection of Reflections (Examples: Reading Response Journals, End of Unit Reflections)

The working writing folder will contain writing pieces from the current school year, including drafts of required pieces, reflections, on-demand samples, and extended response samples. At the conclusion of the school year, required pieces for each grade level will be added to the cumulative folder. Cumulative folders will be turned in to the school curriculum specialist to be passed to the next grade. The working folder for the year can be sent home with the student.

POLICY EVALUATION

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

PRINCIPAL SELECTION POLICY

Policy Statement

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.

Principal Selection Process

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

1. Distribute copies of this policy to all members before the scheduled training and send a copy to the trainer who will be providing the selection training.
2. Establish that the superintendent/designee will serve as chair of the council. The outgoing principal shall not serve on the council during the principal selection process.
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 & 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.

Date Adopted: 1-21-12

Revised: 7-12-22

Homework and Grading Policy

Homework

- Homework will be designated as “opportunities for practice.”
- Opportunities for practice will not be calculated into a student’s summative grade.
- Teachers will monitor opportunities for practice in order to:
 - Form instructional strategies.
 - Provide feedback for improvement.
 - Differentiate assignments.
 - Communicate study habits such as effort, the need for practice, participation, and growth opportunities toward mastery.
- Homework will be:
 - Meaningful
 - Relevant
 - Not dependent upon the parents
 - Differentiated
 - Supportive of learning targets
 - Clear

Incomplete Work

- Work not submitted will be given an “I” (incomplete) instead of a zero.
- Classwork that is not completed in a reasonable time frame *may* be sent home to be completed for a grade.
- Students are expected to complete the required work and will be given intervention time until the work is ready to turn in.
- Interventions being considered include “intervention room” with teachers sharing the supervision.
- During interventions: no new instruction will take place or be introduced.
- Teachers will contact parents when student work is not being completed.

Feedback

- Teachers will provide feedback to students on how they can improve in their learning.
- Teachers will provide feedback to parents on how they can help their child improve in their learning.
- Teachers will make conscious use of student self-reflection tools such as student journals.
- Teachers will use these tools to help students assess effort, participation, and learning strategies.
- Students will be expected to demonstrate mastery on in-class events that measure the essential learning targets.
- Students will retake portions of assessments and other in-class assignments to demonstrate mastery.

In determining grades for the report card:

- A 90-100
- B 80-89
- C 70-79
- D 60-69
- F 0-59

Absences

- Students will not be penalized for absences.
- Students who exhibit patterns of absences will be conferenced with to determine root causes, set goals, and create a plan of action for improving attendance. Factors influencing attendance may include:
 - Poor relationships
 - Lack of goals
 - Fear of failure
 - Feeling unsafe
 - Parent's failure to get them ready for school
 - Family situations
 - Poor student health

Recording Failing Grades

- Students will reflect on effort, participation, and actions needed to reach mastery.
- Opportunities to continue to reach mastery will be provided and students will be directed to those efforts.
- The failing score will be replaced by the scores from follow-up assessments and assignments.
- In order to provide opportunities for intervention and reassessment, all new content taught during the last week of a grading period, will be applied toward the next grading period.

Extra Credit

- Extra credit will not be available for students. Instead, students will be directed to learning targets that they need to master.

Head Lice Policy

All students must remain nit free and will not be allowed to return to school until he/she is nit free. To help prevent the spread of head lice, parents should check their children's hair weekly. All students will be checked for head lice by qualified staff on a regular basis. Students testing positive will be sent home with notification. The student must be rechecked by trained school personnel to re-enter school. Students will not be allowed to attend classes until the clearance is given. No student will be excused for more than two days for head lice. Should lice be detected between regular checks, a letter will be sent home to every household having a child in that room. The parent may contact the school's Family Resource Center or the health department for treatment guidelines.

Head Lice and Nit Procedures

When a possible head lice case is reported to the office or when a student reports to the office with head lice symptoms, the following procedures should be followed:

1. The child is taken into a **private** area and checked by school personnel who are knowledgeable about how to check for head lice and what the nits/lice look like. (2 staff members should check together)
2. If nits/live bugs are found, the student's personal items (i.e., jackets, books, assignments) are collected and brought to the student.
3. The student's parents/guardians should be notified and asked to come to the school to remove the child for treatment.
4. The student will be kept in the office/health room area away from other students until the parent/guardian arrives.
5. When the parent/guardian arrives to pick up the child from school, the appearance and location of the head lice/nits on the child's head should be shown to them. The parent/guardian will be informed of the no-nit policy and the need for a recheck when their child returns to school.
6. Parents will be notified of Board Policy 9.213 AP. 11 which outlines attendance rules regarding absences as a result of head lice.

P1.23 (Continued)

7. Students who are nit-free are welcomed back to the classroom as soon as possible. Our intent is to minimize disruption to the educational process, but ensure that the child is nit-free before allowing him/her back into the classroom.
8. In the elementary schools if live lice are found, the student's classmates will be checked, and a note will go home with each student in that class to inform the parent/guardian that their child may have come in contact with head lice/nits.
9. If the child has siblings in the building, those children will be checked. If there are siblings in another school in the Breckinridge County School system, a call will be made to the office of that school to inform them of the possibility of head lice/nits.

Every effort should be made to keep all information regarding the case confidential.

Emergency Plan Policy

The principal, in consultation with parents, teachers, other school staff, and local first responders, will collaboratively develop the school's emergency management plan to document efforts to prevent, mitigate, prepare for, respond to, and recover from emergencies. The emergency management plan will include procedures for medical emergency, fire, severe weather, earthquake, building lockdown, a written cardiac emergency response plan, and a diagram of the facility that clearly identifies the location of each automated external defibrillator as specified in Kentucky statutes and regulations. The plan will include, but not be limited to the following:

- Establishment of primary and secondary evacuation routes which must be posted in each room by each doorway used for evacuation;
- Identification of severe weather safe zones that have been reviewed by the fire marshal/fire chief, which must be posted in each room;
- Practices for students to follow in an earthquake;
- Development and adherence to access control measures for each school building, which may include (but not be limited to):
 - Controlling access to exterior doors during the day
 - Controlling front door access electronically or with a greeter
 - Controlling access to individual classrooms
 - Requiring visitor check-in with identification and purpose provided, and
 - Display of visitor's badge on outer clothing; and
- Practices for students to follow in case of fire that are consistent with administrative regulations of the Department of Housing, Buildings and Construction (DHBC).
- Procedures for lockdown of the school.

Local law enforcement may be invited to assist in establishing lockdown procedures.

Following adoption, the emergency plan and diagrams of the facilities will be provided to appropriate first responders and all school staff. First responders, for the purpose of this policy, include local fire personnel, local, county and/or state police personnel, and emergency medical personnel. Due to the need to maintain student and staff safety and security, the emergency plan and diagram of the facility will not be disclosed in response to any Open Records requests or discussed during open session of any school council meeting.

P1.24 (continued)

Prior to the first instructional day of school, the principal, or designee, will present and review all emergency procedures with all staff. Documentation including the time and date of the review will be kept on file at the school with a copy sent to the district office to document completion. Documentation may include methods such as a sign-in sheet that includes the printed name of each staff member (all certified and classified staff), the signature of the staff member and the date and time of the review.

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

The principal is responsible for working with the central office annually to ensure that all local first responders have a current diagram of the school that notes the primary and secondary evacuation routes, the severe weather safe zones and notations of the exterior and front entrance access points. Completion will be reported to the school council and documentation maintained in the principal's office.

Within the first thirty (30) instructional days of the school year and again during the month of January, the school will conduct one (1) severe weather drill, one (1) earthquake drill, and one (1) building lockdown. Fire drills will be conducted in accordance with timelines, procedures and requirements outlined in the DHBC regulations. Whenever possible, first responders shall be given notice of possible drills and invited to observe. The principal is responsible for ensuring the implementation of these drills and reporting completion and problems noted during the drill to the school council and to the district central office for any remedial action needed.

Prior to the athletic season, the cardiac emergency response plan and the venue-specific emergency action plan shall be rehearsed by simulation by all licensed athletic trainers, school nurses, athletic directors, and interscholastic coaches and volunteer coaches of each athletic team active during that athletic season. Possible access control methods that will be used at Kentucky Elementary School are outlined below:

- All exterior doors must remain locked at all times.
- All visitors must enter through the posted entrance.
- The front entrance must remain secure with electronic access only.

- All visitors must use the “buzzer” and be recognized prior to gaining access to the reception area.
- The principal is responsible to ensure that trained personnel monitor the front entrance at all times. At no time during the school day are students allowed to monitor the front entrance or the reception area.
- All visitors must report to the front office, provide photo identification, state the purpose of the visit, and wear a school-specific badge on the outermost garment during the entire visit. Upon leaving, all visitors must report back to the front office.
- The office must keep an accurate log of each visitor, the date and time of the visit, the purpose of the visit, and with whom they visited.
- All classrooms must remain closed & locked during instruction time.

Evaluation:

At the end of each school year the emergency procedures are to be reviewed by the school council, first responders, and school nurse and revised as needed.

Ben Johnson Elementary School Cardiac Emergency Response Plan

This Cardiac Emergency Response Plan is adopted by BJES ▾ effective Jan 22, 2024 . This plan was reviewed and approved for BJES ▾ on Feb 13, 2024 .

A cardiac emergency requires immediate action. Cardiac emergencies may arise as a result of a Sudden Cardiac Arrest (SCA) or a heart attack, but can have other causes. SCA occurs when the electrical impulses of the heart malfunction resulting in sudden death.

Signs of Sudden Cardiac Arrest can include one or more of the following:

- Not moving, unresponsive or unconscious, *or*
- Not breathing normally (i.e., may have irregular breathing, gasping or gurgling or may not be breathing at all), *or*
- Seizure or convulsion-like activity.

Note: Those who collapse shortly after being struck in the chest by a firm projectile/direct hit may have SCA from commotio cordis.

The Cardiac Emergency Response Plan of the BJES ▾ shall be as follows:

1. Developing a Cardiac Emergency Response Team

- (a) The Cardiac Emergency Response Team shall be comprised of those individuals who have current CPR/AED certification. It will include the school nurse, coaches, and others within the school. It should also include an administrator and office staff who can call 9-1-1 and direct EMS to the location of the SCA.
- (b) Members of the Cardiac Emergency Response Team are identified in the “Cardiac Emergency Response Team” attachment, to be updated yearly and as needed to remain current. One of the members shall be designated as the Cardiac Emergency Response Team Coordinator.
- (c) All members of the Cardiac Emergency Response Team shall receive and maintain nationally recognized training, which includes a certification card with an expiration date of not more than 2 years.
- (d) As many other staff members as reasonably practicable shall receive training.

2. Activation of Cardiac Emergency Response Team during an identified cardiac emergency

- (a) The members of the Cardiac Emergency Response Team shall be notified immediately when a cardiac emergency is suspected.
- (b) The Protocol for responding to a cardiac emergency is described in Section 8 (below) and in the “Protocol for Posting” attachment.

3. Automated external defibrillators (AEDs) – placement and maintenance

- (a) Minimum recommended number of AEDs for BJES ▾ :
 - (1) *Inside the school building* – The number of AEDs shall be sufficient to enable the school staff or another person to retrieve an AED and deliver it to any location within the school building, ideally within 2 minutes of being notified of a possible cardiac emergency.

P1.25 (continued)

- (2) *Outside the school building* on school grounds / athletic fields – The number of AEDs, either stationary or in the possession of an on-site athletic trainer, coach, or other qualified person, shall be sufficient to

enable the delivery of an AED to any location outside of the school (on school grounds) including any athletic field, ideally within 2 minutes of being notified of a possible cardiac emergency.

- (3) *Back-up AEDs* – One or more AEDs shall be held in reserve for use as a replacement for any AED which may be out-of-service for maintenance or other issues. The back-up AED(s) should also be available for use by the school's athletic teams or other groups traveling to off-site locations.
- (b) **BJES** will regularly check and maintain each school-owned AED in accordance with the AED's operating manual and maintain a log of the maintenance activity. The district shall designate a person who will be responsible for verifying equipment readiness and for maintaining maintenance activity.
- (c) *Additional Resuscitation Equipment*: A resuscitation kit shall be connected to the AED carry case. The kit shall contain latex-free gloves, razor, scissors, towel antiseptic wipes and a CPR barrier mask.
- (d) AEDs shall not be locked in an office or stored in a location that is not easily and quickly accessible at all times.
- (e) AEDs shall be readily accessible for use in responding to a cardiac emergency, during both school-day activities and after-school activities, in accordance with this Plan. Each AED shall have one set of defibrillator electrodes connected to the device and one spare set. All AEDs should have clear AED signage so as to be easily identified. Locations of the AEDs are to be listed in the "Cardiac Emergency Response Team" attachment and in the "Protocol for Posting" attachment.

4. **Communication of this Plan throughout the school campus**

- (a) The Cardiac Emergency Response Protocol shall be *posted* as follows:
- (1) In each classroom, cafeteria, restroom, health room, faculty break room and in all school offices.
 - (2) Adjacent to each AED.
 - (3) Adjacent to each school telephone.
 - (4) In the gym and in all other indoor locations where athletic activities take place.
 - (5) At other strategic school campus locations, including outdoor physical education and athletic areas.
 - (6) Attached to all portable AEDs.
- (b) The Cardiac Emergency Response Protocol shall be *distributed* to:
- (1) All staff and administrators at the start of each school year, with updates distributed as made.
 - (2) All Health Services staff including the school nurse and health assistants.
 - (3) All athletic directors, coaches, and applicable advisors at the start of each school year and as applicable at the start of the season for each activity, with updates distributed as made.
- (c) Results and recommendations from Cardiac Emergency Response Drills performed during the school year shall be communicated to all staff and administrative personnel. See paragraph 5(b) below.

P1.25 (continued)

- (d) A copy of this Cardiac Emergency Response Plan shall be provided to any organization using the school. A signed acknowledgment of the receipt of this Plan and the Protocol by any outside organization using the school shall be kept in the school office. School administration and any outside organization using the school shall agree upon a modified Cardiac Emergency Response Plan. The modified Plan shall take into consideration the nature and extent of the use and shall meet the spirit and intent of this Plan which is to ensure that preparations are made to enable a quick and effective response to a cardiac emergency on school property.

5. **Training in Cardiopulmonary Resuscitation (CPR) and AED Use**

(a) Staff Training:

- (1) In addition to the school nurse, a sufficient number of staff shall be trained in cardiopulmonary resuscitation (CPR) and in the use of an AED to enable **BJES** to carry out this Plan. Training shall be renewed at least every two years. The school shall designate the person responsible for coordinating staff training as well as the medical contact for school based AEDs, if available.
- (2) Training shall be provided by an instructor, who may be a school staff member, currently certified by a nationally-recognized organization to conform to current American Heart Association guidelines for teaching CPR and/or Emergency Cardiac Care (ECC).
- (3) Training may be traditional classroom, on-line or blended instruction but should include cognitive learning, hands-on practice and testing.

(b) Cardiac Emergency Response Drills:

Cardiac Emergency Response Drills are an essential component of this Plan. All licensed athletic trainers, school nurses, athletic directors, interscholastic coaches, and volunteer coaches of each athletic team will rehearse, by simulation, the required cardiac emergency response plan prior to beginning of the athletic season. A successful Cardiac Emergency Response Drill is defined as full and successful completion of the Drill in 5 minutes or less. **BJES** shall prepare and maintain a Cardiac Emergency Response Drill Report for each Drill. (See "Conducting Drills" attachment.) These reports shall be maintained for a minimum of 5 years with other safety documents. The reports shall include an evaluation of the Drill and shall include recommendations for the modification of the CERP if needed. (It is suggested that the school/school district consider incorporating the use of students in the Drills.)

6. **Local Emergency Medical Services (EMS) integration with the school/school district's plan**

- (a) **BJES** shall provide a copy of this Plan to local emergency response and dispatch agencies (e.g., the 9-1-1 response system), which may include local police and fire departments and local Emergency Medical Services (EMS).
- (b) The development and implementation of the Cardiac Emergency Response Plan shall be coordinated with the local EMS Agency, campus safety officials, on-site first responders, administrators, athletic trainers, school nurses and other members of the school and/or community medical team.
- (c) **BJES** shall work with local emergency response agencies to 1) coordinate this Plan with the local emergency response system and 2) to inform the local emergency response system of the number and location of on-site AEDs.

7. Annual review and evaluation of the Plan

BJES shall conduct an annual internal review of the school/school district's Plan. The annual review should focus on ways to improve the schools response process, to include:

- (a) A *post-event review* following an event. This includes review of existing school-based documentation for any identified cardiac emergency that occurred on the school campus or at any off-campus school-sanctioned function. The school shall designate the person who will be responsible for establishing the documentation process.
Post-event documentation and action shall include the following:
 - (1) A contact list of individuals to be notified in case of a cardiac emergency.
 - (2) Determine the procedures for the release of information regarding the cardiac emergency.
 - (3) Date, time and location of the cardiac emergency and the steps taken to respond to the cardiac emergency.
 - (4) The identification of the person(s) who responded to the emergency.
 - (5) The outcome of the cardiac emergency. This shall include but not be limited to a summary of the presumed medical condition of the person who experienced the cardiac emergency to the extent that the information is publicly available. Personal identifiers should not be collected unless the information is publicly available.
 - (6) An evaluation of whether the Plan was sufficient to enable an appropriate response to the specific cardiac emergency. The review shall include recommendations for improvements in the Plan and in its implementation if the Plan was not optimally suited for the specific incident. The post-event review may include discussions with medical personnel (ideally through the school's medical counsel) to help in the debriefing process and to address any concerns regarding on-site medical management and coordination.
 - (7) An evaluation of the debriefing process for responders and post-event support. This shall include the identification of aftercare services including aftercare services and crisis counselors.
- (b) A review of the documentation for all Cardiac Emergency Response Drills performed during the school year. Consider pre-established Drill report forms to be completed by all responders.
- (c) A determination, at least annually, as to whether or not additions, changes or modifications to the Plan are needed. Reasons for a change in the Plan may result from a change in established guidelines, an internal review following an actual cardiac emergency, or from changes in school facilities, equipment, processes, technology, administration, or personnel.

8. Protocol for School Cardiac Emergency Responders

BJES ▾

Cardiac Emergency Response Team PROTOCOL For BJES ▾

Sudden cardiac arrest events can vary greatly. Faculty, staff and Cardiac Emergency Response Team (CERT) members must be prepared to perform the duties outlined below. Immediate action is crucial in order to successfully respond to a cardiac emergency. Consideration should be given to obtaining on-site ambulance coverage for high-risk athletic events. The school should also identify the closest appropriate medical facility that is equipped in advanced cardiac care. Follow these steps in responding to a suspected cardiac emergency:

(a) Recognize the following signs of sudden cardiac arrest and take action in the event of one or more of the following:

- The person is not moving, or is unresponsive, or appears to be unconscious.
- The person is not breathing normally (has irregular breaths, gasping or gurgling, or is not breathing at all).
- The person appears to be having a seizure or is experiencing convulsion-like activity. (Cardiac arrest victims commonly appear to be having convulsions).
 - *Note: If the person received a blunt blow to the chest, this can cause cardiac arrest, a condition called commotio cordis. The person may have the signs of cardiac arrest described above and is treated the same.*

(b) Facilitate immediate access to professional medical help:

- Call 9-1-1 as soon as you suspect a sudden cardiac arrest. Provide the school address, cross streets, and patient condition. Remain on the phone with 9-1-1. (Bring your mobile phone to the patient's side, if possible.) Give the exact location and provide the recommended route for ambulances to enter and exit. Facilitate access to the victim for arriving Emergency Medical Service (EMS) personnel.
- Immediately contact the members of the Cardiac Emergency Response Team.
- Give the exact location of the emergency. ("Mr. /Ms. ___ Classroom, Room # ___, gym, football field, cafeteria, etc."). Be sure to let EMS know which door to enter. Assign someone to go to that door to wait for and flag down EMS responders and escort them to the exact location of the patient.
- If you are a CERT member, proceed immediately to the scene of the cardiac emergency.
 - The closest team member should retrieve the automated external defibrillator (AED) en route to the scene and leave the AED cabinet door open; the alarm typically signals the AED was taken for use.
 - Acquire AED supplies such as scissors, a razor and a towel and consider an extra set of AED pads.

P1.25 (continued)

(c) Start CPR:

- Begin continuous chest compressions and have someone retrieve the AED.
- Here's how:
 - Press hard and fast in the center of the chest. Goal is 100 compressions per minute. (Faster than once per second, but slower than twice per second.)
 - Use 2 hands: The heel of one hand and the other hand on top (or one hand for children under 8 years old), pushing to a depth of 2 inches (or $\frac{1}{3}$ rd the depth of the chest for children under 8 years old).
 - Follow the 9-1-1 dispatcher's instructions, if provided.

(d) Use the nearest AED:

- When the AED is brought to the patient's side, press the power-on button, and attach the pads to the patient as shown in the diagram on the pads. Then follow the AED's audio and visual instructions. If the person needs to be shocked to restore a normal heart rhythm, the AED will deliver one or more shocks.
 - *Note: The AED will only deliver shocks if needed; if no shock is needed, no shock will be delivered.*
- Continue CPR until the patient is responsive or a professional responder arrives and takes over.

(e) Transition care to EMS:

- Transition care to EMS upon arrival so that they can provide advanced life support.

(f) Action to be taken by Office/Administrative Staff:

- Confirm the exact location and the condition of the patient.
- Activate the Cardiac Emergency Response Team and give the exact location if not already done.
- Confirm that the Cardiac Emergency Response Team has responded.
- Confirm that 9-1-1 was called. If not, call 9-1-1 immediately.
- Assign a staff member to direct EMS to the scene.
- Perform "Crowd Control" – directing others away from the scene.
- Notify other staff: school nurse, athletic trainer, athletic director, etc.
- Ensure that medical coverage continues to be provided at the athletic event if on-site medical staff accompanies the victim to the hospital.
- Consider delaying class dismissal, recess, or other changes to facilitate CPR and EMS functions.
- Designate people to cover the duties of the CPR responders.
- Copy the patient's emergency information for EMS.
- Notify the patient's emergency contact (parent/guardian, spouse, etc.).
- Notify staff and students when to return to the normal schedule.
- Contact school district administration.

Building Location Information

School Name & Address **Ben Johnson Elementary School - 13598 South Highway 259, McDaniels, KY 40152**

School Emergency Phone# 270-756-3070 **Office** 7:00-4:00

Cross Streets Highway 737 (Lilac Rd.) @ Highway 259 (Leitchfield Rd.)

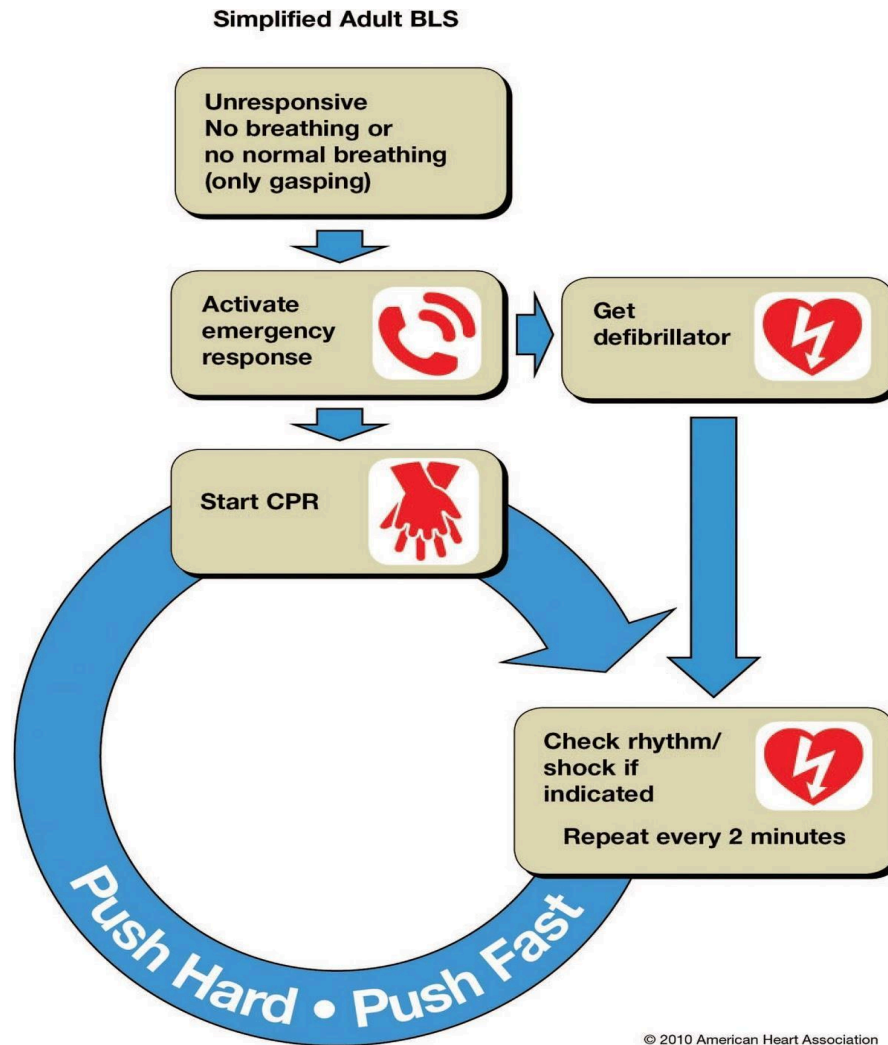
AED Location **Main Hall outside of office access door** **AED Location** **Principal's Office**

AED Location _____ **AED Location** _____

AED Location _____ **AED Location** _____

BJES ▾

CARDIAC EMERGENCY RESPONSE TEAM PROTOCOL



IMPORTANT: This is a draft document intended for use in formulating a plan for adoption by a school/school district. Medical and legal counsel for the school/school district should review this Plan before implementation. It is the responsibility of the school/school district to ensure that the Cardiac Emergency Response Plan as adopted is consistent with local, state and federal law.