

LCMHS

Site Base Policy Book



Academic Performance

Standard 1: Curriculum		
1.1	Curriculum: Development and Implementation (3/5/01. revised 8/12/02, revised 3-3-14)	SISI 1.1f, 5.1b
1.2	Textbook Adoption (3/4/96)	KRS 160.345 (2) subsection (g)
1.3	Alignment with State Standards(4-7-14),	KRS 160.345 (2) subsection (i) 9
1.4	Writing Policy (2/12/13)	SISI 2.1b, 2.1e
1.5	Technology Utilization and Program Appraisal (8/12/02)(4/7/14)	KRS 160.345 (2) subsection (i) 9
Standard 2: Assessment		
2.1	Classroom Assessment Policy (4/12/13)	SISI 2.1b, 2.1e 2.1g
2.2	Program Appraisal Policy (3-3-14)	
2.3	Placement Policy for Home School or Private School Transfer Students	
2.4	LCMHS Virtual Learning Policy	
Standard 3: Instruction		
3.1	Instructional Practices (1/13/14)	SISI 3.1a, 3.1b, 3.1c
3.2	Homework Policy (1/22/03, revised 3-3-14)	SISI 3.1h
3.3	Guidelines for Use of Audio/Visual Materials at LCMS (5/13/96, revised 3/11/13)	SISI 3.1c
3.4	Student Assignment Policy (3-10-14)	KRS 160.345 (2) subsection (i) 3
3.5	Acceptable Use Policy (3/4/96, superseded and replaced by District Policy and agreement) 7/10/12	KRS 156675. (KETS), 47 USC 254, 701 KAR 5.120, Related Policies: 08.1353, 08.2322, 09.14 SISI 3.1c
Standard 4: School Climate		
4.1	Discipline , Classroom Management and Safety (1/10/94, revised 8/12/02, 11/10/11)	KRS 160.345 (2) subsection (i) 7 - includes student handbook, # 9, #26; SISI 4.1a

4.2	Wellness Policy	KRS 160.345 (2) subsection (i) 7 - includes student handbook # 1, # 26
4.3	Enhancing Student Achievement(4-1-13)	
Standard 5: Students, parents, community		
5.1	LCMS Parent Involvement Policy (5/13/96, revised 9/1/11)	Title 1 requirement
5.2	Extra-Curricular Programs (12/8/11)	KRS 160.345, 2 (i) 8
	Efficiency	
Standard 6: Leadership		
6.1	Consultation with Principal (Personnel Selection) (8/12/02)	KRS 160.345 (2) subsection (h) & (i) 10
Standard 7: Organization, Resources		
7.1	Budget Policy (5/10/12)	KRS 160.345 (2) subsection (g); 160.345 (3) subsection (a) – add needs assessment 8.1a, 8.2a
7.2	Determination of Schedule of the School Day and Week (8/12/02) (4/7/14)	KRS 160.345 (2) subsection (i) 4; SISI 4.1b, 4.1f, 8.1a, 8.1d, SISI 7.1g,
7.3	Staff Time Assignment (7/2/13)	KRS 160.345 (2) subsection (i) 2; SISI 4.1f, 8.1a, SISI 7.1g, 8.1d
7.4	School Space (4/1/13)	
7.5	Emergency Management Plan	
Standard 8: Planning		
8.1	Committees and Their Use (7/2/96, revised 4/7/98, 6-2-14)	KRS 160.345 (2) subsection (c) 2 --- --add SISI 8.1a,

1.1 Curriculum Policy



Curriculum Guidelines

Our current curriculum, as well as any future changes, will:

1. Be aligned with the current adopted Kentucky standards and designed to help all student master the Kentucky standards.
2. Provide equitable access to a common academic core for all students.
3. Provide support for all students through RTI.
4. Provide links to continuing education, life, and career options.
5. Reflect the strategies adopted in our School Improvement Plan.

Teacher's Role

All teachers will:

1. Disseminated the curriculum expectations for their classes to students in an age-appropriate way and to all parents.
2. Teacher the current adopted Kentucky standards that are assigned for their particular area or areas.
3. Be prepared to contribute to discussions within content area PLCs of needed changes in the curriculum.
4. Implement formative/summative assessments and implement RTI strategies based on data in order to meet individual student's needs.

Principal's 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 that teachers' assignment.
3. At staff meeting at the end of each semester, hold discussions within content areas on possible curriculum revision and report to the staff on the results of those discussions.
4. Report the results of those discussions to SBDM.

Curriculum Revision

The staff will be responsible for making any needed recommendations to the council on curriculum revisions when one or more of the following events occur:

1. State officials modify the Kentucky standards.
2. District leaders or working groups modify the district curriculum documents.
3. Our School Improvement Planning process identifies a need for adjustments.
4. Other schools in our district identify a need for changes in their curriculum or in ours that could alter our vertical articulation, create curriculum gaps, or allow unintended overlaps and redundancy.
5. During staff discussions, one or more teachers at our school identify a weakness or opportunity for improvement that needs to be addressed to ensure success for all students.
6. Other stakeholder input or data demonstrate a need to do so.

Policy Evaluation

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

Date Adopted: 3-10-14 Council Chairperson's Initials KLA

Date Reviewed or Revised: 12-2-14 Council Chairperson's Initials KLA

Date Reviewed or Revised: 3-22-18 Council Chairperson's Initials: DS

Date Reviewed or Revised: 9-26-19 Council Chairperson's Initials: DS

Date Reviewed or Revised: 8-27-20 Council Chairperson's Initials: DW

Date Reviewed or Revised: 10-26-21 Council Chairperson's Initials: DW

1.2

LEE COUNTY MIDDLE HIGH SCHOOL TEXTBOOK ADOPTION (3/4/96)

KRS 160.345 (2) subsection (g)

I. School administrator/principal will designate a filing cabinet drawer in the school for textbook materials.

The drawer will contain a file guide for each school year. Each file shall consist of:

- a. Purchase orders
- b. Textbook adoption materials
- c. Copies of rating tally sheets and
- d. Textbook/instructional material purchasing plan

II. School administrator/principal will compile a folder for each teacher consisting of multiple lists, rating sheets and other relevant material (School administrator normally receives multiple lists in October.)

III. Teachers will review and study all available texts and materials in their study are from different companies.

A rating sheet will be used to score each set of texts (1st choice, 2nd choice, 3rd choice, etc.)

a. Rating sheets are to be turned in to the school administrator/principal at designated due date.

b. School administrator/principal will tally and turn list of companies and votes in to the instructional supervisor (1st choice = 3 points, 2nd choice = 2 points, 3rd choice = 1 point)

- IV. Instructional supervisor will compile a list of the top three choices and send to each teacher (four in case of a tie)
- V. District allocations for schools are received and disseminated to the school principal.
- VI. A textbook purchasing committee shall be formed which will consist of the school principal as chairperson and all teachers in the subject area.
 - a. Recommendations for committee to consider are:
 - i. What levels to purchase?
 - ii. Number ordered to be consistent for each largest class number for the next six (6) years and base number ordered on largest class.
 - iii. Order in round numbers
 - iv. Check and allow for consumable textbooks, if applicable
 - b. Each committee member is to check with their grade level to confirm order numbers are consistent with guidelines mentioned above.
 - c. Committee meets back as a group, come to a consensus and directs the school principal to fill out purchase orders.
 - i. Use state contract price (not catalog price)
 - ii. Purchase orders are to be approved by curriculum committee and sent to the instructional supervisor to be ordered. Schools should keep a copy of each order in the office and give a copy to the librarian for inventory purposes.
 - iii. A separate typed request for teacher editions is to be sent with the order.
 - d. Book request made during the school year:
 - i. School principal is authorized to determine need and to fill out orders and send to the instructional supervisor to be ordered.

Request, decisions and purchase orders are to be copied and submitted at the next curriculum meeting.

- e. Textbook Purchasing Plan
 - f. Plan is typed
 - g. Plan is to be approved and signed by the SBDM Council
 - h. Copies of the plan will be put in the textbook adoption file (office) and the curriculum file (library)
 - i. Copies of purchase orders are given to the librarian and the originals are to be sent to the instructional supervisor.
 - j. The Lee County Board of Education reviews and approves as to the fiscal responsibility.
- VII. Textbook order arrives:
- a. Purchase order should be checked to make sure what is ordered and received match
 - b. Copyright date, title, etc. should be checked before stamping and numbering begin
 - c. State contract price and invoice price are compared. State contract price should be charged (not catalog price)
 - d. Principal (or designee) assigns school personnel to stamp and number books. It is suggested that the school secretary help oversee this process.
 - If possible the same personnel who are familiar with the process should do the stamping and numbering for consistency.
 - e. Librarian will put items on inventory after they are stamped and numbered.
 - Librarian should be given a copy of the purchase order marked with what amount is accounted for.
 - f. Packing slips should be sent to the Board, after orders are checked, so that payment can be made. (Mark all received and date)
 - g. School principal does follow-up if incorrect.

Teachers should check books out to students using book numbers. An on-going list of any books lost, etc. should be kept to fill out report at the end of the year. Lost books list is vital to replacing books for the next school year.

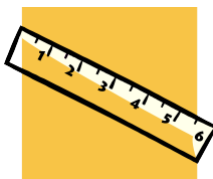
Policy Evaluation

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

Date Adopted: _____ Council Chairperson's Initials _____

Date Reviewed or Revised: 12-2-14 Council Chairperson's Initials KLA
Date Reviewed or Revised: 1-25-18 Council Chairperson's Initials: DS
Date Reviewed or Revised: 3/29/19 Council Chairperson's Initials: DS
Date Reviewed or Revised: 9-26-19 Council Chairperson's Initials: DS
Date Reviewed or Revised: 8-27-20 Council Chairperson's Initials: DW
Date Reviewed or Revised: 10-26-21 Council Chairperson's Initials: DW

1.3 Alignment with State Standards



Alignment Needs Assessment

Our yearly School Improvement Planning process will include:

- An analysis of our state testing data and other school data as necessary to discover the extent to which our students are meeting state standards and our programs are aligned with state standards.
- Systematic work to discover and correct the causes of and barriers to high performance by all students and the movement of students toward our goals.
- A revision of our School Improvement Plan based on our needs assessment data for that year. Our plan will set goals and address any indicated alignment issues to help move our students to state standards according to the timetable established by the Kentucky Board of Education.

We will implement this process to address our alignment with state standards and the resulting plan will be monitored by the council through committee reports and data analysis.

Policy Evaluation

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

Date Adopted: 4-7-14 Council Chairperson's Initials KLA
Date Reviewed or Revised: 12-2-14 Council Chairperson's Initials KLA

Date Reviewed or Revised 4/26/18 Council Chairperson's Initials: DS
Date Reviewed or Revised: 9-26-19 Council Chairperson's Initials: DS
Date Reviewed or Revised: 8-27-20 Council Chairperson's Initials: DW
Date Reviewed or Revised: 10-26-21 Council Chairperson's Initials: DW

Students' Writing Experiences

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

- Engage in three categories of writing: writing in narrative, writing in informational, and writing in argumentative format.
- Experience authentic, meaningful writing at all grade levels:
 - Writing for a variety of purposes and audiences.
 - Experiences that reveal ownership and independent thinking.
 - Writing in which students draw on their own experiences, learning, reading and inquiry to complete writing tasks. Also, by establishing claims, counterclaims, and analyzing information.
- Experience the writing process at all grade levels: planning, drafting, revising, editing, publishing and reflecting upon writing.
- Experience writing in both on-demand and writing over time situations.
- Write as a natural outcome of the content being studied in all curriculum areas.
- 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.
- Learn about and use appropriate resources for writing, (e.g., personal interviews, oral discussions and presentation, observation, print materials and technology) driven by different instructional purposes with different audiences for student to consider.

Instructional Writing Strategies Guideline

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

- Teach higher-order thinking skills.
 - Assign three categories of writing: writing in narrative, writing in informational, and writing in argumentative format.
 - Provide authentic, meaningful writing at all grade levels:
 - Writing for a variety of purposes and audiences.
 - Experiences that reveal ownership and independent thinking.
 - Writing in which students draw on their own experiences, learning, reading, and inquire to complete writing tasks. Also, by establishing claims, counterclaims, and analyzing information.
 - Teach the writing process at all grade levels: planning, drafting, revising, editing, publishing and reflecting upon writing.
 - Provide both on-demand and writing over time assignments.
 - Incorporate writing as a natural outcome of the content begin studied in all curriculum areas.
 - Assign students to read and analyze a variety of print and no-print materials (e.g., artwork (2D and 3D), photographs, electronic text, graphics, illustrations, web bimages, maps, multimedia) including persuasive, literary, informational, and practical/workplace materials. Use reading as models for student writing.
 - Provide appropriate resources for writing (e.g., personal interviews, oral discussions and presentation, observations, print materials, and technology) driven by different instructional purposes with different audiences for the student to consider.
 - Allow student choice and exploration.
-

•

School wide Structures and Monitoring

To ensure every student completes the three modes of writing that includes samples of work that show interest and growth over time, follows the student from grade to grade, and follows the student to any school he/she

attends, the principal will:

- Assign a literacy team to develop a writing plan for implement and monitoring student progress that include student work that reflects interests and growth over time.
- Ensure the plan includes guidelines for incorporating student and teacher use of technology tools.
- Ensure the implementation of the writing plan.
- Ensure the council annually reviews, revises (if necessary), and approves the writing plan each year.
- Ensure teacher receive professional development needed to improve writing instruction.
- Ensure all teachers require one informational piece from every student.
- Ensure one school wide PLC dedicated to writing.

Reflection, Assessment, and Feed back

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

- The use of writing pieces for determining student performance in communication.
- The procedures for reviewing the writing.
- The procedures for grading the writing.
- Guidelines for providing student feedback both verbal and written for all forms of communications in the writing.
- Opportunities for students to improve their writing and communication skills based on writing feedback through self, peer and staff assessment.

Policy Evaluation

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

Date Adopted: 2-12-13 Council Chairperson's Initials: KA

Date Reviewed or Revised: 1-6-15 Council Chairperson's Initials: KA

Date Reviewed or Revised: 3-22-18 Council Chairperson's Initials: DS

Date Reviewed or Revised: 11-29-18 Council Chairperson's Initials: DS

Date Reviewed or Revised: 9-26-19 Council Chairperson's Initials: DS

Date Reviewed or Revised: 9 - 2 4 - 2 0 Council Chairperson's Initials: DW

Date Reviewed or Revised: 1 0 - 2 6 - 2 1 Council Chairperson's Initials: DW

1.5 Technology Use Policy



Technology Use Needs Assessment

Our yearly School Improvement Planning process will include:

- An analysis of our state testing data and other school data as necessary to discover the extent to which our students are meeting state standards and our programs are aligned with state standards.
- Systematic work to discover and correct the causes of and barriers to high performance and the extent to which technology utilization is a factor.
- A revision of our School Improvement Plan based on our needs assessment data for that year. Our plan will set goals and address contributing technology issues and methods to improve technology use (if necessary) to help move our students to state standards according to the timetable established by the Kentucky Board of Education.

We will implement this process to address our alignment with state standards and the resulting plan will be monitored by the council through ongoing analysis of data.

Acceptable Use

Each year all students and employees will be required to sign and date an Acceptable Use Policy in order to have access to technology.

Policy Evaluation

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

Date Adopted: <u>4-7-14</u>	Council Chairperson's Initials <u>KLA</u>
Date Reviewed or Revised: <u>1-6-15</u>	Council Chairperson's Initials <u>KLA</u>
Date Reviewed or Revised: <u>1-25-18</u>	Council Chairperson's Initials: <u>DS</u>
Date Reviewed or Revised: <u>3/29/19</u>	Council Chairperson's Initials: <u>DS</u>
Date Reviewed or Revised: <u>9-26-19</u>	Council Chairperson's Initials: <u>DS</u>
Date Reviewed or Revised: <u>9-24-20</u>	Council Chairperson's Initials: <u>DW</u>
Date Reviewed or Revised: <u>10-26-21</u>	Council Chairperson's Initials: <u>DW</u>

2.1 Classroom Assessment Policy

Ongoing Assessment

In each class, in each grading period, students will complete two or more on-going assessment activities to demonstrate their learning and to ensure continuous student progress. Teachers are responsible for making sure that those activities:

1. Are aligned with the school's curriculum documents and the Kentucky required standards.
2. Are valid and appropriate demonstrations of what students should know and be able to do.
3. Have clearly defined scoring guides that are shared with students prior to the assessment and reflect the appropriate levels of difficulty for the ages and development stages of learning.
4. Provide opportunities several times a year for students to choose among a options of ways they can demonstrate learning, including options for appropriate to preferred learning styles.
5. Provide meaningful feedback to students including opportunities to reflect, self-evaluate, and strengthen their performance.

Evaluation of Performance Levels

Periodically, based on the on-going assessments and observations, each teacher will make a recommendation on each student's performance level in each subject taught, using the state definitions of performance levels. Each recommendation should also indicate whether the student is close to progressing to the next level. Each teacher will report his or her recommendation to the principal (or principal designee).

Principal Responsibility

The principal (or principal designee) will use the on-going assessment data from teachers to create a report.

Policy Evaluation

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

Date Adopted: 4-5-12 Council Chairperson's Initials KA

Date Reviewed or Revised: 1-6-15 Council Chairperson's Initials KA

Date Reviewed or Revised: 1-25-18 Council Chairperson's Initials DS

Date Reviewed or Revised: 3/29/19 Council Chairperson's Initials: DS

Date Reviewed or Revised: 9-26-19 Council Chairperson's Initials: DS

Date Reviewed or Revised: 9-24-20 Council Chairperson's Initials: DW

Date Reviewed or Revised: 11-22-21 Council Chairperson's Initials: DW

2.2 Program Appraisal Policy



Program Appraisal Needs Assessment

Our Yearly School Improvement Planning process will include:

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

We will implement this process to address the effectiveness of all our programs and the resulting Plan will be monitored by the council through committee reports and data analysis.

Policy Evaluation

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

Date Adopted: 3-10-14

Date Reviewed or Revised: 3-1-16

Council Chairperson's Initials DL

Date Reviewed or Revised: 4/26/18

Council Chairperson's Initials: DS

Date Reviewed or Revised: 9-26-19

Council Chairperson's Initials: DS

Date Reviewed or Revised: 9-24-20 Council Chairperson's Initials: DW

Date Reviewed or Revised: 11-22-21 Council Chairperson's Initials: DW

Placement Policy for Home School or Private School Transfer Students

2.3

Each student requesting transfer to LCMHS from a home school or private school must take placement examinations. Each student requesting to transfer into LCMHS grades 6 through 8 must achieve a minimum score of 60% on a grade level placement exam that measures mathematics and literacy skills. Also, he or she must demonstrate appropriate proficiency skills at or near grade level on at least two other assessments selected by the guidance counselor or principal. These assessments may include but are not limited to STAR Reading, CERT, and MAP. Final placement of the student in grades 6 through 8 will be determined by the guidance counselor in consultation with the principal. Each transfer student requesting credit for a specific 9-12 LCMHS high school course must achieve a minimum score of 60% on the courses final exam to receive credit.

Policy Evaluation

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

Date Adopted: 7/30/18

Council Chairperson's Initials: DS

Date Reviewed or Revised: 9-26-19

Council Chairperson's Initials: DS

Date Reviewed or Revised: 9 - 2 4 - 2 0 Council Chairperson's Initials: DW

Date Reviewed or Revised: 11-22-21 Council Chairperson's Initials: DW

Virtual Learning Policy

2.4

Lee County School District has implemented the Lee County Virtual Learning program, an innovative virtual learning solution that will allow currently enrolled students to participate in grade level appropriate coursework in an individualized setting anywhere an online connection is available. Students in grades Kindergarten through 12 are eligible to participate in Lee County Virtual Learning.

Students enrolled in Lee County Virtual Learning will participate in coursework from a web based educational platform. Students are expected to participate in all coursework and will receive a grade based on the mastery of the content and their participation in the course. Enrollment in Virtual School will not be considered after the end of the second nine weeks of school during each school year. Any exceptions must be approved by the Virtual Learning Committee.

Students enrolled in Lee County Virtual Learning must adhere to all policies, rules, and guidelines applicable to students in the traditional classroom setting. (See Lee County Virtual Learning Contract.) Parent/guardians of students wishing to enroll in Lee County Virtual Learning must first contact the school principal to schedule a meeting with the Lee County Virtual Learning Committee comprised of the school principal or his/her designee, Instructional Supervisor, Director of Pupil Personnel, school guidance counselor, and teacher of record (if applicable). Parent/guardians and students will be notified of the Lee County Virtual Learning Committee's decision regarding student enrollment following review. Both the student(s) enrolled in Lee County Virtual Learning and their parent(s)/guardian(s) shall sign the Lee County Schools Virtual Learning Contract.

Policy Evaluation

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

Date Adopted: 7/27/18

Council Chairperson's Initials: DS

Date Reviewed or Revised: 9-26-19 Council Chairperson's Initials: DS

Date Reviewed or Revised: 10-29-20 Council Chairperson's Initials: DW

Date Reviewed or Revised: 11-22-21 Council Chairperson's Initials: DW

3.1

Instructional Practices Policy

Instructional Practice Principles

In order to provide an environment where all students perform up to their potential and are prepared for the future, we will make sure that students:

- Are actively involved in their own learning.
- Use writing as a way to learn.
- Have some ownership over their learning through formative assessment and student self-assessment.
- Communicate with peers about what they are learning.
- Study subjects in a way that shows them applications to real life.
- Are able to make connections among content areas.
- Are instructed in ways to help all students learn the standards which Kentucky has determined is essential for all students to know and be able to do.
- Are instructed in ways that equip students to apply the depth of knowledge specified in Kentucky standards.

Instructional Practice Guidelines

To help ensure our instructional practice principles are implemented:

When appropriate and on a regular basis, students will have the opportunity to:

- Receive appropriate and meaningful feedback.
- Work with other students in pairs, small groups or teams.
- Do hands-on activities.
- Use calculators and other forms of technology.
- Read books or materials on their own or with a partner
- Listen to an adult read aloud.
- Discuss different ways to solve problems.

When appropriate, students will have the opportunity to:

- Read and write in all content areas
- Communicate with pictures, charts, graphs, or a web.
- Use a scoring rubric.
- Use a computer.
- Use resources other than a textbook or worksheet.
- Use manipulative or equipment.
- Be exposed to real-life examples that relate to content areas.
- Discuss or read about current events, issues, or topics.
- Watch the teacher do a demonstration.
- Perform or create in an area of the arts and humanities.

When appropriate throughout the grading period, students will have the opportunity to:

- Participate in a one-on-one reading or writing conference with a teacher.
- Do projects and investigations.
- Participate in a peer reading or writing conference.
- Read novels, short stories, and poems.
- Read newspapers and magazines.
- Use a computer for research.
- Do real-life activities or projects.
- Speak in front of a group.

Teacher Role

To ensure that the principles and guidelines above are implemented, every teacher shall:

1. Use a wide variety of students-centered, culturally responsive instructional strategies to address various learning styles.
2. Use activities where all students use higher-order thinking and problem-solving skills.
3. Assign tasks similar to those used for state assessments.
4. Provide opportunities for students to connect their learning to other topics and subjects and real-life experiences.
5. Use technology for appropriate and varied learning activities and to extend the classroom into the community and the world.
6. Use instructional resources that are developmentally appropriate, culturally diverse, and varied. Follow the procedures outlined in our Homework Policy.
7. Provide students with opportunities to evaluate their performance and use the feedback to reflect on and improve classroom practice as needed.

Principal Role

To ensure that these instructional practice principles and guidelines are implemented and teachers are able to fulfill their role, the principal will:

1. Make sure that these instructional practice principles and guideline are taken into account in both the interview process and in the final selection of all teachers.
2. Encourage and support teachers in their role through monitoring and evaluation of instructional practices.
3. Provide professional development that supports the implementation of this policy.

Policy Evaluation

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

Date Adopted: 1-13-14 Council Chairperson's Initials KA

Date Reviewed or Revised: 3-1-16 Council Chairperson's Initials DL

Date Reviewed or Revised: 3-22-18 Council Chairperson's Initials: DS

Date Reviewed or Revised: 1-31-19 Council Chairperson's Initials: DS

Date Reviewed or Revised: 10-24-19 Council Chairperson's Initials: DS

Date Reviewed or Revised: 10-29-20 Council Chairperson's Initials: DW

Date Reviewed or Revised: 12-16-21 Council Chairperson's Initials: DW

3.2 HOMEWORK POLICY

Homework Defined:

Homework is defined as the work outside the classroom that engages students in activities that practice, reinforce or apply skills and knowledge in lessons being conducted in the classroom.

Implementation of Homework Activities:

The principal will work with the staff in making use of homework for expanding student learning. The staff is expected to follow the specific requirements listed in this policy as a guide to implementing a homework plan.

Specific Homework Guidelines:

1. Homework activities should clearly provide additional practice and application of skills being conducted in the classroom.
2. Homework activities are clearly defined by the teacher and noted in the teacher's lesson plan and provided in writing (board or memo) to the student
3. In every classroom, homework will be collected and used in assessing student progress. Feedback is provided in a timely manner.
4. Failure to complete homework assignments by students will result in a consequence.

Teacher Role:

- Go over this policy on the first day of school
- Plan and assign homework that will practice, reinforce or apply skills and knowledge in the lessons being conducted in the classroom.
- Provide timely feedback.
- Note homework in lesson plans and provide the homework to student in writing (board or memo)

Principal's Role:

- Monitor the policy
- Make sure the policy is in the student handbook and on the school web site.
- Make the policy available to parents at open house.

Monitoring of Homework Policy:

1. The council shall annually review and evaluate the homework policy.
2. The principal shall provide additional information on the implementation and maintenance of the policy
3. The principal is directed to make changes or adjustments in administering the policy as deemed necessary.
4. Any changes or proposed changes shall be reported to the council at the next council meeting (special or regular).

Communication:

The homework policy shall be communicated to all stakeholders through a variety of ways. The following ways are recommended by the council:

1. Placed in the Student Handbook and the Parent-Student Handbook
2. Discussed at open houses
3. Discussed with student in each classroom on the first day of school (orientation)
4. Announced on the school web page

Policy Evaluation

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

Date Adopted: _____ Council Chairperson's Initials _____

Date Reviewed or Revised: 3-3-14 Council Chairperson's Initials KLA

Date Reviewed or Revised: 3-1-16 Council Chairperson's Initials DL

Date Reviewed or Revised: 1-25-18 Council Chairperson's Initials: DS

Date Reviewed or Revised: 1/31/19 Council Chairperson's Initials: DS
Date Reviewed or Revised: 10-24-19 Council Chairperson's Initials: DS
Date Reviewed or Revised: 10-29-20 Council Chairperson's Initials: DW
Date Reviewed or Revised: 12-16-21 Council Chairperson's Initials: DW

3.3 GUIDELINES FOR USE OF AUDIOVISUAL MATERIALS AT LCMHS (5/13/96)

SISI 3.1c

- I. Use of audio and video materials should be limited as follows:
 - A. Listed on lesson plans and should provide an extension of that lesson
 - B. Should be appropriate for grade and interest level
 - C. Computer usage/material shall follow the LCMHS Acceptable Use Policy: No program may be added to the computer network or individual computers without office approval.
- II. Materials should be rated "G" or "PG". If the material does not have a rating, it should be previewed by the teacher for unacceptable scenes and/or language.
- III. If the material is from a source other than our library, it should be previewed by the user before it is shown.
- IV. Use of audio/video materials as rewards should be kept within acceptable limits.
 - A. Do not use educational/academic materials as rewards. These should be reserved for lesson enrichment and extension.
 - B. Any audio/visual that is not documented on lesson plans or as part of a lesson must be submitted to the principal on the appropriate form (sample below) for approval two (2) days in advance.

Date to be shown _____

Approved by _____

Date _____

Title of Audio/Visual _____

Rating _____

User's name _____

Audience _____

Reason for showing:

Policy Evaluation

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

Date Adopted: _____ Council Chairperson's Initials _____

Date Reviewed or Revised: 3/11/13 Council Chairperson's Initials KA Date

Reviewed or Revised: 12/1/15 Council Chairperson's Initials DL

Date Reviewed or Revised: 1-25-18 Council Chairperson's Initials DS

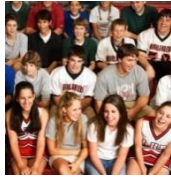
Date Reviewed or Revised: 1-31-19 Council Chairperson's Initials DS

Date Reviewed or Revised: 10-24-19 Council Chairperson's Initials: DS

Date Reviewed or Revised: 11-23-20 Council Chairperson's Initials: DW

Date Reviewed or Revised: 12-16-21 Council Chairperson's Initials: DW

3.4 Student Assignment Policy



Criteria for Student Assessment to Classes and Programs

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

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

Assignments

By the end of the spring semester, teachers in each grade will meet to recommend groups for their student based on various sets of data. The principal (or principal's designee) will assign students who enter the school after the recommendations are complete. Exceptions will be made only when necessary.

Policy Evaluation

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

Date Adopted: _____ Council Chairperson's Initials _____

Date Reviewed or Revised: 3/10/14 Council Chairperson's Initials KA

Date Reviewed or Revised: 3/29/16 Council Chairperson's Initials DL

Date Reviewed or Revised: 3/22/18 Council Chairperson's Initials DS

Date Reviewed or Revised: 1-31-19 Council Chairperson's Initials DS

Date Reviewed or Revised: 10-24-19 Council Chairperson's Initials: DS

Date Reviewed or Revised: 11-23-20 Council Chairperson's Initials: DW

Date Reviewed or Revised: 12-16-21 Council Chairperson's Initials: DW

3.5 Acceptable Use Policy LCBOE 08.2323 AP.1

Access to Electronic Media

ACCEPTABLE USE PROCEDURE

INTRODUCTION

The Lee County Board of Education recognizes the education and social benefits of the use of technology and in particularly networked computer resources and tools. The Board of Education believes that the use of such resources and tools can be a vital and integral part of every student's educational process while attending Lee County Schools. However, just as with any tool, particular care in the proper use and maintenance must be observed.

The use of technology established by the Lee County School System must conform to rules and regulations already established by the Lee County Board of Education, the site-based councils and by the rules and regulations set forth in the Lee County student and faculty handbooks. Further, the use of such tools shall be a privilege to be used for educational purposes and no such other use shall be tolerated.

Students and staff are responsible for good behavior on school computer networks just as they are in a classroom or hallway. General school rules for behavior and communications apply. The network is provided for students and staff to conduct research and communicate with others. Access to network services will be provided to students and staff who agree to act in a considerate and responsible manner. Parent permission is required for minors. Access to Lee County technical resources is a privilege, not a right.

Because it is impossible to control all materials available through the global network, school staff and parents/guardians of minors are ultimately responsible for setting and conveying the standards that students should follow when using these information resources. The Lee County Board of Education supports each family's right to decide whether or not to allow their children to have access.

Except in cases involving students who are at least eighteen (18) years of age and have no legal guardian, parents/guardians may request that the school/District:

- ☐ Provide access so that the parent may examine the contents of their child(ren)'s email files;
- ☐ Terminate their child(ren)'s individual email account and/or Internet access; and
- ☐ Provide alternative activities for their child(ren) that do not require Internet access.

Parents/guardians wishing to challenge information accessed via the District's technology resources should refer to Policy 08.2322/Review of Instructional Materials and any related procedures.

ACCESS TO NETWORK FILES

Network storage areas may be treated like school lockers. There is no guarantee of privacy. The Superintendent/designee may review files and communications to maintain system integrity and ensure that users are using the system responsibly. Users should not expect that files stored on District servers or through District provided or sponsored technology services, will always be private. Network management and monitoring software packages will be used for random access to monitor use, to review progress and for security purposes. Page 2 of 3

Access to Electronic Media

ACCESS TO NETWORK FILES (CONTINUED)

The District reserves the right to access stored records in cases where there is reasonable causes to expect a wrongdoing or misuse of the system. Courts have ruled that old messages may be subpoenaed and network supervisors may examine communications in order to ascertain compliance with network guidelines for acceptable use. In general, users are expected to communicate in a professional manner consistent with state laws governing the behavior of school employees and with federal laws governing copyrights. Electronic media and telecommunications are not to be utilized to share confidential information about students or other employees.

GENERAL GUIDELINES

Generally, misbehavior including, but not limited to, the following must be adhered to and agreed upon:

1. Users shall not violate State and Federal legal requirements addressing student and employee rights to privacy, including unauthorized disclosure, use and dissemination of personal information.

2. The use of computer and technological resources shall be for educational purposes.
3. Computer resources shall not be used to destroy data, information, computer systems, computer networks, school/District websites, or resources.
4. Computer resources may not be used to harm others physically, verbally, emotionally, or financially.
5. Technology resources shall not be used to bully, threaten, or attack a staff member or student or to access and/or set up unauthorized blogs and online journals, including, but not limited to MySpace.com, Facebook.com or Xanga.com.
6. Supervisors have the right to identify resources accessed and to attest to their educational and classroom appropriateness.
7. Users are responsible for properly maintaining their computer accounts, data, and passwords.
8. The users must adhere to rules and regulations posted or administered by the supervisor.
9. Personal information such as full name, address, etc., of minors shall not be disclosed without parental and/or supervisor's consent.
10. Users will respect and uphold copyright laws.
11. Users shall not access inappropriate material (sexually explicit, obscene or vulgar language, violence, drug abuse, hate groups, etc.) nor show others how to do the same.
12. Users will respect the rights and privacy of other computer users.
13. Active searches for security problems will not be conducted.
14. Users will not attempt to create or distribute computer viruses.
15. By signing the user agreement and/or parent permission form, the student or staff member has agreed to abide by Board policy governing access. The Board will assume that the individual student or staff member is complying with policy and will not unreasonably monitor or control utilization of the network.

Page 3 of 3

Access to Electronic Media

GENERAL GUIDELINES (CONTINUED)

16. The schools will not be responsible for supervising or continually monitoring every communication and Internet session for every student and staff member.
17. Teachers and other whose duties include classroom management and/or student supervision shall acknowledge responsibility for exercising reasonable supervision of student access to Internet and electronic media.
18. Logs of Internet activity will be examined periodically to detect access to sexually explicit or other objectionable material as defined by the District.

LOSS OF NETWORK SERVICES

Violation of any of the regulations listed will result in a loss of access to technological resources, and may result in other disciplinary or legal action. Use of public property for personal gain is a felony. Violators may be subject to prosecution.

The District Technology Coordinator may suspend or close an account at any time as required. The administration, faculty and staff of the Lee County School System may also request the system administrator or District Technology Coordinator to deny, revoke or suspend specific user accounts.

REFERENCES:

KRS 156.675

Kentucky Educational Technology System (KETS)

47 USC 254

701 KAR 5.120

RELATED POLICIES AND PROCEDURES:

08.1353

08.2322

09.14

Policy Evaluation

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

Date Adopted: _____ Council Chairperson's Initials _____

Date Reviewed or Revised: 7/10/12 Council Chairperson's Initials KA Date
Reviewed or Revised: 2/2/16 Council Chairperson's Initials DL Date
Reviewed or Revised: 2-22-17 Council Chairperson's Initials: DS
Date Reviewed or Revised: 1-25-18 Council Chairperson's Initials: DS
Date Reviewed or Revised: 1-31-19 Council Chairperson's Initials: DS
Date Reviewed or Revised: 10-24-19 Council Chairperson's Initials: DS
Date Reviewed or Revised: 11-23-20 Council Chairperson's Initials: DW
Date Reviewed or Revised: 12-16-21 Council Chairperson's Initials: DW

4.1 DISCIPLINE AND STUDENT MANAGEMENT (1/10/94, REVISED 7/15/02, 11/10/11)

DISCIPLINE, CLASSROOM MANAGEMENT, AND SCHOOL SAFETY POLICY

DISTRICT CODE OF ACCEPTABLE BEHAVIOR AND DISCIPLINE

Our school follows the Lee County District Code of Conduct which is attached to this policy.

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

1. Students will be notified that a copy of the District Code of Conduct can be found in the student handbook which is on-line.
2. Require each student to return a signed Acknowledgement Form from stating that they have access to the handbook.
3. Follow-up as needed with any student who has not returned the signed acceptance, or assign other staff members to do so.

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

SCHOOL SAFETY PLAN in regards to Discipline and Student Management

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. A copy of our current Safety Plan is attached.

SCHOOL SAFETY PLAN REVIEW in regards to Discipline and Student Management

Our School Safety Plan will be reviewed at a minimum of once a year and more often as needed based on discipline data by the faculty using the following procedures:

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

SCHOOL-WIDE DISCIPLINE RULES

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

1. Be safe
2. Be responsible
3. Be respectful

RESPONSIBILITIES

Principals and assistant principals are responsible for:

1. Disseminating and interpreting the behavioral and discipline standards and guidelines of the district and school as well as overseeing the implementation of positive behavior support.
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.
5. Gather and report discipline data which includes rituals and routines for common areas and individual classrooms to staff periodically throughout the year.

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.
5. Studying discipline data periodically to look for ways to improve student conduct.

Counselors are 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.

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.

ATTACHMENTS

- A. District Code of Conduct – Handbook
- B. School Safety Plan – Check handbook
- C. School violations and consequences

Date Adopted: _____

Date Reviewed or Revised: 11/10/11

Date Reviewed or Revised: 12/1/15

Council Chairperson's Initials _____ KA

Council Chairperson's Initials _____ DL

Date Reviewed or Revised: 11/30/17 Council Chairperson's Initials DS
Date Reviewed or Revised: 3/29/19 Council Chairperson's Initials DS
Date Reviewed or Revised: 2/27/20 Council Chairperson's Initials DS
Date Reviewed or Revised: 12-3-20 Council Chairperson's Initials: DW
Date Reviewed or Revised: 1-27-22 Council Chairperson's Initials: DW

4.2

Wellness Policy

Federal Public Law (PL 108.265 Section 204) states that by the first day of the 2006 school year beginning after June 30, 2006 all schools must develop a local wellness policy that involves parents, students, a representative from the School Food Authority, school board, school administrators and the public.

Lee County Schools

Coordinated School Health Policies on Physical Activity and Nutrition

Updated November 2014

Background

In the Child Nutrition and WIC Reauthorization Act of 2004, the U.S. Congress established a new requirement that all school districts with a federally-funded school meals program develop and implement wellness policies that address nutrition and physical activity by the start of the 2006-2007 school year.

Section 204 of the Healthy, Hunger-Free Kids Act of 2010, Public Law 111-296 added section 9A to the Richard B. Russell National School Lunch Act (NSLA) (42 U.S.C. 1758b), Local School Wellness Policy Implementation. The provision sets forth in Section 204 expand upon the previous local wellness policy requirements from the Child Nutrition and Special Supplemental Nutrition Program for Women, Infants and Children (WIC) Reauthorization Act of 2004 (Public Law 108-265).

The nutrition and physical activity policies contained in this manual meet the new federal requirements. This comprehensive set of nutrition and physical activity policies is based on nutrition science, public health research, and existing practices from exemplary states and local school districts around the country. The Lee County Schools' Coordinated School Health Committee's first priority is to promote children's health and well-being. However, feasibility of policy implementation also was considered.

The Lee County Schools' Coordinated School Health Committee has worked diligently to meet local needs and reflect community priorities. When developing the policies, the committee took into account the unique circumstances, challenges, and opportunities within the Lee County School District.

A baseline assessment of the schools' existing nutrition and physical activity environments was completed during the Fall of 2013. Additional assessments were completed and updated during the Fall of 2014.

In an effort to assist schools in Kentucky, the Kentucky Department of Education and the Kentucky Department for Public Health have signed an intermediary agreement with the Alliance for a Healthier Generation (AHG) for strengthening the state's engagement with AHG through KDS's School Health and Physical (SHAPE) Network.

AHG's Healthy Schools Program framework is a free online tool that helps a school to assess and communicate the program review process and documents to all staff. The document aligns the Healthy Schools Program (HSP) Best Practices to proficient and distinguished characteristics within the PLCS Program Review for the process of evidence identification and program improvement.

The PLCS Program Review is intended to be an on-going, year-round, reflective process. Through careful review schools are able to identify strengths and also allow for the identification of weaknesses and areas of growth within the school.

The Lee County School District's Wellness Policies on Physical Activity and Nutrition

Preamble

Whereas, children need access to healthful foods and opportunities to be physically active in order to grow, learn, and thrive:

Whereas, good health fosters student attendance and education;

Whereas, obesity rates have doubled in children and tripled in adolescents over the last two decades, and physical inactivity and excessive calorie intake are the predominant causes of obesity;

Whereas, heart disease, cancer, stroke, and diabetes are responsible for two-thirds of deaths in the United States, and major risk factors for those diseases, including unhealthy eating habits, physical inactivity, and obesity, often are established in childhood.

Whereas, 33% of high school students do not participate in sufficient vigorous physical activity and 72% of high school students do not attend daily physical education classes;

Whereas, only 2% of children (2 to 19 years) eat a healthy diet consistent with the five main recommendations from the Food Guide Pyramid:

Whereas, nationally, the items most commonly sold from school vending machines, school stores, and snack bars include low-nutrition foods and beverages, such as soda, sports drinks, imitation fruit juices, chips, candy, cookies, and snack cakes;

Whereas, school districts around the country are facing significant fiscal and scheduling constraints; and

Whereas, community participation is essential to the development and implementation of successful school wellness policies;

Thus, the Lee County School district is committed to providing school environments that promote and protect children's health, well-being and ability to learn by supporting healthy eating and physical activities. Therefore, it is the policy of the Lee County School District that:

- The school district will engage students, parents, teachers, food service professionals, healthy professionals, and other interested community members in developing, implementing, monitoring, and reviewing district-wide nutrition and physical activity policies.
- All students in grades K-12 will have opportunities, support, and encouragement to be physically active on a regular basis.

- Foods and beverages sold or served at school during the school day will meet the nutrition recommendations of the U.S. Dietary Guidelines for Americans and follow the new smart snacks guides under the healthy Hungry Free Kids Act of 2010.
- Qualified child nutrition professionals will provide students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students; will accommodate the religious, ethnic, and cultural diversity of the student body in meal planning; and will provide clean, safe, and pleasant settings and adequate time for students to eat.
- All schools in our district will participate in the School Breakfast Program, the National School Lunch Program, After-School Snack Program and the Summer Food Service Program. Beattyville Elementary and Southside Elementary participate in the Fresh Fruit and Vegetable program.

TO ACHIEVE THESE POLICY GOALS:

I. District Wellness Council

The Lee County School District will create District Wellness Council to develop, implement, monitor, review, and, as necessary, revise school nutrition and physical activity policies. The council also will serve as resources to school sites and SBDM Councils for implementing those policies. The district wellness council consists of a group of individuals representing the school and community, including parents, students, representatives of the school food authority, and members of the school board, school administrators, teachers, healthy professionals, county extension agent and consumer science personnel and members of the public.

II. Nutritional Quality of Foods and Beverages sold and Served on Campus

School Meals

Meals served through the National School Lunch and Breakfast Programs will:

- Be appealing and attractive to children;
- Be served in clean and pleasant settings;
- Meet, at a minimum, nutrition requirements established by local, state, and federal statutes and regulations;
- Offer a variety of fruits and vegetables (To the extent possible, schools will offer at least two non-fried vegetables and two fruit options each day and will offer five different fruits and five different vegetables over the course of a week. Schools are encouraged to source fresh vegetables from local farmers when available)
- Serve only fat free flavored/unflavored and 1% unflavored milk; and
- Ensure that all of the grains served are whole grain. (a whole grain is one labeled as a “whole” grain product or with a whole grain listed as the primary grain ingredient in the ingredient statement. Examples include “whole” wheat flour, cracked wheat, brown rice and oatmeal.

Breakfast

To ensure that all children have breakfast, either at home or at school, in order to meet their nutritional needs and enhance their ability to learn:

- Schools will participate in the School Breakfast Program

- Schools will arrange bus schedules and utilize methods to serve school breakfasts that encourage participation, such as serving breakfast during morning break, grab-n-go, or breakfast in the classroom.
- Schools will notify parents and students of the availability of the School Breakfast Program.
- Schools will encourage parents to promote the importance of a healthy breakfast for their children through newsletter articles, take-home materials, or other means.
- Schools will encourage the intake of fresh fruits during breakfast service each day.

Community Eligibility Provision. This program provides meals at no charge to all children, regardless of income; Lee County Schools will promote the availability of school meals to all students.

Summer Food Service Program

The Lee County School District will sponsor the Summer Food Service Program for at least four weeks between the last day of the academic school year and the first day of the following school year.

Meal Times and Scheduling

Schools:

- Will provide students with at least 10 minutes to eat after sitting down for breakfast and 20 minutes after sitting down for lunch;
- Should schedule meal periods at appropriate times.
- Should not schedule tutoring, club, or organizational meetings or activities during mealtimes, unless students may eat during such activities;
- Will provide students access to hand washing or hand sanitizing before they eat meals or snacks; and
- Should take reasonable steps to accommodate the tooth-brushing regimens of students with special oral health needs (e.g., orthodontia or high tooth decay risk).

Qualifications of School Food Service Staff

Qualified nutrition professionals will administer the school meal programs. As part of the school district's responsibility to operate a food service program, we will provide continuing professional development for all nutrition professionals at schools. Staff development programs should include appropriate certification and/or training programs for child nutrition directors, school nutrition managers, and cafeteria workers, according to their level of responsibility. All food service staff have been trained and certified at the new federal level and each year will receive annual updates as required.

Foods and beverages sold individually (i.e., foods sold outside of reimbursable school meals, such as through vending machines, cafeteria a la carte lines, fundraisers, school stores, concession stands, etc.) will meet the New Healthy Smart Snack standards and must be appropriate size.

Elementary Schools

All foods and beverages sold individually outside the reimbursable school meal programs (including those sold through a la carte lines, vending machines, student stores, or fundraising activities) during the school day, or through programs for students after the school day, will meet the nutrition and portion size standards detailed in 702 KAR 6:090.

Middle and High Schools

In middle and high schools, all foods and beverages sold individually outside the reimbursable school meal programs (including those sold through a la carte lines, vending machines, student stores, or fundraising activities: during the school day, or through programs for students after the school day, will meet the following nutrition and portion size standards detailed in 702 KAR 6:090.

Beverages

During the period of time beginning thirty (30) minutes after the last lunch period until the end of the last instructional period, a beverage offered for sale through a vending machine, school store, canteen, or fundraiser on school property shall:

- (1) Be a:
 - (a) Fluid unflavored or flavored milk shall only be offered in skim;
 - (b) Plain or flavored, non-caloric, non-carbonated water,
 - (c) 100% fruit or vegetable juice or any combination of both totaling 100%; or
 - (d) Any other beverage that contains no more than ten (10) grams of sugar per serving, except this limit shall not apply to 100% fruit or vegetable juice or any combination of both equaling 100% and
 - (e) Except as provided in (b), not exceed a volume size of seventeen (17) ounces, except for plain or flavored, non-caloric, non-carbonated water; or
 - (f) For sales to middle school or high school students, the volume size of a beverage shall not exceed twenty (20) ounces.

Foods

During the period beginning thirty (30) minutes after the last lunch period until the end of the last instructional period, a food item offered for sale through a vending machine, school store, canteen, or fundraiser on school property shall meet the following standards:

- (1) Calories from fat shall not exceed 30%, excluding reduced fat, (2 % milk-fat or less), and cheeses.
- (2) Calories from saturated fat shall not exceed 10%.
- (3) Calories from sugar shall not exceed 32% by weight.
 - a. Chips, cereals, crackers, baked goods, and other snack items shall not contain more than 230 milligrams of sodium per serving.
 - b. Pastas, meats, and soups shall not contain more than 450 milligrams of sodium per serving.
 - c. Pizza, sandwiches, and main dishes shall not contain more than 600 milligrams of sodium per serving;
- (4) The portion or pack size for chips, crackers, popcorn, cereal, trail mix, or jerky shall not exceed two (2) ounces;
- (5) The portion or pack size for cookies shall not exceed one (1) ounces;
- (6) The portion or pack size for cereal bars, granola bars, pastries, bagels or other bakery-type items shall not exceed two (2) ounces;

- (7) The portion or pack size for non-frozen yogurt shall not exceed eight (8) ounces, and
- (8) The portion or pack size for frozen dessert items, including low-fat or fat free ice cream, frozen fruit juice bars, or frozen real fruit items, shall not exceed four (4) ounces.

Acceptable food items being served must all have zero (0) trans fats per portion.

A La Carte Items

A food or beverage item offered for sale as an a la carte item on the cafeteria line during the serving of breakfast or lunch shall meet the following standards:

- (1) A beverage shall meet the standards established in 702 KAR 6:090
- (2) A food item shall meet the standards established in 702 KAR 6:090 except schools may offer for a la carte sale any item that is creditable under the School Breakfast or National School Lunch Program meal patterns as set forth in 7 C.F.R. 220.8 and 210.10, respectively.

Fundraising Activities..

To support children's health and school nutrition-education efforts, school fundraising activities will use only foods that meet the above nutrition and portion size standards for foods and beverages when sold to students during the school day. Schools will encourage fundraising activities that promote physical activity. The school district will make available a list of ideas for acceptable fundraising activities. Site Base Councils will make suggestions of fundraisers to ensure they meet the new smart snack standards. Fundraisers that don't will need to be conducted off campus. **(The requirements of the interim final rule are not applicable to food sold to non-students, such as parents or school faculty and staff members).**

Snacks

Snacks served during the school day or in after-school activities or enrichment programs will make a positive contribution to children's diets and health, with an emphasis on serving fruits and vegetables as the primary snacks and water, 100% fruit juice and milk as the primary beverages. Schools will assess if and when to offer snacks based on timing of school meals, children's nutritional needs, children's ages, and other considerations. The district will disseminate a list of healthful snack items to teachers, after-school program personnel, and parents.

Fresh Fruit and Vegetable Program

This Program allows elementary students the opportunity to have fresh fruits and veggies during the school day in between and after meal service at no charge. Beattyville and Southside Elementary were both awarded the FFVP for the 2014-15 SY.

Water in the cafeteria

Students will have access to water made available in the cafeteria during meal service. The High School, Middle School and Southside Elementary have water fountains located inside the cafeteria. Beattyville

Elementary does not have a water fountains in or near the cafeteria so water and cups will be provided in the cafeteria.

Rewards

Schools will limit the use foods or beverages as rewards for academic performance or good behavior, and will not withhold food or beverages (including food served through school meals) as a punishment.

Celebrations

Schools should limit celebrations that involve food during the school day to no more than one party per month.

III. Nutrition and Physical Activity Promotion and Food Marketing

Nutrition Education and Promotion

The Lee County School District aims to teach, encourage, and support healthy eating by students. Schools should provide nutrition education and engage in nutrition promotion that:

- Is offered as part of a sequential, comprehensive, standards-based program designed to provide students with the knowledge and skills necessary to promote and protect their health;
- Includes enjoyable, developmentally-appropriate, culturally-relevant, participatory activities, such as contests, promotions, taste testing, farm visits, and school gardens;
- Promotes fruits, vegetables, whole grain products, low-fat and fat-free dairy products, healthy food preparation methods, and health-enhancing nutrition practices;
- Emphasizes caloric balance between food intake and energy expenditure (physical activity-exercise).
- Links with school meal programs, other school foods,
- Teachers are being asked to act as role models for students in regards to healthy eating habits.

Integrating Physical Activity into the Classroom Setting

For students to receive the nationally-recommended amount of daily physical activity (i.e., at least 60 minutes per day) and for students to fully embrace regular physical activity as a personal behavior, students need opportunities for physical activity beyond physical education class. Toward that end:

- Classroom teachers will complement physical education by reinforcing the knowledge and self-management skills needed to maintain a physically-active lifestyle and to reduce time spent on sedentary activities, such as watching television;
- Opportunities for physical activity will be incorporated into other subject lessons; and
- Classroom teachers will provide short physical activity breaks between lessons or classes, as appropriate.

Communications with Parents

The district/school will support parents' efforts to provide a healthy diet and daily physical activity for their children. The district/school will provide parents a list of foods that meet the district's snack

standards and ideas for healthy celebrations/parties, rewards, and fundraising activities. In addition, the district/school will provide opportunities for parents to share their healthy food practices with other in the school community.

Staff Wellness

The Lee County School District highly values the health and well-being of every staff member and will plan and implement activities and policies that support personal efforts by staff to maintain a healthy lifestyle. The Lee County School District should establish and maintain a Coordinated School Healthy Council composed of at least one staff member, district wellness council member, local medical representative, dietitian or other health professional, recreation program representative. (The staff wellness committee could be a subcommittee of the school healthy council.) The committee should develop, promote, and oversee a multifaceted plan to promote staff health and wellness. The plan should be based on input solicited from school staff and should outline ways to encourage healthy eating, physical activity, and other elements of a healthy lifestyle among school staff. The staff wellness committee should distribute its plan to the school healthy council annually.

IV. Physical Activity Opportunities and Physical Education

Daily Physical Education K-5

All students in grades K-5, including students with disabilities, special health-care needs, and in alternative educational settings, should receive daily physical education (or its equivalent of 150 minutes/week for elementary school students) Student involvement in other activities involving physical activity (e.g., interscholastic or intramural sports) will not be substituted for meeting the physical education requirement. Students will spend at least 50 percent of physical education class time participating in moderate to vigorous physical activity.

Daily Recess

All elementary school students should have at least 20 minutes a day of supervised recess, preferably outdoors, during which schools should encourage moderate to vigorous physical activity verbally and through the provision of space and equipment.

Schools should discourage extended periods (i.e., periods of two or more hours) of inactivity. When activities, such as mandatory school-wide testing, make it necessary for students to remain indoors for long periods of time, schools should give students periodic breaks during which they are encouraged to stand and be moderately active.

Physical Activity Opportunities Before and After School

All schools will offer extracurricular physical activity programs, such as physical activity clubs or intramural programs. All high schools, and middle schools as appropriate, will offer interscholastic sports programs. Schools will offer a range of activities that meet the needs, interests, and abilities of all students, including boys, girls, students with disabilities, and students with special health-care needs.

Physical Activity and Punishment

Teachers and other school and community personnel should not withhold opportunities for physical activity (e.g., recess, physical education) as punishment.

Use of School Facilities Outside of School Hours

School spaces and facilities should be available to students, staff, and community members before, during, and after the school day, on weekends, and during school vacations. These spaces and facilities also should be available to community agencies and organizations offering physical activity and nutrition programs. School policies concerning safety will apply at all times.

V Monitoring and Policy Review

Monitoring

The superintendent or designee will ensure compliance with established district-wide nutrition and physical activity wellness policies. In each school, the principal or designee will ensure compliance with those policies in his/her school and will report on the school's compliance to the school district superintendent or designee.

School food service staff, at the school or district level, will ensure compliance with nutrition policies within school food service areas and will report on this matter to the superintendent (or if done at the school level, to the school principal). In addition, the school district will report on the most recent USDA School Meals Initiative (SMI) review findings and any resulting changes.

The superintendent or designee will develop a summary report on district-wide compliance with the district's established nutrition and physical activity wellness policies, based on input from schools within the district. That report will be provided to the school board and also distributed to all school health councils, parent/teacher organizations, school principals, and school health services personnel in the district, as required in KRS 160.345 and release the report at least (60) days prior to the public forum required by KRS 158.856

Policy Review

To help with the initial development of the district's wellness policies, each school in the district will conduct a baseline assessment of the school's existing nutrition and physical activity environments and policies. Useful self-assessment and planning tools include the School Health Index from the Alliance for a Healthier Generation. The results of those school-by-school assessments will be compiled by the district wellness council committee to identify and prioritize needs.

Resource used for Local School Wellness Policies on Nutrition and Physical Activity

The National Alliance for Nutrition and Activity encourages schools, school districts, and others to use, distribute, and adapt the Model School Wellness Policies.

Model Policies ~ Model School Wellness Policies at:

POLICY EVALUATION

Date Adopted: <u>3-31-15</u>	Council Chairperson's Initials <u>KLA</u>
Date Reviewed or Revised: _____	Council Chairperson's Initials _____
Date Reviewed or Revised: <u>11-30-17</u>	Council Chairperson's Initials <u>DS</u>
Date Reviewed or Revised: <u>1-31-19</u>	Council Chairperson's Initials <u>DS</u>
Date Reviewed: <u>2-27-20</u>	Council Chairperson's Initials <u>DS</u>
Date Reviewed or Revised: <u>12-3-20</u>	Council Chairperson's Initials: <u>DW</u>
Date Reviewed or Revised: 1-27-22	
Council Chairperson's Initials: <u>DW</u>	

Note: Policy will be revised and aligned once district Wellness Policy has been updated.

4.3

Enhancing Student Achievement Policy

Vision and Mission Statement:

School Vision:

"In a world of diversity, our vision is to individualize opportunities for students today so our graduates can achieve their best tomorrow."

School Mission:

*"Our mission is to **Lead**, **Equip**, and **Empower** students to visualize and achieve their dreams."*

BOBCAT WAY

Be Safe
Be Respectful
Be Responsible

Core Values / Beliefs

We believe all students will be actively engaged to stimulate their minds and challenge their abilities.

We believe our school exists to promote a culture and climate of safety, respect, and emotional support for all students.

We believe school and student data will inform all decisions concerning student growth and achievement.

We believe that students will learn as a result of research-based teaching practices and a mindset of high expectations.

We believe staff will self-reflect and be willing to change practices in order to meet the needs of students.

In order to carry out our school's mission, vision, and beliefs, we will:

- Monitor SBDM policies that contribute to accomplishing our mission.
- Monitor SBDM policies that contribute to achievement.

- 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.
- Budget and hire to support our School Improvement Plan

Policy Evaluation

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

Date Adopted: 4-1-13 **Council Chair's initials** KA **Date**

Reviewed or Revised: 6-30-15 **Council Chair's initials** KA **Date**

Reviewed or Revised: 11-29-18 **Council Chair's Initials** DS

Date Reviewed or Revised: 02-27-20 **Council Chair's Initials** DS

Date Reviewed or Revised: 12-3-20 **Council Chairperson's Initials:** DW

Date Reviewed or Revised: **Council Chairperson's Initials:** DW

5.1

PARENT INVOLVEMENT POLICY (5/13/96)(Revised 10/6/11)

Definition of Parent

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

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

Commitments

We commit to:

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

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

School-Parent Compact

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

School Responsibilities:

Lee County Middle High School will:

1. Provides high-quality curriculum and instruction in an effective, supportive, and safe learning environment that enables the students to meet Kentucky's academic standards.
2. Provide information on the content students will learn each year through the methods listed in our Curriculum Policy.
3. Assign homework in accordance with our Homework Policy.
4. Provide parent with frequent reports on their child's progress. Specifically we will provide formal reports at every grading period.
5. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual student's achievement. Opportunities (where appropriate) will be provided for the student to participate actively in sharing information on his or her progress with his or her parents during these conferences.
6. Provide parents reasonable access to staff. The email addresses and telephone extensions of their child's teachers will be provide to parents to promote communication. Staff will always be available to parents by appointment for face-to-face conferences.
7. Send communication home periodically that include information on ways families can help students learn.
8. Support an active Parent Teacher Association or Organization (if one is established).
9. Provide parents opportunities including but not limited to:
 - a. Observing their child's classroom activities after meeting all district requirements
 - b. Tutoring
 - c. Assisting with classroom activities that require more than one adult
 - d. Preparing materials, mailings, refreshments, and other items needed for family and community involvement.
 - e. Serving on one of our decision-making committees.
 - f. Joining our parent teacher organization (if established) participating in its efforts to strengthen our school.
 - g. Volunteering along with other concerned members of our community in other areas as needed
10. Ensure that all adult volunteers working in our school and with our students are subject to board policy and state law regarding criminal record checks, as applicable.

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

* Surveying families at least once a year to learn what services and activities would most help them support their children as learners.

*Offering a well-planned, well-publicized menu of activities and programs to meet those needs.

Parent Responsibilities

Parents are asked to:

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

7. To extend possible, volunteer, serve on the school council or a committee, attend school-based decision making council meetings, and comment on draft policies and plan as they are made available.

Student Responsibilities

With support from parents, students are asked to:

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

POLICY EVALUATION

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

Date Adopted: _____

Date Reviewed or Revised: 2/2/16

Council Chairperson's Initials DL

Date Reviewed or Revised: 7/30/18

Council Chairperson's Initials DS

Date Reviewed or Revised: 1/31/19

Council Chairperson's Initials DS

Date Reviewed or Revised: 02-27-20

Council Chair's Initials DS

Date Reviewed or Revised: 1 - 28 - 21

Council Chairperson's Initials: DW

5.2 EXTRA CURRICULAR PROGRAMS

EXTRACURRICULAR PROGRAMS POLICY

CRITERIA FOR PROGRAMS

For an extracurricular program to be continued or to institute a new program, the program must:

1. Contribute to the following Kentucky Learning Goals:
 - Becoming a self-sufficient individual.
 - Becoming responsible members of a family, work group, or community, including demonstrating effectiveness in community service.
2. Generate and maintain student interest as well as attract students currently not involved in extracurricular or service projects.
3. Encourage, enhance, and maintain equity including but not limited to a wide range of opportunities for both male and female students.
4. Have a suitable certified adult sponsor and have appropriate adult supervision at all times.
5. Be able to cover through fundraising all registration fees and any travel for extracurricular participation beyond the paid allowance from the Lee Co. Board of Education and Lee Co. Middle High School

PROGRAMS CURRENTLY OFFERED

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

- Note: Eligible students in grade 6-8 may participate in grades 9-12 sports as regulated by KHSAA.
- LCMHS offers the following: Cross Country, Golf, Volleyball, Boys and Girls Basketball, Baseball, Softball (Fastpitch), Tennis, Track and Field, Competitive Cheer, Archery, Bowling, Band,

academic team and Chess. These extra-curricular sports will be offered pending availability of funding, coaching staff, equipment and student participation.

STUDENT PARTICIPATION

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

1. Maintain a 70% average in all subjects and maintain a 95% attendance average.
2. Were in attendance on the day of the activity or on Friday for weekend activities, unless the absence was excused.
3. Comply with rules established by the adult coach or sponsor for the activity.
4. Where applicable, meet any requirements set by the appropriate sponsoring or governing organization.

COACHES AND SPONSORS

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

The principal will assign coaches and sponsors from our school's current staff following our policy on Instructional and Non-Instructional Staff Time Assignment. If it is necessary to consider applicants who do not currently work at our school, our policy on Consultation will be followed.

Lee County Schools Athletic Regulations Grades 6-8

Beginning in 2015-16, the following limits have been approved through the regulatory process and will be in effect:

- A student that turns Fifteen (15) years of age prior to August 1 of the current school year shall not be eligible for interscholastic athletics in Kentucky in competition against students exclusively enrolled in grades eight (8) and below;
- A student that turns Fourteen (14) years of age prior to August 1 of the current school year shall not be eligible for interscholastic athletics in Kentucky in competition against students exclusively enrolled in grades seven (7) and below; and
- A student that turns Thirteen (13) years of age prior to August 1 of the current school year shall not be eligible for interscholastic athletics in Kentucky in competition against students exclusively enrolled in grades six (6) and below;

Coaches must adhere to the requirements of KRS 156.070 (2)(f) (age and graduation requirements, <http://www.lrc.ky.gov/statutes/statute.aspx?id=39992>); KRS 160.445 (sports safety course, <http://www.lrc.ky.gov/Statutes/statute.aspx?id=41871>) and KRS 160.380(4) and (6) (background checks, <http://www.lrc.ky.gov/Statutes/statute.aspx?id=40245>

Lee Co. Schools Grades 6-8 may only compete in contests against schools, including combined elementary or middle school teams (including non-public schools/teams) that adhere to the provisions of 702 KAR 7:065(3). No games against AAU teams, club teams or Alumni games.

All coaches are required to monitor the Heat Index and adhere to the heat index protocols including cancelling practice/games, etc. in certain conditions.

In fast pitch softball, all infield athletes in grades 6-8 wear face masks on defense

All rules regarding concussion management, including return to play, apply to grades 6-8 level play.

Details are on the KHSAA website and are included in the Sports Safety Clinic

Physical Forms

The KHSAA Form MS01 is posted on the KHSAA website. Local schools/districts/associations/groups of schools may supplement that form with additional material but must use the MS01 for the physical examination.

In addition, **all local schools must adopt a limit of seasons**. That limit of seasons may not exceed the high school limit of seasons (KHSAA Bylaw 23) but is not required to use the same dates. The decisions related to the time of year, etc. are local decisions and not currently contained in statewide regulations.

Here are the limitation of season as it pertains to the sports we offer for grades 6-8.

Sport	First practice date	Number of games	Number of scrimmages
Baseball	Feb. 15	8	0
Girls Basketball	July 1	15	0
Boys Basketball	Oct. 15	15	0
Cross Country	July 1	10	0
Softball	Feb. 15	8	0
Competitive Cheer	July 1	1 competition not including in game competitions	
Archery	Oct. 1	6 contests. Contests end after post season play	

Grades 9-12 will abide by KHSAA Policies and Regulations

PROGRAM EVALUATION

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

POLICY EVALUATION

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

Date Adopted: _____

Date Reviewed or Revised: 12/8/11

Council Chairperson's Initials KLA

Date Reviewed or Revised: 7-30-15

Council Chairperson's Initials KLA

Date Reviewed or Revised: 12-1-15

Council Chairperson's Initials DL

Date Reviewed or Revised: 1-25-17 Council Chairperson's Initials DS

Date Reviewed or Revised: 11-30-18 Council Chairperson's Initials DS

Date Reviewed or Revised: 04/25/19 Council Chairperson's Initials DS

Date Reviewed or Revised : 02-27-20

Council Chair's Initials DS

Date Reviewed or Revised: 2 - 25 - 21

Council Chairperson's Initials: DW

NOTES ON USING THIS POLICY

PROGRAMS CURRENTLY OFFERED: In this section, all extracurricular programs that you offer should be included-both academic and non-academic. Each sports program should be listed separately. Be sure to include programs that are in the curriculum but may have an after-school component (for example, band).

6.1 Consultation Policy



Interview Committee

For each vacancy that occurs at our school (*except principal), the staff will discuss the vacancy, qualifications and develop questions that will be used in the interview.

Criteria and Interview Questions

The SBDM council and staff members will:

1. Develop a set of criteria for a strong candidate. These criteria will not discriminate based on gender, ethnicity/race, marriage or family status, religion, political affiliation, disability, age or other illegal grounds.
2. Use the criteria they have developed to write standard interview questions that fit those criteria. These questions will be asked of all candidates in an in-person interview.
3. Decide on other methods to use to gather information about how well the candidates meet the criteria. The methods may include (but will not be limited to) some or all of the following: applications and resumes, references, written interviews, portfolios, and written responses to hypothetical work related challenges.

Applications and References

After receiving a list of applicants from the superintendent and finishing the procedures in the section above:

1. All applications and written references will be reviewed.
2. A determination will be made as to whether the information points to any specialized questions that should be asked of an applicant and develop those questions if they are necessary.

Interviews

The principal (or designee) will schedule an interview with each selected applicant at a time when all SBDM members and invited members can attend. The following procedures will be followed during the scheduled interview:

1. Each interview will occur in CLOSED SESSION of the SBDM and invited members.
2. All the standardized questions will be asked of each candidate in the same order.
3. Following the standardized questions, specialized questions (if any) and follow-up questions (if any) will be asked.
4. Committee members will briefly discuss the merits of each candidate following the interview.

Consolation with the Council

The council will meet in closed session to discuss the applicants, offer comments on the contributions each could make, and provide any additional input requested by the principal.

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

Selection of the Person to be Hired

After considering the input from all the closed session meetings, the principal will make the final selection of the person he or she believes will contribute most to the success of the school's students and notify the

superintendent and council of his or her choice. The decision made by the principal is binding on the superintendent who will complete the hiring process.

Extra-Duty Assignments and Positions

Extra-duty assignments and position include paid or unpaid duties beyond the instructional day or beyond the contract days of a teacher. When only persons currently working at our school will be considered, the principal will make the assignment following our policy on Instructional and Non-Instructional Staff Time Assignment. When persons currently not working at our school will be considered, this policy on consultation will be followed by the principal, the council, and the ad hoc committee appointed by the council.

Policy Evaluation

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

Date Adopted: 7-7-14

Council Chairperson's Initials KLA

Date Reviewed or Revised: 4/26/16

Council Chairperson's Initials DL

Date Reviewed or Revised: 7/30/18

Council Chairperson's Initials DS

Date Reviewed or Revised: 02-27-20

Council Chair's Initials DS

Date Reviewed or Revised: 3-25-21 Council Chairperson's Initials: DW

7.1 Budget and Spending Policy

Drafts, Revisions and Approval

January

The LCMHS committee will estimate expenses for the coming year that are needed to :

1. Implement the School Improvement Plan fully, including staffing, materials, professional development, and other needs.
2. Maintain other programs at the current level of quality including staffing, materials, professional development, and other needs.

March

The principal should receive the draft allocations on March 1st for the next school year based on when information is provided by the state and district. The principal shall report the allocation to the council at the next regular meeting. Site Base will REVIEW FUNDING for the coming year from:

1. Our allocation for certified and classified staff.
2. Our allocation for instructional materials
3. Any additional allocations that we have reason to believe are likely to continue.
4. Our allocation for professional development.
5. Funds from any fundraising activities that are not designated for specific student group use and any fundraising activity money that we expect to carry over.
6. Grants that seem reasonable likely from any source.
7. Categorical dollars from programs listed as sources in our School Improvement Plan based on past funding and consultation with the principal about what is being considered for next year.

May

The LCMHS committee will develop a DRAFT BUDGET that:

1. Includes a tentative statement of the number of persons to be employed in each job classification based on our allocation.
2. Lists dollar amounts for our section six funds.
3. Addresses the expenses for fully implementing our School Improvement Plan and maintaining other program at their current level.
4. Describes which sources will be used to cover each expense.
5. Designates the person or group responsible for selecting specific items to be purchased from each spending category, with the media librarian as the person or member of the group responsible for items for the library media center.
6. Identifies any further expenses and needs that cannot be covered within currently expected funding or are not being met by the current budget.

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

Final Allocations

At the next regular meeting after final allocations are given, site base shall:

1. Review the draft budget either in a regular or a special meeting.
2. Identify areas that may need adjustment to further reflect school priorities, new spending information, stakeholder input on the impact of the proposed plan, or other relevant information.
3. Charge the faculty to consider those factors and submit a revised budget for council adoption.
4. Discuss whether the council needs to request Section 7 funding for additional expenses, and what needs would be designated for such funding.
5. Charge the faculty to write up the Section 7 request for formal council adoption.
6. Set a timetable for adopting a revised budget and official section 7 requests that is compatible with any district timetable.

POLICY EVALUATION

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

Date Adopted: _____

Date Reviewed or Revised: 5-10-12 Council Chairperson's Initials KLA

Date Reviewed or Revised: 3-2-16 Council Chairperson's Initials DL

Date Reviewed or Revised: 3-29-17 Council Chairperson's Initials DS

Date Reviewed or Revised: 8-23-18 Council Chairperson's Initials DS

Date Reviewed or Revised: 02-27-20 Council Chair's Initials DS

Date Reviewed or Revised: 3-25-21 Council Chairperson's Initials: DW

School Day and Week Schedule Policy



Criteria for Developing the School Schedule

Our schedule will:

1. Reflect our mission and belief statements.
2. Give all students access to available classes, avoiding conflicting schedule of specialized classes and preventing any exclusion related to cultural background, physical abilities, socio-economic status, and intellectual status.
3. Provide students with the learning time they need, including technology access to complete writing assignment and other learning activities.
4. Allow teachers shared time to collaborate and plan on a regular basis during the instructional day.
5. Facilitate teacher opportunities to switch teaching assignments to capitalize on different teachers' in-depth knowledge of specific topics if staffing allows.
6. Facilitate teacher opportunities to adjust the length of class periods when needed to provide the best instruction if staffing allows.
7. Promote reasonable and appropriate enrollments for all classes and appropriate number of pupils each teacher works with in the course of a day.

Process for Developing the School Day Schedule

Annually, the principal will implement a school day schedule that includes any changes that have been adopted by the council.

The school day schedule will be reviewed each year using the following procedures:

1. In the spring semester the school staff will complete the following tasks:
 - Review student performance data and survey data (if available) from students, parents, and staff on how well instructional time is being used.
 - Discuss advantages and disadvantages of various changes, focusing on the criteria listed in the first section of this policy.
2. This will be reported to the council.
3. The principal shall prepare a schedule for the coming school year including changes. The council will review the schedule.

Policy Evaluation

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

Date Adopted: 4-7-14 Council Chairperson's Initials KLA

Date Reviewed or Revised: 3/29/16 Council Chairperson's Initials DL

Date Reviewed or Revised: 3/29/17 Council Chairperson's Initials: DS

Date Reviewed or Revised: 8/23/18 Council Chairperson's Initials: DS

Date Reviewed or Revised: 02-27-20 Council Chair's Initials DS

Date Reviewed or Revised: 3 - 25 - 21 Council Chairperson's Initials: DW

7.2 Staff Assignment

Criteria for Assignment

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

1. Fully support implementation of our School Improvement Plan and our Student Assignment Policy.
2. Take into account staff members' requests to vary their work particularly if a teacher has made past requests for a change or had been in a particular assignment for multiple years.
3. Take into account different teachers' strengths and in-depth knowledge of specific topics.
4. Take into account specific student needs based on student performance data.
5. Respect state certification requirements and the parameters of district job classifications.

Assignments based on Criteria

To complete assignments, the principal will:

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

Altering Assignments

After making assignments, the principal may alter them:

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

Policy Evaluation

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

Date Adopted: 7-2-13

Date Reviewed or Revised: 3-4-16 **Council Chair's initials** DL

Date Reviewed or Revised: 3/29/17 **Council Chair's initials:** DS

Date Reviewed or Revised: 7/30/18 **Council Chair's initials:** DS

Date Reviewed or Revised: 8/01/19 **Council Chair's initials:** DS

Date Reviewed or Revised: 02-27-20 **Council Chair's Initials** DS

Date Reviewed or Revised: 3 - 2 5 - 2 1 **Council Chairperson's Initials:** DW

7.3 School Space Policy

Criteria for Assigning School Space

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

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

Classroom Space Assignment

To assigned classroom space, the principal will:

1. Invite all returning staff members to indicate their preference for continuing or changing classroom space assignments the next year.
2. Meet with any staff member whose requests may be difficult to grant to discuss reasons for the staff member's interest, factors making it difficult to grant the requests, and possible solutions.
3. Assign classroom space based on the criteria in the first section of this policy and notify all staff member of their individual assignments.
4. Notify the council of how classroom space has been assigned.

Altering Classroom Space Assignments

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

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

Assignment of Non-Classroom space

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

Policy Evaluation

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

Date Adopted: 4-1-13

Date Reviewed or Revised: 2/2/16

Date Reviewed or Revised: 7/30/18

Date Reviewed or Revised: 02-27-20

Date Reviewed or Revised: 4 - 2 2 - 2 1

Council Chair's initials DL

Council Chair's initials DS

Council Chair's Initials DS

Council Chairperson's Initials: DW

7.4

EMERGENCY PLAN POLICY

Emergency Plan

In accordance with KRS 160.345(2)(i)9 and KRS 158.162, the principal, in consultation with parents, teachers, other school staff and first responders, will collaboratively develop the school's emergency management plan as a way to develop and document efforts to prevent, mitigate, prepare for and 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 door

- way used for evacuation

- *Procedures for students to follow in an earthquake

- *Procedures for students to follow in a tornado

- *Procedures for students to follow in a lock down

- *Development and adherence to access control measures for each school including but not limited to

- *Controlling access to exterior doors

- *Controlling front door access electronically

- *Requiring visitor check-in with identification and purpose

- *Display of staff/visitor badge on outer clothing

Following adoption, the emergency plan and diagrams of the facilities will be provided to appropriate first responders which shall include local fire, emergency medical, and law enforcement. 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 request.

Conducting Drills

Within the first thirty (30) instructional days of the school year, the school will conduct two fire drills, one tornado drill, one earthquake drill, and one lockdown drill. Following the first thirty (30) days of school, the school will conduct an emergency evacuation drill in September, a lockdown drill in January, an earthquake drill in October and January, and a fire drill each month of school. 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 the central office.

Review of Policy/Procedures

Prior to the first instructional day of school, the principal, or designee, will present and review 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 will include a sign-in sheet that includes the printed name of each staff member (all certified and classified) and the signature of each staff member.

Policy Evaluation

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

Date Adopted: 3-1-16 Council Chairperson's Initials DL

Date Reviewed or Revised: 11-30-16 Council Chairperson's Initials DS

Date Reviewed or Revised: 11-30-17 Council Chairperson's Initials DS

Date Reviewed or Revised: 1-31-19 Council Chairperson's Initials DS

Date Reviewed or Revised: 02-27-20 Council Chair's Initials DS

Date Reviewed or Revised: 4-22-21 Council Chairperson's Initials: DW

8.1 Committees Policy

Because of the size of LCMHS staff, a minimal number of committees will be formed to help involved all interested parties in the decision making process at Lee County Middle High School. The LCMHS Council will serve as the primary committee and will direct the staff as to their responsibilities and will act upon recommendations made by the staff and ad hoc committees.

Names and Jurisdiction of Standing Committees

The staff will meet as needed to address the concerns and/or issues related to the following committees.

Planning and PD Committee:

- Review and revise the SBDM policies on Improvement Planning, School Day and Week Schedule, and Technology Use. Draft revisions for council approval/adoption if necessary
- Involving as many stake holder ideas and opinions as possible, coordinate school needs assessment including necessary survey and other data collection
- Coordinate the development and implementation of the School Improvement Plan including working with component teams and overseeing the development and implementation of the Professional Development Plan
- Recommend plans for the best use of technology based on needs assessments
- Ensure that the council is kept informed through Implementation and Impact Checks on the Plan
- Recommend other changes, ideas and strategies to assigned policies based on needs assessments, data gathering, and research into best practice
- Carry out additional roles/charges as assigned by the council

Budget Committee:

- Review and revise the SBDM policies on Budget and Spending and Program Appraisal. Draft revisions for council approval/adoption if necessary
- Develop, recommend, and monitor the annual budget and allocation of resources according to identified needs of the school
- Recommend budget adjustments
- Ensure that the council is kept informed with monthly budget reports
- Recommend other changes, ideas, and strategies to assigned policies based on needs assessments, data gathering, and research into best practice
- Carry out additional roles/charges as assigned by the council

Assessment Committee:

- Review and revise the SBDM policies on Alignment with State Standards, Enhancing Student Achievement, Student Assignment, and Classroom Assessment. Draft revisions for council approval/adoption if necessary
- Organize the data analysis every August/September including reports to the Council
- Recommend school priority needs based on the test analysis data
- Develop the state testing prep and reward plan each year
- Recommend assignment of student procedures
- Recommend classroom assessment ideas based on new research

- Recommend other changes, ideas, and strategies to assigned policies based on needs assessments, data gathering and research into best practice
- Carry out additional roles/charges as assigned by the council

School Culture and Resources Committee

- Review and revise the SBDM policies on Discipline, Classroom Management and Safety Plan, Extracurricular Programs, School Space Use, Instructional and Non-Instructional Staff Time Assignment, Parental Involvement (Title 1 Schools) and Wellness (primary to Grade 5). Draft revisions for council approval/adoption if necessary
- Recommends discipline, classroom management, and safety changes based on annual needs assessments and data gathering
- Recommend use of school space ideas
- Recommend parental involvement activities and strategies
- Recommend additions or changes to the Wellness Policy based on current research
- Recommend other changes, ideas, and strategies to assigned policies based on needs assessments, data gathering and research into best practice
- Carry out additional roles/charges as assigned by the council

Curriculum and Instruction Committee:

- Review and revise the SBDM policies on Curriculum, College-Level Courses (Secondary), Writing, Instructional Practices and Homework. Draft revisions for council approval/adoption if necessary
- Analyze curriculum alignment with the state standards and recommend changes
- Recommend changes to the college-level/advanced courses program/policy and the writing program/policy when appropriate
- Research and recommend instructional best practice ideas and innovations
- Research homework best practices and recommend changes
- Develop master schedule plan ideas to recommend to the principal
- Recommend other changes, ideas and strategies to assigned policies based on needs assessments, data gathering and research into best practice
- Carry out additional roles/charges as assigned by the council

Note: The SBDM council will be responsible for reviewing and revising (if necessary) its Bylaws and three policies: Committee Policy, Consultation Policy, and Principal Selection Policy.

Fall

1. The principal (or principal's designee) will invite all parents in writing to sign up for committees during the fall open house/orientation.
2. The principal (or principal's designee) will provide additional opportunities to sign up for committees to parent. This will be communicated through different forms of communication.

Policy Evaluation

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

Date Adopted: 6-2-14 Council Chairperson's Initials KLA

Date Reviewed or Revised: 3/29/16 Council Chairperson's Initials DL

Date Reviewed or Revised: 11/30/17 Council Chairperson's Initials DS

Date Reviewed or Revised: 02-27-20 Council Chair's Initials DS

Date Reviewed or Revised: 4-22-21 Council Chairperson's Initials: DW