



2017-18



<Erpenbeck Elementary

BOONE COUNTY SCHOOLS

(REVISED NOVEMBER 2016)

# **Erpenbeck Elementary Policies**

## Erpenbeck Elementary Policies

### 1. OTHER SCHOOL-BASED DECISION-MAKING COUNCIL POLICIES

#### *Parent Membership for SBDM Council*

To be eligible as a parent member of The School Based Decision Making Council at Erpenbeck Elementary, the proposed member must be the parent or legal guardian of a current Erpenbeck Elementary student. The parent member shall **not** be an employee of the school or of central office, nor shall the parent be the relative of an employee of same as outlined in KY HB321. The parent member shall **not** be on the local Board of Education, nor the spouse of a current member of the local Board of Education. A Parent Member of the School Based Decision Making Council may be an employee or relative of an employee at another school. The elected term for School Based Decision-Making Council is 1 school year.

Reference:  
KRS 160.345(2)(b)(1)

Document History:  
Adopted – Erpenbeck Elementary School Council – 2014-15

#### *Teacher Membership for SBDM Council*

To be eligible as a teacher member of The School Based Decision Making Council at Erpenbeck Elementary, the proposed member must maintain a current Kentucky teaching certificate and be a current practicing full or part-time teacher at Erpenbeck Elementary School. The teacher member shall **not** be on the local Board of Education, nor the spouse of a current member of the local Board of Education. A Teacher Member of the School Based Decision Making Council may be a relative of an employee at another school. A Teacher Member of the School Based Decision Making Council may not be a principal or assistant principal. A teacher elected to council shall not be involuntary transferred during his or her term in office. The elected term for School Based Decision-Making Council is 1 school year.

Reference:  
KRS 160.345 (section 2)

Document History:  
Adopted – Erpenbeck Elementary School Council – 2014-15

### Minority SBDM Council Election Procedure

School Councils in schools having 8% or more minority students enrolled, as determined by the enrollment on the preceding October 1<sup>st</sup>, shall have at least one minority member. If the Council elected for the upcoming school year does not have a minority member, the Principal, in a timely fashion, shall:

1. organize a special election to elect an additional member, in which the Principal shall call for nominations and shall notify the parents of students, as to the date, time and location of the minority parent member election to be elected by ballot and,
2. allow teachers in the school to select one minority teacher in the school to serve as a teacher member on the Council. If there are no minority teachers who are members of the Faculty, an additional teacher may be elected by the majority of all teachers. Term limitations shall not apply for a minority teacher member who is the only minority on Faculty.

Reference:

KRS 160.345(2)(b)(2)

Document History:

Adopted – Erpenbeck Elementary School Council – 2004-05

Revised – 2014-15

### 3. CURRICULUM

#### Curriculum Policy

##### Curriculum Adoption

Our school implements the Kentucky Core Academic Standards (KCAS) in combination with the National Core Curriculum for English/Language Arts, Mathematics, and the Next Generation Science Standards (NGSS) as developed by the Council of Chief State School Officers (CCSSO) and the National Governor’s Association (NGA), American Diploma Project and Achieve Groups, ACT, College Board (SAT and AP) and refined by Kentucky Department of Education in conjunction with most other states. We use the Program of Studies, along with the Program Review for all other content areas including Practical Living/Career Studies, Social Studies, Writing, Arts and Humanities, Technology, Health/PE and World Language. We accept this curriculum based on our confidence that it:

1. Prepares students with the knowledge and skills necessary for career and college readiness as evidenced through the College Readiness Standards.
2. Ensures consistent expectations across states.
3. Provides educators, parents and students with clear, focused expectations.
4. Includes rigorous content and application of knowledge through high-order skills.
5. Builds upon strengths and lessons of current state standards.

6. Is internationally benchmarked so that all students are prepared to succeed in our global economy and society.

### **Teacher Implementation**

All teachers will:

1. Prepare, plan, and execute the standards-based lessons through intentional and rigorous collaborative unit and lesson planning as a team.
2. Post the relevant curriculum standards and expectations in their classrooms where students will be able to review them as evidenced through the *posted learning targets*.
3. Consistently implement research-based, high-yield instructional strategies, also known as Best Instructional Practices.
4. Provide consistent formative assessment with relevant and specific feedback to help students to reach a level of mastery learning.
5. Reflect and use both quantitative and qualitative data to make instructional decisions for what is best for each individual student.

### **Principal Implementation**

The Principal or Principal's designee will:

1. During the first month of each school year, inform parents that a copy of the curriculum standards and expectations that apply to their students' classes for the year is available upon request.
2. Meet with each new teacher to review the sections that apply to that teacher's assignment.
3. As needed, assign a mentor teacher to provide additional assistance to a new teacher.
4. Periodically review a sample of lesson plans and teachers' curriculum copies for indications that the curriculum and this policy are being implemented.
5. Keep in touch with leaders at other schools in our district so that we can continue to coordinate what we teach with what is taught in those other schools, ensuring that students do not end up with learning gaps or waste time repeating content that they have already mastered.
6. Convene an appropriate staff meeting or Curriculum Committee meeting each year to review teachers' notes on possible curriculum revisions, and report to the Council on the results of those meetings.

### **Curriculum Revision**

Our Council and appropriate committees will consider revisions to our curriculum when one or more of the following events occur:

1. State officials modify the Goals, Expectations, Core Curriculum.
2. District leaders or working groups modify district curriculum documents.
3. Our 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. 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.

Reference:  
KRS 160.345(2)(i)(1)

Document History:  
Adopted – Erpenbeck Elementary School Council – 2005-2006  
Revised – 2015-16

## Transitions

### Exit From Primary

Teachers and administration are always working to ensure success at every instructional level and monitoring student success. Students will remain in the primary program until they are ready to be successful at fourth grade work. It is the Council's intention that when students complete the program in either more or less than four years, that student's parents will be active partners in planning to ensure that the student's full needs are well addressed.

In January, teachers will review their students' performance using the *Kentucky Primary Program Student Information Form, the KCAS instructional standards, and the Light's Retention Scale*. Students will be identified who appear likely to be ready for fourth grade at the end of the year or ready for the next developmental level. Teachers will then identify:

1. Those students who are in their fourth or a later year of primary and do not appear likely to be ready, and
2. Those students who are not yet in their fourth year but may be ready.

The parents of each student will be invited to meet with those teachers to share observations about the student's readiness and to discuss how to prepare for the best learning opportunities for those students. The purpose of the meeting will be to develop a consensus plan of steps to do what is best overall for the student, which may include any combination of the following strategies:

1. Extended school services
2. Computer-based learning at school
3. Special strategies in the regular classroom
4. Special strategies for work at home
5. RTI based intervention program
6. Any other approach that appears likely to help that student succeed

In the event that consensus is not possible, the principal (or principal's designee) will determine what steps will be taken. These steps will be completed by the end of February.

Once a plan is adopted, the principal (or principal’s designee) will designate a teacher to communicate with the parent at least once every two weeks about how the plan is working.

If teachers come to identify additional students who may need this attention after the end of January, they will notify the principal (or principal’s designee) and begin the process described above.

In April, teachers will submit written recommendations to the principal (or principal’s designee) as to which students should not exit primary.

In May, the principal (or principal’s designee) will:

1. Review each recommendation.
2. Consult the relevant teachers about any concerns. This consultation is not needed if the principal (or principal’s designee) is fully comfortable with the recommendation.
3. Notify the student’s parents of the recommendation and invite them to request a conference if they want to discuss the child’s needs.
4. Meet with the parents who request a conference, the child’s current teachers and at least one possible teacher for the next year to share thoughts on the student’s needs and discuss ways to meet those needs, including the strategies listed earlier and summer service possibilities.
5. Make decisions about each student.
6. If further steps are necessary, parents can consult the School-Based Decision-Making Council.

Reference:

KRS 160.345(2)(i) and KRS 160.345(2)(g)

Document History:

Adopted – Erpenbeck Elementary School Council – 2001-02

Revised 2015-16

7. **ASSESSMENT**

**Monitoring Student Progress/Continuous Assessment Policy**

In each class for each grading period students shall be formally assessed and complete one or more activities that result in products or performances that will demonstrate their learning progress. Student assessments should include at least one of the following:

1. Teacher monitoring of consistent and effective formative assessments
2. Teacher monitoring of consistent and effective summative assessments
3. STAR Reading
4. STAR Math
5. STAR Early Literacy
6. Brigance Assessment (for entering kindergarten students)
7. Gates MacGinite Testing
8. Stanford Diagnostic Reading Test (SDRT)
9. Fast ForWord Assessments (Reading Assistant, Reading Prep)
10. Headsprout Assessment
11. Common Assessments
12. 21<sup>st</sup> Century Rubrics
13. KPREP testing for 3<sup>rd</sup>-5<sup>th</sup> grades
14. Lexia Core 5 Reading
15. Program Review Rubrics
16. Any other teacher created or program specific rubrics
17. Any other developmentally appropriate assessments approved by the principal.

Student products or performances may include scored open response items, scored on-demand writing, reading projects, Accelerated Reading program, Writing Program Review samples, science projects demonstrating the scientific procedure, performance events, and schoolwide student writing folder samples

Each teacher should send an assessment report each grading period to be reviewed by the principal. Student products or performances should:

1. Be aligned with the school's adopted curriculum, the state learning goals, and Kentucky's standards for student performance
2. Use rubrics or scoring guides that are designed with and/or shared with students prior to the assessment
3. Reflect developmentally appropriate practices for the ages or developmental stages of learners
4. Be embedded in the learning process and be part of interdisciplinary unit or thematic units whenever possible
5. Include opportunities for student self-reflection and self-evaluation
6. Include options for students to choose from products, performances, or demonstrations that acknowledge multiple intelligences; and
7. Be supported by student work samples developed by teachers or students that help students understand what proficient work looks like.

Reference:

KRS 160.345(2)(i)(1); KRS 160.345(2)(i)(6)

Document History:

Adopted – Erpenbeck Elementary School Council – 2002-03

Revised- Erpenbeck Elementary School Council – 2009-10, 2015-16

8. INSTRUCTION

**Instructional Practices Policy**

Council policy for instructional practices is that teachers shall incorporate best practices of instruction in the classroom to provide opportunities for student achievement at the highest level.

Teachers shall utilize the programs and activities approved by the SBDM Council that include but are not limited to:

1. 2016-17 Everyday Math Program
2. 2015-16 Literacy Studio Model of Balanced Literacy
  1. Daily 5/CAFÉ models
  2. Writing Workshop (Smekens)
3. NGSS Units/Lessons
4. Resources to support timeline for Science/Social Studies
5. Fast ForWord
6. Compass Odyssey
7. Moby Max
8. Accelerated Reader
9. Lexia Core 5
10. Writing Plan and Writing Program Review
11. Do the Math
12. Accelerated Math
13. RAZ Kids
14. Phonics Dance
15. Sadlier Vocabulary and Grammar
16. Orton Gillingham
17. Reading A-Z
18. Read-Write-Gold
19. Great Leaps
20. Explode the Code
21. Carbo Reading (Visualizing/Verbalizing)
22. SRA Writing
23. Expanding Expression Tool
24. Handwriting W/O Tears
25. Voyager
26. Touch Math
27. Rhymes-n-Times/Times Tables the Fun Way
28. Music, PE, Library/Media Center, World Language, STEAM, Technology, Art resources to meet curriculum standards
29. Best Instructional Practice Strategies including:
  1. Kagan Strategies

2. Socratic Seminar
3. Engagement strategy
30. 2015-16 Literacy Studio Model of Balanced Literacy
  1. Daily 5/CAFÉ models
  2. Writing Workshop (Smekens)

### **ELA- Balanced Literacy Model (Reading)**

Reading instruction is meant to build literacy. Research shows the best way to develop literacy skills is through a balanced literacy model. The balanced literacy model includes a balanced approach to specific and intentional teaching that includes **READING, WRITING, LISTENING & SPEAKING, WORD STUDY, and ASSESSMENT.**

Teachers must integrate a balanced literacy model and many conduct these through a Literacy Studio model with centers to differentiate for student need.

#### **Reading Balanced Literacy has the following components:**

1. Read Alouds
2. Guided Reading
3. Shared Reading
4. Independent Reading

#### **Writing Balanced Literacy has the following components:**

1. Modeled Writing
2. Guided Writing
3. Shared Writing
4. Independent Writing

#### **Listening and Speaking Balanced Literacy has the following components:**

1. Modeled
2. Supported
3. Independent Practice

#### **Word Study Balanced Literacy has the following components:**

1. Phonemic Awareness
2. Word Structure Analysis
3. Grammar
4. Spelling
5. Phonics
6. Sight Word Recognition
7. Vocabulary Instruction

#### **Assessment Balanced Literacy includes:**

1. Formative
2. Summative

All teachers will embed at least one constructed response question with rubrics indicating 3-4 student responses for evaluation for each instructional unit. The Kentucky Performance Descriptors and Academic Common Core Standards will be used in the development of these rubrics.

All teachers are implementing a Response to Intervention (RtI) program where students are benchmarked four times per year to determine performance levels and skills strengths in reading.

Students who score below the 40 National Percentile and are falling in the bottom 20% of the grade level are given tiered interventions depending on individual student need. Tier I interventions are implemented in the classroom by the classroom teacher. Tier II and Tier III interventions are completed outside the classroom in resource classrooms where our RtI Team implements the interventions and the weekly progress monitoring. Each eight week period, Advisory Team meetings (ATMs) are conducted where teachers, intervention specialists, administration team, counselor, school psychologist, speech/language pathologist and special education resource teachers all work together to make an educational decision for next steps in individual student's instructional plan.

Writing:

**STUDENTS' WRITING EXPERIENCES (In the process of revision)**

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

1. Engage in three categories of writing: writing to learn, writing to demonstrate learning to the teacher, and writing for publication.
2. Experience authentic, meaningful writing at all grade levels:
  1. Writing for a variety of purposes and audiences.
  2. Experiences that reveal ownership and independent thinking.
  3. Writing in which students draw on their own experiences, learning, reading, and inquiry to complete writing tasks.
3. Experience the writing process at all grade levels: planning, drafting, revising, editing, publishing, and reflecting upon writing.
4. Experience writing in both on-demand and writing over time situations.
5. Write as a natural outcome of the content being studied in all curriculum areas.
6. Read and analyze a variety of print and non-print materials (e.g., artwork (2D and 3 D), photographs, electronic text, graphics, illustrations, web images, maps, multimedia) including persuasive, literary, informational, and practical/workplace materials. Use readings as models for student writing.
7. Learn about and use appropriate resources for writing (e.g., personal interviews, observations, print materials, and technology) driven by different instructional purposes with different audiences for the student to consider.

**INSTRUCTIONAL WRITING STRATEGIES GUIDELINES**

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

8. Teach higher-order thinking skills.
9. Assign three categories of writing: writing to learn, writing to demonstrate learning to the teacher, and writing for publication.
10. Provide authentic, meaningful writing at all grade levels:

1. Writing for a variety of purposes and audiences.
  2. Experiences that reveal ownership and independent thinking.
  3. Writing in which students draw on their own experiences, learning, reading, and inquiry to complete writing tasks.
11. Teach the writing process at all grade levels: planning, drafting, revising, editing, publishing, and reflecting upon writing.
  12. Provide both on-demand and writing over time assignments.
  13. Incorporate writing as a natural outcome of the content being studied in all curriculum areas.
  14. Assign students to read and analyze a variety of print and non-print materials (e.g., artwork (2D and 3 D), photographs, electronic text, graphics, illustrations, web images, maps, multimedia) including persuasive, literary, informational, and practical/workplace materials. Use readings as models for student writing.
  15. 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.
  16. Allow student choice and exploration.

## SCHOOLWIDE STRUCTURES AND MONITORING

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:

1. Assign a literacy team to develop a written plan for implementing and monitoring writing portfolios.
2. Ensure the plan includes guidelines for incorporating student and teacher ***use of technology tools***.
3. Ensure the implementation of the writing plan.
4. Ensure that the council annually reviews, revises (if necessary), and approves the writing plan by April of each year.
5. Ensure teachers receive professional development needed to improve writing instruction.

## REFLECTION, ASSESSMENT, AND FEEDBACK

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

1. The ***use of the portfolio for determining student performance in communication***.
2. The ***procedures for reviewing the portfolio***.
3. The ***procedures for grading the portfolio***.
4. Guidelines for ***providing students feedback*** on the portfolio.
5. Opportunities for ***students to improve their writing and communication skills*** based on portfolio feedback.

**POLICY EVALUATION**

**POLICY EVALUATION**

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

Reference:  
 KRS  
 Document History:  
 Adopted – Erpenbeck Elementary School Council – 2010-11

**Erpenbeck Elementary Writing Plan**

<p><b>Students*:</b></p> <ol style="list-style-type: none"> <li>1. Engage in three categories of writing: writing to learn, writing to demonstrate learning to the teacher, and writing for publication</li> <li>2. Experience authentic, meaningful writing at all grade levels             <ol style="list-style-type: none"> <li>1. Writing for a variety of purposes and audiences</li> <li>2. Experiences that reveal ownership and independent thinking</li> <li>3. Writing in which students draw on their own experiences, learning, reading, and inquiry to complete writing tasks</li> </ol> </li> <li>3. Experience the writing process at all grade levels: planning, drafting, revising, editing, publishing, and reflecting upon writing</li> <li>4. Experience writing in both on-demand and writing over time situations</li> <li>5. Engage in units of study in all curriculum areas that integrate writing as a natural outcome of the content being studied</li> <li>6. Read a variety of print and non-print materials (e.g., electronic text) including persuasive, literary, informational, and practical/workplace materials. These readings should provide models for student writing</li> <li>7. Learn about and use appropriate resources for writing (e.g., personal interviews, observations, print materials, and technology) usually driven by different instructional purposes with different audiences for the student to consider</li> </ol>	<p><b>The program must incorporate:</b></p> <ol style="list-style-type: none"> <li>1. <i>Multiple opportunities for students to develop complex communication skills for a variety of purposes</i></li> <li>2. <i>A variety of language resources</i></li> </ol>
<p><b>Students:</b></p> <ol style="list-style-type: none"> <li>3. Use technology as a tool to research organize, evaluate and communicate information</li> </ol>	<p><b>The program must incorporate:</b></p>

<p>4. Create, analyze and evaluate multi-media texts</p> <p>5. Use digital technologies, communication/networking tools and social networks appropriately to access, manage, evaluate and create information</p> <p>6. Create products for electronic portfolios</p> <p>7. Make their thinking public beyond the classroom (blogs, websites, etc.)</p> <p><b>Teachers:</b></p> <p>8. Use technology to differentiate instruction</p>	<p>9. <i>Technological tools</i></p>
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**\*Make sure students are actively engaged in using communication skills – reading, writing, speaking, listening and observing - regularly in every class.**

<p><b>Teachers:</b></p> <p><b>Encourage higher-order thinking:</b></p> <p>10. Set high expectations for oral and written responses</p> <p>11. Facilitate engaging classroom discussions and questioning to construct meaning and make connections about a variety of texts</p> <p>12. Encourage students to articulate thoughts and ideas</p> <p>13. Challenge students to communicate complex written and spoken arguments and to support claims clearly</p> <p>14. Pose questions that promote inquiry, expand thinking, increase curiosity, and interest students</p> <p><b>Allow student choice and exploration:</b></p> <p>15. Allow for student choice in what they explore, research and communicate</p> <p>16. Integrate the application of inquiry and research skills into students’ learning experiences</p> <p>17. Increase learning options and products to demonstrate learning</p> <p><b>Teach students how to write:</b></p> <p>18. Focus on strategies and techniques that will help students apply their skills in a variety of situations: academic, workplace, civic life, and personal life</p> <p>19. Promote student ownership of their writing</p> <p>20. Connect writing to reading</p>	<p><b>The program must incorporate:</b></p> <p>28. <i>Multiple opportunities for students to develop complex communication skills for a variety of purposes</i></p>
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<ol style="list-style-type: none"><li>21. Instruct students to evaluate resources, utilize source material, and document correctly</li><li>22. Use models to clarify expectations of literacy products</li><li>23. Model writing—drafting, revising, sharing—as a fellow author and as a demonstration of process</li><li>24. Teach skills, strategies, and conventions in the context of student writing, to whole class, small groups and individual students</li><li>25. Explicitly teach strategies throughout students’ progress on writing pieces</li><li>26. Provide time to revise current and past work to allow student to apply and refine skills</li><li>27. Provide and seek out real audiences—classroom and school libraries, school publications, displays, and settings outside of school</li></ol>	
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<p><b>The Program Includes:</b></p> <ol style="list-style-type: none"> <li>1. A literacy team, school-wide writing plan, and policy</li> <li>2. A plan for: <ol style="list-style-type: none"> <li>1. collecting and passing writing portfolios from grade to grade</li> <li>2. compiling and storing portfolios and/or working folders</li> <li>3. checking that all students have completed portfolios</li> <li>4. developing portfolio-appropriate writing in content areas as well as in English/language arts</li> <li>5. monitoring working folders that follow students each year</li> <li>6. insuring administrator support of initiatives to improve instruction and curriculum for writing in the school</li> </ol> </li> </ol>	<p><b>The program must incorporate:</b></p> <ol style="list-style-type: none"> <li>3. <i>Writing portfolios (P-12) with samples of individual student work showing interests and growth over time</i></li> <li>4. <i>Portfolios that follow each student from grade to grade</i></li> <li>5. <i>Portfolios that follow each student to any school the student attends</i></li> </ol>
<p><b>Students:</b></p> <ol style="list-style-type: none"> <li>1. Read and talk about their own writing</li> <li>2. Are asked to self-assess and reflect on their writing and their progress as writers (at all grade levels)</li> <li>3. Understand and apply criteria for good writing: criteria indicated in the Kentucky Analytic Scoring Guide and criteria for different genres (e.g., technical writing, poetry, tall tales, etc.)</li> <li>4. Co-develop and use rubrics to understand characteristics of quality writing and communication</li> <li>5. Receive appropriate response to their writing from the teacher, fellow students, and others</li> <li>6. Use and recognize the value of feedback and make appropriate adjustments in writing, listening, reading, and speaking</li> </ol> <p><b>Teachers:</b></p> <ol style="list-style-type: none"> <li>7. Guide students in the development of rubrics aligned with standards</li> <li>8. Engage students in reflection on their writing and their progress</li> <li>9. Provide feedback on writing using coaching and conferencing</li> <li>10. Allow multiple revisions of writing and products</li> <li>11. Design writing instruction and mini lessons in response to</li> </ol>	<p><b>The policies must address:</b></p> <ol style="list-style-type: none"> <li>16. <i>The use of the portfolio for determining student performance in communication</i></li> <li>17. <i>The grading procedures and responsibility for review of the portfolio</i></li> <li>18. <i>The feedback to students regarding their writing and communication skills demonstrated in their portfolios</i></li> <li>19. <i>Improvement of individual student's writing and communication skills</i></li> </ol>

<p>student's needs</p> <ol style="list-style-type: none"> <li>12. Provide opportunities for students to evaluate their own and others work</li> <li>13. Provide opportunities for students to participate in writing response groups/peer conferencing</li> <li>14. Provide parents and students access to literacy products and feedback on performance</li> <li>15. Teachers meet together regularly to discuss instructional strategies, to analyze student work, and to analyze the school's writing portfolios</li> </ol>	
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<p><b>Teachers</b></p> <ol style="list-style-type: none"> <li>20. Meet together regularly to discuss instructional strategies, analyze student work, and the school's writing portfolios</li> <li>21. Receive professional development and resources to help support improved writing in the school</li> </ol>	<p><b>The policies must address:</b></p> <ol style="list-style-type: none"> <li>22. <i>Improvement of individual student's writing and communication skills</i></li> </ol>
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**Sources:**

*KY Writing Handbook; SB 1; Developing a Schoolwide Writing Plan (KDE - online); Best Practices*

*Hancock County School District Writing Plan Procedures 2008*

**SBDM Council Approval: 2010-11**

**Reviewed/Revised Date:** \_\_\_\_\_

**Chairperson's Initials:** \_\_\_\_\_

**Reviewed/Revised Date:** \_\_\_\_\_

**Chairperson's Initials:** \_\_\_\_\_

Writing Best Practice:

Best Practice of instruction include: modeling of constructed response and on-demand writing at the distinguished and Level 4 levels, implementation of the Writer's Workshop and Writing Initiative programs, modeling a variety of methods for student writers such as the Star Story, picture story starters and Class News to implement the writing process.

Our schoolwide writing plan includes the following programs and targeted pieces:

1. Kindergarten – Writer's Workshop
2. 1<sup>st</sup> Grade – Writer's Workshop – Personal Narrative and How-to pieces
3. 2<sup>nd</sup> Grade – blend of Writer's Workshop and Writing Initiative – Personal Narrative and Persuasive Letter
4. 3<sup>rd</sup> Grade - Writing Initiative integrating some Writer's Workshop – Personal Narrative, Persuasive Letter, and Constructed Response

5. 4<sup>th</sup> Grade – Writing Initiative integrating some Writer’s Workshop – Literary (Personal Narrative or Realistic Fiction), Transactive (Feature Article or Persuasive Letter), Reflective, Extended Response, and On-Demand
6. 5<sup>th</sup> Grade – Writing Initiative – Feature Article, Extended Response and On-Demand

Teachers will be annually trained and updated on On-Demand and Constructed/Extended Response Writing. In-house staff will lead these sessions and emphasize the use of the RA (Restate, Answer) – RAD (Restate, Answer with Details) - RaCE (Restate, answer, Cite, Evidence (examples, critical vocabulary, make connections) for short and extended response questions and the 3.8 format with a focus on writing a strong thesis statement for on-demand writing. Teachers will also receive training to develop revising and editing strategies, such as the Author’s Chair and peer-conferencing.

Teachers will display the RA-RAD-RaCE and MAP (Mode, Audience, Purpose) posters as well as our schoolwide editing marks posters in their classrooms and document the introduction of these strategies in their lesson plans.

Writing folders will be utilized across all grade levels with the prescribed student samples for each grade level as defined by the Curriculum Committee. These folders will be passed up to the next grade level at the conclusion of the current school year or the beginning of the upcoming school year. 5<sup>th</sup> grade writing will be forwarded to middle schools at the conclusion of the current school year.

Science:

Best Practice instructional strategies will be utilized, as with all content areas. Scientific inquiry will be an integral part of the science curriculum. The scientific procedure will be introduced and embedded into the curriculum in a consistent manner as evidenced by the schoolwide science fair and daily instructional practice. The Common Core Science standards will be embedded into our school's curriculum and used as a foundation from which 21<sup>st</sup> century learning will occur for our students.

Teachers will guide students in implementing the scientific inquiry method during throughout the school year. A science experiment rubric will be used, that assures an emphasis on oral presentation/communication. Points will be distributed based on the 21<sup>st</sup> century skills of creativity, critical thinking, creativity and communication.

Teachers will then involve students in our school wide science fair as follows:

### **3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> Grade Science Fair Guidelines:**

1. Plans will be made in collaboration with our P.T.A. for a Science Night with Dad for the fall.
2. The 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> Grade Science Fair guidelines will be introduced to students and packets explaining the intermediate Science Fair the day after the P.T.A. Science Night with Dad.
3. 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grade students' science projects will be brought to school on Monday, before the Tuesday, February P.T.A. program.
4. 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grade students' Science Fair will be held that Monday or Tuesday as outlined by teachers.
5. 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grade Science Fair projects will then be on display for the February P.T.A. program, with projects going home that evening or the following day

### **Kindergarten, 1<sup>st</sup> and 2<sup>nd</sup> Grade Science Fair Guidelines:**

1. Kindergarten, 1<sup>st</sup> and 2<sup>nd</sup> grade students will listen to the 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grade students' oral presentations on the Monday or Tuesday before the February P.T.A. program
2. A "kick-off" bulletin board display will be used during the February P.T.A. program as well as other communication avenues, such as a looping DVD presentation. These will also be used during lunch for students to view and discuss.
3. Kindergarten, 1<sup>st</sup> and 2<sup>nd</sup> grade students will take home their Science Fair packets on Wednesday after the February P.T.A. meeting
4. Kindergarten, 1<sup>st</sup> and 2<sup>nd</sup> grade students will bring in their science fair projects on the Monday before the April P.T.A. program.
5. Kindergarten, 1<sup>st</sup> and 2<sup>nd</sup> grade Science Fair will be that Monday or Tuesday as outlined by teachers.
6. Kindergarten, 1<sup>st</sup> and 2<sup>nd</sup> grade Science Fair projects will be on display for the April P.T.A meeting, with projects going home that evening or the following day.

### **Recognitions:**

1. All students Kindergarten – 5<sup>th</sup> grade will receive a certificate of participation
2. 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> Place ribbons will be given to each grade level

3. Two Grand Prize ribbons will be given to the top two student projects in each of 4<sup>th</sup> and 5<sup>th</sup> grades
4. The top two students will go on to the Regional Competition

One to two representatives from our school will attend the National Science Conference to keep current with new ideas and best practices if professional growth budget affords this opportunity, pending availability of funds.

#### Social Studies:

The social studies Kentucky Core Curriculum will be embedded into a yearlong timeline and common units and assessments will be utilized at the 4<sup>th</sup> and 5<sup>th</sup> grade levels to ensure continuity district wide.

#### Math:

Math in Focus will be used as the textbook resource schoolwide. This series promotes higher-level cognitive thinking as skills are learned to a level of mastery. Skills are applied to real world situations as evidenced in the Home Connections. Supplemental math resources will be used for solidification of basic facts and number sense. Best Practice instructional strategies and continuous student achievement will be integral to the math content area.

All teachers are implementing a Response to Intervention (RtI) program where students are benchmarked four times per year to determine performance levels and skills strengths in math. Students who score in the lower 20 percentile are given tiered interventions depending on individual student need. Tier I interventions are implemented in the classroom and classroom teacher does weekly progress monitoring. Tier II interventions may be implemented in the classroom as well, and monitored by the classroom teacher, or the Tier II students may go to a math resource room for interventions (depending on availability of additional personnel and resources). Tier III interventions are completed outside the classroom in resource classrooms where our RtI Team implements the interventions and the weekly progress monitoring. Each eight week period, Advisory Team meetings (ATMs) are conducted where teachers, intervention specialists, administration team, counselor, school psychologist, speech/language pathologist and special education resource teachers all work together to make an educational decision for next steps in individual student's instructional plan.

Current math interventions include: Power of 10, Math in Focus Reteach lessons, Boone County Schools Interventions Module, Compass Odyssey paths, Fastt Math, Touch Math, Do the Math and DreamBox.

The goals of every classroom shall follow the goals and mission of the school.

***The mission of Erpenbeck Elementary School is to create and maintain an environment that ensures that every member of the school community reaches a***

*high level of academic achievement as determined by state and national standards and 21<sup>st</sup> Century skills, while promoting positive growth in social/emotional behaviors and attitudes. We commit to a comprehensive system of support to assure this outcome.*

The Principal shall observe and monitor each classroom and work with the faculty as a whole and individually to ensure that these best practices are being incorporated in all classrooms and that all students have the best opportunity to learn and work to their highest potential. These practices should enhance teacher and student performance in the classroom and on statewide tests. These practices should also allow for creativity for both teachers and students, including adjusting instruction to respond to the diversity of students in the class, including their cultural backgrounds, learning styles, and any disabilities or special gifts and talents.<sup>1</sup>

Reference:

KRS 160.345(2)(i)6

Document History:

Adopted – Erpenbeck Elementary School Council – 2002-03

Reviewed-Erpenbeck Elementary School Council – 2011-12

## PROGRAM REVIEW POLICY

### PROGRAM REVIEW PROCESS

1. The Program Review Committee will be made up of:

\*Three, possibly four, Program Review Leads, the Administrative Team, the Instructional Coach and the Curriculum Committee, Professional Growth Committee and the Evaluation & Assessment Committee Chairpersons

2. The Program Review Committee will review guidelines and timelines for each year's Program Review Process
3. The teams will be responsible for identifying and/or collecting evidence, analyzing data, and evaluating standards for arts and humanities, writing, and practical living & career studies and the primary program (world languages will also be reviewed for integration in 2014-15)
  1. November: Administrative/Leadership Support and Monitoring
  2. January: Professional Development and Support Services
  3. February: Curriculum and Instruction
  4. March: Formative and Summative Assessment

1. The four Program Review Leads will report program review results and recommendations to the Council:
  1. January: Administrative/Leadership Support and Monitoring
  2. February: Professional Development and Support Services
  3. March: Curriculum and Instruction
  4. April: Formative and Summative Assessment
5. The Council will analyze the data periodically throughout the school year provided by the Program Review Leads, 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 Comprehensive School Improvement Plan. (This is based on the recommendations from the Program Review Committee).
6. The Programs Standards Teams will report Council decisions to the staff.
7. 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.***
8. The Program Review Committee will monitor and staff will implement the steps to strengthen the programs.

### **PROGRAM MONITORING**

#### **The principal will:**

1. Ensure curriculum is aligned to the Academic Common Core Standards as well as the KY Program of Studies.
2. Ensure the implementation of the program review policy.
3. Ensure that the council annually reviews (if necessary), the Program Review by May 15 each year.

#### **The Council will:**

1. Ensure teachers receive embedded professional development needed to improve instruction in Writing, Arts and Humanities and Practical Living/Career Studies.

2. ***Ensure staffing allocations 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.***
3. ***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.***
4. ***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.***

## Reference:

Document History:

Adopted – Erpenbeck Elementary School Council – 2011-12

Revised – Erpenbeck Elementary School Council – 2013-14



# Boone County Schools

## *Guidelines*

As new technologies continue to change the world in which we live, they also provide many new and positive educational benefits for classroom instruction. 21<sup>st</sup> century learning (communication, collaboration, critical thinking, and creativity) is essential for today's students. Boone County Schools is pleased to offer students the opportunity to bring their own technology to school as a tool to assist in the 21<sup>st</sup> century classroom. This is not a requirement. Students who do not bring their own technology will have access to the school's equipment. Students will be not left out of instruction.

**Bring Your Own Technology (BYOT) definition:**

For the purposes of BYOT, "technology" is any personally owned technology device that includes, but is not limited to, existing and emerging mobile communication systems and smart technologies, portable Internet devices, hand held entertainment systems or portable information technology systems that can be used for word processing, wireless Internet access, image capture/recording, sound recording and information transmitting/receiving/storing, etc.

Participants must agree to the following guidelines:

***Student BYOT Responsibilities and Guidelines:***

1. Students participating in BYOT must adhere to the District Code of Conduct, Board Policies, Acceptable Use Policy and Procedures, and school SBDM policies and procedures.

2. Students assume all risk of theft or damage of BYOT devices while on school property. Students should exercise responsible behavior in the use and protection of any BYOT devices.
3. Students are expected to connect BYOT devices to the Boone County Schools wireless network and not connect to personal 3G/4G data plans. BYOT devices connected to the Boone County Schools wireless network will be filtered using the district Internet filtering system as required by law. BYOT users will not bypass or attempt to bypass this filtering.
4. Students participating in BYOT are limited to 3 devices per student.
5. Students will bring devices charged and properly prepared for use at school.
6. Students bringing BYOT devices will comply with teachers' requests to use/shut down/close/discontinue operation of BYOT devices.
7. BYOT devices should be in silent mode while on school property, unless otherwise allowed by a teacher. Devices should be in silent mode on the school bus.
8. BYOT devices may not be used to cheat on assignments/tests/classwork or for non-instructional purposes.
9. BYOT devices will connect to the Internet. BYOT devices will not access printers or local network storage on the Boone County network (U drives).
10. BYOT devices must include anti-virus software as necessary.
11. BYOT devices may not be used to record, transmit, or post images/sound/video of a person or persons during school activities and/or hours, unless otherwise directed by a teacher for a specific educational purpose.

***Teacher BYOT Responsibilities and Guidelines:***

1. Teachers will have the right to allow/not allow use of BYOT devices during instructional class time.
2. Teachers will ensure equal access to all students by using the school's equipment with BYOT devices.
3. Teachers will use BYOT devices for 21<sup>st</sup> century learning
4. Teachers will monitor BYOT devices for appropriate use

***For all BYOT devices used on Boone County School District property, the Boone County School District reserves the right to:***

1. Monitor all activity.
2. Deny access to any device that may be deemed harmful to the network or the instructional environment.
3. Make determinations on whether specific uses of the computer are consistent with the District's Acceptable Use Policy (AUP).
4. Log network use.
5. Deem what is appropriate use.
6. Collect and examine any BYOT device that is suspected of causing problems that violate either a school rule or law of the state of Kentucky.
7. Remove the user's access to the network and suspend rights to use BYOT devices on Boone County School District property.
8. Determine where and when BYOT devices may connect to the Boone County Schools wireless network.

- 9. Boone County Schools will not provide repairs, installations/downloads, or technical support for BYOT devices. If a BYOT device interferes with the district network in any way, the device will be banned from the network.
- 10. Boone County Schools is not responsible for theft or damage of BYOT devices.
- 11. Boone County Schools will not be responsible for charges incurred on personal 3G/4G plans. Students are expected to connect BYOT devices to the Boone County Schools wireless network and not connect to personal 3G/4G data plans.

Addendum per Erpenbeck Elementary SBDM Council:

For the 2013-14 school year, the BYOT policy will be initiated with the 5<sup>th</sup> grade students. Our current infrastructure does not support this policy; therefore we will begin with one grade level as a pilot for the BYOT policy.

Document History:

Adopted – Erpenbeck Elementary School Council – 2013-14



# Boone County Schools

## *Usage Agreement*

<b>BYOT DEVICES ALLOWED AT SCHOOL</b>				
	Brand/Type of Device	Model #	Serial #	Description
1				
2				
3				

I understand and will abide by the BYOT guidelines for Boone County Schools. I further understand that any violation is unethical and may result in the loss of my network privileges for BYOT devices as well as other disciplinary action.

---

Student Signature

---

Date

My child \_\_\_\_\_ has permission to participate in BYOT in Boone County Schools. He/she understands and will abide by the BYOT guidelines for Boone County Schools. I further understand that any violation is unethical and may result in his/her losing network privileges for BYOT devices as well as other disciplinary action.

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Date

**Wellness Policy**

Erpenbeck Elementary School is committed to promoting wellness and encouraging healthy choices among its students by including moderate to vigorous physical activity in each student’s daily activities.

**Physical Activity Plan**

1. Each student shall engage in at least 150 minutes of planned moderate to vigorous physical activity each week. The arrangement will fit within the limits of our building and be compatible with our school improvement plan.
2. Physical activity will not be limited to the PE program. Students should not be taken from physical education for other coursework.
3. Teachers should make all reasonable efforts to avoid periods of 40 minutes or longer when students are inactive.
4. Each student shall have at least 20 minutes a day of supervised recess, preferably outdoors during which the students will be encouraged to participate in moderate to vigorous physical activity. Students with special needs should be taken into consideration of the students 504 plan or IEP as required by law.
5. Students will be taken outside when it feels like temperature of 36 degrees or above and weather permitting.
6. Students will not be deprived of recess or other physical activity as a consequence for behavior or academic performance. Physical activity should also not be used as a punishment for behavior or academic performance.

7. Students within walking distance of school shall be encouraged to walk or ride a bike to school.

**Healthy Choice Plan**

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. We will implement a practical living curriculum, which addresses the standards for health, physical education and consumerism.
3. Integrating all content areas by making connections to health and wellness by incorporating movement activities when possible. A Coordinated Health Committee will provide assistance to all needs when necessary.
4. Our staff will encourage healthy choices among students for snacks.
5. School menus will be sent home that include nutritional information.

**Assessment Tool**

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

1. The school will use the Fitness Gram as an assessment tool. Each student's Body-Mass Index (BMI) will be calculated at least once per year.
2. The PE teacher will assess physical fitness level of students using the Fitness Gram Test.
3. The policy will be discussed each year and decided if wellness goals need to be added or revised in the School Improvement Plan.

**Policy Implementation**

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

**Policy Evaluation**

A Coordinated School Health Committee will evaluate the effectiveness of this policy and recommend adjustments if needed.

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

Principal’s Initials: \_\_\_\_\_

Date Reviewed/Revised: \_\_\_\_\_

Principal’s Initials: \_\_\_\_\_

Date Reviewed/Revised: \_\_\_\_\_

Principal’s Initials: \_\_\_\_\_

### Homework Policy

**Purpose:**

The purpose of homework at Erpenbeck Elementary School is to:

1. Provide students with an opportunity to independently practice and reinforce skills learned in class either that day or during a current academic unit.
2. Assist students in developing time-management skills.
3. Assist students in developing self-reliance and responsibility skills.

**Time:**

Primary First Year Students (P1) (kindergarten) may have an average of 10 minutes per day of homework. Primary Second Year Students (P2) (first grade), Third Year (P3) (second grade) may have an average of 30 minutes per day of homework, not to exceed three (3) hours per week. Primary Third Year Students (P4) (third grade) and/or Primary Fifth Year Students (P5) may have an average of 45 minutes per day of homework, not to exceed four (4) hours per week. Intermediate students, Grades four (4) and five (5), may have an average of one (1) hour per day of homework, not to exceed six (6) hours per week, including weekends.

**Communication:**

Students in grades 2-5 at Erpenbeck Elementary will be issued an agenda each school year. This is the primary means of communication between students, parents, and teachers regarding homework. If homework questions arise that cannot be solved through the agenda, the parents and the teacher should communicate for the benefit of the student’s achievement before it affects the student’s success.

**Mustang Minutes Program**

A homework completion program, entitled **Mustang Minutes**, will be implemented at Erpenbeck Elementary. The purpose of the Mustang Minutes program supports our belief that homework should be immediate, additional practice of previously learned material and should help students develop self-reliance and time management skills. Mustang Minutes is not

detention, but an opportunity for students to complete assignments they have missed, reinforcing to our students the importance of one of our schoolwide guidelines – being responsible.

**Audience:**

Kindergarten: Non-applicable

1<sup>st</sup> Grade: Non-applicable

2<sup>nd</sup> Grade: Will begin program as needed the last trimester of the school year; Missing Homework Reminder Slips will be given for the first two trimesters for Informational purposes only

3<sup>rd</sup> – 5<sup>th</sup> Grade: Applicable for full school year

**Mustang Minutes Guidelines:**

In the event of a missing or incomplete homework assignment, the student will be issued a Mustang Minutes reminder slip by the teacher. The student must return the missing/incomplete homework AND the signed Mustang Minutes reminder slip to school the following day. If the homework is returned with a signed reminder slip, no consequences are given. However, if the child does not return the homework after a reminder slip has been issued, a Mustang Minutes referral will be completed by the teacher and sent home to the parents. Additionally, contact will be made to the parents explaining that the student will need to stay after school one afternoon during the current week to complete the homework that was not turned in on time.

1. Mustang Minutes will occur Monday through Thursday from 3:45 – 4:45 P.M.
2. A teacher will be the facilitator of these sessions.
3. If the student is not present for Mustang Minutes, the teacher facilitator will contact the homeroom teacher, who will reschedule the session with the parent.
4. Two no-shows to Mustang Minutes will constitute an afterschool detention where a member of the administrative team will schedule this with the parent.
5. Students who have received repetitive Mustang Minutes reminder slips for missing or incomplete homework may be assigned a Mustang Minutes session.

**Sessions/Facilitators:**

*These sessions will be facilitated by Ms. Poe and Mr. Stefanopoulos per the schedule below:*

DAY	TIME	HOMEWORK TUTOR
Monday	3:45 – 4:45 PM	Ms. Poe
Tuesday	3:45 – 4:45 PM	Mr. Stefanopoulos
Wednesday	3:45 – 4:45 PM	Ms. Poe
Thursday	3:45 – 4:45 PM	Mr. Stefanopoulos

Document History:

Adopted – Erpenbeck Elementary School Council – 2012-13

Revised – Erpenbeck Elementary School Council – 2013-14

## **Primary Policy**

Until they are ready for fourth grade, all students will participate in the primary program.

Each primary student will be taught by a teacher who will ensure that the child makes progress each week in learning basic skills and other parts of Kentucky’s Core Content. Special area teachers, special education teachers, reading resource teachers and English Language Learners (ELL) teachers will collaborate with the regular classroom teacher to ensure a developmentally appropriate instructional program for students.

Each teacher will:

1. Use research-based teaching strategies that work for children this age.
2. Assess each child’s progress by observing actual work the student is doing and maintaining an orderly record of skills mastered and areas needing further work.
3. Communicate with each child’s parents at least four times each year to provide concrete illustrations of the kind of work the child is able to do and to discuss steps to help the child make further progress.

During each school week, teachers may organize their students in a variety of large and small groups for different kinds of learning activities. They may also arrange for one or more students to work part of the time with students assigned to another teacher, getting parent input if that arrangement will last more than a week.

In April, the primary teachers will meet together to develop recommended class groupings for the next year, using classroom observations of current students and any available data on pre-registered new students. Each grouping will include students performing at a variety of levels. No student will be placed in a group or kept out of a group based on age. Individual students will be placed to help each one make continuous progress.

In May, the principal (or principal’s designee) will consider those recommendations before making final assignments of current students, and will also assign students who enter the school after the recommendations are complete.

Reference:  
KRS 158.031

Document History:

Adopted – Erpenbeck Elementary School Council – 2002-03

### **Attendance Policy: Referencing Parental Documentation**

Within a school year, students who experience no more than ten events of absence/tardy may utilize a parent note as a valid excuse. *An event is any absence or tardy from school. An event can be excused or unexcused; unexcused events can lead to a student being identified as a truant.* Any absence in excess of ten events in a school year will require a doctor's/dentist's note. Parent notes for the first ten events will be excused. After the tenth "excused" event, a signed physician's statement/note must be submitted in order for any additional absences to be excused.

State policy 702 KAR 7:050 states, *"...a pupil who is absent thirty-six to eighty-four (36-84) percent of instructional time in any regularly scheduled day shall be considered, and recorded, absent for one-half day. A pupil who is absent for at least eight-five (85) percent of the instructional time in a regularly scheduled day shall be considered, and recorded, absent for the full day."*

#### **TRUANCY DEFINED**

"Any pupil who has been absent from school without a valid excuse for three (3) or more events, or tardy three (3) or more events, is truant. A student who has been reported as truant two (2) or more times, "six (6) events" or "six (6) tardies," is a habitual truant.

Truancy shall be reported to the principal and then to the Director of Pupil Personnel, both of whom shall take appropriate action. After four unexcused events (absences or tardies), students and parents will be reported to the Boone County Truancy Prevention Team.

#### **TARDY**

According to state regulations students arriving after the beginning of the school day or leaving before the end of the school day must be counted tardy. This not only includes late arrival, but also includes early dismissal and/or any time missed if a student should leave school for any reason and then return the same day. If a student reports to class after 8:55 a.m. they are considered tardy. Tardies are automatically unexcused and cannot be considered excused without a note. In order to be admitted to class the student must obtain a tardy slip from the office personnel. Students will not be admitted to class without a tardy slip. If a student leaves school prior to 3:40 p.m., they are considered tardy.

For unexcused absences, Erpenbeck Elementary School follows the policies adopted by the Boone County Board of Education and outlined in the Boone County Code of Conduct.

#### References:

KRS 159.010

702 KAR 7:050

Boone County Schools Policies 09.122, 09.123

Boone County Code of Conduct

Document History –

Adopted – Erpenbeck Elementary School-Based Decision-Making Council 2004-05

Revised – Erpenbeck Elementary School Council – 2012-13

## 2. CULTURE

### Discipline

The goal of the faculty, staff and administration at Erpenbeck Elementary School is to create and maintain a safe, orderly and positive learning environment by implementing a system of school-wide positive behavior interventions and supports. These interventions and supports will be of a positive, proactive and instructional nature. Through the identification, adoption, implementation, monitoring and sustained use of research-validated behavior practices, the faculty, staff and administration will provide the students of Erpenbeck Elementary School with the opportunity to become self-disciplined, responsible and productive citizens of the Commonwealth.

The research-validated practices to be implemented will include the following components:

1. **A Common approach to discipline;**
2. **Three to five positively-stated expectations for all students and staff;**
3. **Procedures to teach the school-wide expectations;**
4. **Procedures to encourage responsible behavior;**
5. **Procedures to discourage irresponsible behavior;**
6. **Use of data to monitor and evaluate progress and effectiveness**

A schedule for teaching the defined school-wide expectations will be created and distributed to all staff members at the beginning of each school year. Additionally, when there has been a break in instruction (weekends, holidays, in-service days, snow days, fall break, winter break, spring break, etc.) the school-wide expectations for Erpenbeck Elementary School will be reviewed with students upon their return to school the next day.

A committee designated by the SBDM Council will analyze behavioral data on a monthly basis. Behavioral data that does not violate confidentiality will be shared with the stakeholders (faculty, staff, SBDM Council, Board of Education) of Erpenbeck Elementary School on a monthly basis.

At the beginning of each school year, a designated committee will review the system of school-wide positive behavior interventions and supports with new and returning faculty and staff members.

A goal regarding the development of a safe and orderly learning environment will be included in the comprehensive school improvement plan each year.

This approach is consistent and in collaboration with the Positive Behavioral Interventions and Supports (PBIS) framework initiative that the Boone County Schools are implementing.

Although we adopt the Boone County Code of Conduct, we also accept the idea that other alternatives may be necessary to reinforce positive behavior. Council shall review overall trends in disciplinary referrals and consequences and trends disaggregated by gender, race, disability and participation in free and reduced price lunch as needed.

Reference:

KRS 160.345(2)(i)(7)

Document History:

Adopted – Erpenbeck Elementary School Council – 2002-03

Revised – 2012-13

## **The Release of Students and Student Information to Divorced, Separated or Single Parents**

The School shall release the student or information concerning the student to a parent, guardian, or individual acting as a parent of a student in the absence of a parent or guardian unless the school has been provided with evidence that there is a state law or court order governing such matters as divorce, separation or custody, or a legally binding document which provides instruction to the contrary.

Release of the student or information concerning the student or information concerning the student to a single parent or a divorced/separated parent will be accomplished according to the following procedures:

Unless the school has been informed and given evidence of state law or court order concerning the status of the student:

1. Both parents shall have equal access to any information concerning the students.
2. Both parents shall have the right to release of the student under their care.

### References:

20 U.S.C. 1232g, 34 C.F.R. 99.1-99.67, OAG 85-130  
Boone County Board of Education Policies 01.0, 09.14

### Document History:

Adopted – Erpenbeck Elementary School Council – 2002-03

## **Student Dismissal Policy**

Students picked up by their parents and/or their designee during the school day shall be picked up in the office. Students shall be released only to custodial parent/guardian or persons listed on the student's emergency card. Any deviation from this authorized release process must be approved by the principal/designee prior to the student leaving school.

## **PARENT AM DROP-OFF**

***Students are encouraged to ride the bus to school. If you choose to bring your child, there are designated areas and procedures that parents must follow for the safety of all students.***

### **Option 1- Use the Drop-Off Lane (parent stays in the car)**

Parents may drop off students at the back gym door from 8:10 am to 8:50 am in the drive-through lane (lane that is closest to school). Students arriving between 8:10 am and 8:35 am, may go to breakfast in the cafeteria, wait in the cafeteria, or participate in movement activities in the gym. This cafeteria and gym will be supervised for breakfast and morning drop off. At 8:35 am, students will be dismissed from the

cafeteria/gym to walk to their classes. If you are dropping off after the side gym door has been closed (8:35 am) your child will enter the front lobby doors after being dropped off in the drop off lane. Parents need to keep in mind that announcements start at 8:50 am, therefore students need travel time to avoid being tardy. Look for signs in the drop off loop.

### **Option 2: Park and Enter**

Parents who are entering the building (volunteering, assisting child with carrying of projects, needing to visit the office, etc.) may park in the inside parking lane between the drop off lane and the main parking lot or in the main parking lot. Look for park and enter signs in the drop off loop. All parents and/or guests must enter the front office and sign in with the office staff.

## **PARENT PM PICK-UP PROCEDURES**

***If a parent/guardian is requesting a change of dismissal for any student at any time, a written notice must be sent in to the office before 3:00pm to ensure that we clearly know every student's dismissal plan for safety purposes. This notice may include a note sent in to child's teacher or an email to child's teacher and office staff. Phone calls do not qualify as an effective means of communication in order to ensure all students are safe. We will NOT pull students out of the bus line for late changes in dismissal due to safety and traffic concerns.***

***Students are encouraged to ride the bus home from school. If you choose to pick-up your child, there are designated areas and procedures that parents must follow for the safety of all students.***

All end of the day pickups will be conducted as described below. The Children, Inc. afterschool program will be housed in the cafeteria. Permanent pickups will have the choice of options number 1 or 2 below. Parent pickup will be conducted in the gymnasium, parents will enter the front gym door by the bus loop. When appropriate paperwork has been turned in and appropriate car pick-up numbers have been assigned, the student may begin to be a car pickup using the side gym door.

### **Option 1: Parent Drive-Through (THIS OPTION WILL BEGIN AT A DESIGNATED DATE FOR THOSE PARENTS WHO HAVE FILLED OUT THE PAPERWORK).**

Parents may use the drive-through lane (lane that is closest to the building) if their child is a pick-up every single day or if their child is a pick-up on partial set days of the week and the parent has been issued an approved card number. Parents will receive a color-coded number card to be placed on the front, right-side dash board so the card may be easily visible by school staff. The children will receive a matching color-coded number card (can be placed on their backpack) that can be readily matched with the parent's. The children will be released by a staff person, without the parent having to come into the building. Students will not be sent to you if your card is not displayed in your car. If you forget your card, you will need to park and enter the building for check-out in the gym. Students will be assigned a specific place in the gym for car pick-up. If your child arrives late to that location you may be asked to drive around to the back of the pick-up line.

**Option 2: Enter the building and get child in the Gym (option for permanent pickups and only option for any parents doing an occasional pickup provided a note was sent that morning to the teacher)**

Parents may park their car in the main parking lot or in the second parking lane between drop off loop and main parking lot **and enter the building using the front gym door by the bus loop on the front side of the building**, then sign out their children with the school staff. The door will open at approximately 3:35 P.M. We will ask for photo identification. Keep in mind with over 900 plus students it is difficult to remember everyone's name. Failure to produce proper identification, when requested, will result in your child not being permitted to leave. The person who is picking up the student must be an adult/guardian or a person 18 years old or over who is listed on your emergency form. Do not send in students or other parents to pick up your child. If another person is picking up your child in the gym (not on the emergency card), there must be a parent note sent in that morning which the child has given to the teacher granting permission for that pick-up change.

**Option 3: Walking from Home and Picking up your child**

***Students are encouraged to ride the bus to school.*** Parents who are walking home with their children need to wait on the sidewalk by the bicycle racks to meet their child to walk home.

## KINDERGARTEN DROP-OFF AND PICK-UP

***Students are encouraged to ride the bus to school.*** If you choose to bring your child, there is a designated area and procedure that parents must follow for the safety of all students. For AM drop-offs and PM- pick-ups please see the above information applicable to all students.

### Kindergarten Mid-Day Pick-ups & Drop-offs

If you are picking up your child from AM Kindergarten, you must park in the parking lot and walk to the pick-up door (gym door on the front side of the building by the bus loop). All parents who will be doing permanent pickup will be using the parent drive through option as described in option 1 above. **This will begin on a designated date approximately one week after school begins.** Until that time parents will park in the parking lot and enter the main office area to sign out and will then wait in the front lobby until the morning kindergarten classes dismiss. The morning class will dismiss at approximately 12:03, so parents should arrive at 11:58 AM and have identification with you.

If you are dropping off your child for PM kindergarten, you will use the drop off loop as described in option number 1 in the drop off section at the very top of this section. Parents will drive up to the side gym door and will wait in their cars until approximately 12:32 when the kindergarten assistants will be meeting the students who are being dropped off (teachers will be meeting the bus riders at that time). If you arrive late after the side door has closed you must park in the parking lot and walk your child to the front office for sign in because they will be considered to be late and will be tardy.

## TRAFFIC SAFETY PROCEDURES

1) **All traffic is one-way.** Based on feedback we have tried to provide more options for our parents with the drop off and in particular parent pick up process at the end of the day. As a result, we had to re-configure some of the traffic flow patterns in our parking lot and in the two loops closest to the school building. By having all lanes as one-way, we feel that this will provide a safer environment for our students, parents, and staff. This re-configuration should also eliminate the back up of vehicles onto Wetherington Blvd. during peak drop off times in the morning. **We thank you in advance for following the designated traffic patterns.**

2) **All visitors and staff must park in the second parking lane between drop off loop and main parking lot or in the main parking lot adjacent to the building.** Please do not park in handicapped/van accessible spots or non-parking areas.

3) **Parents may not use the bus loop,** except for those parents who have been given a specified car display tag because of extreme medical/health issues of their child(ren). Throughout the day we have buses going to/from field trips and making noon-day bus runs for pre-school and kindergarten. The Fire Marshall requires that there be complete access to this part of the grounds for emergency vehicles and for use of the fire hydrant.

Identification will be required if an unknown person comes to pick a child up.

Refer to Board policies 09.1231 on Dismissal from School and 09.12311 on Release of Students and Student Information to Divorced, Separated, or Single parents.

Reference:  
KRS 160.345(2)(i)(7)

Document History:  
Adopted – Erpenbeck Elementary School Council – 2000-01  
1<sup>st</sup> Reading of Revisions – Dec. 16, 2009 – Erpenbeck Elementary School Council – 2009-10  
Revised – Erpenbeck Elementary School Council-2010-11  
Revised – Erpenbeck Elementary School Council-2013-14

## Walker/Bicycle Rider Policy

### ***Permission:***

Walker/Bicycle Ride permission forms shall be completed and on file with the school office before students will be permitted to walk or ride bicycles home from school.

### ***Procedures:***

#### ***Morning:***

Walkers and bike riders shall enter the school building via the office door beginning at 8:35 a.m. Each walker and rider will sign in at the office counter. Students entering the building before 8:35 a.m. will wait in the gym or go to breakfast in the cafeteria until the students are dismissed to classes at 8:35 a.m. Walkers arriving from behind the school may enter the back middle doors at 8:35 a.m.

Bike Riders shall access school property via the crosswalk on Wetherington Boulevard. On school property, bike riders are required to walk their bikes around the

bus loop to the bike racks at the front of the building. Each bike rider must wear a bike helmet and lock his/her bike into the rack.

***Afternoon:***

Walkers and bike riders will be released at the beginning of dismissal via the front doors. (*This will help identify/account for walker/bike rider students.*) Walkers from behind the school will sign out with the bus assistant and then exit through the back middle doors. All walkers and bike riders must have an identification bracelet on their arm or attached to their bookbag.

Bike riders must walk their bikes around the bus loop sidewalk to the crosswalk. Walkers and bike riders are NOT permitted to enter the parking area while leaving school property. Students crossing Wetherington Boulevard MUST cross at the crosswalk.

No skateboards or scooters are allowed on school property.

Failure to follow this policy will result in suspension of walker/bike rider privileges.

***In addition to this policy and because we, the staff and faculty at Erpenbeck Elementary School, are dedicated to the safety and well-being of all our students, we STRONGLY RECOMMEND the following GUIDELINES:***

**1<sup>st</sup> Recommendation:** We recommend that an adult or older sibling (4<sup>th</sup>/5<sup>th</sup> grade student) walk with any child in the third grade or younger to supervise the walking and/or bike riding safety of the child.

**2<sup>nd</sup> Recommendation:** We recommend that children walk or ride their bikes to school in groups of at least 2 or more.

**3<sup>rd</sup> Recommendation:** The school discourages any walking across Highway 42 unless there is adult supervision.

Reference:

Document History:

Adopted – Erpenbeck Elementary School Council – 2003-04

Revised – 2008-09

## **Visitor Policy**

Each visitor must sign-in and sign-out at the school office as: volunteer, classroom visitor or cafeteria/lunch visitor. Each visitor will be issued identification relative to the purpose and location of the visit. Each visitor will abide by the *Confidentiality Statement* as provided by the Boone County Board of Education.

### **Classroom Observation**

An individual wishing to observe in the classroom shall submit a *Classroom Observation Request* form including the date, time and purpose of the proposed classroom visit at least forty-eight (48) hours in advance through the Principal or designee. The classroom visit will be approved or disapproved by the Principal or designee. If approved, the visit will be coordinated with the classroom teacher and accompanied by the Principal or designee. An explanation will be given on the *Classroom Observation Request* form if disapproved.

All visitors must sign in/out at the office prior to the agreed upon observation time. A visitor's badge will be issued and the Principal or designee will be notified.

The class observation shall be limited to one class period, not to exceed forty (40) minutes. The visitor shall not interrupt the classroom setting; therefore, the time of the visit will be determined by the Principal or designee. During the school year, an individual shall be limited to two (2) classroom observations. Individuals may be requested to complete a school-developed questionnaire pertaining to the observation.

Individual cases concerning classroom observations may be taken under consideration by the Principal or designee after consultation with the teacher. The Principal or designee shall have the latitude to deviate from the above guidelines to allow more frequent visits or to restrict or deny visits at anytime she/he perceives the change to be in the best interest of the children, parent or teacher. The Principal's or designee's decision per classroom observation requests will be stated on the *Classroom Observation Request* form.

Reference:

Document History:  
Adopted – Erpenbeck Elementary School Council – 2003-04  
Revised – 2008-09

**Classroom Observation Request  
Erpenbeck Elementary**

**Name:** \_\_\_\_\_ **Date of Request:** \_\_\_\_\_  
**Phone:** \_\_\_\_\_ **Email:** \_\_\_\_\_  
**Student:** \_\_\_\_\_ **Grade:** \_\_\_\_\_  
**Teacher to be observed:** \_\_\_\_\_ **Date:** \_\_\_\_\_ **Time:** \_\_\_\_\_  
**Purpose of observation:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Approved:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
**Disapproved:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Lunchroom Visitor Policy:**

In accordance with our safe schools guidelines, the following will be implemented:

1. Parents/Guardians/Visitors will check-in in the main office and receive a designated Lunch Visitor ID tag.
2. Parents/guardians or visitors may visit a maximum of one time per week
3. One to two parents/guardians or adult visitors are allowed per visit. Volunteer guidelines will apply to lunchroom visitors so that the focus of the visit is upon the child involved in the school lunch program. (No siblings)
4. Parents/visitors may purchase lunch from our school lunch program.
5. No fast food is permitted in the school during the lunchroom hours per the Competitive Food Rule – 702 KAR 6:090
6. Visits will include the student (no additional students) and the parents/guardians or visitors.
7. Parents/guardians or visitors will be able to sit in a designated “Guest” table area in our school cafeteria where space is available for lunch.
8. If the Lunchroom Visitor Policy is not followed, visits are subject to administrative intervention and possible discontinuation of visits.

Reference:

Document History:  
Adopted – Erpenbeck Elementary School Council – 2003-04  
Revised – 2008-09, 2010-11

**Extracurricular Activities**

Erpenbeck Elementary shall provide extracurricular activities based upon the educational needs and interests of the pupils. The School Based Decision-Making council will pay specific attention to encouraging students who reflect the diversity of our community to participate in extracurricular activities. The School Based Decision making Council shall determine the selection of extracurricular activities as well as academic qualifications, attendance requirements and supervision guidelines for the activities based on the following:

***Academic Qualifications***

To participate in extracurricular activities, a student must be passing in all subjects for the week in which the activity takes place.

***Attendance Requirements***

Students suspended from school will not be permitted to participate in extracurricular activities until the suspension is lifted.

***Supervision***

All extracurricular activities shall be under the direct supervision of a qualified sponsor.

***Cancellation***

Extracurricular activities shall be canceled on days that school is canceled *or in case of early dismissal*.

Reference:

KRS 160.345(2)(i)(8)

Document History:

Adopted - Erpenbeck Elementary School Council – 1998-99  
Reviewed - Erpenbeck Elementary School Council – 2001-02  
Revised – Erpenbeck Elementary School Council – 2006-07

**Equity and Diversity Policy**

We commit our school to ensuring that each and every student:

1. Is able to achieve at high academic levels.
2. Feels safe, welcome, and valued at our school.
3. Receives a full fair share of the opportunities our school has to offer.
4. Knows and honors the achievements of his or her own cultural tradition.
5. Knows and honors the achievements of other cultural traditions he or she may encounter in our community and later in life.

We commit ourselves to annual reflection on how well we are fulfilling this commitment, including review of data broken down by gender, ethnicity, socio-economic status, and disability on:

1. Student performance.
2. Student participation in our programs.
3. Student disciplinary referrals.
4. Family involvement in school activities.
5. Feedback from students, parents, staff, and community leaders on their perception of our performance in this area.

Based on what we learn from that reflection, we will develop and vigorously implement the plans needed to correct any failure to fulfill the commitment made above. To the fullest extent possible, we will combine this work with our *School Improvement Plan*.

We have written specific steps to fulfill these commitments into our policies on:

1. Curriculum
2. Instructional Practices
3. Discipline
4. Extracurricular Activities
5. Family and Community Engagement
6. Committees

Reference:

KRS 160.345(2)(i)(6)

Document History:

Adopted – Erpenbeck Elementary School Council – 2002-03

Revised – Erpenbeck Elementary School Council-2006-07

### *Educational Enhancement Opportunity Policy*

An educational enhancement opportunity will consist of a student’s ability to participate in an educational experience through traveling and/or studying and experiencing extensions of the Kentucky Core Content and the state’s Academic Common Core Standards.

The parents/guardians must complete an Educational Enhancement Opportunity form, stating the educational experiences for the child. The form will be submitted to the attendance clerk for review, and then to the principal or principal’s designee, for approval or denial. The SBDM Council will not be notified if the request is approved. If a request is denied, the SBDM Council will be notified and further review may take place. If the request is denied through SBDM Council, the superintendent will be notified for the final decision. Students will need to complete any missed classroom/homework assignments per teacher direction to ensure continuity of curriculum delivery and student progress.

Reference:

Boone County Board of Education Policy 09.122

Document History:

Adopted – Erpenbeck Elementary School Council – 2004-05

Revised – Erpenbeck Elementary School Council - 2010-11

## 7. **SUPPORT**

### **Family and Community Engagement Policy**

Our Council recognizes our students' families and our local community as essential partners in helping each student succeed. We commit ourselves to:

1. Sharing clear information about each child's progress with the child's family.
2. Offering practical suggestions to families on how they can support student learning at home.
3. Making representative parents and community members full partners in our decision-making.
4. Seeking and supporting adult volunteers to work with and inspire our students.

We will achieve each of these goals through the methods listed below.

#### ***INFORMATION ON STUDENT PROGRESS***

Each grading period, teachers will provide each student's family with:

1. A written report on the student's progress.
2. A written report on how each student with a disability is progressing toward the goals of his or her Individualized Education Plan.
3. A written report on how each gifted and talented student is progressing toward the goals of his or her Gifted Student Services Plan.
4. An invitation to meet and discuss the child's progress.
5. An opportunity for the student to participate actively in sharing information on his or her progress with his/her parents.
6. The e-mail address and school telephone number they can use to communicate with their children's teachers.

#### ***HOME SUPPORT FOR STUDENT LEARNING***

Our administrators and teachers will:

1. Assign homework compatible with our Homework Policy.
2. Provide information on the content students will learn each year through the methods listed in our Curriculum Policy.
3. Communicate electronically via schoolwide phone calls and email messages, school website, Facebook (School and P.T.A.), and through other communication tools that best meet the needs of all stakeholders
4. Support a vigorous Parent Teacher Association.

***DECISION-MAKING***

We invite concerned adults throughout our community to join in our decision-making by:

1. Signing up to serve on our SBDM committees.
2. Attending Council or committee meetings. All meetings are publicized on our school website, SBDM bulletin board and local newspaper. These meetings are open to the public except for certain closed sessions.
3. Commenting on draft policies and plans as they are made available on our website and SBDM bulletin board.
4. Participating in surveys, input meetings, and other opportunities to define school needs and develop solutions.

To promote that participation, we will follow the procedures listed in our:

1. Committees Policy
2. Planning Policy
3. Hiring Policy
4. Principal Selection Policy

We will do this through the steps listed in our Council by-laws and our Council policy on committees.

***VOLUNTEERS***

We invite concerned members of our community, including parents, to volunteer to help our students in the following capacities:

1. Tutoring
2. Assisting with classroom learning activities.
3. Preparing materials, mailings, refreshments, or other items needed for family and community involvement.
4. Joining our Parent Teacher Association and participating in its many efforts to strengthen our school.
5. Serving as instructors and/or assisting with our Community Circles program.
6. Serving as BEST Partners.
7. Actively participating on our school committees to ensure positive change and progress in our educational goals.

We will identify other volunteer roles through our Comprehensive School Improvement Planning process, outlined in our Planning Policy.

In August/September, the Council will discuss methods of publicizing volunteer opportunities to the community. The methods the Council selects will include specific attention to seeking participants who reflect the diversity of our community. Each Council member will assume leadership for one of the methods chosen.

Each volunteer will complete the Volunteer Training Program offered by our Parent Teacher Association and complete the state-mandated background check before rendering service to our school.

Reference:

KRS 160.346(3)(a)

KRS 160.345(2)(i)(6)

Document History:

Adopted – Erpenbeck Elementary School Council – 2002-03

Revised – Erpenbeck Elementary School Council – 2013-14

## 8. **PROFESSIONAL GROWTH**

Please refer to the Budget and Spending policy for information about Professional Development.

## 9. **LEADERSHIP**

### **Committees Policy**

#### ***NUMBER AND JURISDICTION OF STANDING COMMITTEES***

There will be ten standing committees, with the names and jurisdictions described below.

Curriculum/Instruction Committee

1. To ensure curriculum and instruction is aligned to KCAS standards in all content areas—ELA, Math, Science, Social Studies, Arts and Humanities, Practical Living/ Career Studies
2. To ensure that we are programming effectively in curriculum and instruction for Writing, Arts and Humanities, K-3 Primary, and Practical Living/Career Studies.

3. To work to provide Program Review Rationales for Curriculum and Instruction and ensure evidence is provided from every grade level supporting our programming.
4. To help establish Learning Walks so that teachers can learn effective strategies from one another.
5. To recommend school curriculum timelines and curriculum adjustments as needed.
1. To help develop a school-wide writing/literacy program as needed.

#### Professional Development/Community Engagement

2. To ensure professional development is aligned to KCAS standards in all content areas—ELA, Math, Science, Social Studies, Arts and Humanities, Practical Living/ Career Studies
3. To ensure that we are programming effectively for professional development and parental and community involvement for Writing, Arts and Humanities, K-3 Primary, Practical Living/Career Studies.
4. To determine professional development needs of teachers regarding curriculum and instruction from teacher input, surveys, own knowledge, etc.
5. To work cohesively with the BEST committee to ensure that we are actively involving the community in our school to help support implementation of our curriculum and assist with Program Review.
6. To recommend and help schedule professional development opportunities to ensure effective curriculum delivery and instruction
1. To strengthen parent/community involvement at EES.
2. To help plan and coordinate parent involvement activities throughout the year (Ex. Literacy Night, Spaghetti Dinner, Math Night)
3. To help provide students with opportunities to acknowledge and celebrate the diverse backgrounds of the families in the school community as well as the community they live in (Possibly a school wide project or activity)

#### Assessment/Student Achievement

1. To ensure formative and summative assessment are aligned to KCAS standards in all content areas—ELA, Math, Science, Social Studies, Arts and Humanities, Practical Living/ Career Studies
2. To ensure that we are programming effectively using multiple assessment processes to inform, guide, develop and revise instructional strategies and curriculum to enhance student learning and achievement for Writing, Arts and Humanities, K-3 Primary, Practical Living/Career Studies.
3. To determine school needs based on school data analysis of test scores
4. To keep teachers informed of state changes in assessment
5. To help formulate common assessments based on curriculum
6. To assist in developing and coordinating activities for state testing
7. To disseminate state assessment information to parents
1. To coordinate activities that recognize students for student achievement.

#### PBIS

2. To provide a positive systematic approach to school wide expectations.
3. To implement a school-wide positive intervention program for student achievement and success.
4. To monitor student and staff expectations and implementation of PBIS.
5. To develop school-wide expectations and lesson plans for common areas.
6. To organize and monitor the “MIGHTY MUSTANG” monthly or quarterly awards.
7. To review SWIS and IC data and make recommendations for improvement as needed.
8. To report out full staff regarding levels of implementation.
9. To develop an Action Plan and be the liaison between our school and district office regarding our school climate and culture.

**Team Building/Morale (Sunshine Club)**

1. To build morale and maintain a positive culture for working which enhances student achievement.
2. To help build a collegial atmosphere where everyone feels valued and appreciated so that the focus is always on student learning and achievement.
3. To develop guidelines for giving such as flowers, gifts, etc.
4. To manage funds for giving flowers, gifts, etc.
5. To plan social activities that help us get to know each other more so we can work positively and effectively together.

**Student Support Team (SST)**

1. To support teachers in their efforts to meet the needs of all students.
2. To support the work of PBIS as serving as the PBIS Tier 2 team.
3. To provide RTI for areas such as behavior, executive functioning skills, writing, etc. (any concerns other than reading and math)
4. To work together to identify interventions for students to ensure student success in a tiered approach.
5. To review data in order to assess whether proposed interventions are successful.
6. To ensure the fidelity and accuracy of interventions.
7. To ensure that the Response to Intervention laws are being met before special education referral takes place.
8. To help provide interventions to students before they are recommended for special education services.

**Technology Committee**

1. To prioritize the technology needs of the building based on state Technology standards
2. To help integrate technology into classroom instruction and provide students with cutting edge technology integration
3. To recommend a plan for technology purchases
4. To create and maintain an updated inventory of technology by school, grade level and teacher
5. To evaluate progress of meeting technology needs
6. To evaluate technology programs already in place as well as other programs
7. To disseminate program information and uses to teachers so that technology is used effectively and instructionally
8. To determine professional development needs of teachers through teacher input, surveys, etc.
9. To keep teachers informed of professional development opportunities available at the school or district level
10. To recommend and help coordinate professional development opportunities based on teacher needs

**Health/Safety Committee**

1. To maintain the health and safety of all students
2. To help ensure a comprehensive health education curriculum aligned with KCAS is available to all students
3. To collect and analyze data to create/review a school wellness policy
4. To ensure integration of safety, health and wellness is integrated into all content areas to meet the health and safety needs of all students.

5. To help develop school crisis plans
6. To help modify school safety plan
7. To help prioritize safety needs of the school

BEST

1. To partner with us as a school to enhance our curriculum in all areas, especially in fully implementing our Program Review.
2. To develop working relationships with all stakeholders including teachers, administrators, students, parents, families and community members.
3. To provide services to assist the school in programming effectively in needed areas, such as consumerism, career, and financial literacy.

Textbook

1. Work collaboratively using available data and through discussions to determine best use of grant funding in purchasing textbooks.
2. Work collaboratively with others in the district as a district-wide “textbook” committee to make textbook recommendations

***STANDING COMMITTEE COMPOSITION AND MEMBERSHIP SELECTION***

Each standing committee will have at least five members, including a certified staff representative from each grade level (one certified staff may represent two grade levels), and the invitation for at least one classified staff member and at least one parent providing reasonable representation of the ethnic diversity of our community to serve on the committees.

During March, the following steps will be taken to recruit members for next year’s committees:

1. The principal (or principal’s designee) will invite all parents in writing to sign up for committees and share information about number of committees and goal/objectives.
2. Current committee chairs (or their designees) will describe their committees’ work at a PTA meeting, in a brief summary through the school newsletter, or at a meeting of certified and classified staff.
3. Council members will individually seek out parents and other community members who are representative of the diversity of our community and encourage their active participation on our committees.

During April, the principal (or principal’s designee) will place committee sign-up sheets on the SBDM bulletin board, and in the teachers’ lounge. The STC will place committee information on the school web page. Parents and community members may also sign up by telephone or letter.

During May, the SBDM Council membership for the upcoming school year will be determined.

In May, SBDM Committee membership opportunities will be communicated to school staff, parents and community members as interested parties. These SBDM Committees

will be established by October 1st, ensuring reasonable representation of minority groups in our community and facilitating the participation of parents, classified staff, and other interested parties.

The Council will also designate a committee member to convene the committee for its first meeting and contact committee members about the first meeting date, time and place.

In August, the principal will provide an additional, well-publicized opportunity to sign-up for committees through October 1<sup>st</sup>.

***LIMITED COMMITTEES***

The Council will also approve limited committees to address other needs as identified in a charge written by the Council when the need emerges. For these committees, the Council will identify the specific topic to be addressed by each committee, identify types of stakeholders who need to be included, and may recommend individuals to be invited to serve.

The Principal (or Principal’s designee) will invite individuals recommended by the Council and others from each group needed, ensuring reasonable representation of minority groups in our community and facilitating the participation of parents, classified staff, and other interested parties. The Principal (or Principal’s designee) will also designate a committee member to convene the committee for its first meeting.

Limited committees will automatically dissolve when they have completed their tasks.

***OPERATING RULES FOR ALL COMMITTEES***

All committees established under this and other Council policies are public agencies subject to Kentucky’s Open Meetings Law. To comply with that law, each committee must:

1. Establish a regular meeting schedule at its first meeting of each school year.
2. Make that schedule available to the public by posting it on the school Council bulletin board and providing a copy to support staff responsible for answering phone calls.
3. Hold meetings not on the scheduled date only after:
  1. Committee chair or majority of members decide the date, time, place, and agenda
  2. Committee chair or majority of members put date, time, place, and agenda in a written notice.
  3. Post written notice on Council bulletin board at least 24 hours before meeting.
  4. Give written notices to all committee members at least 24 hours before meeting.
  5. If any media organization has asked for notice of special meetings, give written notice to that media organization at least 24 hours before meeting.

4. The committee takes minutes of the actions at every meeting.
5. The Committee reviews the minutes of each meeting and approves them at the next meeting, after making any needed corrections.
6. The committee makes its approved minutes for each meeting available to any interested party.

The committee will present its most recent minutes (unapproved or approved) at the next SBDM Council meeting.

Reference:

KRS 160.345(2)(c)(2)

KRS 156.500

Document History:

Adopted – Erpenbeck Elementary School Council – 2001-02

Revised -- Erpenbeck Elementary School Council – 2005-06

Revised – Erpenbeck Elementary School Council – 2013-14

## **School Employment and Consultation**

When the School-Based Decision-Making Council elects to staff a vacancy, the principal shall appoint an ad-hoc committee for the purpose of recommending an applicant for the position. The ad-hoc committee shall consist of the principal, or the principal’s designee, one School-Based Decision-Making Council member, one parent, and one representative from the teaching team and/or staffing area. A parent Council member may serve as both the Council and parent representative.

The ad-hoc committee shall proceed according to Board policy and the negotiated teacher contract. After the deadline for a posted position has expired and applications and/or transfer requests are received, the committee shall meet to select applicants to interview for the vacancy. After interviewing the selected applicants, the ad-hoc committee shall make a recommendation to the principal. The principal shall consult with Council prior to recommending an applicant to the Superintendent. Consultation must occur during a regular or special Council meeting. If a quorum of Council fails to attend a meeting for which consultation is on the agenda, the Principal may either call another meeting or declare an emergency and conduct the required discussion with the members who are present at the meeting.

The principal shall select the best person for the position and notify the superintendent of the choice.

The superintendent shall complete the hiring process.

Reference:

KRS 160.345(2)(g)

KRS 160.345(2)(i)(10)

Document History:

- Adopted - Erpenbeck Elementary School Council – 1998-99
- Revised - Erpenbeck Elementary School Council – 2000-01
- Reviewed - Erpenbeck Elementary School Council – 2001-02
- Reviewed – Erpenbeck Elementary School Council – 2003-04

**School Employment and Consultation**

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The principal shall select the best person for the position and notify the superintendent of the choice.

The superintendent shall complete the hiring process.

Reference:

- KRS 160.345(2)(g)
- KRS 160.345(2)(i)(10)

Document History:

- Adopted - Erpenbeck Elementary School Council – 1998-99
- Revised - Erpenbeck Elementary School Council – 2000-01
- Reviewed - Erpenbeck Elementary School Council – 2001-02
- Reviewed – Erpenbeck Elementary School Council – 2003-04

**Principal Selection Policy**

When the Co-chair Council learns that the school will need to hire a principal, the Council will;

1. Consult Superintendent or Superintendent’s designee.
2. Obtain training in recruitment and interviewing techniques from the trainer of its choice.
3. Meet in open session to:

1. Develop a survey to send to stakeholders including parents, students, and community members.
2. SBDM Council may want to consider asking for writing samples, a chance to observe a candidate at work, a written response to a hypothetical work challenge, or some other activity to show a candidate's capacities.
4. Meet in open session with the superintendent or other district office personnel to discuss the criteria, survey results and other steps in the hiring process.
5. Meet in closed session to:
  1. Review all applications and written references.
  2. Select applicants to interview.
  3. Agree on what, if any, specialized questions will be asked.
6. Schedule an interview with each selected applicant at a time when all Council members can attend.
7. Conduct each interview in a closed session during which the Council will:
  1. Ask all the standardized questions in the same order each time.
  2. Ask the specialized questions after that.
  3. Ask any follow-up questions after that.
8. If Council deems **it** necessary, invite each interviewed applicant to a school forum to meet other interested stakeholders.
9. Meet in closed session to discuss how well each applicant meets the criteria.
10. If necessary, request additional applicants from the superintendent and repeat steps 5 – 9 above.
11. Notify the superintendent immediately of the Council's choice.  
After receiving notice of the Council's choice, the superintendent will complete the hiring process.

Reference:  
KRS 160.345(2)(g)

Document History:  
Adopted – Erpenbeck Elementary School Council – 2014-2015

## 12. RESOURCES

### **Determination of School Day**

The Council shall determine the school day in accordance with Board Policy.

Reference:

KRS 160.345(2)(i)(4)

Document History:

Adopted – Erpenbeck Elementary School Council – 2002-03

### **Staff Time Assignment**

Assignment of instructional and non-instructional staff time is delegated to the principal and the assistant principal with intentional consideration of teacher qualifications and areas of expertise.

Reference:

KRS 160.345(2)(i)(2)

Document History:

Adopted – Erpenbeck Elementary School Council – 1998-99

Reviewed – Erpenbeck Elementary School Council – 2001-02

Revised – Erpenbeck Elementary School Council – 2012-13

### **Student Assignment**

Assignment of student to classes shall be made by the principal in conjunction with the assistant principal, guidance counselor and teachers.

Reference:  
KRS 160.345(2)(i)(3)

Document History:  
Adopted - Erpenbeck Elementary School Council – 1998-99  
Reviewed - Erpenbeck Elementary School Council – 2001-02

**STUDENT ASSIGNMENT POLICY**

**CRITERIA FOR STUDENT ASSIGNMENT TO CLASSES AND PROGRAMS**

The principal (or principal’s designee) will assign students to classes and programs in a manner that will:

1. Take each student’s developmental needs into account.
2. Facilitate the implementation of our School Improvement Plan
3. Prepare all students to be college and/or career level work during their secondary school careers.
4. Support the goal of not exceeding the state class size cap except under the following circumstances:
  1. Temporary exceptions in order to provide an appropriate assignment to a student newly enrolled in the school.
  2. Permanent exceptions made after meeting with all the teachers for the appropriate student level and topics to discuss student needs and possible solutions and after determining that no reasonable alternative will meet the student’s needs.
  3. Determination by the Council to raise the state size cap.

**STUDENT ASSIGNMENTS**

Towards the end of the school year, the teachers will meet together in grade level teams under the guidance of the administration and guidance department to develop recommended class groupings for the next year. Each grouping will balance ability levels, gender, and behavior to provide a heterogeneous grouping of students. No student will be placed in a group or kept out of a group based on age. Individual students may be placed to ensure that each student can make continuous progress based on individual needs.

The principal (or principal’s designee) will consider those recommendations before making final assignments of current students and will also assign students who enter the school after the recommendations are complete.

**NOTIFICATION OF CLASSROOM PLACEMENT**

The principal (or principal’s designee) will determine final classroom assignments and will notify certified staff of student placement before the beginning of the school year. Parents will be informed of student assignments on or immediately before our Back-to-School Open House. The decisions will meet the criteria for student assignment listed in the first section of this policy, provide multi-ability classrooms, and give thoughtful consideration to the recommendations made by the teachers.

**PARENT REQUESTS FOR PLACEMENT**

Parents may not request teachers or student placement. Parents who are concerned about student placement may indicate to the Principal in writing the optimal learning environment for a student with a particular or extraordinary circumstance. Requests should be made in writing no later than June 1<sup>st</sup> for the upcoming school year. The principal (or principal’s designee) will make the final decision regarding placement.

Reference:

Document History:  
Adopted – Erpenbeck Elementary School Council  
Revised –

**Space Use**

By June 1, the principal shall prepare a school space use plan and present the plan to the school council for approval. Input will be gathered from the administrative team with intentional consideration of the most effective and efficient space usage plan that enhances the overall instructional program. The school council may amend the plan prior to approval. The principal shall implement the plan subsequent to the approval of the school council. If the school council has not approved a plan prior to July 15, the principal shall develop and implement a school space use plan.

Reference:

KRS 160.345(2)(i)(5)

Document History:

Adopted – Erpenbeck Elementary School Council – 2002-03  
Revised – Erpenbeck Elementary School Council – 2012-13

**Building and Grounds Usage Policy**

The Erpenbeck Elementary School building and grounds shall be available for community use after school hours on a limited basis according to Erpenbeck Elementary and other Boone County schools’ needs. Community groups may apply to use specific areas of the building and grounds under Boone County School District Board of Education policies and Erpenbeck Elementary SBDM Council policy. A Boone County Schools employee must be present/chaperone student-age activities that occur in the common areas (cafeteria, gym, library, etc.).

Reference:

KRS 160.345(2)(i)(5)

Document History:

Adopted – Erpenbeck Elementary School Council – 2004-05

Revised – Erpenbeck Elementary School Council 2009-10, 2010-11

### Recycling

Erpenbeck Elementary will encourage recycling of white paper. Staff is asked to use both sides of the paper when possible, use half sheets when possible and send usable scrap paper to the art teacher or use as appropriate. Cardboard recycling shall be in agreement with the Boone County School Board. Our school is also encouraged to recycle within the cafeteria. Our students will produce a video that demonstrates how we are going to compost within the cafeteria. This video will be shown to all students. Appropriate food items will be composted and that will then be placed in compost bins located by our garden. The compost will eventually be used as fertilizer/mulch on our school grounds. In addition other items may be recycled at a later date.

Reference:

Boone County Board of Education Policy 5.7

Document History:

Adopted – Erpenbeck Elementary School Council – 2002-03

Revised – Erpenbeck Elementary School Council – 2012-13

## 4. PLANNING

### Planning Policy

#### ***COMPREHENSIVE SCHOOL IMPROVEMENT PLAN DEVELOPMENT***

We will use the Comprehensive School Improvement Planning Process recommended by the Kentucky Department of Education to:

1. Analyze our state assessments results, including data disaggregated by gender, ethnicity, disability, participation in the free and reduced lunch program.

2. Analyze key data on how our school operates.
3. Identify priority needs based on that performance data.
4. Identify the causes that create the priority from that data on our school operations.
5. Set two-year goals for removing the need and objectives for tackling each cause.
6. Select strategies and activities for reaching each objective.
7. Commit responsible persons, timetables, and needed funding to implement those strategies and activities.
8. Select measures that will show us that the strategies are being implemented and progress is being made in student performance.
9. List the needs, causes, goals, objectives, strategies and activities, persons responsible, timetables, and funding decisions in a clear, written component format.
10. Obtain widespread input from our school community.
11. Adopt the components after considering and responding to the input.

***CREATION OF THE COMPREHENSIVE SCHOOL IMPROVEMENT PLAN (Work starts in fall of odd-numbered years)***

At the September meeting of the Council in each odd numbered year, the Planning Committee will recommend an outline for developing the school's new School Improvement Plan. For each step listed above, the outline will give:

1. A timetable.
2. Process guidelines explaining how the work will be done, how the Council will learn about it, and how each part will be finalized.
3. Participation guidelines explaining how diverse participants will be involved on work teams and how the school community as a whole will be kept informed and invited to contribute their input. Participation will include parents, classified staff and other interested parties and will be representative of the diversity in our community.
4. Preparation guidelines explaining how each group of participants will learn about their roles.

The Council will review the outline, revise it if necessary, and approve it for implementation.

The Planning Committee will then implement the process according to the outline, reporting to the Council at each regular meeting on their progress.

***REVISION OF THE COMPREHENSIVE SCHOOL IMPROVEMENT PLAN (Work starts in fall of even-numbered years)***

At the September meeting of the Council in each even numbered year, the Planning Committee will recommend an outline for reviewing the School’s newest assessment results and deciding on any revisions to the School Improvement Plan. The outline will include:

1. A timetable
2. Process guidelines explaining how the work will be done how the Council will learn about it and how each part will be finalized.
3. Participation guidelines explaining how diverse participants will be involved on work teams and how the school community as a whole will be kept informed and invited to contribute their input. Participation will include parents, classified staff and other interested parties and will be representative of the diversity in our community.
4. Preparation guidelines explaining how each group of participants will learn about their roles.

The Council will review the outline, revise it if necessary, and approve it for implementation.

The Planning Committee will then implement the process according to the outline, reporting to the Council at each regular meeting on their progress.

Reference:  
KRS 160.345(2)(i)(6)  
Document History:  
Adopted – Erpenbeck Elementary School Council – 2002-03

***IMPLEMENTATION AND IMPACT OF THE SCHOOL IMPROVEMENT PLAN***

At Each regular meeting, the Council will review the work needed to carry out the School Improvement Plan during the coming month.

In July, the Council will set a schedule for *four* implementation and impact checks during the next year.

The Planning Committee will provide the data needed for those checks.

The Council will review the data for those checks during regularly scheduled meetings and identify any needed adjustments to keep the plan on track.

Reference:

KRS 160.345(2)(j); KRS 158.649

Document History:

Adopted – Erpenbeck Elementary School Council – 2001-02

## **Budget and Spending Policy**

### ***JANUARY ESTIMATES***

During January, the Budget Committee will estimate expenses (using spending categories that will make sense to most stakeholders) for the coming year.

1. Implement our Plan (or draft 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.

During January, 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. Fundraising activities that will be paid into our activity fund but not designated for specific student groups raising that money, plus any money of that type 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 Plan, based on past funding and consultation with the principal about what is being considered for next year.

The Budget Committee will estimate expenses and revenues separately and will not attempt to make the two match. This approach will allow the Council and other stakeholders to see the issues and participate in discussions about what might be done for any needed adjustments.

At the February Council meeting, the Budget Committee will share those estimates and the Council will discuss possible solutions for any needed adjustments.

### ***DRAFT BUDGET***

By the second week of March, the Budget Committee will develop a draft Budget that:

1. Uses spending categories that will make sense to most stakeholders in our school, including a clear statement of persons to be employed in each job classification (if allocations have been received from the district office).
2. Lists dollar amounts.
3. Address the expenses listed under items 1 and 2 from the January Estimates section.
4. Describes which sources, from among those listed under items 3 – 8 in the January Estimates, will be used to cover each expense.
5. Identifies any further expenses that cannot be covered within currently expected funding.
6. 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.
7. Includes a list of needs identified in estimates that are not being met by the current Budget.

During the second and/or third weeks of March, the Budget will be circulated to the school Council, the school staff, and all parents serving on school Council committees, and will be posted on the school Council bulletin board for public review.

**BUDGET REVISION AND APPROVAL**

At the March Council meeting, the Council will:

1. Review the proposed Budget
2. Identify areas that may need adjustment to further reflect school priorities, new spending information, stakeholder input on the impact of the proposed spending plan, or other relevant information.
3. Charge the Budget Committee to consider those factors and submit a revised Budget for Council adoption.
4. Discuss whether the Council needs to request Section 7 funding for additional expenses, and what needs would be designated for such funding.
5. Charge the Budget Committee or another appropriate group to write up the Section 7 requests for formal Council adoption.
6. Set a timetable for adopting a revised Budget and official Section requests that is compatible with any district timetable for staff renewal decisions, categorical funding decisions, and other related matters.

**INITIAL BUDGET IMPLEMENTATION**

In April, after the Council submits the approved Budget to the district office, the Budget Committee will:

1. Ensure that all relevant Budgets, including those from categorical programs, are clearly reflected in the school's Plan.
2. Notify person(s) or group(s) listed as responsible for selecting specific items of their responsibilities and the dollar amounts.

**SELECTION OF TEXTBOOKS FOR PURCHASE**

Each year, (pending state budget allocations) the Textbook Committee will oversee the selection and purchasing of the subjects under adoption for that particular cycle. Any place this section mentions textbooks, the Textbook Committee may also consider other

instructional materials that can be purchased under the rules for using state textbook money.

The Textbook Committee will include representation of teachers responsible for that subject, teachers responsible for related topics, and other interested parties including parents and classified staff. The Textbook Committee will also be representative of the diversity in our community.

The Textbook Committee will:

1. Review our Plan and curriculum.
2. Review the state's Core Content for Assessment.
3. Develop criteria for textbooks and related items that will help the school move all students to proficiency.
4. Include in those criteria a requirement that the textbooks appropriately reflect the achievements of and/or cultural traditions our students may encounter in our community and later in life.
5. Obtain samples of the textbooks and related materials available for that subject.
6. Review textbooks and related materials for ability to meet the criteria.
7. Identify the textbooks and related materials that will best meet the criteria.
8. Determine quantities of each item to be ordered within the school's textbook Budget.
9. Complete appropriate Purchase Orders according the state Purchasing Plan.

The principal (or principal's designee) will check that each order fits the funds available, any other criteria established by the Council, and any requirements of existing bid lists.

If those requirements are met, the principal (or principal's designee) will take all steps needed to purchase the items listed and no further Council approval will be needed.

The Textbook Committee will report to the Council on its choices.

**PROFESSIONAL DEVELOPMENT OPPORTUNITIES**

Professional development must be in line with the state-mandates of Highly-Qualified Professional Development and will be organized to meet:

1. School needs identified in our Plan.
2. Needs of our students with disabilities, students in poverty and students with content gaps
3. Systemic change in the continued development of a challenging, Best Practice instructional program
4. Individual learning needs identified in professional growth plans.

The Council's annual Budget will identify resources available for each type of need.

For needs identified in the Plan and in the Achievement Gap Component of the Plan, the responsible person(s) listed will make the needed arrangements for facilitators, supplies, schedule and other needs and will complete purchase orders for any required expenditures.

For needs identified in the individual professional growth plans, the staff member will complete necessary arrangements for the professional development opportunity.

The principal (or principal's designee) will check that each such order fits the funds available and the criteria listed in the Plan or individual growth plan.

If those requirements are met, the principal (or principal's designee) will take all steps needed to purchase the items listed, and no further Council approval will be needed.

The Professional Development Committee will be notified of each Professional Development request. If the Budget does not fulfill the professional development needs of the staff, the Professional Development Committee will create a plan for Professional Development spending and submit this to the Council for review/approval at such time as this occurs.

**SELECTION OF OTHER ITEMS FOR PURCHASE**

Beginning July 1, each group and individual designated in the plan approved by the Council will select items for purchase and fill out purchase orders for those items.

The principal (or principal's designee) will check that each such order fits the funds available, any other criteria established by the Council, and any requirements of existing bid lists.

If those requirements are met, the principal (or principal's designee) will take all steps needed to purchase the items listed, and no further Council approval will be needed.

**OCTOBER ADJUSTMENTS**

In October, as the principal (or principal's designee) receives the adjusted current year's Budget based on 2<sup>nd</sup> month student enrollment, Council will review any increases or decreases to the Budget. Council will then charge the Budget Committee with adjusting the budget worksheets to reflect any changes to the original Budget. The Budget Committee will submit the adjusted budget worksheets at the November meeting. (A Special Meeting may be needed to ensure district timelines are met.)

**RECORD-KEEPING AND MONITORING**

Each month, the principal (or principal's designee) will ensure that all spending records required by the state and district are maintained.

Each month, the Budget Committee will submit a report to the Council comparing planned spending, spending so far, encumbered monies and amount remaining available in each category according to the district office Munis budget report.

**SPENDING-RELATED CHANGES**

Individuals and groups who identify spending needed that are not addressed in the current Budget will submit a written explanation of the need and the amount to the Council and the Budget Committee simultaneously. The Council will consider amending the Budget to provide the funding only after:

1. Receiving the input of the Budget Committee on the financial impact.
2. Reviewing how the change would affect the success of our Plan

During 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.
3. Ask each individual and group to report whether they will need the full remaining amount to address the needs in question.
4. Allow a full school week for those parties to reply.
5. From the responses, identify any amounts that will not be needed as budgeted.
6. Make recommendations to the Council for Budget adjustments to maximize the use of those funds.

The Budget Committee will repeat this process in April.

**FUNDING-RELATED CHANGES**

The principal (or principal's designee) will inform the Council and the Budget Committee promptly of:

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

The Council will consider amending the Budget to respond to funding changes only after:

1. Receiving the input of the Budget Committee on the financial impact.
2. Reviewing how the change would affect the success of our Plan.

**ELECTRONIC RESOURCES ACCEPTABLE USE POLICY**

Erpenbeck Elementary is pleased to offer students access to the Internet on a *supervised* basis. The Internet, a global electronic information infrastructure, is a network of networks. In schools and libraries, the Internet can be used to educate, inform and entertain. As a learning resource, the Internet is similar to books, magazines, videos, CD-ROMS and other electronic information sources.

**TO GAIN ACCESS TO THE INTERNET, ALL STUDENTS AT ERPENBECK MUST OBTAIN *PARENTAL PERMISSION*.** A parental permission form must be signed and returned to school. Students will be given “READ ONLY” access to instructional software and data files under the supervision of a teacher or instructional assistant. They will not be given access to electronic mail through the Internet. In the event that a teacher, however, sets up “key pals” with a teacher and students from other public schools in the USA or other countries, we will send an additional permission slip home.

Reference:

Document History:

Adopted – Erpenbeck Elementary School Council – 2002-03