

SCHOOL-BASED DECISION MAKING

BYLAWS



STANFORD ELEMENTARY SCHOOL
101 OLD FORT ROAD
Stanford, Kentucky 40484

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**STANFORD ELEMENTARY SCHOOL
STANFORD, KENTUCKY**

**SCHOOL-BASED DECISION MAKING COUNCIL
BYLAWS**

MISSION STATEMENT: The Stanford Elementary School School-Based Decision Making Council will strive to set policy designed to enhance student achievement by maintaining high academic standards, a safe and orderly environment, and high student and staff morale.

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I. PURPOSE OF BYLAWS

The purpose of these bylaws is to provide the Stanford Elementary School Council with a set of rules under which to function.

II. MEETINGS

A. All Meetings

1. Council meetings must comply with the requirements of the Open Meetings Law.
2. Council meetings shall be open to the public unless the council goes into closed session under the provisions of the Open Meetings Law.

B. Regular Meetings

1. At the first council meeting on or after July 1 each year, the council shall designate a regular meeting time and place.
2. The principal or designee shall advertise the meeting within the school and publicly. (i.e. newspaper, website, social media, email, etc)

C. Special Meetings

1. Any meeting not at the regular meeting time or place is a special meeting.
2. A special meeting of the council may be called by the chairperson or by a majority of council members.
3. Any special meeting of the council must comply with the requirements of the Open Meetings Law. The following steps must be taken:
 - a. WRITTEN NOTICE: The person or persons calling the meeting must prepare a written notice that states the date, time, and place of the special meeting and an agenda for the meeting. Issues not listed on that agenda can't legally be discussed at the special meeting.
 - b. DELIVERY OF NOTICE: The person or persons calling the meeting must arrange for the written notice to be delivered to every council member and to any media organization that has asked to be notified of council meetings. The delivery can be made by hand, facsimile machine, mail or email, but the method must be one that allows the notice to arrive at least 24 hours before the time set for the meeting.
 - c. POSTING OF NOTICES: The notice must be posted in the Attendance area at the school, and also at the building where the meeting will be held if the meeting will not be held at the school. These copies should be posted as soon as possible after the meeting is called, but definitely no less than 24 hours before the meeting will be held.

III. AGENDA

A. Agenda Requests

Anyone may submit items for inclusion on the agenda to the chairperson, one week in advance to the SBDM meeting, using the approved form. The chairperson will maintain a complete file of those items.

B. Preliminary Agenda

The chairperson shall prepare a preliminary agenda in advance of each regular meeting including all items that the chairperson believes need council attention at that session. Each preliminary agenda will include the following items:

1. Approving minutes of previous meeting
2. Approving agenda for this meeting
3. Public Comment(s)
 - a. This agenda item is reserved for public concerns not already on the agenda.
 - b. The chairperson may set time limits for speakers based on the time allotted for this item, the number wishing to speak, and any extra time left on the agenda; or if the agenda will run over, by consensus of the members present.
4. Financial Report
5. Reports from other committees (if necessary)
6. Following the agenda shall be a list of items submitted but not included on the agenda, with an indication of how the chairperson has dealt with or proposes to deal with the item.

C. Distribution of Preliminary Agenda

24 hours prior to the meeting, the council chair shall distribute the agenda to other council members and make it available to other interested persons.

D. Approval of Agenda

At the beginning of each regular council meeting, the council shall approve an agenda for the meeting. The agenda may be the same as **or** different from the preliminary agenda.

E. Special Meeting Agenda

1. For special meetings, the chairperson or the persons calling the meeting shall prepare the agenda and distribute and post it as required by the Open Meetings Law.
2. In accordance with the Open Meetings Law, items may be subtracted from but not added to the agenda of a special meeting.

IV. **COMPOSITION AND TERMS**

A. Composition of the Council

The council shall consist of the principal, three teacher members, and two parent members. If the minority enrollment at the school was eight percent (8%) or higher on the October 1 preceding the start of a new council term, the council shall also include at least one minority member.

B. Terms

Terms of council members shall be for one year, beginning July 1 and ending on June 30 of the following year. Teachers and parent council members are eligible to run for re-election.

C. Leave of Absence

Leave of absence for a council member shall not be granted.

D. Student Participation

Student participation will be encouraged.

V. **ELECTIONS**

A. Teacher Elections

1. *Conducting of Elections*

Teachers must be elected by a majority of teachers in an election conducted by teachers. At a March faculty meeting called by the Principal, two teachers shall volunteer on a first come-first serve basis to serve as Teacher Election Chairs. Teacher Election Chairs may not run for the council during the time they serve as chairs. The principal shall give the names to the council of the Teacher Election Chairs for the spring elections no later than an April council meeting. The names will be recorded in the minutes.

2. *Date of Election*

Teacher Election Chairs shall hold the teacher elections for the following year before the last school day for teachers. The Chairs shall notify teachers of the date, place and time of the teacher elections at least five school days before the election.

3. *Teacher Qualifications*

Teacher members must hold a minimum .5 position at the school that requires a state certificate and must not hold the position of principal or assistant principal.

4. *Nominations*

Any teacher may nominate himself, herself, or another teacher for the office of teacher member by submitting the name to the Teacher Election Chairs at least five school days in advance of the teacher election. The Chairs shall ask each teacher who is nominated by another person if he/she is willing to serve on the council if elected.

5. *Ballot*

The Teacher Election Chairs shall prepare a ballot that lists the names of those nominated, willing, and eligible to serve and distribute that sample ballot to all teachers at the school on the day of the scheduled election.

6. *Voting*

All teachers shall convene at the place and time designated by the Teacher Election Chairs. The Chairs shall collect the ballots and count them in the room, announcing the results before the teachers adjourn. Any person or persons receiving a majority on this ballot shall serve as a council member in the coming year. Teachers must be elected by a simple majority, $\frac{1}{2}$ plus one, of the total ballots cast.

7. *Procedure if a Majority Is Not Received*

If fewer candidates receive a majority of votes than the number needed to fill the open seats, the person getting the smallest number of votes shall be removed from the ballot, and the teachers shall vote again for the number of persons needed to fill the remaining vacancies. Any person receiving a majority of votes shall be deemed elected. This process of removing one name shall be repeated as many times as necessary to elect candidates by majority to all open positions.

B. Parent Elections

1. *Role of Parent-Teacher-Association (PTA)*

The school's largest PTA organization shall develop procedures for and conduct the election. The PTA shall provide notice of this meeting to all parents.

2. *Parent qualifications*

A parent council member shall be a parent, stepparent, foster parent, or a person who has legal custody of a student pursuant to a court order and with whom the student resides. A parent council member shall be a parent of a student pre-registered to attend the school during the parent's term of council service. Three groups of people may not serve on the council as parent representatives:

- a. People who work at Stanford Elementary School
- b. People who work at the Lincoln County district administrative offices
- c. Members of the Lincoln County Board of Education or their spouses.

3. *Parent Elections*

The parent elections shall take place no later than May 15th. The parents of all children pre-registered to attend the school during the next year may vote. The parent-teacher association shall determine how the election will be run. The school shall assist the PTA organization in notifying parents of the election schedule. The PTA organization shall notify the current council of those elected not later than 10 days after the elections.

C. Minority Representatives

1. After both teacher and parent elections, if the council formed, including the principal, does not have a minority member, and the school had eight percent (8%) or greater enrollment of minority students as of the previous October 1, a minority parent and an additional teacher shall be elected.
2. Minority members must be American Indian; Alaskan native; African American; Hispanic, including persons of Mexican, Puerto Rican, Cuban and Central or South American origin; Pacific Islander; or other ethnic group underrepresented in the school. Parent minority members must meet the qualifications for parent members listed above, and teacher minority members must meet the teacher qualifications listed above.
3. The principal shall be responsible for organizing the minority parent and teacher elections as follows:
 - a. Following the general elections, the principal shall organize a special election to elect a minority parent to the council by ballot. This election shall be organized no sooner than ten (10) and no later than twenty (20) days after whichever election (teacher or parent) came last. The principal shall notify all parents of the date, time, and location of the election. The notice shall call for nominations of minority parents for the ballot. At the election, parents may nominate additional minority candidates. The candidate receiving the most votes will be elected. In the event of a tie vote, a run-off will be held between the people who were tied.
 - b. Following the general elections, the Principal shall call a meeting of all teachers in the building. This meeting shall be called within seven (7) days after whichever election (teacher or parent) came last. The teachers shall select one (1) minority teacher to serve as a teacher member on the council. If there are no minority teachers who are members of the faculty, an additional teacher member shall be elected by a majority of all teachers. The election shall be conducted using the procedures listed in Section V A of these Bylaws.

D. Vacancies during a Term of Office

1. *Notice of Vacancy*

When either a teacher or parent vacancy occurs in the middle of a term, a new member shall be elected to complete that term. The secretary shall post a notice in a place readily accessible to parents and staff stating that there is a vacancy and including the text of this subsection of the bylaws. The principal shall also communicate this information to the president of the parent-teacher organization. These steps shall be taken within 30 school days after the principal learns of the vacancy.
2. *Election to Fill a Teacher Member Vacancy*

Nominations shall be submitted to the Teacher Election Chairs (elected the previous spring) within five school days after the vacancy occurs, and the election shall be held two school days after that, following the procedure described in the teacher election section of these bylaws.
3. *Election to Fill a Parent Member Vacancy*

The president of the PTA organization shall call an election to be held not less than ten or more than twenty school days after the vacancy occurs. The procedures described in Section V B of these bylaws will be used.
4. *Election to Replace a Minority Parent Member*

- The principal shall implement the procedure described in Section V C of these bylaws.
5. *Election to Replace an Additional Teacher Member*
The principal shall implement the procedure described in Section V C of these bylaws.
 6. *Vacancies Occurring During Summer Months*
If a vacancy occurs after the end of the school year, an election shall be held no later than 30 school days after opening day to fill that vacancy.

VI. COUNCIL TRAINING

- A. New Members
Members elected for the first time shall complete a minimum of six hours of training in the process of school-based decision making no later than 30 days after the start of their terms. They can get that training any time between the date they are elected and the 30-day deadline. This training must be provided by a person endorsed by the Kentucky Department of Education to provide new member training.
- B. Veteran Members
Members who have served on a council before shall complete at least three hours of training in the process of school-based decision making no later than 120 days after the start of their terms. They can get that training up to one year before the 120-day deadline. This training must be provided by a person endorsed by the Kentucky Department of Education to provide experienced member training.
- C. Mid-Year Vacancies
Members who are elected to fill a vacant position in the middle of the year shall complete the required training no more than 30 days after they are elected, from a person with appropriate endorsement from the Kentucky Department of Education.
- D. Reporting
Immediately following SBDM elections, the principal or designee shall give the superintendent or designee the names and addresses of each council member and verify that the required training has been completed. The superintendent will forward that information to the Department of Education.

VII. STANDARDS OF CONDUCT AND REMOVAL OF MEMBERS

- A. Standards of Conduct
 1. *Attendance*
Members of the council shall attend all council meetings. If a member is unable to attend a meeting, he/she shall notify the Chair of the Council. If a member is unable to attend on a consistent basis, the Chair of the Council will contact the member to consult with the member and to take appropriate action. If a member has three (3) unexcused absences from the regular meetings, he/she shall resign or shall be subject to removal if the member fails or refuses to resign by the council.
 2. *Conflict of Interest*
No members shall enter into any business dealing that creates a conflict of interest under KRS 45A.340, and any member who discovers the existence of such a conflict of interest shall resign.
 3. *Ongoing Eligibility*
Any member who ceases to be eligible to serve on the council shall resign. Examples include teachers who transfer to other schools, parents whose children transfer to other schools, and any other change that makes a person ineligible for their position.
 4. *Improper Meeting*
Council members shall not meet to discuss council business in a group that constitutes a quorum without following the procedures for scheduling a meeting of the full council in accordance with The Open Meetings Law and described in Section II of these bylaws.
 5. *Intentional Interference with School-Based Decision Making*
No member of the council shall intentionally engage in a pattern of practice which is detrimental to the successful implementation of or circumvents the intent of school-based decision making to allow the professional staff members of a school and parents to be involved in the decision making process in working toward meeting the educational goals of the Kentucky Education Reform Act or to exercise the powers granted to councils by state law.
- B. Removal of Members
A member who violates the standards of conduct and does not submit a written letter of resignation to the council could be reprimanded or removed in one of the following ways:
 1. *Commissioner's Recommendation*

The Commissioner of Education can recommend removal for immorality, misconduct in office, incompetence, and willful neglect of duty or nonfeasance, and then the local board of education holds a hearing into the charges to decide whether removal is warranted.

2. *Office of Education Accountability*

The Office of Education Accountability can investigate claims of intentional interference with school-based decision-making. If the OEA cannot resolve the issue, it is forwarded to the Kentucky Board of Education, which holds a hearing to determine whether the charges are valid. The first time the Kentucky Board finds a person guilty of such interference, the person will receive a reprimand. The second time, the person can be removed from office.

VIII. COUNCIL OFFICERS

A. Chairperson

The principal may serve as the chairperson of the council, or may defer that responsibility to the council. The council shall then elect its chair from its members by a majority vote. The chairperson shall preside at all meetings. The chairperson will work with the council, directing the affairs of the council, including monitoring committee progress. The chairperson will prepare the preliminary agenda for all regular meetings.

B. Vice Chairperson

The vice-chairperson shall be chosen by consensus from within the council membership. The vice-chairperson shall act as chairperson in the absence of the chairperson.

C. Secretary

1. The chairperson may appoint a secretary.
2. The duties of the secretary shall be to:
 - a. Give public notice of all regular meetings;
 - b. Take minutes for each council meeting which include an accurate record of all actions and votes taken;
 - c. Within 7 days after each meeting, type, copy, and distribute the draft minutes of council meetings to each member of the council;
 - d. Post a copy of the approved minutes in the library, e-mail a copy to the faculty and staff, and post on the school website.
 - e. Compile copies of the final approved minutes in two notebooks for each school year. These will be kept on permanent file in the school library and in the school office and copies will be sent to the President of the PTSA and to the superintendent or designee. In accordance with the Open Meetings Law, minutes taken at a council meeting shall be open to public inspection at reasonable times no later than immediately following the next meeting of the council after the meeting at which the minutes were taken;
 - f. Compile copies of the final approved minutes in two notebooks for each school year. These will serve as correspondent between the council and other individuals, groups, or agencies as directed by the council.

IX. OPEN RECORDS

A. Office Copies

The principal, as official records custodian, shall make the notebooks of minutes and other council records available in accord with the provisions of the Open Records Law. Persons who want copies of documents in the council binder shall give the principal a written request. The fee for copies shall be 25 cents per page.

X. COMMITTEES

A. Use of Committees

Committees will be used to support and to accomplish tasks of the council. The council chairperson shall include committee reports on the preliminary agenda for all regular meetings.

B. Committee Structure and Jurisdiction

The council shall adopt a committee policy to facilitate the participation of interested persons. The policy shall include the number of committees, their jurisdiction, composition, and the process for membership selection.

XI. DECISION MAKING

A. Quorum

Two teachers and 1 parent constitute a quorum. A quorum must be present for the council to take action.

B. Abstentions

1. Any member of the council may abstain on any vote taken by the council.
2. Any member of the council who has a direct or personal conflict of interest in the outcome of any issue before the council must abstain from any discussion of the issue, from the consensus process, or from any vote taken on the issue.

C. Adoption of Policies

1. Policies are written documents that establish rules, procedures, guidelines, standards, or principles to guide decision-making in various situations.
2. To be officially adopted, a policy must be approved at two readings held at two different council meetings. A second reading may be waived by majority vote of the council.
3. Adopted policies are binding until the council amends them.

D. Consensus

1. The council will operate primarily by consensus decision making, as described in numbers 2 to 4 below.
2. *Steps to Develop Consensus*
 - a. The council shall assign each new issue to an appropriate committee that will be responsible for researching the issue, gathering input, and developing a formal proposal with broad support. The council will act without a committee recommendation only on issues that have urgent time deadlines or very limited impact on the school.
 - b. When a committee brings the council a proposal, the council shall discuss it in enough detail to be sure that all members fully understand it and have had an opportunity to provide input.
 - c. People who are not members of the council may show that they want to comment or to ask questions by raising their hands, and the chair will call upon them to speak. The chair may set limits on the number of persons who may speak and the length of time each may speak.
 - d. If discussion reveals substantial concerns or unclear points in a proposal, the council's normal practice will be to return it to committee for further work, taking up any subsequent committee recommendation as a new proposal when it is received. The council will only attempt to decide significant revisions without first asking a committee to address the issue in cases where action is urgently needed because of a timeline or pressing concern.
3. *Formal Decision by Consensus*
 - a. After the consideration described above, any member may make a motion to accept a proposal for a first reading. If the proposal being considered is in writing, the motion may be made verbally. If the proposal has not been presented in writing or the member making the motion wants to propose one or more amendments, he or she shall write down the motion, read it to the council, and hand the written motion to the secretary for inclusion in the minutes.
 - b. The chair shall then ask if there is further discussion.
 - c. When the chair believes that discussion is complete, the chair shall ask if there is consensus. Any member who is not willing to support the motion is obligated to say so at this time. Members who support the motion shall indicate by word or other sign that they believe there is now a consensus.
 - d. If no member states unwillingness to support, the chair shall direct the secretary to record that consensus has been reached and the motion has passed.
 - e. After a policy is accepted for a first reading, it shall be considered again at the next regular council meeting, or at a special meeting if necessary. If it is approved at that second meeting, the secretary shall note that it has been officially adopted as a council decision.
4. *Consensus Failure*
 - a. When the chair tests for consensus but consensus is not reached, the council may postpone further consideration until the next meeting or continue to discuss the issue.
 - b. After testing for consensus on a proposal three times in one meeting, the chair may direct that the proposal be taken up again at the next meeting. If the issue is filling a vacancy other than principal, the chair may instead ask each member to make a final comment on the issue and then declare that consultation has been completed.
 - c. If the council takes up an issue at a second meeting and is still unable to reach consensus, the council shall consider alternative steps, including but not limited to:

- 1) Asking a committee to bring the council a new proposal on the issue.
 - 2) Scheduling a fact-finding session, at which all members of the school community are invited to present factual information about the issue and such information is recorded where all can see. Opinions without specific factual basis are not recorded because the point of the session is to get a common focus on the knowledge base for deciding the issues. After the fact-finding session, the council may take the issue up again to attempt consensus, or it may choose by vote to try one of the other options listed in this subsection.
 - 3) Seeking the help of a trained mediator to find a consensus solution to the issue.
 - 4) Considering the matter again at the next meeting, and if consensus there fails, decide the matter by majority vote.
 - 5) If majority vote cannot be reached, the issue will be taken to the faculty for a majority vote.
- d. The council will only make decisions by vote:
- 1) When the council will otherwise be unable to meet a legal deadline by which the council is required to have made a decision, or
 - 2) When the council has agreed at a second meeting to discuss the proposal at a third meeting and decide by majority vote if consensus fails (as allowed under provision c. 4) and 5) above).
- E. Appeals of Council Decisions
1. *Request*
For a person (s) to appeal a decision of the council or file a grievance he/she must first request in writing an opportunity to be heard and shall include information about the grievance issue.
 2. *Schedule*
The council shall schedule a hearing within thirty (30) working days from the date the request is received. The person appealing shall be informed of the hearing by registered letter.
 3. *Hearing*
The person appealing may be represented by legal council and may call witnesses as long as the testimony is germane to the issue.
 4. *Decision*
The council shall consider the merits of the complaint, make a decision, and respond in writing to the complaint.
 5. *Report*
A copy of the written grievance or appeal, and a written reply by the council shall be provided to the superintendent or designee within ten (10) days of the council's decision.

XII. COMMUNICATION

- A. Open Communication
1. The council will strive for open communication between the school council, parents, faculty, and the community.
 2. Suggestions or concerns may be voiced to council members, called in to the office, or placed in a suggestion box to be located in the teachers' workroom.

XIII. AMENDMENTS

These by-laws may be amended after a first and second reading at two consecutive council meetings by majority vote of the school council.

Committees Policy

When the need arises the school council shall establish committees that shall include but not be limited to: Curriculum Committee, Instructional Practices Committee, Budget Committee, Professional Development Committee, Technology Committee, School Climate Committee and Leadership Committee.

When the school council establishes a particular committee, the principal shall form the committee consisting of various staff members and parents if needed.

Each committee will meet to select a chairperson and determine the frequency of meetings. All committee members will be notified of each meeting and meetings shall be operated according to the Open Meetings Law.

Committees shall announce and/or post their meeting date, location, and time at least 24 hours in advance. Minutes will be kept during each committee meeting and copies shall be provided to the committee members. Committees will report to the school council as needed, making recommendations for approval and/or providing information.

Recommendations should be presented to the council one meeting prior to the council taking action. The council may choose to waive this requirement.

First Reading: May 6, 2003, July 19, 2018

Second Reading/Adoption: June 3, 2003, August 23, 2018

Revised: August 10, 2004, August 13, 2012, July 19, 2018

Reviewed: July 25, 2019

Curriculum Policy

The School Council shall adopt the curriculum of the Lincoln County Board of Education as the curriculum that shall be implemented at the school. It is our opinion that this curriculum is aligned with the state standards and is appropriate for our instructional needs. Subsequent amendments to the curriculum by the Lincoln County Board of Education shall become effective immediately upon approval by the Board. This school council policy shall also be consistent with the applicable indicators from the Self-Assessment Workbook for Schools- Concept Maps.

Teacher Role

All Teachers will:

- 1) Disseminate the curriculum expectations for their classes to students in an age appropriate way and to all parents.
- 2) Teach the state standards assigned for their particular area or areas.
- 3) Be prepared to contribute to discussions of needed changes in the curriculum.
- 4) Evaluate student learning across the curriculums and determine the successes of the instructional strategies assuring they are developmentally appropriate practices for students.
- 5) Administer assessments and qualitative reporting.

Principal Role

The Principal will:

- 1) Ensure that copies of the curriculum standards and expectations for the school are available for parent review.
- 2) Meet with each new teacher to review this policy and the sections of the curriculum that apply to the teacher's assignment.
- 3) At staff meetings (in the beginning of the year and the end of the year), hold discussions with the staff on possible curriculum revisions and report to the SBDM on the results of those discussions.

First Reading: July 19, 2018

Second Reading/Adoption: August 23, 2018

Revised: July 19, 2018

Reviewed: July 25, 2019

Discipline and Classroom Management Policy

It is the responsibility of Stanford Elementary School Students to conduct themselves properly at all times. It is the responsibility of the parents and the staff to work together to monitor student behavior and to employ consequences when necessary. Our expectation is that our students will be people of character and will demonstrate honesty, courtesy, respect and obedience of rules.

The faculty and principals shall implement the district Code of Acceptable Behavior and discipline guidelines for behavior in the Stanford Elementary School Student handbook. The handbook shall outline explanations of expected behaviors and consequences for failure to follow school rules. The council shall preview and amend the handbook each year before it is distributed at the Open House and/or on the first day of school. Copies of the handbook and the Code of Acceptable Behavior shall be provided to each student. Sections for parental signatures shall provide a vehicle for parent support.

General Rules

- Be respectful of others and school property.
- Be polite at all times.
- Do your best, Always
- No Weapons or weapon like objects, including pocket knives and sharp objects.
- No medication or drugs in possession of students
- No tobacco products
- No fighting or students shall risk suspension

Hallway Rules

- Voice Level 0
- Walk with hands behind your back, facing forward
- Walk on the right side of the hallway on the first white tile
- Stay in line and follow your teacher

Lunchroom Rules

- Voice level 0 entering and exiting the cafeteria
- Voice level 2-talk only to a neighbor while seated in the cafeteria
- No playing at the table or in line
- Clean up after yourself
- Raise hand if help is needed

Bathroom Rules

- Voice Level 1
- Wash hands with soap and water
- Keep water in the sink
- 1 Person in a stall at a time
- Do not play with stall doors

Gym/Assembly Rules

- Voice level 0 entering and exiting the gymnasium
- Enter and exit orderly and walk up the right side of the bleacher steps
- Keep feet of the bleachers in front of you
- No stomping
- Applaud appropriately- no screaming

Bus Rules

- Students will stay seated
- Students will keep head, hands, and feet inside the bus
- Students will not use profanity

- Students will not use tobacco
- Students will not eat or drink on the bus
- Students will refrain from fighting

*DETAILED RULES Shall be provided in the Code of Acceptable Behavior and Student handbook.

Counseling

The school counselor, and other behavior specialists, shall be an ongoing part of efforts to improve student self-esteem, coping skills, and behavior. Teachers, principals, or parents may make referrals to the counselor. The counselor shall collaborate with the teachers and principal to help develop a plan or improving students' behavior, when needed.

Positive Referrals

Students shall be referred to the principal's office for exhibiting kindness, extra effort, good behavior and a strong work ethic. Principal's shall make a positive parental contact by phone, mail, or email to share good news with the child's family.

After School Detention Guidelines

1. Detention shall be no longer than one hour per week and will be held immediately after the school's instructional day.
2. Place, day and time shall be determined by the principal and supervising staff member and reported to the council.
3. Detention shall be held on a school wide basis and shall be cancelled when not needed.
4. Detention shall not be held on days when school is not in session.
5. A certified employee must supervise detention and sign a pay voucher for \$20 per week.
6. After serving detention for 3 periods in one nine weeks, a student may be suspended for one to three days.
7. Students may be assigned detention for any major infraction on which the principal and teacher agree.
8. Parents will be offered two dates to choose from for detention.
9. Parents will be required to sign a form stating they have chosen a detention date and will be sure the child is picked up.
10. Students who are assigned detention are to work quietly in the assigned room. They will complete character building activities selected by the supervising teacher. The supervising teacher may assign extra work or allow time for silent reading.
11. It is the responsibility of the parents to pick up the students promptly at 4:20 PM. Repeated failure to pick up a child by 4:20 will result in a report to Social Services and/or local police.
12. Students are eligible for immediate suspending according to KRS 159.150.

Suspension

As per board policy, students may be immediately suspended from school for serious infractions and/or dangerous or threatening behaviors. Principals shall follow all procedures of the Lincoln County Board of Education when suspending students.

Drugs, Alcohol and Weapons

Lincoln county Board of Education policy shall be followed to address all issues of possession of drugs, alcohol or weapons.

First Reading: March 5, 2003

Second Reading/Adoption: April 15, 2003

Revised: August 13, 2012

Reviewed: July 19, 2018, July 25, 2019

Safety Policy

1. Mission: Our school safety mission is to achieve an environment that emphasizes learning, safety, and socially appropriate behaviors. There will be strong academic focus to support students in achieving high standards that foster positive relationships between school staff and students, and promote meaningful parental and community involvement. Our strongest focus will be on prevention that addresses all areas of safety.
2. Staff obligation: The entire staff of Stanford Elementary School is responsible for cooperating in an effort to provide all students with an education environment that is safe, peaceful, and secure.
3. Student obligation: Each student is held responsible for his/her personal actions. The right to attend Stanford Elementary carries with it the obligation to maintain acceptable behavior.
4. Parental obligation: Lawful custodian (parent/guardians) are expected to be involved in assisting the school staff in providing safety and to effect a meaningful and positive solution to their child's behavioral problems.
5. Student safety:
 - a. Fighting will not be permitted at school, on school buses, or at school sponsored activities.
 - b. Possession and/or use of tobacco or tobacco paraphernalia are not permitted in the school building or on the campus.
 - c. Any show of disrespect by word or action toward any staff member is prohibited.
 - d. Profanity and vulgarity are prohibited.
 - e. Behavior that may threaten the general discipline of the school or classroom is prohibited.
 - f. Any pupil, who steals, maliciously destroys, or defaces school property or others' property, will be expected to make restitution as part of the penalty for such action.
 - g. Rules and regulations concerning school-sponsored activities apply to all pupils attending school functions held on school grounds, in school building, or gymnasium.
6. Students dress considerations: It is within the discretion of the administration and the site-based council to determine what type of dress code is most suitable to implement. Furthermore, the administration at Stanford will include in any dress code policy the underlying purpose of enacting the dress code. Such dress code may include, but is not limited to, a standard uniform, restrictions relating to jewelry, a restrictions on colorful hair and extreme hairstyles. Reasonable criteria for determining appropriate appearance are based on health, safety, and public decency considerations. The relationship of dress and appearance to the safety of the individual pupil varies depending on the nature of the activity of the class.
7. Buildings and grounds safety: Emergency instruction displayed in all classrooms in the school. These give:
 - a. A description of the evacuation signal.
 - b. What to do if you discover fire, tornado, etc.
 - c. Evacuation procedure...leaves the building via the nearest exit, etc.
 - d. Time when alarm are tested.
 - e. Assembly points
 - f. Arrangements for test evacuations.
8. Bus safety: Students will adhere to the Lincoln County Bus Code of Conduct. Bus transportation to school is a privilege available to all students. This privilege may be suspended. The bus is an extension of the school and it is expected that proper behavior will be maintained. The driver is in full charge on the bus, and his/her instructions are to be obeyed. For student comfort and the following rules must be followed:
 - a. Be on time.
 - b. Respect personal property while waiting at the bus stop.
 - c. Enter the bus in an orderly manner and take your assigned seat.
 - d. Remain seated while the bus is in motion.
 - e. Quiet conversation is encouraged. Do not distract the driver by loud talk or shouting.
 - f. Appropriate language must be used at all times.
 - g. Do not offend pedestrians or passengers in other vehicles by shouting out of windows or making obscene gestures.
 - h. Nothing is to be thrown or tossed within the bus or out of the bus.
 - i. State law prohibits the carrying of weapons or any object that may be used as a weapon, on the bus.
 - j. Do not bring cigarettes, matches, or lighters to school. Smoking is not allowed.
 - k. Get on and off at a bus stop. Students wanting to ride a different bus or to get off at another site must bring a note signed by a parent.

- l. Pupils who deface the bus will be held liable for its repair. Should you note any damage, report it immediately to the driver.
 - m. Any student who loses the privilege of riding the bus due to misconduct is still required to attend school unless suspended from school.
 - n. Students and parents are invited to discuss any bus problem with the principal.
 - o. Be courteous and quiet on the school bus. Also be considerate of smaller children.
9. General Safety and Emergencies:
- a. Each staff member is expected to be familiar with emergency practices and procedures.
 - b. Designated persons will dispense and document the dispensation of medications.
 - c. Multiple staff members will be designated for first aid training.
 - d. Injured students shall be brought to the principal's office or nurse's station if able. Accident reports will be maintained in the principal's office.
10. Visitors:
- a. All visitors to the school must first sign in at the office for permission to visit.
 - b. Rules will be posted for visitors.
 - c. Doors will be kept locked during the school day. A buzzer system allows visitors to be identified.
11. Playground:
- a. The equipment will be checked weekly by one of the janitorial staff and monthly by one of the district employees
 - b. Children and teachers will be encouraged to keep the grounds clean.
 - c. Teachers on duty will be asked to target trouble areas instead of chatting during recess time.
 - d. Children will leave and re-enter the building in an orderly fashion.

First Reading: July 19, 2018

Second Reading/Adoption: August 23, 2018

Revised:

Reviewed: July 25, 2019

Emergency Plan Policy

STATUTORY AUTHORITY – KRS 160.345(2)(i)9 and KRS 158.162

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 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.
- Procedures for lockdown of the campus

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

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

Prior to the first instructional day of school, the principal, or designee, will present and review all emergency procedures with all staff. Documentation including the time and date of the review will be kept on file at the school with a copy sent to the district office to document completion. Documentation may include methods such as a sign-in sheet that includes the printed name of each staff member (all certified and classified staff), the signature of the staff member and the date 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 and regulations. Whenever possible, first responders shall be given notice of possible drills and invited to observe. The principal is responsible for ensuring the implementation of these drills and reporting completion and problems noted during the drill to the school council and to the district central office for any remedial action needed.

At the end of each school year, the emergency procedures are to be reviewed by the school council.

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

Access control methods are outlined below:

- All exterior doors must remain locked at all times.
- All visitors must enter through the posted front entrance.
- The front entrance must remain secure.
- The principal is responsible to ensure that trained personnel monitor the front entrance at all times.

- All visitors must report to the front office, provide photo identification if not recognized by office staff, 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. .
- During class changes, teachers must actively supervise students.
- The principal is responsible for ensuring classroom access in the event of a substitute teacher.

First Reading: 2017

Second Reading/Adoption: 2017

Revised:

Reviewed: July 19, 2018, July 25, 2019, August 19, 2020

Title I Parental Involvement Policy

1. Statement of Purpose

The faculty, family, staff, and students of Stanford Elementary recognize and accept the challenge and responsibility of facilitating the learning of All STUDENTS to their fullest potential. Students will be encouraged to acquire the knowledge and skills to become productive life-long learners in a changing global society. We will strive to provide a safe school environment, frequent monitoring of student progress, strong instructional leadership, and a positive school-community relationship.

2. Parental Involvement in Developing/Revising the Policy

A parent involvement committee will be comprised of certified and classified staff as well as parents and community members when possible. The Parent Involvement Policy, which will be developed/revised by the committee and approved by the SBDM Council, will be distributed to each family in the school.

3. Annual Meeting for Title I Parents (to be held in each school)

Parents/guardians will be notified of an annual meeting through various communication methods. One meeting will be held in the fall. Translators will be provided with prior request. The parents and the community members attending volunteer trainings will be surveyed to determine ways that they are able to contribute to the educational programs. Parents will also be actively involved in educating school and service personnel in the value of parents' contribution through the Site Base Council. They will be given the opportunity to volunteer for committees designed to include parents in the planning and improvement of school programs.

4. School -Parent Compact

Title I guidelines require that parents and their children share responsibility for student success through the development and signing of a school-parent-student compact. Parents on each school's Parent Partnership Committee will be involved in designing/revising these compacts. The compact will list responsibilities that teachers, parents, and students will each share in helping students be successful. Families will be urged to review the compact with their children before signing and having their children sign.

5. Types of Involvement

The Lincoln County Title I program will coordinate and integrate strategies with those of Head Start, Family Resource Centers, PTO/PTA, Lincoln County Extension Service, Lincoln County Health Department, and other parent-student training programs to offer many types of parental involvement opportunities to parents.

Each school in the district and the Central Office staff will invite and welcome parents and community members into their buildings. An open line of communication will be established by the sharing of information through social media, news releases to the media, brochures, calendars, conferences or open house invitations. Stanford Elementary will offer material relating to parenting skills through the FRC, library and/or counselor.

Information and services will be provided to families to support and assist in the education of their child along with opportunities for training in the family unit through parenting, literacy, and child development classes.

Community and parent volunteers will be encouraged as a means of promoting the child's learning success and developing ambassadors within the community. Organizations and businesses will be encouraged to participate in school activities through their local recognition of school related activities. Parent leaders will be recommended for the Prichard Committee's Commonwealth Institute. Organizations and businesses will be encouraged to participate in school activities through their local recognition of school related activities.

6. Matching Programs to the Needs of Our Community

Parenting training materials, workshops, and other programs to enhance the family's skills in becoming full partners in their child's education, will be available to parents. These programs will address community needs as assessed through questionnaires, surveys, and discussions conducted during the school year. The educational and support services will be offered through a collaboration of local agencies and organizations. Parents will be notified of these opportunities through their individual schools by way of school newsletters, notices, personal phone contacts, and the local news media.

7. Staff-Parent Communication

An orientation will be held prior to the beginning of school to introduce parents to their children's teachers, learn about the teams, and explain our School wide Program.

A classroom newsletter will share a positive look at our school through: class activities, various students' works, achievements, honors, and recognition of staff and students. A school wide calendar of events will be available on the school web page. Students' reports will be sent home every six or nine weeks. Individual conferencing time for parents will be set to discuss school goals, performance profiles, and individual test results. The staff will provide timely responses to requests and suggestions made by parents.

Local newspapers and the District Web Site will also serve as a source of positive communication into the community. Parents will be given opportunities to attend regularly scheduled PTO and SBDM Council meetings. The school will share information concerning School and District Report Cards, opportunities for meetings, and publish parent/community involvement activities.

The Lincoln County Board of Education will recognize parent volunteers and their contributions to school programs.

8. Allocation

The Lincoln County Title I program shall reserve 1% of its budget for parent involvement. The family involvement budget will be used to increase the amount of parental involvement in Lincoln County Schools by promoting: effective home/school communication, inviting school/community hospitality, successful family education and home learning, and a strong community volunteer program.

9. Evaluation

Parents, through the Title I Parent Partnership Committee, Title I School wide surveys, and school parent meetings, will be involved in the evaluation of the effectiveness of the parent involvement program. The evaluation will include an assessment of how much parent involvement is increasing. There will also be a study of the barriers to parental participation. Each school will document the evaluation findings and design strategies for school improvement. The school will revise its Parental Involvement Policy on the basis of this annual review.

10. Commitment

This commitment to family involvement will be coordinated by the Title I supervisory staff and teachers throughout the district. The Title I parent involvement coordinator will work with each school in order to promote parent-community involvement through volunteer coordination, school newsletters, and news releases to local news media. Parent and community involvement will be promoted by building principals and other school staff through coordination, technical assistance, and other necessary support.

First Reading: 2017

Second Reading/Adoption: 2017

Revised:

Reviewed: July 19, 2018, July 25, 2019

Consultation Policy

The principal and school council shall follow the steps below for filling vacancies:

STEP 1

The Principal shall inform the Superintendent of any resignation/termination of school employees assigned to the school. The Superintendent shall be the one to declare the position vacant. The principal shall post the position using the district chosen platform.

STEP 2

After the posting of the position by the superintendent, and the submission of a list of qualified applicants from the superintendent to the principal, the principal shall form an interview committee. This committee shall be composed of: 1) at least two teachers from the area or grade in which the vacancy has occurred for certified vacancies or at least one teacher for classified vacancies, 2) a classified staff member may also serve on any committee, 3) the principal shall make the effort to include at least 1 parent on the committee, 4) and the principal shall serve as the committee chair. At the first meeting the interview committee shall set the timeline that they will implement to fill the vacancy.

STEP 3

After receiving the list of qualified applicants, the interview committee shall convene, determine screening criteria, determine which qualified applicants shall be interviewed, conduct a reference check on each applicant chosen for an interview, conduct interviews of those qualified applicants, discuss and reach either a consensus or a majority vote on a recommendation of priority order for selection of a candidate to fill the vacancy. In the event that the chair of the committee is not in agreement, the chair has the final decision as directed under Kentucky government.

STEP 4

When a school-based personnel vacancy occurs, and the school council has determined the job classification for the vacancy, the school principal or any other school council member shall include "consultation with the school council for the _____ vacancy" on the agenda of a regular or special meeting of the council. The vacancy shall have occurred when posted with the Department of Education by the superintendent for certified positions, or when advertised through the district chosen platform for classified vacancies. The interview committee chair shall report the recommendation of the interview committee to the school council at a regular or special meeting of the council. The school council shall consider the recommendation and shall follow Kentucky School Consultation Guidelines.

If a quorum of the members of the school council is not available to attend a meeting for the purpose of conducting consultation in the filling of the vacancy, the principal shall do one of the following: 1) call a special meeting and conduct consultation with the Council members who can attend. 2) or in instances where school is not in regular session, and it would be difficult to convene the council (Fall break, Christmas break, Spring break, Summer Break, Etc.) the principal may consult with the council on matters of employment through email, conference call, SKYPE, or other similar format. The definition of quorum for the purposes of filling the specified vacancy shall be "two or more members of the school council who are present for the consultation." Consultation shall be defined as: A conference at which views are given and advice is exchanged.

Step 5

Subsequent to the completion of the steps listed above, the principal shall make a selection of the qualified applicant to fill the vacancy, and shall report this selection to the superintendent who will complete the hiring process. The minutes of the school council for the meeting at which Step 4 occurs shall state, "Consultation occurred for the filling of the _____ vacancy."

Extra Duty Assignments and Positions

The Principal shall be responsible for recommending all certified and classified personnel for Extra-Duty employment to the Superintendent when a vacancy exists. Extra-Duty is defined as employment outside of regular duties assigned as a requirement of initial employment by the Board of Education, and for which extra compensation is involved beyond the employee's original contract. An example of Extra-Duty at Stanford Elementary School includes, but is not limited to: academic coaches and extended school services personnel.

1st Reading: 8-23-18
2nd Reading: 9-20-18
Reviewed: 8-15-19

Staff Assignment Policy

The school council shall determine the job classification of certified and classified instructional staff needed to create an environment conducive to learning for the upcoming school year. Decision shall be based on budgeting perimeters and the needs of the student population. Staffing plan shall be based on the allocation provided by the district. This staffing plan shall correlate with the master schedule and shall offer a rigorous curriculum aligned with state and national standards.

Additional positions shall be noted and requested at the district level by the principal. These positions include those funded through Federal sources (e.g., Title I, Part A, and Title II). If additional positions are allocated to the school, either through additional district funds (i.e. Section 7) or through a Federal fund, the principal shall discuss the position and the school council shall review the needs of the school as noted in the school improvement plan and make a recommendation as to the job classification of the position.

The principal is responsible for assigning specific staff members to the job classifications determined by the school council. Reassignment of staff based on vacancies and requests shall be at the discretion of the principal.

By Aug 1, the principal shall present to the school council a list of tentative extra duty positions and assignments. All certified staff members will share extra duty positions equitably. These positions (e.g., bus duty, hallway monitoring) shall be filled on a rotating basis. All teachers assigned to the building will have extra duty based on the portion of time spent in the building.

1st Reading: 8-23-18

2nd Reading: 9-20-18

Reviewed: 8-15-19

Schedule Policy

The daily schedule of Stanford Elementary will be developed by the Principal for approval by the SBDM council. Any changes in the schedule will be brought to the faculty before approval is sought. Suggestions from the faculty will be considered and final approval will be left up to the SBDM council. The approval will be finalized before the start of school, with the target meeting being July.

1st Reading: 8-23-18
2nd Reading: 9-20-18
Reviewed: 8-15-19

Alignment with state standards, technology use, and program appraisal

The school shall organize all instructional and other activity to be aligned with standards established in state laws and regulations, and in a manner that it consistent with local school board policy.

The school will use technology in a manner consistent with local board policy and state laws and regulations. The computer labs will be available for students to use throughout the day. There are also computers available in the library for student use.

The school shall appraise all programs in a manner that is consistent with local board policy. Programs will be appraised upon request of the school council. The council will assign a committee for the program appraisal and the committee will recommend to the council.

1st Reading: 9-20-18

2nd Reading: 10-18-2018

Revised: 1st Reading 2-20-20, 2nd Reading: 3-19-20

Reviewed:

Enhancing Student Achievement

The mission of Stanford Elementary School is to empower every student with the knowledge, skills and attributes necessary to become college/career and citizenship ready by providing high quality education and enriching opportunities in every classroom every day.

It is our belief that every child can learn with the appropriate support system in place. High levels of achievement can be ascertained by each student at Stanford Elementary when the student is provided strong core instruction and appropriate resources in all content areas.

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
 - 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 monitoring it regularly for impact on student learning.
- Budget and hire to support our school improvement plan.

POLICY EVALUATION

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

1st Reading: 10-18-18

2nd Reading: 11-15-18

Reviewed: 9-26-19

School Space Policy

The principal shall prepare a school space plan and present the plan to the school council for approval. The school council may amend the plan prior to approval. The principal shall implement the plan subsequently to approval of the school council. If the school council has not approved a plan prior to the beginning of school, the principal shall develop and implement a school space use plan.

1st Reading: 7-20-2017

2nd Reading: 11-15-18

Reviewed: 10-17-19

Student Assignment Policy

Teachers within a grade level, working in collaboration with the principal, shall prepare class assignments for the upcoming school year. Principal and teachers will use the following criteria in making student assignments:

- Learning needs of the student
- Academic performance of the student
- Leadership
- Learning style of the student
- Student behavior
- Class size
- Gender

Assignments of classes will be posted on front doors of school prior to open house.

1st Reading: 7-20-2017

2nd Reading: 11-15-18

Reviewed: 10-17-19

Literacy Team Policy

The SBDM Council:

- ☐ establishes and maintains a strong School Literacy Leadership Team.
- ☐ selects the Literacy Team Leader based on the following criteria: the leader's knowledge, leadership capacity, ability to collaborate, interest, motivation, willingness to pursue further training, and commitment to providing consistent leadership over the comprehensive school improvement plan.
- ☐ consider use of available resources to: ensure funding for literacy efforts is based on identified student needs, fund the Literacy Team Leader position, allow for flexible scheduling of the Literacy Team Leader's time.

The School Literacy Leadership Team will be made up of: 6-8 members representing the demographics of the school. Some suggested team members include: School administrator, School Writing Leader, Library Media Specialist, SBDM member, a student, a counselor, an Early Care Partner from the community, Technology Coordinator, Title 1 Coordinator, Limited English Proficiency Teacher, Special Education Teachers who collaborate, Representatives from all grades and content areas.

The School Literacy Leadership Team will:

- ☐ evaluate the current school-wide literacy program using Literacy PERKS.
- ☐ analyze all test data, including literacy performance (by race, SES, disabilities, and gender).
- ☐ report the findings to the SBDM Council after the analysis is finished.

In order to develop a school-wide Literacy Plan, the School Literacy Leadership Team may:

- ☐ survey all stakeholders to gather more information. Some suggested topics for the survey include: current literacy program and expectations for a new plan.
- ☐ research effective literacy programs at similar schools.
- ☐ read professional texts to build expertise on successful literacy instruction components

The School Literacy Leadership Team will use information gathered to lead the writing of a school-wide Literacy Plan that includes common beliefs about reading and writing.

The School Literacy Leadership Team will lead the school-wide effort to implement the school-wide Literacy Plan by taking the following actions:

- ☐ coordinate professional development and facilitate study groups including providing tools and resources for productive professional conversations and/or Professional Learning Communities.
- ☐ mentor teachers through collaborations.
- ☐ model effective literacy instruction.

The School Literacy Leadership Team will:

- ☐ monitor the Literacy Plan.
- ☐ report progress to the SBDM Council: at least one report a year shall address the effectiveness of professional learning to enable teachers to meet students' needs

This policy will be evaluated as directed from the Striving Readers Program and at least annually by the SBDM council.

1st Reading: 11-15-18

2nd Reading: 12-13-18

Reviewed: 11-14-19

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 provide students with the opportunity to:

1. Engage in three categories of writing: writing to learn, writing to demonstrate learning to the teacher, and writing for publication.
2. Experience authentic, meaningful writing at all grade levels by writing for a variety of purposes and audiences: Opinion, Informative/explanatory texts and Narrative to develop real or imagined experiences or events. All grade levels should complete 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 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.
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.

Guidelines for Teachers

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

1. Teach and require students to use higher-order thinking skills whenever possible.
2. Assign three categories of writing: writing to learn, writing to demonstrate learning, and writing for publication in order to provide authentic, meaningful writing at all grade levels that includes writing for a variety of purposes and audiences: Opinion, Informative/explanatory texts, and Narrative to develop real or imagined experiences or events. All teachers should have students writing about experiences that reveal ownership and independent thinking in which students draw on their own experiences, learning, reading, and inquiry to complete writing tasks.
3. Teach 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.
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.
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.

Guidelines for School Administrators/Leaders

To ensure every student has a writing/communications portfolio 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. The school administrators/leaders will:

1. Ensure curriculum is vertically and horizontally aligned to Kentucky Academic Standards.
2. Ensure the plan includes guidelines for incorporating student and teacher use of technology tools.

The school administrators/leaders may support additional efforts in writing by:

1. Assign a literacy team to develop a written plan for implementing and monitoring writing.
2. Ensure the implementation of the Writing Policy and Writing Plan.
3. Ensure that the Writing Policy and the Writing Plan are reviewed annually and revised (if necessary).
4. 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.

1st Reading: 11-15-18

2nd Reading: 12-13-18

Reviewed: 9-26-19, 10-17-19

Instructional Practices Policy

The instructional practices of Stanford Elementary will be directly aimed toward goals set forth in the Comprehensive School Improvement Plan. Instructional practices will be monitored by the Principal informally and formally through walk through and formal evaluations. New practices will be discussed and introduced as needs change throughout the school.

1st Reading: 12-13-18

2nd Reading: 2-21-19

Reviewed: 1-16-2020

Extra-Curricular Activities Policy

Extracurricular programs shall consist of school-sponsored activities conducted during non-school hours, both on and off school campus. Examples of extracurricular programs are: athletics, academic team competitions, club activities, and community service projects.

A committee may be formed to recommend a set of standards to the Council and shall assess such standards annually. The standards shall address the mission of the school, and shall include the academic, social, emotional, and physical development of the student. Standards shall be presented to all sponsors of all extracurricular activities annually, and abiding by the standards shall be a condition of the service as an activity sponsor or coach. Included in the standards shall be academic qualifications (if any), attendance requirements (if any), supervision, method of evaluating the program and reporting the results, educational objective, and other factors considered important by the Council.

For any student to participate in extracurricular activities, the following standards must be met:

Academic and Behavior-Students must maintain a "C" average or above in the current grading period and exhibit exemplary behavior at all times to participate in any activities that compete with other schools. Grade requirements may be more restrictive for academic clubs and programs such as Beta Club and Academic team.

Coaches/sponsors will monitor student levels on a regular basis during the participation period. Teachers will notify coaches/sponsors of academic or behavior concerns for participating students. Coaches or Principal may suspend a student from competition for violations of this policy. This standard does not include intramurals.

Attendance-Students must be present $\frac{1}{2}$ the school day on the day of activity in order to participate. If the activity or game falls on a weekend, the student must be present at school on the Friday before in order to participate. Special situations may be handled at the discretion of the principal. Coaches/sponsors shall monitor attendance concerns for participating students.

Supervision-Coaches or sponsors must be present at the activity and remain with students until they are picked up by a parent/guardian or their designee. Extra-Curricular activities must be supervised by school employees as assigned by the principal or designee.

Admission may be charged to cover the cost of expenses. Any additional/excess funds will go to the group or organization that sponsors the event.

Extra-curricular activities will be approved by the administration.

The same standards for discipline concerning other extracurricular activities as stated in the discipline policy will apply to all events.

1st Reading: April 28, 2016

2nd Reading: May 24, 2016

Reviewed: 12-13-18, 2-20-20

Selection of Instructional Materials, Textbooks, and Student Support Services Policy

Each teacher shall be appropriated an amount annually to purchase specific items that will aid them in delivering instruction. The items shall be specific to the critical priorities set by the Council and used as an integral part of the lessons taught by the teacher.

Each teacher shall be held accountable for the expenditures and shall draw on their account maintained in the Principal's office.

The Council shall approve the budget for instructional materials and the service plan.

The Principal shall be responsible for approving orders and payments for instructional materials.

Subject area teachers shall study textbook samples and make recommendations for adoptions to the council. Ad-Hoc committees shall be formed on an as-needed basis. Textbook funds shall be a separate line item in the school's general budget.

The Ad-Hoc committee shall recommend to the Council to what degree textbook funds should be used for instructional materials. All funds for textbooks appropriated to the school from the state, shall be included in the textbook item in the general budget regardless of the amount used for non-textbook items.

Decisions for student support services will be made by updating the School Improvement Plan and adopting a budget that reflects that plan each year. The council will also consider recommendations made by any concerned party for additional services.

Extended school services (ESS) funds may be used to support students who:

- ✓ Are at risk of being retained in a class or grade or of failing to graduate on time.
- ✓ Have continuing difficulty performing successfully in the instructional program appropriate to their age.
- ✓ Have continuing difficulty sustaining their present level of performance and are at on-going risk of falling behind.

1st Reading: 1-17-19

2nd Reading: 2-21-19

Reviewed: 12-19-19

Assignment of All instructional and non-instructional staff time

Staff time (instructional and non-instructional) at Stanford Elementary will be assigned to support the implementation of our school improvement plan. All certified staff will be given a planning time each day no less than thirty minutes. Planning time among certified staff should be equitable to within 15 minutes. For any teacher, who has more planning than the average, they shall be assigned extra duties. Extra duties could be RTI, enrichment, program review work, curriculum and instruction work. The classroom teacher will be responsible for planning the RTI activities; however the special area teacher will be responsible for the documentation of the data. Supervision duty is divided daily among all certified staff.

Revised:

1st Reading: 8-15-2013

2nd Reading: 10-3-2013

Revised 1st Reading: 2-21-19

Revised 2nd Reading: 4-18-19

Reviewed: 1-16-2020