LETCHER MIDDLE SCHOOL
ALIGNMENT WITH STATE STANDARDS POLICY

ALIGNMENT NEEDS ASSESSMENT
Our yearly School Improvement Planning process will include:

- An analysis of our state testing data and other school data as necessary to discover the extent to which our students are meeting state standards and our programs are aligned with state standards.

- Systematic work to discover and correct the causes of and barriers to high performance by all students and the movement of students toward our goals.

- A revision of our School Improvement Plan based on our needs assessment data for that year. Our Plan will set Goals and address any indicated alignment issues to help move our students to state standards according to the timetable established by the Kentucky Board of Education.

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

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

Date Adopted: 10-8-12   Council Chairperson’s Initials RSW

Date Reviewed or Revised: 8-12-13 Council Chairperson’s Initials RSW

Date Reviewed or Revised: 9-8-14 Council Chairperson’s Initials RSW
LETCHER MIDDLE SCHOOL 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.”

DRAFTS, REVISIONS AND APPROVAL

DECEMBER and JANUARY
The Budget 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 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 (activity funds) 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 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 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. Compare the draft budget to the tentative budget provided by the school board on March 1.
3. 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.
4. Charge the Budget Committee to consider those factors and submit a revised budget for council adoption.
5. Discuss whether the council needs to request Section 7 funding for additional expenses, and what needs would be designated for such funding.
6. Charge the Budget Committee to write up the Section 7 requests for formal council adoption.
7. 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 receives the final allocation from the superintendent on May 1 and adopts its budget and its Section 7 requests, the SBDM Council will:

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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 including but not limited to all Redbook Requirements.

2. Submit a report to the council comparing planned spending, spending so far, outstanding purchase orders, and amount remaining available in each category.

JULY

In accordance with Redbook procedures/requirements, the principal (or principal designee) will ensure that all booster organizations (including PTA/PTOs) have submitted to the principal by July 25th their annual financial report for the previous year which ends June 30th.

AUGUST AND SEPTEMBER

The principal (or principal designee) will ensure that all booster organizations (including PTA/PTOs) have completed all Redbook requirements including submitting to the principal the following documentation required in the Redbook:

- Names of officers (due within the first 30 days of school)
- Annual budget worksheets showing estimated revenues and expenditures for the coming year (due within the first 30 days of school or within thirty days of the first transaction for the group).

JANUARY

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

### OTHER BUDGET DECISIONS AND PROCEDURES

**ACTIVITY FUNDS**

1. Staying consistent with Board policy, the council, with input from the Budget Committee, will determine use of school general activity funds from bookstore sales, snack and beverage sales, and other office activity funds not raised by a school organization for a specific purpose. These sales are mainly to students and therefore, the profits will be used for the benefit of students and not for the school's basic routine operating expenses or for renovations or maintenance of school facilities. If the employee's lounge has vending machines or other concessions, those profits may be used for employee purposes.

The council, with input from the Budget Committee, will also:

1. Approve the school general activity fund budget and other office activity fund budgets.

2. Participate in the creation of bid specifications and conditions, serve on bid evaluation committees, and participate in formulation of policies and procedures concerning activity funds IF requested by the board.

3. Ensure compliance with Title IX issues as it relates to fund-raising and expenditures.

4. Oversee the expenditure of instructional funds from school fees and dues and any other funds not raised for a specific purpose.

Activity funds will be subject to the Accounting Procedures for Kentucky School Activity Funds (Redbook) requirements for activity funds. SBDM allocations are *not* activity funds and should be recorded in MUNIS.

**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 and MAY**
1. The superintendent will notify the council by March 1st of its tentative allocation for the next school year, including staff funding.

2. By the middle of March, the Curriculum/Instruction/Assessment 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 Curriculum/Instruction/Assessment 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. Once the council receives the final allocation from the superintendent on May 1, the council will make a final decision and notify the superintendent of its choices by May 15.

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 Academic Standards 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 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 and MAY
1. The superintendent will notify the council by March 1st of its tentative allocation for the next school year, including instructional materials.

2. By the first of April, the Budget Committee will revise its estimates to fit the allocation and present its plan to staff and parents for input.

3. After the council receives a final allocation from the superintendent on May 1, the Budget 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 May, the council will approve a final spending plan organized by categories of spending.
5. By the middle of May or in accordance with the timeline set by the Board of Education, the Budget 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 May 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 Committee.

The principal will inform the council and the Budget 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 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: 10-8-12 Council Chairperson’s Initials RSW
Date Reviewed or Revised: 8-12-13 Council Chairperson’s Initials RSW
Date Reviewed or Revised: 9-8-14 Council Chairperson’s Initials RSW
LETCHER MIDDLE SCHOOL Classroom Assessment Policy

Classroom assessments will be used to monitor each student’s progress toward academic goals, meet individual student needs, and drive the planning process for instruction. Assessment data in all subjects will also be used to improve instruction, inform program decisions, and communicate to families regarding student progress.

In each class, students will complete formative and summative assessment activities to demonstrate their learning and to ensure their learning and continuous progress. Teachers are responsible for making sure those activities are aligned with the state standards for all subjects – English/Language Arts; Math; Science; Social Studies; Practical Living and Career Studies; and Arts and Humanities.

FORMATIVE ASSESSMENT

In each class, students will complete a daily classroom formative assessment to demonstrate their learning for that day. Teachers are responsible for making sure that the formative assessments:

1. Assess the learning target.
2. Are valid and appropriate demonstrations of what students should know and be able to do.
3. Provide data to drive future instruction.
4. Provide opportunities several times a year for students to choose among a variety of ways they can demonstrate learning, including options appropriate to preferred learning styles.
5. Provide meaningful feedback to students including opportunities to reflect, self-evaluate, set goals, and strengthen their performance.
6. Are part of the regular learning process, with separate activities used only when imbedded ones are not feasible.

Teachers will make adjustments in instruction to meet students’ needs based on the results of daily formative assessments.

SUMMATIVE ASSESSMENT

Summative assessments will be given at the end of each standard taught. When students do not meet the standard, an opportunity for a review or reteach will be provided and the students will be given another opportunity to demonstrate mastery. Summative assessment data will be utilized to inform instruction for the next time the standard is taught.
EVALUATION OF STUDENT PERFORMANCE
At the end of each marking period, based on formative assessments, observations, student assignments, and summative assessments, each teacher will make a judgment on each student’s performance in each standard taught. Each judgment will be stated as “does not meet standard”, “meets standard”, or “exceeds standard”. Each judgment should also indicate whether the student is close to progressing to the level.

REPORTING OF PERFORMANCE LEVELS
Each teacher will report his or her evaluation of student performance to the principal (or principal designee) in a report that lists each student’s name, gender, race, free or reduced price lunch status, and grade in that subject for that grading period.

PRINCIPAL RESPONSIBILITY
At least one time per marking period, the principal will meet with each team of teachers to review student performance and plan interventions for students not making adequate progress. Following each of these meetings, the principal will use the assessment data to create a report. This report will include the percent of students not meeting standards, meeting standards, and exceeding standards, with data for the entire grade-level and subject area and each demographic group with 10 or more students. The report will be distributed to all teachers, council members, and committee members. These reports will be considered part of the school council’s School Improvement Plan Implementation and Impact Checks.

PARENT COMMUNICATION
At least once a marking period, results from assessments will be communicated to parents in all subject areas.

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

Date Adopted: 10-8-12 Council Chairperson’s Initials RSW

Date Reviewed or Revised: 8-12-13 Council Chairperson’s Initials RSW

Date Reviewed or Revised: 9-8-14 Council Chairperson’s Initials RSW
LETCHER MIDDLE SCHOOL Committees Policy

NAMES AND JURISDICTION OF STANDING COMMITTEES

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

Budget Committee

- Review and revise the SBDM policies on Budget and Spending and Program Appraisal. Draft revisions for council approval/adoption if necessary.
- 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.
- Recommend other changes, ideas, and strategies to assigned policies based on annual needs assessments, data gathering, and research into best practice.
- Additional roles/charges as assigned by the council.

School Culture & Resources Committee

- Review and revise the SBDM policies on Discipline, Classroom Management and Safety Plan, Extracurricular Programs, School Space Use, Instructional and Non-Instructional Staff Time Assignment, Wellness (Primary to Grade 5), and Parental Involvement (Legally required for Title I Schools and best practice for non-Title I schools). Draft revisions for council approval/adoption if necessary.
- 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.
- Recommend parental involvement activities and strategies.
- Recommend other changes, ideas, and strategies to assigned policies based on annual needs assessments, data gathering, and research into best practice.
- Review and revise the SBDM policies on Improvement Planning and Technology Use. Draft revisions for council approval/adoption if necessary.
- 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.
- Ensure that the council is kept informed through Implementation and Impact Checks on the Plan.
• Recommend plans for the best use of technology based on needs assessments.
• Recommend other changes, ideas, and strategies to assigned policies based on annual needs assessments, data gathering, and research into best practice.
• Additional roles/charges as assigned by the council.

Curriculum, Instruction, and Assessment Committee

• Review and revise the SBDM policies on Curriculum, College-Level Courses (Secondary), Writing, Instructional Practices, Homework, and School Day and Week Schedule. Draft revisions for council approval/adoptions if necessary.
• Analyze curriculum alignment with the state standards and recommend changes.
• Recommend changes to the college-level/advanced courses program/policy and the writing program/policy when appropriate.
• Research and recommend instructional best practice ideas and innovations.
• Research homework best practices and recommend changes.
• Develop master schedule plan ideas to recommend to the principal.
• Recommend other changes, ideas, and strategies to assigned policies based on annual needs assessments, data gathering, and research into best practice.
• Review and revise the SBDM policies on Alignment with State Standards, Enhancing Student Achievement, Student Assignment, and Classroom Assessment. Draft revisions for council approval/adoptions if necessary.
• Organize the testing data analysis every fall including reports to the Council.
• Recommend school priority needs based on test analysis data.
• Develop the state testing prep and reward plan each year.
• Recommend assignment of student procedures.
• Recommend classroom assessment ideas based on new research.
• Recommend other changes, ideas, and strategies to assigned policies based on annual needs assessments, data gathering, and research into best practice.
• Additional roles/charges as assigned by the council.

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

Standing committee composition and membership selection
All members of the faculty will serve on at least one standing committee. SBDM teacher reps are exempt but may serve on a standing committee by choice. Each standing committee will have grade level (or department) representation and include at least three 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 March, the following steps will be taken to recruit members for next year’s committees:

MARCH

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 seek 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.

**APRIL**

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.

**MAY**

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.

**AUGUST**

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.
- Discuss the Open Meetings Law.

**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, e-mail*, or sent by US mail to all members of the committee early enough so that they will receive it 24 hours before the meeting. The telephone can not 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, e-mail*, 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. The telephone can not be used to deliver these notices.

   *To receive e-mail notification, a written request must be on file at the school. This amendment to the Open Meetings Law was passed in the 2008 General Assembly and effective beginning in mid-July 2008.

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.

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

Date Adopted: 10-8-12  Council Chairperson’s Initials RSW

Date Reviewed or Revised: 8-12-13 Council Chairperson’s Initials RSW

Date Reviewed or Revised: 9-8-14 Council Chairperson’s Initials RSW
LETCHER MIDDLE SCHOOL Consultation Policy

INTERVIEW COMMITTEE

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

CRITERIA AND INTERVIEW QUESTIONS

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

1. Develop a set of criteria for a strong candidate. These criteria will not discriminate based on gender, ethnicity/race, marriage or family status, religion, political affiliation, disability, age, or other illegal grounds.

2. Use the criteria they have developed to write standard interview questions that fit those criteria. These questions will be asked of all candidates in an 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.

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.

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.

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.

Beginning in July 2012, if an applicant is the spouse of the superintendent and the applicant meets the service requirements of at least eight years of service in school systems (as required by KRS 160.380), the applicant could be employed upon the recommendation of the principal and the approval of a majority vote of the school council.

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: **10-8-12**  Council Chairperson’s Initials **RSW**

Date Reviewed or Revised: **8-12-13**  Council Chairperson’s Initials **RSW**

Date Reviewed or Revised: **9-8-14**  Council Chairperson’s Initials **RSW**
LETCHER MIDDLE SCHOOL Curriculum Policy

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

1. Be aligned vertically and horizontally with Kentucky Core Academic standards for all subjects — English/Language Arts; Math; Science; Social Studies; Practical Living and Career Studies; and Arts and Humanities, and designed to help all students master that content.

2. Provide equitable access to a common academic core for all students.

3. Provide support for all students to be able to complete some college-level work while in high school.

4. Provide links to continuing education, life, and career options.

5. Reflect the strategies adopted in our School Improvement Plan.

TEACHER ROLE
All teachers will:

1. Disseminate the curriculum expectations for their classes to students in an age-appropriate way and to all parents.

2. Teach the state standards assigned for their particular area or areas.

3. Be prepared to contribute to discussions of needed changes in the curriculum.

PRINCIPAL ROLE
The principal will:

1. Ensure that copies of the curriculum standards and expectations for the school are available for parent review.

2. Meet with each new teacher to review this policy and the sections of the curriculum that apply to that teacher’s assignment.

3. At staff meetings in January and May, hold discussions with the staff on possible curriculum revisions and report to the CIA Committee on the results of those discussions.

CURRICULUM REVISION
The CIA 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 Kentucky Core Academic Standards.

2. District leaders or working groups modify district curriculum documents.

3. Our School Improvement Planning process identifies a need for adjustments.

4. Other schools in our district identify a need for changes in their curriculum or in ours that could alter our vertical articulation, create curriculum gaps, or allow unintended overlaps and redundancy.

5. During staff discussions, one or more teachers at our school identify a weakness or opportunity for improvement that needs to be addressed to ensure success for all students.

6. Other 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: 10-8-12 Council Chairperson’s Initials RSW

Date Reviewed or Revised: 8-12-13 Council Chairperson’s Initials RSW

Date Reviewed or Revised: 9-8-14 Council Chairperson’s Initials RSW
LETCHER MIDDLE SCHOOL DISCIPLINE, CLASSROOM MANAGEMENT, AND SCHOOL SAFETY POLICY

DISTRICT CODE OF ACCEPTABLE BEHAVIOR AND DISCIPLINE

Letcher Middle School will follow the Letcher County Code of Acceptable Behavior and Discipline. During the first week of school, the principal (or principal’s designee) will:

1. Provide each student with a copy of the District Code of Conduct.
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 Culture 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 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.

**Counselors are responsible for:**

1. Providing support and guidance to help students and parents understand, correctly interpret, accept, and follow the behavioral standards and guidelines of the district, school, and classrooms.
2. Providing support and guidance to teachers in the implementation of classroom management techniques and strategies.

**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.

BULLYING:

STUDENT BEHAVIOR

In order to prevent the disruption of the educational process and the ability of all students to take advantage of the educational opportunities offered at Letcher Middle School the following student behaviors as defined by law will not be tolerated:

- Hazing
- Bullying
- Taunting
- Menacing
- Intimidating
- Threatening behavior
- Verbal or physical abuse of others
- Using lewd, profane, or vulgar language

This policy extends to any/all student language or behavior including, but not limited to, the use of electronic or online methods.

These provisions should not be interpreted to prohibit civil exchange of opinions or debate protected under the state or federal constitutions where the opinion expressed does not otherwise materially or substantially disrupt the education process or intrude upon the rights of others.

VIOLATIONS AND REPORTING

Students who violate this policy will be subject to appropriate disciplinary action as outlined in the District Code.

Students wishing to report a violation or who believe they are victims may report it to any staff member of Letcher Middle School who will take appropriate action as defined by the Code. Staff will refer the report to the principal (or designee) for further action when the report involves an offense that may warrant suspension or expulsion of a student, any felony offense, or a report that may be required by law, including reports to law enforcement.

When a complaint is received that does not appear to be covered by this policy, the administrators will review other policies that may govern the allegations and take appropriate action.

RE蒂ALIATION

Other students and employees shall not retaliate against a student because he/she reports violation of the Code or assists or participates in any investigation, proceedings, or hearing regarding the
violation. The Superintendent (or designee) shall take measures needed to protect students from such retaliation. As provided in the Code, students who believe they are victims of these behaviors will be provided with a process to enable them to report such incidents to personnel for appropriate action.

COMMUNICATION
By the end of the first week of school, the Letcher County Code of Acceptable Behavior and Discipline will be posted at the school, referenced in our school handbook, and provided to all school employees, parents, and legal guardians, or other persons exercising custodial control or supervision of students including those students who enroll during the school year.

Before the beginning of each school year, the principal (or designee) will work with the district to develop a process to train employees, when necessary, in the use of the Code and/or to provide update information to the staff, students, and parents concerning this Code.

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

RELATED DOCUMENTS
A. District Code of Conduct
B. School Safety Plan
C. LMS Student Handbook

Date Adopted: 10-8-12 Council Chairperson’s Initials RSW
Date Reviewed or Revised: 8-12-13 Council Chairperson’s Initials RSW
Date Reviewed or Revised: 9-8-14 Council Chairperson’s Initials RSW
LETCHER MIDDLE SCHOOL ENHANCING STUDENT ACHIEVEMENT
POLICY

SCHOOL MISSION AND BELIEFS STATEMENT
The mission of Letcher Middle School is:

*We will always put the needs of our students first and do everything in our power to make a positive impact on every child…every day.*

We will meet the needs of all students by:
- Identifying their needs-strengths and weaknesses
- Planning and presenting rigorous activities and assessments
- Demonstrate high expectations for all students
- Constantly assess students and communicate results immediately
- Use data to plan for enrichment and RTI activities
- Participate in high quality professional development
- No excuses…don’t take them and don’t make them

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.
- Monthly 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: 11-12-12  Council Chairperson’s Initials RSW

Date Reviewed or Revised: 8-12-13  Council Chairperson’s Initials RSW

Date Reviewed or Revised: 9-8-14  Council Chairperson’s Initials RSW
LETCHER MIDDLE 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.

1. Football
2. Girls Basketball
3. Boys Basketball
4. Cheerleading
5. Volleyball
6. Archery
7. Academics
8. Speech and Drama
9. Band
STUDENT PARTICIPATION
Students will be eligible to participate in extracurricular activities if they:

1. Maintain passing grades in all subjects.
2. Were in attendance on the day of the activity or on Friday for weekend activities.
3. Comply with rules established by the adult coach or sponsor for the activity.
4. Where applicable, meet any requirements set by the appropriate sponsoring or governing organization.

COACHES AND SPONSORS
Each extracurricular activity will be led by an adult coach or sponsor who meets any applicable requirements set in law, or by sponsoring or governing organizations. The coach or sponsor will be responsible for personally supervising or ensuring that all students are supervised by an adult while they are participating in an activity, including practice time 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: 11-12-12 Council Chairperson’s Initials RSW
Date Reviewed or Revised: 8-12-13 Council Chairperson’s Initials RSW
Date Reviewed or Revised: 9-8-14 Council Chairperson’s Initials RSW
LETCHER MIDDLE SCHOOL HOMEWORK POLICY

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

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

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

TEACHER RESPONSIBILITIES
All teachers will:

1. In an age-appropriate manner, make sure that students understand this policy.
2. Make sure that students understand any individual classroom homework standards that a teacher may have.
3. Assign appropriate homework on a regular basis that is designed to support instructional goals, and that does one or more of the following:
   - Reinforces class instruction and skills that have been taught by transferring and extending classroom instruction.
   - Increases understanding and retention.
   - Prepares for class discussion.
   - Provides opportunities for curriculum enrichment and real-world applications.
4. Assign appropriate amounts of homework per week, which may vary depending on the subject matter and students’ needs.
5. Make an effort to correlate the amount of homework given with other teachers so as not to overload students on any given night, keeping in mind the “rule of thumb” of assigning students a total nightly amount of homework which will consume an amount of time approximately 5 times their grade level.

6. Allow student choice within homework assignments whenever possible.

7. Return collected homework in a timely manner and provide instructional follow-up and feedback that focuses on content and performance standards.

8. Ensure that students understand and can explain not only homework directions but also the purpose of any given homework assignment as well as how it relates to what they are learning in class.


PRINCIPAL RESPONSIBILITIES
The principal will ensure that:

1. All teachers, parents, and students receive a copy of this policy at the beginning of each year.

2. Ensure that homework is not used as a punishment or reward.

STUDENT RESPONSIBILITIES
Students are responsible for completing and turning in their homework and, with support from their parents, will be encouraged to:

1. Write down assignments and due dates, ask questions, and select necessary books and supplies before leaving school.

2. Keep homework in the same place at home each day and take books and materials directly to that study area.

3. Plan the best time to complete work.

4. Complete work so that it is neat and legible.

PARENTAL SUPPORT
Parents will be urged to actively involve themselves with their children’s schoolwork by doing the following:

1. Showing interest with questions about and comments on the schoolwork children bring home.

2. Providing a suitable place to study that is free from disturbances and by supplying needed materials for completing homework.

3. Prompting and offering to clarify instructions and answer questions, but not sitting with the child.
4. Assisting their child with time management.

5. Checking to see that work is complete.

6. Encouraging children to do their best work and praising a job well done including rewarding children in appropriate ways for completed work.

7. Staying in close communication with teachers.

**HOMEWORK ASSISTANCE**
A homework assistance group will be established and available to students and parents before and/or after school as often as possible. A schedule will be provided to students and parents stating the days this service will be offered at the school.

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

Date Adopted: 11-12-12  Council Chairperson’s Initials RSW

Date Reviewed or Revised: 8-12-13  Council Chairperson’s Initials RSW

Date Reviewed or Revised: 9-8-14  Council Chairperson’s Initials RSW
Letcher Middle School Valedictorian/Salutatorian/Honoree Policy

At the end of the 5th six weeks grading period, students meeting the following criteria will be notified that they are a candidate for “honoree”. Discipline record will consist of no major rule violations resulting in suspension or worse, unless approved by the principal and the Principal’s Committee on Discipline. Student will have satisfactory attendance (per district good attendance guidelines). Students must have maintained a minimum of 3.5 grade point average over the 7th and 8th grade year (8th grade honoree), or over the 7th grade year for 7th graders. Test data will be reviewed and combined with student grades when ranking students considered for Salutatorian/Valedictorian. Students must have served as a positive role model for fellow students over the course of the school year.

Candidates for Valedictorian and Salutatorian will be expected to meet the following guidelines before final selections are made:

First, type a brief essay (double-spaced, minimum of two pages) and submit to the principal by a specified date answering the following questions (questions may be changed by the principal):

Why do I believe I should represent the LMS Class of 201_?

What positive impact have I made during my time at LMS on my class or on other students?

How can I take lessons learned as a student and a person, academically as well as socially, during my time at LMS and apply it as I prepare for my future?

Second, if selected, the student will agree to prepare a speech (guidance given by the Principal or designee) and deliver it to the audience during the 8th grade promotion ceremony.

Third, from the point of selection, the student will agree to follow the LCPS Code of Conduct policies on behavior, discipline, attendance, etc. and be a role model for all other students. Failure to do so may result in disqualification as an honoree.

Students will receive an honoree candidate letter notifying them of their status (7th grade) with 8th grade Valedictorian and Salutatorian candidates having their letter signed by themselves and their parents.

In order to be considered as an “Honoree”, records must be attainable for the 7th and 8th grade years.

The principal will make final decisions after consulting with the 8th grade committee members.
POLICY EVALUATION

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

Date Adopted: 10-8-12 Council Chairperson’s Initials RSW
Date Reviewed or Revised: 8-12-13 Council Chairperson’s Initials RSW
Date Reviewed or Revised: 9-8-14 Council Chairperson’s Initials RSW
LETCHER MIDDLE 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 School Improvement Plan (SIP) 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. Work groups will be designated and 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 (SISI) document and the program review findings and report the findings to the council.

STEP 2
- Designated work groups will analyze testing and program review results, including but not limited to information on performance levels of all students tested and students disaggregated by race, gender, disability, and participation in the federal free and reduced price lunch program, and report findings to the council.
- With input from stakeholders, the council will use findings from the various work groups 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 SISI, and staff knowledge of school function and operation.
- Component teams will set goals for removing the needs, and 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: LCPS will use the 30/60/90 Improvement Plan template to record and track all improvement efforts.

**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 will include revising the SIP to address substantive achievement gaps, using these steps:

1. The council will identify substantive gaps (if any) and work with the superintendent 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 SIP, including any revisions to our gap time schedule, to fully support reducing identified substantive gaps.

**Implementation and Impact of the improvement Plan**

To make sure the SIP 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 SIP on track will be identified and those adjustments will be related to the appropriate component managers by the principal.

3. Stay informed about the SIP progress by receiving information at each regularly scheduled meeting by one of the following means:
   • Full Implementation and Impact Check.
   • Report from one component team on progress.
   • Information on last month, this month, next month’s activities for all components.
**POLICY EVALUATION**

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

Date Adopted: **11-12-12**  Council Chairperson’s Initials **RSW**

Date Reviewed or Revised: **8-12-13**  Council Chairperson’s Initials **RSW**

Date Reviewed or Revised: **9-8-14**  Council Chairperson’s Initials **RSW**
LETCHER MIDDLE 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.
- Use technology in meaningful ways.
- 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 Academic Standards, which Kentucky has determined are essential for all students to know and be able to do.

INSTRUCTIONAL PRACTICE GUIDELINES
To help ensure our instructional practice principles are implemented:

Each week, students will have the opportunity to:

- Receive appropriate and meaningful feedback.
- Work with other students in pairs, small groups, or teams.
- Do hands-on activities.
- Use technology as a tool for learning.
- Read books or materials on their own or with a partner.
- Listen to an adult read aloud.
- Discuss different ways to solve problems.
Each month, students will have the opportunity to:

- Read and write in all content areas.
- Do short answer, extended response, and on-demand items.
- Communicate with pictures, charts, graphs, or a web.
- Use a scoring guide.
- Use resources other than a textbook or worksheet.
- Use manipulatives or equipment to solve problems.
- 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.
- Perform or create in an area of the arts and humanities.

Each grading period, students will have the opportunity to:

- Participate in a one-on-one reading or writing conference with a teacher.
- Do projects and investigations.
- Participate in a peer reading or writing conference.
- Read novels, short stories, and poems.
- Read newspapers and magazines.
- Use technology for research.
- Do real-life activities or projects.
- Design or investigate projects based on their interests.
- Speak in front of a group.

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. Follow the procedures outlined in our Homework Policy.

8. Provide students with opportunities to evaluate their performance and use the feedback to reflect on and improve classroom practice as needed.

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.

For Arts and Humanities — Teachers of the arts are provided professional development to improve their content knowledge and teaching skills specific to instruction in their arts discipline.

For Practical Living/Career Studies — Practical living and career studies teachers have access to professional development that supports research based effective instructional strategies specific to their discipline.

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

Date Adopted: 11-12-12 Council Chairperson’s Initials RSW
Date Reviewed or Revised: 8-12-13 Council Chairperson’s Initials RSW
Date Reviewed or Revised: 9-8-14 Council Chairperson’s Initials RSW
LETCHER MIDDLE SCHOOL INSTRUCTIONAL AND NON-INSTRUCTIONAL STAFF
TIME ASSIGNMENT POLICY

CRITERIA FOR ASSIGNMENT
The principal will assign staff members’ time in a manner that will:

1. Fully support implementation of our School Improvement Plan and our Student Assignment Policy.
2. Take into account staff members’ requests to vary their work, particularly if a teacher has made past requests for a change or has been in a particular assignment for multiple years.
3. Take into account different teachers’ strengths and in-depth knowledge of specific topics.
4. Take into account specific student needs based on student performance data.
5. Respect state certification requirements and the parameters of district job classifications.

ASSIGNMENTS BASED ON CRITERIA
To complete assignments, the principal (in consultation with the district office) will:

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

ALTERING ASSIGNMENTS
After making assignments, the principal may alter them:

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

SUPERVISION OF STUDENTS
While on school property, students at Letcher Middle School will be under the supervision of a qualified adult who will hold them accountable for their conduct.

DAILY SUPERVISION PLANS
Prior to the opening of each school year, the principal (or designee) will have in place a plan of daily student supervision for the following areas:

- Cafeteria;
- Restrooms;
- Playground;
- Locker areas;
- Halls and stairwells;
- Before and after school areas; &
- Bus loading and unloading zones.

SUPERVISION OF EVENTS AND ACTIVITIES
The Principal (or designee) will ensure that all school sponsored events and activities are supervised and chaperoned with a suitable number of qualified adults who will hold students to appropriate standards of conduct.

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

Date Adopted: 11-12-12 Council Chairperson’s Initials RSW
Date Reviewed or Revised: 8-12-13 Council Chairperson’s Initials RSW
Date Reviewed or Revised: 9-8-14 Council Chairperson’s Initials RSW
LETCHER MIDDLE SCHOOL PARENTAL INVOLVEMENT POLICY
(Legally Required for Title 1 Schools and Best Practice for Others)

DEFINITION OF PARENT

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

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

COMMITMENTS

We commit to:

1. Sharing clear information about each student's progress with parents.
2. Offering practical suggestions to parents on how they can support student learning at home.
3. 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.

SCHOOL-PARENT COMPACT

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

SCHOOL RESPONSIBILITIES

Letcher Middle 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. Assign homework in accordance with our Homework Policy.

4. Provide parents with frequent reports on their child’s progress. Specifically we will provide mid-term reports every third week of each six week grading period, and formal reports every six weeks. The school will make every effort to schedule open house after each grading period to allow parents to visit with teachers and strengthen the bond between the home and school and to increase student achievement.

5. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual student’s achievement. Opportunities (where appropriate) will be provided for the student to participate actively in sharing information on his or her progress with his or her parents during these conferences.

6. Provide parents reasonable access to staff. The email addresses and telephone extensions of their child’s teachers will be provided to parents to promote communication. Staff will always be available to parents by appointment for face-to-face conferences.

7. Send home newsletters at least four times a year that include information on ways families can help students learn. The first newsletter will contain a copy of this policy.

8. Support an active Parent Teacher Association or Organization.

9. Provide parents opportunities including but not limited to:
   - Observing their child’s classroom activities.
   - Tutoring.
   - 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 teacher organization and participating in its efforts to strengthen our school.
   - Volunteering along with other concerned members of our community in other areas as needed.

10. Ensure that all adult volunteers working in our school and with our students are subject to board policy and state law regarding criminal record checks, as applicable.

The 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.

PARENT RESPONSIBILITIES

Parents are asked to:

1. Monitor attendance.

2. Become familiar with and support the school and individual classrooms’ homework policies and show interest with questions about and comments on the schoolwork their children bring home.

3. Make sure homework is completed.

4. Assist their child with time management.

5. Participate, as appropriate, in decisions relating to their child’s education.

6. Stay in close communication with teachers and the school about their child’s education by promptly reading all notices and surveys from the school or the school district and responding if necessary.

7. To the extent possible, volunteer, serve on the school council or a committee, attend School-Based Decision Making Council meetings, and comment on draft policies and plans as they are made available.

STUDENT RESPONSIBILITIES

With support from parents, students are asked to:

MIDDLE SCHOOL

1. Attend school as regularly as possible.

2. Follow the school and classroom behavior standards.

3. Bring necessary learning materials to school and to class.

4. Complete and turn in all assigned homework and ask for help when they do not understand the assignment or skills necessary to complete it.

5. Write down assignments and due dates and select necessary books and supplies before leaving school.
6. Give parents or the adult who is responsible for them, all notices and information received from the school.

POLICY EVALUATION

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

Date Adopted: 11-12-12 Council Chairperson’s Initials RSW

Date Reviewed or Revised: 8-12-13 Council Chairperson’s Initials RSW

Date Reviewed or Revised: 9-8-14 Council Chairperson’s Initials RSW
Letcher Middle School Principal Selection Policy

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

1. Meet with the superintendent, or designee, (who will replace the principal as chair of the council) and review the Best Practices for Principal Selection document available on the Kentucky Association of School Councils website.

2. Select a trainer of their choice to deliver training in recruitment and interviewing techniques. The council *Vice-Chair (or designee) will arrange for this training on a date agreed upon by the council and call a special meeting of the council for this purpose with “Principal Selection Training” as the agenda.

3. Distribute copies of this policy to all members before the scheduled training and send a copy to the trainer who will be providing the selection training.

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

SELECTION PROCESS
The council will:

1. Design and carry out processes to get stakeholder input on what traits will make the best leader for this school. Stakeholder input will involve but not be limited to faculty and staff, parents, and students (where appropriate).

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

3. Call a special meeting of the council and meet in closed session to:
   a. Review all applications and written references and select applicants to interview.
   b. Determine if information in the written applications and résumés points to any specialized questions that should be asked of a particular applicant and develop those questions if necessary.

4. Schedule interviews with each applicant who has been selected to be interviewed.

5. Conduct each interview in a special called meeting in closed session during which:
   a. All the standardized questions will be asked in the same order for every candidate.
   b. Any specialized or follow-up questions will be asked after the standardized questions.
   c. A discussion will be held immediately following each interview about how well the applicant meets the criteria.

6. Hold closed session discussion of the merits of all applicants and work toward consensus on the final selection.

7. Keep all closed session discussion confidential.

SELECTION of the new principal

After all information is gathered, the council will:

1. Meet in open session to vote for the final selection of a new principal.
2. Ask the superintendent to complete the hiring process.

POLICY EVALUATION

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

Date Adopted: 11-12-12 Council Chairperson’s Initials RSW
Date Reviewed or Revised: 8-12-13 Council Chairperson’s Initials RSW
Date Reviewed or Revised: 9-8-14 Council Chairperson’s Initials RSW
LETCHER MIDDLE SCHOOL PROGRAM REVIEW POLICY

PROGRAM REVIEW PROCESS

- The Program Review Committee will be made up of:

  A representative from each department or team, the guidance counselor, the school media specialist, at least one classified staff member, at least one parent/community stakeholder, and one student.

- Each Program Review Committee member will serve on one standards team: Curriculum and Instruction, Formative and Summative Assessment, Professional Development and Support Services, Administrative/Leadership Support and Monitoring.

- The teams will each be responsible for identifying and/or collecting evidence, analyzing data, and evaluating one standard for arts and humanities, writing, and practical living & career studies:
  - September/October: Administrative/Leadership Support and Monitoring
  - November/December: Professional Development and Support Services
  - January/February: Curriculum and Instruction
  - March/April: Formative and Summative Assessment

- Each Standards Team will report program review results and recommendations to the council:
  - October: Administrative/Leadership Support and Monitoring
  - December: Professional Development and Support Services
  - February: Curriculum and Instruction
  - April: Formative and Summative Assessment

- The council will analyze the data periodically throughout the school year provided by the Standards Teams, decide action steps to strengthen the programs, including but not limited to: adjusting staffing, course offerings, and schedule. Pertinent goals, strategies, etc. will be included in the School Improvement Plan. (This is based on the recommendations from the Program Review Committee.)

- The Program Review Standards Teams will report council decisions to the staff.

- The council will develop a professional development action plan based on recommendations from the Program Review Standards Teams. The plan will be communicated to stakeholders.

- The Program Review Committee will monitor and staff will implement the steps to strengthen the programs.
PROGRAM MONITORING

The principal will:

- Ensure curriculum is aligned to Kentucky Core Academic Standards.
- Ensure the implementation of the program review policy.
- Ensure that the council annually reviews, revises (if necessary), the Program Review Policy by the December SBDM meeting each year.

The council will:

- Ensure teachers receive embedded professional development needed to improve instruction in writing, arts and Humanities and Practical Living/Career Studies.
- Ensure staffing allocation decisions are made to support all the school’s instruction programs, including writing, arts and humanities, and practical living/career studies. Each year the council will review the effectiveness of the staffing allocation for supporting the school’s programs.
- Receive regular reports from the principal on the availability of resources for supporting the school’s writing, arts and humanities, and practical living/career studies programs when it makes budget decisions.
- Receive regular reports from the principal on the use of instructional time for supporting the school’s writing, arts and humanities, and practical living/career studies programs.

POLICY EVALUATION

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

Date Adopted: 11-12-12 Council Chairperson’s Initials RSW
Date Reviewed or Revised: 8-12-13 Council Chairperson’s Initials RSW
Date Reviewed or Revised: 9-8-14 Council Chairperson’s Initials RSW
LETCHER MIDDLE SCHOOL PROGRAM APPRAISAL POLICY

PROGRAM APPRAISAL NEEDS ASSESSMENT
Our yearly School Improvement Planning process will include:

- An analysis of our state testing data and other school data as necessary to discover the extent to which our students are meeting state standards and our programs are proving effective, including but not limited to our categorical programs.

- Systematic work to discover and correct the causes of and barriers to high performance by all students and the movement of students toward our goals.

- A revision of our School Improvement Plan based on our needs assessment data for that year. The Plan will set goals, address causes, and make indicated changes to programs to help move our students to state standards according to the timetable established by the Kentucky Board of Education.

We will implement this process to address the effectiveness of all our programs and the resulting Plan will be monitored by the council through ongoing Implementation and Impact checks and monthly reports on our current 30/60/90 plan.

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

Date Adopted: 11-12-12  Council Chairperson’s Initials RSW

Date Reviewed or Revised: 8-12-13  Council Chairperson’s Initials RSW

Date Reviewed or Revised: 9-8-14  Council Chairperson’s Initials RSW
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. [This time, as part of the practical living/career studies program, could include collaboration among external partners (e.g., postsecondary education partners, business and industry personnel, civic/community)]

7. Facilitate teacher opportunities to switch teaching assignments to capitalize on different teachers’ in-depth knowledge of specific topics.

8. Facilitate teacher opportunities to adjust the length of class periods when needed to provide the best instruction.

9. Promote reasonable and appropriate enrollments for all classes and appropriate numbers of pupils each teacher works with in the course of a day.

10. Respect the beginning and ending times of the school day and school calendar year as established by the Board of Education.
Arts and Humanities
Our schedule will:

1. Provide (when possible) all students access to all four arts disciplines—dance, drama, music, and visual arts.

2. Provide and protect adequate time for students to be actively involved in creating, performing, and responding to the arts.

3. Avoid (when possible) scheduling single-section courses in the arts against single-section courses in required subjects.

Practical Living and Career Studies:
Our schedule will:

1. Provide (when possible) all students access to the four practical living areas—health education, physical education, consumerism, career studies.

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 December, the council will appoint an Ad Hoc Scheduling Committee made up of representatives from each department or team (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.
     a. Practical Living & Career Studies: (In middle and high school) Before approval of the master schedule, SBDM Councils should ensure use of pertinent data generated from Individual Learning Plan reports in determining Practical Living / Career Studies courses offered. An attempt will be made to include a variety of offerings related to PL/CS.
     b. Arts and Humanities: (In middle and high school) SBDM councils revise their policy on staffing/class offerings as necessary based upon emerging student instructional needs in the arts, analysis of student performance in the arts, the program review information in the arts (e.g., inclusion of more advanced and/or intro arts courses, changes in student interests, career pathway programs, ILPs for specialization in the arts, etc.).
   - 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. In January, committees will notify the group charged with scheduling if recommendations they have made or are considering would have schedule implications.

3. 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.

4. No later than the 1st of April, the principal (and/or designees) will prepare a tentative schedule for the coming school year including changes (if any).

5. No later than June 1st the principal will report as an FYI item to the council on the schedule for the coming year.

**POLICY EVALUATION**

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

Date Adopted: 11-12-12 Council Chairperson’s Initials RSW

Date Reviewed or Revised: 8-12-13 Council Chairperson’s Initials RSW

Date Reviewed or Revised: 9-8-14 Council Chairperson’s Initials RSW
Letcher Middle School Telephones and Other Electronic Devices

As defined in KRS 158.165, “personal telecommunications device” means a device that emits an audible signal, vibrates, displays a message, or otherwise summons or delivers a communication to the possessor, including, but not limited to, a paging device and a cellular telephone.

Upon entering any part of LMS, until school is dismissed, students shall power off personal telecommunications devices and/or electronic devices of any sort, including, but not limited to:
- Cell phones, pager devices, games, personal organizers, cameras, I-pods, any music listening device, or any other device used as entertainment or communication for any reason. Electronic devices may be used by special request of a teacher as approved by the principal or his designee. Students that are approved by the principal to use cell phones and/or other electronic devices may be issued a unique identification card for verification of authorization of use. Unless specifically authorized by the principal to have an electronic device in their possession, students shall store their device in their locker. Students are responsible for keeping up with devices they bring to school. The school shall not be responsible for loss, theft, or destruction of devices brought onto school property.

Student phone calls may be made during lunch, break, and other non-instructional times only from phones in the administrative office. The phone for student use is located in the administrative offices. All other telephones (including classroom phones) must be kept open for school business. Therefore, students may use the designated phones in case of emergency only with the principal’s approval or approval of his/her designee. Students will not be called to the phone from classes except in case of emergency. All students should advise their parents of this policy. Important phone messages will be taken and delivered to the student during break, lunch, or between classes. Pursuant to BOE policy and Kentucky Revised Statute, students may possess paging/telecommunication devices with permission from the building principal after the need for the device has been established. Acceptable needs would include those activities that might require communication between students and parent/guardians in addition to emergency-related functions. Permission may not be granted if possession of the device has the potential for disrupting the education process.

Social Media Exceptions:

Only used at the discretion of the principal for educational purposes only. Teachers that request approval must do so as far in advance as possible.

Emergency Use:

Students will not use personal electronic devices for any reporting of emergency situations to the public (parents or otherwise) unless directed to do so by school staff. Fraudulent reports will result in severe disciplinary actions.
*Any student possessing electronic devices with an ID or phone number must provide phone numbers or ID numbers to the school office before use will be permitted. Numbers or ID numbers that change must be updated immediately.*

**Consequences for violation of this policy:**

1*st Offense:* Item is confiscated and the parent may pick up the item after school that day.

2*nd Offense:* Item is confiscated and the parent may pick up the item after school that day. Student is assigned to detention.

3*rd Offense:* Item is confiscated and the parent may pick up the item after school that day. Student is assigned one Saturday School. Loss of privilege to possess a personal telecommunications device.

**Continued Offenses:** Confiscation of the item; return to parent at the end of the school year; possible suspension from school, AE, or other appropriate consequence (due to insubordination).

**SEVERE CLAUSE:** Any student involved in the videoing of, possession of a video of, and/or taking pictures of any student misbehavior, including, but not limited to: fighting, vulgarity, or other offensive behavior, shall have the device confiscated and returned to the parents at the end of the school year. Students qualifying under this severe clause shall receive a 3-day out-of-school suspension.

**POLICY EVALUATION**

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

Date Adopted: 10-8-12
Council Chairperson’s Initials RSW

Date Reviewed or Revised: 1-12-13
Council Chairperson’s Initials RSW

Date Reviewed or Revised: 9-8-14
Council Chairperson’s Initials RSW
LETCHER MIDDLE SCHOOL WELLNESS POLICY

PHYSICAL ACTIVITY PLAN

All students will participate in moderate to vigorous physical activity each day, as follows:

1. Each student shall engage in at least 15 minutes of planned moderate to vigorous physical activity each day. With input from the teachers and the rest of the staff, the principal shall work out how this activity will be handled. The arrangements must fit within the limits of our building and staffing and be compatible with our school improvement plan.

2. Each student shall participate in physical education class at least twice a week.

3. Each student shall have at least 10 minutes a day of supervised recess, preferably outdoors, during which the school staff shall encourage moderate to vigorous physical activity verbally. The school shall provide space and equipment to make that activity possible and appealing to students.

4. Teachers shall make all reasonable efforts to avoid periods of more than forty minutes when students are physically inactive. When possible, physical activity should be integrated into learning activities. When that is not possible, students should be given periodic breaks during which they are encouraged to stand and be moderately active.

5. Students shall not be deprived of recess or other physical activity as a consequence for behavior or academic performance, unless deemed necessary by the principal.

6. Appropriate accommodations shall be made for students with special needs, as required by law and sound professional judgment.

ASSESSMENT TOOL

We will assess students’ level of physical activity at least once a year using the following procedures:

1. The principal (or principal designee) will recommend an assessment tool to the council for adoption. Once the council has adopted this tool, it will remain in use unless the principal (or principal designee) recommends a change.

2. The principal (or principal designee) will develop a schedule for completing the assessment during the last month of school.
ASSESSMENT TOOL
We will encourage healthy choices among students using the following methods:

1. Implementing the nutritional standards required by federal and state laws and regulations, which apply to our food program and to other food and beverages available during the school day.

2. Implementing a practical Living curriculum, which addresses the full State Standards including health, consumerism, and physical education.

3. Integrating all content areas by making connections to health and wellness and by incorporating movement-based activities when possible.

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

The principal will share this policy with the Kentucky Department of Education upon request for this information.

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

Date Adopted: 10-09-12  Council Chairperson’s Initials _RSW_
Date Reviewed or Revised: 9-9-13  Council Chairperson’s Initials _RSW_
Date Reviewed or Revised: 9-8-14  Council Chairperson’s Initials _RSW_
Letcher Middle School SBDM Council Policy

“We Expect Excellence!”

Mandatory After-School Tutoring

Policy Statement: The staff of Letcher Middle School is committed to meeting all students’ academic needs. We desire to see all students succeed. The purpose of this policy is to address the academic needs of students who may not exhibit a desire to meet the academic expectations of their teachers or do not take advantage of assistance offered during the normal school day.

Students identified by LMS teachers as being “at-risk” for academic failure will be assigned to “mandatory” after school tutoring, providing that a qualified teacher in the subject area(s) in question is present to assist the student, and after consultation with a parent or guardian. The tutoring sessions will continue until the student can display satisfactory progress. The student will be released from assignment once the teacher makes the recommendation for release and holds a conference with the parent to discuss the student’s progress/status.

Students may be referred to mandatory after school tutoring:

1. Any student receiving a D or F on their mid-term report or final six weeks grade report.
2. Any student who displays a lack of effort within the classroom.
3. Any student who does not accept assistance offered within the classroom setting.
4. Any student whose attitude disrupts the educational process for classmates.
5. Upon request of parent/guardian.
6. Upon request of the principal.

Bus service will be provided by the 21st Century Program; buses will only travel on main routes.

Tutoring sessions shall occur three (3) days per week for a minimum of one hour each day. Students will be held after school and admitted to after school tutoring.

Tutoring will be designed to assist students with grade remediation and skill deficit reduction. Tutoring should be seen as a positive way to prevent retention and improve student confidence/attitude in the regular classroom setting.

Parents may request that their child be removed from this program after consulting with the assigning teacher, principal, or counselor.
POLICY EVALUATION

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

Date Adopted: 2-10-14 Council Chairperson’s Initials RSW

Date Reviewed or Revised: 9-8-14 Council Chairperson’s Initials RSW
LETCHER MIDDLE SCHOOL ARTS & HUMANITIES POLICY

Policy Topic Description

In order to develop an effective Arts and Humanities program, the school will conduct an internal program review by using established district and/or state criteria and present findings to the school SBDM council at least once per school year, not later than the May meeting of the SBDM. The SBDM utilizes the findings of the program review to plan for and adjust staffing, course offerings, and scheduling of the arts within the school.

Policy Statement

The intent of this policy is to ensure that all students receive regularly scheduled Instruction in each arts discipline. Administrators/Teachers will ensure that:

- All 6-8 students have access to regularly-scheduled, discipline-based arts instruction through specialized arts sessions/courses in each art form. Students wishing not to specialize have access to arts appreciation course(s) which provide a firm grounding in basic creating, performing and responding.
- Administrators (Counselor and Principal) and staff will assure service offerings for students identified as gifted and talented in music, dance, drama and/or visual arts.
- At the middle school level, SBDM council will revise their policy on staffing/class offerings as necessary based upon emerging student instructional needs in the arts, analysis of student performance in the arts, the program review information in the arts (e.g., inclusion of more advanced and/or intro arts courses, changes in student interests, career pathway programs, ILPs for specialization in the arts, etc).
- School leaders support and facilitate collaboration on arts programs that occur during instructional time to ensure that the programs support instruction. (e.g., live performances, exhibitions, guest artists, collaborative enrichment activities)
- School council adopts policy and the leadership implements procedures that provide and protect adequate time for students to be actively involved in creating, performing and responding to the arts.
- **Middle:** Year-long instruction in specialized arts courses/sessions.
- School leadership supports and provides additional learning opportunities in the arts (e.g., field trips, artist residences, in-school performances) both within and beyond the school day including adjusting the school/student schedule as needed.
- All arts teachers have adequate daily planning time, time for cross-curricular planning, and itinerant travel time.
- All arts teachers are assigned class loads that are equitable to the class loads of other teachers in the building.
• Large performing groups utilize team teaching and/or paraprofessionals for equitable teacher:student ratio.

• At the middle/high school level, school leadership makes every effort to avoid scheduling single-section courses in the arts against single-section courses in required subjects (e.g. the one band class scheduled against the one Geometry class).

• Arts teachers are part of planning the school’s master schedule to ensure best practices in arts instruction (e.g. adequate instructional time, arts class offerings, provision for transition between classes).

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

Date Adopted: 2-10-14 Council Chairperson’s Initials RSW

Date Reviewed or Revised: 9-8-14 Council Chairperson’s Initials RSW
LETCHER MIDDLE SCHOOL PL/CS POLICY

Policy Topic Description

In order to develop an effective PL/CS program, the school will conduct an internal program review by using established district and/or state criteria and present findings to the school SBDM council at least once per school year, not later than the May meeting of the SBDM. The SBDM utilizes the findings of the program review to plan for and adjust staffing, course offerings, and scheduling of PL/CS activities within the school.

Policy Statement

The intent of this policy is to ensure that access is provided through intentionally scheduling appropriate amount of time within the school schedule for instruction in all four disciplines (i.e., health education, physical education, consumerism, career studies) for ALL students.

- Schools Councils and administrators have developed a shared vision for insuring quality PL/CS instructional programs.
- The vision demonstrates a priority for the inclusion and integration of PL/CS throughout the curriculum and throughout the student’s academic experience.
- School leadership will provide adequate resources, facilities, space and instructional time to support high quality PL/CS programs.
- The school takes advantages of external resources that benefits PL/CS instruction (e.g., industry partnerships, hospitals, health and fitness clubs, sponsorships and grants).
- School leadership provides for and protects adequate instructional and planning time for PL/CS teachers.
- PL/CS teachers are assigned equitable class loads based on course and facilities as compared to other teachers in the building.
- The SBDM Council and School Leadership shall monitor implementation of policies concerning the school's PL/CS program.
- In middle grades-before approval of the master schedule, SBDM Councils should ensure use of data generated from ILP reports in determining PL/CS courses offered.
- Advisory Committees (e.g., Coordinated School Health committees, CTE program advisory committees) meet bi-annually to ensure quality programs and policies.
We will evaluate the effectiveness of this policy through our School Improvement Planning Process.

Date Adopted: 2-10-14  Council Chairperson's Initials RSW

Date Reviewed or Revised: 9-8-14  Council Chairperson’s Initials RSW
LETCHER MIDDLE SCHOOL WRITING POLICY

POLICY STATEMENT

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

- Teach higher-order thinking skills.
- Assign three categories of writing: writing to learn, writing to demonstrate learning to the teacher, and writing for publication.
- Provide authentic, meaningful writing at all grade levels:
  - Writing for a variety of purposes and audiences:
    - Argumentative writing to support claims.
    - Informative/explanatory texts.
    - Narrative to develop real or imagined experiences or events.
  - Writing for a variety of audiences.
  - Writing about experiences that reveal ownership and independent thinking.
  - Writing in which students draw on their own 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 (2D and 3D), photographs, electronic text, graphics, illustrations, web images, maps, multimedia) including persuasive, literary, informational, and practical/workplace materials. Use readings as models for student writing.
- 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.
- Allow student choice and exploration.
- Provide experiences for students to apply appropriate writing skills to oral communication skills.
- Provide real world and creative communication experiences appropriate for meeting Kentucky Core Academic Standards.
To ensure 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:

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

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

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

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

Date Adopted: 2-10-14  Council Chairperson’s Initials RSW

Date Reviewed or Revised: 9-8-14  Council Chairperson’s Initials RSW