

JCHS
School Based Decision Making Council

2013-2014 Members

Keith Hays - Principal

Karen Rose - Teacher

Ashley Gabbard - Teacher

Sue Smith - Teacher

Ryan Estridge - Parent

Ruthie Sizemore - Parent

JACKSON COUNTY
HIGH SCHOOL

SCHOOL BASED
DECISION MAKING

BY-LAWS

Jackson County High School SBDM POLICIES

| Policy | Policy Number |
|-------------------------------------|---------------|
| Curriculum | 010 |
| Staff Time Assignment | 020 |
| Student Assignment | 030 |
| Space Use | 040 |
| School Schedule | 050 |
| Instructional Practices | 060 |
| Discipline and Classroom Management | 070 |
| Extracurricular | 080 |
| College Level Courses | 090 |
| Program Appraisal | 0100 |
| Committees | 0110 |
| Assessment/Classroom Assessment | 0140 |
| Writing Policy/Program | 0150 |
| Homework | 0160 |
| Enhancing Student Achievement | 0170 |
| Parental Involvement | 0200 |
| Protection of Instructional time | 0220 |
| Budget and Spending | 0240 |
| Improvement Planning | 0260 |
| Alignment with State Standards | 0270 |
| Extended School Services | 0280 |
| Consultation | 0290 |
| Principal Selection | 0300 |
| Technology Use | 0320 |
| | |
| | |

JACKSON COUNTY HIGH SCHOOL

CURRICULUM POLICY

CURRICULUM GUIDELINES

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

1. Be aligned with the *Core Content* and designed to help all students master that Core Content.
2. Implement the *Program of Studies* or a council-approved modification of that program.
3. Be aligned with the College Readiness Standards.
4. Provide equitable access to a common academic core for all students.
5. Provide support for all students to be able to complete some college-level work while in high school.
6. Provide links to continuing education, life and career options.
7. Reflect the strategies adopted in our Comprehensive School Improvement Plan.
8. Provide the legally required core curriculum of college-level courses.

TEACHER ROLE

All teachers will:

1. Develop a course syllabus for each class they teach that lists the curriculum to be covered and disseminate a copy to the students enrolled in their courses.
2. Teach the *Core Content, Program of Studies and College Readiness Skills* that are 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.
3. Post all course syllabi on the school web-site.

CURRICULUM REVISION

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

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

POLICY EVALUATION

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

Date Adopted: _____

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

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

| |
|---------------|
| Policy Number |
| 10.0 |

SCHOOL COUNCIL POLICY

Jackson County School District

Jackson County High School

| | |
|-------------------------------------|--------------------|
| Policy Type (Check One) | |
| <input checked="" type="checkbox"/> | Council Operations |
| <input type="checkbox"/> | School Operations |

029

| POLICY TOPIC DESCRIPTION |
|---------------------------------|
| Consultations – Staff Vacancies |

| POLICY STATEMENT |
|---|
| <p>For the purpose of filling staff vacancies at Jackson County High School, the term consultation shall mean: The full council, upon notification of no less than 24 hours, shall be permitted to be present during the interview process and participate in rating the candidates. If a council member is participating in the interview process, he/she must be present at all interviews for that position. Council members may submit questions to be included in the interview before the interview begins; these same questions will then be asked of all candidates. Prior to interviewing, council members may review available written applications and reference materials. When possible, a special called meeting will be convened immediately following the completion of all interviews so that consultation may take place. In the event that there is not the required quorum, this meeting will be held as soon as possible following the interviews.</p> |

| |
|-----------------------|
| Date Adopted _____ |
| Date(s) Amended _____ |
| _____ |
| Council Chairman |

? date

Jackson County High School

School-Wide Writing/Communication Policy

1. **Site-based Decision-Making Council:** The SBDM council shall form policies for the school's writing/communications program and, with school leaders and the school's writing team, shall monitor and annually assess the program to assure its on-going development and to meet state requirements/guidelines and students' needs.

2. **School Writing/Communication Team:** The principal shall appoint a team or committee responsible for guiding the writing program. Members shall include the principal, curriculum specialist, special education teacher and a teacher from each content area. Responsibilities of the communication team shall include the following:
 - A. Review relevant state documents, such as, KDE guidelines for program reviews, Kentucky Core Academic Standards and Kentucky assessments.
 - B. Develop a school-wide writing/communication program that meets state regulations and the needs of JCHS students.
 - C. Communicate with the council and staff members about the program and the state's requirements and guidelines.
 - D. Meet bi-annually to analyze the program and submit annually an action plan for the program to the principal and council.
 - E. Before the start of each school year, submit recommendations for professional development to the principal, based on the review of the writing program, including portfolios.
 - F. Analyze individual student performance, including test results and portfolios, and identify key instructional needs for the program.

3. **Developing Students' Communication Skills:** School leaders, including the SBDM council, shall ensure that students at all grade levels and across the curriculum engage in developing complex communication skills for a variety of purposes and audiences in a variety of real-world forms/modes. Students will utilize 21st century technological skills that will include a variety of real-world communications, such as, video conferencing, speeches, Moodle, podcasts, electronic/digital publications, blogs and etc. Curriculum and instruction for the writing/communications program shall align with state regulations, relevant Kentucky Core Academic Standards, state guidelines for the writing program and the needs of JCHS students.

4. **School Writing Portfolios/Folders:** Teachers and administrators shall arrange for student writing portfolios to be developed at each grade level:

- A. The school's writing team, collaborating with other teachers, shall develop a plan for procedures and contents of the portfolio. The plan will be reviewed/approved by the school's council. All teachers will be informed of the procedures and responsibilities for the school's portfolios.
- B. Teachers across the curriculum will use on-going periodic reviews of student portfolio collections to inform whole classroom instructional needs. The portfolios will be reviewed at the end of each school year to determine strengths and areas of need for the writing program. Any recommendations will be provided to the literacy team.
- C. Contents of the student writing portfolio at each grade level shall indicate that students are developing communication skills for a variety of purposes and audiences in a variety of forms/modes, such as 21st century learning. The contents will be aligned with Kentucky's Core Academic Standards and shall reflect students' interests and development over time. It shall also include pieces relevant to students' learning and lives. At each grade level, the portfolio will consist of at least three completed pieces which will include an argumentative piece, a narrative piece and an informational/explanatory piece. There will also be evidence of students being involved in the writing process, such as revising, editing and publication. Furthermore, students will provide a rationale for the pieces that have been included and the pieces that have been purged. Teacher feedback and assessment will also be included. Two of the pieces must come from classes other than language arts. The portfolio will reveal teachers efforts to help students use available technology and to engage students in higher-order thinking, creative/critical thinking and expression and problem-solving. For the school's portfolio and the school's program, "writing" will be defined broadly to include written texts and multi-modal communications. At each grade level, the following general types of writing shall be included:
 - Writing to learn
 - Writing to demonstrate learning, especially constructed responses.
 - Writing/communication for realistic purposes and audiences in appropriate forms/modes:
 1. Informative/explanatory texts
 2. Persuasive/argumentative texts
 3. Fiction narrative texts
 4. Non-fiction narrative writing
 5. Writing like that called for in the On-demand writing test

C. All portfolio contents will be stored on the students' Individual Learning Plans (ILP).

5. **Feedback and Assessment:** Each teacher shall provide on-going and descriptive feedback, including formative and summative assessments, to help students develop communication skills. Feedback may be provided in a variety of methods. It will be focused and constructive and shall include students' own reflection, self-assessment, peer assessment and planning. Student performance expectations shall be communicated clearly with students and others (parents, other teachers, etc.) Rubrics and scoring guides shall reflect criteria used in state assessment. To understand expectations, students shall review models of good writing and samples of other students' writing/communication, including samples representing different levels of performance.

6. **Professional Development:** School and district leaders shall arrange for each teacher and school leader to participate in professional development regarding writing instruction provided by the district, school or other qualified resources. One such professional development opportunity will be the use of professional learning communities. The principal, or his/her designee, shall keep records of professional development.

7. **Administrative Support and Monitoring:** School leaders, including the school council, shall provide appropriate support and supervision of the writing/communication program. Areas of support include, but are not limited to, staffing, language resources, appropriate technology, curriculum and instruction, positive school culture, professional development, communication with staff about the program and feedback on instruction. School leaders and the writing/communication team shall review the program annually and as needed and shall form and implement an action plan to refine the program. The school's council shall review/approve the plan.

? date

Jackson County High School

School-Wide Writing/Communication Program

1. Site-based Decision-Making Council: The SBDM council shall form policies for the school's writing/communications ^{policy} program and, with school leaders and the school's writing team, shall monitor and annually assess the program to assure its on-going development and to meet state requirements/guidelines and students' needs.

2. School Writing/Communication Team: The principal shall appoint a team or committee responsible for guiding the writing program. Members shall include the principal, curriculum specialist, special education teacher and a teacher from each content area. Responsibilities of the communication team shall include the following:
 - Review relevant state documents, such as, KDE guidelines for program reviews, Kentucky Academic Core Standards and Kentucky assessments.
 - Develop a school-wide writing/communication program that meets state regulations and the needs of JCHS students.
 - Communicate with the council and staff members about the program and the state's requirements and guidelines.
 - Meet bi-annually to analyze the program and submit annually an action plan for the program to the principal and council.
 - Before the start of each school year, submit recommendations for professional development to the principal, based on the review of the writing program, including portfolios.
 - Analyze individual student performance, including test results and portfolios, and identify key instructional needs for the program.

3. Developing Students' Communication Skills: School leaders, including the SBDM council, shall ensure that students at all grade levels and across the curriculum engage in developing complex communication skills for a variety of purposes and audiences in a variety of real-world forms/modes. Curriculum and instruction for the writing/communications program shall align with state regulations, relevant Kentucky academic core standards, state guidelines for the writing program and the needs of JCHS students.

4. School Writing Portfolios/Folders: Teachers and administrators shall arrange for student writing portfolios to be developed at each grade level:

- a. The school's writing team, collaborating with other teachers, shall develop a plan for procedures and contents of the portfolio. The plan will be reviewed/approved by the school's council. All teachers will be informed of the procedures and responsibilities for the school's portfolios.

- b. Contents of the student writing portfolio at each grade level shall indicate that students are developing communication skills for a variety of purposes and audiences in a variety of forms/modes. Contents shall reflect students' interests and development over time and shall include pieces relevant to students' learning and lives. At each grade level, the portfolio will consist of at least three completed pieces which will include an argumentative piece, a narrative piece and an informational/explanatory piece. There will also be evidence of students being involved in the writing process, such as revising, editing and publication. Teacher feedback and assessment will also be included. Two of the pieces must come from classes other than language arts. The portfolio will reveal teachers efforts to help students use available technology and to engage students in higher-order thinking, creative/critical thinking and expression and problem-solving. For the school's portfolio and the school's program, "writing" will be defined broadly to include written texts and multi-modal communications. At each grade level, the following general types of writing shall be included:
 - Writing to learn
 - Writing to demonstrate learning, especially constructed responses
 - Writing/communication for realistic purposes and audiences in appropriate forms/modes:
 1. Informative/explanatory texts
 2. Persuasive/argumentative texts
 3. Fiction narrative texts
 4. Non-fiction narrative writing
 5. Writing like that called for in the On-demand writing test

- c. All portfolio contents will be stored on the students' Individual Learning Plans (ILP).

5. **Feedback and Assessment:** Each teacher shall provide appropriate feedback, including formative and summative assessments, to help students develop communication skills. Feedback may be provided in a variety of methods. It will be focused and constructive and shall include students' own reflection, self-assessment and planning. Student performance expectations shall be communicated clearly with students and others (parents, other teachers, etc.) Rubrics and scoring guides shall reflect criteria used in state assessment. To

understand expectations, students shall review models of good writing and samples of other students' writing/communication, including samples representing different levels of performance.

6. **Professional Development:** School and district leaders shall arrange for each teacher and school leader to participate in professional development regarding writing instruction provided by the district, school or other qualified resources. The principal, or his/her designee, shall keep records of professional development.

7. **Administrative Support and Monitoring:** School leaders, including the school council, shall provide appropriate support and supervision of the writing/communication program. Areas of support include, but are not limited to, staffing, language resources, appropriate technology, curriculum and instruction, positive school culture, professional development, communication with staff about the program and feedback on instruction. School leaders and the writing/communication team shall review the program annually and as needed and shall form and implement an action plan to refine the program. The school's council shall review/approve the plan.

**JACKSON COUNTY HIGH SCHOOL
SCHOOL-BASED DECISION MAKING COUNCIL
STAFF TIME ASSIGNMENT POLICY**

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

1. Fully supports implementation of our student assignment policy.
2. Takes into account staff members' requests to vary their work.
3. Respect State certification and the parameters of district job classifications.
4. Take into account different teacher's strengths and in depth knowledge of specific topics.

To complete assignments, the principal shall:

1. In March, survey all returning staff members to indicate their preference to continuing or changing assignments the next year, including classroom assignments, paid 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, tentatively assign staff members based on the criteria above and the district allotment for staffing.
4. In June, notify the Council of how each returning staff member has been tentatively assigned.
5. 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 of staffing changes.
2. When the principal has discussed with the affected teacher 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 staff time assignment changes that cannot be put off until the next school year.

JACKSON COUNTY HIGH SCHOOL
SCHOOL BASED DECISION MAKING COUNCIL
STUDENT ASSIGNMENT POLICY

STANDARDS FOR STUDENT ASSIGNMENT TO CLASSES AND PROGRAMS

The principal, in cooperation with the counseling department shall develop a master class schedule that ensures all students have equal access to the school's curriculum.

The counseling Department shall assign students to classes and programs in a manner that will:

1. Take each student's developmental needs into account.
2. Create collaborative groups of teachers with common planning time so they can share planning and thoughts on individual student needs. Time for vertical and/or horizontal planning is also available in a block of time at the end of the school day and during lunch each day.
3. Allow for teachers to give input to schedules when there is a need to adjust schedule because of student grouping to support higher learning for students. Teachers must support suggested adjustment for how this will support higher learning.
4. Implement our Comprehensive School Improvement Plan.
5. Not exceed the state class size cap except under the circumstances described below.

Temporary exceptions to the class size cap rule may be made after meeting with all the teachers for the appropriate student level and topics to discuss student needs and possible solution and after determining that no reasonable alternative will meet the students' needs.

6. Implement each student's individual graduation plan.
7. Prepare all students to be ready for college level work or career skills.

HIGH SCHOOL HOMEROOM ASSIGNMENTS

The Counseling department shall assign students to homeroom by grade.

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.

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.

ASSIGNMENTS OF NON-CLASSROOM SPACE

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

POLICY EVALUATION

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

Date Adopted: 4-21-10

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

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

JACKSON COUNTY HIGH SCHOOL

SCHOOL DAY AND WEEK SCHEDULE POLICY

CRITERIA FOR DEVELOPING THE SCHOOL SCHEDULE

Our schedule will:

1. Reflect our mission and belief statements.
2. Give all students access to all classes, avoiding conflicting schedules of specialized classes and preventing any exclusion related to cultural background, physical abilities, socio-economic status, and intellectual status.
3. Provide students with the learning time they need, including technology access to complete writing assignments and other learning activities.
4. Facilitate appropriate decisions to give particular students expanded time and support for successful performance (such as independent study, additional time to work on a project or assignment, or other appropriate methods for the situation).
5. Support our Curriculum Policy, our Instructional Practices Policy, our equity and diversity commitments, and the Goals and Strategies in our School Improvement Plan.
6. Allow teachers shared time to collaborate and plan on a regular basis.
7. Promote reasonable and appropriate enrollments for all classes and appropriate numbers of pupils each teacher works with in the course of a day.
8. Respect the beginning and ending times of the school day and school calendar year as established by the Board of Education.

PROCESS FOR DEVELOPING THE SCHOOL DAY SCHEDULE

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

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

1. In January, the council will appoint an Ad Hoc Scheduling Committee (or charge a standing committee) to complete the following tasks:
 - Review student performance data and survey data (if available) from students, parents, and staff on how well instructional time is being used.
 - Brainstorm current time barriers to implementing needed practices and meeting student needs and ways the schedule might be changed to remove those barriers.
 - Discuss advantages and disadvantages of various changes, focusing on the criteria listed in the first section of this policy.

2. Based on the above work the committee will consult with the principal and make recommendations concerning schedule changes for the coming school year no later than the end of February.
3. In March, the principal will prepare a recommendation to the council on a schedule for the coming school year including changes (if any). The principal's recommendation may include more than one option.
4. The council will consider the principal's recommendations and adopt a schedule in time to implement our Staff and Student Assignment Policies.

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 _____

JACKSON COUNTY HIGH SCHOOL INSTRUCTIONAL PRACTICES POLICY

INSTRUCTIONAL PRACTICE PRINCIPLES

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

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

INSTRUCTIONAL PRACTICE GUIDELINES

To help ensure our instructional practice principles are implemented:

Each trimester, students will have the opportunity to:

- Receive appropriate and meaningful feedback on assessed work.
- Work with other students in pairs, small groups or teams.
- Do hands-on activities.
- Use calculators.
- Read books or materials on their own or with a partner.
- Discuss different ways to solve problems.
- Read and write in all content areas.
- Do open-response items.
- Communicate with pictures, charts, graphs or a web.
- Use resources other than a textbook or worksheet.
- Use manipulatives or equipment.

- Be exposed to real-life examples that relate to content areas.
- Discuss or read about current events, issues or topics.
- Watch the teacher do a demonstration.
- Read novels, short stories and poems.
- Use a computer.

TEACHER ROLE

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

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

PRINCIPAL ROLE

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

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

POLICY EVALUATION

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

Date Adopted: 7-15-09

JACKSON COUNT HIGH SCHOOL
SCHOOL-BASED DECISION MAKING COUNCIL
INSTRUCTIONAL PRACTICES POLICY

CLASSROOM INSTRUCTION

Grades in every classroom will be based on the following:

1. 40% Exams (ex. Unit Tests, Learning Checks, etc)
2. 20% Quizzes
3. 20% Daily Activities/Homework
4. 20% Final Exam

DISCIPLINE, CLASSROOM MANAGEMENT, AND SCHOOL SAFETY POLICY

DISTRICT CODE OF ACCEPTABLE BEHAVIOR AND DISCIPLINE

Our school follows the Jackson County High School Code of Conduct, which is located in our student agenda. A copy is attached in the appendix.

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

1. Provide each student with a copy of the student agenda.
2. Require each student to return a signed Acknowledgement Form from his or her parent or guardian showing that the parent or guardian has seen and reviewed the Code.
3. Follow-up as needed with any student who has not returned the signed acceptance, or assign other staff members to do so.

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

SCHOOL SAFETY PLAN

Our school will maintain a School Safety Plan addressing procedures to provide a supportive, safe, healthy, orderly, and equitable learning environment for both students and staff. This plan will also address any issues identified by our stakeholders and issues required by state law. A copy of our current Safety Plan is attached.

SCHOOL SAFETY PLAN REVIEW

Our School Safety Plan will be reviewed every odd numbered school year by the Kentucky Center for Instructional Discipline (KYCID) Committee using the following procedures:

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

RESPONSIBILITIES

Principals and assistant principals are responsible for:

1. Disseminating and interpreting the behavioral and discipline standards and guidelines of the district and school.
2. Ensuring that all staff and students adhere to the District/JCHS Code of Conduct.
3. Providing support and guidance to teachers in the implementation of the district and school behavioral and discipline standards and guidelines.
4. Working with parents and guardians when issues arise involving behavior and discipline of a student.

Teachers are responsible for:

1. Establishing specific standards of conduct for their individual classrooms including clearly defined consequences when those standards are not met.
2. Communicating those standards to parents and posting them where students can see them throughout the year.
3. Teaching those standards and consequences to students during the first two weeks students are in the class and explaining the standards and consequences to students who join the class after the first two weeks.
4. Holding students to the set standards and issuing the appropriate consequences when those standards are not met.

Students are responsible for:

1. Accepting and following the behavioral standards of conduct expected by the district, school, and each classroom.
2. Asking for help when they do not understand the behavioral expectations or feel that they are unable to comply.

Parents and Guardians are asked to:

1. Become familiar with documents related to district and school standards of behavior and discipline and ask the school questions when they do not understand language or details in these documents.
2. Work with the school when issues arise involving their child's behavior or consequences given to their child by the school or teacher.

POLICY EVALUATION

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

ATTACHMENTS

A. District Code of Conduct

B. School Safety Plan

Date Adopted: 4-21-10

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

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

NOTES ON USING THIS POLICY

SCHOOL-WIDE DISCIPLINE RULES: This section is optional. If you choose to include a section like this, the rules actually in place and unique to your school that are not covered in the District Code or your School Safety Plan should be listed.

RESPONSIBILITIES: These responsibilities should be revised to fit your school and the input you receive from your stakeholders.

080

JACKSON COUNTY HIGH SCHOOL 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.

- Sports:
1. basketball (girls & boys)
 2. football
 3. golf (girls & boys)
 4. cross-country (girls & boys)
 5. baseball
 6. fast-pitch softball
 7. volleyball
 8. cheerleading
 9. archery

****The council will adhere to all Kentucky High School Athletic Association rules and regulations for athletics.***

- Extra-Curricular:
1. dance team
 2. academic team
 3. prom
 4. graduation ceremony
 5. senior trip
 6. student driving
 7. all school-sponsored events
 8. others as listed in the handbook

- Clubs:
1. Beta
 2. Fellowship of Christian Athletes
 3. National Honor Society
 4. Bible
 5. Spanish
 6. Chess
 7. Book
 8. Drama
 9. Future Farmers of America
 10. Future Business Leaders of America
 11. Student Technology Leadership Program
 12. Science
 13. Family Career Community Leaders of America
 14. Skills USA
 15. HOSA
 16. Young Republicans
 17. Young Democrats
 18. Unite

STUDENT PARTICIPATION

The chief extracurricular sponsor shall determine student participation standards, including, but not limited to, who may or may not be eligible under the sponsor's selection criteria. These standards are to be consistent with: any criteria set by the state or national sponsor of the program; state and federal

statutes and regulations; and with council standards as addressed in the handbook. (see attachment) Furthermore, in addition to the above criteria, students must maintain a 92% attendance rate in order to remain eligible. If a student fails to meet the required attendance rate because of extenuating circumstances, his/her eligibility will be reviewed according to the guidelines set forth in the handbook. (see attachment)

COACHES AND SPONSORS

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

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

PROGRAM EVALUATION

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

POLICY EVALUATION

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

Date Adopted: _____

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

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

| |
|--|
| |
| |

JACKSON COUNTY HIGH SCHOOL

SCHOOL-BASED DECISION MAKING CONCIL

EXTRA CURRICULAR POLICY

The chief extracurricular sponsor shall determine student participation standards, to be consistent with any criteria set by the state or national sponsor of the program, and with state and federal statutes and regulations, and with council standards as addressed in the handbook. (See attachment)

The council adheres to the Kentucky High School Athletic Association rules and regulations for athletics.

Students will be eligible to participate in extra-curricular activities if they have 92% attendance. Extenuating circumstances will be reviewed according to the handbook. (See attachment)

Extracurricular activities include, but not limited to graduation ceremony, school sponsored events, driving, and others as listed in the handbook. (See attachment)

JACKSON COUNTY HIGH SCHOOL

COLLEGE-LEVEL COURSES

CURRICULUM AND AVAILABILITY

Each year, we will offer our students college-level courses in at least four of the following six areas:

1. English.
2. Science.
3. Mathematics.
4. Social studies.
5. Foreign language.
6. The arts.

Those courses will be offered as Advanced Placement classes at our school, through the Kentucky Virtual High School (KVHS), or through arrangements with nearby colleges or universities. They will be accessible to all students who have a reasonable chance of being successful in the class.

If the course is designated as an Advanced Placement course, it must:

1. Be identified as an advanced placement course by the College Board.
2. Include the content as described in the College Board overview, description, and recommended course syllabus for the appropriate course.
3. Be aligned with Kentucky's Academic Expectations and Kentucky's Program of Studies.
4. Prepare a student to take and be successful on the appropriate advanced placement examination administered by the College Board.
5. Be taught by staff with appropriate content certification and professional development preparation to teach the advanced placement course.

The principal (or principal designee) will make appropriate arrangements for these courses to be offered, including any arrangements for district payment of KVHS fees for classes that are part of the student's regular coursework.

STUDENT ASSIGNMENT

All students may take our college-level courses if they have the skills they need to be ready for that work. They may establish that they have that level of skill and be assigned to a college-level course by any one of the following means:

1. Completing prerequisite courses listed in the Student Handbook.
2. Taking and passing the examinations for those prerequisite courses.
3. Receiving permission of the teacher.

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 _____

**JACKSON COUNTY HIGH SCHOOL
SCHOOL-BASED DECISION MAKING COUNCIL
COMMITTEES POLICY**

NAMES AND JURISDICTION OF STANDING COMMITTEES

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

Planning and PD Committee

- Annually review the SBDM policies on Technology Use and Improvement Planning. If necessary draft revisions for council approval.
- Involving 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.
- Recommend plans for the best use of technology based on needs assessments.
- Ensure that the council is kept informed through Implementation and Impact Checks on the Plan.
- Additional roles as assigned by the council.

Budget Committee

- Annually review the SBDM policies on Program Appraisal and Budget and Spending. If necessary draft revisions for council approval.
- Develop, recommend, and monitor the annual budget and allocation of resources according to identified needs of the school.
- Recommend budget adjustments.
- Ensure that the council is kept informed with monthly budget reports.
- Additional roles as assigned by the council.

Assessment Committee

- Annually review the SBDM policies on Enhancing Student Achievement, and Classroom Assessment. If necessary draft revisions for council approval.
- Organize the CATS data analysis every August including reports to the Council.
- Recommend school priority needs based on test analysis data.
- Develop the CATS prep and reward plan each year.

- Additional roles as assigned by the council.

School Culture & Resources Committee

- Annually review the SBDM policies on Discipline and Classroom Management and Safety Plan, Extracurricular Programs, Instructional and Non-Instructional Staff Time Assignment, School Space Use, and Parental Involvement (required by NCLB for Title I Schools). If necessary draft revisions for council approval.
- Recommend discipline, classroom management, and safety changes based on annual needs assessments and data gathering.
- Recommend extra curricular program changes and ideas.
- Recommend use of school space ideas.
- Additional roles as assigned by the council
- Coordinate student activities as assigned (ex: Prom)

Curriculum & Instruction Committee

- Annually review the SBDM policies on Alignment with State Standards, College-Level Courses, Curriculum, Instructional Practices, School Day and Week Schedule, Student Assignment, and Homework. If necessary draft revisions for council approval.
- Analyze curriculum alignment with the Core Content and recommend changes.
- Research and recommend instructional best practice ideas and innovations.
- Research and recommend scheduling ideas based on the latest best practices and research.
- Recommend assignment of student procedures.
- Additional roles as assigned by the council

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. Each standing committee will have grade level (or department) representation and include at least 3 members. Committees will also make every effort to include at least one parent and to provide reasonable representation of the ethnic diversity of our community.

Beginning in July, the following steps will be taken to recruit members for next year's committees:

July-September

1. The principal (or principal's designee) will invite all parents in writing to sign up for committees via the PTA Newsletter (or attachment to report card, letter home to parents, etc.).
2. Current committee chairs (or their designees) will describe their committees' work at a PTA meeting and a meeting of certified and classified staff called by the principal.
3. Council and committee members will individually and actively out parents and other interested community members who are representative of the diversity of our community and encourage their active participation on school council committees.

4. The principal (or principal's designee) will place committee sign-up sheets in a designated place that is convenient to staff and parents. These sign up sheets will include the name of each committee, the name of the current chair and a brief description of each committee's jurisdiction as outlined in the first section of this policy. Parents and community members may also sign up by telephone or letter. The person who takes the message or opens the letter will add the parent name to the sign-up sheet.
5. The council will appoint committee members using the sign-up sheets as a basis. The council may need to assign some people to committees that are not their first choice to give each committee adequate and balanced membership.
6. The principal will notify committee members of their appointments.
7. The principal (or principal's designee) will provide an additional, well-publicized opportunity to sign up for committees for both new staff and all parents.
8. The council will make appointments from those additional August sign-ups and set up a timeline for regular committee reports to the council for the coming school year.
9. As soon as possible following the August council meeting, the principal will call a faculty meeting for the purpose of letting all committees hold their first meeting. At that meeting all committees will:
 - Elect a chair. They will also elect or appoint a recorder who will take minutes for this first meeting and all subsequent meetings and a vice-chair who will take over in the absence of the chair.
 - Receive information from the principal about the council timeline for regular committee reports.
 - Set up a meeting schedule for the rest of the year.
 - Read and discuss this policy and ask the Chair of the council any questions regarding their role and duties.
 - If necessary, discuss the active recruitment of parents and community members to serve on their committee.
 - Discuss ongoing and any new charges from the council and develop a plan of action that includes a timeline.

AD HOC COMMITTEES

As needed, the council may also approve ad hoc committees for the following tasks:

1. Analyze needs assessment for the School Improvement Plan.
2. Draft components for and guide the implementation of the Plan.
3. Select textbooks and materials for specific subjects.
4. Participate in work to fill specific staff vacancies.

5. Address other needs as identified by the council.

For these ad hoc committees, the council will identify the specific topic to be addressed in a written charge.

The principal will invite persons to serve on the ad hoc committee and will also designate a committee member to convene the committee for its first meeting.

Ad hoc committees automatically dissolve at the completion of the assigned task.

OPERATING RULES FOR ALL COMMITTEES

All committees established by the SBDM council are public agencies subject to Kentucky's Open Meetings Law. To comply with that law, each committee will:

1. Establish a regular meeting schedule at its first meeting of each school year and make that schedule available to the public by posting it in a place convenient to the public.
2. Hold meetings that are not on the regular schedule only after following these special meeting procedures:
 - a. The committee chair or a majority of members decide the date, time, place, and agenda.
 - b. Those who make the decision to have the meeting put the date, time, place, and agenda in a written notice, which they will post in a place convenient to the public at least 24 hours before the meeting.
 - c. Notice of a special meeting will be hand-delivered, faxed, or sent by US mail to all members of the committee early enough so that they will receive it 24 hours before the meeting. Neither e-mail nor the telephone can be used to deliver these notices.
 - d. If any media organization has asked for notice of special meetings, those calling the meeting will hand-deliver, fax, or send by US mail copies of the written notice to the agency requesting the notice so that they will receive it 24 hours before the meeting. Neither e-mail nor the telephone can be used to deliver these notices.
3. Take minutes of the actions and decisions made by the committee at every meeting.
4. Review the minutes of each meeting at the next meeting and, after making any needed corrections, approve those minutes.
5. Make committee minutes for each meeting available to the council and to any interested party after final approval.
6. Ensure that the principal receives an official copy to be kept with school records as required by Kentucky's Archive rules

JACKSON COUNTY HIGH SCHOOL

ASSESSMENT POLICY

ONGOING ASSESSMENT

In each class, *students will be frequently assessed, formatively and summatively*, so they can demonstrate their learning and to ensure continuous student progress. Teachers are responsible for making sure that those activities:

1. Are aligned with the school's curriculum documents, the *Core Content*, the *Program of Studies*, and *College Readiness standards*.
2. Are valid and appropriate demonstrations of what students should know and be able to do.
3. Have clearly defined scoring guides that reflect the appropriate levels of difficulty for the ages and developmental stages of learners.
4. Provide opportunities for students to choose among a variety of ways they can demonstrate learning, including options appropriate to preferred learning styles (*differentiated and tiered instruction*).
5. Provide meaningful feedback to students including opportunities to reflect, self-evaluate, and strengthen their performance.

EVALUATION OF SUMMATIVE ASSESSMENTS

All summative assessments must be approved by the assessment committee. Each assessment must meet the following criteria:

1. Must be approved by the assessment committee.
2. Correct format (must be comprised of multiple choice questions and at least one open- response with an attached scoring guide).
3. Appropriate level of difficulty
 - A. 25% of the multiple choice questions should be at a DOK level 2
 - B. The open-response should at least be at a DOK level 2
4. Final exams do not have to include an open-response.

ANALYSIS OF STUDENT DATA

After each formative and summative assessment has been given, teachers will analyze the data to make informed instructional decisions to positively impact student achievement.

EVALUATION OF PERFORMANCE LEVELS

At the end of each *trimester*, based on the on-going assessments and observations, each teacher will determine whether or not a student has achieved adequate progress in the subject

taught. If the class is required and the student has not made adequate progress, he/she re-take the course.

REPORTING OF PERFORMANCE LEVELS

Each teacher will post the final grades for their students at the end of each trimester. If the course is required, the teacher will provide a list of students who did not achieve adequate progress to the guidance counselor. If possible, the guidance counselor will change the student's schedule so he/she can retake the course the following trimester.

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 _____

JACKSON COUNTY HIGH SCHOOL ENHANCING STUDENT ACHIEVEMENT POLICY

SCHOOL MISSION AND BELIEFS STATEMENT

The mission of Jackson County High School is to ensure that each student acquires the skills, attitudes and knowledge necessary to reach full potential.

In order to achieve that mission, we believe:

“With Students First We ALL Succeed”

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: _____

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

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

PARENTAL INVOLVEMENT POLICY

DEFINITION OF PARENT

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

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

COMMITMENTS

Jackson County High School commits to:

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

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

In order to meet those commitments, Jackson County High School will:

1. Provide high-quality curriculum and instruction in an effective, supportive, and safe learning environment that enables the students to meet Kentucky’s academic standards.
2. Provide information on the content students will learn each year through the methods listed in our Curriculum Policy.
3. Provide parents with frequent reports on their child’s progress (a minimum of six per year).
4. Provide parents reasonable access to staff. The email addresses and telephone extensions of their child’s teachers will be provided to parents to promote communication. Staff will always be available to parents by appointment for face-to-face conferences.

5. Inform parents of important school activities through One-Call Now.
6. Support an active Parent Teacher Association or Organization.
7. Hold at least two open houses per year where parents are able to check on their child's progress and meet with their teachers.
8. Provide parents opportunities including but not limited to:
 - Observing their child's classroom activities.
 - Assisting with classroom activities that require more than one adult.
 - Preparing materials, mailings, refreshments, and other items needed for family and community involvement.
 - Serving on one of our decision-making committees.
 - Joining our parent volunteer group and participating in its efforts to strengthen our school.
 - Volunteering along with other concerned members of our community in other areas as needed.
9. Ensure that all adult volunteers working in our school and with our students are subject to board policy and state law regarding criminal record checks, as applicable.

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

- Surveying families at least once a year to learn what services and activities would most help them support their children as learners.
- Offering a well-planned, well-publicized menu of activities and programs to meet those needs.

POLICY EVALUATION

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

Date Adopted: 4-21-10

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

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

NOTES ON USING THIS POLICY

SCHOOL RESPONSIBILITIES: For elementary Title I schools in number 5 of the School Responsibilities section, these meetings must be held at least annually.

STUDENT RESPONSIBILITIES: These must be age-appropriate and be adjusted to fit your situation.

**JACKSON COUNTY HIGH SCHOOL
SCHOOL-BASED DECISION MAKING COUNCIL
BUDGET AND SPENDING POLICY**

SPENDING CATEGORIES AND MUNIS ACCOUNTING

Whenever possible in budgets and financial reports, we will use spending categories that will make sense to most stakeholders in our school, even if those categories are not part of the state and district accounting system known as "MUNIS." The Budget and Spending Committee will be responsible for ensuring that the choices we make are converted to the MUNIS codes.

DRAFTS, REVISIONS AND APPROVAL

DECEMBER and JANUARY

The **Budget and Spending** Committee will ESTIMATE EXPENSES (using spending categories that will make sense to most stakeholders) for the coming year that are needed to:

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

The Budget and Spending Committee will also ESTIMATE FUNDING for the coming year from:

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

At this time, the Budget and Spending Committee will estimate expenses and revenues separately and will not attempt to make the two match. They will then share those estimates with the council at a regular or special council meeting and the council will discuss possible solutions for any shortfalls.

JANUARY and FEBRUARY

The Budget and Spending Committee will develop a DRAFT BUDGET that:

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

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

MARCH and APRIL

The council will:

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

MAY and JUNE

After the council adopts its budget and its Section 7 requests, the Budget and Spending Committee will:

1. Notify the superintendent and local board in writing of the council's decision on the number of persons to be employed in each job classification and any Section 7 requests.
2. Ensure that the portion of the council's budget that governs its general fund allocations is converted into a standardized budget using the MUNIS accounting codes and that it is sent to the district central office.
3. Ensure that all relevant budget items are clearly reflected in the School Improvement Plan and that the person or group listed as responsible for selecting specific items has been notified of the dollar amounts.

IMPLEMENTATION and MONITORING

EVERY MONTH

The principal (or principal designee) will:

1. Ensure that all spending records required by the state and district are maintained.
2. Submit a report to the council comparing planned spending, spending so far, outstanding purchase orders, and amount remaining available in each category.

JANUARY

The Budget and Spending Committee will:

1. Notify each individual and group designated to select items for purchase of the amount they were authorized to spend, the amount spent so far, their outstanding purchase orders, and the amount remaining available in each category.
2. Ask each individual and group to check those figures and report anything that may need adjustment and report whether they will need the full remaining amount to address the needs in question.
3. From these responses, identify any amounts that will not be needed as budgeted and make recommendations to the council for budget adjustments to maximize the use of those funds.

APRIL

The **Budget and Spending** Committee will repeat numbers 1-3 above.

OTHER BUDGET DECISIONS AND PROCEDURES

PROFESSIONAL DEVELOPMENT

Our school's plans for professional development (PD) will be in alignment with state and national professional development standards.

Organization and Budget Considerations

1. PD will be planned and carried out to meet the identified learning needs of:
 - The school as identified in the School Improvement Plan.
 - Individuals as identified in professional growth plans.
2. Each year's updated Improvement Plan will be approved by the council and include components with PD activities for three of the four PD days in the district calendar and other appropriate learning opportunities for teachers.
3. Where needed to achieve the Improvement Plan goals, the components may also propose use of the flexible PD time option to replace some or all of those three days. This proposal must be submitted by the council for Board of Education approval.
4. Any PD funds not needed to implement the Improvement Plan will be used with advance approval, which must be obtained before the professional development activities take place. These activities may include:
 - Flexible professional development time needed to implement a staff member's individual growth plan which must have principal approval, or
 - Other professional development that supports the Improvement Plan, which must have either council or principal approval.

In the event of conflicting approvals, priority will be given to individual growth plan needs approved by the principal.
5. The council's annual budget will identify resources available for each type of need.
6. For needs identified in the Improvement Plan, the person listed in the Improvement Plan as responsible will make all the needed arrangements for the activity to take place and will complete purchase orders for any required expenditures.
7. For needs identified in an individual professional growth plan, the individual identified in the growth plan will make any necessary arrangements and will complete any required purchase orders for expenditures.
8. The principal (or principal designee) will check that each purchase order fits the funds available, respects any existing contracts or bid lists, and fits any other criteria established by the council. If those requirements are met, he or she (or a designee) will complete the purchase and no further council approval will be needed.

Evaluation of PD Activities

1. Any activity using PD funds will be evaluated by those participating immediately following the activity, or in the case of ongoing activities, at the end of the year. Evaluations will be designed to indicate the following:
 - What the participant now knows or is able to do as a result of that particular PD activity, and
 - The quality and effectiveness of the activity.
2. The principal (or principal designee) will report to the council on the results of all PD evaluations at least once a year to help inform future planning of PD activities.

NUMBER OF EMPLOYEES

All procedures involved in the determination of the number of employees to be hired will avoid any discussion or action intended to cause any individual staff member to be transferred or dismissed.

The following procedures will be used to determine the number of employees to be hired:

MARCH and APRIL

1. The superintendent will notify the council by March 1st of its allocation for the next school year, including staff funding.
2. By the middle of March, the Budget and Spending Committee will have completed a review of the School Improvement Plan and other indicators of student needs, and developed a tentative plan for how many staff members the school will have in each subject and level and how many in each other type of position, taking into account an effective student/teacher ratio for meeting the needs of all students.
3. Before the end of March, the Budget and Spending Committee will obtain input from the school community on that tentative plan, make any needed revisions, and submit the revised plan to the council for official action.
4. The council will make a final decision and notify the superintendent of its choices by April 1st.
5. The council will not make changes after April 30th that would affect positions for which employees are already under contract.

STUDENT SUPPORT SERVICES

Student support service choices will be made by updating the School Improvement Plan and adopting a budget that reflects that Plan each year. The council will also consider recommendations made by any concerned party for additional services.

Extended School Services (ESS) funds will be used to support students who:

1. Are at risk of being retained in a class or grade or of failing to graduate on time.
2. Have continuing difficulty performing successfully in the instructional program appropriate to their age.
3. Have continuing difficulty sustaining their present level of performance and are at on-going risk of falling behind.

TEXTBOOK SELECTION

Each year, the council will appoint an ad hoc committee for the subjects under adoption that year. The committee will include parents and teachers responsible for that subject. They will take the following steps:

1. Review our School Improvement Plan, curriculum, and the *Core Content for Assessment*.
2. Develop criteria for textbooks and related items that will help the school move students to proficiency.
3. Review each textbook and related materials and identify the textbooks and related materials that will best meet their criteria as well as any other criteria established by the council.
4. Respect all regulatory requirements governing textbook funds.
5. Determine quantities of each item to be ordered within the school's textbook budget and fill out the paperwork needed to order those quantities.
6. Report to the council on its choices for council approval.
7. The principal (or principal designee) will check that each purchase order fits the funds available, respects any existing contracts or bid lists, and fits any other criteria established by the council. If those requirements are met, he or she (or a designee) will complete the purchase and no further council approval will be needed.

INSTRUCTIONAL MATERIALS

FEBRUARY

The Budget and Spending Committee will review our School Improvement Plan and other indicators of student needs and develop a tentative plan for spending on instructional materials. This spending plan will consider an estimate of funds available from all sources, designate who will be responsible for the choices, and include amounts for:

- Specific items to implement the School Improvement Plan.
- Shared supplies.
- The library.
- The computer laboratory.
- Distinctive needs of each teaching team.
- Distinctive needs of each teacher not assigned to a team.
- The principal's discretionary fund.
- Any other category of items the committee believes is needed.

MARCH and APRIL

1. The superintendent will notify the council by March 1st of its allocation for the next school year, including instructional materials.
2. By the middle of March, the Budget and Spending Committee will revise its estimates to fit the allocation and present its plan to staff and parents for input.
3. Before the end of March, the Budget and Spending Committee will revise its spending plan further in light of input received and present the further revised estimates to the council for official action.
4. By the middle of April, the council will approve a final spending plan organized by categories of spending.
5. By the end of April or in accordance with the timeline set by the Board of Education, the _ Budget and Spending Committee will submit a request for Section 7 money. Any procedures set by the Board will be followed.
6. The principal (or principal designee) will reformat the spending plan by April 30th to fit the MUNIS accounting system and submit it to the superintendent.

JULY

1. All groups or individuals designated in the approved council-spending plan will select items for purchase and fill out purchase orders for those items.
2. The principal (or principal designee) will check that each purchase order fits the funds available, respects any existing contracts or bid lists, and fits any other criteria established by the council. If those requirements are met, he or she (or a designee) will complete the purchase and no further council approval will be needed.

BUDGET CHANGES

Individuals or groups who identify spending needs that are not addressed in the current budget will submit a written explanation of the need and the amount to both the council and the Budget and Spending Committee.

The principal will inform the council and the Budget and Spending Committee promptly of:

1. Any change in the council's General Fund allocations received on March 1st.
2. Any Section 7 funds to be allocated based on council requests and board action and any allocation of Section 7 funds to the school based on ADA.
3. Any change in the school's professional development allocation.
4. Any decision regarding categorical funding for the school.
5. Any change in actual or expected activity fund resources.

The council will consider amending the budget to respond to funding changes only after receiving the input of the Budget and Spending Committee on the financial impact and reviewing how the change would affect the success of our School Improvement Plan.

POLICY EVALUATION

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

Date Adopted: _____

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

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



0260

UP

JACKSON COUNTY HIGH SCHOOL IMPROVEMENT PLANNING POLICY

PLAN DEVELOPMENT AND REVISION

Each school year the council will use the planning process recommended by the Kentucky Department of Education to revise the Comprehensive School Improvement Plan (CSIP) using the following five steps:

STEP 1

- The council (or designated committee) will make plans for the analysis of our testing results and any needs assessment activities that need to be scheduled. Once the committee has been chosen, a timetable for completion and reporting to the council will be developed.
- Designated work groups will conduct needs assessments as necessary on school function and operation using Kentucky's *Standards and Indicators for School Improvement (SIS)* document, and report the findings to the council.

STEP 2

- The committee will analyze all available testing results, including but not limited to, information on performance levels of all students tested; furthermore, this data will be disaggregated by race, gender, disability, and participation in the federal free and reduced price lunch program. The findings will be reported to the council.
- With input from stakeholders, the council will use findings from the committee to support continuation of work on existing priority needs (if necessary) and to identify new priority needs (if any).
- The council will identify component team leaders and members.

STEP 3

- Component teams will identify the causes that created the needs using the new data, the Indicators from the SIS, and staff knowledge of school function and operation.
- Component teams will set goals for removing the needs, and develop measurable objectives that will show that the strategies are being implemented and progress is being made in student performance.
- Component teams will develop strategies for reaching each objective including identifying responsible groups or individuals, developing timetables and identifying needed funding to implement the strategies.
- Component teams will develop a clear and concise written plan to communicate their work using the format designated in board policy (or if the board has not chosen a format, one selected by the council).

STEP 4

- The council will obtain widespread input and feedback on the entire School Improvement Plan from stakeholders (including but not limited to a public meeting) and suggest revisions to the component teams if necessary.
- The council will make funding adjustments to the plan if necessary and communicate those adjustments to the component teams.

STEP 5

- The council will adopt the final plan and submit it to the district.

ADDRESSING ACHIEVEMENT GAPS

Each year, our planning cycle will include revising the CSIP to address substantive achievement gaps, using these steps:

1. The council will identify substantive gaps (if any) and work with the appointed committees to set targets for reducing each substantive gap, including revising (if necessary) our long-term time schedule for eliminating all the substantive gaps.
2. Following the steps in the first section of this policy, the council will revise the CSIP, including any revisions to the time schedule which will allow time to reduce the identified substantive gaps.

IMPLEMENTATION AND IMPACT OF THE IMPROVEMENT PLAN

To make sure the CSIP is on track and making a difference, the council will:

1. Set a schedule during the July council meeting for three Implementation and Impact Checks (I & I Checks) to be carried out during the coming school year and notify those responsible of these dates.
2. Review the data from the Implementation and Impact Checks during regularly scheduled council meetings at which time needed adjustments to keep the CSIP on track will be identified and those adjustments will be related to the appropriate component managers by the principal.

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 _____

0320

JACKSON COUNTY HIGH SCHOOL TECHNOLOGY USE POLICY

IMPLEMENTATION OF TECHNOLOGY

The staff of Jackson County High School will:

1. Incorporate technology to increase student achievement.
2. Ensure that all technology use follows local school board policy.
3. Show proficiency in the state's technology standards.
4. Provide uses of technology that are aligned with Kentucky's Core Content and Program of Studies.
5. Develop activities that allow all students to increase their technology skills.

ACCEPTABLE USE

Each year all students will be required to sign and date an Acceptable Use Policy in order to have access to school computers. This policy is attached and considered part of this Technology Utilization Policy approved by the council.

ATTACHMENTS

Acceptable Use Policy

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 _____

Jackson County High School

Credit Recovery Policy

In order to help students who have not successfully completed required core courses, JCHS is going to offer a credit recovery program. The program that will be used is "The Island", the high school version of "Study Island." Students must meet three requirements to earn credit:

1. Complete all required course work on "The Island."
2. Complete a usage log of time spent working on the course. At least 75% must be completed under the supervision of the assigned facilitator.
3. Score at least a 60% on the JCHS course final.

The courses will be offered after school for all grade levels; however, seniors may take courses during the school day. In order to participate, a student must complete a credit recovery application that, if applicable, contains a parent/guardian signature.

A student's grade will be based on the score received on the course final. The grade will be assigned as follows:

1. If the final score is less than 80 percent, the student will receive a "D" on his transcript.
2. If the final score is greater than 80 percent, the student will receive a "C" on his transcript.

A student cannot receive above a "C". Also, a student can only earn half a credit per trimester. During the summer, a student may earn one full credit.

JACKSON COUNTY HIGH SCHOOL ALIGNMENT WITH STATE STANDARDS POLICY

ALIGNMENT NEEDS ASSESSMENT

Our yearly School Improvement Planning process will include:

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

We will implement this process to address our alignment with state standards and the resulting plan will be monitored by the council through ongoing implementation and impact checks.

POLICY EVALUATION

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

Date Adopted: _____

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

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

CONSULTATION POLICY



INTERVIEW COMMITTEE

For each vacancy that occurs at our school (*except principal), the council 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, 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 *as they choose*. *If a council member is participating in the interview process, he/she must be present at all interviews for the position*. 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 in-person interview.
3. Decide on other methods, to use to gather information about how well the candidates meet the criteria. The methods may include (but not be limited to) some or all of the following: applications and résumés, references, written interviews, portfolios, and written responses to hypothetical work-related challenges.
4. *The principal shall communicate to the council the criteria and questions and give council members an opportunity for input to criteria. Council members may submit questions to the ad hoc committee to be included in the interview before the interview begins; these same questions will then be asked of all candidates.*

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 and written references and select applicants to interview. *Prior to interviewing, council members may review available written applications and reference materials.*
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. All the standardized questions will be asked of each candidate in the same order.
3. Following the standardized questions, specialized questions (if any) and follow-up questions (if any) will be asked.
4. Committee members will briefly discuss the merits of each candidate following the interview.

CONSULTATION WITH THE COUNCIL

Within five (5) school days after all interviews are complete, the Interview Committee will meet in **CLOSED SESSION** to discuss how well each applicant meets the criteria, offer comments on the contributions each could make, and provide any additional input requested by the principal.

Within two (2) weeks after interviews are complete, the council will meet in **CLOSED SESSION** to receive the Interview Committee's report, discuss the applicants, offer comments on the contributions each could make, and provide any additional input requested by the principal.

If a quorum of the council fails to attend this meeting, the principal may either call another meeting or declare an emergency and conduct the required consultation with the council members present so the hiring process can continue. *Emergency shall be defined as the need to employ a person at a time when an immediate commitment to a candidate is needed in order to assure employment of the candidate.*

SELECTION OF THE PERSON TO BE HIRED

After considering the input from all the closed session meetings, the principal will make the final selection of the person he or she believes will contribute most to the success of the school's students and notify the superintendent and council of his or her choice. The decision made by the principal is binding on the superintendent who will complete the hiring process.

EXTRA-DUTY ASSIGNMENTS AND POSITIONS

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

POLICY EVALUATION

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

Date Adopted: _____

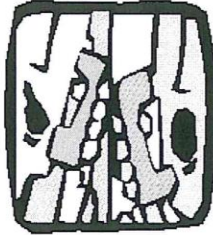
Date Reviewed or Revised: _____ Council Chairperson's Initials _____

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

NOTES ON USING THIS POLICY

CONNECTION TO COUNCIL BYLAWS: This policy should be referenced in your council bylaws in a section on council responsibilities and then attached in an attachment section 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.

PRINCIPAL SELECTION POLICY



PREPARATION

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

1. Obtain training in recruitment and interviewing techniques from the trainer of its choice.
2. 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.

SELECTION PROCESS

The council will:

1. Hold at least one afternoon and one evening meeting to receive suggestions from parents, staff, and other interested parties on what traits will make the best leader for this school.
2. Meet in open session to:
 - a. Review the school's mission and School Improvement Plan and discuss skills that may be needed to move the school toward high performance.
 - b. Review the descriptors for the Standards and Indicators for School Improvement and discuss skills that may be needed to move the school toward high performance.
 - c. 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).
 - d. List "ability to strengthen our school wide understanding of cultural diversity" as one of those criteria.
 - e. Develop standard interview questions that fit those criteria.
 - f. Identify any other methods to gather information beyond the application, references, and interview. (For example, the Hiring Committee may consider asking for writing samples, a chance to observe candidates at work, a written response to a hypothetical work challenge, or some other activity to show a candidate's knowledge and skills.
3. Meet in open session with the Superintendent to discuss the criteria and other steps in the hiring process.
4. Meet in closed session to:
 - a. Review applications and references of candidates recommended by the Superintendent.

- b. Select persons to be interviewed who appear reasonably capable of fitting the Council's criteria.
 - 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 mentions a special seminar might lead to a question about what the applicant learned, or one that shows a gap between leaving one job and taking another might lead to a question about what the person did during the intervening period.)
 - d. Agree on what, if any, specialized questions will be asked.
5. Schedule an interview with each selected applicant at a time when all Council members can attend.
 6. Conduct each interview in a closed session, during which they will:
 - a. Ask all standard questions in the same order each time.
 - b. Ask the specialized questions after that.
 - c. Ask any follow-up questions after that.
 7. Meet in closed session to discuss how well each applicant meets the criteria.
 8. If necessary, request additional applicants from the Superintendent and repeat the steps 4-8 above.

SELECTION OF THE NEW PRINCIPAL

After all information is gathered, the council will:

1. Meet in open session to make the final selection of a new principal.
2. Notify the superintendent immediately of the council's choice. This choice is binding on the superintendent who will complete the hiring process.

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

CONNECTION TO COUNCIL BYLAWS: This policy should be referenced in your council bylaws in a

section on council responsibilities and then attached in an attachment section 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.