

**School Council Policy Format**  
**Fleming-Neon Middle School**

District: Letcher

School: FNMS

<input type="checkbox"/> By-Laws ( <i>Council Operational Policies</i> ) <input checked="" type="checkbox"/> Function ( <i>School Operational Policies</i> )
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Policy Number
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<b>Policy Topic Description</b>
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<b>COMMITTEES, IF ESTABLISHED</b> STATUTORY AUTHORITY – KRS 160.345(2)(c)2
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<b>Policy Statement</b>
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Ad hoc committees will be formed and dissolved by the school council as needed.

The following will be standing items on all SBDM regular meeting agendas:

- 30-60-90 Plan
- Pirate Pride- student/staff achievements
- Budget
- Instruction and Assessment
- Title I

<b>Adopted:</b> _____ Date	<b>Signature:</b> _____ Council Chairperson
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By-Laws (*Council Operational Policies*)  
Function (*School Operational Policies*)

Policy Number

**Policy Topic Description**

**ASSIGNMENT OF STUDENTS TO CLASSES AND PROGRAMS WITHIN THE SCHOOL**  
STATUTORY AUTHORITY – KRS 160.345(2)(i)3

**Policy Statement**

Teachers within a grade level, working in collaboration, shall recommend assignments for current students to classes for the following school year by closing day of the current year. These assignments shall be presented to the principal and guidance counselor. All student assignments will be finalized and approved by the principal. Subsequent additions or amendments to student assignment lists shall be the responsibility of the principal after recommendations from the guidance counselor and teachers have been shared and considered.

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

- Academic performance of the student
- Learning style of the student
- Student behavior
- Instructional needs of the student
- Class size
- School Schedule

Adopted: \_\_\_\_\_

Date

Signature: \_\_\_\_\_

Council Chairperson



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Policy Number
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<b>Policy Topic Description</b>
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<p><b>PROCEDURES FOR DETERMINING ALIGNMENT WITH STATE STANDARDS, TECHNOLOGY UTILIZATION, AND PROGRAM APPRAISAL</b> STATUTORY AUTHORITY – KRS 160.345(2)(i)9</p>
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<b>Policy Statement</b>
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The school shall organize all instructional and other activities to be aligned with state standards established in state laws and regulations, and in a manner that is consistent with local school board policy.

All programs at the school must contribute to increased student performance as measured by the state assessment system. Programs may contribute directly or indirectly to this result. The principal shall report to the school council on the degree to which a designated program contributes to increased student performance and Actions taken by the school council, pursuant to these reports, shall be consistent with state laws and regulations and local school board policy.

<p>Adopted: _____ Date</p>	<p>Signature: _____ Council Chairperson</p>
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Policy Number
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<b>Policy Topic Description</b>
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<b>SELECTION AND IMPLEMENTATION OF DISCIPLINE AND CLASSROOM MANAGEMENT TECHNIQUES</b> STATUTORY AUTHORITY – KRS 160.345(2)(i)7
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<b>Policy Statement</b>
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The school staff and principal shall implement the district code of acceptable student behavior and discipline. Copies of the district code of acceptable student behavior and discipline shall be distributed in a timely manner each year to all staff and parents using the Student Handbook. All classroom teachers will establish classroom rules, routines and consequences. Teachers will record discipline issues in the class discipline notebook and reference the disciplinary records when completing office referrals. Students with behaviors recorded in the discipline notebook 3 or more times in one week may be referred to the principal or counselor for subsequent disciplinary actions including any/all of the following: parent notification, student conferences, after-school detention, Saturday School, suspension. Consequences will be in compliance with the School Safety Plan and all state and federal statutes and regulations and will be assigned discretion of the principal.

<b>Adopted:</b> _____	<b>Signature:</b> _____
Date	Council Chairperson





# Council Policy

District Letcher

School Fleming-Neon Middle

## Council Policy Type

By-Laws (Council Operational)

Function (School Operational)

## Policy Topic Description

While we understand the convenience cell phones and other electronic devices offer our students, FNMS strives to provide a safe and focused learning environment. When misused, electronic devices can disrupt the educational process and violate the privacy and rights of others. This policy sets the guidelines that FNMS students must follow should they choose to carry cell phone or other personal electronic devices during school hours.

## Policy Statement

1. The student accepts full and complete responsibility for his/her device.
2. All student cell phones and electronic devices ***must be turned off and kept where they are not visible*** during school hours unless otherwise instructed by certified staff.
3. Students may NOT use cameras on their devices at any time for any reason during the school day unless permission is given by certified staff.
4. When deemed necessary by school staff, students will use school phones located in all classrooms and in our main office to contact family members.
5. FNMS school personnel have the right to ask a student to surrender a cell phone or other electronic device when one or more of the following occurs:
  - a - if the cell phone/device rings, vibrates, etc.. (which would mean that the phone/device was turned on), or
  - b - if the student has the cell phone/electronic device out at any time during the school day other than those outlined in the acceptable use policy (which would mean that the phone/device was visible).
6. When a cell phone or electronic device is confiscated as a first offense, the phone/device will be turned in to the principal or designee. The principal will have a

conference with the student and notify parent/guardian of policy violation. Devices will

be turned over to parent/guardian following conference.

7. If a student is found to be in violation of the policy and refuses to surrender the phone/device to the school employee when asked, the following procedures and resulting consequences will be as follows:

- School certified staff member will escort the student to the principal or designee.
- A parent or guardian will be contacted and asked to come to the school at that time to discuss the situation.

8. If a student is found in violation of the FNMS electronic device policy a second time, he/she will be referred to the principal or designee who will notify parents/guardians of violation and administer disciplinary actions including but not limited to: after-school detention, Saturday School, and/or loss of cell phone privileges for the remainder of the school year.

# ***Fleming-Neon Middle School***

## ***SBDM Council Policy***

District- Letcher County

School- Fleming-Neon Middle

Policy Number \_\_\_\_\_

<b>Policy Topic Description</b>
<p>Special School Sponsored Events</p>
<b>Policy Statement</b>
<p>Students displaying at-risk behaviors including but not limited to academics, discipline, and truancy concerns may qualify for loss of participation in special school sponsored events such as trips, assemblies, extra-curricular activities. Exclusion from such events would be determined by the At-Risk Committee composed of the school principal, counselor, parent/guardian, and at least one teacher. The following criteria will be considered:</p> <ul style="list-style-type: none"><li>*Excessive discipline referrals and/or placement in alternative education</li><li>*Unexcused absences in excess of 7</li><li>*Minimum combined gpa of 2.0 and/or in good standing with class work, assessments, homework and other academic responsibilities</li></ul>

In the event that the At-Risk Committee deems it necessary to exclude a student from participating in a school sponsored special event, the Committee will identify any and all instruction and/or content addressed during the event. Accommodations will be clearly defined as to prevent the student from any loss of instruction addressed during the special event.

**Date Adopted** \_\_\_\_\_ **Chairperson Signature** \_\_\_\_\_

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<input type="checkbox"/> By-Laws ( <i>Council Operational Policies</i> )
<input checked="" type="checkbox"/> Function ( <i>School Operational Policies</i> )

Policy Number
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<b>Policy Topic Description</b>
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FNMS Daily Instructional Procedures
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<b>Policy Statement</b>
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***Planning and delivery of daily instruction at FNMS will include the following:***

1. Formative data analyzed daily and/or weekly in PLCs and used to guide instruction
2. Daily method used to record formative data
3. Immediate and specific feedback communicated to students
4. Consistent use of specific method for calling on students
5. Student/teacher analysis of all summative assessments
6. Grades posted WEEKLY in IC
7. Effective use of Co-Teaching Models and differentiated instruction
8. Identification and documentation of students in need of special education services
9. Lesson plans updated and posted at least 3 days in advance in CIITS
10. Lesson plan must-haves:
  - Hold students accountable for application of prior knowledge
  - Follow district curriculum guides
  - Reflect Best Practices as outlined in CHETL

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**Fleming-Neon Middle School**

- Include high levels of student engagement and inquiry (students should work harder than the teacher!)
- Include pre-planned HOT questions
- Targets for each class communicated BEFORE, DURING, and AFTER instruction
- Formative Assessments that are designed to measure targets used BEFORE, DURING and AFTER instruction
- Support IEP and other specially designed instructional plans, (SWAT, G/T)

<b>Adopted:</b> _____	<b>Signature:</b> _____
Date	Council Chairperson

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- By-Laws (*Council Operational Policies*)  
 Function (*School Operational Policies*)

Policy Number

**Policy Topic Description**

**PLANNING AND RESOLUTION OF ISSUES REGARDING  
INSTRUCTIONAL PRACTICES**  
STATUTORY AUTHORITY – KRS 160.345(2)(i)6

**Policy Statement**

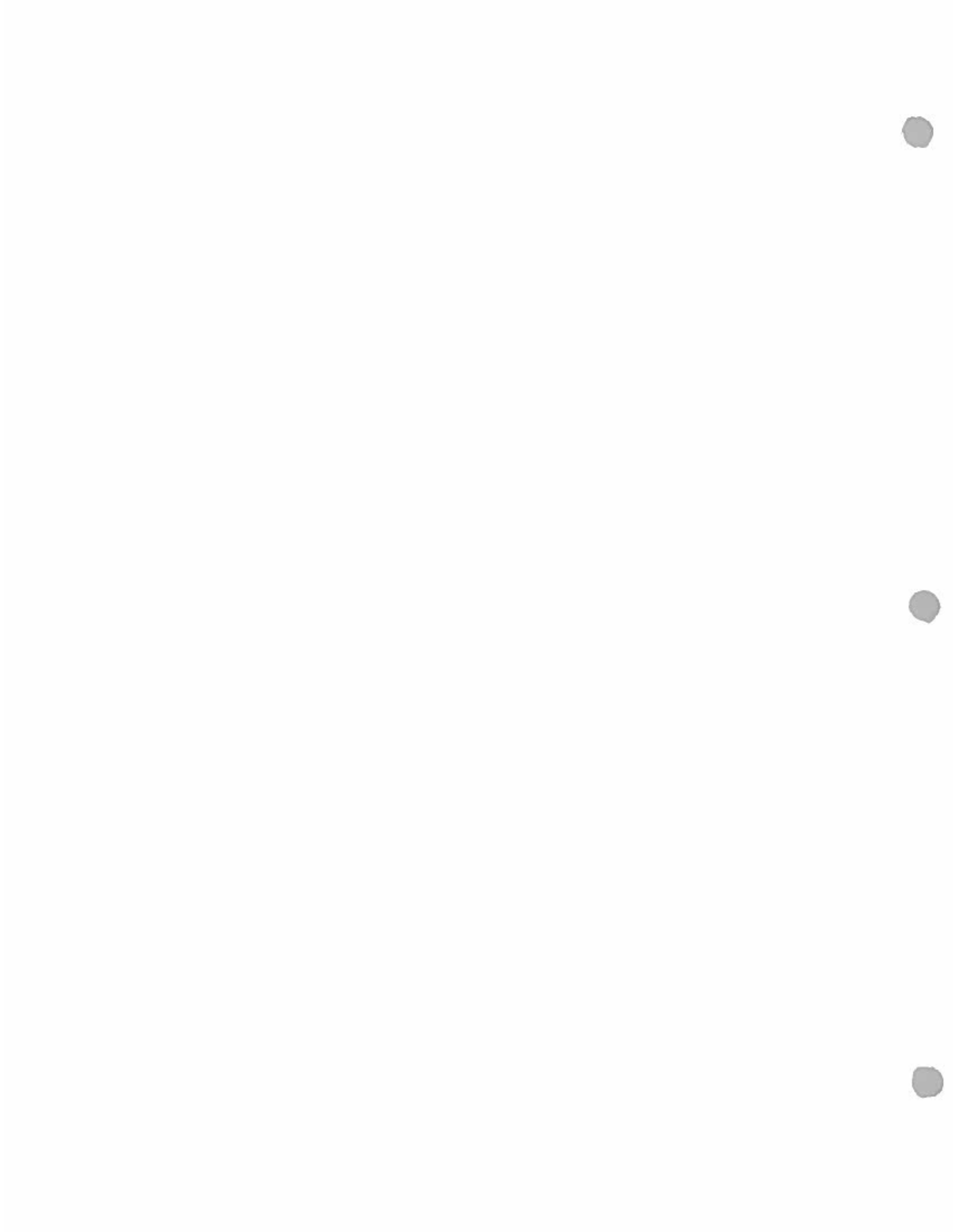
School staff, in collaboration with the principal, shall refer to Best Practices and the school's 30-60-90 plan as they identify appropriate instructional practices to be utilized in their classroom. The principal will create a non-negotiables list of instructional practices that must be included in lesson plans and monitored by the principal. The instructional practices non-negotiables list may be amended as school plan evolves and the instructional needs of the school and students change.

Adopted: \_\_\_\_\_

Date

Signature: \_\_\_\_\_

Council Chairperson





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- By-Laws (*Council Operational Policies*)  
 Function (*School Operational Policies*)

Policy Number

**Policy Topic Description**

**DEFINE CONSULTATION IN THE SELECTION OF PERSONNEL  
BY THE PRINCIPAL**  
STATUTORY AUTHORITY – KRS 160.345(2)(i)10

**Policy Statement**

The school council shall be consulted by the principal on all certified and classified vacancies that occur at the school. When a school-based personnel vacancy has been posted the principal shall include "consultation with the school council for the (position title) vacancy" on the agenda of a regular or special meeting of the council. If a quorum of the members of the school council is not available to attend a meeting for the purpose of conducting consultation in the filling of a vacancy, the principal shall call a special meeting and conduct consultation with the council members who can attend. The principal shall make written applications from all candidates on the qualified applicants list available to the school council for their review. The principal, along with consultation of the council when possible, will screen candidates and conduct reference checks on each candidate selected for interviews. Interviews will be scheduled and led by the principal and any available members of the council. Members of the council will provide advice and recommendations on who to select to fill the vacancies. Subsequent to the completion of the steps listed above, the principal shall make a selection of the qualified applicant to fill the vacancy within two weeks of the posted vacancy, and shall report this selection to the superintendent who will complete the hiring process.

Adopted: \_\_\_\_\_

Date

Signature: \_\_\_\_\_

Council Chairperson



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Policy Number
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<b>Policy Topic Description</b>
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<b>DETERMINATION OF THE SCHEDULE OF THE SCHOOL DAY AND WEEK</b> STATUTORY AUTHORITY – KRS 160.345(2)(i)4
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<b>Policy Statement</b>
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Working in collaboration with the SBDM Council and the guidance counselor, the principal shall develop a proposed school schedule prior to the start of each school year that reflects the needs of the school as defined in the school's 30-60-90 Plan. It shall be the responsibility of the principal to ensure that interruptions during instructional time do not occur unless there is an emergency situation in the school as provided in the School Safety Plan

<b>Adopted:</b> _____ Date	<b>Signature:</b> _____ Council Chairperson
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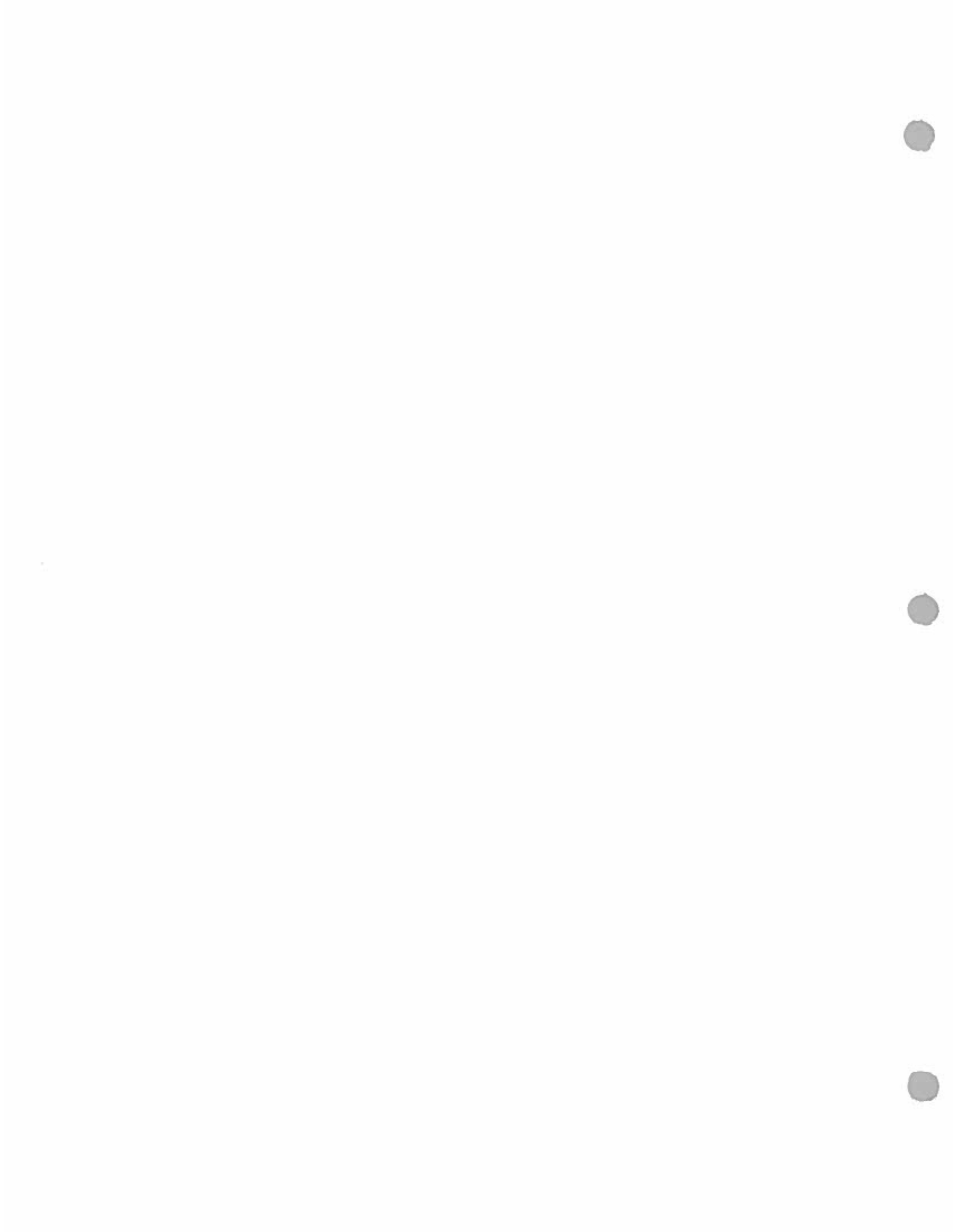
<b>Policy Topic Description</b>
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<b>DETERMINATION OF THE USE OF SCHOOL SPACE DURING THE SCHOOL DAY</b> STATUTORY AUTHORITY – KRS 160.345(2)(i)5
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<b>Policy Statement</b>
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Prior to the start of each school year, the principal shall prepare a school space use plan that considers the goals set in the school's 30-60-90 plan. The school space plan will be presented to the SBDM council who may offer amendments to the plan prior to implementation by the principal.

<b>Adopted:</b> _____ Date	<b>Signature:</b> _____ Council Chairperson
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 Function (*School Operational Policies*)

Policy Number

**Policy Topic Description**

**DEVELOPMENT AND IMPLEMENTATION OF SCHOOL WELLNESS PLAN**  
STATUTORY AUTHORITY – KRS 160.345(2)(11)

**Policy Statement**

The school council will adopt the FNMS CHANGE program in order to implement our wellness policy. The principal shall ensure that the program is implemented; as part of the instructional day the program may provide up to 30 minutes per day of moderate to vigorous physical activity each day for each child, taking into consideration any students' special needs. This would not preclude additional activity for all students outside of the instructional day.

Teachers will receive professional development so that our school can use the program as part of our instructional day by incorporating moderate to vigorous physical activity into classroom instructional practices (e.g. brain-based learning) and assessment activities for the students. Teachers shall record the required activity in their lesson plans so that the principal can easily monitor.

The council will adopt the following individual assessment tool to determine each child's level of

Adopted: \_\_\_\_\_

Date

Signature: \_\_\_\_\_

Council Chairperson





# ***Fleming-Neon Middle School***

## ***SBDM Council Policy***

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Policy Number \_\_\_\_\_

<b>Policy Topic Description</b>
At-Risk Policy
<b>Policy Statement</b>
<p>School administrator(s) will schedule an At-Risk Committee meeting to address students who receive 2 or more failures on their report cards or who have excessive absences during a single grading period. The committee will consist of parents, principal, counselor, and at least one teacher. The committee will review Board policy and create an action plan to address student achievement. The At-Risk committee may also make determinations such as intervention plan, utilization of special programs, and student placement.</p>
Date Adopted _____ Chairperson Signature _____



**Parent-Teacher Conference Form**

Date of Conference \_\_\_\_\_

<b>Student's Name</b> _____			
	<i>Last Name</i>	<i>First Name</i>	<i>Middle Initial</i>
<b>Student's Address</b> _____			
	<i>City</i>	<i>State</i>	<i>Zip Code</i>
<b>Student's Age</b> _____	<b>Date of Birth</b> _____	<b>Sex</b> _____	<b>Student's Phone Number</b> _____
<b>School</b> _____	<b>Grade</b> _____	<b>Homeroom/Classroom</b> _____	

**PREVIOUS NOTIFICATION(S)**

- Deficiency report(s) sent and returned, specify \_\_\_\_\_
- Previous conference(s) held, specify \_\_\_\_\_
- Previous nonpromotion(s), specify \_\_\_\_\_
- Student Assistance Team/Teacher Committee, explain \_\_\_\_\_

**COMMENTS**

The following are important factors when non-promotion is a possibility. Utilization of this form during the parent-teacher conference may facilitate communication and yield a comprehensive picture of the child's situation. Check applicable factors, as appropriate.

	Physical size
	Social maturity
	Motivational maturity
	Standardized Group Tests (Academic Expectations)/Teacher-Made Tests
	Individual test results (where applicable)
	Present level of academic performance
	Language competency
	Individualized Education Program (where applicable)
	Attendance
	Transiency

Additional Comments \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Parent's response to possibility of student's retention \_\_\_\_\_  
 Parent's suggestions \_\_\_\_\_

Review/Revised:7/25/2005



*Fleming-Neon Middle School*

*At-Risk Committee*

Student \_\_\_\_\_ Date \_\_\_\_\_

Members Present \_\_\_\_\_  
\_\_\_\_\_

**Purpose for Meeting**

<input type="checkbox"/>	Behavior
<input type="checkbox"/>	Attendance
<input type="checkbox"/>	Organization
<input type="checkbox"/>	Others--
<input type="checkbox"/>	

**Concerns**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Meeting Notes**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Action Plan**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



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 Function (*School Operational Policies*)

Policy Number

**Policy Topic Description**

**WRITING PROGRAM**  
**STATUTORY AUTHORITY – KRS 158.6453(7)(c)2**

**Policy Statement**

In order to provide multiple opportunities to develop complex communication skills for a variety of purposes and use a variety of language resources, the school council will ensure that students:

- Maintain a writing portfolio, a collection of student work including samples from all three categories that demonstrate growth over time;
- Engage in three categories of writing: writing to learn, writing to demonstrate learning to the teacher and writing for publication;
- Experience authentic, meaningful writing at all grade levels;
  - Writing for a variety of purposes and audiences;
  - Experiences that reveal ownership and independent thinking; and
  - Writing in which students draw on their own experiences and learning, reading, and inquiry to complete writing tasks.
- Experience the writing process at all grade levels: planning, drafting, revising, editing, publishing and reflecting upon writing;
- Experience writing in both on-demand and writing-over-time situations;
- Write as a natural outcome of the content being studied in all curriculum areas;
- Read and analyze a variety of print and non-print materials (e.g., artwork, photographs, electronic text, graphics, illustrations, Web images, maps multimedia), including persuasive, literary, personal, informational and practical/workplace materials;
- Use readings as models for student writing; and

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- Learn about the use appropriate resources for writing (e.g., personal interviews, observations, print materials and technology) driven by different instructional purposes with different audiences for the student to consider.

#### ***Instructional Writing Strategies Guidelines***

To provide multiple opportunities for students to develop complex communication skills for a variety of purposes, teachers will:

- Teacher higher-order thinking skills;
- Assign three categories of writing: writing to learn, writing to demonstrate learning to the teacher and writing for publications;
- Experience authentic, meaningful writing at all grade levels;
  - Writing for a variety of purposes and audiences;
  - Experience s that reveal ownership and independent thinking; and
  - Writing in which students draw on personal experiences, learning reading, and inquiry to complete writing tasks.
- Teach the writing process at all grade levels: planning, drafting, revising, editing, publishing and reflecting upon writing;
- Provide both on-demand and writing-over-time assignments;
- Incorporate writing as a natural outcome of the content being studied in all curriculum areas;
- Assign students to read and analyze a variety of print and non-print materials (e.g., artwork, photographs, electronic text, graphics, illustrations, Web images, maps multimedia), including persuasive, literary, personal, informational and practical/workplace materials;
- Use readings as models for student writing;
- Provide appropriate resources for writing (e.g., personal interviews, observations, print materials and technology) driven by different instructional purposes with different audiences for the student to consider; and
- Allow student choice and exploration.

#### ***Schoolwide Structures and Monitoring***

To ensure that every student has a writing portfolio that includes samples of work that show interests and growth over time, follows the student from grade to grade, and follows the student to any school he/she attends, the principal will:

- Assign a literacy team to develop a written plan for implementing and monitoring writing portfolios;
- Ensure the plan includes guidelines for incorporating student and teacher use of technology



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tools;

- Ensure the implementation of the writing plan;
- Ensure that the council annually reviews, revises, and approves the writing plan each year;
- Ensure administrators and all teachers receive professional development need to improve writing and communications instruction across all content areas;
- Ensure vertical and horizontal alignment of the writing curriculum; and
- Ensure the plan is communicated with all stakeholders.

**Instructional Writing Strategies Guidelines**

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

- The use of the portfolio for determining student performance in communication;
- The procedures for reviewing the portfolio;
- The procedures for grading the portfolio;
- Guidelines for providing students feedback on the portfolio; and
- Opportunities for student to improve their writing and communication based on portfolio feedback.

<b>Adopted:</b> _____	<b>Signature:</b> _____
Date	Council Chairperson



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**Fleming-Neon Middle School**

*SBDM Council Policy*

District- Letcher County

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Policy Number \_\_\_\_\_

<b>Policy Topic Description</b>
<b>ASSIGNMENT OF INSTRUCTIONAL AND NON-INSTRUCTIONAL STAFF TIME KRS 160.345(2)(i)2</b>
<b>Policy Statement</b>
<p>Prior to the start of each year, the principal shall prepare a school staff time assignment plan for the following school year, and shall present the plan to the school council for consultation on the plan. This plan will contain a summary of the teaching time (i.e., in-class instruction) and non-teaching (e.g., time on bus duty, early duty) time for each certified position and an instructional assistant schedule. The plan will contain positions without names. Discussion of the plan shall include school wide priorities and concerns only and will not include discussion of individual staff persons.</p>

Date Adopted \_\_\_\_\_ Chairperson  
Signature \_\_\_\_\_

## ***Fleming-Neon Middle School***

### *SBDM Council Policy*

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Policy Number \_\_\_\_\_

#### **Policy Topic Description**

### **ASSIGNMENT OF STUDENTS TO CLASSES AND PROGRAMS WITHIN THE SCHOOL**

STATUTORY AUTHORITY – KRS 160.345(2)(i)3

#### **Policy Statement**

Teachers within a grade level, working in collaboration, shall recommend assignments for current students to classes for the following school year by closing day of the current year.

These assignments shall be presented to the principal and guidance counselor. All student assignments will be finalized and approved by the principal.

Subsequent additions or amendments to student assignment lists shall be the responsibility of the principal after recommendations from the guidance counselor and teachers have been shared and considered.

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

- \*Academic performance of the student
- \* Learning style of the student
- \* Student behavior
- \*Instructional needs of the student
- \*Class size
- \*School Schedule

Date Adopted \_\_\_\_\_ Chairperson  
Signature \_\_\_\_\_

***Fleming-Neon Middle School***

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School- Fleming-Neon Middle

Policy Number \_\_\_\_\_

Policy Topic Description
<p><b>DETERMINATION OF THE SCHEDULE OF THE SCHOOL DAY AND WEEK</b> STATUTORY AUTHORITY – KRS 160.345(2)(i)4</p>
Policy Statement
<p>Working in collaboration with the SBDM Council and the guidance counselor, the principal shall develop a proposed school schedule prior to the start of each school year that reflects the needs of the school as defined in the school's 30-60-90 Plan. It shall be the responsibility of the principal to ensure that interruptions during instructional time do not occur unless there is an emergency situation in the school as provided in the School Safety Plan.</p>
<p>Date Adopted _____ Chairperson Signature _____</p>

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<b>Policy Topic Description</b>
<b>DETERMINATION OF THE USE OF SCHOOL SPACE DURING THE SCHOOL DAY</b> STATUTORY AUTHORITY – KRS 160.345(2)(i)5
<b>Policy Statement</b>
Prior to the start of each school year, the principal shall prepare a school space use plan that considers the goals set in the school’s 30-60-90 plan. The school space plan will be presented to the SBDM council who may offer amendments to the plan prior to implementation by the principal.
<b>Date Adopted</b> _____ <b>Chairperson</b> <b>Signature</b> _____

# ***Fleming-Neon Middle School***

## ***SBDM Council Policy***

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Policy Number \_\_\_\_\_

<b>Policy Topic Description</b>
<b>PLANNING AND RESOLUTION OF ISSUES REGARDING INSTRUCTIONAL PRACTICES</b> STATUTORY AUTHORITY – KRS 160.345(2)(i)6
<b>Policy Statement</b>
School staff, in collaboration with the principal, shall refer to Best Practices and the school's 30-60-90 plan as they identify appropriate instructional practices to be utilized in their classroom. The principal will create a non-negotiables list of instructional practices that must be included in lesson plans and monitored by the principal. The instructional practices non-negotiables list may be amended as school plan evolves and the instructional needs of the school and students change.
<b>Date Adopted</b> _____ <b>Chairperson</b> <b>Signature</b> _____

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## ***SBDM Council Policy***

District- Letcher County

School- Fleming-Neon Middle

Policy Number \_\_\_\_\_

<b>Policy Topic Description</b>
<b>SELECTION AND IMPLEMENTATION OF DISCIPLINE AND CLASSROOM MANAGEMENT TECHNIQUES</b> STATUTORY AUTHORITY – KRS 160.345(2)(i)7
<b>Policy Statement</b>
<p>The school staff and principal shall implement the district code of acceptable student behavior and discipline. Copies of the district code of acceptable student behavior and discipline shall be distributed in a timely manner each year to all staff and parents using the Student Handbook. All classroom teachers will establish classroom rules, routines and consequences. Teachers will record discipline issues in the class discipline notebook and reference the disciplinary records when completing office referrals. Students with behaviors recorded in the discipline notebook 3 or more times in one week may be referred to the principal or counselor for subsequent disciplinary actions including any/all of the following: parent notification, student conferences, after-school detention, Saturday School, suspension. Consequences will be in compliance with the School Safety Plan and all state and federal statutes and regulations and will be assigned discretion of the principal.</p>



Date Adopted \_\_\_\_\_ Chairperson  
Signature \_\_\_\_\_

***Fleming-Neon Middle School***

*SBDM Council Policy*

District- Letcher County

School- Fleming-Neon Middle

Policy Number \_\_\_\_\_

<b>Policy Topic Description</b>
<b>SELECTION OF EXTRACURRICULAR PROGRAMS AND DETERMINATION OF POLICIES RELATING TO STUDENT PARTICIPATION</b> STATUTORY AUTHORITY – KRS 160.345(2)(i)8
<b>Policy Statement</b>
Prior to Opening Day of each school year, the principal shall review the extracurricular programs present at the school and prepare a list of recommended extracurricular programs to be implemented for the subsequent school year, subject to the approval of the council. All coaches/sponsors of extracurricular programs will create expectations and guidelines that will govern their activity. Once presented to the SBDM and approved, these expectations and guidelines will be communicated with students and parents. The student participation standards shall be consistent with state or national sponsor standards, and with state and federal statutes and regulations.

Date Adopted _____	Chairperson _____
Signature _____	

***Fleming-Neon Middle School***

*SBDM Council Policy*

District- Letcher County

School- Fleming-Neon Middle

Policy Number \_\_\_\_\_

Policy Topic Description
<b>PROCEDURES FOR DETERMINING ALIGNMENT WITH STATE STANDARDS, TECHNOLOGY UTILIZATION, AND PROGRAM APPRAISAL</b> STATUTORY AUTHORITY – KRS 160.345(2)(i)9
Policy Statement

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

All programs at the school must contribute to increased student performance as measured by the state assessment system. Programs may contribute directly or indirectly to this result. Upon request of the school council, the principal shall report to the school council on the degree to which a designated program contributes to increased student performance. Actions taken by the school council, pursuant to these reports, shall be consistent with state laws and regulations and local school board policy.

Date Adopted \_\_\_\_\_ Chairperson

Signature \_\_\_\_\_

## ***Fleming-Neon Middle School***

### ***SBDM Council Policy***

District- Letcher County

School- Fleming-Neon Middle

Policy Number \_\_\_\_\_

#### **Policy Topic Description**

**DEFINE CONSULTATION IN THE SELECTION OF PERSONNEL BY THE PRINCIPAL**

STATUTORY AUTHORITY – KRS 160.345(2)(i)10

**Policy Statement**

The school council shall be consulted by the principal on all certified and classified vacancies that occur at the school. When a school-based personnel vacancy has been posted the principal shall include "consultation with the school council for the (position title) vacancy" on the agenda of a regular or special meeting of the council. If a quorum of the members of the school council is not available to attend a meeting for the purpose of conducting consultation in the filling of a vacancy, the principal shall call a special meeting and conduct consultation with the council members who can attend.

The principal shall make written applications from all candidates on the qualified applicants list available to the school council for their review. The principal, along with consultation of the council when possible, will screen candidates and conduct reference checks on each candidate selected for interviews. Interviews will be scheduled and led by the principal and any available members of the council. Members of the council will provide advice and recommendations on who to select to fill the vacancies. Subsequent to the completion of the steps listed above, the principal shall make a selection of the qualified applicant to fill the vacancy within two weeks of the posted vacancy, and shall report this selection to the superintendent who will complete the hiring process.

Date Adopted \_\_\_\_\_ Chairperson  
Signature \_\_\_\_\_

***Fleming-Neon Middle School***

***SBDM Council Policy***

District- Letcher County

School- Fleming-Neon Middle

Policy Number \_\_\_\_\_

**Policy Topic Description**

**COMMITTEES, IF ESTABLISHED**  
STATUTORY AUTHORITY – KRS 160.345(2)(c)2

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**Policy Statement**

Ad hoc committees will be formed and dissolved by the school council as needed.  
The following will be standing items on all SBDM regular meeting agendas:

- 30-60-90 Plan
- Pirate Pride- student/staff achievements
- Budget
- Instruction and Assessment
- Title I

**Date Adopted** \_\_\_\_\_ **Chairperson**  
**Signature** \_\_\_\_\_

***Fleming-Neon Middle School***

*SBDM Council Policy*

**District-** Letcher County

**School-** Fleming-Neon Middle

**Policy Number** \_\_\_\_\_

<b>Policy Topic Description</b>
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## **WRITING PROGRAM**

STATUTORY AUTHORITY – KRS 158.6453(7)(c)2

### **Policy Statement**

In order to provide multiple opportunities to develop complex communication skills for a variety of purposes and use a variety of language resources, the school council will ensure that students:

- Maintain a writing portfolio, a collection of student work including samples from all three categories that demonstrate growth over time;
- Engage in three categories of writing: writing to learn, writing to demonstrate learning to the teacher and writing for publication;
- Experience authentic, meaningful writing at all grade levels;
  - o Writing for a variety of purposes and audiences;
  - o Experiences that reveal ownership and independent thinking; and
  - o Writing in which students draw on their own experiences and learning, reading, and inquiry to complete writing tasks.
- Experience the writing process at all grade levels: planning, drafting, revising, editing, publishing and reflecting upon writing;
- Experience writing in both on-demand and writing-over-time situations;
- Write as a natural outcome of the content being studied in all curriculum areas;
- Read and analyze a variety of print and non-print materials (e.g., artwork, photographs, electronic text, graphics, illustrations, Web images, maps multimedia), including persuasive, literary, personal, informational and practical/workplace materials;
- Use readings as models for student writing; and
- Learn about the use appropriate resources for writing (e.g., personal interviews, observations, print materials and technology) driven by different instructional purposes with different audiences for the student to consider.

#### **Instructional Writing Strategies Guidelines**

To provide multiple opportunities for students to develop complex communication skills for a variety of purposes, teachers will:

- Teacher higher-order thinking skills;
- Assign three categories of writing: writing to learn, writing to demonstrate learning to the teacher and writing for publications;
- Experience authentic, meaningful writing at all grade levels;
  - o Writing for a variety of purposes and audiences;
  - o Experiences that reveal ownership and independent thinking; and
  - o Writing in which students draw on personal experiences, learning reading, and inquiry to complete writing tasks.
- Teach the writing process at all grade levels: planning, drafting, revising, editing, publishing and reflecting upon writing;
- Provide both on-demand and writing-over-time assignments;
- Incorporate writing as a natural outcome of the content being studied in all curriculum areas;
- Assign students to read and analyze a variety of print and non-print materials (e.g., artwork, photographs, electronic text, graphics, illustrations, Web images, maps multimedia), including persuasive, literary, personal, informational and practical/workplace materials;

- Use readings as models for student writing;
- Provide appropriate resources for writing (e.g., personal interviews, observations, print materials and technology) driven by different instructional purposes with different audiences for the student to consider; and
- Allow student choice and exploration.

#### Schoolwide Structures and Monitoring

To ensure that every student has a writing portfolio that includes samples of work that show interests and growth over time, follows the student from grade to grade, and follows the student to any school he/she attends, the principal will:

- Assign a literacy team to develop a written plan for implementing and monitoring writing portfolios;
- Ensure the plan includes guidelines for incorporating student and teacher use of technology tools;
- Ensure the implementation of the writing plan;
- Ensure that the council annually reviews, revises, and approves the writing plan each year;
- Ensure administrators and all teachers receive professional development need to improve writing and communications instruction across all content areas;
- Ensure vertical and horizontal alignment of the writing curriculum; and
- Ensure the plan is communicated with all stakeholders.

#### Instructional Writing Strategies Guidelines

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

- The use of the portfolio for determining student performance in communication;
- The procedures for reviewing the portfolio;
- The procedures for grading the portfolio;
- Guidelines for providing students feedback on the portfolio; and
- Opportunities for student to improve their writing and communication based on portfolio feedback.

**Date Adopted** \_\_\_\_\_ **Chairperson**

**Signature** \_\_\_\_\_

