

**SITE-BASE DECISION MAKING
POLICIES**

OF

ROSSPOINT ELEMENTARY

BAXTER, KY 40806

ROSSPOINT ELEMENTARY SBDM POLICIES

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POLICY #01: CURRICULUM
KRS 160.345(2)(i) 1

K – 8 CURRICULUM

The school council shall adopt the curriculum of the Harlan County Board of Education as the curriculum that shall be implemented at the school. It is our opinion that this curriculum is aligned with state standards and is appropriate for our instructional needs. Subsequent amendments to the curriculum by the Harlan County Board of Education shall become effective immediately upon approval by the board.

Along with the Harlan County Board of Education’s curriculum, Rosspoint will implement other strategies and programs to enhance the curriculum.

An overview of the K-8 curriculum follows: (It has been written and explained in the following manner).

- . Mission Statement**
- . Philosophy**
- . Subjects Taught**
- . Grade Levels**
- . Kindergarten Program**
- . Curriculum Overview**

**REACHING
EVERY
STUDENT**

THE MISSION OF ROSSPOINT ELEMENTARY SCHOOL IS TO ASSIST STUDENTS IN OBTAINING THE KNOWLEDGE, SKILLS AND SELF-DISCIPLINE TO BECOME PRODUCTIVE INDIVIDUALS IN SOCIETY, TO FOSTER A LEARNING AND TO PROMOTE CREATIVITY AND SELF-DIRECTION IN ALL STUDENTS.

PHILOSOPHY

We believe that students should be actively involved in learning through hands-on experiences and interaction with their environment. Students should proceed at their own rate of learning, and learn from each other through peer interaction. We believe children should become intrinsically motivated to accept responsibility for their learning and their behavior. To accomplish this, the students should be provided with an enriched environment in which they interact. In addition, parents are morally responsible for their child's welfare and development.

W the staff at Rosspoint Elementary School believe these are our guiding thoughts:

All children are capable of learning, and they

- possess a curiosity and desire to learn,**
- learn at different rates and levels,**
- demonstrate learning in various ways,**
- learn by participation and involvement,**
- experience high achievement through positive reinforcement,**
- possess a responsibility for their learning.**

Our school is for students, and will

- ***expect each child to strive for a higher level of achievement,***
- ***provide instruction to achieve student success,***
- ***strive to become a liaison between home and community,***
- ***insure a safe and positive environment,***
- ***provide opportunities to explore and grow.***

Effective instruction stimulates learning, and

- **addresses valued outcomes,**
- **expects success,**
- **employs a variety of techniques to produce learning,**
- **aligns curriculum, instruction and assessment,**
- **incorporates curriculum with real-life experiences,**
- **encourages a solid foundation on which to grow, and become responsible, caring and productive learners.**

SUBJECTS TAUGHT

The elementary school curriculum shall be taught in accordance with regulations and rules of the Kentucky Department of Education.

The program shall include:

- 1. Language Arts – i.e., reading writing, speaking, listening and spelling**
- 2. Library research reference skills and technology**
- 3. Mathematics**
- 4. Science**
- 5. Social Studies – i.e., history, geography, and civics**
- 6. Physical Education**
- 7. Health**
- 8. Music**
- 9. Arts and Humanities**
- 10. Practical Living and Vocational Studies**
- 11. All mandated programs incorporated as described herein.**

All Rosspoint Elementary School pupils shall receive organized physical education instruction.

If a student's physical condition or religious convictions prohibit participation in the physical education class, the principal may exempt the student from the class.

The program's instructional practices should include:

- 1. Basketball**
- 2. Volleyball**
- 3. Aerobic Exercises**
- 4. Square Dancing**
- 5. Arts & Humanities Activities**

CURRICULUM

Category: Grade Levels

The professional staff shall consult and utilize the curriculum, which details the projected, acquired skills of students by grade level.

Listed below explains the breakdown of grades.

Grade K – 1	P1 – P4	Self-Contained
Grades 2 & 3		Team Teaching
Grade 4 – 8		Departmentalized

KINDERGARTEN PROGRAM

The kindergarten program shall provide opportunities for each child to attain the competencies to master the essential skills necessary to function in each basic skills area.

- 1. Social Living**
- 2. Physical Development**
- 3. Emotional Growth**
- 4. Creative Expression**
- 5. Primary Curriculum**

K – 8 CURRICULUM

The school council shall adopt the curriculum of the Harlan County Board of Education as the curriculum that shall be implemented at the school. It is our opinion that this curriculum is aligned with state standards and is appropriate for our instructional needs. Subsequent amendments to the curriculum by the Harlan County Board of Education shall become effective immediately upon approval by the board.

Along with the Harlan County Board of Education's curriculum, Rosspoint will implement other strategies and programs to enhance the curriculum.

An overview of the K – 8 curriculum follows: (It has been written and explained in the following manner).

- Mission Statement
- Philosophy
- New Common Core Standards in reading, math, science and social studies as they become available.

Needs Assessments

- RTI
- Brigance
- TELL Survey
- STAR Reading
- STAR Math

Report Cards

- 1 Report Card per 9 Weeks
- Midterms
- Parent Portal

SPECIAL NEEDS STUDENT

CURRICULUM

01.1

An educational program shall be provided for exceptional children.

Transportation shall be provided as to specific need and consistent with state and/or federal regulations.

Handicapped Students

- 1. Communication Disorders of Speech/Language**
- 2. Communication Disorders/impaired Hearing**
- 3. Physically Handicapped and other Health Impaired**
- 4. Emotionally Disturbed/Behavior Disorders**
- 5. Specific Learning Disabilities**
- 6. Educable Mentally Handicapped**
- 7. Trainable Mentally Handicapped**
- 8. Severely/Profoundly Handicapped**
- 9. Multiple Handicapped**
- 10. Visually Handicapped**

Variation in numbers depends on population of need within the school at any given time.

A plan to accurately identify children who display and/or test a need for special education and related services is in place at this time.

Resource teachers will be used more and more in collaboration with the regular classroom teacher within the classroom. When students are pulled from the classroom they are to work on the same items that the regular classroom is working on.

Monitoring shall be done on the local level.

GIFTED AND TALENTED

Curriculum

01.2

The gifted and talented students represent a group of pupils whose learning styles and thinking dimensions demand experiences which are outside the educational main stream. The program shall provide multi-dimensional and appropriate learning experiences and an environment which addresses the academic, psychological, and social needs of these students.

The gifted students will be given a standard test that is used countywide.

VOCATIONAL EDUCATION

Curriculum

01.3

Vocational Education has been addressed by utilizing Resource people, field trips to observe these occupations, and by students doing research on occupations that interest them.

One day each year will be set-aside for Career Day. People from all walks of life will be invited to our school to show or explain their trade or professional job. This shall involve all students K – 8.

The staff is encouraged to visit various businesses and public service jobs in our county with their classes.

HOMEWORK EXPLANATION

Curriculum

01.4

1. Purpose

This policy on assignment of homework to students has been developed to establish responsibilities and guidelines for minimum standards for the assignment, evaluation, and monitoring of homework assignments.

2. Definition:

Homework is defined as assignments to be completed outside the classroom to reinforce class instruction, increase understanding and retention, transfer and extend classroom instruction, prepare for class discussion, and provide curriculum enrichment opportunities.

3. Commitment:

The development of study skills must be an integral part of Rosspoint Elementary School's educational policies. Rosspoint Elementary strongly supports the philosophy that homework is necessary adjunct to school life, which serves different purposes according to the student's grade level. The assignment of academically appropriate homework is an extension of classroom instruction and supports the teacher's instructional objectives. It is the Rosspoint Elementary School's policy that homework will be assigned to students at Rosspoint Elementary School in accordance with their individual needs and abilities and in support of the learning objectives of the particular curricular area.

It should be recognized that not all homework needs to take the form of written assignments. Some homework, especially in the primary program, should involve students in reading to their parents and vice versa or in taking part in cultural and creative activities.

4. Parental Support:

Parents are urged to actively involve themselves with their children's schoolwork. Homework assignments offer an opportunity of valuable interaction between parent and child in support of learning. Parents can help in the following ways:

- 1. Showing interest in the schoolwork their children bring home.**
- 2. Providing a suitable place to study, free from disturbances.**
- 3. Supplying needed materials for completing homework.**
- 4. Offering to clarify instructions and answer questions.**
- 5. Checking to see that work is complete, and if requested by the teacher, the parents will sign notes acknowledging the receipt of homework.**
- 6. Encouraging their children to do their best work and praising for a job well done.**
- 7. Assisting in use of time and monitoring the amount and type of television programming their children watch.**
- 8. Staying in close communication with teachers.**
- 9. Rewarding their children in appropriate ways for completed work.**

5. Student Responsibilities:

Students are responsible for completing their homework and, with support from their parents, may want to follow some of the following practical suggestions:

- 1. Write down assignments and due dates, ask questions and select necessary books and supplies before leaving school.**
- 2. Keep homework in the same place at home each day and take books and materials directly to this study area.**
- 3. Plan the best time to complete work.**
- 4. Complete work so that it is neat and legible.**
- 5. Homework should be completely finished and turned in on time by the students.**

HOMWORK POLICY

Curriculum

01.5

Homework shall be assigned for the improvement of learning. Curriculum-related assignments should have meaning for the student, should be clear and specific, and should be of an amount and type that may be accomplished in a reasonable period of time.

The teachers will assign homework as appropriate on an as needed basis to all students capable of completing assignments.

1. Homework assignments are reinforcements for classroom curricular areas and are assigned to support student learning as appropriate for the ability of the individual student.
2. Assigned homework will reinforce instruction accomplished in class; it will not introduce new or unfamiliar concepts or skills.
3. Homework will be accomplished outside class time.
4. The burden that homework places on a student will be considered when assignments are made and in making homework assignments, consideration should be given to school events and other subject area requirements.

- 5. Teachers shall evaluate and return homework assignments to students in a timely manner and shall periodically inform students and their parents of the student's academic progress and mastery of learning objectives.**
- 6. Teachers shall decide the degree to which homework affects the determination of a student's grade.**
- 7. Teachers shall provide clear, concise directions for the completion of homework assignments.**
- 8. Teachers will contact parents if homework is habitually being neglected (not turned in).**

COUNSELING AND GUIDANCE

Curriculum

01.6

All Rosspoint Elementary School students receive guidance services appropriate for their needs and developmental levels. Topics may include, but are not limited to Second Step (social skills and violence prevention), self-esteem, drug prevention, responsibility, and career education. Individual or small group counseling services are provided when deemed necessary by the counselor, teacher, principal, or parent.

All information concerning students shall be kept confidential except in instances where the student is being harmed or harming others.

Page 1 of 1

Amended 01/01

Reviewed 3/15/13

And January 2017

PLEDGE OF ALLEGIANCE

Curriculum

01.07

Each student shall be afforded the opportunity to begin each school day with the Pledge of Allegiance to the Flag of the United States.

No student shall be required to participate in the Pledge against his/her parent's wishes.

The school shall include in the social studies curriculum instruction covering the proper display of and respect for the Flag of the United States and Kentucky.

Page 1 of 1

Adopted 92/93

School Year

Reviewed 8/15/13

And January 2017

SCHOOL REPORT CARD

Curriculum

01.8

Rosspoint Elementary School shall submit a School Report Card to the Kentucky Department of Education each year. Parents may view the report on-line. The annual performance data shall include the school's accomplishments and activities pertaining to K-PREP test scores, non-academic indicators, teacher qualifications, learning environment/school safety, technology, parent involvement, extra-curricular activities, awards and recognitions, and plan for improvements.

As expanded report card shall be on file in the school office for parents who wish to examine this document.

ROSSPOINT ELEMENTARY WRITING POLICY

01.9

Rosspoint Elementary School recognizes that writing is part of literacy, a necessary communication skill for students, and should be authentically taught and practiced in all content areas. The writing curriculum will be designed so that all students achieve at high levels. The curriculum will comply with all applicable state and federal statutes and regulations.

Policy Components:

- I. The school will provide multiple opportunities for students to develop complex communication skills for a variety of purposes.**
- II. The school will provide developmentally appropriate access to and use of technology tools for students.**
- III. Feedback will be given to students regarding their writing and communication skills from individual classroom teacher/s. Students will be provided opportunities to self-assess and provide feedback on the work of others as developmentally appropriate.**

- IV. The school's procedures as established by the Literacy Team, reviewed by the faculty, and adopted by the SBDM for developing and monitoring Student Writing Portfolio Collections will be implemented.**

Component I

Rosspoint Elementary School will provide multiple opportunities for students to develop complex communication skills for a variety of purposes, communication skills will include students actively engaged in reading, writing, speaking, listening and observing regularly in classrooms across all content areas.

- a. Writing and reading will be aligned to the KY Common Core State Standards.**
- b. Writing will be incorporated throughout all subject areas and should be a natural outcome of classroom activities.**
- c. Students will be provided with instruction and opportunities to practice proficient communication (speaking, listening, language, and writing) for authentic purposes in all subject areas.**

Component II

Rosspoint Elementary School will assist students in being creative and innovative members of a global society by providing them developmentally appropriate access to authentic used of technology tools.

- a. Students will have access to a variety of technology tools (document camera, projector, SMART Boards and software programs).**
- b. Students will be provided with opportunities to actively use technology tools across content areas.**

Component III

The development and monitoring of Student Writing Portfolio Collections at Rosspoint Elementary School will follow the guidelines below in order to support the teachers, guide instruction and monitor student growth over time.

- a. All grade levels and content areas will participate in writing and communication instruction, the development of Student Writing Portfolio Collection pieces, and the Student Writing Portfolio Collection review, Student Writing Portfolio Collection (hard copy and/or digital) will follow student from kindergarten through eighth grade. Students will select three to five pieces per year to be included in their portfolios.**

b. Students will be engaged in three categories of writing: Writing to learn, writing to demonstrate learning, and writing for publication. Students will learn the writing process (prewriting, drafting, revising, editing, and publishing).

. Writing to learn – for all subject areas, Writing to Learn activities can include but are not limited to:

a. Journaling or Writing Notebook

b. Note-taking and/or use of graphic organizers

c. Reading logs or response journals

. Writing to Demonstrate Learning – for all subject areas, Writing to Demonstrate Learning activities can include but are not limited to:

a. Classroom Open Response Questions

b. Exit slips that involve writing

c. Book reviews

d. Projects that involve writing and oral presentation

. Writing for Publication – for all subject areas, Writing for Publication activities includes any writing that could be actually published (or sent) in the real world, such as letters, editorials, speeches, feature articles, research papers, stories, poems, scripts, personal narratives, memoirs, autobiographies, personal essays.

- C. Student Writing Portfolio Collections will be reviewed to Collect data on student needs and growth in order to Guide instruction. Student Writing Portfolio Collections Will be reviewed for both individual student needs, Common grade level, and school needs. Writing will be reviewed for specific individual and grade level student needs in order to guide instruction and monitor student growth. Grade level review of Student Writing Portfolio Collections will occur regularly throughout the school year in order to adjust instruction.**
- D. Administration will support and guide the writing and communication instruction, PD, and review process.**
- E. The Writing Policy and Action Plan will both be living documents and will be adjusted based on student and school instructional needs.**
- F. The School Literacy Team will review the Writing Policy and Action Plan to make strategy and PD recommendations.**
- G. The literacy team will communicate the Student Writing Portfolio Collection review findings to the staff and stakeholders.**

Component IV

Feedback will be given to all Rosspoint Elementary School students regarding their writing and communication skills.

- A. In order to advance instruction, teachers, will provide students, parents, and SBDM Members frequent and descriptive feedback on student progress in writing and communication skills.**
- B. Student writing pieces and communication skills will be analyzed for strengths and weaknesses.**
- C. Students will be given the opportunity to self-assess and improve writing based on teacher and peer feedback.**

ATTENDANCE

Curriculum

01.10

Efforts will be made to keep student attendance at a high level.

(A) ADA Team

An ADA team comprised of principal, guidance counselor, teachers, and Family Resource Center staff will meet as needed to discuss attendance matters/truant students. (09-01)

(B) Home Notes

A maximum of three (3) home notes per semester will be accepted per school year. Exceptions to this rule are: a death in the student's immediate family or a family emergency.

(C) Time Limit for Excuses

All excuses must be received within two (2) school days. Any excuse received after two (2) days will be automatically unexcused. (10-03)

HARLAN COUNTY BOARD OF EDUCATION POLICIES

Curriculum

01.11

The Harlan County Board of Education will make decisions regarding the following categories.

- 1. School Term**
- 2. School Day**
- 3. Emergency Closings**
- 4. School Calendar**
- 5. Testing Program**
- 6. Federal Funding**
- 7. Home/Hospital Instruction**
- 8. Special Programs**
- 9. Textbook Selection***

***The textbook committee will select books and materials with approval from the Site-Base Committee**

CLASSROOM INTERRUPTIONS

Curriculum

01.12

In order to minimize classroom interruptions by announcements, all announcements will be made at 8:00 a.m. and after 2:00 p.m. Exceptions will be made only when necessary.

An announcement clipboard will be kept in the office. Anyone who has an announcement may write their message on the clipboard and the announcements will be made after 2:00 pm.

Page 1 of 1

Amended 09/13/04

Reviewed 08/15/13

& January 2017

TARDY

01.13

Effective January 21, 2014 any student receiving three (3) unexcused tardies in one semester will be ineligible to receive a perfect attendance award. Since the policy was not in force prior to January 21st unexcused tardies received before that date will not be counted against perfect attendance.

Adopted 01/16/14

POLICY #02

STAFF TIME ASSIGNMENT

KRS 160.345(2)(i)2

STAFF TIME ASSIGNMENT

Staff Time Assignment

02.0

The principal shall prepare an instructional and non-instructional staff assignment plan for the school year, and shall present the plan to the school council. A follow up plan that reflects amendments to the original plan shall be prepared by the principal and submitted to the school council when deemed necessary.

POLICY #3

STUDENT ASSIGNMENT

KRS 160.345(2)(i)3

STUDENT ASSIGNMENT

Student Assignment

03.0

Teacher within a grade level, working in collaboration and with the principal shall prepare assignments for current students.

Criteria to be used by the teachers in preparing assignments and by the principal in making student assignments shall include:

- **Academic performance of the student**
- **Learning style of the student**
- **Student behavior**
- **Instructional needs of the students**
- **Class size**
- **School schedule**
- **Student IEP**

Page 1 of 1

Adopted/Amended 12/09/03

Amended 08/15/13

& January 2017

STUDENT ASSIGNMENT

Grade Level

03.1

The professional staff shall consult and utilize the curriculum and instructional practices which detail the projected, acquired skills of students by grade level.

Listed below explains the breakdown of grades:

Grade K – 1	Self-Contained
Grade 2 – 3	Team Teach
Grade 4 – 8	Departmentalized

POLICY #04

SCHOOL SCHEDULE

KRS 160.345(2)(i)4

SCHEDULE

SCHOOL SCHEDULE

04.0

The school principal, in collaboration with faculty members will develop a proposed school schedule and present this schedule to the council for approval. If the school council does not approve this schedule, it will be sent back for revision and presented to the school council at subsequent meetings until approved. If the school council has not approved a schedule by August1, the principal shall develop and implement a schedule.

HARLAN COUNTY BOARD OF EDUCATION POLICIES

School Schedule

04.1

The Harlan County Board of Education will make decisions regarding the following categories:

- 1. School Term**
- 2. School Day**
- 3. Emergency Closings**
- 4. School Calendar**

Determination of the schedule of the school day and week, subject to the beginning and ending times of the school day and school calendar year as established by the state and local boards are to be set and approved by the Site-Base Council.

Exceptions to the six hours of instruction per day are as allowed under KRS 158.060. KRS 158.060 states “...Except for handicapped children and children attending the Primary School Program who may attend a program of less than six (6) hours per day under policy adopted by the local board district, board of education and approved by the State Board of Elementary and Secondary Education...”

POLICY #05

SCHOOL SPACE USE

KRS 160.345(2)(i)5

SCHOOL SPACE USE

School Space

05.0

The principal will prepare a school space use plan and present the plan to the school council. The principal will implement the plan subsequent to the presentation and approval of the council.

POLICY #06

INSTRUCTIONAL PRACTICES

KRS 160.345(2)(i)6

INSTRUCTIONAL PRACTICES

Retention (3 – 8)

06.6

Any student failing more than 2 core classes will be retained for that year.

Page 1 of 1

Adopted 12/09/03

Revised 08/15/13

Revised 04/17/14

Revised 05/09/16

INSTRUCTIONAL PRACTICES

Instructional Practices

06.0

Faculty, in collaboration with the principal, will select the appropriate instructional practices to be utilized after approval of the council in their classroom, to ensure that the school's curriculum is fully implemented. (see Policy 01.0 for further information).

- **Teachers will follow Common Core Standards and Core Content.**
- **Differentiated Instruction**
- **RTI**
- **Varied Instructional Strategies**

INSTRUCTIONAL PRACTICES

Lesson Plans

06.3

The faculty shall develop lesson plans in accordance with the Harlan County Curriculum Guidelines. (09-01) Principal will monitor development and implementation of lesson plans.

Page 1 of 1

Adopted/Amended 12/09/03

Amended 08/15/13

INSTRUCTIONAL PRACTICES

Grade Reports

06.4

Harlan County Schools operate on nine week reporting system. Parents are encouraged to study report cards carefully and to schedule conferences with teachers to discuss the child's progress or lack of progress.

GRADING SYSTEM USED ON REPORT CARDS

(Grade 2 – 8)

A – Superior.....94-100

B – Above Average.....87-93

C – Average.....76-86

D – Below Average.....70-75

F – Failure.....0-69

X – Needs to improve.....

I -- Incomplete...Failure to turn in required work

Incompletes must be cleared before the end of the following grading period.

Progress reports will be utilized in K – 1. Parents will be encouraged to utilize Parent Portal.

INSTRUCTIONAL PRACTICES

Progress Report

06.5

Students will be issued a progress report during the fifth week of the nine week grading period. The importance of this report is to communicate to parents and students the level of academic achievement.

Student who are working below their ability may receive additional home reports at the discretion of the teacher.

POLICY #07
DISCIPLINE AND CLASSROOM MANAGEMENT
KRS 160.345(2)(i)7

DISCIPLINE AND CLASSROOM MANAGEMENT

07

07.0 Discipline & Acceptable Behavior

07.1 Disrupting the Education Process

07.2 Assertive Discipline

07.3 Classroom Discipline Plan K – 3

07.4 Classroom Discipline Plan 4th – 8th

07.5 Detention Hall

07.6 In-School Alternative Education

07.7 Fighting

07.8 Weapons

07.9 Suspension

07.10 Dress Code

DISCIPLINE AND CLASSROOM MANAGEMENT

Discipline & Acceptable Behavior

07.0

The Faculty and principal will implement Rosspoint's Handbook Discipline Code and the local school district Code of acceptable student behavior and discipline. Copies of the handbook and the local district code will be distributed to all staff, and to all parents upon enrollment of their child each year. The school council shall automatically adopt any subsequent amendments to the code by the local board of education.

DISCIPLINE AND CLASSROOM MANAGEMENT

Grievance Procedures

07.01

Harassment/Discrimination

Students wishing to initiate a harassment/discrimination complaint should follow the following steps.

CONDITIONS:

- 1. All grievances are individual in nature and must be brought by the individual grievant.**
- 2. The grievant shall be permitted to have not more than two (2) representatives.**
- 3. No reprisal shall be taken against any aggrieved student because of the filing of a harassment/discrimination complaint**

TIME LIMITS:

- 1. Students or their parents must file their grievance within five (5) school days following the alleged violation.**
- 2. Days referred to in the grievance initiation form shall be school days.**
- 3. If the grievant, after reviewing the Principal's response, does not file any appeal to the next level within five (5) school days of receiving a response, the grievance shall be considered to have been settled and terminated at the previous level, and the answer given at that level shall stand. Page 1 of 2**

PRINCIPAL'S/SCHOOL COUNCIL INVOLVEMENT

- 1. When appropriate, the grievant shall give his/her communication directly to the principal, thus bypassing the teacher or other employee. This action shall be taken only in those instances where the matter communicated is of such a personal and private nature that it cannot be effectively communicated at a lower level or in those instances where the nature of the grievance would require the initial response of the principal.**
- 2. The principal reserves the right to redirect the grievant's Harassment/Discrimination Form to either the assistant principal or counselor. This would allow for continuity if the principal is otherwise occupied or out of the building.**

DISCIPLINE AND CLASSROOM MANAGEMENT

Classroom Discipline Plan for 4^t – 8th

07.4

All students are to: Follow directions the first time they are given.

Raise hand to be recognized before speaking or getting on the floor.

Keep hands, feet and other objects to themselves.

Arrive in class and be in your seat on time with paper, pencil books, and assignments ready for class.

Be respectful of others at all times.

Students that fail to follow the above rules will be disciplined in the following ways:

1st Time: Name on clipboard---Warning

2nd Time: Checkmark is given – 1 recess taken – 2 points

Off conduct

3rd Time: Checkmark is given – Another recess taken – 2 more

Points

4th Time: Office – Administrators' discretion

CONSEQUENCES OF MISBEHAVIOR

D-HALL---2 POINTS OFF CONDUCT

AE-----5 POINTS OFF CONDUCT

**SUSPENSION---(Principal's Discretion)—15 POINTS OFF
CONDUCT**

ALTERNATIVE SCHOOL

DISCIPLINE AND CLASSROOM MANAGEMENT

Suspension

07.9

In accordance with KRS 158.150, the Principal or Assistant Principal may suspend a pupil up to a maximum of ten (10) days per incident.

The Superintendent may suspend a pupil up to a maximum of ten (10) days per incident. A pupil may not be suspended for more than total of ten (10) days per incident, except in the case of a pending expulsion hearing.

A pupil shall not be suspended until due process procedures have been provided as described in KRS 158.150 (09.431), unless immediately suspension is essential to protect persons or property or to avoid disruption of the educational process.

In such cases, due process shall follow the suspension as soon as practicable, but no later than three (3) school days after the suspension.

The Principal or Assistant Principal shall report any suspension in writing immediately to the Superintendent and to the parent of the pupil being suspended. The written report shall include the reason for suspension, the length of time of the suspension, and the conditions for reinstatement.

In cases which involve handicapped students, the procedures mandated by federal and state law for handicapped students shall be followed.

DISCIPLINE AND CLASSROOM MANAGEMENT

Dress Code

07.10

There is a direct relationship between dress, grooming, conduct, and the wholesome living and thinking of boys and girls. Students are expected to dress and groom themselves within the framework of individual pride, decency, cleanliness and safety. An unsanitary body conditions which disrupts classroom environment is prohibited. Students must refrain from wearing tight or revealing attire (no tank tops, no bare midriffs, not short shorts) or any style of dress which will disrupt the educational process. Students will not be permitted to wear clothing to class which has imprints, writing, etc. which is suggestive of, or endorses violations of, policy and immoral or illegal actions. Students are not permitted to wear hats or coats to class unless special permission is granted. Modesty and decency of dress and the health and safety of all will continue to be stressed. It may be necessary to have a conference with a student and student's parents if the student wears extreme variations of clothing that disturbs the educational atmosphere at school.

Appropriate

Clean neat jeans

Tops which reach to the belt line

Skirts and shorts which are full and no more than 6 inches above the knee

Clothing which is clean and neat

Inappropriate

Skirts or shorts more than 6 inches above the knee.

Clothing that is torn, ripped or cut. Underwear much not be visible to the public.

Halters, midriffs, cutoffs, spaghetti straps, tank tops are not permitted.

Vulgar words, profane or obscene slogans and pictures or advertisements for alcohol, tobacco, drugs, satanic and/or gothic clothing or symbols will not be permitted.

Large bulky coats, jackets, pants or other clothing are not permitted. Clothing that signify gang membership may not be worn. Students who arrive at school wearing inappropriate clothing will be sent to the office. The office will contact the parents to allow them to know what the students are wearing. Students must change to appropriate clothing before returning to class. PAGE 2 OF 2 Amended 9/12/06 Reviewed 08/15/13 & January 2017.

POLICY #08: EXTRA-CURRICULAR

PRACTICES

KRS 160.345(2)(i) 8

EXTRA-CURRICULAR PRACTICES

Extra-Curricular Programs

08.0

The principal will prepare a list of extra-curricular programs to be implemented in the school for the school council's approval. Additional extra-curricular programs to be implemented shall be presented by the principal to the council for approval prior to their implementation.

The extra-curricular sponsor will determine student participation standards, along with the principal/assistant principal, to be consistent with any criteria policies set by the Harlan County Board of Education, Rosspoint Elementary and consistent with state and federal statutes and regulations.

**Reviewed 08/15/13 &
January 2017**

EXTRA-CURRICULAR PRACTICES

Cheerleaders

08.1

Cheerleaders will maintain the same grade average as ballplayers. Also, school discipline problems will be handled in the same manner as the ball team.

The school cheerleading sponsor will be responsible for going over rules with cheerleaders and parents before the season begins. Cheerleaders that fail to abide by the rules will be warned only once. The second offense calls for immediate dismissal from the squad.

Cheerleaders will cheerlead only at the boy's ballgames.

Practice must not interfere with girl/boy ball practice.

Expense of cheerleaders will be the responsibility of the parents.

**Reviewed 08/15/13 &
January 2017**

EXTRA-CURRICULAR PRACTICES

Discipline of Athletes

08.2

The discipline of a student who is also an athlete relates to the status of that athlete in the following ways:

- 1. Misbehavior of a student-athlete that results in any discipline which does not result in suspension out of school, does not prevent that student-athlete from attending and participating in practices and/or games.**
- 2. Misbehavior of a student-athlete that results in discipline which does result in suspension out of school, will prevent that student-athlete from attending and participating in practices and/or games during the entire span of time for which that individual is removed from school.**
- 3. Any grades 4 – 8 student that receives a D or F on their report card will have to set out a minimum of two (2) weeks. After that time they may return if their grades are C's or better.**

**POLICY #09: STATE STANDARDS,
TECHNOLOGY
UTILIZATION AND
PROGRAM APPRAISAL
KRS 160.345(2)(i) 9**

**STATE STANDARDS, TECHNOLOGY UTILIZATION AND
PROGRAM APPRAISAL**

State Standards

09.0

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

The school will utilize technology in a manner that is consistent with local school board policy.

Programs will be appraised upon request of the school council by assigning the program appraisal recommendation to the council.

STATE STANDARDS, TECHNOLOGY UTILIZATION AND
PROGRAM APPRAISAL

Technology Utilization

09.1

All students and teachers will have access to and engage in the use of technology. Each student and teacher will sign and follow an Acceptable Use Form that outlines procedures to use when engaged in technological studies.

The student's form will be signed upon entrance to the school and will remain in effect until the student leaves the school.

WELLNESS POLICY

09.2

In compliance with KRS 160.345(11) the following policy will be implemented in the 2005/2006 school year.

All students in grades K – 3 shall participate in moderate to vigorous physical activity each day. All students in grades 4 – 8 will have physical education twice per week. These activities will be as follows:

- Each student in grades K – 3 shall engage in at least 30 minutes of planned moderate to vigorous physical activity each day. The activity must fit within the limits of our building and playground.
- Each student in grades 4 – 8 shall participate in physical education class twice a week for a full class period.
- Appropriate accommodations shall be made for students with special needs, as required by law and sound professional judgment.

Our school shall encourage healthy choices among students using the following methods:

- **Our school shall implement the nutritional standards required by federal and state laws and regulations. Those rules apply to our food program and to other food and beverages available during the school day.**
- **Our Practical Living curriculum shall address the full Core Content, including health, consumerism and physical education.**
- **The rest of our curriculum shall reflect an integrated concern for wellness, including connections to Science, Social Studies and other subjects.**

The provisions of this policy shall be implemented to comply with provisions required by federal law, state law and local board policy.

The principal shall share this policy with the Kentucky Department of Education when KDE asks for information.

**POLICY #10: CONSULTATION IN
FILLING VACANCIES
KRS 160.345(2)(i) 10**

CONSULTATION IN FILLING VACANCIES

Consultation

10.0

The school council shall be consulted prior to the principal's selection of personnel to fill all non-principal school-based vacancies that shall occur at the school.

When a school-based personnel vacancy occurs the school principal shall include "consultation with the school council for _____vacancy" on the agenda of a regular or special meeting of the council. The vacancy shall have occurred when posted with the Department of Education by the superintendent for certified positions, or by timely notification by the superintendent for classified vacancies.

Kentucky State Law (160.345(h) states that "from a list of applicants submitted by the local superintendent, the principal at the participating school shall select personnel to fill vacancies, after consultation with the school council consistent with sub-section (2)(i) 10 of this section". The principal and school council will meet the following timeline for filling vacancies.

After the posting of the position by the superintendent and the submission of a list of qualified applicants from the superintendent to the principal, the principal shall call for a Site-Base meeting for the purpose of filling that position. Interviews will be conducted of these qualified applicants at this meeting. PAGE 1 OF 3

After the interview process is completed, consultation will occur consistent with 160.345(2)(i) 10 the definition of consultation for the purpose of filling the specified vacancy/vacancies follows:

The consultation process means that the principal will hear any discussion and/or recommendations from the Site-Base Council members. The principal will then take all these recommendations into consideration when making his/her decision. After consultation the principal shall make a final decision.

In the event that a quorum is not available to attend a meeting for the purpose of conduction the consultation process in the filling of a vacancy, the definition of quorum for this purpose only follows:

The guidelines for the purpose of filling a vacancy/vacancies will be consistent with 160.345(2)(i) 10.

Therefore, the definition of a quorum for consultation and filling the vacancy/vacancies will be at least two (2) or more members plus the principal of the school council shall be present for consultation.

Subsequent to the completion of the steps listed above, the principal shall make a selection of the qualified applicant(s) to fill the vacancy/vacancies, and shall report this selection to the superintendent who will complete the hiring process. The minutes of the school council for the meeting will state, “Consultation occurred for the filling of the _____vacancy”.

POLICY #11: COMMITTEE

PARTICIPATION

KRS 160.345(2)(c)2

COMMITTEE PARTICIPATION

Committee Participation

11.0

Committees:

A. The school council will establish the following standing committees:

Curriculum and Instruction

Budget

Discipline

B. The school council shall establish the following ad hoc committees:

Assessment and Planning

Professional Development

Technology

Textbook

C. Governance Committee:

It will be the function of the SBDM Council and principal to review and recommend amendments to the bylaws, review each proposed policy prior to its final reading to determine if the policy is consistent with bylaws and existing policies.

D. All interested persons shall be assigned membership to one of the committees.

- E. The principal shall post a list of standing committees in the school. The principal will distribute memoranda to teachers and parents inviting volunteers for appointment to the committees for the current school year. Persons may volunteer for specific committees by filling out the committee forms sent out by the school secretary.**
- F. Each standing committee will have no less than six (6) members. Each Committee shall have at least one parent and one teacher member. The principal shall be assigned as a member of all committees for which he/she volunteers.**
- G. Each committee shall assemble to elect a chairperson and establish their regular meeting dates. The meeting dates will be reported to the principal by the chairperson within 48 hours of the initial assembly. The schedule of meeting dates will be posted in the school in a conspicuous place.**
- H. Each standing committee will establish its own frequency of meetings, date of meetings and agenda.**
- I. The school council may establish ad hoc committees to accept specific assignments at the discretion of the school council. All requirements for an ad hoc committee shall be established in the jurisdiction statement specifically created by the council for the ad hoc committee upon its creation.**

BUDGET COMMITTEE

Committee Participation

11.1

The Budget Committee shall report frequently to the Site-Base Council to submit expenditures and balance. The teachers must help the Budget Committee Chairperson by keeping up with how much of their instructional monies they have spent and how much they left in their allotment.

The Budget Committee shall develop and present for Site-Base Council approval regulations pertaining to the purchase of instructional items identified as consumable or non-consumable: establishment of per-pupil allocation of funds to purchase instructional items; and survey of teachers to determine their needs for instructional items and the consideration of such survey in the purchase of said items.

