

Richardsville Elementary School

Site-Based Decision Making Bylaws and Policies Manual

“Reaching every student so they may become the best
that is within them to be.”

Adopted July 11, 1995

Amended March 24, 2016

Amended January 8, 2019

BYLAW TABLE OF CONTENTS

Section I		
Article I	<i>Vision & Mission Statement</i>	2
Article II	<i>Membership</i>	2
Article III	<i>Officers of the Council</i>	5
Article IV	<i>Functions</i>	5
Article V	<i>Schedule of Meetings</i>	7
Article VI	<i>Conduct of Meetings</i>	7
Article VII	<i>Minutes and Other Council Records</i>	9
Article VIII	<i>Fiscal Management</i>	9
Article IX	<i>Appeals Process</i>	10
Article X	<i>Amendment</i>	10

ARTICLE I

PURPOSE

Vision:

Mission Statement: “Reaching every student so they may become the best that is within them to be.”

ARTICLE II

MEMBERSHIP

1. A. Composition of Council

The school council at Richardsville Elementary School shall consist of three (3) teachers, two (2) parents and the principal. If the student enrollment reaches 8% or more of minority students, then the Council shall consist of at least one minority member.

B. Eligibility

All certified employees assigned to the school as full time or part-time are eligible to serve on the council.

Prior to parent elections, parent candidates must successfully complete the parent volunteer process as established by the Warren County School District.

A parent council member shall be a parent or legal guardian of students to be enrolled in the school during the parent’s term of council service. The definition of

parent can be found at (KRS 160.3451.c).

C. Terms

Terms of school council members shall be for one (1) year and shall begin July 1 and end on June 30 of the following year.

Annual elections for the following year's term shall be held during the fourth quarter of the prior school year.

Teacher and parent members are eligible for reelection.

D. Elections

1. The parents will be elected according to PTO bylaws.

All teachers, regardless of their state of residence, assigned to the school full time, and all itinerant teachers who have had the school designated, as their home school by the Superintendent shall have an opportunity to participate in the annual election of teacher representatives. Teachers may nominate themselves or another teacher. Principal shall make a nomination form available prior to the election. Nominations shall be returned to the principal three days before election.

The principal shall prepare the list of candidates and shall distribute them to the faculty prior to the election. The principal shall prepare a ballot for the election.

Itinerant teachers, who are unable to attend the election, may request in writing a ballot that will be returned in a sealed envelope to the principal's designated staff member. Their vote will only be counted on the first vote.

All voting will be by secret ballot. Teachers must vote for three (3) candidates on the ballot. If three (3) certified staff members are not elected by a simple majority after two (2) votes, the staff member receiving the least amount of votes shall be eliminated. The voting continues until the three council members are elected by majority (50% + 1).

The principal's designee and two (2) teachers chosen by the faculty shall count the ballots and announce the results at the conclusion of the meeting. The principal shall forward results of the vote to the Superintendent and the board.

E. Vacancies

A teacher elected to a school council shall not be involuntarily transferred during his or her term of office. Council vacancies shall be filled at a special called election and shall follow the guidelines set forth in this policy.

F. Election Results

The principal shall report new members to the public.

G. Minority Membership Representation

The council encourages minority membership and representation on the council and in council affairs.

School councils in schools having eight percent (8%) or more minority student enrollment, as determined by the enrollment on the proceeding October 1, shall have at least one (1) minority member. If the council formed under paragraph (a) of this subsection does not have minority member, the principal, in a timely manner, shall be responsible for carrying out the following:

a. Notify the school PTO that they need to organize a special election to elect an additional member. The PTO shall call for nominations and shall notify the parents of the students of the date, time, and location to elect a minority parent to the council by ballot; and

b. Allowing the teachers in the building to select one (1) minority teacher to serve as a teacher member on the council. If there are no minority teachers who are members of the faculty, an additional teacher member shall be elected by a majority of all teachers. Term limitations shall not apply for minority teacher member who is the only minority on faculty.

H. Standards of Conduct

Each council member is expected to attend all council meeting except in case of illness or family obligations and to abide by Board policies. Elected council members may be removed from office for the following reasons:

1. Missing three (3) regular called council meetings except in case of illness or family obligations.
2. Willful violation of Kentucky Revised Statutes, Board policy, or council policy.
3. Demonstrating unwillingness to work collaboratively with the school council and the school.

Any member of the council convicted of a misdemeanor or felony while in office shall resign.

I. Council Member Removal

A member who violates the standards of conduct and does not submit a written resignation to the council could be reprimanded or removed.

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

2. A member of a school council may be removed from the council for cause,

after an opportunity for hearing before the local board, by a vote of 4/5 of the membership of the board of education after the recommendation of the commissioner of education pursuant to KRS 156.132. Written notices setting out the charges for removal shall be spread on the minutes of the board and given to the member of the school council. KRS 160.347

J. Council Training

School council members elected for the first time shall complete a minimum of six (6) clock hours of training in the process of school-based decision making, no later than thirty days after the beginning of the service year from which they are elected to serve. School council members who have served on a school council at least on (1) year shall complete a minimum of three (3) clock hours of training in the process of school -based decision making, no later than 120 days after the beginning of the service year for which they are elected to serve. School council members elected to fill a vacancy shall complete the applicable training within thirty (30) days of their election.

Training The principal, through the local superintendent, shall forward to the Department of Education the names and addresses of each council member and verify that the required training has been completed.

ARTICLE III

OFFICERS OF THE COUNCIL

A. Chairperson

The principal shall serve as chairperson at all meetings.

B. Vice Chair

The council shall select a person from its membership during its first regular meeting to serve as vice chair who shall be responsible for:

1. Presiding over council meetings in the event of the chair's absence for a personal or family emergency.
2. Presiding over council meetings for the purpose of selecting a principal.

C. Secretary

The school secretary shall serve as the council secretary and shall be responsible for:

1. Recording in writing all minutes of meetings.
2. Processing the minutes.

The council secretary shall be responsible for typing and disseminating meeting minutes to all council members and forwarding minutes to the Superintendent.

Additional copies shall be made available to faculty, PTO officers, and parents.

D. Custodian of Records

The principal shall be the official custodian of council records.

The council records shall be filed in the school office and subject to KRS 61.870 open records law.

ARTICLE IV

FUNCTIONS

A. Required Functions

The council shall set school policy consistent with Warren County Schools board policy to provide an environment to enhance students' achievement.

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.
2. Determine which textbooks shall be used at the school.
3. Determine which instructional materials shall be used at the school.
4. Determine what students support services shall be provided in the school.
5. Select new principal for the school, when that position becomes vacant, from a list of applicants submitted by the Superintendent or from additional names supplied by the Superintendent at the council's request. When a vacancy in the school principalship occurs, the school council shall receive training in recruitment and interviewing techniques prior to carrying out the process of selecting a principal. The council shall select the trainer to deliver the training.
6. After determining how certified vacancies shall be filled, consult with the principal before the principal selects persons to be hired to fill positions at the school.
7. Adopt policies to be implemented by the principal in the following areas:
 - 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 within 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;
 - 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 board policy;
 - j. provide an environment to enhance students' achievement.
8. Appoint committees: Standing and Ad hoc.
 9. Review data on student performance and non-cognitive data, on all state tests, annually shown by the K-Prep Test.
 10. Approve and adopt Comprehensive School Improvement Plan. Review it throughout the year to ensure that students are making progress toward meeting the goals set forth in KRS 158.645 and 158.6451 (1)(b).
 11. Comply with state scholastic audit statutory compliance, which requires school councils to receive and analyze disaggregate K-Prep data to refine the Comprehensive School Improvement Plan.

B. Functions not under Council Authority

The council shall not:

1. Recommend the transfer or dismissal of any member of the school staff.
2. Violate federal or state laws 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.

ARTICLE V

SCHEDULE OF MEETINGS

A. Regular Meetings

The Richardsville Elementary School Council shall meet on dates, locations, and times set at the first regular meeting. Each meeting will last no longer than two (2) hours.

A list of meeting dates will be sent to the local newspaper as soon as council approves the meeting dates.

Regular meetings may be canceled if inclement weather makes it necessary to close school on the day of the meeting. The meeting may be rescheduled at the discretion of the principal.

B. Special Meetings

A special meeting may be called by the principal providing proper notice is given. A quorum must be present for decision-making.

C. Open Meetings

All meetings of the council are open to the public and subject to the open meetings law in KRS 61.820 and KRS 61.825.

Meetings shall be held at times convenient to working parents. No council meetings shall be held during the scheduled instructional day. Advanced notice of meetings shall be given to the public as required.

ARTICLE VI

CONDUCT OF MEETINGS

A. Quorum

Two-thirds (2/3) of the members of the council must be present for the council to make official decisions including a minimum of one parent, two teachers, and the principal.

B. Attendance

Council meetings shall be open to the public. Anyone who wants to attend a council meeting may do so.

C. Closed Sessions

A closed session is a portion of a regular or a special meeting of the council during which the members meet in private. Within the realm of council responsibilities, the allowed subjects at closed meeting are proposed or pending litigation by or against council, allowed by KRS 61.810 (1) (c), consultation of new staff members, or selection of a new principal 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.

“It was moved by _____ and seconded by _____ that the Council go into Closed Session pursuant to the authority of KRS 61.810 (l) (f) for the purpose of proposed or pending litigation by or against the council or for the selection of a new principal.”

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 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. Agenda

Meetings shall operate by an agenda. The agenda shall be formed with items provided by council members. Non-council members may recommend items for the agenda by contacting a council member.

1. Preliminary. Before each regular council meeting, the principal shall prepare and post a preliminary agenda for the council meeting, including all items that have been submitted. The preliminary agenda shall be distributed to council members in advance of the meeting.

2. Final. Setting the final agenda shall be the first order of business at each council meeting. Other items may be added to the agenda at a regular council meeting by action of the council. Special meeting agendas cannot be changed.

E. Agenda Order

The order of the agenda shall be approved by the council at the opening of the meeting.

F. Discussion of Agenda

Each item on the agenda shall be fully discussed by the council before any decisions are made.

Those who are in attendance at the council meeting shall be provided an opportunity to discuss issues under consideration by the council by the following procedure:

1. As each topic is discussed, the chairperson shall call on speakers from the floor. Each speaker will be limited to five (5) minutes. Input will be allowed before the council makes a decision.

2. Input and reaction must be relevant to the topic and must be within the authority of the council.

3. The council may act to terminate discussion.

4. Items from the floor or under new business will be taken under advisement and considered for action.

G. Decision Making

The primary method of making decisions shall be by **consensus**. An effort shall be made to thoroughly discuss all possible alternatives, provide everyone ample opportunity to be heard, and make a final choice that can be supported by the group.

In the event a decision is necessary and the council determines majority rule is an acceptable process to make the decision, then majority rule will be followed. Decision by majority rule shall require a simple majority of the members present. A tie vote will result in no action.

ARTICLE VII

MINUTES AND OTHER COUNCIL RECORDS

A. Minutes Kept and Approved

The secretary 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.

B. Distribution of Council Documents

The council secretary shall make available copies of the council's by-laws, policies, annual budget, monthly spending reports, and minutes upon request.

A copy of all council documents shall be kept in the school office where all

interested persons can review them at any time that the office is open. Within three (3) business days of the meeting draft minutes shall be posted.

The principal, upon request, shall make official council records available within three (3) business days unless the records are subject to a specific exception of the Open Records Law.

ARTICLE VIII

FISCAL MANAGEMENT

A. Authority

The council shall have pervue of all monies and resources allocated, assigned to, or generated by the school.

The council shall allocated resources and approved all budgets.

ARTICLE IX

APPEALS PROCESS

A. Eligibility

A parent, student, or employee of the school may appeal council decisions.

B. Process

Appeal a decision made by the Richardsville School Council shall include the following procedure:

1. An appeal on a decision made by a school council must first be before the council in written and/or verbal form and reviewed by the school council, which shall make a timely response to the appealing party.
2. If the matter is not satisfactorily resolved by the council, the appeal may then be submitted in writing to the Superintendent.
3. If, within ten (10) days, the matter is not satisfactorily resolved by the Superintendent, the appealing party may, within twenty (20) days, appeal to the Board. The Board shall afford the affected parties a hearing within thirty (30) days of the appeal to the Board.
4. The Board shall issue a final written decision on the appeal with its rationale no later than sixty (60) days from the date of the hearing without the agreement of the affected parties.

C. Bias

Actions of the council will be reviewed on appeal based on whether the council action was arbitrary, violated District policy, exceeded the authority of the council, or was otherwise unlawful under state or federal law.

ARTICLE X

AMENDMENTS

A. Amendments to Council By-laws

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

B. Amendments to Council Policies

Policy will be reviewed at least annually, or more often if needed. The council may amend policy following the decision making process outlined in this document.

POLICY TABLE OF CONTENTS

Section II

<i>Curriculum</i>	13
<i>Assignment of Students to Classes and Programs</i>	13
<i>School Space Use</i>	14
<i>Discipline and Classroom Management</i>	14
<i>State Standards, Technology Utilization and Program Appraisal</i>	19
<i>Policy Development and Review</i>	20
<i>Standing and Ad Hoc Committees</i>	20
<i>Administrative Procedures</i>	20
<i>Staff Time Assignment</i>	22
<i>School Schedule</i>	22
<i>Instructional Practices</i>	22
<i>Extra Curricular Programs</i>	20
<i>Selection of School Personnel- Consultation</i>	23
<i>Wellness</i>	23
<i>Principal Selection</i>	24
<i>Budget</i>	26
<i>Selecting Textbooks</i>	26
<i>Determining Student Support Services for the School</i>	26
<i>Family Resource Center Advisory Council</i>	27
<i>Completion of Data Analysis and School Improvement Planning</i>	28
<i>Planning Professional Development</i>	28

<i>Homework</i>	28
<i>Grading</i>	32
Writing Policy	34
Emergency Plan	43

POLICY

CURRICULUM

A. Statement

Elementary Curriculum Coordinator and Principal work with grade levels to develop curriculum maps based on current core content for assessment. Periodic team meetings and faculty meeting are held for this purpose. The curriculum is revised annually based on CSIP evidence and assessment data.

POLICY

ASSIGNMENT OF STUDENTS TO CLASSES AND PROGRAMS

A. Statement

It shall be the policy of the Richardsville Elementary School Council that the assignment of students to classes and programs within the school be made utilizing a placement matrix for the most equitable placement of each primary and intermediate student.

B. Placement

Students at Richardsville Elementary School shall be assigned to classes and programs within the school by utilizing a placement matrix, which provides equitable placement and enhances student achievement by removing barriers to learning.

Parents are notified of their child’s placement at open house prior to the opening of school.

New students entering Richardsville Elementary School shall be placed according to class enrollment.

Any placement changes request made by a parent shall be considered only when in written form. Principal has final say in the decision.

C. Matrix

With input from sending teachers, the curriculum coordinator, and the principal the following considerations shall constitute the matrix used in assigning students to classes and programs within the school:

1. Friendships;
2. Family relationships;
3. Unique learning needs;
4. Social dynamics;
5. Personality;
6. Diversity in developments;
7. Gender balance;
8. Parental concerns;
9. Compatibility with teachers;
10. Socio-economic levels;
11. Equity.

D. Requests

Prior to roster creations, parents/guardians may communicate by written notification placement request to the principal. Parents shall be notified that their concern will be considered as part of the adopted placement matrix, but does not guarantee placement of their child as requested.

POLICY

SCHOOL SPACE USE

By the May council meeting, the Ad Hoc committee shall prepare a school space use plan and present to the school council. The principal shall implement the plan subsequent to the presentation to the council.

POLICY

DISCIPLINE AND CLASSROOM MANAGEMENT (Positive Behavior System)

A. Statement

With input from the faculty and staff, the Positive Behavior System/Discipline Committee shall develop an action plan for Positive Behavior Interventions and Supports. This plan shall have council approval. The committee will meet monthly to review discipline referrals in order to monitor the action plan and give recommendations for adjustments in school-wide procedures. Monthly reports will be

reported to the school council.

The faculty and principal shall implement the local school district code of acceptable student behavior and discipline. Copies of the local district code shall be distributed to all staff prior to the beginning of each school year, and to all parents upon enrollment of their child each year using the Student Handbook. The school council shall automatically adopt any subsequent amendments to the code by the local board of education.

Voice Levels

0 - No Talking

1 - Whisper

2 - Small Group Voice

3 - Conversation Voice

4- Outside Voice

OFFICE

B.E.S.T. slips will be given out for following office procedures.

- ==> Say your name and what you need
- ==> Use manners - Yes Mam, No Mam
- ==> Return a Greeting - "Good Morning", "Hello"
- ==> Wait your turn

Town Meeting

Every Day - Teachers in the gym at 8:15.

Town Meeting begins at 8:15.

Birthdays will be announced.

Backpack procedures

*Students will walk into the gym through the recycle hall and lay down backpacks at the grade level designated location.

*Students will then go into the geothermal hall to breakfast or sit in the bleachers.

When Leaving Town Meeting

*Grades 5,6, and K will dismiss first. Grade 6 will use door and stairwell A. Grade 5 will use door C and stairwell D. K will dismiss out door B.

*Grades 1 and 2 will follow. Grade 1 will dismiss out door D. Grade 2 will use door and stairwell A.

*Grade 3 and 4 will follow. Grade 3 will use door and stairwell A. Grade 4 will use door and stairwell B.

TOWN MEETING

- ==> Level 2 voice before Town Meeting
- ==> Level 0 voice during Town Meeting
- ==> Hands and Feet to yourself

- ==> Listen to the speaker
- ==> Participate (clapping, singing, dancing, etc)
- ==> Be the B.E.S.T. you can be!

Restroom

*All classrooms will have a bathroom monitor to check the bathroom before their class enters and after their class is finished.

*Classes will line up in the hall in a single file line. As one student exits the bathroom another child will enter.

RESTROOMS

- ==> Level 0 voice
- ==> 5 students or less
- ==> Flush the toilet
- ==> Wash Hands
- ==> Clean up after yourself

Halls

*Hall voice levels begin after the pledge.

*During class changing or bathroom breaks an adult will monitor the hallway.

HALLS

- ==> **H**ands to your side
- ==> **A**lways walk to the right.
- ==> **L**ook forward
- ==> **L**evel 0 voice

Stairs

*Stair voice levels begin after the pledge.

STAIRS

- ==> **S**tay to the right
- ==> **T**ake one step at a time
- ==> **A**lways hold on to the rail
- ==> **I** will walk slowly!
- ==> **R**emember level one voice
- ==> **S**afety First

Playground

*Students not allowed to go to the restroom when outside

*Travel time not counted as part of actual recess time

***Adults are to supervise at all times during recess**

*No throwing mulch

*Use playground equipment properly

*At teachers signal, line up to return to the classroom

*Upon entering the building, return to level 0

Morning procedures

*Level 0 voice entering building

*Student riding the bus will enter the great hall and go down the front stairs (D) in the water conservation hall.

*Car riders will enter the building at the great hall and go straight into the gym.

*Students in breakfast line may talk at level 2

*Students leaving cafeteria from breakfast may talk at a level 2 until Town Meeting begins.

Afternoon procedures

*Level 1 voice exiting the building

*Teachers escort students for dismissal

*All classes will be coming out the front doors.

*Rooms 20, 19, 18 will use stairwell B, room 13 will use stairwell A, room 1 and 3 will use stairwell D.

Car Riders (Procedures, no poster needed)

1. Students shall enter gym at a level 1 voice.
2. Line up on the red line in front of the bleachers.
3. After buses are loaded, car riders will go to the Great Hall and sit quietly
4. Regular car riders have sign in windshield with student name displayed
5. Vehicles will form 2 lines
6. Students dismissed from the school by personnel with a two-way radio
7. If personnel notice inappropriate actions of a parent/caregiver, he/she has the right to refuse to load the student and notify authorities.
8. If a parent comes to the door to get a student, he/she must speak to a staff member who has a two-way radio-student will be called to the parent

Cafeteria

Serving Line

*Students will keep their hands and feet to themselves and stand in single file line upon entering the serving line.

*Face forward, enter one at a time, and pick up appropriate utensils, napkins and condiments.

*No soft drinks aloud

While eating

*Students must eat food purchased that day. Milks, ice cream, and extras purchased from the serving line will not be saved for the next day. No sharing of food or drinks.

CAFETERIA

==> Everyone uses a level 2 voice

- ==> **Always** stay in your seat
- ==> **Table** manners and raise your hand for help
- ==> **I** only eat MY food.
- ==> **Neatly** throw ALL food away
- ==> **Go** everywhere with walking feet

ABC Room

- *Grade level teams will provide a folder of work to the ABC room aide for students to complete while the classroom teacher is gathering the daily work.
- *Principal/Surrogate will notify classroom teacher and ABC room aide of the ABC room stay, and then walk the student to the ABC room.
- *Teacher will send daily work to ABC room.
- *Student will be given a designated number, which corresponds, to a stick chart.
- *Students who do not follow expectations will pull sticks, which correspond to consequences.
- *Expectation will be reviewed 3-5 times per day.
- *Classroom work completed in the ABC room will be sent to the teacher at the end of each day.
- *Students will be given time to exercise, time to participated in activities, which teach social skills, and/or community service.

ABC Room Rules

- ==> Students stay in their seat.
- ==> Level 0 voice level used.
- ==> Students will raise their hand for help.
- ==> Class work correctly completed
- ==> Class work completed in an appropriate amount of time.

ABC Room Consequences

- ==> 1 Stick = 2 hours additional time spent in ABC room
- ==> 2 Sticks = Additional _ day spent in ABC room and phone call to parents
- ==> 3 Sticks = One additional day spent in ABC room and phone call to parents

Procedures for Office Referrals

- *Check flow chart: Is it a major or minor offense?
- *Follow flow chart procedures.

Bobcat Study Den—Per Classroom Teacher’s Discretion

- *Upon arriving at school, students will go directly to Bobcat Study Den
- *Breakfast will be served in Bobcat Study Den
- *Students will sign in when they arrive and sign out when leaving.

BUS EXPECTATIONS- Be Responsible, Use Respect, and Safety First

- ==> **Be Responsible:**

1. Be at Bus Stop 5 Minutes Early
2. Have Backpacks and be ready to board the bus

==> **Use Repect:**

1. Go directly to your seat
2. Stay in your seat; keep bottom to bottom and back to back
3. Keep your feet on the floor and hands to yourself
4. Use level 2 voice while riding the bus

==> **Safety First:**

1. Always stand far enough back for the driver to see you at the bus stop
2. Stay Seated until the bus comes to a complete stop
3. Exit the bus by using the handrail to keep from falling
4. Never pick up anything you may drop in front or under the bus
5. (Danger zone) Remember, if you can't see the driver they can't see you
6. Watch for the driver to motion you to cross, lets work together for your safety

BUS CONSEQUENCES

- ==> First referral- Warning
- ==> Second referral- Parent Contact
- ==> Third referral- 3 Days Bus Suspension
- ==> Fourth referral- 5 Days Bus Suspension (Student and parents must meet with the Principal and Director of Transportation prior to riding privileges being restored)
- ==> Fifth referral- 10 Days Bus Suspension
- ==> Sixth referral- Loss of Riding Privileges

POLICY

STATE STANDARDS, TECHNOLOGY UTILIZATION AND PROGRAM APPRAISAL

A. Statement

The school shall organize all instructional and other activity to be aligned with standards established in state laws and regulations, and in a manner that is consistent with local school board policy. The school shall utilize technology in a manner consistent with local school board policy and state laws and regulations. The school shall appraise all programs in a manner that is consistent with local school board policy. Programs shall be appraised upon request of the school council by assigning the program appraisal to the appropriate committee for completion and recommendation to the council. This school council policy shall also be consistent with the applicable indicators from the Standards and Indicators for School Improvement.

POLICY

POLICY DEVELOPMENT AND REVIEW

A. Policy Development

Council policy shall be developed through its committee system. All policies shall be adopted by the council subject to two readings.

B. Policy Review

Council policies may be reviewed annually.

C. Policy Amendment

Upon review, the council may amend policy.

D. Policy Manual

The principal shall maintain a manual of current council policy for staff and public inspection and shall provide each council member a current manual. A copy of the manual and its amendments shall be provided to the Superintendent.

POLICY

STANDING AND AD HOC COMMITTEES

A. Statement

It shall be the policy of the Richlandville Elementary School Council to appoint committees: Standing and Ad hoc. It shall be the purpose of each standing committee to research and analyze data. It shall be the purpose of the ad hoc committee to complete the task set forth from the school council. The committees shall present findings and make recommendations to the Council on adoption of policy or procedure.

B. Membership

It is the intent of the council that the committees be broad based and provide inclusion of the school’s faculty, staff, and parents and meeting all regulations for funding sources.

Membership of Ad hoc committees may include school and community members.

Council members may serve as contacts for all committees.

Committee members may be appointed by the principal with approval of the Council in instances where volunteers are unavailable.

C. Responsibility

The council may direct the work of each committee with a charge to focus its efforts on specific topics.

ADMINISTRATIVE PROCEDURES

STANDING AND AD HOC COMMITTEES

A. Standing

Standing committees shall:

1. Be representative of the school and community.
2. Committee membership will begin with appointment from the SBDM Council.
3. Select a chairperson and a secretary from its membership.
4. Determine the frequency of their meetings.
5. Determine the agenda for their meeting.
6. Be subject to the Open Meetings Law and Open Records Law in KRS 61.820 and KRS 61.825.
7. Submit to the school secretary the time, date, and location of each meeting five (5) working days prior to the meeting.
8. Be formed by the Council from a pool of school and parent volunteers generated.
9. Keep minutes of each meeting and file them in the school offices as part of the Council's official records.
10. Make available committee presentations to the principal within three (3) business days following a committee meeting.
11. Form Ad hoc or sub committees in order to complete specific tasks.
12. Use consensus as the primary method of making decisions.
13. A quorum must be present at all committees in order for business to be conducted. This must included at least one parent.

B. Ad hoc

Ad hoc committees shall:

1. Be formed by the Council to help complete specific tasks.
2. Be subject to all the administrative procedures assigned to standing committees with the exception of number 13 from above. Parent SBDM reps will serve as a liaison between parents and ad hoc committees.

3. Be abolished by the Council when the tasks for which they were formed are completed.

4. Have its members appointed by the Council chairperson within a reasonable amount of time after the need for the committee is addressed by the Council.

POLICY

STAFF TIME ASSIGNMENT

A. Statement

By the May SBDM meeting of each year, the principal shall prepare an instructional and non-instructional staff time assignment plan for the following school year, and shall present the plan to the school council for approval. In the event the district alters the original allocation, a follow up plan that reflects amendments to the original plan shall be prepared by the principal and submitted to the school council. Discussion of the plan shall include school wide priorities and concerns only and will not include discussion of individual staff persons. This school council policy shall also be consistent with the applicable indicators from the Standards and Indicators for School Improvement.

POLICY

SCHOOL SCHEDULE

A. Statement

An ad hoc committee shall annually establish a school schedule that will be submitted to the council for approval. The schedule shall fall within the parameters of the local board of education.

POLICY

INSTRUCTIONAL PRACTICES

A. Statement

Faculty, in collaboration with the principal, shall select the appropriate instructional practices to be utilized in their classroom, to ensure that the school's curriculum is fully implemented. Best practice instructional strategies that are selected by teachers must be included in lesson plans and monitored by the principal.

POLICY

EXTRACURRICULAR PROGRAMS

A. Statement

By the July Council meeting, the principal shall prepare a list of extracurricular programs to be implemented in the school for the school council's approval. Additional extracurricular programs to be implemented shall be presented by the principal to the council for approval prior to their implementation. The chief extracurricular sponsor shall determine student participation standards, to be consistent with any criteria set by the local, state, or national sponsor of the program and consistent with state and federal statutes and regulations.

POLICY

SELECTION OF SCHOOL PERSONNEL- CONSULTATION

A. Statement

It shall be the policy of the Richlandville Elementary School Council that after determining how certified/classified vacancies shall be filled, the principal shall consult with the Council before selecting persons to be hired to fill positions at the school for the purpose of providing discussion and additional input into the selection process.

B. Applications

Principal reviews every application sorting them into the categories of highly recommended, recommended, and conditionally recommended. Based on references and other information, principal at his or her discretion, narrows the applications down to the ones who will be interviewed.

C. References

After interviews have been conducted, references are checked by the principal for the applicants determined to be the most qualified.

D. Interviews

Interviews are conducted by the principal, curriculum coordinator, and/or grade level team members/colleague.

E. Timelines

While interviews may occur during the job posting, council consultation does not occur until the job posting has expired.

F. Procedures for When the Council is Unavailable

If the council members cannot be present at the meeting for consultation the meeting will be held as long as a quorum is present. Council members may participate electronically for this meeting for personnel consultation.

POLICY

WELLNESS

All students at Richlandville Elementary shall participate in moderate to vigorous physical activity each day, as follows:

- ❑ Each student will participate in physical education class in approximately twelve 40-minute blocks for a total of 600 minutes per year.
- ❑ Each student shall have at least 15 minutes a day of supervised locomotor activities, 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.

- ❑ Teachers shall make all reasonable efforts to avoid periods of more than forty 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 breaks during which they are encouraged to stand and be moderately active. Teachers are encouraged to incorporate Brain Breaks into their classes.
- ❑ Students shall not be deprived of supervised outdoor locomotors active time or other physical activity as a consequence for behavior or academic performance. Walking, in place of use of the playground equipment, for classroom behavior is appropriate.
- ❑ Appropriate accommodations shall be made for students with special needs, as required by law and sound professional judgment.

Once a year, Richardsville Elementary shall assess students' level of physical activity through a Fitness Assessment Tool.

Richardsville Elementary shall encourage healthy choices among students using the following methods:

- ❑ Our school shall implement the nutritional standards required by federal and state laws and regulations. Those rules apply to our food program and to other food and beverages available during the school day.
- ❑ Our Practical Living curriculum shall address the full Program of Studies, including safety, health, consumerism, and physical education.
- ❑ The rest of our curriculum shall reflect an integrated concern for wellness, including connections to Science, Social Studies, and other subjects.
- ❑ The FRC will work with staff and families to coordinate activities to increase awareness of health and wellness, physical activity and nutrition.
- ❑ WCPS provides district nurses to monitor services and provide screenings that promote healthy living.

The provisions of this policy shall be implemented to comply with provisions required by federal law, state law, or local board policy. If a specific requirement above does not fit with those rules, the principal shall notify the council so that the policy can be amended to fit.

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

POLICY

PRINCIPAL SELECTION

A. Statement

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

1. Superintendent or designee will chair all meetings during the selection process.
2. Obtain training in recruitment and interviewing techniques from the trainer of its choice.
3. Hold at least one meeting to receive suggestions from parents, staff, and other interested parties on what traits will make the best leader for this school.
4. Meet in open sessions to:
 - a. Review the school's mission and Plan and discuss how the newly hired person will need to contribute to that work.
 - b. Determine criteria for a strong candidate (being sure that those criteria do not discriminate based on gender, ethnicity, religion, political affiliation, or any other illegal grounds).
 - c. List "ability to strengthen our school-wide understanding of cultural diversity" as one of those criteria.
 - d. Develop interview questions that fit those criteria.
 - e. Identify any other methods to use to tell how well candidates meet the criteria beyond the application references, and interview. For example, the Hiring Committee may want to consider asking for writing samples, a chance to observe a candidate at work, a written response to hypothetical work challenges, or some of activity to show a candidate's capacities.
5. Meet in closed session to:
 - a. Review all applications and written references.
 - b. Select applicants to interview. If a member of the council is related to any applicant that will be interviewed he or she shall
 - c. Decide if information in the written application leads to any specialized questions that should be asked of a particular applicant. (For example, an application 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 a job and taking another might lead to a question about what the person did during the intervening period.)
 - d. Agree on what, if any, specialized questions will be asked.

6. Schedule an interview with each selected applicant at a time when all Council members can attend.
7. Conduct each interview in a closed session during which the Council will:
 - a. Ask all 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. Interviewed applicant(s) may be invited to an open forum at the school.
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 5-9 above.
11. Meet in open session to make the final choice of principal.
12. Notify the superintendent immediately of their choice.

After receiving notice of the Council's choice, the superintendent will complete the hiring process.

POLICY

BUDGET

A. Statement

It shall be the policy of the Richardsville Elementary School Council to review and approve all school budgets developed by the principal which shall comply with the state Board of Education and local Board requirements for expenditures and consist of all monies and resources allocated, assigned to, or generated by the school for the purpose of maintaining and operating all school functions and programs.

POLICY

SELECTING TEXTBOOKS

A. Statement

Grade level teams will review textbook samples and school representatives will attend the textbook showcase. Textbook companies will be narrowed and a presentation will be scheduled for the entire faculty. A vote will be taken and the company who receives the majority of votes will determine the textbook to be used the following year.

POLICY

DETERMINING STUDENT SUPPORT SERVICES FOR THE SCHOOL

A. Statement

The student support services for the school will be reviewed annually and the school council will determine whether an Ad hoc committee is needed for revisions and updates.

POLICY

FAMILY RESOURCE CENTER ADVISORY COUNCIL

A. Statement

It shall be the policy of the Richardsville Elementary School Council to recognize the Family Resource Center Advisory Council as a standing committee. The purpose of this council is to involve educators, parents, and community representatives to serve in an advisory capacity for the family resource center.

B. Membership

Membership to the Family Resource Center Advisory Council shall include educators representing the school and/or school district being served, representatives from the community resource agencies, and parent representatives who will make up a minimum of one-third of the total council membership. Parent representatives may not be an employee of the school being served by the Center. Membership shall not be denied by any organization because of race, color, creed, religion, economic status, age, sex, political views or handicapping conditions.

C. Administrative Procedures

1. The council shall be representative of the school and community.
2. Members shall be asked to serve, but not limited to, a two-year membership term. An effort will be made at the beginning of the second year to add additional members who will at that time begin their two-year term membership. In this manner, the council will be able to stagger expiration of membership terms and better provide for continuity of service.
3. The council shall select a chairperson, vice-chairperson and a secretary from its membership. Each officer shall be elected to the council for a one year term (July 1-June 30). The Advisory Council shall meet at least once a quarter.
4. The Chairperson in conjunction with the Center staff shall be responsible for developing and providing an agenda. A simple majority of the members present will rule in all voting. A quorum must be present to conduct business at meetings.

A quorum shall be identified as two officers and one representative from each of the following areas: parent, school personnel, and agency.

5. Each meeting of the council shall be subject to the Open Meeting Law in KRS 61.820 and KRS 61.825.

6. The council secretary shall keep minutes of each meeting and file them in the FRC as part of the Center's official records.

7. The FRC Coordinator shall make a presentation to the SBDM Council after each FRC Advisory Council Meeting.

8. Each individual present at meetings shall have one vote.

9. If a member chooses not to serve or is unable to serve for any reason. The Council requests that the member notify the Center coordinator. At such time, the coordinator will seek an appropriate replacement.

POLICY

COMPLETION OF DATA ANALYSIS AND SCHOOL IMPROVEMENT PLANNING

A. Statement

Components meet monthly to collect evidence and do implementation and impact checks. Components will report twice a year to the council. Components managers are on two year cycles. The CSIP runs from January to December. Component revisions for the plan are completed subsequent to receiving assessment scores and disaggregation of data. Revisions will be completed by the November council meeting for approval.

POLICY

PLANNING PROFESSIONAL DEVELOPMENT

A. Statement

The professional development plan is determined by the principal and curriculum coordinator based on central office mandates, school wide initiatives, and disaggregation of assessment data.

POLICY

HOMEWORK

A. Statement

Homework policies are distributed to the parents and students. The policies are reviewed annually by the council and then a determination will be made whether to develop an Ad hoc committee to revise the policies.

Richardsville Elementary Homework Policy

Purpose:

Homework assignments should enhance skills necessary for each grade level. It is the responsibility of teachers, students and parents to work together so homework is beneficial and promotes student success. Student performance and achievement is improved through six types of homework:

1. **Study Skills and Habits:** These assignments are meant to improve skills such as concentration, discipline, note taking, reading for understanding, and reading for pleasure.
2. **Practice/Review:** These assignments are designed to reinforce material presented in class or work toward mastery of a skill.
3. **Preparation:** These assignments typically introduce material that may be helpful in future instruction.
4. **Skill Integration:** These assignments require the student to utilize skills that were learned separately and integrate them into a single product. Examples could be a book report, class project, or writing assignment.
5. **Extension:** These assignments allow students to use previously learned skills and concepts to further develop their understanding and mastery of certain topics.
6. **Completion:** These assignments are started in the classroom and need to be completed at home by students that do not finish in the allotted time.

Grade Level Expectations:

Grade Level	Average minutes per night	Type of homework
Kindergarten	0-10	Study Skills and Habits Completion of Classwork
1 st grade	10 minutes *includes reading	Study Skills and Habits Practice/Review Completion of Classwork
2nd grade	20 minutes *includes reading	Study Skills and Habits Practice/Review Preparation Skill Integration Extension Completion of Classwork
3 rd grade	30 minutes *includes reading	Study Skills and Habits Practice/Review Preparation Skill Integration Extension Completion of Classwork
4 th -6th	30 minutes work and 15 minutes reading	Study Skills and Habits Practice/Review Preparation Skill Integration Extension Completion of Classwork

Homework for Absences

- If your child is absent for an extended time (3 or more days), you can request work be sent home by calling the office by 9:30 a.m. The assignments will be available in the office by 3:45 p.m. Sufficient time must be given for teachers to get materials to the office.
- If your child is absent less than 3 days, make-up work will be given to the student upon return to school. Adequate time will be given to complete the assignments.

**** It is the policy of Richardsville Elementary that**

- There will be no homework or additional classroom testing during the state testing window for students participating in the assessment.
- On nights of school programs or Family Fun Nights, a homework pass that can be used for the work assigned the day of the program/event only. It cannot be used for projects.

HOMEWORK GUIDELINES:

STUDENT	PARENTS	TEACHERS
<ul style="list-style-type: none"> ✓ Always do your BEST work ✓ Record homework in agenda ✓ Take materials home for homework ✓ Hand in completed work on time ✓ Complete missing work when absent ✓ Talk to your parents and teacher when having trouble with an assignment 	<ul style="list-style-type: none"> ✓ Be familiar with the homework policy and guidelines ✓ Check agenda nightly ✓ Provide a time and place for homework to be completed ✓ Supervise homework and assist when needed ✓ Help your child with time management with long-term assignments ✓ Contact your child’s teacher with any questions 	<ul style="list-style-type: none"> ✓ Assign homework in accordance to the homework policy ✓ Ensure homework assignments are clear ✓ Monitor student use of agenda ✓ Coordinate with team members in order to avoid over burdening students with homework ✓ Communicate with parents in a timely manner for students falling behind ✓ Return assignments with meaningful feedback in a timely manner

Grading Policy for Homework:

- If homework is not returned due to absence the student receives an equal number of days to complete work (example 4 day absence = 4 days to make up).

- If homework is not returned on the due date because of incompleteness, a student is responsible for completing and returning to the teacher in a timely manner.
- Students shall receive a 30% on any homework assignment not made up within the allotted time.
- Grade level teachers are responsible for Sharpen the Saw activities at least once a quarter for students that have completed both homework and classwork. Students with missing assignments will be in the “Put First Things First” room to work.

Activities you can do at home that will enrich your child’s education

1. Read to your child regularly. Beginning readers need simple stories with repetition, rhyme and interesting pictures. Older readers need high interest stories (non-fiction, chapter books, biographies, magazines). Listening to stories helps children learn important vocabulary and the rhythm of reading.
2. Encourage your child’s writing. Listen to their stories. Help with spelling when asked.
3. Notice the print in your home or in town. Play games in the car, at the grocery store, or on walks finding letters and words, making price comparisons, etc.
4. Visit the library regularly. Check out books to read at home. Allow your child to have his/her own library card.
5. Let your child see YOU read! Discuss what you read with your child. Show how you use print such as telephone books, greeting cards, coupons, recipes, etc.
6. Provide your child with writing materials: Paper, pencil, markers, erasers, models of letters, journals, diaries etc. Encourage him/her to draw pictures, tell stories, and write thank you notes or letters to friends and family.
7. Establish a time and place for completing homework or doing enrichment activities.
8. Participate in cultural activities: theater, art exhibits, museums, dance productions, musical concerts, et

HOMEWORK GUIDELINES for TEACHERS

1. If the homework is to have value, its purpose and relation to what has been learned in the classroom must be clearly understood by the student.
2. Before assigning homework, students should understand what to do and also how to do it independently. Homework shall follow modeling and guided practice of the lesson plan.
3. The homework assignment must pertain to previously taught skills or must extend the student’s knowledge.
4. AR may be used for grades **only** if students are given a combination of time in class & time at home to read. When calculating the grade for AR, a teacher will use % of the goal as one grade and average % correct as a second grade for the quarter.
5. Homework assignments must be adapted to student needs.
6. Every homework assignment must be properly evaluated by the teacher (examples:

spot check, grade, review in class/discussion, participation grade, etc.). Teachers will provide feedback (written or verbal) on assignments, which will allow students to understand what was done well and what was done incorrectly.

7. Documentation of homework assignment must be referenced in grade books.

8. Homework should be an integral part of the classroom activities; it should never be busy work nor construed to be punishment.

9. Some larger scale projects, such as Science Fair Projects, are to be done at home and partially at school.

In summary, if homework is carefully examined and constructed as a meaningful part of learning, it can be another step in the direction of bringing the school, the student, and the community closer together in a common interest for quality education.

GRADING POLICY

EXPLANATION OF MARKS : Kindergarten through Third

E	Excellent Progress
S	Satisfactory (a student who is developing at expected level)
I	Improving (a student who is showing progress)
P	Making Progress (a student who needs additional time and practice to acquire concepts)
U	Unsatisfactory (a student who is not meeting grade level)
N	Not Evaluated at this time.

Grades 4-6 Academics / Subjects

90 - 100 = Excellent Progress A	(90-93 A-	94-96-A	97-100 A+)
80 - 89 = Good Progress B	(80-83 B-	84-86-B	87-89 B+)
70 - 79 = Meets Expectations C	(70-73 C-	74-76-C	77-79 C+)
60 - 69 = Needs Improvement D	(60-63 D-	64-66-D	67-69 D+)
59 and below = Unsatisfactory F			

***Comments on report cards should be positive and supportive. Specific concerns should be dealt with by means of conferences.

GUIDELINES FOR GRADING

- Grades should reflect the students academic achievement.
- Each teacher's grade book should contain on average one grade per week in Math and Reading.

- There should be a minimum of 5 grades per grading period in all other subjects.
- A minimum of 2 tests or quizzes should be given each quarter.
- The lowest grade give will be 30%
- Infinite Campus should be updated weekly with grades.
- Infinite Campus parent login information will be sent home at least twice a year.
- All subjects will be weighted 50% test/quizzes and 50% Classwork/Homework/Participation.

Examples of student work (not complete list) of each category:

Tests/Quizzes

Multiple-choice questions

oral exams
 constructed response questions
 textbook curriculum correlated
 teacher designed
 student generated
 chapter test
 unit tests

Homework/Classwork/Projects

writing portfolio/on demand writing
 constructed responses
 daily class assignments
 cooperative group activities
 whole group/small group/cooperative/flexible/centers

work/pairs

journals

speeches/debates

Projects- posters, power points, presentations,
 plays, videos, research, dioramas, etc.

REPORT CARDS

Report cards containing student grades in each subject must be provided to parents/guardians following each nine-weeks reporting period. The report cards must provide for the signature of the parent/guardian and be returned to the school. If the report card with the parental signature is not returned to the school within five (5) school days, the teacher shall make a good faith effort to ensure that the parent/guardian is informed of the student's progress.

Student punctuality, preparedness and behavior will not be reflected in the subject area grade, but rather in the category listed under conduct on the report card.

MAKEUP WORK

Students shall be expected to make up assignments and tests after absences. Students shall receive a 30% on any assignment not made up within the allotted time.

Students shall be permitted to take tests administered in any class missed because of absence.

For any class missed, the teacher may assign the student make-up work based on the instructional content covered on the day(s) missed and the needs of the individual student. Students will be expected to master the missed instructional content and skills.

A student shall be responsible for obtaining and completing the make-up work in a satisfactory manner and within the time specified by the teacher.

Homework from unexcused absences does not have to be made up unless preapproved from the principal.

ACADEMIC DISHONESTY

Students found to have engaged in academic dishonesty shall have a 30% recorded for assignments or tests with no opportunity for retesting and shall be subject to disciplinary penalties in accordance with the Student Code of Conduct. Academic dishonesty includes cheating or copying the work of another student, taking another's AR test, plagiarism, and unauthorized communication between students during an examination. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or another supervising professional employee, taking into consideration written materials, observation, or information from students.

Richardsville Elementary School Writing Policy

1st reading by SBDM on January 18, 2011

Adopted February 2011

Revised May 2012

Reviewed May 2014

Revised April 25, 2017

Revised November 12, 2018

The School-Based Decision Making Council shall:

be responsible for approving and monitoring the school's writing program in accordance with KRS 158.6453 and the Kentucky Academic Standards.

Policy Statement:

Richardsville Elementary School's writing program shall give all students the opportunity to achieve at high levels through authentic learning opportunities that promote 21st century skills in thinking, writing and communicating.

The School Principal shall:

- assign a knowledgeable teacher to be the writing cluster leader.
- support the curriculum coordinator leader in his/her role.
- be a member of the literacy team.
- support teachers through professional development and resources to enhance the writing program.

The Curriculum Coordinator shall:

- attend district meetings and professional development that will enhance the writing program.
- support literacy team and staff in the implementation of the school's writing plan.
- facilitate literacy team meetings in order to accomplish writing policy requirements.
- ensure dedicated writing time for each grade level is included in the master schedule.

The Literacy Team shall:

- be organized to analyze and evaluate strengths and needs of the writing program.
- determine the professional development needs for the program based on that analysis and evaluation and make recommendations to the school administration.
- work collaboratively to develop the school's writing plan that is aligned to Kentucky Academic Standards. The writing plan shall be a living document revised annually to address changing program needs and changing student needs.
- report annually to the SBDM council to make recommendations regarding policy.

Four Requirements of Writing Policy:

Communication Skills

- Provide a variety of developmentally appropriate opportunities for students to communicate (speaking, listening and writing) across the curriculum for authentic purposes.
- Include pieces from across content areas in each area: Narrative, Argumentative/Opinion, Informative, On Demand writing (1 sample each).
- Address a variety of audiences and purposes through publications.
- Publications can be traditional written work but should also reflect 21st century learning. (examples: writing/delivering a speech, use of multimedia, electronic/digital publications)

- Allow students to use the writing process in classroom and real world situations using a variety of technological tools when available and appropriate.
- Integrate communication through technology in order to prepare students to be creative and innovative members of a global society.
- Use a variety of purposes for writing that will include giving opinions, explaining, informing and narrating.
- use a variety of resources so students may read and analyze a variety of print and nonprint materials.

Grading procedures and feedback to students regarding their writing and communication skills

- Allow student self-reflection and assessment when practicing proficient communication (speaking, listening and writing).
- Use a variety of rubrics (teacher made, student made, Ky. Writing scoring rubric) to analyze student progress.
- Provide feedback (conferencing, descriptive feedback, rubrics, etc.) to students and parents frequently.
- Use peer conferencing as a strategies for students to provide feedback to one another through the use of rubrics, checklist, discussion, etc.
- Use both formative assessment (during the writing process) and summative assessment (after publication).
- Primary students will keep a writing folder in the classroom for each student to place work that reflects writing across the curriculum. For Intermediate students 4th and 5th, writing folders in the classroom and/or on Google Drive at grade team discretion. 6th grade will create a writing folder in Google Drive in which at least writing piece will be typed. One of these pieces will be selected to take to middle school.
- Keep an instructional working folder/portfolio that will follow the student grade-to-grade until the end of 6th grade. (In case of a transfer, this will allow us to have writing samples to send to the new school.) The working folder will contain student-writing samples that reflect student interest and choice. Pieces will reflect 21st century skill that center around Narrative, Argumentative/Opinion, Informative, On-Demand writings.

Responsibility for the review of the portfolios and feedback to students

- Grade-level teams will review the working folders/portfolio for their grade level and collect data in order to improve writing instruction across the curriculum. Teams will develop a data collection process based on instructional goals (21st century skills, writing process, content, structure, conventions, etc.) to assess the school's writing program.
- Writing feedback on writing process will be sent home quarterly on each child's progress report.
- Grade level teams will submit to a writing review team four random writing pieces (1 each of Narrative, Argumentative/Opinion, Informative, On-demand {One of these writings for grades 2-6 should include the complete writing process of

pre-writing, rough draft, editing, revising, final copy}} to review at the end of April.

- Complete writing portfolios are due by the end of the school year.
- Recommendations for instructional planning and revisions to the school's writing plan will be submitted to SBDM by May.

Other policies to improve the quality of an individual student's writing and communication skills

- Provide students with opportunities to think, write and collaborate using critical thinking skills at the higher levels of Bloom's Taxonomy.
- Use PLC time to have professional discussions about writing across content areas.
- Provide staff development to ensure a common understanding of writing instruction Kindergarten through 6th grade.
- Decide on a common language and/or method that will be used when discussing writing, communication and 21st century skills across content areas.
- Provide time for staff to vertically and horizontally align literacy curriculum.
- utilize instructional strategies and models that assist students in achieving specific learning objectives.
- provide students with opportunities to seek a deeper understanding of a topic through guided inquiry.

Richardsville Elementary School
Writing Plan
 Adopted June 2014

General

Activity	Person Responsible
1. The school principal will monitor and support the writing plan.	Principal, SBDM Council
2. The writing cluster leading will follow through with duties listed in the school's writing policy.	Writing Cluster Leader, Principal
3. The Literacy Team will complete duties assigned in the school's writing policy.	Literacy Team Members, Writing Cluster Leader, Principal
4. Teacher's will provide instruction in writing that is in compliance with the school's writing policy.	Classroom Teachers, Literacy Team Members, Writing Cluster Leader, Principal

Instruction

Activity	Person Responsible
5. The Table Method will be used K-6 th to teach paragraph writing, main idea and supporting details. 5 th and 6 th grade will introduce alternate method for 8 sentence paragraph to give more choice.	Classroom Teachers
6. WWF Method will be introduced in primary and reinforced in grades 4 th – 6 th for on-demand writing.	Classroom Teachers
7. Writing to Learn will be used across content areas through journaling, reflections, graphic organizers etc.	Classroom Teachers
8. Writing to demonstrate learning will be used across content areas through formative assessments, summaries, short answer questions, open response, etc.	Classroom Teachers
9. Writing for publication (narratives, stories, poems, articles(opinion, informative, etc.) will be used across content areas in real world situations. These writings will be done traditionally and by using 21 st Century Skills.	Classroom Teachers
10. Use common core ELA standards to guide instruction. Follow instructional sequences outlined in the writing plan (attached).	Classroom Teachers

Portfolio

Activity	Person Responsible
11. Writing Folders that reflect writing across the curriculum will be kept in the classroom.	Classroom Teachers
12. 3 sample pieces will be chosen by the student each year to put into the portfolio. 1 on-demand sample given in May will be included for a total of 4 pieces. The portfolio will follow the student year-to-year and school-to-school.	Classroom Teachers

Preparing for on-demand/constructed response K-6 Adopted June 2014

Grade Level	On-Demand	Constructed Response
Kindergarten	<p>Aug. – Sept. – Modeling of a complete sentence</p> <p>Oct. – Nov. – Introduce Table Top and students begin writing one sentence (main idea) independently</p> <p>Dec. – Jan. – Add a detail (writing 2 sentences)</p> <p>Feb. – March – Add a detail (writing 3 sentences)</p> <p>April-May – Writing 4 sentence paragraph</p>	<p>*Teachers model responding to prompts.</p> <p>*Use CRAWL as a class.</p> <p>*Students respond to prompts through drawing, dictating and writing.</p>
1st grade	<p>Aug. – Dec.: Review the paragraph table for a 4-sentence paragraph. Underline and identify parts both as a class, in small groups and individually. Write paragraphs as a whole group (teacher modeling)</p> <p>Jan. – Feb.: Teacher begins paragraph (main idea) and students finish paragraph individually.</p> <p>March – May – Students are writing 4 sentence paragraphs independently.</p>	<p>*Teachers model responding to prompts.</p> <p>*Use CRAWL as a class.</p> <p>*Students respond to prompts through writing.</p>
2 nd grade	<p>Aug. – Sept.: Review of the 4 sentence paragraph. Identify parts in already written</p>	<p>Aug. – Sept.: -</p> <p>*Teachers model responding to prompts.</p>

	<p>paragraphs and model writing paragraphs together.</p> <p>Oct. - Students are writing 4 sentence paragraphs independently.</p> <p>Nov. – March: Introduce 6 sentence paragraph (Adding supporting details)</p> <p>Apr. – May: Students writing 6 sentence paragraphs.</p>	<p>*Use CRAWL as a class.</p> <p>*Students respond to prompts through writing.</p> <p>Oct. – May. Students analyze prompts using CRAWL in small groups and individually. Students respond to prompts through writing.</p>
3 rd grade	<p>Aug. – Sept.: Identify parts of 6 sentence paragraphs by underlining. Teacher review and modeling of 6 sentence paragraphs.</p> <p>Oct. – Jan: Students writing 6 sentence paragraphs independently.</p> <p>Feb. – March – Introduce 8 sentence paragraph (Add 2 more supporting details)</p> <p>April – May – Students writing 8 sentence paragraphs</p>	<p>Aug. – Sept. (WEEKLY)</p> <p>*Teachers model responding to prompts.</p> <p>*Use CRAWL as a class.</p> <p>*Students respond to prompts through writing.</p> <p>.</p> <p>Oct. – May.: (WEEKLY) Independent responses to short answers.</p>
4 th grade	<p>Aug. – March. Review of 8 sentence paragraph. Students writing paragraphs independently.</p> <p>March – May: WWF – Analyzing prompts</p>	<p>Aug. – Sept. (WEEKLY)</p> <p>*Teachers review responding to short answer prompts.</p> <p>*Use CRAWL as a class.</p> <p>*Students respond to prompts through writing.</p> <p>October: Introduce and model extended response</p> <p>Nov. – May : Independent responses to constructed response (short answer & ORQ)</p>
5 th grade	<p>Aug.-Sept.: Review of 8 Sentence paragraph and WWF. Teaching a 5 paragraph essay format.</p> <p>Oct. – May: Teacher modeling and independent writing using prompts and 5 paragraph essay.</p> <p>Required for state testing: Passage-based prompt: 90 min Informative/Explanatory</p>	<p>Aug. – Sept. (WEEKLY)</p> <p>*Teachers review responding to short answer prompts.</p> <p>*Use CRAWL as a class.</p> <p>*Students respond to prompts through writing.</p> <p>Oct – May : (WEEKLY) Independent responses to constructed response (short answer & extended response)</p>

	Stand Alone prompt: 30 min. Narrative Opinion	
6 th grade	<p>Aug.-Sept.: Review of 8 Sentence paragraph, WWF, 5 paragraph essay</p> <p>Oct. – May: Teacher modeling and independent writing using prompts and 5 paragraph essay.</p> <p>Required for state testing: Passage-based prompt: 90 min Informative/Explanatory</p> <p>Stand Alone prompt: 30 min. Narrative Argumentative</p>	<p>Aug. – Sept. (WEEKLY)</p> <p>*Teachers review responding to short answer prompts.</p> <p>*Use CRAWL as a class.</p> <p>*Students respond to prompts through writing.</p> <p>Oct – May : (WEEKLY) Independent responses to constructed response (short answer & extended response)</p>

Richardsville Elementary Instructional Sequence

	Kindergarten	1 st Grade	2 nd Grade	3 rd Grade	4 th Grade	5 th Grade	6 th Grade
Opinion Piece	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic they are writing about and state an opinion or preference about the topic	Write opinion pieces in which they introduce the topic they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure	Write opinion pieces in which they introduce the topic they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section	Write opinion pieces on topics or texts, supporting a point of view with reasons. a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion. c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. d. Provide a concluding statement or section.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose, b. Provide reasons that are supported by facts and details, c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition), d. Provide a concluding statement or section related to the opinion presented.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose, b. Provide logically ordered reasons that are supported by facts and details, c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically), d. Provide a concluding statement or section related to the opinion presented.	Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s) and organize the reasons and evidence clearly. b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from the argument presented
Informative Explanatory Piece Research Piece	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. Participate in shared research and writing projects (e.g., explore a number of books by	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure Participate	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. Participate in shared research and writing projects (e.g., explore a number of "how-to"	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic and group related information together; include illustrations when useful to aiding	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic; organize ideas, concepts, and information, using strategies such as

	<p>a favorite author and express opinions about them). With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p>in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).</p> <p>With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p>books on a given topic and use them to write a sequence of instructions).</p> <p>With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p>comprehension.</p> <p>b. Develop the topic with facts, definitions, and details.</p> <p>c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p> <p>d. Provide a concluding statement or section.</p> <p>Conduct short research projects that build knowledge about a topic.</p> <p>Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p>	<p>useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</p> <p>d. Use precise language and domain specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented.</p> <p>Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p>	<p>multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</p> <p>d. Use precise language and domain specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented.</p> <p>Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p>	<p>definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from the information or explanation presented.</p> <p>Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p>Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p>
Narrative Piece	<p>Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened</p>	<p>Write narratives in which they recount two or more Appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p>	<p>Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p>	<p>Write narratives in which they recount a well elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p>	<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>c. Use a variety of transitional words</p>	<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to</p>	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p>

					and phrases to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.	situations. c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.	c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. e. Provide a conclusion that follows from the narrated experiences or events.
--	--	--	--	--	---	---	---

Policy
EMERGENCY PLAN POLICY

In compliance with KRS 160.345(2)(i)9 and KRS 158.162

A. Statement

Student and staff safety is a primary responsibility of the school leadership. Therefore, the principal, in consultation with district staff, local first responders and members of the SBDM council will 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.

B. Ad Hoc Committee:

The council shall annually establish a Safety Committee that will meet in the spring to review the Safety Procedures of the school. This committee shall include the principal **or his/her designee**, a classified staff member, certified staff member and a local first responder. Additional district staff may be included on this committee.

The Ad hoc committee shall:

1. Review current evacuation routes (primary and secondary)
2. Review severe weather safe zones
3. Review access control measures
4. Review safety drill practices-lockdown, fire, tornado, earthquake, bomb threat

C. Procedures

The principal, in consultation with the Safety Committee, will establish a Safety Plan, which will include the following items:

- Establishment of primary and secondary evacuation routes

- Identification of severe weather safe areas
- Procedures to follow in an earthquake
- Procedures to follow in a fire
- Procedures to follow in a lock down
- Procedures to follow in a bomb threat
- Procedures to follow in severe weather
- Procedures to follow in off-campus evacuation
- The development and adherence to access control measure that include the following:
 1. Controlling the access to exterior doors during the day
 2. Controlling access to individual classrooms
 3. The procedures for visitor check-in and identification

D. Timelines

Prior to the the May SBDM, the emergency procedures will be reviewed by a Safety Ad Hoc Committee and a report will be presented to the council at the May SBDM meeting.

By June 30th, the principal will submit a copy of the Richardsville Elementary Emergency Plan to the central office designee. A copy of this documentation will be maintained in the principal's office.

A comprehensive diagram of the school showing primary and secondary evacuation routes and identified severe weather safe zones will be posted at each school doorway prior to the first instructional day of school.

Prior to the first instructional day of school, the principal, or designee, will present and review all emergency procedures with staff. Documentation of attendance will be a sign-in sheet that will be kept on file at the school.

The principal, or designee, will conduct regular monthly drills in accordance to the district timelines and procedures. Documentation of the drills will be kept in the principal's office and a copy will be sent to central office.