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POLICY 1 PRIMARY PROGRAM (KRS 158.031(4))
ORGANIZATIN OF THE PRIMARY PROGRAM

Until they are ready for fourth grade, all students will participate in the primary program. When students have successfully completed the exit criteria of the State of Kentucky’s Primary Program, they will be recommended to exit the Primary Program.

Each Primary Teaching Team will:

1. Use research-based teaching strategies that work for children this age.

2. Assess each child's progress by analyzing actual work the student is doing and maintaining an orderly record of skills mastered and areas needing further work. Each teacher will keep a data sheet on each child in his/her classroom that includes all scores gathered at our school under summative assessments. This includes, but not limited to, state assessments, Scantron, STAR Early Literacy, STAR Reading, STAR Math, and AIMSweb Benchmarking.

3. Communicate with each child’s parents on a regular basis with one formal parent/teacher conference a year to show parents the kinds of work the child is able to do and to discuss steps to help the child make further progress.

During each school week, teaching teams may organize their students in a variety of large and small groups for different kinds of learning activities. Students will also attend an hour of reading/math interventions and/or extensions to insure adequate academic growth in these two core area.

Exit From Primary After More or Less Than Four Years

When a student completes the program in either more or less than four years, the school will make every effort to engage the student’s parents as active partners in planning to ensure that the student’s full needs are well addressed.

In January, teachers will review their students’ performance to identify those who appear likely to be ready for the fourth grade at the end of the year. They 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
2. Those students who are not yet in their fourth year but may be ready to exit primary.

Any student that may be at risk of not completing the primary program will be identified in January and the names given to the principal and guidance counselor(s). The parents of each such student will be invited to meet with those teachers to discuss 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 an intervention plan of steps to do what is best overall for the student. The plan may include any combination of the following strategies:
   1. Extended school services.
   2. Special individual tutoring.
   4. Special strategies in the regular classroom.
   5. Special strategies for work at home
   6. Any other approach that appears likely to help that student succeed.
   7. Individualized schedule for part/whole day.

In the event that consensus is not possible, the group will schedule an additional meeting to discuss the issues. If consensus fails after that meeting, the principal will determine what steps will be taken. These steps will be completed by the end of February.

Once a plan is adopted, the principal will designate a teacher and/or guidance counselor to communicate with the parent at least once every three weeks about how the plan is working.

If a teacher comes to identify additional students who may need this attention after the end of January, they will notify the principal and begin the process described above.

**Exit From Primary: Official Decisions**

In April, teachers will submit written recommendations to the principal as to which students should not exit primary.

In May, the principal will:
1. Review each recommendation.
2. Consult the relevant teachers about any concerns. This consultation is not needed if the principal is fully confident with the recommendation.
3. Any student that is being recommended for continuance in the Primary Program will need a second meeting with the parents and intervention team. At that time the parents will be notified of the recommendation and to discuss the child’s needs. When the student is staying in primary for another year, a plan should be developed at the next meeting for the next year to help ensure the child’s success in the Primary Program.
4. Successful completion of the exit criteria will be determined by the intervention team based on the student work and data collected from a variety of assessments sources.
5. Any parent that has a concern about the exiting of primary or staying in primary can request a conference with the child’s current teachers, and if possible a teacher at the next level, to discuss the student’s needs and ways to meet those needs, including strategies listed above and summer services.
6. Make decisions about each student

**POLICY EVALUATION**

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

First Reading:      Second Reading:      Date Adopted: 3/8/2006

Date **Reviewed** or Revised 9-26-13  Council Chairperson’s Initials  LEB

Date Reviewed or Revised______  Council Chairperson’s Initials ________
POLICY 2 COMMITTEES KRS(160.345(2)(c)2

NAMES AND JURISDICTIONS OF STANDING COMMITTEES

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

**Curriculum and Instruction Committee (subcommittees of ELA, Numeracy, Science, Social Studies, Health and Wellness, and Arts and Humanities)**

- Annually review the SBDM policies on Curriculum and Instructional Practices, Writing, and Homework. If necessary draft revisions for council approval.
- Analyze curriculum alignment with the Core Content and Common Core Standards and recommend changes.
- Research and recommend instruction best practice ideas.
- Provides information and relevant data for program effectiveness.
- Reviews current year textbook for effectiveness and relevance of content.
- Additional roles as assigned by the council.

**PBIS Committee**

- Annually review the SBDM polices on PBIS concerning discipline and classroom management and safety. If necessary draft revisions for council approval.
- Adoption and review of school discipline procedures for school-wide behaviors in common areas.
- Promote collegiality and school spirit among staff, students, and parents. Provide evidence of a commitment to equity and appreciation for diversity.
- Plan celebrations to reward academic and social achievements.
- Uses PBIS data to plan research based strategies for improvement. Surveys all stakeholders to analyze perceptions and needs.
- Additional roles as assigned by the council.

**Assessment Committee**

- Annually review the SBDM policies on enhancing student achievement, and classroom assessment. If necessary draft revisions for council approval.
- Provide Council with a gains report by grade level and programs three times a year.
- Recommend school priority needs based on test analysis data.
- Additional roles as assigned by the council.
Technology Committee

- Annually review the SBDM policies on Technology Use.
- Research emerging educational technology.
- Recommend plans for the best use of technology based on needs assessments.
- Additional roles as assigned by the council.

Parent Involvement Committee

Parental involvement has always been a key component in the Title I law. Three decades of research provide convincing evidence that parents are an important influence in helping their children achieve high academic standards. At Yealey Elementary School, these include:

- Parenting—Professional workshops, training opportunities, and other ideas to assist families in parenting and assisting their child.
- Communicating—Conferences, report cards and academic progress, and other verbal communication with parents about their child.
- Learning at Home—Homework support, library resources, and other outside learning contacts to help parents assist their child.
- Volunteering—through supporting school events, involvement with classroom activities, and other community opportunities for students and parents.
- Decision Making—through attendance at school meetings, participation in addressing concerns, and by helping other parents.
- Collaborating with Community—using community resources for school/family assistance, involvement of community groups in schools, and community/school mentoring programs.

STANDING COMMITTEE COMPOSITION AND MEMBERSHIP SELECTION

All members of the faculty will serve on at least one standing committee. Faculty members may serve on more than one committee by choice. SBDM teacher reps are exempt but may serve on a standing committee by choice. Each standing committee will have grade level representation when possible and include at least 6 members. Committees will also make every effort to include at least one parent and to provide reasonable representation of the ethnic diversity of our community.

Recruiting Procedures for Standing Committees

1. The principal (or principal’s designee) will invite all parents in writing to sign up for committees in a letter home to parents and through a recorded phone message.
2. Two weeks prior to the first day of school, the principal (or principal’s designee) will place committee sign-up sheets in a designated place that is convenient to staff and parents. Parents and community members may also sign up by telephone, written note, or e-mail. The person who takes the message or opens the letter will add the parent name to the sign-up sheet.

3. The council will appoint committee members using the sign-up sheet as a basis. The council may need to assign some people to committees that are not their first choice to give each committee adequate and balanced membership.

4. The principal will notify the committee members of their appointments.

5. As soon as possibly following the August council meeting, the principal will call a faculty meeting for the purpose of letting all committees hold their first meeting. At that meeting all committees will:

   - Elect a chair. They will also elect or appoint a recorder who will take minutes for this first meeting and all subsequent meetings and a co-chair who will share responsibilities with the chair and take over in the absence of the chair.
   - Be the direct contact to the principal about the council’s timeline for regular committee reports.
   - Set up a meeting schedule for the rest of the year.
   - Read and discuss this policy and ask the Chair of the council and questions regarding their role and duties.

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

1. Analyze needs assessment for the School Improvement Plan.

2. Draft components for guiding the implementation of the Plan.

3. Select textbooks and materials for specific subjects.

4. Address other needs as identified by the council.

For these ad hoc committees, the council will identify the specific topic to be addressed in a written charge.
The principal will invite persons to serve on the ad hoc committee and will also designate a committee member to convene the committee for its first meeting.

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

**OPERATING RULES FOR ALL COMMITTEES**
All committees established by the SBDM council are public agencies to Kentucky’s Open Meetings Law. To comply with that law, each committee will:

1. Establish a regular meeting schedule at its first meeting of each school year and make that schedule available to the public by posting it in a place convenient to the public.

2. Hold meeting that are not on the regular schedule only after following these special meeting procedures:

   a. The committee chair or a majority of members decide the date, time, place, and agenda.

   b. Those who make the decision to have the meeting put the date, time, place, and agenda in a written notice, which they will post in a place convenient to the public at least 24 hours before the meeting.

   c. Notice of a special meeting will be hand-delivered, faxed or sent by US mail to all members of the committee early enough so that they will receive it 24 hours before the meeting. Neither e-mail nor the telephone can be used to deliver these notices.

   d. If any media organization has asked for notice of special meetings, those calling the meeting will hand-deliver, fax, or send by US mail copies of the written notice to the agency requesting the notice so that they will receive it 24 hours before the meeting. Neither e-mail nor the telephone can be used to deliver these notices.

3. Take minutes of actions and decisions made by the committee at every meeting.

4. Review the minutes of each meeting at the beginning of the next meeting and, after make any needed corrections, approve those minutes.

5. Make committee minutes for each meeting available to the council and to any interested party after final approval.

6. Ensure that the principal receives an official copy to be kept with school records as required by Kentucky’s Archive rules.
POLICY EVALUATION
We will evaluate the effectiveness of this policy through our School Improvement Planning Process.

First Reading:       Second Reading:       Date Adopted:

Date Reviewed or Revised 8-22-13   Council Chairperson’s Initials  LEB

Date Reviewed or Revised_______ Council Chairperson’s Initials _________
POLICY 3 CONSULTATION POLICY KRS 160.345(2)(H)

INTERVIEW COMMITTEE
For each vacancy that occurs at our school (*except principal), the council will appoint an ad hoc interview committee of no fewer than four people. All SBDM members will be invited to the interviews. This committee’s membership will include the principal, at least one SBDM parent, at least one SBDM teacher member and at least one certified staff member who will work directly with the person to be hired. Council members other than the principal may or may not be on the committee. The principal will chair the Interview Committee.

*See the Principal Selection Policy for procedures for this vacancy.

CRITERIA AND INTERVIEW QUESTIONS
The Interview Committee will meet to:

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

2. Review and revise standard interview questions that fit those criteria. These questions will be asked of all candidates in an in-person interview.

3. Approve methods to use to gather information about how well the candidates meet the criteria. The methods may include (but not limited to) some or all of the following: application and resumes, references, written interviews, portfolios, and written responses to hypothetical work-related challenges.

INTERVIEWS
Transfer candidates from within the district will have the primary opportunity to interview for posted positions they are certified to fill in accordance with the Boone County Education Association (BCEA) contract.

The following procedures will be followed during the scheduled interviews:

1. Each interview will occur in a CLOSED SESSION of the Interview Committee.

2. All the standardized questions will be asked of each candidate.
3. Following the standardized questions, specialized questions (if any) and follow-up questions (if any) will be asked.

4. Committee members will briefly discuss the merits of each candidate following the interview.

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

If a quorum of the council fails to attend this meeting, the principal may either call another meeting or declare an emergency and conduct the required consultation with the council members present so the hiring process can continue.

SELECTION OF THE PERSON TO BE HIRED
After considering the input from all the closed session meetings, the principal will make the final selection of the person he/she believes will contribute most to the success of the school’s students and notify the superintendent and council of his/her recommendation. The decision made by the principal is pending on the superintendent who will complete the hiring process. Person not selected for the position will be notified in writing, or by phone, within five working days.

EXTRA DUTY ASSIGNMENTS AND POSITIONS
Extra Duty assignments and positions include paid or unpaid duties beyond the instructional day or beyond the contract days of a teacher. When only persons currently working at our school will be considered, the principal will make the assignment following our policy on instructional and non-instructional staff time assignment. When persons currently not working at our school will be considered, this policy on consultation will be followed by the principal, the council, and the ad hoc committee Interview Committee appointed by the council.

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

First Reading:   Second Reading:   Date Adopted:

Date Reviewed or Revised 9-26-13 Council Chairperson’s Initials LEB

Date Reviewed or Revised   Council Chairperson’s Initials   
POLICY 4 CURRICULUM KRS 160.345 (2)(i)1

CURRICULUM ADOPTION
Curriculum will be aligned with the current Common Core State Standards and Core Content. A common format will be used for all content areas.

Teacher Implementation
1. Curriculum Maps, Instructional Timelines, and Best Practices will be used to design engaging lesson plans.

2. Teachers will develop learning targets for instruction that are aligned to state standards and core content. Targets will be introduced at the beginning of the lesson, referenced throughout the lesson and work towards mastery is assessed through formative/summative assessments.

3. Use student assessment information (both formative/summative) to drive instruction and make adjustments where needed to meet the needs of students.

4. Team Leaders will provide a copy of weekly learning targets to principal after weekly team planning sessions.

Administration Implementation
1. Make sure teachers have access to common core standards and core content in both electronic and hard copy form.

2. Review weekly learning targets and provide clear, concise feedback to teachers on a monthly basis.

3. Review Best Practices and Marzano’s 41 Key Strategies to maintain current and effective teaching practices.

4. Meet with Academic Committee to discuss and review curriculum revisions.
Revisions
SBDM Council and appropriate committees will consider revision to curriculum when one or more of the following events occur.

1. Kentucky Department of Education indicates modifications/changes.
2. Boone County Board of Education makes modifications/changes.
3. Teaching and Learning Committee makes modifications/changes.
4. New Common Core State Standards are released.
5. Assessment data indicates a decline in student achievement.

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

First Reading: Second Reading: Date Adopted: 10-9-2006

Date Reviewed or Revised 9-26-13 Council Chairperson’s Initials LEB

Date Reviewed or Revised Council Chairperson’s Initials
POLICY 5 Instructional and Non-Instructional Staff Time KRS 160.345 (2)(i)2

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

1. Fully support implementation of our School Improvement Plan.

2. Take into account staff members' request to vary their work particularly if a teacher has made past requests for a change or has been in a particular assignment for multiple years.

3. Take into account different teachers strengths and in-depth knowledge of specific topics.

4. Take into account specific student needs based on student performance data.

5. Respect state certification requirements and the parameters of district job classifications.

ASSIGNMENT BASED ON CRITERIA
To complete assignments, the principal will:

1. In February, invite all returning staff members to indicate their preference for continuing or changing assignments the next year, including classroom assignments, extra-duty assignments, and other responsibilities.

2. In March, meet with any individual staff members whose requests may be difficult to grant to discuss reasons for the staff member's interest, factors making it difficult to grant the requests, and possible solutions.

3. In May, assign staff members based on the criteria in the first section of this policy.

4. In August, notify the council of how all staff members have been assigned.
ALTERING ASSIGNMENTS

After making assignments, the principal may alter them:

1. When necessary to respond to unanticipated enrollment or staffing changes.

2. When the principal and the affected teachers agree that a change is needed.

3. When the council changes other policies or the School Improvement Plan and recognizes in the minutes that those changes may require staff time assignment changes that cannot be delayed until the next school year.

POLICY EVALUATION

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

First Reading: Second Reading: Date Adopted:

Date Reviewed or Revised 9-26-13 Council Chairperson’s Initials LLB

Date Reviewed or Revised Council Chairperson’s Initials
POLICY 6 ASSIGNMENT OF STUDENTS TO CLASSES/PROGRAMS POLICY KRS 160.345(2)(I3)

CRITERIA FOR STUDENT ASSIGNMENT

The principal 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 School Improvement Plan

3. Prepare all students to be ready for higher educational opportunities while supporting the districts vision for college and/or career level work during their secondary school or technical careers.

4. Support the goal of not exceeding the state class size cap except under the following circumstances.
   - Temporary exceptions in order to provide an appropriate assignment to a student newly enrolled in the school.
   - Determination by the SBDM to raise the state class size cap.

5. Provide opportunity for flexible grouping.

6. Assignment of AM/PM kindergarten by school counselor in cooperation with the current administration and transportation director.

PRIMARY ASSIGNMENTS

At the conclusion of the school year, the primary 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 include students performing at a variety of levels. No student will be denied group placement based solely on age.

INTERMEDIATE ASSIGNMENTS

At the conclusion of the school year, the primary 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. The recommendations will fit the standards for student assignment listed in the first section of this policy and also ensure multi-ability classrooms. The principal (or principal’s designee) will assign students who enter the school after the recommendations are complete.
NOTIFICATION CO CLASSROOM PLACEMENT
No later than two week prior to the first day of school of each school year, the principal (or principal’s designee) will determine final classroom assignments and will notify certified staff of student placement. Parents will be notified through the Back to School Fair, letter, or telephone within but not earlier than one week prior to the school start date. The decision 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
Parent(s) may not request a specific teacher for their child. However, a parent(s) may request their child not have a certain teacher based on a previous experience. The request must be in writing and given to the principal in a sealed envelope or post marked by April 1 of the current academic year. The principal shall make the final decision on parental requests with regards to the above stated criteria.

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

First Reading: Second Reading: Date Adopted:

Date Reviewed or Revised 9-26-13 Council Chairperson’s Initials LKB

Date Reviewed or Revised _______ Council Chairperson’s Initials _________
POLICY 7 Schedule of School Day and Daily Schedule KRS 160.345 (2)(i)4 and KRS 158.031

CRITERIA FOR DEVELOPING THE SCHOOL SCHEDULE

Our schedule will:

1. Reflect our mission and belief statements.

2. Allow all students access to all classes, avoiding conflicting schedules of special area classes and preventing exclusion related to cultural background, physical abilities, socio-economic status, and intellectual status.

3. Provide students with the learning time needed to reach proficiency.

4. Facilitate appropriate decisions to give specific students expanded time and support for successful performance.

5. Support our School Improvement Plan.

6. Allow teachers time to collaborate and plan on a regular basis.

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

8. Adhere to the beginning and ending times of the school day and school calendar year as established by the Board of Education.

YEALEY SCHOOL
INFORMATION

School Hours: Begins 8:55 a.m. and Ends 3:40 p.m. for grades 1-5.
8:55-12:03 AM Kindergarten 12:33-3:40 PM Kindergarten
Tardy: Students not in their classroom by 8:55 am

Bus Drop Off/Pick Up-Canopy Entrance
Cars are not permitted in the pickup or drop off area during loading

Parent Transportation: Parent drop-off and pick up is located at the gym lobby entrance (parking lot area). Parents may drop students off at this entrance between 8:00a.m-8:50a.m. If you are dropping your child off, please have them ready to exit the car. After they exit your car, please exit the school parking lot. If you want to watch your child enter the school, please park your car. This will help avoid any traffic jams. Kindergarten PM students should be dropped off in the school office.

Parent Pick Up- STUDENTS BEING PICKED UP MUST BE SIGNED OUT BY 3:25PM. AFTER 3:25 STUDENT WILL BE PLACED ON THEIR BUS. Parent identification may be requested for safety purposes.

Transportation Change-A note must be sent to the classroom teacher with information about the specific change in transportation. For example if a student is being picked up instead of riding the bus, the teacher must have a note or parent must be at school no later than 3:25, report to the gymnasium area, to sign-out the student for the day.

PROCESS FOR DEVELOPING THE SCHOOL DAY SCHEDULE

Annually, the principal will implement a school (special area classes, RTI, Peaceful Playground, one hour, and two hour delay) schedule that includes any changes that have been adopted by the SBDM.

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

1. In March, the council will appoint an Ad Hoc Scheduling Committee (Principal, Assistant Principal, Guidance Counselors, and Instructional Coach) to complete the following tasks:

   - Strategically reflect on current time barriers to implementing needed instructional practices and meeting student needs and creating new ways that the schedule may be modified to remove these barriers,

   - Discuss advantages and disadvantages of various changes, focusing on the criteria listed in the first section of this policy.
2. During the April team leader meeting, the school day schedule will be discussed. The Scheduling Committee and RtI Interventionist will be present at the meeting.

3. In May, the principal will prepare a recommendation to the council on a schedule for the coming school year including changes (if any). The principal’s recommendation may include more than one option.

4. The council will consider the principal’s recommendations and adopt a schedule in time to implement staff and student assignment policies.

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

First Reading: Second Reading: Date Adopted:

Date Reviewed or Revised 9-26-13 Council Chairperson’s Initials LEB

Date Reviewed or Revised Council Chairperson’s Initials
POLICY 8 Use of School Space During School Day (KRS 160.345(2)(i)5

CRITERIA FOR ASSIGNING SCHOOL SPACE
The principal or designee will assign the use of school space during the school day in a manner that will

1. Take each student’s developmental needs into account.

2. Facilitate the implementation of our School Improvement Plan.

3. Maximize staff opportunities for sharing resources, mentoring, and collaborating with teachers and students of similar grade levels, subject areas, or collaborative groups for consecutive years.

CLASSROOM SPACE ASSIGNMENTS
To assign classroom space, the principal will:

1. In June a proposal for room assignments and use of other building areas CHANGES will be presented to Team Leaders and the SBDM Council.

2. Prior to Opening Day of a school year, SBDM Council will be notified of how space has been assigned.

ALTERING CLASSROOM SPACE ASSIGNMENTS
After assigning classroom space, the principal may alter those assignments:

1. When necessary to respond to unanticipated enrollment or staffing changes.

2. When the principal and affected teachers agree that a change is needed.

3. When the council changes other policies or the School Improvement Plan and recognizes in minutes that those changes may require space use changes that cannot be delayed until the next school year.

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

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

First Reading:   Second Reading:   Date Adopted:

Date Reviewed or Revised 9-26-13   Council Chairperson’s Initials LEB

Date Reviewed or Revised_______   Council Chairperson’s Initials ________
INSTRUCTIONAL PRACTICES
The principal, as instructional leader, shall provide professional development guidance, encouragement, and formal and informal feedback and framework for teaching evaluations to all instructional staff to insure standards-based instruction using current best practices is being used. The staff will continually move Yealey Elementary School students toward the achievement of local, state, and national educational goals. Faculty, in collaboration with the principal and leadership teams, shall select the appropriate instructional practices to be utilized in their classroom to ensure that the school’s curriculum is fully implemented. The School Improvement Plan will be reviewed annually and revisions to instruction may occur based on yearly assessments and testing data from both formative and summative types of assessments.

CLASSROOM INSTRUCTION
All instruction shall be aligned with the school’s chosen curriculums and state standards.

The Yealey Way has been designed to encompass the academic, social and emotional elements needed to provide the best opportunities for our students be become prepared for their next level of instruction towards being college/career/life ready. (Please see appendix).

Grade Level and Special Area Teacher Collaboration
One day a week grade level teams will work together to plan common learning targets and instruction that:

1. Align to common core standards and program of studies for all content areas.
2. Reflect on successes and needed changes to instruction
3. Review yearlong curriculum map in ELA, Math, Social Studies, and Science
**Instructional Coach Collaboration**

The instructional coach, and when appropriate, the principal, will meet with each grade level team, special area team, and special education team for 30 minutes weekly. Times will be decided between instructional coach and teams. The purpose of this collaboration will be:

1. To review implementation of standards and reflect on instructional practices.
2. To discuss successes and challenges.
3. To share instructional ideas and further professional development in all areas.
4. To remain current on school, district, state, and national initiatives and/or mandates.

**ACADEMIC COMMITTEE**

The assigned, by the council, standing Academic Committee of SBDM will:

1. Annually review the SBDM policies on Alignment of State Standards, Curriculum, Instructional Practices, Writing, and Homework. If necessary draft revisions for council approval.
2. Analyze curriculum alignment with the Kentucky Core Academic Standards and recommend changes.
3. Research and recommend instruction best practice ideas.
4. Provides information and relevant data for program effectiveness.
5. Reviews current year textbook for effectiveness and relevance of content.
6. Additional roles as needed.

**POLICY EVALUATION**

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

First Reading: 3-26-15 Second Reading: 4-23-15 Date Adopted:

Date Reviewed or Revised 10-30-13 Council Chairperson’s Initials  
Date Reviewed or Revised 4-23-15 Council Chairperson’s Initials
POLICY 10 DISCIPLINE AND CLASSROOM MANAGEMENT AND SCHOOL SAFETY POLICY KRS 160.345(2)(i)7

DISTRICT CODE

Yealey Elementary School follows the Boone County District Code of Conduct. During the first week of school, the principal, or principal's designee, will:

1. Provide each student with a copy of the Boone County Code of Conduct and A. M. Yealey School Handbook
2. Require each student to return a signed acceptance form that contains both the parents/guardian(s) and students signature indicating that all rules and policies have been read and agreed upon by all responsible parties.
3. Follow-up as need with any family/guardian(s) that have not returned signed document to ensure completion.

As students register after the beginning of the school year, the principal, or principal designee, will follow the same procedure for obtaining a signed document.

SCHOOL-WIDE RULES AND PROCEDURES

In addition to the district rules and procedures, Yealey Elementary will design and implement the PBIS (Positive Behavioral Interventions System) based on the needs assessment and goals set by our PBIS Team and our School Safety Plan in the following areas:

1. Assembly
2. Cafeteria
3. Hallways
4. Playground
5. Restrooms
6. Standard Classroom Safety
7. Buses
8. Arrival/Dismissal
9. Voice Choice Levels for specific areas
10. Field Trips and Presentations

*School-Wide Procedures will be posted in common areas.

CLASSROOM RULES AND PROCEDURES

Each teacher will:

1. Establish specific standards of conduct for his/her own classroom in alignment with PBIS.
2. Post rules and procedures in a way that all students have access to them.
3. Use specific instruction to teach rules and procedures to fidelity.
4. Provide continued instruction to new students enrolled throughout the year.
5. Utilize the Clip Up/Clip Down Chart to monitor behavior.

**SCHOOL SAFETY PLAN**

Yealey Elementary will maintain and up-to-date school safety plan, addressing issues identified by our stakeholders and issues required by state law. A copy of our current safety plan will be available on our school website.

Our SBDM Council, in accordance with our Assistant Principal, will review the implementation and impact of the Safety Plan once a year, on a schedule established at the first SBDM Council meeting of each year. Each check will include:

1. Reviewing overall trends in student disciplinary referrals and consequences.
2. Reviewing trends disaggregated by gender, race, disability and participation in free/reduced lunch.
3. Reviewing the status of each tier of PBIS implementation that should be started or completed by a timeline. Identifying any adjustments needed in the plan to ensure full progress toward the school’s safety, discipline, and procedure goals.

**POLICY EVALUATION**

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

First Reading: __________ Second Reading: __________ Date Adopted: __________

Date Reviewed or Revised 10-30-13 Council Chairperson’s Initials LLB

Date Reviewed or Revised __________ Council Chairperson’s Initials __________
POLICY 11 EXTRACURRICULAR PROGRAMS

CRITERIA FOR PROGRAMS
Yealey Elementary supports extracurricular programs based on the following criteria:

1. Contribute to the following Kentucky Learning Goals:
   - Becoming a self-sufficient individual
   - Becoming a responsible member of a family, work group, or community, including demonstrating effectiveness in community service.

2. Generate and maintain student interest as well as attract students currently not involved in extracurricular or service projects.

3. Encourage, enhance, and maintain equity, including but not limited to, a wide range of opportunities for both male and female students.

4. Have suitable adult sponsors and have appropriate adult supervision at all times.

PROGRAMS CURRENTLY OFFERED
Listed below are the extracurricular programs we currently provide. Additional programs will be approved and instituted based on their ability to meet the criteria listed in the first section of this policy.

1. Academic/Governor Cup Team (4/5 grades)
2. Odyssey of the Mind
3. Intramural Basketball (boys/girls)
4. Intramural Cheerleading
5. Student Technology Leadership Program (STLP)
6. Energy Team
7. Chorus
8. Boom-Whackers
9. Lego League
10. Brain Gym
11. PEP Fitness Clubs (various physical activities in 6 week sessions)
12. Drama Club

*All Extra-Curricular Programs/Student Jobs are included and held to the same eligibility guidelines.

STUDENT ELIGIBILITY
Students will be eligible to participate in extracurricular activities if they:
1. Fourth/fifth grade students will maintain a C average in each subject based on midterm and quarter report cards.

2. Have no discipline or homework detentions within one week prior to activity.

3. Were in attendance at school during the day of the activity.

4. Comply with rules established by the adult coach/sponsor for the activity.

5. Where applicable, meet any requirements set by the appropriate sponsoring or governing organization.

COACHES AND SPONSORS
Each extracurricular activity will be led by an adult coach or sponsor who has successfully completed a Kentucky State Background Check and meets any applicable requirement set in law, or by sponsoring or governing organizations. The coach or sponsor will be responsible for personally supervising or ensuring that all students are supervised by an adult while they are participating in an activity, including practice time and travel time where applicable.

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

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

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

First Reading: Second Reading: Date Adopted:

Date Reviewed or Revised 10-30-13 Council Chairperson’s Initials LLB

Date Reviewed or Revised_______ Council Chairperson’s Initials _______
POLICY 12 ALIGNMENT WITH STATE STANDARDS POLICY KRS 160.345(2)(i)8

ALIGNMENT NEEDS ASSESSMENT

Our yearly School Improvement Planning process will include:

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

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

POLICY EVALUATION

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

First Reading: Second Reading: Date Adopted:

Date Reviewed or Revised 10-30-13 Council Chairperson’s Initials LEB

Date Reviewed or Revised Council Chairperson’s Initials
POLICY 13 PROGRAM APPRAISAL POLICY (SIP) KRS 160.345(2)(i)8

Our yearly School Improvement Planning process at Yealey Elementary will include:

- Analyses of whether each of the programs is contributing adequately to helping all students meet state standards by reviewing Kentucky Core Academic Test results and other formative assessment results.

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

- Ongoing monitoring and evaluation of the implementation and impact of programs.

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

POLICY EVALUATION

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

First Reading: Second Reading: Date Adopted:

Date Reviewed or Revised 10-30-13 Council Chairperson’s Initials LLB

Date Reviewed or Revised Council Chairperson’s Initials
POLICY 14 PROCEDURES FOR STANDARD ALIGNMENT, TECHNOLOGY UTILIZATION AND PROGRAM EVALUATION KRS 160.345(2)(i) 9

Yealey Administrative Staff in partnership with Instructional Staff and SBDM Committee will utilize local school board policies to ensure a correlation for:

- Procedures for implementation and alignment of state standards
- Procedures for implementing technology throughout the instructional day and as an enhancement to instructional assignments
- Procedures for appraisal of programs to be implemented as instructional tools for teaching standards.

POLICY EVALUATION

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

First Reading: Second Reading: Date Adopted:

Date Reviewed or Revised 1-29 14Council Chairperson’s Initials LEB

Date Reviewed or Revised Council Chairperson’s Initials
POLICY 15 WELLNESS POLICY KRS 160.345(11)

SCHOOL GOAL

Yealey Elementary is committed to providing a school environment that promotes and protects children’s health, well-being, and ability to learn by supporting and instructing physical fitness, healthy eating, and overall student health.

PHYSICAL FITNESS

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

- Each student shall participate in physical education class every rotation.
- Each student shall have at least 20 minutes a day of supervised recess, preferably outdoors, during which the school staff shall encourage moderate to vigorous physical activity verbally. The school shall provide space and equipment to make that activity possible and appealing to students.
- Teachers shall make all reasonable efforts to avoid periods of more than forty minutes when students are physically inactive. When possible, physical activity should be integrated into learning activities. When that is not possible, students should be given periodic breaks during which they are encouraged to stand and be moderately active.
- Students shall not be deprived of recess or other physical activity as a consequence for behavior or academic performance unless all other types of privilege revocations do not work.
- Appropriate accommodations shall be made for students with special needs, as required by law and sound professional judgment.
- Our school shall assess students’ level of physical activity at least once a year. The council shall select an assessment tool by the start of each school year, and the physical education teacher shall develop a schedule for completing that assessment.
- PE classes have the same student/teacher ratio used in other classes.
- PE classes have access to adequate space both for inside and outside activities. Safety standards are in place for both.
- PE classes are taught by a certified licensed instructor and additional professional development opportunities are made available throughout the school year when necessary.
- Take 10 is addressed each year and supported by our Parent Teacher Association.
- Students are afforded additional opportunities in physical education and intramural sports each year at Yealey Elementary.
Specific Physical Activity Opportunities and Physical Education Curriculums
1. Physical Education Class (each rotation)
2. Daily Recess
3. Physical Activity Opportunities Before and After School
4. Sparks Program
5. Organ Wise Guys
6. HLC-Healthy Lifestyle Choices
7. Best Practices in Physical Education (see below)

A developmentally and instructionally appropriate physical education program promotes a physically active lifestyle. It accommodates a variety of individual differences such as cultural identity; previous movement experiences; fitness and skill levels; and intellectual, physical, and social-emotional maturity. Physical education incorporates Best Practices that encourage success for all students. Providing a safe and inclusive learning environment allows children to experience positive, challenging and enjoyable physical activity while learning about the benefits and importance of a physically active lifestyle.

In seeking to help develop healthy, physically educated citizens, programs reflect the national standards that a physically educated person:

- Demonstrates competency in many movement forms and proficiency in a few movement forms.
- Applies movement concepts and principles to the learning and development of motor skills.
- Exhibits a physically active lifestyle.
- Achieves and maintains a health-enhancing level of physical fitness.
- Demonstrates responsible personal and social behavior in physical activity settings.
- Demonstrates understanding and respect for differences among people in physical activity settings.
- Understands that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.

NUTRITION

Our school shall encourage healthy choices among students using the following methods:
- Our school shall implement the nutritional standards required by federal and state laws and regulations. Those rules apply to our food program and to other food and beverages available during the school day.
• Our Practical Living curriculum shall address the Practical Living Kentucky Core Academic Standards Aligned to National Physical Education Standards including health, consumerism, and physical education.

• Grade Level curriculum shall reflect an integrated concern for wellness, including connections to Science, Social Studies, and other subjects. The purpose of this link is to provide educational activities that coordinate the school health program as an underlying support for strong and healthy educational opportunities.

• SPARK HKC Balance My Day-Nutrition Education Curriculum is available for all Yealey students K-5 grade. PEP coordinator works with each class at least 2 times a month to provide instruction that is supported by this curriculum.

• Nutrition education is linked with our school food environment by utilizing such activities like MyPlate and Healthy Kids Challenge. Educational materials based on MyPyramid are available to use for creating lessons or activities to provide nutritional instruction for students at Yealey. This instruction provides opportunities for students to see classroom teachers as well as other adults in the building being role models for healthy behaviors through instruction. Students will also receive instruction in reading food labels which in turn will help them begin to understand the importance in making healthy choices of what to eat on a daily basis.

• The school environment will be aligned with healthy school goals to exhibit a positive influence for student’s nutritional choices. The school cafe will provide student’s a daily understanding and example of nutritional habits as they relate to eating and regular physical activity.

• All stakeholders will be provided nutrition information and links to relevant resources in the community through PEP newsletters, family involvement activities, and other modes of communication when appropriate. The food service director will be invited to family involvement nights and other appropriate times (example: Back to School Fair) to speak with parents and students about our cafeteria plans.

• Students are provided a daily written announcement of food choice through the monthly menu and daily written boards. Healthiest choices will be marked, such as fruits and vegetables, so that students can begin to weigh and evaluate their nutritional choices.
• Student Services will be utilized to offer school training to create, strengthen, or work within our committee to develop, monitor, review, and revise our Wellness Policy for nutrition. SBDM will review policy on nutrition yearly in May to ensure positive changes for the coming school year.

**Specific Nutritional Quality of Foods and Beverages Available**

Yealey will encourage healthy choices among students in considering:

• School Meals
• Summer Food Service Program
• Meal Times and Scheduling
• Qualifications of School Food Service Staff
• Sharing of Foods and Beverages
• Foods and Beverages Sold Individually
• Fundraising Activities
• Snacks/Rewards-nutritional in nature
• Celebrations-focus is on activities, rather than food.

• Yealey provides breakfast through the USDA School Breakfast Program. No student will be denied a healthy breakfast.
• Milk choices are 1% and skim with no chocolate milk offered.
• Yealey Elementary has a closed campus policy unless the Principal provides permission for students to leave during lunch. School schedule is designed to encourage participation in school meal program. Students have 30 minutes for lunch daily. Students are provided with cafeteria assistance so that the area is safe and pleasant during lunch time. Parents are allowed to visit during lunch time as long as they make a reservation 2 days prior to the date of attendance and no outside fast food is permitted to be brought.
• Students are permitted to drink water throughout the school day. Water bottles are allowed in the classroom and students have ample opportunities to replenish water if needed (at teacher’s discretion).

The provisions of this policy shall be implemented to comply with provisions required by federal law, state law, or local board policy. If any specific requirement above does not fit with those rules, the principal shall notify the council so that the policy can be amended to fit. The principal shall share this policy with the Kentucky Department of Education when KDE asks for this information.
POLICY EVALUATION

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

First Reading:     Second Reading:     Date Adopted:

Date Reviewed or Revised 1-29-14   Council Chairperson’s Initials LLB

Date Reviewed or Revised______ Council Chairperson’s Initials ________
WRITING POLICY

Students’ Writing Experiences

Students will have multiple opportunities to develop complex communication skills for a variety of purposes and with a variety of language resources by:

- Engaging in 3 categories of writing:
  1. Writing to learn
  2. Writing to demonstrate learning to the teacher
  3. Writing for publication
- Experiencing authentic, meaningful writing at all grade levels: planning, drafting, revising, edition, publishing, and reflecting upon writing.
- Experiencing writing in both on-demand and writing over time situations.
- Writing as a natural outcome of the content being studied in all curriculum areas.
- Reading and analyzing a variety of print and non-print materials (e.g. artwork (2D and 3D), photographs, electronic text, graphics, illustrations, web images, maps, multimedia) including persuasive, literary, informational, and practical/workplace materials. Use readings as models for student writing.
- Learning about and using 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 Guidelines

To provide multiple opportunities for students to develop complex communication skills for a variety of purposes, teachers will use the writing task menu to select writing tasks that will:

- Teach higher-order thinking skills.
- Assign three categories of writing: writing to learn, writing to demonstrate learning to the teacher, and writing for publication.
- Provide authentic, meaningful writing at all grade levels:
  - Writing for a variety of purposes and audiences.
Experiences that reveal ownership and independent thinking.
Writing in which students draw on their own experiences, learning, reading, and inquiry to complete writing tasks.

- Teach the writing process at all grade levels: planning, drafting, revising, revising, editing, publishing, and reflecting upon writing.
- Provide both on-demand and writing over time assignments.
- Incorporate writing as a natural outcome of the content being studied in all curriculum areas.
- Assign students to read and analyze a variety of print and non-print materials (e.g. artwork (2D and 3D), photographs, electronic text, graphics, illustrations, web images, maps, multimedia) including persuasive, literary, informational, and practical/workplace materials. Use readings as models for student writing.
- Provide appropriate resources for writing (e.g. personal interviews, observations, print materials, and technology) driven by different instructional purposes with different audiences for the student to consider.
- Allow student choice and exploration.

Schoolwide Structures and Monitoring

To ensure every student has a written communication folder 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:

- Create an ad-hoc committee from Curriculum and Instruction Committee to develop a written plan for implementing and monitoring the written communication folder.
- Ensure the plan includes guidelines for incorporating student and teacher use of technology tools.
- Ensure the implementation of the writing plan.
- Ensure that the council annually reviews, revises (if necessary), and approves the writing plan by May of each year.
- 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 written communication folder will help determine student performance in communication at each grade level.
- The procedures for reviewing and grading the written communication folder:
  o Each grade level will score their own written communication folders
  o The standards based scoring guide will be used by each grade level to help look for strengths and weaknesses.

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

First Reading: Second Reading: Date Adopted:

Date Reviewed or Revised 1-29-14 Council Chairperson’s Initials **ELL**

Date Reviewed or Revised_______ Council Chairperson’s Initials _______
POLICY 17 PARENT INVOLVEMENT NCLB TITLE I PART A SECTION 1118

Yealey Elementary will review the school’s written policy/plan with all stakeholders at a beginning of the year PTA meeting. Parents will be invited by school webpage, voice message through Global Connect and through a written invitation.

The meeting will include the following:
- Specific information on how the school works as a Schoolwide Title 1 Program.
- Explain Title 1 requirements
- Explain parent’s right to be involved in Title 1 decisions
- Review Parent Involvement Committee and opportunities for parents to become involved.
- Provide timeline for parents of Schoolwide Title 1 Program planning and review

All parents at Yealey Elementary will receive:
- Timely information on student performance
- Information on implementation of Common Core State Standards
- Information on curriculum used at school through Curriculum Nights at beginning of school year.
- Information on the assessments used at Yealey to measure mastery of standards

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

First Reading: Second Reading: Date Adopted:

Date Reviewed or Revised August 2013 Council Chairperson’s Initials LKB

Date Reviewed or Revised Council Chairperson’s Initials

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POLICY 18 HOMEWORK POLICY

Purpose:
The purpose of homework at Yealey Elementary School is to:

- Provide a student with an opportunity to independently practice and reinforce skills learned in class either that day, during a current academic unit, and/or is used as a review of previously learned skills/standards.
- Assist students in developing study skills needed in order to build endurance for learning outside of the school day.
- Assist students in developing a sense of self accomplishment and ownership in his/her learning.

Teacher Responsibilities

- Assigned homework will be reviewed and/or evaluated either by the classroom teacher(s) or the entire class and used as a tool to provide revision, reinforcement and/or extension of learning target, before being returned to student.
- Homework should be balanced with assigned at home projects in every content area.
- Assigned at-home projects* will have a due date that include at least two weekends of work time from the date of assignment.
- Only one at home project* can be assigned at a time across a grade level.
- During the state testing window, students will not be assigned homework for any of the week days Monday through Friday when testing occurs on any day that week.
- Unfinished classwork, which is a result of personally unmanaged time during class, will be expected to be completed above and beyond the time limits specified below. Teacher will notate in some manner what is unfinished classwork. If this becomes a consistent occurrence, a conference between the parent and the teacher is recommended.
- For incomplete or missing homework, Homework Recovery procedures will be followed.
- Students will receive a full credit for work completed when following Homework Recovery procedures.

*Project-assignments that require research and/or construction that is more in-depth than normal homework assignments. Teachers will provide a suggested timeline and a blank timeline for students that need to modify their timeline due to additional extra-curricular activities.

Time

Homework at Yealey Elementary should not be excessive in length relative to the age/grade/ability level. Homework should be balanced across the content areas in relation to the time maximums listed below for each grade level.

The following time frames are average guidelines for daily homework. (Individual student needs may exceed the number of minutes indicated below. Allowances may be made to accommodate student needs to insure academic success.)

- K-1 Students: Approximately 20 minutes of homework per day
- 2-3 Students: Approximately 30 minutes of homework per day
4-5 Students: Approximately 40 minutes of homework per day

*Above time allotments do not include time devoted to reading both independently and with parental support for both reading logs and AR goals.

Communication

Students in grades 1-5 at Yealey Elementary will be issued an agenda or a parent communication sheet to help organize and communicate homework to parents. If homework questions arise that cannot be solved through the agenda or communication sheet, the parents and the teacher should communicate for the benefit of the student’s achievement before it affects the student’s success.

Student Responsibilities

P.A.W.S of Homework

**Practice Safety:** Students will apply digital citizenship.

**Act Responsibly:** Students will share agendas or communication sheets with parent/guardian daily.
- Students will complete their assigned homework in the given timeframe.
- Students will ask an adult, home/school for help when not able to complete homework.
- Students will follow or design a timeline to complete projects.

**Work Hard:** Students will work hard and do their best to complete homework that is assigned.

**Show Respect:** Students will respect the purpose behind homework and complete assignments and projects as a way to develop work habits and study skills that will assist them in mastering content and standards.
Effective, a Homework Recovery (H.R.) Program will be instituted at Yealey Elementary. The purpose of this program supports our belief that homework should be immediate, additional practice of previously learned material and should help the student solidify understanding of standards. Homework also supports our belief that students need to develop self-reliance and time management skills. Homework Recovery Program is not detention, it is an avenue for assigned students to complete homework they have missed and it reinforces to our students that homework is important and purposeful at Yealey Elementary.

**Audience**

**K-1 Students:** Not included in program

**2nd Students:** Will begin program during the second semester of the school year.

**3rd-5th Students:** Included all school year.

**Responsibility Card**

All students in grades 2-5 will be issued a Responsibility Card which will be in the agenda. In the event of a missing or incomplete homework assignment, the teacher will sign the Responsibility Card. The homework is due the following day. If the homework is returned, no consequence is given. However, if the child does not return the homework, the Responsibility Card is signed a second time and classroom teachers may choose an in-school consequence. Each time an assignment is missing or incomplete during a quarter, the Responsibility Card is signed up to three times total. If a fourth missing assignment is had, the student will be assigned H.R. Every instance of missing homework thereafter constitutes another H.R. session for the remainder of that quarter.

**H.R. Program Guidelines**

- H.R. is assigned by the homeroom or content teacher. Teacher will notify parent of date and time.
- A classroom teacher or supervising adult will be present for H.R. sessions.
- If the student is not present for H.R., the H.R. teacher will contact the homeroom teacher.
- Two no shows to H.R. will constitute an after-school detention with the Detention Monitor.
- Students may receive a maximum of 5 H.R. sessions. (This constitutes 8 missing or incomplete assignments in a quarter.) The eighth occurrence will be an automatic Saturday School to be attended at Stephens Elementary School in Burlington. The same is true for every missing homework assignment following during any given quarter.
- Each quarter students will be given a fresh card and a clean slate. Homework Recovery sessions and reminders do not carry from one quarter to the next.
- If a child completes homework prior to their assigned H.R. They will not have to attend H.R., but the assignment still counts towards a possible Saturday School.
POLICY EVALUATION
We will evaluate the effectiveness of this policy through our School Improvement Planning Process.

First Reading: 8-22-13 (adhoc called)  Second Revision Reading: 9-26-13

Date Reviewed or Revised 9-26-13  Council Chairperson’s Initials LEB

Date Reviewed or Revised _____  Council Chairperson’s Initials _____
POLICY 19 PEANUT/NUT ALLERGY POLICY

Recognizing that ingestion or vapors from peanuts/nuts may cause life-threatening reactions in students with allergies to peanuts/nuts, it is necessary to have a policy to protect these students.

When determined that a physician has diagnosed a student or students at A.M. Yealey Elementary with a peanut/nut allergy the school will take the following precautions:

- All school personnel having direct contact with said student(s) will receive training on recognition of symptoms and use of an EPI pen.
- All breakfast/lunch/snack foods served by the school cafeteria will be peanut/nut free.
- There will be one designated table area in the cafeteria that is peanut/nut free.
- All classroom treats will be peanut/nut free and must be store bought or a list of specific ingredients must be provided.
- Students may eat peanut/nut products in the designated cafeteria area only.
- Students will wash hands when leaving the cafeteria at lunchtime.

POLICY EVALUATION

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

First Reading: 1-29-14  Second Reading:  Date Adopted:

Date Reviewed or Revised 1-29-14  Council Chairperson’s Initials LLB
Date Reviewed or Revised  Council Chairperson’s Initials
POLICY 20 CELEBRATIONS AND ACTIVITIES

Realizing the school population represents a variety of cultures and religions this policy attempts to provide an all-inclusive school-wide instructional program. Yealey will allow 3 celebrations each year:

**Fall Celebration** (school day nearest October 31st)

**Winter Celebrations** (day before the last day of winter break)

**Friendship Celebration** (school day nearest February 14th)

PARENT VOLUNTEERS

- Up to 4 parent volunteers may be needed for K-1 celebrations. * 2nd - 5th will not need parent volunteers for the above celebrations, but parents are invited to attend the outdoor parade during the Fall Celebration. *(explanation: In an effort to provide a safe/secure environment during celebration times the about # of volunteers for celebrations were determined. Currently there are over 30 homeroom classes. If 4 volunteers are permitted per classroom on one day we would need to sign-in and sign-out over 120 people. Each grade level has planned many opportunities for parents to participate in activities on their child’s specific grade level during the school year.)*
- Parents are invited to attend and volunteer for specific grade level events during the year.
- Parents may volunteer for events and field trips at Curriculum Nights. Parents are notified of events after Curriculum Night through classroom newsletters.
- PTA also plans many school events….and can use your support!
POLICY EVALUATION
We will evaluate the effectiveness of this policy through our School Improvement Planning Process.

First Reading: 1-29-14  Second Reading:  Date Adopted:

Date Reviewed or Revised 1-29-14 Council Chairperson's Initials LLCB

Date Reviewed or Revised ______ Council Chairperson's Initials _______
POLICY 21 FAMILY AND COMMUNITY ENGAGEMENT

An outline of the partnership between the students’ families and the local community to assist in the success of students.

Sharing clear information about each student’s progress with the student’s family to work together and inspire students. Offering practical suggestions to families on how they can support student learning at home.

TEACHER IMPLEMENTATION
Each marking period, teachers will provide each student’s family with:

- A report of the student’s progress
- A report on how each student with a disability is progressing toward the goals of his/her Individual Education Plan
- STAR scores will be shared with parents each semester
- A parent conference session available for each student in the Fall
- Assign homework compatible with Instruction Policy
- An e-mail address and/or telephone number to be used to communicate (when necessary) with student’s teacher

ADMINISTRATION IMPLEMENTATION

- Support the Parent/Teacher Association
- Provide on-going assessment reports to teachers at least twice per year.
- Work with teachers and guidance counselors to offer services and activities to benefit families and help them support their children.

Clear communication between the student’s family and the school staff will assist in the learning process.

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

First Reading: Second Reading: Date Adopted:

Date Reviewed or Revised 1-29-14 Council Chairperson’s Initials LLB

Date Reviewed or Revised_______ Council Chairperson’s Initials ________
POLICY 22 EXTENDED SCHOOL SERVICES (ESS)

Extended School Service to provide students with additional learning opportunities beyond the scheduled school day.

Extended School Services Program will provide assistance for students according to criteria.

TEACHER IMPLEMENTATIONS
Using the on-going assessments in our classroom assessment policy and other observations of student work, teachers will identify students who:
- Are not reading on grade level.
- Are not performing in the instructional program appropriate for their age range.
- Have difficulty sustaining their present level of performance and are determined ‘at risk’.

If the teacher and other stakeholders agree ESS would be an appropriate form of assistance, the student and the student’s parents shall be offered a proposal of the services to be provided, including:
- An explanation of how the program will help the student learn.
- An explanation of the activities that will be used to ensure that learning.
- A timeline for those activities.

While student is participating in ESS Program, the ESS Teachers will provide regular informal information to each participating student’s classroom teachers on the progress being made, and a formal report on the progress to the student, parents, and teachers at the end of each marking period. A copy will be placed in the student’s cumulative folder and given to the ESS Coordinator and Principal.

ADMINISTRATION IMPLEMENTATION
The administration will appoint an ESS Coordinator and work to coordinate how the Extended School Services Program will be carried out as well as review progress of students.

REVISION
Students will improve in the areas where ESS assistance were administered.

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

First Reading: Second Reading: Date Adopted:

Date Reviewed or Revised _____ Council Chairperson’s Initials ________

Date Reviewed or Revised _____ Council Chairperson’s Initials ________
POLICY 23 ASSESSMENT

How students learn will be measured and evaluated.

Assessment will be aligned with national and state standards.

TEACHER IMPLEMENTATION
- Scoring guides/rubrics will be shared with students prior to assessments.
- Meaningful feedback will be provided to students and parents following assessments.
- STAR Early Literacy will be administered to all K-1 students in the fall and any k-1 student that still needs that screening in Winter and Spring
- STAR Reading will be given to all 2-5 students in Fall/Winter/Spring and to K-1 students that show readiness for this screener
- STAR Math will be given to all 2-5 students in Fall/Winter/Spring and to first grade students that show readiness for this screener.
- All grade levels will administer On-Demand Writing prompts in narrative, informative or opinion at least 3 times a year.
- Following the release of KPREP data, the assessment committee will meet and decide if any additional ad-hoc committees need to be created to address areas of need.

ADMINISTRATION IMPLEMENTATION
- Schedule grade level meetings to review student progress and plan interventions/strategies/resources to assist students not reaching proficiency.
- Serve on Assessment Committee
- Share data from KPREP and other sources to faculty.
- Share data with Special Education and LEP teachers for the purpose of monitoring progress and determining needed interventions.

All stakeholders will continually monitor student progress and make recommendations for continuation, modification or additions to programs.

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

First Reading: August 2013 Second Reading: September 2013 Date Adopted: 9-26-13

Date Reviewed or Revised ______ Council Chairperson’s Initials LF BL

Date Reviewed or Revised ______ Council Chairperson’s Initials _______
POLICY 24 FACILITY USE

Use of School building after regular school hours.

PRIORITY
Requests will be considered in following order:

• Boone County Board of Education
• Educational programs that are extensions of classroom curriculum
• Teacher/PTA/parent sponsored events, club or team with a minimum membership of 50% Yealey students.
• Usage in compliance with Boone County Board of Education Policy

APPLICATION GUIDELINES

• Contact (email) the school Athletic Director (PE teacher) for available times
• Complete and sign the Boone County Board Contract (available in office)
• Provide a list of participants
• Provide a copy of your group’s insurance
• Designate a School Board Employee to be present

GUIDELINES DURING USE

• The gym will be available between the hours of 4 and 8:30 PM on days when school is in session
• Practice/meeting times will be limited to 1 hour per week
• Students may NOT leave the assigned area (restroom with adult supervision)
• Students must stay off gym stage and not enter other rooms
• NO items to be move/removed from area
• PLEASE leave the area looking better than when you arrived (Sponsor responsible)
• Understand all usage times are subject to change (every effort will be made to notify in advance, but not required)

POLICY EVALUATION

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

First Reading: Second Reading: Date Adopted:

Date Reviewed or Revised 1-29-14 Council Chairperson’s Initials LLB

Date Reviewed or Revised Council Chairperson’s Initials
POLICY 25 SCHOOL ANTI-BULLYING/HARRASMENT POLICY

Yealey Elementary School is committed to providing students with a safe and supportive learning environment. We do not condone harassment, intimidation, or bullying in any form and such behavior will result in immediate disciplinary action.

DEFINITION

Bullying is repeated and over time, conscious, willful, and deliberate intent, direct or indirect, to physically or psychologically intimidate or distress some else; repeated and over time physical, social, or verbal actions or intimidation toward another person with negative intent.

PROCEDURES

PBIS (Positive Behavioral Interventions and Supports) has been implemented at Yealey Elementary School in order to promote positive behavior and deter negative behavior including bullying and harassment.

School employees are required to report alleged violations of this policy to the principal or the principal designee. Students, parents, and visitors are encouraged to report to the principal or principal designee, any act that may be a violation of this policy for investigation.

CONSEQUENCES

Yealey Elementary School will enforce the PBIS protocols for behaviors, disciplinary, and/or remedial actions. When bullying/harassment patterns are identified, the district and state consequences will be followed.

A copy of the district policy and procedures regarding bullying/harassment can be found in the Boone County Schools Code of Conduct book.

POLICY EVALUATION

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

First Reading: 8-22-13  Second Reading: 9-26-13  Date Adopted: 9-26-13 LEB

Date Reviewed or Revised  Council Chairperson’s Initials

Date Reviewed or Revised  Council Chairperson’s Initials
POLICY 26 EMERGENCY PLAN

Yealey Elementary SBDM will adopt an emergency management plan (Emergency Plan) during the 13-14 school year that will include procedures for fire, severe weather, earthquake, and building and campus lockdown as required by KRS 160.345(2)(l)9, KRS 258.162 and KRS 158.164. The emergency plan shall set forth steps to prevent, mitigate, prepare for, respond to and recover from emergencies. First responders, for the purpose of this policy, include local fire personnel, local, county and/or state police personnel, and emergency medical personnel. The school principal will work with _________________, to coordinate the work with the first responders.

CONTENTS OF PLAN

The emergency plan shall include procedures required by this policy and address the following:

- Establishment of evacuation routes which shall be posted in each room
- Identification of severe weather safe zones that have been reviewed by the fire marshal/fire chief, which shall be posted in each room
- Practices for students to follow in an earthquake, fire, and severe weather
- Development and adherence to access control measures for school
- Procedures for lockdown of the building; local law enforcement shall be invited to assist in stabilizing lockdown procedures

DISTRIBUTION OF THE PLAN

Following adoption and after any revisions, the emergency plan and diagrams of the facility shall be provided to local first responders. Annually, the assistant principal is responsible for working with the district office to ensure that local first responders have a current diagram of the school that notes the evacuation routes, the severe weather safe zones and notations of the exterior and front entrance access points. Documentation of this distribution to first responders will be reported to the school council by October of each school year, maintained in the principal’s office, and a copy will be sent to the district office.

Due to the need to maintain student and staff safety and security, the emergency plan and diagram of the facility shall not be disclosed in response to any Open Records request. (KRS 158.162) The emergency plan may be disclosed to necessary school personnel, local first responders and to other persons with the permission of the principal.

TRAINING AND DRILLS

Prior to the first instructional day of school, the principal, or designee, shall discuss the emergency plan with all school staff. Staff members will receive an outline of the emergency
plan which includes their responsibilities during emergency situations. Documentation of
completion, including the time and date of the discussion and staff member signatures, will be kept on file at the school/district office.

The school shall conduct emergency response drills including the minimum below within the first thirty (30) instructional days of each school year and after winter break.
- One (1) severe weather drill
- One (1) earthquake drill
- One (1) building lockdown drill
- One (1) fire drill (Fire drills will be conducted in accordance with administrative regulations of the Department of Housing, Buildings and Construction.)

All drills shall follow, at a minimum, all local school board policies. Whenever possible, first responders shall be given notice of possible drills and invited to observe. The principal, or principal designee, is responsible for ensuring the implementation of these drills and reporting completion and problems noted during the drill to the district office for any remedial action needed.

**ANNUAL REVIEW**

At the end of each school year, the emergency plan shall be reviewed by the school council and first responders and revised as needed.

**POLICY EVALUATION**

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

**First Reading:** 1-29-14  **Second Reading:** 3-26-15  **Date Adopted:** 3-26-15

Date Reviewed or Revised  Council Chairperson’s Initials L.L.B

Date Reviewed or Revised  Council Chairperson’s Initials
Appendix
At Yealey Elementary, learning is not bound by the front and back covers of a textbook or the four walls of a classroom.

Consistency of our instructional program is achieved by integrated units created with the UbD process around grade level KCAS, embedded with arts, technology, and project-based learning and concluded with exhibits.

Instructional Strategies Embedded in all learning experiences:
- Marzano's 41 Strategies
- Interactive-Notebooks or travel journals for daily learning and units

LITERACY LIFESTYLE

**Reading**
Instruction is designed to promote students' hypothesizing, making connections, and transformations.

Methods:
- Daily 5 structure
- Great Books
- Close Reading Strategies
- Reading Powers

**Vocabulary**
Instruction designed for students to decode phonetics and meaning.

Methods:
- Marzano vocabulary strategies embedded in content areas
- Systematic Phonic Instruction
- Frayer Model

**Writing**
Instruction designed to allow students to demonstrate their thinking.

Methods:
- Writing to learn
- Writing to demonstrate learning
- Writing for publication
- Writer's workshop

PRO-MATH ATTITUDE

Instruction is designed to promote students' conceptual understanding of mathematical concepts while developing proficiency with procedures. This is accomplished through lessons designed to provide opportunities for students to engage in the practice standards and to demonstrate their understanding through justification.

Methods:
- enVision Math
- Number Talks
- Bar Model
- Context for Learning lesson structure

RELATIONSHIP

Relationships will be characterized by a general caring and respect for others. Guidelines are established to define and teach appropriate behaviors with a focus on positive behaviors.

Methods:
- PBIS policies and procedures
- Respect and rapport (PGES 2A)
- Professional Community (PGES 4D)
- Character Education through PBIS lessons
STUDENT OWNED ASSESSMENT

Assessment is used for learning and to demonstrate learning. Assessments are seen as a method of communication between students, families and the teacher; students showing the teacher where they are and teachers providing feedback to students/families that communicates and promotes progress towards the goals.

Methods:
- Quarterly Report Cards
- Mid-Term Reports
- Parent/Teacher conferences twice a year – possibly student led
- Student goal setting and tracking
- Student’s creating and using rubrics or grading criteria.

FAMILY-SCHOOL PARTNERSHIP

Families and schools as partners is critical to the success of the students. Families should be a part of the educational process whenever possible. Mutual respect should be demonstrated and a strong relationship should be the goal.

Methods:
- Parent Engagement
- Activities/Committee
- PTO
- Linking learning
- PAWS for parents/families
- Supporting Advocacy
- Family Resource Center
- Service Learning

Yealey’s YES – Professional Responsibilities

Yealey’s YES involves saying YES to these 5 statements:

1. I seek out challenging situations.
2. I have a growth mindset.
3. I value and appreciate working in a team.
4. I value feedback.
5. I get excited about teaching!

Methods:
- Positive participation in regular PLC meetings.
- Collaboration
- Active Participation in Yealey University.
- Guided by the PGES