**EASTERN ELEMENTARY SCHOOL**

**SITE-BASED DECISION MAKING COUNCIL**

**POLICY**

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**4601 NEW SALEM ROAD**

**GLASGOW, KY 42141**

**POLICY TYPE: FUNCTION POLICY NUMBER: 1**

**POLICY TOPIC DESCRIPTION**

**STUDENT WORK ANALYZED**

**POLICY STATEMENT**

Samples of student work are analyzed to inform instruction, revise curriculum and pedagogy, and obtain information on student progress.

Subcommittees will meet monthly during the school year for the purpose of analyzing student work. Minutes of that meeting will be presented to the Site Base Committee at a minimum of once per semester.

PROCEDURES:

1. The committees will determine meeting times.
2. Committees will consist of teachers with expertise in the curriculum area, parents and students.
3. Chairperson or designee will report to the a minimum of once per semester.
4. Recommendations based on data, relevant educational research and best practice for changes due to the plan that will cause gains in student achievement will be presented as part of the minutes of the committee meeting.

Date adopted: 8-21-2002 Chairperson: Donnie Owens

Date reviewed/revised: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Chairperson: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**POLICY TYPE: FUNCTION POLICY NUMBER: 2**

**POLICY TOPIC DESCRIPTION**

**PERSONNEL DECISIONS/CONSULTATION**

**POLICY STATEMENT**

**Meetings:**

The principal shall make the council aware of each vacancy that occurs or that is anticipated. The council may offer input concerning qualities needed for personnel selection. The principal and superintendent/designee will meet to review the applications and agree on a list of potential candidates to be interviewed.

**Timelines:**

Timelines will be structured around the Board of Education’s posting dates.

Timelines will be set at the council meeting when the qualities needed for personnel selections are discussed.

**Interviews, Review of Written Applications, and Review of References:**

The principal shall review applications, perform background checks, verify references, and interview candidates; council members may be invited to participate in the interview process. The results of these steps for certified employees will be discussed with the council in closed session previous to submitting the recommendation to the superintendent. When the principal attempts and fails to legally assemble a quorum, the principal will consult with council members by telephone, fax, or email. For classified employees, the principal may invite members to participate in interviewing and may meet and discuss with the council in closed session. After meeting with the council, the principal shall select the person he or she believes will be the most effective person to ensure student and school success and notify the superintendent of his or her choice. The superintendent shall complete the hiring process.

Date Adopted: 9-18-02 Chairperson: Donnie Owens

First Reading: 2-12-18 Chairperson: Erika DeVore

Second Reading: 3-13-2018 Chairperson: Erika DeVore Date Reviewed/Revised: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Chairperson: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**POLICY TYPE: FUNCTION POLICY NUMBER: 3**

**POLICY TOPIC DESCRIPTION**

**INSTRUCTIONAL PRACTICES**

**POLICY STATEMENT**

Teachers shall emphasize the following research-based instructional strategies while delivering classroom instruction:

1. Identifying similarities and differences
2. Summarizing and note taking
3. Reinforcing effort and providing recognition
4. Homework and practice
5. Nonlinguistic representations
6. Cooperative learning
7. Setting objectives and providing feedback
8. Generating and testing hypotheses
9. Questions, cues and advance organizers, use of learning intentions and success criteria in content areas and document in lesson plans.
10. The principal shall observe instruction to ensure that endorsed instructional practices are being utilized and are beneficial at the school. Evidence of these instructional practices may be included in lesson plans, unit plans, interdisciplinary units/team teaching, thematic units, instructional field trips or homework assignments. Configuration of primary and intermediate school may reflect flexible grouping for academics including but not limited to; multiage and multi-ability grouping for students, cooperative learning, discovery/inquiry learning, themes and projects that allow continuous progress through primary and intermediate for each child.

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Date Reviewed or Revised: 9-12-2017 Chairperson: Erika DeVore

First Reading:10-09-2017 Chairperson: Erika DeVore

Second Reading:11-28-2017 Chairperson: Erika DeVore

Date Reviewed or Revised:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Chairperson: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**POLICY TYPE: FUNCTION POLICY NUMBER: 4**

**POLICY TOPIC DESCRIPTION**

**HOMEWORK**

**POLICY STATEMENT**

Homework Assignments are to be work that is relevant to the subject. Teachers should assign **no more than** 5-10 minutes beginning with kindergarten grade and going up by 5-10 minutes per grade level up to a maximum of 55 minutes. (1st grade 10-20 minutes, 2nd grade 15-25 minutes, 3rd grade 20-30 minutes, 4th grade 25-35 minutes, 5th grade 35-45 minutes, and 6th grade 45-55 minutes.)

No homework will be assigned during the course of any non-traditional instructional days (NTI). Work that is assigned during this time is considered reinforcement for core classes that are taught by remote/distance means.

**Teacher Responsibility:**

The need for homework in primary and intermediate will be a necessary supplement to daily instruction at Eastern Elementary School. It is the option of the classroom teacher as to the frequency and structure of assignments made. However, these guidelines should be followed:

1. The assignment should either enhance the learning environment or provide practice in skills already taught toward completion of an outcome. New material is to be taught in the classroom.
2. Time spent on homework is dependent upon student ability level. Special projects (science projects, special classroom projects, etc.) may take longer, but can be completed over several evenings.
3. Homework will be assigned in reasonable amounts, checked and returned within 24 hours when possible and reviewed while the material is still current. Similar procedures should be followed with projects, tests and quizzes.
4. Provide the student make-up work and assignments (for excused absences).
5. Whether make-up work is assigned before or after the absence is decided by the teacher.
6. Clarification will be given to parents as to the difference between distance/remote learning materials or assignments and homework.

**Student Responsibility:**

Every teacher at Eastern Elementary is committed to doing his or her very best. Just as every student has his or her own individual personality, thus does every teacher. Each teacher has his or her own method and structure for teaching. This structure will be clearly outlined at the beginning of each school year detailing individual practices, weight of homework on report card grades and consequences on homework.

However, each individual teacher is dedicated and determined to change those methods in whatever way is necessary to meet the needs of your child and ensure positive and successful learning.

**POLICY TYPE: FUNCTION POLICY NUMBER: 4**

**POLICY TOPIC DESCRIPTION**

**HOMEWORK CONTINUED**

**POLICY STATEMENT CONTINUED**

**Student Responsibilities include:**

1. Homework shall be completed in a neat and organized way.
2. Homework assignments are to be handed in promptly the following day unless otherwise instructed.
3. Students should ask for and complete any work missed due to absence.
4. Students should assume personal responsibility for completeness and the quality of the work assigned.
5. Students should ask for help or assistance when difficulties occur.
6. Students should **ALWAYS BE DOING THEIR BEST!**

**Parent Responsibility:**

The parent is responsible for:

1. Making it clear that homework is valued and supports the school in explaining how it can help in learning.
2. Providing a quiet suitable place for the child to do homework.
3. Encouraging a scheduled, expected time to complete daily work.
4. Making homework an enjoyable experience.
5. Supervising and encouraging the child’s independent efforts.
6. Praising the child for work completed.

Date Adopted: 9-18-02 Chairperson: Donnie Owens

Date Reviewed or Revised: 10-30-2018 Chairperson: Erika DeVore

First Reading: 1-29-19 Chairperson: Erika DeVore

Second Reading: 2-26-2019 Chairperson: Erika DeVore

Date Reviewed or Revised: 1-19-2021 Chairperson: Erika DeVore

Date Reviewed or Revised:9-14-2021 Chairperson: Erika DeVore

Date Reviewed or Revised:10-12-2021 Chairperson: Erika DeVore

Date Reviewed or Revised:11-9-2021 Chairperson: Erika DeVore

**POLICY TYPE: FUNCTION POLICY NUMBER: 5**

**POLICY TOPIC DESCRIPTION**

**TECHNOLOGY USE**

**POLICY STATEMENT**

Technology has the potential to be a tool for learning, but if used improperly it can also become a distraction.

Other than specified times, cell phones/electronic devices will be powered off and put away so that no part of the device is visible. A device may be used during the instructional day only if a teacher gives permission to use the device for educational purposes. Eastern Elementary School is not responsible for any phone or device that is lost or stolen.

Teachers may designate “bring your own device days” on which students can use their phones/devices in the classroom as a technology tool to assist in completing that day’s assignment. On those occasions, it is acceptable for students to use technology according to the teacher’s discretion for educational purposes.

If students have a device out or if the device goes off, students are in violation of the policy. We believe that there is no reason for a student to use a cell phone for personal calls or texts during the school day. The office is available for emergency phone calls, and students can ask permission from the office staff to use the office phone.

Consequences for the violators of the policy will be determined by the principal.

First Reading 6-25-2019 Chairperson: Erika DeVore

Second Reading: 7-30-2019 Chairperson: Erika DeVore

Date Reviewed or Revised: 9-14-2021 Chairperson: Erika DeVore

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**POLICY TYPE: FUNCTION POLICY NUMBER: 6**

**POLICY TOPIC DESCRIPTION**

**PRIMARY PROGRESSION**

**POLICY STATEMENT**

**Placement of Primary Students From Other Schools:**

1. Information about class work and progress will be requested from the previous school.
2. The student will be enrolled in class/grade indicated by class work and progress report from previous school on a probationary status.
3. Final placement will be made after an evaluation of test data, the student’s physical and social maturity, and classroom performance during the probationary period.
4. If a child is placed in a grade level that is obviously too difficult or too easy, then a committee made up of the parent or legal guardian, classroom teacher and the principal or guidance counselor will meet to determine the best placement for the child. A conference summary will be completed and signed by individuals present. If the parents or legal guardians do not attend, they will be informed by phone call or letter that a different class placement is recommended. This will occur within three (3) weeks of enrollment.

**Primary Exit Policy:**

1. The determination of successful completion of the current grade shall be made on an individual student basis.
2. Ongoing evidence to support the determination shall include teacher observations, anecdotal records, student products or performances, progress reports, and evidence of student self-reflection or assessment.
3. The development of the student exiting the current grade shall be consistent with performance expectations, which would support student success in the next grade.
4. If a child is experiencing difficulty in class, the legal guardians will be notified and asked to attend a conference concerning the child’s progress during the first semester of school.
5. There must be data present to support the student’s need to repeat a grade such as progress reports, RTI data, and other performance reports.
6. An initial conference will be held by the midterm of the 4th nine weeks concerning the next year’s placement. The conference may include the principal, school counselor, classroom teacher(s), and parents or legal guardians. The placement decision will take into consideration the following:
* Age
* Physical and social development
* Number of years in the Primary Program if applicable
* Academic level in all areas
1. A Conference Summary stating the recommendations of the committee will be completed and signed by individuals present.
2. If the parents or guardians disagree with the final recommendation, then the following procedure will be initiated:

A parent/guardian may appeal the decision of the Placement/Primary Exit Committee by submitting a letter of request within five (5) school days to review the student’s circumstances to the Principal. The parent/guardian

**POLICY TYPE: FUNCTION POLICY NUMBER: 6**

**POLICY TOPIC DESCRIPTION**

**PRIMARY PROGRESSION CONTINUED**

**POLICY STATEMENT CONTINUED**

must submit documentation. The principal will review the appeal, determine if the circumstances warrant a change in the decision, and notify the parent/guardian accordingly within three (3) school days. The decision of the Principal is FINA

Date Adopted: 10-23-02 Chairperson: Donnie Owens

Date Reviewed or Revised: 1-9-2018 Chairperson: Erika DeVore

First Reading: 2-13-18 Chairperson: Erika DeVore

Second Reading: 3-13-2018 Chairperson: Erika DeVore

Date Reviewed or Revised: 4-30-2019 Chairperson: Erika DeVore

Date Reviewed or Revised: 1-19-2021 Chairperson: Erika DeVore

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**POLICY TYPE: FUNCTION POLICY NUMBER: 7**

**POLICY TOPIC DESCRIPTION**

**STUDENT & STAFF ASSIGNMENT AND SCHEDULING SCHOOL DAY & WEEK SCHEDULE, SCHOOL SPACE**

**POLICY STATEMENT**

Our school will implement the following research-based grouping:

Strategies in the elementary program that will support our instructional practices and assessment policies:

1. Flexible grouping of students for instruction based on student needs.
2. Mixed age and mixed ability grouping for instruction, with grouping and re-grouping of students as needed for individual or small group instruction and reinforcement.

Classroom preferences for student placement shall be limited to written requests, stating reason from the parent to the principal. The principal shall make the final decision on parent requests that do not upset the heterogeneous grouping of each classroom. The principal/teachers shall assign students to elementary teachers in heterogeneous groups, with balanced numbers of male and female students, minority students, at-risk students, and special needs students. The principal shall report to the council at the regular meeting following completion of the assignments.

**Elementary Scheduling**

The school schedule and determination of school space should accomplish the following:

1. Provide quality teaching and learning time, with a minimum of six hours and ten minutes of instruction each day.
2. Provide varying learning time so that students are provided with as much time as they need to master content and skills.
3. Create a school climate that provides common planning time for teaching teams, promotes equity, and supports varied instructional methods. Our school council will implement literary block scheduling to reduce instructional fragmentation, improve discipline, and provide regularly scheduled, yet flexible, opportunities for extended learning enrichment. (Canady 1988, 1990; Canady and Reina 1993).

**Policy for Staff Time Assignment**

The principal shall assign staff member’s instructional and non instructional

time in a manner that:

1. Fully supports the implementation of the student assignment policy and school schedule policy.
2. Allows flexibility to switch teaching assignments in order to teach in an area of expertise as needed, to assist beginning teachers or work with colleagues on interdisciplinary units.
3. Allows flexibility to switch teaching assignments on an annual basis, so that length of time in a current assignment and number of past requests that could not be granted are treated as factors in favor of each request.
4. Allows staff members the opportunity to meet with teams of teachers on a regular basis to examine student work, assess student work, and plan interdisciplinary units and performance tasks with other professionals.

**POLICY TYPE: FUNCTION POLICY NUMBER: 7**

**POLICY TOPIC DESCRIPTION**

**STUDENT & STAFF ASSIGNMENT AND SCHEDULING SCHOOL DAY & WEEK SCHEDULE, SCHOOL SPACE**

**POLICY STATEMENT CONTINUED**

1. Provides each teacher with a duty free lunch.
2. Does not require homeroom teachers to perform lunchroom duty or bus duty so that teachers can be available to students.
3. Encourages every certified staff member to participate in a study group for the purpose of studying best practices of current research in their profession.

**To complete these assignments, the principal shall:**

1. By April 1, invite all returning staff members to indicate their preference for continuing or changing assignments in writing for the next school year.
2. By May 15, notify all returning staff members in writing of their assignments for the next school year, based on anticipated needs.
3. Notify the council of how staff members were assigned at the next regular council meeting after the assignments are made.
4. Update the council of any changes in how teachers have been assigned for the school year as the year progresses.

**The principal may alter assignments during the school year:**

1. When necessary to respond to unanticipated enrollment changes.
2. When necessary to respond to unanticipated staffing changes.
3. When the principal and affected teachers agree that a change is needed.
4. When the council changes other policies or the improvement plan and recognizes in the minutes of a council meeting that those changes may require changes in staff time assignment that cannot be put off until the start of a subsequent school year.

Date Adopted: 10-23-02 Chairperson: Donnie Owens

Reviewed: 2-13-18 Chairperson: Erika DeVore

Date Reviewed or Revised: 3-13-18 Chairperson: Erika DeVore

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**POLICY TYPE: FUNCTION POLICY NUMBER: 8**

**POLICY TOPIC DESCRIPTION**

**PROFESSIONAL GROWTH, DEVELOPMENT AND EVALUATION**

**POLICY STATEMENT**

*Leadership uses the evaluation process to provide teachers with the follow-up and support to change*

*behavior and instructional practices.*

* School leadership is consistent with all state statutes and district policies for personnel evaluation.The professional growth plan of teachers is based on formal and informal classroom evaluations and teacher self-assessment of needs for professional growth.
* School leadership conferences with individual teachers to develop Individual Growth Plans by April 15 of each year.
* The school principal and instructional specialist will provide on-going, consistent feedback and assistance on instructional issues to individual staff members.
* Teachers are provided with professional development based on evaluations of individual needs for professional growth. Follow-up and support will be provided by way of sharing instructional ideas/strategies, dispensing of professional literature, and compiling a list of professional growth needs as the evaluation of staff progresses.

Date Adopted: 8-21-02 Chairperson: Donnie Owens

Date Reviewed or Revised: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Chairperson: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**POLICY TYPE: FUNCTION POLICY NUMBER: 9**

**POLICY TOPIC DESCRIPTION**

**PROFESSIONAL GROWTH PLANS**

**POLICY STATEMENT**

The principal will utilize teacher IGP and employee evaluations to insure staff professional improvement.

Procedures:

1. The principal will conference with all certified staff members to discuss implementation of job embedded PD aligned with IGP by October 15th.
2. The growth plans are reviewed and revised a minimum of once a semester, assessing the level of growth plan implementation and its impact on the school’s instructional program and student achievement.
3. This cycle shall be repeated every year to ensure continual school improvement, equity for all, and progress toward proficiency for each student.

Date Adopted: 9-18-02 Chairperson: Donnie Owens

Date Reviewed or Revised: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Chairperson: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**POLICY TYPE: FUNCTION POLICY NUMBER: 10**

**POLICY TOPIC DESCRIPTION**

**PROFESSIONAL GROWTH OFFERINGS**

**POLICY STATEMENT**

The Professional Development Committee shall write plan components that accomplish the following:

1. Help teachers meet student needs identified in our improvement plan.
2. Meet individual learning needs in professional growth plans of teachers and administrators that will help students meet the standards.
3. Acknowledge the KDE Benchmarks for Professional Development

The council’s annual budget will identify resources available for each type of need.

For needs identified in the improvement plan, the person listed on the plan as responsible for that activity shall make the needed arrangements for facilitators, supplies, schedule, follow-up or job embedded activities and other needs, and shall complete purchase orders for any required expenses.

For needs identified in individual professional growth plans, that staff member shall make the needed arrangements for facilitators, supplies, schedule, and other needs, and shall complete purchase orders for any required expenses.

The principal shall check that each such order is within the funds available, the KDE benchmarks for professional development, the criteria listed in the improvement plan or professional growth plan, and any requirements of existing bid lists. If those steps are met, the principal shall take all steps needed to purchase the items listed, and no further council approval shall be needed.

Teachers who attend opportunities such as content area academies, Kentucky Reading Project, or Kentucky Writing Project shall be reimbursed for their expenses from school professional development funds per the reimbursement procedures in local board policy.

Date Adopted: 10-23-02 Chairperson: Donnie Owens

Date Reviewed or Revised: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Chairperson: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**POLICY TYPE: FUNCTION POLICY NUMBER: 11**

**POLICY TOPIC DESCRIPTION**

**BUDGET PLANNING AND REVISION**

**POLICY STATEMENT**

1. **Standards for Budget Decisions**
	1. The school council shall focus all budget decisions on student learning in response to the mission of the school, relevant educational research, best practices, and Kentucky state standards.
	2. To achieve these goals, the budget process must be integrated with the consolidated planning process that focuses our school on our mission, our learning goals, data, research, and community concerns.
	3. Our spending process must empower teachers, create clear records that are available to all stakeholders, be open to all stakeholders for review and comment, and allow for flexibility when needed if actual spending differs from projections so that any given year’s resources are spent to the greatest advantage for that year’s students.
2. **Budget Categories**
	1. The principal shall draw up an annual budget that uses spending categories that will make sense to all stakeholders in our school.
3. **Budget Plan Preparations**
	1. The Principal shall estimate expenses needed to:
		1. Implement our consolidated plan fully
		2. Maintain other programs at the current level of quality
		3. Keep our library-media center current for students and teachers (based on consultation with the school media specialist)
		4. The principal shall submit their estimated budget to the school council each year for review, discussion, and possible changes. The principal should be prepared to discuss how the budget would help implement the consolidated plan.
4. **Budget Plan**
	1. All board instructional money and student fee money shall be spent by May 1st. Any money not spent by this time shall be reappropriated into the school budget.

 **5. Fiscal Record Keeping and Monitoring**

 a. The principal shall ensure that all spending records required by the state and district are

maintained and shall keep copies of all records in a location that can be accessed for open records review.

* 1. The principal shall present the school’s activity fund report to the school council each month.
	2. The principal shall inform the school council of any changes.

Date Adopted: 11-17-2009 Chairperson: Will Compton

Date Reviewed or Revised: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Chairperson: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**POLICY TYPE: FUNCTION POLICY NUMBER: 12**

**POLICY TOPIC DESCRIPTION**

**CONSOLIDATED PLAN**

**POLICY STATEMENT**

The SBDM Council will approve a vision, a belief statement, a mission and goals from the leadership of the school with input from the school community. The Council will oversee the implementation of council policy based on anticipated needs. SBDM will be provided with a copy of the planning process that will be used for collecting, managing and analyzing data. The SBDM Council will monitor data collected for school improvement planning, evaluate the degree to which it achieves its goals and objectives for student learning. The SBDM Council will evaluate the Consolidated Plan to see if:

1. The school initiates discussion in order to eliminate overlaps and close gaps.
2. Test scores are used to identify curriculum gaps.
3. The school provides a clearly defined evaluation process.
4. Leadership has developed and sustained a shared vision.
5. Leadership provides a process for the development and the implementation of council policy based on anticipated needs.
6. There is evidence that a collaborative process was used to develop a vision, belief statement, mission and goals that engage the school community as a community of learners.
7. There is evidence of a planning process that involves collecting, managing, and analyzing data.
8. Data collected is used for school improvement planning.
9. Staff analyzes student learning needs.
10. Action steps for school improvement are aligned with the school improvement goals and objectives.
11. The school evaluates the degree to which it achieves the goals and objectives for student learning as set by the Consolidated Plan.
12. The school evaluates the degree to which it achieves the expected impact in classroom practice and student performance and that action steps are in place for school improvement. The SBDM Council will require the staff to analyze student learning needs, discuss curriculum for the purpose of eliminating overlaps, and work toward closing gaps as identified by test scores. The Council will ensure that school leadership adheres to the Barren County District Evaluation policy.

Date Adopted: 8-21-02 Chairperson: Donnie Owens

Date Reviewed or Revised: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Chairperson: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**POLICY TYPE: FUNCTION POLICY NUMBER: 13**

**POLICY TOPIC DESCRIPTION**

**HEALTH AND WELLNESS**

**POLICY STATEMENT**

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

* All school-based activities are consistent with the goals of the Board of Education wellness policy 09.2.
* Food and beverages sold or served at school will meet the nutrition recommendations of the U.S. Dietary Guidelines for Americans and Board of Education competitive food policy 7.111.
* Child Nutrition Programs shall comply with the federal, state and local requirements and shall be accessible to all children.
* Students will engage in a moderate to vigorous physical activity for a minimum of seventy-five minutes each week.
* Physical activity should be a positive and rewarding experience.
* In keeping with Board of Education policies 05.3 and 05.31, Eastern Elementary facilities will be offered for use by community and parents for wellness activities; i.e., intramural programs, walking or other related activities.
* The school will provide instruction in physical wellness and health education using a curriculum that is age-appropriate and standards-based.

Date Adopted: 4-19-2010 Chairperson: Will Compton

Date Reviewed: 7-30-2019 Chairperson: Erika DeVore

Date Reviewed or Revised: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Chairperson: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date Reviewed or Revised: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Chairperson: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Date Reviewed or Revised: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Chairperson: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**POLICY TYPE: FUNCTION POLICY NUMBER: 14**

**POLICY TOPIC DESCRIPTION**

**CURRICULUM AND INSTRUCTION ALIGNMENT WITH STATE STANDARDS**

**POLICY STATEMENT**

The school shall organize instruction and other activity to be aligned with standards established in state laws and regulation, and in a manner consistent with the Board of Education policy and established school policy.

Date Adopted: 9-24-2009 Chairperson: Will Compton

Date Reviewed: 7-24-2017 Chairperson: Erika DeVore

Date Reviewed: 7-31-2018 Chairperson: Erika DeVore

Date Reviewed: 9-25-2018 Chairperson: Erika DeVore

Date Reviewed: 7-30-2019 Chairperson: Erika DeVore

Date Reviewed or Revised: 7-27-2021 Chairperson: Erika DeVore

Date Reviewed or Revised: 9-14-2021 Chairperson: Erika DeVore

Date Reviewed or Revised: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Chairperson: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date Reviewed or Revised: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Chairperson: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**POLICY TYPE: FUNCTION POLICY NUMBER: 15**

**POLICY TOPIC DESCRIPTION**

**APPROPRIATE TECHNOLOGY USE**

**POLICY STATEMENT**

The school shall utilize technology in a manner consistent with the Board of Education policy and state laws and regulations.

Date Adopted: 9-24-2009 Chairperson: Will Compton

Date Reviewed or Revised: 8-08-2017 Chairperson: Erika DeVore

Date Reviewed or Revised: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Chairperson: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date Reviewed or Revised: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Chairperson: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date Reviewed or Revised: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Chairperson: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date Reviewed or Revised: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Chairperson: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**POLICY TYPE: FUNCTION POLICY NUMBER: 16**

**POLICY TOPIC DESCRIPTION**

**DISCIPLINE, CLASSROOM MANAGEMENT & SCHOOL SAFETY PLAN**

**POLICY STATEMENT**

**DISTRICT CODE OF ACCEPTABLE BEHAVIOR AND DISCIPLINE**

Eastern Elementary School will follow the Barren County Schools Code of Acceptable Behavior and Discipline.

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

1. Provide each student with a copy of the District Code of Conduct.

2. Require each student to return a signed Acknowledgement Form from his or her parent or guardian showing that the parent or guardian has seen and reviewed the Code or has accessed it online.

**SCHOOL SAFETY PLAN**

Our school will maintain a School Safety Plan addressing procedures to provide a supportive, safe, healthy, orderly, and equitable learning environment for both students and staff. This plan will also address any issues identified by our stakeholders and issues required by state law.

**SCHOOL SAFETY PLAN REVIEW**

Our School Safety Plan will be reviewed every year by the Positive Behavior Intervention and Supports (PBIS) Committee using the following procedures:

1. A data review of the overall trends in student disciplinary referrals and consequences for the

previous year including trends disaggregated by gender, race, disability, and participation in free and reduced price lunch.

1. An analysis of the implementation and impact of the activities in the plan.
2. A full report to the council including, but not limited to:
3. An overview of the trends in the disciplinary referrals and consequences data.
4. A report of the status of each activity that should be started or completed.
5. Recommended adjustments needed in the plan to ensure progress toward the school’s safety goals.

 4. The council will be responsible for approving and adopting any changes to the School Safety Plan and

Emergency Management Plan (EMP).

**The school Safety Plan will consist of:**

* Emergency Management Plan (EMP), reviewed annually by school administrators and first responders.
* Documentation that certified and classified staff have received initial or update training prior to the beginning of the school year.
* Schedules and documentation that emergency response drills have been conducted.
* Building and grounds monthly safety inspections.
* Faculty Handbook
* Student Code of Conduct
* Supervision Plan (non-instructional time)
* School discipline plan (PBIS)
* Any additional Board of Education policies that relate to safety on school grounds.

**POLICY TYPE: FUNCTION POLICY NUMBER: 16**

**POLICY TOPIC DESCRIPTION**

**DISCIPLINE, CLASSROOM MANAGEMENT & SCHOOL SAFETY PLAN CONTINUED**

**POLICY STATEMENT CONTINUED**

**SCHOOL-WIDE EXPECTATIONS**

In addition to the District Code of Conduct and our School Safety Plan, we have adopted the following school-wide rules in accordance with PBIS guidelines for success:

1. Cooperate

2. Always have a positive attitude.

3. Take responsibility for your actions.

4. Show respect to others.

**Student Behavior** is classified to severity and the extent in which the behavior affects the learning environment. Minor and Majors will be determined using PBIS Handbook guidelines and teacher discretion. Majors will result in an office referral and action will be taken by the principal or designee.

**RESPONSIBILITIES**

**Principal is responsible for:**

1. Disseminating and interpreting the behavioral and discipline standards and

guidelines of the district and school.

2. Ensuring that all staff and students adhere to the District Code of Conduct.

3. Providing support and guidance to teachers in the implementation of the district and school behavioral and discipline standards and guidelines.

4. Working with parents and guardians when issues arise involving behavior and discipline of a student.

**Teachers are responsible for:**

1. Establishing specific standards of conduct for their individual classrooms,

including clearly defined consequences when those standards are not met.

2. Communicating those standards to parents and posting them where students can

see them throughout the year.

3. Teaching those standards and consequences to students during the first two

weeks students are in the class and explaining the standards and consequences to

students who join the class after the first two weeks.

4. Holding students to the set standards and issuing the appropriate consequences

when those standards are not met.

**Counselor is responsible for:**

1. Providing support and guidance to help students and parents understand,

correctly interpret, accept, and follow the behavioral standards and guidelines of

the district, school, and classrooms.

2. Providing support and guidance to teachers in the implementation of classroom

management techniques and strategies.

**POLICY TYPE: FUNCTION POLICY NUMBER: 16**

**POLICY TOPIC DESCRIPTION**

**DISCIPLINE, CLASSROOM MANAGEMENT & SCHOOL SAFETY PLAN CONTINUED**

**POLICY STATEMENT CONTINUED**

**Students are responsible for:**

1. Accepting and following the behavioral standards of conduct expected by the

district, school, and each classroom.

2. Asking for help when they do not understand the behavioral expectations or

feel that they are unable to comply.

**Parents and Guardians are asked to:**

1. Become familiar with documents related to district and school standards of

behavior and discipline and ask the school questions when they do not understand

language or details in these documents.

2. Work with the school when issues arise involving their child’s behavior or

consequences given to their child by the school or teacher.

**POLICY EVALUATION**

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

Date Reviewed or Revised: 9-12-2017 Chairperson: Erika DeVore

First Reading: 10-09-2017 Chairperson: Erika DeVore

Second Reading: 11-28-2017 Chairperson: Erika DeVore

Date Reviewed or Revised: 7-31-2018 Chairperson: Erika DeVore

Date Reviewed or Revised: 7-30-2019 Chairperson: Erika DeVore

Date Reviewed or Revised: 9-14-2021 Chairperson: Erika DeVore

Date Reviewed or Revised: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Chairperson: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date Reviewed or Revised: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Chairperson: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date Reviewed or Revised: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Chairperson: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**POLICY TYPE: FUNCTION POLICY NUMBER: 17**

**POLICY TOPIC DESCRIPTION**

**EMERGENCY PLAN**

**POLICY STATEMENT**

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

* Establishment of primary and secondary evacuation routes which must be posted in each room by each doorway used for evacuation;
* Identification of severe weather safe zones that have been reviewed by the fire marshal/fire chief, which must be posted in each room;
* Practices for students to follow in an earthquake;
* Development and adherence to access control measures for each school building, which may include (but not be limited to):

o Controlling access to exterior doors during the day

o Controlling front door access electronically or with a greeter

o Requiring visitor check-in with identification and purpose provided, and

o 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.
* Procedures for lockdown of the campus.
* Local law enforcement shall be invited to assist in establishing lockdown procedures.
* Following adoption, the emergency plan and diagrams of the facilities will be provided to appropriate first responders. First responders, for the purpose of this policy, include local fire personnel, local, county and/or state police personnel, and emergency medical personnel. Due to the need to maintain student and staff safety and security, the emergency plan and diagram of the facility will not be disclosed in response to any Open Records requests.

**POLICY TYPE: FUNCTION POLICY NUMBER: 17**

**POLICY TOPIC DESCRIPTION**

**EMERGENCY PLAN CONTINUED**

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

Date Adopted: 9-30-14 Chairperson: Will Compton

Date Reviewed: 7-31-2018 Chairperson: Erika DeVore

Date Reviewed or Revised:: 7-30-19 Chairperson: Erika DeVore

Date Reviewed or Revised: 7-30-20 Chairperson: Erika DeVore

Date Reviewed or Revised: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Chairperson: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date Reviewed or Revised: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Chairperson: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**POLICY TYPE: FUNCTION POLICY NUMBER: 18**

**POLICY TOPIC DESCRIPTION**

**EXTRACURRICULAR POLICY**

**POLICY STATEMENT**

By August 1 of each year, the principal shall prepare a list of extracurricular programs to be implemented in the school, for the school council’s approval. Additional extracurricular programs to be implemented shall be presented by the principal to the council for approval prior to their implementation. The chief extracurricular sponsor shall determine student participation standards, to be consistent with any criteria set by the state or national sponsor of the program, and consistent with state and federal statutes and regulations.

Any student that is not at school due to sickness or leaves school early due to sickness will not be allowed to participate in extracurricular events that take place on that given day. This does not include absences that involve dentist, orthodontist or doctor visits that have been scheduled in advance and are considered to be routine check-ups.

Date Adopted: 5-26-15 Chairperson: Will Compton

Date Reviewed or Revised: 08-08-2017 Chairperson: Erika DeVore

Date Reviewed or Revised: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Chairperson: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date Reviewed or Revised: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Chairperson: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date Reviewed or Revised: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Chairperson: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date Reviewed or Revised: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Chairperson: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**POLICY TYPE: FUNCTION POLICY NUMBER: 19**

**POLICY TOPIC DESCRIPTION**

**STANDING AND AD HOC COMMITTEES**

**POLICY STATEMENT**

Certified staff members at Eastern Elementary are required to be on a committee which include Family Resource Advisory Council Committee, Social/Culture Committee, Leadership Committee, PBIS, Emergency/Safety Team and Health/Wellness Committee. The chairperson from each of these committees may update the principal on the progress of their committee at the end of every nine weeks. The principal or committee representative will report the progress of standing committees to the S.B.D.M. council twice a year and more frequently if needed.

Ad hoc committees may be formed (not required) at the beginning of each school year. If ad hoc committees are formed at the start of the school year, they must first be approved by the S.B.D.M. Council. If there is a need for an ad hoc committee to be created during the course of the school year, the committee must also be approved by the S.B.D.M. Council before beginning any work. Ad hoc committees will report to the principal as specified by the principal. The principal shall use discretion on how often he/she reports the progress of ad hoc committees to the S.B.D.M. Council.

Date Adopted: 9-28-15 Chairperson: Will Compton

Revised: 7-24-17 Chairperson: Erika DeVore

Date Reviewed or Revised: 9-12-17 Chairperson: Erika DeVore

Date Reviewed or Revised: 7-31-18 Chairperson: Erika DeVore

Date Reviewed or Revised: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Chairperson: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date Reviewed or Revised: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Chairperson: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**POLICY TYPE: FUNCTION POLICY NUMBER: 20**

**POLICY TOPIC DESCRIPTION**

**PARENT AND ENGAGEMENT**

**POLICY STATEMENT**

**PURPOSE**

Parents and families serve as key shareholders in the educational processes of the students attending Eastern Elementary. The *Parent and Family Engagement Policy* of Eastern Elementary ensures equitable participation in the planning, reviewing, and implementing of all parent and family programs and activities.

***PARENT* DEFINITION**

A parent is legally defined as a *biological parent, step-parent, or a foster parent of a student* ***or*** *a person who has legal custody of a student pursuant to a court order* ***and*** *with whom the student resides.* For the purpose of this policy, *parent* encompasses *all* family situations.

***PARENT AND FAMILY ENGAGEMENT* DEFINITION**

Parent and family engagement is best defined as *any time a parent commits to assisting his/her child in learning and achieving academically to a higher level with greater interest and motivation.*

Parent and family engagement can be accomplished in a variety of ways, which include the following:

reading together at home with your children, developing your expectations for your child and communicating these expectations to your child, as well as communicating your support in helping your child achieve these expectations, communicating positive values such as respect, hard work, and responsibility, providing your child with positive encouragement when he/she achieves certain goals, speaking with your child’s teacher on a regular basis and offering any assistance that the teacher may suggest, becoming involved in the school’s PTO/SBDM council and/or committees, discussing your child’s assessment scores on both local and state assessments, after receiving the scores and an explanation of them from the school, and

monitoring your child’s progress and working with teachers to improve his/her achievement in mastering Kentucky’s Academic Standards.

**PROCEDURES**

Eastern Elementary, along with the district Title I Coordinator, shall convene an annual meeting at a time that is convenient for parents. All parents are invited and encouraged to attend. At this meeting, parents will be informed of the school’s participation in a Title I Schoolwide Program, the purpose and requirements of Title I, the school’s curriculum and assessment, the proficiency level the students are expected to meet, and the parent’s/family’s right to be involved. Particular attention shall be given to reaching those parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. In addition, parent and family meetings and/or conferences will be scheduled at various times to accommodate parent/family scheduling needs.

Eastern Elementary shall involve parents and families in an organized, ongoing, and timely manner in the Title I planning, review, and improvement of programs; this includes the joint development of the school parent and family engagement policy, the Title I Schoolwide Program, as well as the school-family compact as described in ESSA

**POLICY TYPE: FUNCTION POLICY NUMBER: 20**

**POLICY TOPIC DESCRIPTION**

**PARENT AND ENGAGEMENT CONTINUED**

**POLICY STATEMENT CONTINUED**

Section 1114. The school-family compact outlines how parents, school staff, and students will share in the responsibility for improved student achievement.

The school will provide, if requested by parents, opportunities for regular meetings to formulate suggestions and participate in decisions related to the education of their children. In addition, opportunities for parents and families to obtain materials and/or training to improve their child’s achievement will be provided by the school. Title I funds may be used to pay reasonable and necessary expenses associated with parent and family engagement expenses.

**POLICY EVALUATION**

The effectiveness of this policy shall be evaluated annually through the school’s SBDM council. Any concerns regarding the PFE policy shall be addressed to the SBDM council and/or the district Title I Coordinator.

First Reading: 10-09-2017 Chairperson: Erika DeVore

Second Reading: 11-28-2017 Chairperson: Erika DeVore

Date Reviewed or Revised: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Chairperson: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date Reviewed or Revised: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Chairperson: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**POLICY TYPE: FUNCTION POLICY NUMBER: 21**

**POLICY TOPIC DESCRIPTION**

**WRITING**

**POLICY STATEMENT**

A school level writing plan has been developed to address:

1. Multiple opportunities for students to develop complex communication and critical thinking skills for a variety of purposes.
2. Access to and use of technology resources, tools, and applications to demonstrate new understanding through collaborating, creating and making global connections.
3. Access to and use of a variety of language resources.
4. Procedures for working writing folderdevelopment and monitoring.
5. Meaningful feedback to students regarding writing and communication skills.

Teachers, at all grade levels, will adhere to the school level writing plan, for a variety of audiences. Students will have opportunities to experience authentic, meaningful writing at all grade levels including both on-demand and writing-over-time situations. The school writing plan is a writing continuum consisting of required writing samples according to grade level standards.

Writing and writing instruction will be embedded throughout all content areas, be on-going, and value student choice.  Students will engage in the three categories of writing including: writing to learn, writing to demonstrate learning, and writing for publication. A variety of language resources are embedded within writing instruction that allow students an opportunity to read and analyze a variety of print and non-print materials.

The prompts used for writing instruction will be aligned both vertically and horizontally to the Kentucky Core Academic Standards for Language Arts while also integrating the strands of literacy.

In order to successfully facilitate the implementation of the school writing plan, teachers will:

* Plan literacy learning opportunities so that students can explore ideas and design products across content areas.
* Provide models to assist students in achieving specific learning objectives, and to inform their own written works.  These models will also act as exemplars for the development of scoring guides and rubrics used to assess writing and communication.

**POLICY TYPE: FUNCTION POLICY NUMBER: 21**

**POLICY TOPIC DESCRIPTION**

**WRITING CONTINUED**

**POLICY STATEMENT CONTINUED**

* Foster a supportive, yet critical, environment for the development of both oral and written communication skills.  To do so, students need to engage in discussion and collaboration with teachers, peers, and outside experts to refine literacy products.
* Allow and encourage student choice and exploration to the greatest extent reasonably possible.
* Instruct students to use a variety of differentiated strategies to help foster effective communication skills.
* Collaborate with others to develop and align their communication assessments.

School-wide structures and Monitoring:

In order to ensure that every student has equitable exposure to writing experiences, the principal will:

* Assign a literacy team to implement and monitor the writing plan.
* Ensure the implementation of the writing and communication skills plan.
* Ensure the plan includes guidelines for student and teacher use of technology tools.
* Ensure the council annually reviews, revises (if necessary), and approves the writing plan each year.
* Ensure administrators and all teachers receive professional development needed to improve writing and communication skills instruction across all content areas.
* Ensure the plan is communicated to all stakeholders.
* Ensure there is an intentionally scheduled time within the instructional day for writing instruction and experiences at all grade levels.

Reflection, formative, and summative assessment and feedback:

To ensure that writing and communication skills are developed for the students at Eastern Elementary, the writing and communication plan will include reflection, assessment, and feedback.  The writing plan will incorporate:

* Guidelines for providing students feedback on the writing folders
* Opportunities for students to improve their writing and communication skills based on feedback from teachers and peers.
* Guidelines for assessing and developing oral communication skills.

**POLICY TYPE: FUNCTION POLICY NUMBER: 21**

**POLICY TOPIC DESCRIPTION**

**WRITING CONTINUED**

Policy Evaluation:

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

Date Adopted: 6-22-15 Chairperson: Will Compton Date Reviewed or Revised: 8-08-2017 Chairperson: Erika DeVore

Date Reviewed or Revised: 11-27-2018 Chairperson: Erika DeVore

Date Reviewed or Revised: 1-8-19 Chairperson: Erika DeVore

Date Reviewed or Revised: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Chairperson: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date Reviewed or Revised: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Chairperson: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Date Reviewed or Revised: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Chairperson: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**POLICY TYPE: FUNCTION POLICY NUMBER: 22**

**POLICY TOPIC DESCRIPTION**

**PRINCIPAL SELECTION**

**POLICY STATEMENT**

If the vacancy to be filled is the position of principal, the outgoing principal will not serve on the council during the principal selection process. The Superintendent or the Superintendent’s designee will serve as the chair of the council for the purpose of the hiring process and will have the voting rights during the selection process. The council will have access to the applications of all persons certified for the position. The principal will be elected on a majority vote of the membership of the council. A principal who has been previously removed from a position in the district for cause may not be considered for appointment as principal. The school council will receive training in recruitment and interviewing techniques prior to carrying out the process of selecting a principal. The council will select the trainer to deliver the training.

When the council learns that the school needs to hire a principal, the council will:

* Obtain training in interviewing techniques from the trainer of its choice.
* Meet in open session to agree on criteria and develop interview questions that fit those criteria. Those criteria will not in any way discriminate based on gender, ethnicity, religion, political affiliation, or any other illegal grounds. Invite all teachers, parents, and school community members to suggest characteristics and/or questions considered in a new principal.
* If requested, the council will meet in open session with the Superintendent to discuss the criteria and other steps in the hiring process.
* Meet in closed session to review applications and contact references of candidates chosen by the committee to be interviewed who appear capable of fitting the council’s criteria.
* Schedule an interview with each selected applicant at a time when all council members can attend a special meeting.
* Before each interview, meet as a team to review any documentation received on that person. Conduct each interview in a closed session, using the interview questions.
* Meet in closed session to discuss how well each applicant meets the criteria.

* If necessary, request additional applicants from the Superintendent and repeat steps 4-7 above.
* Meet in open session to make the final choice of principal.

**POLICY TYPE: FUNCTION POLICY NUMBER: 22**

**POLICY TOPIC DESCRIPTION**

**PRINCIPAL SELECTION CONTINUED**

**POLICY STATEMENT CONTINUED**

* The Superintendent will serve as a part of the school council during the principal selection process and has the right to vote for a candidate.
* If the school council is unable to choose a principal and send a decision to the Superintendent by August 1, the school council will ask the Superintendent to appoint an interim administrator to serve a period of up to one year.

After receiving notice of the council’s choice, the Superintendent will complete the hiring process.

Date Reviewed: 5-17-2017 Chairperson: Will Compton

Adopted: 5-22-17 Chairperson: Bo Matthews

Date Reviewed or Revised: 9-14-2021 Chairperson: Erika DeVore

Date Reviewed or Revised: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Chairperson: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date Reviewed or Revised: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Chairperson: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date Reviewed or Revised: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Chairperson: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**POLICY TYPE: FUNCTION POLICY NUMBER: 23**

**POLICY TOPIC DESCRIPTION**

**ENHANCING STUDENT ACHIEVEMENT**

**POLICY STATEMENT**

**SCHOOL MISSION AND BELIEFS STATEMENT**

The mission of Eastern Elementary School is to be committed to involving students, parents, staff, and the community in educating students to their highest possible level, while fostering positive attitudes and behaviors.

**PROCEDURES**

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

* Develop SBDM policies, which contribute either directly or indirectly to accomplishing this mission.
* Develop SBDM policies, which contribute either directly or indirectly to enhancing student achievement by improving teaching and learning at our school for each and every student.
* Complete an annual needs assessment including but not limited to analyzing student performance on the state testing.
* Annually revise our School Improvement Plan to address identified needs. The council will be responsible for adopting The Plan and conducting Implementation and Impact checks to monitor it.
* Conduct sustained analysis of whether each of our programs is contributing adequately to helping all students meet district and state standards.
* Budget and hire to support our School Improvement Plan.

The SBDM Council will assign one or more committees consisting of all stakeholders to assure that all programs and extracurricular activities effectively promote the enhancement of student achievement and meet the above stated guidelines. Programs with goals toward increasing parental involvement (such as FRYSC, Title I and ESS) will collaborate to provide activities that ultimately enhance student achievement. POLICY

**EVALUATION**

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

 First Reading: 10-09-2017 Chairperson: Erika DeVore Second Reading: 11-28-2017 Chairperson: Erika DeVore Date Reviewed or Revised: 9-25-2018 Chairperson: Erika DeVore

**POLICY TYPE: FUNCTION POLICY NUMBER: 24**

**POLICY TOPIC DESCRIPTION**

**GRADING POLICY**

**POLICY STATEMENT**

In the event that there is a prolonged amount of time that face-to-face learning cannot occur, the school grading policy will revert to the district policy regarding grading.

Adopted:5/5/2020 Chairperson: Erika DeVore

Date Reviewed or Revised :\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Chairperson: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date Reviewed or Revised :\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Chairperson: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date Reviewed or Revised :\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Chairperson: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date Reviewed or Revised :\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Chairperson: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**POLICY TYPE: FUNCTION POLICY NUMBER: 25**

**POLICY TOPIC DESCRIPTION**

**SBDM ELECTION PROCEDURE MODIFICATION**

**Due to COVID School Closure and Safety Guidelines**

**POLICY STATEMENT**

Due to the recent school closures due to COVID-19, and government recommendations for social distancing, Eastern Elementary SBDM elections will be conducted remotely this year.

Procedures:

1. A one call will be sent to all parents asking for parent nominations. Parents may call on Thursday, April 23rd or Monday, April 27 to make nominations. (8:00am - 3:00pm)
2. Once nominations are received, a one call will be sent to notify parents of electronic election, (Google forms link on school website, link emailed to parents, etc.) and voting timeline.
3. Parents without electronic access may call the EES office to vote over the phone.
4. Teachers will nominate candidates via email and vote electronically utilizing Good forms. Teacher elections will be held beginning Monday, April 27th.

Date Adopted: April 21, 2020 Chairperson: Erika DeVore Date Reviewed or Revised :\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Chairperson: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date Reviewed or Revised :\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Chairperson: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date Reviewed or Revised :\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Chairperson: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date Reviewed or Revised :\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Chairperson: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_