

SCAPA @ BLUEGRASS

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SBDM POLICY MANUAL

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1.0

SCAPA COMMITTEE SYSTEM

The purpose of this policy is to create a committee system to establish the procedure by which the committees shall operate. Committees will be formed to help involve all interested parties in gathering information pertinent to talk assigned by the council and report this to the council, so the council can make decisions. The school council will direct the committees as to their responsibilities and will act upon reports made by the committees.

Council shall establish standing committees and publicize them to faculty and parents by the Tuesday following Labor Day of each year. Council shall determine the size of each committee and give final approval after committees are formed by the principal. The principal should consider both continuity and inclusion of new members. Committees shall meet within ten days of publication of said committees to set a regular meeting date, time and place, (which will be thereafter posted on the council bulletin board, and published in a monthly newsletter), elect a chair, vice-chair and recorder, and review committee roles and responsibilities and any extra council directives following the timeline of goals/activities for the coming school year found in the Comprehensive School Improvement Plan (CSIP).

Standing Committees

1. Budget
2. Curriculum and Instruction
3. Equity
4. Climate and Communications
5. Professional Development
6. Technology
7. Arts and Humanities (Program Review Committee)
8. Writing (Program Review Committee)
9. Practical Living/Career Studies (Program Review Committee)
10. World Language (Program Review Committee)

Faculty

Each faculty member shall serve on two standing committees. Beginning in 1998-99, teachers will serve on a standing committee numbers 1-5 and one from 6-8. A balance of representation of elementary, middle school, and arts will be a priority in regard to teacher membership on SBDM Committees. However, council may appoint individuals to committees in a manner that will ensure appropriate representation and use expertise effectively.

Parent

Parent involvement should be encouraged on each committee. Parent representatives on the council should solicit help from the Friends of the Arts School, Inc. in recruiting parent members and making appropriate appointments.

SBDM Members

Council members will be assigned to a committee to act as a liaison between that committee and the council. The council liaison will call the first meeting of the newly formed committees within 10 days after the first Tuesday following Labor Day.

Council members may also serve as members of a committee. Council members may not serve as chairs of committees.

The council chair, the Principal, will serve as chair of the budget committee.

Structure

Each committee shall select a chair, vice-chair and recorder.

A committee chair, vice-chair and recorder shall be chosen at the first meeting after committees are approved by the council by a consensus of members present.

A person can chair only one committee per committee year.

The chairperson shall:

- set and distribute the agenda with input from committee members.
- distribute the agenda to committee members no less than 24 hours before meetings.
- run the meeting.
- submit a written or oral report of progress to the council after each meeting.
- communicate requests back to the committee.
- monitor completion of committee actions.

The vice-chair shall:

- assume the responsibilities of the chair if absent.

The recorder shall:

- take attendance
- record minutes of the meeting and submit them to the principal for inclusion in a minute book.
- file a copy of the minutes in the committee notebook.

Meetings

Each committee shall determine its meeting schedule at its first meeting. This shall be posted on the council bulletin board and publicized in various school wide publications. Committees may conduct special meetings as needed. Notice must go out at least 24 hours prior to a special called meeting in a manner sufficient to give notice to all interested parties. All regular and special meetings must comply with the OPEN MEETINGS LAW.

The unapproved minutes of each meeting should be submitted to the chair and council members one week prior to the next scheduled SBDM Council meeting and then submitted orally and in writing to the council at its next regular meeting. The minutes, when approved, of each meeting must be recorded and submitted to the principal for inclusion in a minute book, distributed to the council members and filed in the committee notebook.

An agenda for each meeting shall be formulated by the chairperson with input from committee members. The chairperson is responsible for distributing the agenda to committee members preferably 48 hours before the meetings, but no less than 24 hours before the meetings. Agendas should be posted in the faculty lounge, the school council bulletin board and mailed or hand-delivered to parent members of the committee.

Comments

All committees are democratic work groups. The purpose is to explore all the options and to open the discussion to develop all the facts with responsibility to report all views back to the SBDM Council.

Revised and approved July 1, 1998.

Revised and approved September 2013

2.0

Principal Selection Policy

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

1. Obtain training in recruitment and interviewing techniques from the trainer of choice.
2. Hold at least one afternoon and one evening meeting to receive suggestions from parents, staff and other interested parties on what traits will make the best leader for this school.
3. Meet in open session to:
 - a. Review the school's mission and CSIP and discuss how the newly hired person will need to contribute to that work.
 - b. Review the descriptors for the Standards and Indicators for School Improvement and discuss skills that may be needed to move the school toward higher performance.
 - c. Determine ***additional*** criteria for a strong candidate (being sure that those criteria do not discriminate based on gender, ethnicity, religion or political affiliation or any other illegal grounds) including:
 1. A strong appreciation of the Arts
 2. Ability to strengthen our school-wide understanding of cultural diversity
 3. Other
 - d. Develop interview criteria
 - e. Identify any other methods to tell how well the candidates meet the criteria beyond the application references and interview. For example the Council may want to consider asking for written samples, a chance to observe the candidate at work, a written response to a hypothetical work challenge or some other activity to show a candidate's capacities.
4. Meet in open session with the superintendent or designee to discuss the criteria and other steps in the hiring process.
5. Meet in closed session to:
 - a. Review applications and written references from qualified candidates.
 - b. Select applicants to interview.
 - c. Decide if information in the written application leads to any specialized questions that should be asked of a particular candidate, and what these questions should be. (For example, an applicant that refers to participating in a special seminar might lead to a question about what the applicant learned or one that shows a gap between leaving one job and taking another might lead to a question about what the person did during the intervening period.)
6. Schedule an interview with each selected applicant at a time when the majority of the council members can attend.
7. Conduct each interview in a closed session when the council will:
 - a. Ask all of the standardized questions in the same order each time.
 - b. Ask the specialized questions after that.
 - c. Ask any follow-up questions after that.
8. Invite each selected applicant from the interview process to a school forum to meet other interested stakeholders.
9. Meet in closed session to discuss how well each applicant meets the criteria.

10. If necessary, request additional applicants from the superintendent and repeat steps 4-9 above
11. Meet in open session to make the final choice of principal.
12. Notify the superintendent immediately of their choice.

2.1

Consultation

HB321:

“Each school council shall adopt a policy to be implemented by the principal relating to the procedures to assist the council with consultation in the selection of personnel by the principal, including but not limited to meetings, timelines, interviews, review of written applications, and review of references.”

COUNCIL MEETINGS:

- I. The consultation process will begin in March at the SBDM Council meeting. The March 1 staffing allocations presented by the school district to the school will be available. The district established staffing allocations will be reviewed and positions established by consensus of a quorum of the SBDM Council. By March 31, the Council will engage in consultation with the principal on known vacancies by position title.
- II. The following consultation steps will occur at SBDM Council meetings in April, with a quorum of council present.
 - A. Known vacancies will again be reviewed.
 - B. Specific job descriptions for vacancies and position specific criteria for selection will be discussed and approved by a consensus of council.
 - C. Interview protocol, interview questions, and a rubric for the scoring of each candidate will be approved by a consensus of council.
 - D. A plan for advertising the vacancy for 30 days in collaboration with Human Resources will be developed. (i.e. Arts positions may require special publication)
 - E. A committee of council will be selected to review applicants on file at Central Office and check resumes received.
 - F. The dates of review of the applicant files and resumes of qualified candidates will be established and posted.
 - G. The review of the applicant pool will proceed as scheduled and will include the process of selecting qualified candidates to be interviewed. If no SBDM members attend, the principal will proceed with the process of candidate selection.
- III. The following consultation steps will occur at SBDM Council meetings in May, with a quorum of council present.
 - A. Known vacancies will again be reviewed.
 - B. Core interview teams, comprised of the principal and a minimum of one (1) parent SBDM Council member and one (1) teacher SBDM Council member will be established by consensus of council for each vacancy.
 - C. In addition, every attempt will be made to include at least one (1) current teacher in the instructional area where the vacancy occurs and one (1) parent of a student currently enrolled. The work of the three (3) member core team will not be held up by the conflicting schedules of additional teachers and parents. Interviews will be announced and open to all members of the SBDM Council. (This process is stated in the SCAPA By-laws.)
 - D. Should vacancies occur after the May meetings, the vacancy will be processed as stated above at a special called meeting or at the next regular meeting of the SBDM Council
- IV. The following consultation steps will occur in May, June, and July or until all vacancies are filled.
 - A. The dates, times and places of interviews will be posted on school doors and bulletin boards. Interview team members will be notified in writing of the list of applicants. If

a regular meeting occurs prior to the interview, all council members will receive a list of candidates.

- B. Interviews will occur, using job descriptions, position specific criteria, interview protocol, interview questions, and the scoring rubric approved by a consensus of the council.
- C. As a follow-up to interviews, the principal in collaboration with the interview team will check references. Meetings of the interview team to discuss reference data will be scheduled if the interview team deems this necessary.
- D. Special called meetings will be scheduled in advance for immediately following or in the next days following an interview(s). The rules for calling special meetings established in the by-laws will be followed. Council members will need to make schedules known to the council in advance, so that a quorum can be assured. All data will be reviewed for each vacancy and a recommendation for hire will be made to the principal by a quorum of the council.
- E. Having consulted with a quorum of council on vacancies, titles, job descriptions, position specific criteria, interview protocol, interview questions and the rubric for scoring candidates, and having interviewed with a core team of representative council, reviewed reference data, and received the recommendation of the council, the principal will make the final selection to fill each vacancy.

3.0

Multicultural Education

Policy Statement:

Because Fayette County Public Schools is committed to reducing any barriers to student learning and well-being based on race or cultural heritage, SCAPA school employees and students must demonstrate an understanding of, appreciation for and sensitivity to the various cultural perspectives within our community.

4.0

Budget

Policy Statement:

The general school funds shall be under the supervision of the principal and shall be spent as needed to enhance curricular and other aspects of the School for the Creative and Performing Arts. Each month the principal (or designee) shall report to the members of the Budget Committee and the council all general funds spent and general funds remaining.

During the needs-based budget development process in the months of January and February each year, the budget committee shall consider addressing the budget requests for the following school year with remaining current school year funds, including general funds, before budgeting for the requests with the following years funds.

State and District dates and decisions that the Council must adhere to can supersede all dates and charges listed below.

The SCAPA SBDM Council charges the SCAPA Budget Committee to develop a budget using SCIF (School Council Instructional Fund) Funds to meet the needs of the SCAPA CSIP (Comprehensive School Improvement Plan).

The Budget Committee shall provide an opportunity for staff to give input regarding the SCIF budget prior to being sent to council for approval. Ninety percent of any money set aside for individual teacher spending of SCIF funds must be encumbered by March 1st. After this date the unencumbered funds will transfer to the budget committee for miscellaneous expenditures.

The SCAPA SBDM Council charges the SCAPA Professional Development Committee to develop a budget using the professional development funds appropriated from District funding to meet the needs cited in the SCAPA CSIP.

The SCAPA SBDM Council charges the SCAPA ESS (Extended School Services) Coordinator to develop a budget using ESS funds to meet the needs cited in the SCAPA CSIP.

The SCAPA SBDM Council recognizes that the Friends of the Arts is a separate entity and that the council does not have direct purview over the FOAS monies. When non-designated funds are available (ex. grants, endowments, or other non-designated funds), the Budget Committee will solicit the needs of the staff and then send spending recommendations to the SBDM council for approval.

5.0

Use of School Space

Policy Statement:

The principal shall determine in consultation with arts, elementary, middle school teams the use of school space during the school day. The principal shall present to the council for its information a plan for the use of school space during the school day, at a time to coincide with the development of the master schedule. The council does not need to approve the plan. Assignment of school space shall be made based upon criteria that considers class size, program space needed, accessibility for the disabled, supervision of students, safety and overall effective school management.

Approved April 18, 2000

6.0

Assignment of Students to Classes

Policy Statement:

The principal and guidance counselor shall manage this process. They shall make recommendations to the school council. They shall be responsible for the following:

1. Reviewing student needs and interests with opportunity for input from teachers and parents.
2. Developing a planning schedule for each student's needs.
3. Maintaining appropriate teacher-student ratios in accordance with FCBE policy.
4. Monitoring and maintaining a file on class assignments, noting any special services.
5. Giving each teacher an opportunity to offer suggestions about the scheduling process.

The scheduling of students into classes for the following school year shall be largely completed by June 30 of each year.

Approved March 20, 2001

7.0

Discipline - Code of Conduct

Policy Statement:

SCAPA Code of Conduct (see FCPS Student Code of Conduct)

Approved 1996-97

Revised February 20, 2001

Updated Annually

Additions:

Students are not allowed to bring glass containers to school.

Approved February 2001

8.0

Extracurricular Events

Policy Statement:

(Recommended Policy)

- I. The Principal of SCAPA Bluegrass (“SCAPA”) shall require that the full SCAPA faculty meet and approve the Extracurricular Events Calendar by March 15 of each year for the next academic year, curricular activities shall take priority over extracurricular activities (“events”).¹
 - A. The Extracurricular Events Calendar (“Events Calendar”) shall be an agenda item of a regularly scheduled January faculty meeting.
 - B. Events to be Prescheduled:
 1. Any event which will require rehearsal or participation outside of regularly scheduled class time;
 2. Dress/technical rehearsals;
 3. Any event for which A.B.E. approval is sought, including, if possible, the title/content of productions;
 4. Any event not sponsored by faculty (e.g. Honors Band, Speech tournaments, etc.); and,
 5. All multi-performance/multi-discipline events.
 - C. Adding Events. To add an event to the Extracurricular Events Calendar, the Arts Facilitator and the Principal shall be consulted to evaluate the impact on any Prescheduled Event and to the calendar in general. Priority shall be given to any Prescheduled Event and any changes to the calendar to be communicated to the full faculty by the Administration.
 1. Conflicts with Prescheduled Events. Any sponsor seeking to add an event to the Extracurricular Events Calendar which would conflict with a Prescheduled Event must consult with, and obtain the consent of , the sponsor of the event already scheduled.
 2. Additions Which Do Not Conflict With Prescheduled Events. The Arts Facilitator and Principal will consider proposals for additional events to evaluate the impact on any Prescheduled Events before placing the event on the Extracurricular Events Calendar.
 3. All changes to the Extracurricular Events Calendar will be publicized by the Arts Facilitator and reviewed at the next regularly scheduled faculty meeting.
 - D. Changes to the Events Calendar. Cancellation of any Prescheduled Event shall be communicated to the Arts Facilitator at least two weeks in advance.
 - E. The Arts Facilitator will be responsible for updating the Extracurricular Events Calendar as necessary.
 - F. It is strongly encouraged that any activity which can be prescheduled, even if not required by this policy, be placed on the calendar to facilitate planning.

¹ For purposes of this Recommended Policy, an “extracurricular activity” is that activity defined by Fayette County Board of Education Policy 9.301 as, “[T]hose activities that normally take place outside the six (6) hour instructional day and are under the supervision of an assigned certified employee.” As SCAPA Bluegrass has an eight (8) class period instructional day which has been approved by the Fayette County Board of Education, this policy presumes that Policy 9.301 applies to activities outside of the eight (8) class period instructional day.

- G. The event sponsor shall, prior to starting rehearsal for an event, submit a complete schedule of rehearsal/performance times/dates to the Principal.
1. The Principal shall review the schedule to ensure that it does not interfere with providing an environment to enhance students' achievement or meeting the goals of the Kentucky Educational Reform Act.
 2. Factors to consider include, but are not limited to, the age(s) of student(s) involved, conflicts with known academic assignments, nutritional/rest needs of students, etc.
- II. A Performance Events Advisory Board shall be formed to review proposals for all extracurricular performance events. The committee will have at least five (5) members, but may have up to twelve (12) members, at least two (2) of which have received SBDM Council-approved training in copyright law.
- A. Sponsors of extracurricular events will meet with the Principal to review the proposal for compliance with SCAPA SBDM policies, Fayette County Board of Education policies and administrative procedures or meeting the goals of the Kentucky Education Reform Act, including whether the subject matter is age-appropriate for participants and audience.
1. If the proposal is in compliance with all applicable policies and the subject matter is age-appropriate for participants and audience, the proposal shall be forwarded to the Events Support Committee for review.
 2. If the Principal and faculty/event sponsor fail to agree that the proposal complies with an applicable policy or is not age-appropriate, such reason(s) shall be stated by both parties, and shall be subject to review by the appropriate Grade-Level Director for the Fayette County Public Schools at the request of the event sponsor.
 3. Selection of any production script/material on the basis of artistic merit shall be the decision of the responsible arts faculty/event sponsor, in collaboration with the Principal.
- B. Proposals for all extracurricular performance events shall be reviewed by the Performance Events Advisory Board for copyright and equity compliance, following a review as provided in II. (A) above.
1. The sponsor of the event shall request the review in writing to the Performance Events Advisory Board Chair or Co-Chairs, will attend the committee's meeting, and present the proposal for review to the committee; and,
 2. The review shall be conducted before school scripts, sheet music, or any other materials necessary to begin rehearsals are ordered, except that perusal copies may be ordered to facilitate the proposal/review process.
- C. If a review has not been conducted, no request for expenditure of performance-related funds for the event may be made to any funding source.
- D. Members. The Performance Events Advisory Board will be drawn from the following pool of twelve (12) members:
1. The Vice President of Productions of the Friends of the Arts School, Inc. (the "Friends");
 2. One (1) parent at-large (not actively serving as a Board Member of the Friends);
 3. One (1) member of the SBDM's Equity Committee;
 4. One (1) member of the SBDM Council;

5. One (1) member of the SCAPA faculty not directly involved in the event being reviewed;
 6. One (1) member of the SCAPA Administrative staff, and;
 7. Six (6) members will be volunteers who are approved by the SBDM Council.
- E. The Committee members shall elect a chair or co-chairs who will be responsible for scheduling regular committee meetings, publicizing the meeting dates/times, and communicating with the SBDM Council regarding its activities.
- F. The Events Support Committee may also meet at the request of an event sponsor at times other than those regularly scheduled by submitting a request to the committee chair or co-chair.
- G. No meeting may be conducted with fewer than five (5) members present, at least one of which has received training in copyright law.
1. If the committee has expressed concern regarding copyright or equity issues, the sponsor may withdraw the proposal or modify the proposal for resubmission to the committee for additional review.
 2. If the committee expresses no concerns, or such concerns are addressed by the event sponsor to the satisfaction of the committee, it shall express an opinion that the event proposal complies with copyright law and poses no equity concerns and the proposal shall then be eligible for performance-related funding from SBDM Council-approved sources.
- H. Once a proposal has been approved by the Performance Events Support Committee, additional performances are permitted by any event sponsor without the need for additional review. Additional reviews may be sought at the discretion of any subsequent faculty/event sponsor seeking to perform a production which has obtained approval in some prior year(s).
- III. Events which require transportation or meals must be approved by the Principal.
- A. Forms will be available in the SCAPA office and must be completed and returned to the Arts Facilitator who will present the request to the Principal for approval.
 - B. Extended Day Excursions (any trip over 50 miles, one way) must be presented to the Fayette County Board of Education for approval and, if a trip is not approved, transportation will not be available.
 - C. All requests for transportation must be made at least three weeks in advance; cancellation of scheduled transportation requires at least two weeks notice.
 - D. If an excursion is scheduled during the lunch hour, the Arts Facilitator must be provided with a list of student participants who will request box lunches for the students. The Arts Facilitator must be notified of the number of box lunches required; if lunches are not requested by the sponsor, the meal for the group will be canceled.
 - E. The Fayette County School District Transportation Department requires that each faculty taking students on an excursion, trip, etc., must provide a list of student names to be presented to the bus driver at the commencement of each trip.

8.1

Event Participation Occurring During Normal School Hours

Student participation requirements for activities occurring during normal instructional hours that are not for a grade.

- A. A student must maintain satisfactory academic performance to audition or be considered for participation in an event occurring during normal school hours that is not for a grade:
 1. A student must maintain a current* overall minimum academic class and core content class GPA of 2.5; and
(* Current is defined as the last quarterly report card and weekly grade checks from each teacher between the last quarterly report card and the last Friday before the event. Both the last quarterly report card and all weekly grade reports must meet the GPA minimum requirements.)
 2. A student must maintain a current* overall minimum class GPA of 3.0 in his/her arts major and minor.
 - The Systematic Problem Solving (SPS) Team may recommend that a student with whom they are already working be allowed to participate under an individualized agreement.
(* Current is defined as the last quarterly report card and weekly grade checks from each teacher between the last quarterly report card and the last Friday before the event. Both the last quarterly report card and all weekly grade reports must meet the GPA minimum requirements.)
- B. A student and parent must sign a standard contract for an event of this type agreeing to adhere to particular arts event requirements.
- C. A student must maintain satisfactory conduct (i.e. all course conduct grades are marked as an “S” on the most recent quarterly report card and on all the weekly grade checks between the most recent quarterly report and the last Friday before the event) to audition or be considered for participation in an event of this type. If there is a conduct grade below an “S” (i.e. an “N” or “U”) that student will be ineligible to participate in the performances during the school day.
 1. The Systematic Problem Solving (SPS) Team may recommend that a student with whom they have been working be allowed to participate under an individualized agreement.
 2. A student under suspension from school shall not be permitted to participate in practice/rehearsal sessions or any other event of this type during the suspension period.
 - a. If the student is involved in one of these events at the time a suspension begins, that student will be referred to a Student Support Team to assess whether continued participation following the term of suspension is in the student’s best interests.

- b. The Systematic Problem Solving (SPS) Team may recommend that a student with whom they have been working be allowed to participate under an individualized agreement.
- D. A student who engages in any conduct prohibited or that is identified as a violation of acceptable behavior by the Fayette County Board of Education Student Code of Conduct during any activity of this kind may be disciplined in accordance with the applicable discipline policy. If such discipline includes suspension or denial of the student's privilege to participate in the activities, then that student will be removed from participation in the current event.
- E. Any exempted event must have prior principal approval.
- F. Activities of this nature with rehearsals will have a structured study hall offered for students so that homework can be worked on during the time a student is not immediately needed during a rehearsal.
- G. Students ineligible to participate in activities of this nature, along with a parent(s), will be notified by the activity's teacher sponsor immediately upon an ineligibility determination. (For example, when report cards are issued, if a student does not meet the grade or conduct requirements, the student and parent(s) will be notified that he/she will not be participating in the school event. Or if a student does not meet the weekly grade or conduct requirements on the weekly reports, the student and parent(s) will be notified that he/she will not be participating in the school event.)
- H. Eighth-Grade Showcase is the only event of this type exempt from this policy. In other words, students not meeting the policy requirements will still be allowed to participate in the eighth-grade showcase even if their academic, arts, and/or conduct grades do not meet the requirements.

Revised and approved: May 2014

Re-examined and re-approved: May 2014

8.2

Good Shepherd Policy

Policy Statement:

While SCAPA at Bluegrass is very proud of our students who participate in art programs in the community; it is imperative that parents know community art events are not considered SCAPA events.

In order for a child to participate in a community art event that takes place during regular school hours, we must have the following information in file through the submission of a “Good Shepherd Policy” permission slip, which will contain:

1. Name of student
2. Community arts event in which they are participating
3. Dates and times they will not be school due to this activity
4. Parent/guardian signature

The school is not responsible for the student during these absences and the parent/guardian assumes responsibility for the child during the time he/she would normally be at school, including providing transportation to and from the event. The parent/guardian may not hold Fayette County Public Schools or any of its employees liable for the supervision/safety of the child during those absences. Determination of the status of the absence will be on an individual basis by the principal after consultation with the parent/guardian and teachers.

Additionally, parents assume the responsibility of teaching their student(s) the missed content during these absences. Students are expected to make-up their work within the time frame designated in the “Guidelines for Making-Up Work When Absent.” (See student agenda)

SCAPA AT BLUEGRASS

GOOD SHEPHERD POLICY

Permission Slip

While SCAPA at Bluegrass is very proud of our students who participate in arts programs in the community; it is imperative that parents know community art events are not considered SCAPA events.

In order for your child to participate in a community arts event that takes place during regular school hours, we must have the following information on file:

_____ is working with the _____
Print Name of Student **Community Arts Event**

I anticipate him/her being absent from school on the following dates and times:

Date	Time
_____	_____
_____	_____
_____	_____
_____	_____

I understand that the school is not responsible for my son/daughter during those absences and I assume full responsibility for my child during the time he/she would normally be at school, including transportation to and from the event. I do not hold Fayette County Public Schools or any of its employees liable for the supervision/safety of my child during the above absences. Additionally, I assume the teaching responsibility of any missed curriculum or class content during these absences. I also understand that my son/daughter is responsible for all missed work during the absences. Finally, I understand that determination of the status of the absence, either excused or unexcused, will be on an individual basis by the principal or Fayette County Department of Pupil Personnel (DPP) after consultation with myself and their teachers.

 Parent/Guardian Signature

 Date

 Work Phone

 Home Phone

 Mobile Phone

9.0

Curriculum Defined

Policy Statement:

Curriculum is operationally defined as:

1. “The aggregate of courses of studies in a school.”
2. “The regular or predictable plan for a particular course of study in a school.” (Random House Dictionary of the English Language)

SCAPA curriculum includes:

1. The culminating arts performances of students - lessons introduced, taught rehearsed during the school day are brought to closure for assessment in public or in school performance events (see Events policy)
2. Unified academic and arts instruction, which cuts across all courses and disciplines.
3. Plans developed as a part of consolidated planning processes directed toward total school goals and objectives.

9.1

Instructional Practices

POLICY STATEMENT:

We, at SCAPA Bluegrass, believe that all children can learn at high levels, when provided with appropriate, differentiated instruction and support. We believe that children learn best when they:

- Are actively involved in learning.
- Have some ownership and accept responsibility for what is being learned.
- Communicate with peers about what they are learning.
- Study subjects in a way that shows them applications to life.
- Are able to make connections between different areas and levels of study.
- Are supported by parental involvement.

Classroom instruction shall reflect these beliefs as indicated by lesson plans and student assignments. Assessment shall be monitored through classroom observation, focus groups, anecdotal records, and parents, staff, and student surveys.

(Taken from KASC “Councils and Instructional Leadership”, 1999)

Approved March 20, 2001

9.2

Origin of New or Revised/Renewed Curriculum

Policy Statement:

The curriculum committee shall receive new or revised/renewed curriculum proposals from faculty, staff, administration and/or parents by November 1 of each school year in order for the curriculum or course to be considered for adoption for the following school year.

In the event that additional staffing is allocated to SCAPA, the following exceptions to the above policy statement will be allowed:

1. Additional Staffing Allocation (March 1 Staffing Allocation)

In cases where additional staffing is allocated to SCAPA as a part of the March 1 Staffing Allocation, new or revised curriculum proposals shall be due to the curriculum committee by May 1 in order for the curriculum or course to be considered for adoption for the following school year.

2. Additional Staffing Allocation (New District Allocated Position)

In cases where additional staffing is allocated to SCAPA due to the creation of a new district position or allocation of district personnel to SCAPA, new or revised curriculum proposals shall be due to the SBDM Council by August 1 in order for the curriculum or course to be considered for adoption for the upcoming school year. The standing chair of the curriculum committee shall be present at the SBDM Council meeting(s) where the proposed curriculum or course is being discussed.

In the event that student need precipitates the need for adjustments to the curriculum or the creation of a temporary course of study (i.e. a nine-week special course), the following exception to the above policy will be allowed:

1. Student Need

In cases where student academic deficiencies have been identified based upon test scores or teacher recommendation, a pull-out curriculum or an additional course offering may be determined to be the most effective method of providing additional academic support to a student or group of students. In this instance, the new curriculum or course shall be submitted to the SBDM Council within two weeks after the student or group of students has been identified.

All new, renewed or revised curriculum proposals must include the following information:

1. A rationale, including appropriate test or research data, of the need for the new curriculum.
2. A written syllabus with goals, objectives, activities, materials, assessments, and suggested instructional methods which have a clear focus on Kentucky Core Content standards.
3. Any school resources of time, people, money, space, talent and professional development that will be needed to implement the new curriculum.

9.3

Adoption of New Curriculum

Policy Statement:

Prior to making a recommendation to the SBDM Council for curriculum additions, the curriculum committee shall review requests for new and revised/renewed curriculum in regard to:

- I. A written syllabi with goals, objectives, activities, materials and suggested methods.
- II. Clear focus on KERA standards, core concepts and the school's mission and goals.
- III. The syllabi include a clear plan for assessment of student achievement and progress toward school goals over time.
- IV. School resources of time, people, money, space, talent and professional development.

Approved May 18, 1999

9.4 Course Syllabi

Policy Statement:

Each teacher shall develop a course syllabus or classroom handbook for each course or self-contained grade level (elementary only) he/she teaches. These syllabi or handbooks shall be ready for distribution and posted on the SCAPA website at least one week prior to the first day of school.

Each syllabus or handbook must contain, but is not limited to, the following information (in no particular order):

- Brief description of the course
- Supply list
- Classroom management plan
- Grading system, including assessment methods
- Course outline
- Homework policy
- Text(s) to be used
- Teacher contact information, to include planning period, school phone with classroom extension, room number. E-mail address is optional.

10.0

Textbook and Instructional Materials Selection

Policy Statement:

Each school year, the principal will assign either the Curriculum Committee Chair or another staff member the position of Textbook Chairperson. After giving all teachers an opportunity for input, the Textbook Chairperson, in consultation with the Curriculum Committee, shall prepare a list of recommendations of textbook and instructional materials subject to SBDM Council review and approval. The recommendations shall be forwarded to the District Textbook Chairperson. Those requests requiring consideration by the Budget Committee shall be reviewed before the recommendations are submitted to the SBDM Council. The timeline for preparing the recommendation of textbook and instructional materials shall follow the guidelines set forth by the Kentucky Department of Education.

11.0

Technology Policy

Policy Statement:

Technology Utilization

The Technology Committee shall assess the needs of students and all instructional staff in the area of technology. From this assessment, details of the school technology plan and determination of professional development will be established.

12.0

Majors and Minors

Policy Statement:

To promote a wide range of opportunities for each student to explore his/her artistic talents and to introduce artistic endeavors that broaden his/her scope of experience and appreciation, the following requirements apply to every SCAPA student:

1. All elementary school students will participate in all core curriculum arts classes (General Literary Arts, General Art, General Dance, General Drama, General Music) and each elementary student will be assigned a “major” as a result of the audition process.
2. Each middle school student will be assigned a “major” as a result of the audition process and will select a “minor” field of study. The major and minor must represent two different categories selected from the nine designated arts areas (Visual Art, Ballet, Band, Drama, Contemporary Dance, Literary Arts, Strings, Piano, Vocal Music).
3. The only exception to the above requirements is in the case of a special needs student who has a verifiable disability and has obtained written consent from the SCAPA principal.

Definitions:

“Elementary Major” is an arts class that meets three times a week with its instructor.

“Middle School Major” is an arts class that meets daily with its instructor.

“Middle School Minor” is an arts class that meets three times a week with its instructor.

Approved January 2001

12.1

Major/Minor Changes and Auditions

Policy Statement:

Each school year, students may elect to change their arts major and/or minor. In order to facilitate these changes, the following timeline and procedures are to be followed:

1. Major Changes:
 - a. Applications for Major Changes will be made available to students beginning January 15th of each school year. These forms are to be signed by the parent/guardian and by the student. Students may select only one area in which to audition.
 - b. The Application for Major Change is due to the G/T Facilitator no later than March 1 of each school year. No applications for Major Changes will be accepted after March 1.
 - c. The G/T Facilitator will contact the appropriate arts area teacher to schedule the major change audition. Major Change auditions are to be completed by April 1 of each school year.
 - d. In order to grant the request for the major change, the student must meet the same entering criteria for the arts area as all non-SCAPA students who take part in the annual auditions process.
 - e. The G/T Facilitator will notify the Counseling Office of the results of the Major Change Audition. The Counseling Office will then schedule the student in the appropriate arts area, should the request be granted.
 - f. All approved Major Changes are effective for the school year following the request. No major changes will be granted for the current school year.
 - g. If a Major Change request is not approved, the student will remain in their current arts area major for the following school year.
2. Minor Changes:
 - a. Applications for Minor Changes will be made available to students beginning January 15th of each school year. These forms are to be signed by the parent/guardian, by the student and by the arts area teacher(s) of the requested change area(s).
 - b. The Application for Minor Change is due to the Counselor no later than March 1 of each school year. No applications for Minor Changes will be accepted after March 1.
 - c. Students may select up to two arts areas in which to request a Minor Change.
 - d. Requests for Minor Changes do not require an audition.
 - e. A request for Minor Change is considered granted if the following two (2) conditions are met:
 - i. The Minor Change Application is signed by all parties and submitted by the deadline
 - ii. The Minor Change will not result in an overcrowding situation in the arts area class.

13.0

Elementary Grade Placement (Promotion/Retention)

Policy Statement:

In making decisions of grade placement, **SCAPA Bluegrass Elementary School** focuses on reading skills as those skills are demonstrated in the reading of Literature and in all classes for information. Retention will be recommended when repeated work observations, teacher assessments and standardized test(s) show that the student is functioning below grade level as a result of reading deficiencies. A promotion/retention committee composed of the principal, counselor and all teachers will be convened for input. The parent(s) will meet with this committee and review the data prior to the final decision. After consultation as described above, the principal will make the final decision.

The above policy is clarified by the following statements:

1. The full scope of all elementary work including social-emotional behaviors are considered in making decisions of promotion or retention.
2. The team leader will maintain a file for “at risk” students. This file will document strategies for improvement and parental contacts (or attempts to contact parents).
3. Parents will be contacted when a student receives a D or F at the end of each quarter. This will be a written notification. Parent conference time will be scheduled.
4. In February the counselor will notify, via registered mail, parents of students in danger of retention.
5. The principal will make final decisions regarding social promotions, if the retention/promotion committee cannot reach a consensus.
6. The reasons for agreement or disagreement with each promotion/retention will be recorded. Each member of the promotion/retention committee will sign indicating attendance.

Approved February 2000

14.0

Grade Placement (Promotion/Retention) Middle School

Policy Statement:

In regard to grade placement (promotion/retention), SCAPA Bluegrass Middle School will follow the following criteria: For a student to be promoted to the next grade, he/she must pass at least three of the four core subjects. Retention will occur if the same core subject of math, language arts, science, or social studies is failed for two consecutive years. The students must pass $\frac{3}{4}$ of the remaining exploratory courses, i.e. three out of four in each of the periods in which they are offered. In addition, students must pass their arts major. Students may substitute better grades earned in summer school classes for grades earned in the same course during the school year. The principal may make exceptions to this policy as clarified below if it is in the best interest of students.

The above policy is clarified by the following statement:

1. Students who turn 14, 15, 16 years of age in the 6th, 7th and 8th grades, respectively, may be socially promoted by the principal. This is suggested by the district and consistent with other schools.
2. Each team leader (including the arts team leader) will maintain a file for “at risk” students on their respective teams. The file will document strategies designed to prevent retention and attempts to contact parents.
3. Each team leader (including the arts team leader) will notify parents when a student receives a D or F at the end of each quarter. This will be written notification that is to include at least the following items: The classes failed or in danger of failing, a statement of the promotion/retention policy, how to contact the team, and the signatures of the teachers on the team.
4. Each quarter, team leaders will copy lists of students receiving D’s and F’s to the principal and to the counselor.
5. In February, the counselor will notify via registered mail the parents of students in danger of failing for the school year.
6. A promotion/retention committee(s) to include at least principal, counselor, and team leaders will be convened by the principal to consider social promotions.
7. The principal will make final decisions about social promotions, if the promotion/retention committee cannot reach a consensus.
8. Each member of the promotion/retention committee should sign indicating his/her attendance. The reasons for agreement or disagreement with each promotion/retention will be recorded.
9. A student must pass 3 of 4 exploratory courses in each period rotation as stated above. The retention or promotion committee may decide to override this average and use another agreed upon method of determining a year grade.

Revised and approved: May 2012

15.0

Program Appraisal

Each year, the staff, parents and SBDM Council of SCAPA Bluegrass, will participate in a process to evaluate the instructional program at SCAPA in an on-going effort to improve student achievement.

“The Planning process recommended by the Kentucky Department of Education entails:

1. Sustained analysis of whether each of our programs is contributing adequately to helping all students meet state standards.
2. Systematic work to improve those programs so that we do meet state standards for all students within the timetable set by the Kentucky Board of Education for reaching proficiency by 2014.
3. Ongoing monitoring and evaluation of the implementation and impact of our programs.
“ - KASC SISI Policy Kit, Standard 9: Planning
- 4.

SCAPA Bluegrass will implement the planning process through the following:

1. The SBDM Council will conduct a thorough analysis of KCCT and other test data by the 2nd regularly called meeting after the release of the test scores each Fall.
2. The SCAPA Bluegrass staff will participate in a thorough analysis of KCCT and other test data each fall as part of the annual Professional Development plan.
3. During each school year, the staff and parents will participate in developing or reviewing the school’s Comprehensive School Improvement Plan (CSIP) as required by the Kentucky Department of Education (KDE) and according to the timeline suggested by KDE.
4. Implementation/Impact checks of the CSIP will take place a minimum of three times per year or as determined by the Office of Student Achievement, Fayette County Public Schools (FCPS).
5. The CSIP will contain the following (as per FCPS Board policy):
 - a. Biennial targets for eliminating any achievement gaps,
 - b. A timeline for eliminating any achievement gaps,
 - c. A systematic process for addressing any areas of concern as evidenced in the annual KCCT/Test Data analysis processes,
 - d. Evaluation and assessment strategies within the school,
 - e. Professional Development for adults in the school,
 - f. Parental communication and involvement strategies,
 - g. Attendance improvement strategies (if needed),
 - h. Equity and diversity strategies, and
 - i. Technical assistance that the school will access (if needed).
6. During school years ending in an odd number, the staff and parents will revise biennial target goals for closing achievement gaps between subgroups of students as required by and according to the timelines in Senate Bill 168.

15.1

Arts & Humanities Instructional Program Review

Policy Statement:

WE BELIEVE that young people with an excitement for the arts should have the opportunity and encouragement to develop not only a variety of artistic skills, but also their creativity, self-expressions, academic potential, intellectual insight, moral character, and sense of community responsibility.

WE BELIEVE that sound artistic training, discipline and exposure to the arts help build the qualities of character, judgment, insight and sensitivity so important to good citizenship and to a rewarding life in any vocation the student might choose.

The mission of the School for the Creative and Performing Arts is to provide an education for students who are especially talented or interested in the arts. SCAPA provides all students the opportunity to develop to their fullest potential within a fine arts setting. A solid academic foundation is provided and respect for cultural diversity is instilled. The community will gain artists, advocates of the arts, and valued contributors to society as these students make their career and life choices.

Each year, the staff, parents and SBDM Council of SCAPA at Bluegrass, will participate in a process to evaluate the Arts & Humanities instructional program at SCAPA in an on-going effort to improve student achievement.

SCAPA at Bluegrass will implement the instructional review process through the following:

1. The SBDM Council will conduct a thorough analysis of the Arts & Humanities Program Review document by the end of June each school year.
2. The SCAPA at Bluegrass staff will participate in a thorough analysis of Arts & Humanities Program Review document by the end of April each school year as part of the annual Professional Development Plan.
3. During each school year, the staff and parents will participate in developing or reviewing the school's Comprehensive School Improvement Plan (CSIP) Arts & Humanities Instructional Program component as required by the Kentucky Department of Education (KDE) and according to the timeline suggested by KDE.
4. The Arts & Humanities Instructional Program component of the CSIP will contain the following:
 - A. Yearly targets for identified areas of growth from the Arts & Humanities Program Review document,
 - B. A timeline for eliminating any areas deemed "Needs Improvement" within the Arts & Humanities Program Review document,
 - C. Evaluation and assessment strategies within the school to monitor progress on moving all characteristics of the Arts & Humanities Program Review document to Proficient or Distinguished,
 - D. Professional Development for adults in the school, based on the "Recommendations for Improvement"

- within the Arts & Humanities Program Review document,
- E. Parental communication and involvement strategies, based on the “Recommendations for Improvement” within the Arts & Humanities Program Review document,
 - F. Equity and diversity strategies, based on the “Recommendations for Improvement” within the Arts & Humanities Program Review document, and
 - G. Technical assistance that the school will access (if needed), based on the “Recommendations for Improvement” within the Arts & Humanities Program Review document.

16.0

Alignment with State Standards

The Planning process recommended by the Kentucky Department of Education entails:

1. Sustained analysis of the extent to which our students are meeting state standards.
2. Systematic work to move our students closer to those standards within the timetable set by the Kentucky Board of Education for reaching proficiency by 2014.
3. Ongoing monitoring and evaluation of the implementation and impact of our plans.

We will implement that process, including review of our alignment with state standards through our needs assessment and our implementation and impact checks.

17.0

Categorical Programs

The planning process recommended by the Kentucky Department of Education entails:

1. Sustained analysis of whether resources from all categorical programs are contributing adequately to helping all our students meet state standards.
2. Systematic work to mobilize all those programs around a unified set of goals that will enable us to state standards for all students within the timetable set by the Kentucky Board of Education for reaching proficiency by 2014.
3. Ongoing monitoring and evaluation of the implementation and impact of our categorical programs.

We will implement that process, including use of all our categorical programs as resources, to achieve our Plan goals.

18.0

Enhancing Achievement

The Planning process recommended by the Kentucky Department of Education entails:

1. Sustained analysis of whether each of our programs is contributing adequately to helping all our students meet state standards.
2. Systematic work to improve those programs so that we do meet state standards for all students within the timetable set by the Kentucky Board of Education for reaching proficiency by 2014.
3. Ongoing monitoring and evaluation of the implementation and impact of our programs.

We will mobilize our school to enhance student achievement by carrying out that Planning process and implementing the resulting plans.

19.0

GIFTED/TALENTED EDUCATIONAL PROGRAM

Each year, the staff, parents and SBDM Council of SCAPA Bluegrass, will participate in a process to evaluate the Gifted/Talented instructional program at SCAPA in an on-going effort to improve student achievement.

SCAPA Bluegrass will annually evaluate the Gifted/Talented instructional program using the following measures:

1. Adheres to the definitions in Section 1 of 704 KAR 3:285 for grades 4 - 8;
2. Obtains information related to the interests, needs and abilities of an identified students from his/her parent or guardian for use in determining appropriate services;
3. Notifies parent/guardian annually of services included in his/her child's Gifted and Talented Student Services Plan (GSSP) and the specific procedures to follow in requesting a change in service;
4. Follows procedures outlined in state regulations and Fayette County Public Schools (FCPS) policy for determining eligibility for services, grades 4 - 8;
5. Conducts an annual program evaluation process of gifted/talented services,
6. Reports to the parent/guardian the progress of his/her child related to the GSSP at least once per semester;
7. Provides articulated grade 4 - 8 multiple service delivery options with no single service option existing alone at a grade level;
8. Bases comprehensive framework or course of study on the district or school's curricula required to meet goals established in KRS 158.6451 for grade 4 - 8 students who are identified as possessing gifted characteristics, behaviors, and talents;
9. Differentiates, replaces, supplements, or modifies curricula to facilitate high level attainment of the learning goals established in KRS 158.6451, and assists gifted/talented students to further develop their individual interests, needs, and abilities; and
10. Ensures that services to gifted/talented students are provided by professionally qualified and certified personnel as required by the Education Professional Standards Board

20.0

Multicultural

Policy Statement:

Because Fayette County Public Schools is committed to reducing any barriers to student learning and well-being based on race, gender, socioeconomic status or cultural heritage, SCAPA school faculty, staff and students must demonstrate an understanding of, appreciation for and sensitivity to the various cultural perspectives within our community. The School for the Creative and Performing Arts, Bluegrass (SCAPA) is committed to multicultural education, as implemented by the principal through the SBDM Council and subcommittees. SCAPA Bluegrass shall demonstrate this commitment by:

1. Selecting textbooks and instructional materials that reflect the contributions to society made by diverse ethnic populations of the world;
2. Designing curriculum which integrates multicultural concepts, skill and perspectives throughout insuring that instruction in all disciplines is accurate, comprehensive, non-biased and inclusive;
3. Developing a Consolidated Plan addressing multiculturalism through measurable goals and action plans maximizing students' potential regardless of race, gender, socioeconomic status or cultural heritage;
4. Designing programs that identify artistic talent among diverse populations (i.e. Camp ArtSmart).

21.0

Determination of the Master Schedule of the School Day and Week

Policy Statement:

The master schedule is the number, length and specific day of class periods within the established length of the school day and week. The master schedule will include the assignment of subjects to be taught each class period. The principal and counselor shall establish a master schedule to be submitted to the curriculum committee no later than March 15 of each year. The curriculum committee shall present the master schedule to the council no later than March 31st.

Specific instructional programs shall have adequate and protected instructional time, as specified in Program Review requirements:

- Elementary Arts Classes: A minimum average of 150 minutes per week of discipline-based arts instruction,
- Middle School Arts Classes: Year-long instruction in specialized arts courses,
- Practical Living/Career Studies: Time in the school scheduled is allotted so that all students receive instruction in all four PL/CS disciplines (i.e. health education, physical education, consumerism, career studies).

22.0

Staff Time Assignment

Policy Statement:

The principal (or principal's designee) shall assign staff members' time in a manner that fully supports implementation of our student assignment.

ALTERING ASSIGNMENTS

After making assignments the principal (or principal's designee) may alter them:

1. When necessary to respond to unanticipated enrollment of staffing changes.
2. When the principal (or principal's designee) and affected teachers agree that a change is needed
3. When the Council changes other policies or the Comprehensive School Improvement Plan and recognizes in the minutes that those changes may require staff time assignment changes that cannot be put off until the following school year.

EVALUATION

Our Comprehensive School Improvement Plan process includes a regular cycle of reviewing data on student performance and data on our alignment with Kentucky Standards and Indicators for School Improvement. By analyzing that data we will be able to tell how well this policy is being implemented and having an impact and therefore able to tell when changes are needed.

AMENDMENT #1

ELECTION OF SBDM COUNCIL MEMBERS

(Approved February 25, 1997)

1. The Council needs to formally agree to extend the deadline for teacher nominations to the Council for the 1997-98 school year.
2. Teacher representatives to the Council shall distribute nomination forms to all staff members by March 1 of each year. Nominations shall be received by the teacher representatives. If no nominations are received by March 15, teacher representatives will solicit nominations from staff. Elections will take place by April 1.
1. Information on parent elections and nomination forms will be sent with the acceptance letter to each new student. The parent group, Friends of the Arts, Inc. will coordinate the election before the end of the current school term.

AMENDMENT #2

MONITORING OF COMMITTEES BY THE PRINCIPAL

(Approved March 18, 1997)

In 1995-96, the definition of monitoring was “attending all the committees.” In 1996-97, the definition was relaxed when all the committees met at the same time.

The Council reviewed data on how principals of all other Fayette County Schools function. They received input from other Kentucky School Districts; the middle school Director of FCPS, the OEA and decided by consensus not to change the by-laws regarding p.7 of the by-laws.

Consensus agreed not to make any by-law changes in regard to the word “monitoring.” See minutes of SBDM Council meeting on March 18, 1997 (pg.3) provided in the support documents.

AMENDMENT #3

FIRST READING OF A DOCUMENT

(Approved February 25, 1997)

For a document to be considered for a first reading, it must be submitted to each council member no later than 48 hours before a council meeting.

ARTICLE I PURPOSE OF THE COUNCIL

Philosophy: Mission Statement

The SBDM Council for The School for the Creative and Performing Arts, Bluegrass is formed to create a method of school governance and operation most consistent with the Kentucky Education Reform Act, employing democratic principles and participatory decision-making by all parties concerned. It is created in order to assess, monitor and evaluate the needs, programs and concerns of The School for the Creative and Performing Arts, Bluegrass, thus maintaining and improving the performance of the students. Enforcement of policies is not a part of the Council's responsibility.

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Conduct at SBDM Council Meeting

SCAPA BLUEGRASS

POLICY # 01.02

COUNCIL POLICY TYPE:

- Council Operational Policies
 School Operational Policies
 Curriculum Policies

POLICY TOPIC DESCRIPTION: Public Conduct at SBDM Council Meetings

POLICY STATEMENT: The purpose of the SBDM Council is to focus on school improvement. Issues, which relate to the educational achievement of SCAPA students, should be brought to the SBDM Council for discussion. In discussions of the issues the following rules will be followed:

1. The focus will be on the issue not on any person or personality. Personal attacks are not tolerated.
2. Respect for all council members must be demonstrated, in word and deed.
3. The council will respect all voices, opinions and information.
4. The critical response of all members of the SCAPA community is encouraged. The manner of communication must be respectful.
5. These are the standing rules of the SCAPA SBDM Council. If anyone attending the meeting fails to conduct themselves in compliance with the rules listed above, they will be asked to stop or council members can choose to adjourn the meeting.

Approved November 2000
Meeting Cancellation Policy

SCAPA BLUEGRASS

POLICY # 01.01

COUNCIL POLICY TYPE:

Council Operational Policies

School Operational Policies

Curriculum Policies

POLICY TOPIC DESCRIPTION: SBDM Council Meeting Cancellation

POLICY STATEMENT: There will be no meetings of the School Based Council or Committees of the Council on those occasions when school is canceled due to inclement weather or other publicly announced emergencies.

If a meeting is canceled for any other reason, it will be the chairperson's responsibility to notify all members of the Council or Committees of the Council and to make public notice as soon as possible.

Approved January 1997

Old Policy Index

THE SCHOOL FOR THE CREATIVE AND PERFORMING ARTS

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SCHOOL FOR THE CREATIVE AND PERFORMING ARTS

SBDM POLICIES AND PROCEDURES REVISED 2005

ARTICLE I

PURPOSE OF THE COUNCIL

Philosophy: Mission Statement

The SBDM Council for The School for the Creative and Performing Arts, Bluegrass is formed to create a method of school governance and operation most consistent with the Kentucky Education Reform Act, employing democratic principles and participatory decision-making by all parties concerned. It is created in order to assess, monitor and evaluate the needs, programs and concerns of The School for the Creative and Performing Arts, Bluegrass, thus maintaining and improving the performance of the students. Enforcement of policies is not a part of the Council's responsibility.

ARTICLE II

Membership

A. Composition

The Council shall consist of the principal, three teacher members and two parent members.¹

B. Qualifications for Membership

1. All Members: No one may serve on the council who has a legal conflict of interest as defined by KRS 45A.340. Current and past council members who continue to meet the other requirements of this section are eligible to be elected to additional terms unless they are removed from office under the provisions stated in Section E, below.
2. Teacher Members: To serve as a teacher member of the council, one must hold a position at the school that requires a state certificate and one must not hold the position of principal, assistant principal or head teacher.²
3. Parent Members: To serve as a parent member of the council, one must be the parent, step-parent or legal guardian of a child who will be enrolled at the school during one's term of office. One must not be a district employee, a relative of a district employee, a member of the district school board or the spouse of a district school board member.³

C. Elections

1. Teacher Members:

¹ This is the standard council membership given by KRS 160.345(2)(a). KRS 160.345(2)(a) also says that councils may make proportional increases to include two administrators, six teachers and three parents, or three, six and nine, or some larger combination in the same proportions. KRS 160.345(7) allows councils to apply to the State Board for Elementary and Secondary Education for permission to use alternate models with different proportions of members.

² KRS 160.345(1) provides this definition of teacher.

³ This limitation is imposed by KRS 160.345(2)(a).

- a. **Nomination:** Candidates shall be nominated for the office of teacher member by a letter of nomination. The letter shall be signed either by a candidate nominating himself or herself or by another teacher nominating a colleague. All letters of nomination shall be submitted to the principal on or before the second Friday in February. Anyone holding a certified position at SCAPA is eligible to be nominated no matter what percent of time they teach at SCAPA.
 - b. **Preparation of Sample Ballot:** The principal shall ask each person nominated to sign a letter stating that he or she is willing to serve on the council if elected and that he or she meets the qualifications listed in Section B above. All names of those nominated, willing and eligible to serve shall then be listed alphabetically on a sample ballot form and distributed to all teachers at the school not later than the third Friday in February.
 - c. **Elections:** Elections of teacher members shall be held at the regularly scheduled March faculty meeting. At that time, all certified SCAPA teachers shall convene in a room to be designated by the principal. Each shall be given a ballot listing the same names as were found on the sample ballot and shall vote for up to three names. The ballots shall then be collected and counted in the presence of the teachers. Any person receiving a majority on this ballot shall serve as a council member in the coming year.
 - d. **Procedure if fewer than Three Candidates Receive a Majority:** If only two candidates receive majorities, the two candidates receiving the next highest numbers of votes after those two shall be listed on a second ballot. Teachers shall mark one name and the one receiving the highest number of votes shall serve as council members for the coming year. If only one candidate receives a majority, the three candidates receiving the next highest numbers of votes after that one shall be listed on a second ballot. Teachers shall each mark up to two names and the candidates receiving a majority shall serve as council members for the coming year. If no candidate receives a majority, the four candidates receiving the highest numbers of votes shall be listed on a second ballot. Teachers shall each mark up to three names and the candidates receiving a majority shall serve as council members for the coming year.⁴
2. **Parent Members:** Elections of parent members shall be conducted by The School for the Creative and Performing Arts, Bluegrass parent-teacher organization. The principal shall assist the parent-teacher organization in alerting parents to the election schedule. The president of the parent-teacher organization shall notify the current council or the names of those elected no later than April 30.

⁴ KRS 160.345(2)(b) requires that each teacher member be elected by a majority of teachers. This procedure meets that requirement, but councils may want to use another approach that achieves the same result.

D. Standards of Conduct for Council Members

1. Attendance: Members of the council shall attend all council meetings unless the absence is excused. Absences may be excused by consensus of the council for good cause. A member who has three unexcused absences from council meetings shall resign.
2. Meeting Cancellation: There will be no meeting of the SBDM Council or Committees of the council on those occasions when school is canceled due to inclement weather or other publicly announced emergencies. If a meeting is canceled for any other reason, it will be the chairperson's responsibility to notify all members of council or committees or the council and to make a public notice as soon as possible
3. Conflict of Interest: No member shall enter into any business dealing that creates a conflict of interest under KRS Chapter 45A, and any member who discovers the existence of such a conflict of interest shall resign.⁵
4. Teacher Departure: A teacher member who ceases to be assigned to the school before his or her term is completed shall resign.
5. Student Departure: A parent member whose child ceases to attend the school before his or her term is completed shall resign.
6. Improper Meeting: No combination of 4 members of the council shall meet to discuss council business without following the procedure for scheduling a meeting of the full council listed in Article V below.⁶
7. Criminal Conduct: Any member of the council who is convicted of a misdemeanor or a felony during his or her term of office shall resign.
8. Professional Development:
 - a. Council Members-elect will be expected to attend all meetings between their election and June 30th.
 - b. The Council will appoint members to review policies and recommend any needed changes.
 - c. Additional training may be required as determined by the standing Council.

⁵ KRS 160.345(2)(a) requires that this limitation be set. KRS Chapter 45A is too lengthy to be quoted in full here. Councils may want to have a copy of it readily available for reference.

⁶ Any such discussion would violate the Open Meetings Law, KRS 61.805 to 61.850.

- d. Training expenses will be funded through one or a combination of the following: (1) the current guidelines of the district; (2) grant monies provided by the state department of education.
- e. The Council will be guided by recommendations of the budget committee in determining use of training monies.

E. Removal of Members

A member who has violated any of the standards of conduct and who does not submit a written resignation from the council shall be subject to removal using the following procedure:

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

F. Method for Filling Vacancies

If a member of the council resigns or is removed from office, a replacement shall be selected in a special election held not more than one month after the vacancy occurs, using the procedure stated in Section C above. The person elected in the special election shall serve until July 1 and be eligible for reelection to a full term.

G. Terms

The terms of parent and teacher members shall begin on July 1 and end on June 30th of the next year. Between the date of the elections and July 1st, members-elect are urged to attend all council meetings. Members are eligible for reelection to consecutive terms.

ARTICLE III

Officers of the Council

A. Chair

According to KRS specifications, the building principal shall be the council chairperson and shall preside at all council meetings.⁷ He or she shall have all the responsibilities specified in these by-laws and shall be responsible for maintaining a file of all correspondence addressed to the council. The principal may remove items from that file, either to discard them or to file them elsewhere, only after they have been brought to two regular council meetings.

The chairperson shall be responsible for the following:

1. Preparation and distribution of meeting agendas to all current and, from April through May, to all newly elected council members one week in advance of the meeting.
2. Arrangement of the meeting facility, including insuring the presence of a recorder.
3. Advertisement of the meetings.
4. Starting and ending meetings.
5. Directing the affairs of the council, including monitoring committee progress.
6. Current budget information.
7. Other duties of the council.

⁷ KRS 160.345(2)(b) requires that the principal or head teacher be the chair.

B. Custodian of records

The principal shall also be the official custodian of council records.⁸

C. Vice-Chair

A vice-chair shall be elected by the council from among its members at its first meeting each year. The vice-chair shall preside at any council meeting that the principal is unable to attend.⁹

ARTICLE IV

Functions

A. Required Functions

The council shall:

1. Determine, within the parameters of the total available funds, the number of persons to be employed in each job classification at the school.¹⁰
2. Determine which textbooks shall be used at the school.¹¹
3. Determine which instructional materials shall be used at the school.¹²
4. Determine what student support services shall be provided in the school.¹³
5. Select a new principal for the school, when that position becomes vacant, from a list of applicants submitted by the superintendent at the council's request.¹⁴

⁸ The Open Records Law. KRS 61.870 to 61.884, requires that each public agency name a custodian who can answer requests to see its records. The principal is one good choice, at the school without being tied to a classroom; other choices, may also work well. The choice does not have to appear in the by-laws.

⁹ KRS 160.345 does not mention a vice-chair. Councils are free to have or not have one.

¹⁰ KRS 160.345(2)(g) requires local boards to give councils this role.

¹¹ KRS 160.345(2)(11) requires local boards to give councils this role.

¹² KRS 160.345(2)(h) requires local boards to give councils this role.

¹³ KRS 160.345(2)(h) requires local boards to give councils this role.

6. Consult with the principal before the principal selects persons to be hired to fill other positions at the school.

A committee will be set up by the principal for interview purposes. It will be comprised of at least one (1) teacher and one (1) parent SBDM Council member. Any SBDM Council member may be part of the interview process. A reasonable attempt to notify all SBDM Council members shall be made 24 hours prior to each interview. The principal shall consider the discussion and any specific recommendations, but shall make the final selection himself or herself.

Either the principal alone or the committee by consensus may ask the superintendent to provide additional names for consideration of any vacancy.¹⁵

7. Establish committees composed of faculty and parents to make recommendations for the implementation of school policies.
8. Adopt policies to be implemented by the principal in the following areas:¹⁶
 - a. Determination of curriculum, including needs assessment and curriculum development;
 - b. Assignment of all instructional and non-instructional staff time;
 - c. Assignment of students to classes and programs with the school;
 - d. 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 local board;
 - e. Determination of use of school space during the school day;
 - f. Planning and resolution of issues regarding instructional practices;
 - g. Selection and implementation of discipline and classroom management techniques, including responsibilities of the student, parent, teacher, counselor and principal;

¹⁴ KRS 160.345(2)(h) requires local boards to give councils this role.

¹⁵ KRS 160.345(2)(i) requires local boards to give councils this role. The law does not define how councils shall be consulted. It is important for councils and principals to work out clear ground rules for this role and include a definition in the by-laws is one way to do that. The provisions here are one possible model. By-laws could also specify that the council itself will undertake some steps in the process. Call for the use of a standing committee. Provide for an initial discussion of desired qualifications before the job is advertised or provide any other combination of steps that allows the council input that it considers adequate and allows the principal the final decision.

¹⁶ KRS 160.345(2)(j) and (2)(c) require local boards to give councils this role.

- h. Selection of extracurricular programs and determination of policies relating to student participation based on academic qualifications and attendance requirements, program evaluation and supervision;
 - i. Procedures for determining alignment with state standards, technology utilization and program appraisal. Council policy on this issue must be consistent with district board policy.¹⁷
 - j. Other issues necessary to provide an environment to enhance students' achievement and meet the goals established by KRS 158.645 and 6451. If the council makes a policy that fits this area but not any of the areas listed in items a-h above, that policy must be consistent with district board policy.¹⁸
9. Act on proposed policy presented by a committee.

B. Disallowed Activities

The council shall not:

1. Recommend the transfer or dismissal of any member of the school staff.¹⁹
2. Violate federal or state law or regulations.
3. Take any action that risks the health or safety of students, staff or others.
4. Take any action that exposes the council or the district to unreasonable risk of legal liability.
5. Authorize any purchase that exceeds the financial resources available to it.
6. Take any action that violates contractual obligations already made by the district or the council to personnel and other providers of goods and services.
7. Exceed the functions listed in section A above.

¹⁷ KRS 160.345(2)(j)9 includes specific language requiring policy in this area to be consistent with board policy.

¹⁸ KRS 160.345(2)(c) includes specific language requiring policies made under it to be consistent with board policy.

¹⁹ KRS 160.345(2)(g) forbids councils to make such recommendations.

ARTICLE V

Schedule of Meetings

A. Regular Meetings

At the first meeting of each council term, the council shall select at least one regular meeting date in each month of the year. The principal shall notify the local news media at least one week in advance of each meeting.

B. Special Meetings

If the council needs to meet before its next regular meeting, the principal may call a special meeting. A special meeting may also be called by a majority of members of the council. Once the decision is made to call a special meeting, the following steps must be taken:

1. Written Notice; Contents: The person or persons calling the meeting must prepare and sign a written notice that states the date, time and place of the special meeting and the agenda for the meeting. No issue not listed on that agenda can legally be discussed at the special meeting.
2. Delivery of Notice: The person or persons calling the meeting must arrange for the notice to be delivered to every council member and to any media organization that has asked to be notified of council meetings. The delivery can be made by hand, facsimile machine or mail, but the method must be one that allows the notice to arrive at least 24 hours before the time set for the meeting.
3. Posting of Notice: The notice must be posted conspicuously at the school and also at the building where the meeting will be held if the meeting will not be held at the school. These copies must be posted as soon as possible after the meeting is called and definitely not less than 24 hours before the meeting will be held.

ARTICLE VI

Conduct of Meetings

A. Quorum

No council decisions can be taken unless four members of the council are present, one of which must be a parent member.

B. Attendance at Meetings

1. Anyone who wants to attend a council meeting may do so, except for those portions that are conducted as closed sessions.

2. Public Conduct at SBDM Council Meetings: The purpose of the SBDM Council is to focus on school improvement. Issues, which relate to the educational achievement of SCAPA students, should be brought to the SBDM Council for discussion. In discussions of the issues the following rules will be followed:
 1. The focus will be on the issues not on any person or personality. Personal attacks will not be tolerated.
 2. Respect for all council members will be demonstrated in word and deed.
 3. The council will respect all voices, opinions and information.
 4. The critical response of all members of the SCAPA community is encouraged. The manner of communication must be respected.
 5. These are the standing rules of the SCAPA SBDM Council. If anyone attending the meeting fails to conduct themselves in compliance with the rules listed above, they will be asked to stop or council members can choose to adjourn the meeting.

C. Closed Sessions

A closed session is a portion of a regular or special meeting of the council during which the members meet in private. Within the realm of council responsibilities, the allowed subjects at closed meetings are proposed or pending litigation by or against the council, allowed by KRS 61.810(l)(c), or selection of a new principal or other new staff member, allowed by KRS 61.810(1)(f). Before a closed session can begin, the following steps must be taken:

1. Announcement; Contents: An announcement must be made in open session. The announcement must state that the council needs to discuss business involving a topic that the law allows to be discussed in closed session. The announcement must state the general nature of business that needs to be discussed in closed session and identify the specific section of the law that allows the session to be closed.
2. Motion: A motion must be made and passed by a majority of members present to go into closed session to discuss that business.

During the closed session, only the business stated in the announcement can be discussed, and no final decision can be made. After full discussion, the council must return to open meeting and make any official decision needed on the matter, and the decision must be recorded in the minutes of the open session.

D. Materials to be brought to Council Meetings

1. By the Principal: The folder containing all items submitted for inclusion on the agenda and the folder containing all correspondence addressed to the council that he or she has received.

2. By the Recorder: The recorder shall bring the binder he or she maintains that holds copies of the council's by-laws, policies, annual budget, monthly spending reports and minutes.

E. Agenda

1. Preliminary: Anyone may submit items for inclusion on the agenda to the principal and he or she shall maintain a complete file of those items. One week before each regular council meeting, the principal shall prepare a preliminary agenda for the council meeting, including all items that he or she believes need council attention at that session. That agenda shall include review of the minutes of the previous meeting and an opportunity for public input.

The preliminary agenda shall be posted in the staff lounge and copies shall be mailed or hand delivered to each member of the council. In the discretion of the principal, copies may also be sent to the local news media.

2. Final: Setting the final agenda shall be the first order of business at each council meeting. At special meetings, only items listed in the notice of the meeting described in Article V, Section B above can be considered.

F. Discussion Of Agenda Items

Each item on the agenda shall be fully discussed by the council before any decisions are made. Other persons attending the meeting may show that they want to comment or to ask questions by raising their hands, and the chair will call upon them to speak at the end of each topic. When a significant number of persons wish to speak or when discussion of an issue has taken more than half an hour, the chair may set limits on the number of persons who may speak and the length of time each may speak.

G. Consensus Decisions

This council shall operate by the consensus procedure stated in this paragraph. After discussion of each issue, the chair or any member of the council may suggest the presence of

consensus. The person making the suggestion shall explain in one or more sentences what he or she thinks the consensus is. The chair shall then ask whether any member has any significant disagreement with that statement if no one disagrees, the decision shall be deemed made. If any member disagrees, the discussion shall continue until a suggestion of consensus is made that draws no disagreement or until a third suggestion of consensus fails.

H. Failure to Reach Consensus

When the third suggestion of consensus fails, the chair shall direct that the issue be taken up again at the next meeting, unless one of the following exceptions applies:

1. If the issue is the selection of a new principal, the council shall vote and if any candidate receives four votes, that person shall be selected.
2. If the issue is council consultation about the selection of persons to fill other positions, each member shall state his or her judgment on the matter and the principal shall make the final selection.
3. A majority vote shall be taken if the issue meets all of the following standards:
 - a. It involves the number of persons to be employed, the textbooks to be acquired, the budget for or purchase of instructional materials, or the budget for or purchase of student support services.
 - b. The federal or state government or the district board of education has set a deadline for making the decision and
 - c. That deadline will occur before the next regular meeting of the council, and
 - d. The members of the council cannot agree by consensus to try to solve the question at a special meeting.

ARTICLE VII

Minutes and Other Council Records

A. Minutes to be Kept and Approved

The recorder shall keep minutes of each council meeting. The minutes shall state accurately each council decision taken. If the decision was to adopt a written statement of policy or a written statement of some other decision, the entire text of that statement shall be attached to the minutes. The minutes shall be reviewed and approved by the council at its next meeting. Immediately after the meeting at which they are reviewed and approved, any member of the public is entitled to inspect them.²⁰

B. Distribution of Council Documents

The Recorder shall make at least five copies of the council's by-laws, policies, annual budget, monthly spending reports and minutes. Those copies shall be distributed as follows:

1. One shall be given to the principal.
2. One shall be sent to the district superintendent.
3. One shall be kept in a binder in the school office in plainly visible place where all interested persons can review them at any time that the office is open.
4. One to each council member.
5. One shall be kept in a binder in the possession of the recorder, and that binder shall be brought to each council meeting.

C. Other Council Records

If anyone asks to see council records that are not in the binder, the principal, as official records custodian shall make them available within three business days after the request unless the records are subject to a specific exception of the Open Records Law.

²⁰ These provisions carry through the record-keeping requirements of the Open Meetings Law. The requirements don't have to appear in the by-laws, but it may be helpful to have them spelled out in this way. KRS 160.345(3)(h) allows local school boards to add additional record-keeping requirements for councils.

D. Fees to Reproduce Records

A fee will be charged that reflects only a reasonable portion of the actual costs of the machine making the copy, its maintenance and its supplies.

ARTICLE VIII

Amendment to the By-laws

All motions to amend the by-laws of the council shall be submitted in writing. No decision on a motion to amend the by-laws shall be made until after the topic has appeared twice in the preliminary agenda for council meetings.

AMENDMENT #1

ELECTION OF SBDM COUNCIL MEMBERS
(Approved February 25, 1997)

1. The Council needs to formally agree to extend the deadline for teacher nominations to the Council for the 1997-98 school year.
2. Teacher representatives to the Council shall distribute nomination forms to all staff members by March 1 of each year. Nominations shall be received by the teacher representatives. If no nominations are received by March 15, teacher representatives will solicit nominations from staff. Elections will take place by April 1.
3. Information on parent elections and nomination forms will be sent with the acceptance letter to each new student. The parent group, Friends of the Arts, Inc. will coordinate the election before the end of the current school term.

AMENDMENT #2

MONITORING OF COMMITTEES BY THE PRINCIPAL

(Approved March 18, 1997)

In 1995-96, the definition of monitoring was “attending all the committees.” In 1996-97, the definition was relaxed when all the committees met at the same time.

The Council reviewed data on how principals of all other Fayette County Schools function. They received input from other Kentucky School Districts; the middle school Director of FCPS, the OEA and decided by consensus not to change the by-laws regarding p.7 of the by-laws.

Consensus agreed not to make any by-law changes in regard to the word “monitoring.” See minutes of SBDM Council meeting on March 18, 1997 (pg.3) provided in the support documents.

AMENDMENT #3

FIRST READING OF A DOCUMENT

(Approved February 25, 1997)

For a document to be considered for a first reading, it must be submitted to each council member no later than 48 hours before a council meeting.

23.0

Emergency Management Policy

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

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

- Establishment of primary and secondary evacuation routes which must be posted in each room by each doorway used for evacuation;
- Identification of severe weather safe zones that have been reviewed by the fire marshal/fire chief, and posted in each room;
- Practices for students to follow in an earthquake;
- Development and adherence to access control measures for the school building, including:
 - Controlling access to exterior doors during the day
 - Controlling front door access electronically or with greeter
 - Controlling access to individual classrooms
 - Requiring visitor check-in with identification and purpose provided, and
 - Display of visitor's badge on outer clothing
- Practices for students to follow in case of fire that are consistent with administrative regulations of the Department of Housing, Buildings, and Construction
- Procedures for lockdown of the campus

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

SCAPA's emergency management plan and diagrams of the facilities will be provided to appropriate first responders. First responders include local fire personnel, local, county and/or state police personnel, and emergency medical personnel. Due to the need to maintain student and staff safety and security, the emergency plan and diagram of the facility will not be disclosed in response to any Open Response requests.

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

printed name of each staff member (all certified and classified staff), the signature of the staff member and the date and time of the review.

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

At the end of each school year, the emergency procedures are to be reviewed by the school council (or designated school council committee with report to the school council) and first responders and revised as needed.

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

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

Access control methods will be as follows:

- All exterior doors must remain locked at all times.
- All visitors must enter through the posted front entrance.
- The front entrance must remain secure with electronic access only.
- All visitors must use the "buzzer" and be recognized prior to gaining access to the reception area.

- The principal is responsible to ensure that trained personnel monitor the front entrance at all times. At no time during the school day are students allowed to monitor the front entrance or the reception area.
- All visitors must report to the front office, provide photo identification (if unrecognized), state the purpose of the visit, and wear a school-specific badge on the outermost garment during the entire visit. Upon leaving, all visitors must report back to the front office.
- The office must keep an accurate log of each visitor, the date and time of the visit, the purpose of the visit, and with whom they visited.
- All classrooms must remain locked during instruction time.
- Doors must remain closed during instruction time.
- During class changes, teachers must stand by their classroom door and monitor hallways.
- The principal is responsible for ensuring classroom access in the event of a substitute teacher.

24.0

Middle School Math Placement Guidelines

Math teachers at SCAPA at Bluegrass will make recommendations at the end of a school year for each student's math placement for the upcoming school year. Data will be collected from a minimum of three sources. These sources will be varied and will include at least three of the following, but are not limited to only these sources of information:

- Classroom performance on both formative and summative assessments
- Math Standards Tests
- Algebra-readiness Tests
- Standardized Assessments conducted by FCPS and the state of Kentucky
- Anecdotal data from the class and student/parent conferences

Parents and students will be notified of the teacher recommended math placement by letter, phone, or conference. Parents and students may choose to sign a waiver, selecting an alternate math course other than the one recommended by the teacher. If this option is chosen, the parent and student must agree to the additional support and/or coursework required, in addition to the regular curriculum, if needed. The specific requirements for each student will be stated on the waiver. The signed waiver must be returned by the date required. If the waiver is not returned timely, the student will be placed in the teacher recommended course.

If a parent and student chooses to take a more advanced course than the teacher recommended course, and the student begins to struggle during the second quarter of the course, parents will be notified by the teacher and an alternate course may be chosen at that time. All attempts will be made to place the student according to their demonstrated abilities to provide the highest level of success.

25.0

Wellness

- A. Physical Activity
1. Intermediate students (grades 4 and 5) receive physical education for 60 min once a week for the entire year.
 2. The middle school students (grades 6,7,8) receive physical education 45 minutes 3 days a week for 18 weeks. All physical education and creative movement classes engage students in moderate to vigorous activities each class period. Physical Education shall be taught by a state certified health and physical education teacher.
 3. Teachers will make all reasonable efforts to avoid periods of more than 30 minutes in which students are physically inactive. Students will receive 2 to 5 minutes of physical activity per class.
 4. Intermediate students will have at least 20 minutes a day of supervised recess, preferably outdoors, during which the school encourages the students to participate in moderate physical activity verbally and through the provision of space and equipment. The school shall provide space and equipment to make physical activity possible and appealing to students. Recess will not be taken away or used as a punishment.
 5. The school offers opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods. The school will encourage students to be physically active before and after school by: running club, physical activity in MPR, etc.
- B. Healthy Choices Plan
- SCAPA shall encourage healthy choices among students using the following methods:
1. Foods and beverages sold or served at school, specifically schools meals, will meet the nutritional recommendations as required by KRS 158.854(1)702KAR 6:090 and federal laws and regulations. These standards apply to our food program and to other food and beverages served during school hours.
 2. Students are encouraged not to bring Sugar sweetened beverages to school for lunch. Snacks brought or served during the school day or in after school activities or enrichment programs should make a positive contribution to children's diets and health, with an emphasis on serving fruits and vegetables as the primary snacks. Water, 100% fruit and vegetable juices are encouraged as drinks.
 3. Water is the drink of choice for ALL activities, classroom parties, dances, and other events. Students are encouraged to bring a water bottle to school to hydrate throughout the day. Students are permitted to drink water in all classes without causing any disruptions.
 4. Student performance shall be rewarded with praise, privileges, special activities, physical activity. Only in rare instances, should food or drink be used as a reward.

5. For whole class or school celebrations, When more than one food item is offered, every effort should be made to balance a non-nutritious item with a nutritious option (Example: Holiday celebrations, K-Prep Celebrations, 8th grade completion ceremony).
 6. Food treats are not permitted for birthday celebrations.
 7. SCAPA strongly encourages healthy food options for all activities and events sponsored events.
 8. Parents of children that bring their lunch from home should be encouraged to prepare meals that are low in fat, sugar, and salt.
- C. Nutrition Education
- Nutrition Education is offered at each grade level 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.
1. Health education at every grade level will be taught to promote development of children that are knowledgeable, motivated, engaged, and connected to healthy living.
 2. Focus on development and practice of personal and social skills such as effective communication and decision-making.
 3. Focus on behaviors that have the greatest effect on health especially those related to nutrition; physical activity; violence and injury, emphasizing short-term and long-term consequences.
- D. Staff Wellness
- SCAPA will implement strategies to support staff in actively promoting and modeling healthy eating and physical activity behaviors. Examples of strategies schools will use, as well as specific actions staff members can take, include walking during lunch, yoga afterschool, participating in a local 5K, etc. The school promotes staff member participation in health promotion programs, biometric screenings, and will support programs for staff members on healthy eating/weight management that are accessible and free or low-cost.
- E. School Wellness Committee
- The school will convene a representative school wellness committee that meets at least four times per year to establish goals for and oversee school health and safety policies and programs, including development, implementation and periodic review and update of this school-level wellness policy.
- F. Fundraising
- Foods and beverages that meet or exceed the USDA Smart Snacks in Schools nutrition standards may be sold through fundraisers on the school campus* during the school day.
1. SCAPA will use only non-food fundraisers, and encourage those promoting physical activity (such as walk-a-thons, Jump Rope for Heart, 5K, etc.)

2. Fundraising during and outside school hours will sell only non-food items or foods and beverages that meet or exceed the Smart Snacks nutrition standards.
- G. **Monitoring and Policy Review**
The SBDM approves the wellness policy and is responsible for making amendments when possible improvements are seen. Additionally, the school wellness policy shall be reviewed and updated to ensure consistency with district policies. The school will develop work plans to facilitate implementation.

Approved April 22, 2014
Revised August 17, 2017

26.0

Parental Involvement

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. Providing activities designed to successfully engage families in their children’s learning, as appropriate.
4. Making representative parents and community members full partners in our decision-making.
5. Facilitating the involvement of our military families, parents with limited English proficiency, parents with disabilities, and parents of migratory children.
6. 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, the compact.

SCHOOL-PARENT COMPACT

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

SCHOOL RESPONSIBILITIES

SCAPA will:

1. Provide high-quality curriculum and instruction in an effective, supportive, and safe learning environment that enables the students to meet Kentucky academic and arts standards.
2. Make available on a regular basis information on our programs and the content students will learn each year.
3. Assign homework in accordance with our homework policy.
4. Send home information on student progress on a regular basis. Specifically, we will provide formal reports every nine weeks.
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 provided to parents to promote communication. Staff will always be available to parents by appointments for face-to-face conferences.
7. Send home newsletters at least four times a year that include information on ways families can help students learn. The first newsletter will contain a copy of this policy.
8. Support an active parent teacher support association or organization. At SCAPA, this organization is SCAPA's Friends of the Art School (aka Friends or FOAS).
9. Provide a variety of opportunities for parents and family involvement in school activities including, but not limited to:
 - a. Observing their child's classroom activities.
 - 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 support organization and 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 school social worker and counselor 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.

PARENT RESPONSIBILITIES

Parent are asked to:

1. Monitor school 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 the extent possible, volunteer, serve on the school council or a committee, attend School-Based Decision-Making Council meetings, and comment on draft policies and plans as they are made available.
8. Attend academic and arts events regularly, supporting their child in school-sponsored activities.

STUDENT RESPONSIBILITIES

With support from parents, students are asked to:

Intermediate

1. Attend school and school-sponsored academic and arts events.
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.
5. Give parents or the adult who is responsible for them, all notices and information received from the school.

Secondary

1. Attend school and school-sponsored academic and arts events.
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. Ask for help when an assignment, content, or skill is not understood.
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 school.

POLICY EVALUATION

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

Approved: September 14, 2017

27.0

Technology Use Policy

CRITERIA AND GUIDELINES

In order to help prepare students for life in a digital world, the following are criteria and guidelines for technology use to which SCAPA at Bluegrass will adhere:

- The role of technology in classroom instruction will focus on ways to do work better and more efficiently, on synthesizing information and content, and on doing higher-level work in collaborative, real-world ways.
- Students will be taught to use technology as a vehicle for creating and revising work.
- Students will be taught to use critical evaluation of Internet sites used for research and study including but not limited to: currency/date, authorship and authority, accuracy/validity, objectivity or bias, and presence or absence of a copyright.
- Students will be taught the ethical practices, appropriate etiquette, and online safety including but not limited to interacting with other individuals on social networking sites and in chat rooms and cyber bullying awareness and response.
- Teachers will be given technology professional development (PD) as indicated by annual needs assessments in order to work proficiently with students including teaching the skills and knowledge called for in this section.
- Students will be allowed to bring personal technology to school for educational use, when use is permitted by staff
- An Acceptable Use Policy/Form that is aligned to district technology policies and includes space for student and parent signatures will be developed and reviewed and updated if necessary each year.

ELECTRONIC DEVICES

Students will adhere to all school and district rules and policies regarding the use of any and all electronic devices at school. Specific details about using electronic devices as well as consequences for misuse can be found in the Acceptable Use Policy/Form (see section below) and also in the Parent/Student and Teachers' Handbooks.

ACCEPTABLE USE

Each year all students and parents will be required to sign and date an Acceptable Use Policy/Form in order to have access to school/district technology. This policy/form is attached and considered part of this Technology Utilization Policy adopted by The School for the Creative and Performing Arts at Bluegrass's (aka SCAPA at Bluegrass) School-Based Decision Making Council. (See Attachment)

ATTACHMENTS

Students will adhere to all school and district rules and policies regarding the use of any and all

POLICY EVALUATION

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

Approved: January 11, 2018

28.0

Alignment with State Standards Policy

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 ongoing implementation and impact checks.

POLICY EVALUATION

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

Approved: January 11, 2018

29.0

Advanced Courses Policy

CURRICULUM AND AVAILABILITY

(MIDDLE SCHOOL) Each year, we may offer advanced courses that meet our students' learning needs.

Those courses may be offered for high school credit at our school to those that are eligible. They will be accessible to all students who have a reasonable chance of being successful in the class.

The principal (or principal designee) will make the necessary master scheduling and student assignment decisions to make these courses available.

RECRUITMENT

We will encourage all students to prepare for and take course(s) that are most appropriate for them. We will do that in the following ways:

1. Counselors will advise students and parents of these options when they prepare and revise their Individual Learning Plans and encourage each student to take appropriate preparatory courses.
2. Teachers will encourage all students to take challenging courses each term.
3. In September and January, the principal (or principal designee) will report to the council on enrollment in these courses by total numbers, gender, ethnicity, participation in the free and reduced lunch program, and disability status.
4. Based on that data, the council may amend its school improvement plan to add additional steps to ensure equitable participation in future years.

STUDENT ASSIGNMENT

All eligible students may take advanced courses. It is recommended that students demonstrate the necessary skill level to be enrolled in an advanced course by the following means:

1. Completing successfully prerequisite courses listed in the course guide. Successful completion is defined as earning a grade of a C or above in each prerequisite course.
2. Taking and passing the examinations for those prerequisite courses.
3. Receiving permission from one or more teacher(s).

Students who want to take the advanced course, but do not meet the criteria above, may submit a parent waiver, agreeing to the conditions thereof.

POLICY EVALUATION

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

Approved: Thursday, March 8, 2018

30.0

Curriculum Policy

CURRICULUM GUIDELINES

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

1. Be aligned vertically and horizontally with and designed to help students master the content of the state standards for all subjects including: English/language arts, math, science, social studies, practical living/career studies, visual and performing arts, and global competency and world language.
2. *Provide equitable access to all the state standards' areas above for all students.*
3. Provide support for all eligible students to be able to complete some advanced-level course work.
4. Provide links to continuing education, life, and career options.
5. Reflect the strategies adopted in our school improvement plan.

TEACHER ROLE

All teachers will:

1. Disseminate the curriculum expectations for their classes to students in an age-appropriate way and to all parents.
2. *Teach the state standards* assigned for their particular area or areas.
3. Be prepared to contribute to discussions of needed changes in the curriculum.

PRINCIPAL ROLE

The principal (or designee) 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 teacher's assignment.
3. At staff meetings in January and May, hold discussions with the staff on possible curriculum revisions and report to the Curriculum Committee on the results of those discussions.

CURRICULUM REVISION

The Curriculum Committee 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 laws, regulations, or the Kentucky Academic Standards are revised.
2. District leaders or working groups modify 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 shareholder 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.

Approved: Thursday, March 8, 2018