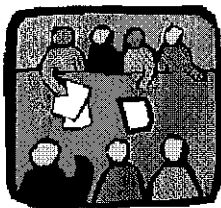


CARDINAL VALLEY ELEMENTARY COMMITTEES POLICY



NAMES AND JURISDICTION OF STANDING COMMITTEES

There will be 5 (five) SBDM standing committees with the following names and jurisdiction:

PLANNING AND PD/L COMMITTEE

- Annually review and revise (if necessary) the SBDM policies on school improvement planning, School Day and Week Schedule, Student Assignment, and Technology Use. Draft revisions for council approval/adoption.
- Involve as many stakeholder ideas and opinions as possible; coordinate school needs assessments including necessary surveys and other data collection.
- Coordinate the development and implementation of the school improvement plan including working with component teams and overseeing the development and implementation of the Professional Development Plan.
- Survey teachers to establish professional development needs (including technology needs) and use this data along with testing data, program review data, and any data from other committees to make PD recommendations to the various component teams.
- Ensure that the council is kept informed through progress notes on the plan.
- Develop master schedule plan ideas/changes to recommend to the principal based on data, barriers, meeting student needs, and the criteria listed in the School Day/Week Schedule Policy.
- Recommend assignment of student procedures.
- Recommend plans for the best use of technology based on needs assessments including acceptable use guidelines.
- Develop a safe and practical Acceptable Use Contract aligned with district guidelines for students. Ensure that it is attached to the Technology Use Policy.
- Recommend other changes, ideas, and strategies to assigned policies based on needs assessments, data gathering, and research into best practice.
- Additional roles/charges as assigned by the council.

BUDGET COMMITTEE (NOTE: This may end up being the smallest committee, which is fine. It may need the school secretary/bookkeeper and the principal as members.)

- Annually review and revise (if necessary) the SBDM policies on Budget: Procedures/Timelines, Budget: Spending Decisions, Budget: Professional Development/Learning, School Space Use, Program Appraisal, and Enhancing Student Achievement. Draft revisions for council approval/adoption.
- Develop, recommend, and monitor the annual budget and allocation of resources according to identified needs of the school including consideration for the program review areas.
- Recommend budget adjustments.
- Ensure that the council is kept informed with monthly budget reports.
- Work with the principal (*if requested*) on developing a preliminary staffing plan (how many, not who) for the council based on available resources.
- Recommend use of school space ideas (*excluding* specific teacher(s) room assignments) based on needs assessments and other data.

- Annually review and revise (if necessary) the SBDM policies on Primary Program/K-3 (Elementary only) and Writing. Draft revisions for council approval/adoption.
- Carry out program reviews in the following areas: Arts/Humanities, Practical Living/Career Studies, Writing, World Languages (elementary and middle schools accountability starting in 2016-17), and the Primary Program/K-3 (Elementary only) using sub-committees as needed.
- Work with the council to create timelines for each review including reports to the council.*
- Share timelines, standards, and examples of evidence with the faculty and staff and request evidence.
- Enter findings into ASSIST.
- Recommend program changes in reviewed areas.
- Follow the procedures outlined in the Program Review Policy.
- Recommend other changes, ideas, and strategies to assigned policies based on needs assessments, data gathering, and research into best practice.
- Additional roles/charges as assigned by the council.

* Some schools choose to do one in-depth review each year and review the others. If this is the process your school has chosen, you may want to include the following two bullets:

- Review one area in depth each year including updates, changes, and reports to the council.
- Report to the council progress on how previously identified needs are being met in the areas NOT being addressed in-depth.

NOTE: The SBDM Council will be responsible for reviewing and revising (if necessary) its Bylaws and four policies: the Committee Policy, the Consultation Policy, the Principal Selection Policy, and the Program Review Policy.

STANDING COMMITTEE COMPOSITION AND MEMBERSHIP SELECTION

All members of the faculty will serve on at least one standing committee. SBDM teacher reps are exempt but may serve on a standing committee by choice. Every effort will be made for each standing committee to include appropriate representation and numbers to accomplish their charges. An extensive good faith effort will be made to include at least one parent on every standing committee and to provide a reasonable representation of the ethnic diversity of our school community.

Before the last day of school each year the principal (or principal designee) will ensure that all stakeholders and interested persons, including but not limited to classified employees and parents, are extended the opportunity to become engaged in the shared-decision making process of our school through membership in school council standing committees. The following steps should be taken to set up committees for the next school year:

1. On an ongoing basis, parents will be invited to sign up for committees via the PTA Newsletter and/or other forms of communication (for example: attachments to report cards, letters home to parents, web-site).
2. Faculty and staff will be given an opportunity to sign up for committees via various forms of communication such as sign-up sheets and/or by computer.
3. Committee members will be notified in a timely manner of their appointments. During the first month of school there will be additional opportunities to sign up for committees for current and new faculty and staff, all parents, and community partners.
4. At the beginning of the school year after sign ups have been gathered, along with the notification of new members, a meeting of committee members will be called by the Chair of the council for the purpose of charging all committees with conducting their first committee meeting. At each committee's first meeting, all committees will:

POLICY EVALUATION

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

Date Adopted: _____

Date Reviewed or Revised: _____

Date Reviewed or Revised: _____

NOTES ON USING THIS POLICY

TEACHER PROFESSIONAL GROWTH AND EFFECTIVENESS SYSTEM (TPGES): The underlined part of this policy is aligned with the TPGES (4D). This part is intended to support teachers in their efforts to align their practice with the TPGES.

PRINCIPAL PROFESSIONAL GROWTH AND EFFECTIVENESS SYSTEM (PPGES): The procedures outlined in the section STANDING COMMITTEES COMPOSITION AND MEMBERSHIP SELECTION of this policy help support principals in their efforts to align their practice with PPGES (2.3 and 5.1).

CULTURE, WELLNESS, & RESOURCES COMMITTEE: Language taken from the program review proficient characteristics is in *italics*.

NAMES AND JURISDICTION OF STANDING COMMITTEES: The names and jurisdictions of standing committees given as an example in this policy system are designed to assist the SBDM Council with performing the duties and responsibilities that are legally required to enhance student achievement including helping to implement the school improvement plan. As you review the policies assigned to the various committees in this section, you will notice that some committees have more assigned policies than others. For instance, committees with fewer policies (Program Review Committee for example), involve many varying priority charges and tasks; whereas the committees with more policy charges involve mainly tasks related to their assigned policies. Also some policies require less engagement due to the nature of the policy and the language used. The content and legal intent of these policies are fairly clear and will rarely be subject to revision (an example is the Alignment with State Standards Policy). On the other hand, other policies may warrant ongoing review/revision based on data, stakeholder input, and research (for example the Instructional Practices Policy).

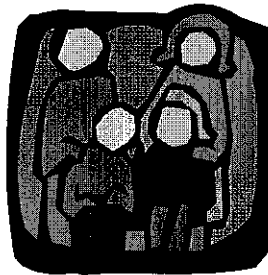
CONNECTION TO COUNCIL BYLAWS: This Committee policy should be referenced in your SBDM council bylaws in a section labeled committees and this policy should be attached at the end of the bylaws. There is no need to copy the whole policy into the body of the bylaws. KASC's Bylaws Kit models this.

LAW IN A BOX: This sample policy is consistent with the SBDM law, KRS 160.345(2)(c)(2) which says this policy must include:

- the number of committees,
- the jurisdiction of committees,
- the composition of committees,
- a process for membership selection, and
- procedures for facilitating involvement of interested people including but not limited to classified employees and parents.

CARDINAL VALLEY ELEMENTARY

CONSULTATION POLICY



INTERVIEW COMMITTEE

For each vacancy that occurs at our school (*except principal), the principal will appoint an ad hoc interview committee of no more than seven people and no fewer than three people. This committee's membership will include the principal, at least one parent (if available), and at least one certified staff member who will work directly with the person to be hired. Council members other than the principal may or may not be on the committee. The principal will chair the Interview Committee.

* See the Principal Selection Policy for procedures for this vacancy.

CRITERIA AND INTERVIEW QUESTIONS

Within ten (10) school days of their appointment, the Interview Committee will meet in **OPEN SESSION** to:

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

APPLICATIONS AND REFERENCES

Within five (5) school days after receiving a list of applicants from the superintendent and finishing the procedures in the section above, the Interview Committee will meet in **CLOSED SESSION** to:

1. Review all applications **SELECTED BY THE PRINCIPAL** and written references and select applicants to interview.
2. Determine if information in the written application or résumé points to any specialized questions that should be asked of a particular applicant and develop those questions if they are necessary.

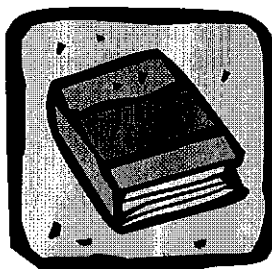
INTERVIEWS

Within five (5) school days of the Interview Committee's selection of candidates to interview, the Principal (or designee) will schedule an interview with each selected applicant at a time when all Interview Committee members can attend and call special meetings of the Interview Committee for each of those scheduled interview times. The following procedures will be followed during scheduled interviews:

1. Each interview will occur in a **CLOSED SESSION** of the Interview Committee.

2

CURRICULUM POLICY



CURRICULUM GUIDELINES

Our curriculum will:

1. Be aligned vertically and horizontally with Kentucky Core Academic standards for all subjects — English/Language Arts (including Writing); Math; Science; Social Studies; Practical Living and Career Studies; Arts and Humanities, and designed to help all students master that content.
2. Be revised, if needed, based on school needs assessment through the program review process, improvement planning process, professional learning communities, or analysis of student results.
3. Provide equitable access to a common academic core for all students.
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:

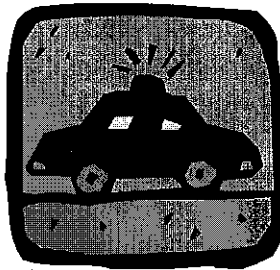
1. Disseminate the curriculum expectations for their classes to students in an age-appropriate way and to all parents.
2. Teach the *state standards* assigned for their particular area or areas.
3. Be prepared to contribute to discussions of needed changes in the curriculum.

PRINCIPAL ROLE

The principal 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.

EMERGENCY PLAN POLICY



The school council shall adopt an emergency management plan (emergency plan) ANNUALLY BY October 1 and will include procedures for fire, severe weather, earthquake, and building and campus lockdown as required by KRS 160.345(2)(i)9, KRS 158.162 and KRS 158.164. The emergency plan shall set forth steps to prevent, mitigate, prepare for, respond to and recover from emergencies. First responders, for the purpose of this policy, include local fire personnel, local, county and /or state police personnel, and emergency medical personnel. The Jeff Harris(District Safety)) will coordinate the work with the first responders.

CONTENTS OF PLAN

The emergency plan shall include procedures required by this policy and address the following:

- Establishment of primary and secondary evacuation routes which shall be posted in each room by each doorway used for evacuation
- Identification of severe weather safe zones that have been reviewed by the fire marshal/fire chief, which shall be posted in each room
- Practices for students to follow in an earthquake, fire, and severe weather
- Development and adherence to access control measures for each school building
- Procedures for lockdown of the building and campus; local law enforcement shall be invited to assist in establishing lockdown procedures.

Policy development, review and revision will include using the resources from the Kentucky Center for School Safety and local board of education policy.

DISTRIBUTION OF THE PLAN

Following adoption and after any revisions, the emergency plan and diagrams of the facilities shall be provided to local first responders. Annually, the principal is responsible for working with the district office to ensure that 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. Documentation of this distribution to first responders will be maintained in the principal's office, and a copy will be sent to the district

ENHANCING STUDENT ACHIEVEMENT POLICY



SCHOOL MISSION AND BELIEFS STATEMENT

The mission of Cardinal Valley Elementary School is to:

We believe in our core values:

Respect: Treat yourself and others with honor and kindness!

Successful: Being able to do your best no matter what!

Prepared: Ready with what you need to learn!

Confident: Believing I can and will do!

Loved: A place where students feel like they belong.

PROCEDURES

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

- Develop SBDM policies, which contribute either directly or indirectly to accomplishing this mission.
- Develop SBDM policies, which contribute either directly or indirectly to enhancing student achievement by improving teaching and learning at our school for each and every student.
- Complete an annual needs assessment including but not limited to analyzing student performance on the state testing.
- Annually revise our School Improvement Plan to address identified needs. The council will be responsible for adopting The Plan and conducting Implementation and Impact checks to monitor it.
- Budget and hire to support our School Improvement Plan.

POLICY EVALUATION

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

Date Adopted: _____

EXTRACURRICULAR PROGRAMS POLICY



CRITERIA FOR PROGRAMS

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

1. Contribute to the following Kentucky Learning Goals:
 - Becoming a self-sufficient individual.
 - Becoming responsible members of a family, work group, or community, including demonstrating effectiveness in community service.
2. Generate and maintain student interest as well as attract students currently not involved in extracurricular or service projects.
3. Encourage, enhance, and maintain equity including but not limited to a wide range of opportunities for both male and female students.
4. Have a suitable adult sponsor and have appropriate adult supervision at all times.

PROGRAMS CURRENTLY OFFERED

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

1. Girls on the Run
2. Academic Team
3. Girl and Boy Scouts
4. Green Team
5. STLP
6. Carter's Kids
7. Drama Team
8. Art Club
9. Garden Club
10. Social Skills with Ms. Howard

HOMWORK POLICY



DEFINITION

Homework will be used to increase students' opportunities to learn. It is completed outside the classroom and is intended to provide added opportunity to practice skills, engage information, and explore topics using varied learning styles and interests. Homework assignments will include not only written assignments but also opportunities to take part in cultural and creative activities and real-world applications of learning.

PURPOSE

This policy is intended to guide all faculty, parents, and students and to establish responsibilities and guidelines for standards for the assignment, evaluation, and monitoring of homework assignments.

The policy does not apply to students receiving homebound instruction or whose Individualized Education Plans require that homework be addressed in a different way.

TEACHER RESPONSIBILITIES

All teachers will:

1. In an age-appropriate manner, make sure that students understand this policy.
2. Make sure that students understand any individual classroom homework standards that a teacher may have.
3. Assign appropriate homework on a regular basis that is designed to support instructional goals, and that does one or more of the following:
 - Reinforces class instruction and skills that have been taught by transferring and extending classroom instruction.
 - Increases understanding and retention.
 - Prepares for class discussion.
 - Provides opportunities for curriculum enrichment and real-world applications.
4. Assign appropriate amounts of homework per week, which may vary depending on the subject matter and students' needs.

4. Assisting their child with time management.
5. Checking to see that work is complete.
6. Encouraging children to do their best work and praising a job well done including rewarding children in appropriate ways for completed work.
7. Staying in close communication with teachers.

POLICY EVALUATION

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

Date Adopted: _____

Date Reviewed or Revised: _____ Council Chairperson's Initials _____

Date Reviewed or Revised: _____ Council Chairperson's Initials _____

INSTRUCTIONAL AND NON-INSTRUCTIONAL STAFF TIME ASSIGNMENT POLICY



CRITERIA FOR ASSIGNMENT

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

1. Fully support implementation of our School Improvement Plan and our Student Assignment Policy.
2. Take into account staff members' requests to vary their work, particularly if a teacher has made past requests for a change or has been in a particular assignment for multiple years.
3. Take into account different teachers' strengths and in-depth knowledge of specific topics.
4. Take into account specific student needs based on student data and student interests when applicable.
5. Put a priority on manageable class loads for all teachers, including program review area teachers.
6. Respect state certification requirements and the parameters of district job classifications.

ASSIGNMENTS BASED ON CRITERIA

To complete assignments, the principal will:

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

ALTERING ASSIGNMENTS

After making assignments, the principal may alter them:

1. When necessary to respond to unanticipated enrollment or staffing changes.
2. When the principal and the affected teachers agree that a change is needed.

KINDERGARTEN-THIRD GRADE/PRIMARY POLICY



ASSESSMENT OF INDIVIDUAL STUDENT NEEDS

Appropriate reading and math assessments are given at least three times a year to all students to identify student strengths and weaknesses and plan instructional strategies. This data is also used to identify students for intervention services.

IMPLEMENTATION OF CRITICAL ATTRIBUTES

The K-3 learning environment will be organized around the critical attributes in order to help all students succeed and be prepared for the future:

1) Developmentally appropriate practices — instructional practices address the physical, aesthetic, cognitive, emotional and social domains of young children and permit them to progress according to their unique learning needs.

- Highly effective instruction is research-based, aligned to state standards, accessible to all students, and supplemented with intervention in order to close achievement gaps and increase achievement for all students.
- The principal (or designee), in collaboration with parents, teachers, and district staff, will establish a process for evaluating student need for formal instructional intervention (MTSS). The principal will share the checklist with the council and ask for feedback before finalizing the process.

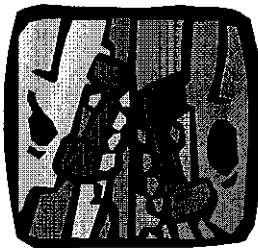
2) Authentic assessment — assessments occurs continually and reflects actual learning experiences that can be documented through observation, anecdotal records, journals, logs, actual work samples, conferences and other methods.

- Progress monitoring data provides information about individual student learning needs and instruction is adjusted based on that data.

3) Multiage and multiability classrooms — flexible grouping and regrouping of children of different age and ability in order to meet their learning needs

- Students will be placed with instructional groups, based on learning needs, and will not be limited to working with students in their own grade level. Grouping will be flexible and will be reevaluated regularly and adjusted to meet student needs.

PRINCIPAL SELECTION POLICY



PREPARATION

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

1. Meet with the superintendent, or designee, (who will replace the principal as chair of the council) and review the Best Practices for Principal Selection document available on the Kentucky Association of School Councils website.
2. Select a trainer of their choice to deliver training in recruitment and interviewing techniques. The council *Vice-Chair (or designee) will arrange for this training on a date agreed upon by the council and call a special meeting of the council for this purpose with "Principal Selection Training" as the agenda.
3. Distribute copies of this policy to all members before the scheduled training and send a copy to the trainer who will be providing the selection training.

*The council may want to elect a Vice-Chairperson (if none exists) to act as a liaison and contact person with the Chair (superintendent) during this process.

SELECTION PROCESS

The council will:

1. Design and carry out processes to get stakeholder input on what traits will make the best leader for this school. Stakeholder input will involve but not be limited to faculty and staff, parents, and students (where appropriate).
2. Call a special meeting of the council and meet in open session to:
 - a. Discuss the process and the timeline for receiving applications, and other steps in the hiring process.
 - b. Develop a set of criteria for a strong candidate using the stakeholder input plus council members' ideas. The council will aim for a list of about 10 criteria. These criteria will not discriminate based on race, ethnicity, gender, marriage or family status, religion, political affiliation, disability, or age.
 - c. Use the criteria they have developed to write standard interview questions that fit those criteria and which will be asked of all candidates in in-person interviews.
 - d. Decide on other methods to use to gather information about the candidates. The methods may include (but not be limited to) some or all of the following: applications and résumés, references, applicant portfolios, open forums, and written responses to hypothetical work-related challenges.

PROGRAM APPRAISAL POLICY



PROGRAM APPRAISAL NEEDS ASSESSMENT

Our yearly School Improvement Planning process will include:

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

We will implement this process to address the effectiveness of all our programs and the resulting Plan will be monitored by the council through ongoing Implementation and Impact checks.

POLICY EVALUATION

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

Date Adopted: _____

Date Reviewed or Revised: _____ Council Chairperson's Initials _____

Date Reviewed or Revised: _____ Council Chairperson's Initials _____

SCHOOL SPACE USE POLICY



CRITERIA FOR ASSIGNING SCHOOL SPACE

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

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

CLASSROOM SPACE ASSIGNMENTS

To assign classroom space, the principal will:

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

ALTERING CLASSROOM SPACE ASSIGNMENTS

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

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

TECHNOLOGY UTILIZATION 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 Cardinal Valley Elementary 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 work and producing products.
- 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.
- **(OPTIONAL)** Students will be allowed to bring personal technology to school for educational use only and such devices will be kept turned off and out of sight unless being used under a staff member's direct supervision.
- 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 up-dated if necessary each year.

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 Cardinal Valley Elementary School-Based Decision Making Council. *Most districts have a student (and employee) Acceptable Use Form that can be used here. If you choose to use the sample remember it must be revised to be age appropriate and must be aligned with your district's policy. (See Attachment ____)*

ATTACHMENTS

Cardinal Valley Elementary
Acceptable Use Policy

- Use the school network for personal gain, entertainment, political promotion or activities unrelated to school.
- Violate copyright laws or commit plagiarism, including the copying of software, music or other copyright protected files.
- Intentionally damage or steal district or personal technology-related property.
- Engage in cyberbullying, harassment, or disrespectful conduct toward others.

Violations of the Acceptable Use Policy

Students who have a signed AUP form will have access to a user account, where they will be given network access, an email account and network storage space. Students who violate the AUP are subject to the same disciplinary actions as prescribed by the Student Code of Conduct for similar offline behaviors and are at the discretion of the school administration.

Personally Owned Devices

Students who demonstrate good digital citizenship and have a signed AUP may be allowed to connect their personally owned devices to the district network. Such access will be monitored as stated above and will require students to login using their district credentials. **However, families are responsible for all service and support of personal devices. The district is not responsible for any damage or loss incurred with the use of a personal device in the school setting.** Students are expected to use devices for educational purposes and only with the consent of school staff.

Although the use of devices on the district network is monitored, parents and guardians of minors are responsible for setting and conveying the standards that their children should follow when using media and information sources. Parents and guardians are likewise responsible for what students may access through any non-district wi-fi or cellular connection.

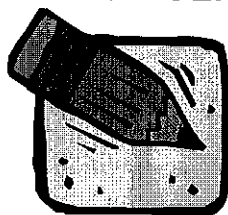
Social, Web 2.0 and Collaborative Content

The district recognizes that Internet-based resources that can enhance educational activities are growing in number each day. The district may provide access to web sites or tools that support communication and collaboration with others in addition to general productivity. Students are reminded to communicate appropriately and safely via these resources and that communication may be monitored. Use of any website outside of FCPS control is subject to their terms of use and may require specific permission in addition to the AUP.

Consent for Use

By signing this form, you hereby accept and agree that your child's rights to use the electronic resource provided by the District and/or the Kentucky Department of Education (KDE) are subject to the terms and conditions set forth in District policy/procedure. Please also be advised that data stored in relation to such services is managed by the District pursuant to policy 08.2323 and accompanying procedures. You also understand that the e-mail address provided to your child can also be used to access other electronic services or technologies that may or may not be sponsored by the District, which provide features such as online storage, online communications and collaborations, and instant messaging. Use of those services are subject to either standard consumer terms of use or a standard consent model. Data stored in those systems, where applicable, may be managed pursuant to the agreement between KDE and designated service providers or between the end user and the service provider. Before your child can use online services, he/she must accept the service agreement and, in certain cases, obtain your consent.

WRITING POLICY



STUDENTS' WRITING EXPERIENCES

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

- Engage in three categories of writing: writing to learn, writing to demonstrate learning to the teacher, and writing for publication.
- Experience authentic, meaningful writing at all grade levels:
 - Writing for a variety of purposes:
 - Argumentative writing to support claims.
 - Informative/explanatory texts.
 - Narrative to develop real or imagined experiences or events.
 - Writing for a variety of audiences.
 - Experiences that reveal ownership and independent thinking.
 - Writing in which students draw on their own experiences, learning, reading, and inquiry to complete writing tasks.
- Experience the writing process at all grade levels: planning, drafting, revising, editing, publishing, and reflecting upon writing.
- Experience writing in both on-demand and writing over time situations.
- Write as a natural outcome of the content being studied in all curriculum areas.
- Read and analyze a variety of print and non-print materials (e.g., artwork (2D and 3D), photographs, electronic text, graphics, illustrations, web images, maps, multimedia) including persuasive, literary, informational, and practical/workplace materials. Use readings as models for student writing.
- Learn about and use appropriate resources for writing (e.g., personal interviews, observations, print materials, and technology) driven by different instructional purposes with different audiences for the student to consider.
- *Participate in intentionally planned literacy learning opportunities to explore ideas and design products across content areas.*
- *Practice 21st century critical thinking, collaboration, creativity, problem solving and communication skills and connect them to real world experiences.*
- *Apply technology effectively as a tool to research, organize, evaluate and communicate information.*
- Apply appropriate writing skills to oral communication.
- Engage in real world and creative communication appropriate for meeting Kentucky Core Academic Standards.

SCHOOL-WIDE STRUCTURES AND MONITORING

To ensure every student has a **writing portfolio that demonstrates student interests, the integration of writing and communication skills across the content areas, includes samples of work that shows interests and growth over time, follows the student from grade to grade, and follows the student to any school he/she attends**, the principal or designee will:

- Ensure curriculum is vertically and horizontally aligned to Kentucky Core Academic Standards.
- Assign a literacy team to develop a written plan for implementing and monitoring writing portfolios.
- Ensure the plan includes guidelines for incorporating student and teacher **use of technology tools**.
- Ensure the implementation of the writing policy and plan.
- Ensure that the council annually reviews, revises (if necessary), and approves the writing policy and plan by the May SBDM date each year.
- Ensure teachers receive embedded professional development needed to improve writing instruction.

REFLECTION, ASSESSMENT, AND FEEDBACK

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

- Active participation of students in decision making about contents of the portfolio.
- The **use of the portfolio for determining student performance in communication**.
- The **procedures for reviewing the portfolio** in order to determine strengths and weaknesses in student writing and the overall writing program.
- The **procedures for grading the portfolio** including feedback to inform instruction.
- Guidelines for **providing students** descriptive **feedback** on the portfolio.
- Opportunities for **students to improve their writing and communication skills** based on portfolio feedback.
- Opportunities for students and teachers to develop and use rubrics to assess writing samples.

POLICY EVALUATION

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

Date Adopted: _____

Date Reviewed or Revised: _____ Council Chairperson's Initials _____

Date Reviewed or Revised: _____ Council Chairperson's Initials _____

NOTES ON USING THIS POLICY

This sample policy includes all Senate Bill 1 writing policy requirements. Senate Bill 1 writing program and policy requirements are in bold italics in this sample policy. Language taken from program review proficient characteristics are in italics.

Cardinal Valley Elementary School School-Centered Emergency Management Policy Policy No.

DRAFT

PLAN DESCRIPTION

Cardinal Valley Elementary School Based Decision-Making (SBDM) Council pursuant to KRS 158.162 adopts an Emergency Management Response Plan or "Emergency Plan [(KRS 160.345(2)(i)(9))].

The Emergency Plan is defined as a written document to prevent, mitigate, prepare for, respond to, and recover from emergencies; and First Responders are local, fire, police, and emergency medical personnel. School specific procedures in the plan are to include guidance that addresses fire, severe weather, or earthquake, building lockdown as defined in KRS 158.164.

Cardinal Valley Elementary School Based Decision-Making (SBDM) Council's School-Centered Emergency Plan shall set forth assurance through systemic, procedural guidelines to prevent, mitigate, prepare for, respond to and recover from emergencies.

PLAN IMPLEMENTATION

Cardinal Valley School-Centered Emergency Management and Recovery Guide shall provide guidelines for schools to address school emergencies that includes, but is not limited to:

05.4 Safety	05.47 Earthquakes
05.41 Fire	05.48 Weapons
05.411 Building Lockdowns	05.5 Security
05.42 Tornado/Severe Weather	09.22 Student Health and Safety
05.43 Bomb Threats	09.224 Emergency Treatment
05.45 Crowd Control	09.311 Safety (Athletics)

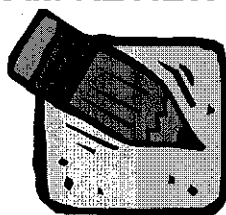
Additionally, the School-Centered Emergency Management Plan shall contain the following:

- A diagram of the facility shall be provided to appropriate first responders;
- Development and adherence to access control measures for each school building;
- Establishment of primary and secondary evacuation routes which must be posted in each room by each doorway used for evacuation;
- Identification of severe weather safe zones that have been reviewed by the fire marshal/fire chief, which must be posted in each room;
- Practices for students to follow in an earthquake;
- Practices for students to follow in case of fire that are consistent with administrative regulations of the Department of Housing, Buildings and Construction and school board policies;
- Procedures for lockdown of the building and campus. Local law enforcement shall be invited to assist in establishing lockdown procedures;
- Maintain complete nondisclosure and confidentiality of the school-centered emergency management plan [not subject to Open Records request (KRS 158.162)].

Adopted: _____

Revised: _____

PROGRAM REVIEW POLICY



PROGRAM REVIEW PROCESS

- The Program Review Committee will be made up of: *SBDM council. The heart of the work will be done and implemented by our program review teams.*

All certified staff will serve on a program review team. A member from every grade level will serve on one of the 4 program review areas: Arts and Humanities, PLCS, Writing, and Primary. Support and non-classroom teachers will also serve on teams in a manner that best supports the work of proficient program review development and implementation.
- Each Program Review team will be responsible for all Standards of the program review. Teams will meet on an as needs basis to document, collect evidence, plan professional development, and upload program review score sheets to FCPS for review.
- **In-depth review** — One Program Review area will be selected as an in-depth program review which will be looked at in-depth and developed in a manner that supports student achievement.
 - ⑥ October/November: Standard 2 work and turned into FCPS for feedback
 - ⑥ December/January: Standard 1 work and turned into FCPS for feedback
 - ⑥ February/March: Standard 3 & 4 work and turned into FCPS for feedback
 - ⑥ April: revise evidence and documentation per feedback from FCPS
- **Non-reviewed areas** — The council may choose to only do one in-depth program review in a year. For the areas in which the council chooses not to do an in-depth review, the teams will be responsible for reporting progress on how the identified needs have been addressed since the previous years' ratings. Based on the new evidence the committee can recommend a change in the rating for that program review area.
 - ⑥ October/November: Standard 2 work and turned into FCPS for feedback
 - ⑥ December/January: Standard 1 work and turned into FCPS for feedback
 - ⑥ February/March: Standard 3 & 4 work and turned into FCPS for feedback
 - ⑥ April: revise evidence and documentation per feedback from FCPS
- Each program review team will submit documentation to the SBDM council to review. The review process will be ongoing work of the council to ensure proficiency is met or we are diligently working toward proficiency in all program review areas.
- The council will develop a professional development action plan taking into account the recommendations from the Program Review Standards Teams. ***The plan will be communicated to stakeholders.***
- The SBDM council will monitor, and staff will implement the steps to strengthen the programs.

PROGRAM MONITORING

The principal will:

- Ensure curriculum is aligned to Kentucky Core Academic Standards.
- Ensure the implementation of the program review policy.

Cardinal Valley Elementary SBDM Policy
Health and Wellness
Dec 2015

DRAFT

Section A: In order to support the health and wellness of each child at Cardinal Valley Elementary all students shall participate in moderate to vigorous physical activity each day as follows:

1. Each student shall participate in physical education class once every rotation period
2. Each student shall have at least 15 minutes a day of supervised physical activity period, preferably outdoors, during which the school staff shall encourage moderate to vigorous physical activity verbally. The school shall provide space and equipment to make that activity possible and appealing to students. If inclement weather does not permit the use of outdoor space for gross motor development then teachers will provide students with a choice of planned physical activity in the classroom.
3. Teachers will use a folder on the school's website to share ideas for movement breaks and indoor recess.
4. Teachers shall make all reasonable efforts to avoid periods of more than 40 minutes when students are physically inactive. When possible, physical activity should be integrated into learning activities. When that is not possible, students should be given periodic break during which they are encouraged to stand and be moderately active. Students should be given periodic stretch/ movement breaks throughout the school day.
5. Students shall not be deprived of recess or other physical activity as a consequence for behavior or academic performance, nor shall they be held out of Practical Living for disciplinary reasons. Supervised Physical Activity (SPA) shall be used for students missing regular recess. Activities that permit students to release physical energy by walking, running, moving, skipping, etc are to be used.
6. Behavior and academic incentive parties/reinforcers should be physical in nature. For instance, reward parties could be a game of kick ball, dances, etc.
7. School will not use food as rewards, instead pencils, stickers, erasers will be used.
8. Parties will be limited to 2 a year with encouragement of healthy snacks. Teachers will suggest healthy snack options during celebrations along with traditional food. teachers will send home letters asking for fruit and veggies to share for the party, rather than chips and cookies. Also no soda, only 100% juice, milk, or water as a drink choices
9. Water bottles will be encouraged and allowed in all classrooms. The school has a water bottle refilling station in the cafeteria. Students will be encouraged to fill their bottles during their lunch time.
10. Teachers will model and discuss healthy snack options when appropriate. School will be offered healthy snacks twice a week through a Healthy Kids Snack grant.
11. Appropriate accommodations shall be made for students with special needs, as required by law.