

John G. Carlisle Elementary School

School Based Decision Making Policy Manual



Mission Statement of John G. Carlisle Elementary School

It is the mission of John G. Carlisle Elementary School, in cooperation with the community, to provide all students equal opportunities to achieve proficiency through engaging, rigorous instruction based on state/national standards.

We are dedicated to a comprehensive system of interventions and enrichments to ensure success.

We are committed to meeting each child's academic, social, and emotional needs through monitoring data and common assessments.

Mission Statement of Covington Independent Schools

To inspire and prepare our students to excel academically and personally.

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1.0 Alignment with State Standards, Technology Utilization and Program Appraisal

*District: Covington Independent Schools
Date Adopted: December 16, 2008*

*School: John G. Carlisle Elementary
Reviewed: June 8, 2015*

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

The school shall utilize technology in a manner that is consistent with local school board policy and state laws and regulations, and in ways that support and enhance student achievement.

The school shall appraise all programs in a manner that is consistent with local school board policy. Programs shall be appraised upon request of the school council by assigning the program appraisal to the appropriate school personnel who will be charged with the responsibility of collecting and analyzing data relative to the program and reporting their findings and recommendations to the school council. District personnel may be asked to assist with program appraisal. The goal of the program appraisal process is to evaluate the effects that a given program is having on student achievement so that the school council can make data-driven decisions as to the adoption or continuation of a particular program.

This school council policy shall also be consistent with the applicable indicators from the Standards and Indicators for School Improvement.

Signature of SBDM Council Chairperson_____

2.0 Enhancing Student Achievement

*District: Covington Independent Schools
Date Adopted: December 16, 2008*

*School: John G. Carlisle Elementary
Reviewed: March 9, 2015*

In order to meet Kentucky's learning goals and enhance student achievement, John G. Carlisle Elementary School will complete an annual analysis of the state assessment results. This analysis shall examine student performance levels by all students in all subjects. The final results of the analysis shall be presented to the school council. The school improvement plan will be modified to implement instructional strategies and programs that address any weaknesses or achievement gaps identified through the data analysis process. The council is responsible for approving the school improvement plan and monitoring its implementation. The school staff will follow the district policy on planning to ensure that all timelines are met and the plan is developed in accordance with district guidelines for planning set and board policy and state law. Written copies of the plan will be available for public inspection and there will be an activity facilitated by the principal to gather public and parent input and comments.

Signature of SBDM Council Chairperson_____

3.0 Staff Assignment

District: Covington Independent Schools
Date Adopted: May 12, 2008

School: John G. Carlisle Elementary
Reviewed: October 20, 2014

By June 1 of each year, the principal shall prepare a school staff assignment plan for the following school year, and shall present the plan to the school council for consultation on the plan. If any amendments are needed, a follow-up plan reflecting these amendments to the original plan shall be prepared by the principal and submitted to the council for consultation by August 1. All vacant positions, whether existing or new, shall be posted on the district website within one working day of the vacancy being declared so that existing teachers shall be informed of this circumstance. Teachers shall have three business days from the date of the posting on the website to inform the principal, in writing, of their request to be considered for reassignment to the vacant position. The reassignment of existing staff to positions within the school is at the discretion of the principal.

Signature of SBDM Council Chairperson _____

4.0 Instructional Materials and Budget

*District: Covington Independent Schools
Date Adopted: January 5, 2015*

*School: John G. Carlisle Elementary
Reviewed:*

Each year the school reviews the March 1st allocation from the local Board of Education. An ad hoc committee in collaboration with the school principal or designee, shall prepare a draft budget recommendation on school/classroom needs and the needs contained in the School Improvement Plan. The recommendation shall include information on all funds that are subject to council authority. The council will review the recommended budget to ensure that school, staff, and improvement needs have been satisfied in an appropriate manner. The school council will consider the recommendation and may discuss other options it deems necessary. The council will approve the budget by majority vote or consensus. The principal shall provide monthly year to date budget reports to the council.

Signature of SBDM Council Chairperson_____

5.0 Principal Selection

District: Covington Independent Schools
Date Adopted: Under review

School: John G. Carlisle Elementary
Reviewed: January 9, 2017

POLICY STATEMENT

When a principal vacancy occurs:

1. The superintendent or his/her designee will replace the outgoing principal and serve as chairperson of the school council during the principal selection process.
2. The superintendent or his/her designee will be a voting member of the council during the principal selection process.
3. All applications for the vacant principal's job will be given to all current council members.
4. The principal will be selected by the council, including the superintendent or his/her designee.

The new language of Senate Bill 12 also prevents any principal who has been removed from the position from being considered as a candidate for any principal's job in that district.

5. The school council shall obtain training in recruitment and interviewing techniques from a trainer(s) of their choice. The school council shall convene a special meeting for the purpose of receiving the training. This shall be completed prior to the beginning of the selection process. The names of the trainers shall be noted in the council minutes along with the dates and the times of the trainings.
6. The superintendent shall provide the school council with a list of qualified applicants. The council shall meet in closed session to review applications and references. Council shall discuss criteria and draft questions in open session(s). Date(s) shall be selected for interviews at a time when the council has agreed they can all be present. However, all scheduled interviews will take place when a quorum of the council is in attendance. The chair of the council will contact applicants to schedule interviews. Interviews shall be conducted in closed session.
7. At the conclusion of all interviews, the school council shall meet in closed session to discuss each applicant. (If more applicants are requested by council, the vice chair shall contact the superintendent). If no additional candidates need to be requested, the school council shall make a tentative decision as to the applicant

they select to become their school's principal. Council will then contact this applicant through the superintendent to be sure that the applicant will accept the position if it is offered to him or her. With this assurance, the council shall then finalize the decision in open session so that the superintendent can complete the hiring process.

8. In the event the selected applicant cannot be immediately reached, the superintendent, at council's discretion, shall be responsible for contacting this applicant. Once the applicant accepts the principal position, the superintendent shall contact the school council members to notify them that the position has been filled.
9. The school council shall follow district policy, working with district human resources to notify the other applicants of council's decision.
10. Principal selection shall be announced and the candidate introduced at the next regularly scheduled council meeting. The chair may call a special meeting for the purpose of making this announcement.

This school council policy shall also be consistent with the applicable indicators from the Standards and Indicators for School Improvement.

Signature of SBDM Council Chairperson: _____

6.0 Consultation of School Vacancies

*District: Covington Independent Schools
Date Adopted: December 16, 2008*

*School: John G. Carlisle Elementary
Reviewed: January 5, 2015*

After determining that a vacancy has occurred, the principal will notify the Personnel Offices of the vacancy and have the vacant position posted. Once the vacancy has been posted, the principal will screen applications and determine which applicants are the most qualified for the position. All council members may participate in the interviews for any vacant position. The principal will set up the interviews after making every effort to include all Site Based members. After interviews are complete, the principal will consult with the council and make the final decision based on the applicant the principal believes will contribute the most to the success of the school's students. The principal will then notify the superintendent of his or her choice.

** Consultation Under Emergency Situations: If the principal calls a meeting for consultation with the council and less than a quorum of the members are available, the quorum will be redefined as the council members who are able to attend.

Signature of SBDM Council Chairperson_____

7.0 Curriculum

*District: Covington Independent Schools
Date Adopted: December 16, 2008*

*School: John G. Carlisle Elementary
Reviewed: February 9, 2015*

The John G. Carlisle School Council shall adopt the curriculum of the Covington Board of Education as the curriculum that shall be implemented at the school. It is our opinion that this curriculum is aligned with state standards and is appropriate for our instructional needs. The Curriculum Committee, in collaboration with the principal, is responsible for any subsequent amendments to the adopted curriculum and shall bring such recommendations to the council for possible approval. Issues related to the curriculum shall be reviewed and discussed by the curriculum committee and the principal and possible recommendations can be made to the council for consideration of adoption or modification. The school council policy shall also be consistent with the applicable indicators from the Standards and Indicators for School Improvement.

Signature of SBDM Council Chairperson _____

7.1 Homework

District: Covington Independent Schools
Date Adopted: December 16, 2008

School: John G. Carlisle Elementary
Reviewed: February 9, 2015

Assigned homework will reinforce instruction that has taken place in the classroom. It will not introduce new or unfamiliar concepts or skills. It may include long term or independent assignments. Homework shall always be developmentally appropriate for students. Rewards for homework completion and consequences for not doing homework will be left to the discretion of the teacher and principal.

The appropriate ranges of time spent per night on homework are as follows:

<u>Grade</u>	<u>Length of Homework</u>
K	15-20
1-2	30-40
3-5	40-60

Signature of SBDM Council Chairperson _____

8.0 Student Assignment

*District: Covington Independent Schools
Date Adopted: June 11, 2012 Revised*

*School: John G. Carlisle Elementary
Reviewed: December 8, 2014*

The goal of this policy is to ensure that every student has the greatest opportunity to be successful. Teachers within a grade level, working in collaboration with the principal, shall prepare assignments for current students to classes for the following school year by June 1st. These assignment ratios shall be presented to the principal for consideration, amendment, and approval by the school council before the first day of the school for the upcoming school year.

The following criteria should be considered when preparing student assignments:

- a. Male/Female Ratio
- b. Ethnicity/ESL Status
- d. IEP (Specify Eligibility, LRE, & Goals)
- e. Student's Academic Skill Level Ratio (above average/average/below average)
- f. Behavior/Emotional Needs of Student
- g. Number of classes at that grade level
- h. Which classrooms had students with IEP's the previous school year.(Principal discretion)
- i. Number of classrooms at that grade level
- j. Parent requests may be considered as part of the process if requested and submitted to the principal in writing.

Signature of SBDM Council Chairperson_____

9.0 School Schedule

District: Covington Independent Schools
Date Adopted: December 16, 2008

School: John G. Carlisle Elementary
Reviewed: October 20, 2014

The school council shall form an ad hoc scheduling committee each year in January. This committee, working in collaboration with the school principal, shall develop a proposed school schedule by June 1 and shall present it to the school council for approval at the June Council meeting. The school council shall either approve or amend and approve this schedule. If the school council has not approved a schedule by the August Site Based Meeting, the principal shall develop and implement a school schedule. Also, it shall be the responsibility of the principal to ensure that interruptions during instructional time do not occur unless there is an emergency situation in the school as provided by the School Safety Plan.

Signature of SBDM Council Chairperson_____

10.0 School Space Use

*District: Covington Independent Schools
Date Adopted: December 16, 2008*

*School: John G. Carlisle Elementary
Reviewed: October 20, 2014*

By the June Site Based Decision Making Council Meeting, the principal shall prepare a draft for a school space use plan and present the plan to the school council for approval. The school council may amend the plan when necessary. The principal shall implement the plan subsequent to the approval of the school council if the school council does not approve the school space plan by the August Site Based Decision Making Council Meeting.

Signature of SBDM Council Chairperson_____

11.0 Instructional Practices

*District: Covington Independent Schools
Date Adopted: December 16, 2008*

*School: John G. Carlisle Elementary
Reviewed: April 13, 2015*

Faculty, in collaboration with the principal, shall select the appropriate instructional practices to be utilized in their classroom to ensure that the school's curriculum is fully implemented. Best practice instructional practices and strategies must be included in lesson plans and monitored by the principal. The school council policy shall also be consistent with the applicable indicators from the Standards and Indicators for School Improvement.

Signature of SBDM Council Chairperson_____

12.0 Discipline and Classroom Management

District: Covington Independent Schools
Date Adopted: May 12, 2014

School: John G. Carlisle Elementary
Reviewed: November 10, 2014

The faculty and principal shall implement the district code of acceptable student behavior and discipline. Copies of the district code of acceptable student behavior and discipline shall be distributed in a timely manner each year to all staff, students, and parents. Administration and faculty will implement and follow the philosophy of the CHAMPS and Foundations program to create a positive and proactive approach to classroom management. The school council shall determine if the school needs additional discipline and classroom management measures. An Ad Hoc committee, in collaboration with the principal or designee, shall recommend additional discipline and classroom management measures to the council for approval only if they are consistent with the district code of acceptable behavior, and discipline, the school safety plan, and all state and federal statutes and regulations.

Signature of SBDM Council Chairperson_____

13.0 Extracurricular Activities

*District: Covington Independent Schools
Date Adopted: December 16, 2008*

*School: John G. Carlisle Elementary
Reviewed: April 13, 2015*

By the September Site Based Decision Making Council meeting of each year, the principal shall prepare a list for council approval of the extracurricular programs to be implemented in the school for the upcoming school year. Additional extracurricular programs to be implemented shall be presented by the principal to the council for approval prior to their implementation. The extracurricular sponsor shall determine student participation standards, to be consistent with any criteria set by the local, state, or national sponsor of the program and consistent with state and federal statutes and regulations.

This school council policy shall also be consistent with the School Safety Plan and the applicable indicators from the Standards and Indicators for School Improvement.

Signature of SBDM Council Chairperson_____

14.0 Student Welfare and Wellness

*District: Covington Independent Schools
Date Adopted: April 16, 2012*

*School: John G. Carlisle Elementary
Reviewed: January 5, 2015*

The Health and safety of pupils shall be a priority consideration in all Board decisions. The Covington Independent Public School District is committed to providing school environments that promote and protect student health, well-being, and ability to learn by supporting healthy eating and physical activity.

Therefore, it is the policy of the Covington Independent Public School District that:

NUTRITION EDUCATION AND WELLNESS PROMOTION

1. The school district will engage students, parents, teachers, food service professionals, health professionals, and other interested community members in developing, implementing, monitoring, and reviewing District-wide nutrition and physical activity policies.
2. Schools will provide sequential and interdisciplinary nutrition education to foster lifelong wellness at each grade level. Nutrition education will be integrated into other areas of the curriculum such as math, science, language arts, and social studies.
3. Schools will link nutrition education activities with coordinated school health program areas such as health education, physical activity, and parental and community involvement.
4. Schools will provide nutrition education lessons that cover skills-based learning, such as reading a nutrition facts label.
5. Staff will be encouraged to model healthy eating and physical activity as a valuable part of daily life.
6. The healthiest food choices will be more prominently displayed to encourage students to make healthy choices.
7. Education materials will be free of brands and illustrations of unhealthful foods.

USDA CHILD NUTRITION PROGRAM AND SCHOOL MEALS

1. Foods and beverages sold or served at school as part of the School Breakfast Program, National School Lunch Program or Summer Food Service Program will meet the nutrition recommendations of the *U.S. Dietary Guidelines for Americans* (i.e. school meals will include fruits and non-fried vegetables daily, only fat-free and 1% milk will be served).
2. Schools will accommodate the religious, ethnic, and cultural diversity of the student body in meal planning and will provide clean, safe, and pleasant settings with adequate time for students to eat lunch (20 minutes) and to eat breakfast (10 minutes).
3. The district will ensure that professional development in the area of food and nutrition is provided for food service managers and staff.

4. The district will share and publicize information about the national content of the meals with students and parents.

NUTRITION STANDARDS FOR COMPETITIVE AND OTHER FOODS/BEVERAGES

1. Food and beverages **sold** during the **school day**, including vending, concessions, a la carte, fundraisers, and student stores shall be in compliance with current federal and state regulations and Board Policy 07.111.
“School day” means the period of time between the arrival of the first student at the school building and the end of the last instructional period.
2. All students in the District will have access to affordable, nutritious, and appealing foods as part of the Federal School Meal Programs (the School Breakfast Program, National School Lunch Program [including after-school snacks], and Summer Food Service Program).
3. Rewards given to students shall be other than food/beverage items. Food rewards/incentives will not be used in classrooms to encourage student achievement or desirable behavior, unless it is detailed in a student’s Individualize Education Plan (IEP). Classroom celebrations will focus on activities, rather than food. If food is served, it must follow school food celebration guidelines.
4. Foods sold through vending machines shall be limited to water, 100% fruit juice and shall contain no more than 30% of total calories from fat (exceptions: reduced fat cheese, nuts, and nut butters).
5. School stores shall be in compliance with Senate Bill 172. Food and beverage items will not be sold at school stores.
6. A la carte food and beverage sales will be limited to water, 100% juice, and fresh fruits or vegetables.
7. Beverages sold outside the school meal program must have no more than 40% of total calories/total weight from sugar (no more than 10 grams per serving).
8. Each snack food item sold individually must have no more than 200 mg of sodium per serving.
9. Individually sold snack items must have no more than 200 calories per package.
10. When a whole food alternative is available, it will be used instead of a processed food.
11. Approved beverages are milk, milk products, 100% juice, and water. Serving sizes are as follows: water – any size; milk-8 ounces; and 100% juice-4 ounces for elementary and middle school students, 8 ounces for high school students.
12. Schools will offer fat-free and skim milk where beverages are sold and served.
13. Students will have access to free, safe, and fresh drinking water throughout the school day.
14. If food items are sold for fundraising, they shall meet the District’s Nutrition Standards.

PHYSICAL EDUCATION AND PHYSICAL ACTIVITY

1. Schools will provide sequential and interdisciplinary physical education to foster lifelong wellness at each grade level.
2. All students in grades 1-5 will be scheduled for physical education instruction in accordance with state law. All students in grades 6-8 and 9-10 will participate in the

- instruction program of physical education. Physical education in grades 11-12 is an elective.
3. Elementary students shall receive 150 minutes per week of physical education instruction, per NASPE guidelines. Middle school students shall receive __ minutes per week of physical education instruction. High school students shall receive __ minutes per week of physical education instruction.
 4. Physical education classes will have the same student/teacher ratios used in other classes.
 5. The physical education program shall be provided adequate space and equipment and conform to all applicable safety standards.
 6. Physical education classes will be taught by a licensed instructor.
 7. Physical education staff shall receive adequate training in PE and receive professional development on a yearly basis.
 8. Physical education credit will not be given for participation in sports. Sports, recess, and academic activities may not take the place of physical education.
 9. Participation in intramural sports, or other structured physical activity before or after school, will be an option for all students.
 10. School facilities will be made available outside of school hours for physical activity programs offered by community-based organizations.
 11. Staff members shall not deny participation in recess or other physical activity opportunities as a form of discipline or punishment, unless the safety of students is in question.
 12. All elementary students will have daily recess.

EVALUATION

1. The Superintendent/designee will monitor compliance with this and related policies. At the school level, the Principal/designee will monitor compliance with those policies in his/her school and will report on the school's compliance as directed by the Superintendent/designee.
2. School administration will ensure compliance with district wellness policy standards by the end of the first quarter of the school year.
3. The wellness committee (Healthy Covington Task Force) will meet at least two times annually to review, monitor, and evaluate the implementation of the school wellness policy, student health outcomes, and the effectiveness of programs and program elements.
4. The wellness committee will prepare a report annually for the Superintendent, evaluating the implementation of the policy and regulations and include any recommended change or revisions.
5. The wellness policy will be revised as necessary by the wellness committee.

Signature of SBDM Council Chairperson _____

15.0 Parent Involvement

*District: Covington Independent Schools
Date Adopted: December 16, 2008*

*School: John G. Carlisle Elementary
Reviewed: March 9, 2015*

The school realizes that parents play an integral role in assisting their child's learning. We encourage parents to be actively involved in their child's education at school and become full partners in the school planning process and operations that are consistent with the parent involvement goals of Title I schools and the Comprehensive School Improvement Plan.

I. Parent Involvement Meetings

The school shall convene an annual meeting at a convenient time to which all parents/guardians shall be invited and encouraged to attend to inform them of the school's participation under Title I, explain the right of parents to be involved and to be encourage their involvement in the planning, review, and improvement of the school's Title I programs and parent involvement policy.

The building principal/designee will:

- Invite parents/guardians of participating children to the annual meeting and to other meetings held during the school year.
- Provide and overview of Title I and the programs the school provides under Title I.
- Explain the rights of parents/guardians to be involved in developing and reviewing the school's parent involvement policy, including the school-Parent Compact.
- Provide a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet.
- Give parents/guardians an opportunity to ask questions and engage in informal discussion about student achievement and school performance.
- Parents may also request regular meetings with school staff to make suggestions and to participate, as appropriate in decisions relating to the education of their child. The school will respond to any such suggestions as soon as practical.
- Invite parents/guardians to participate in the planning, review and improvement of programs under Title I and the school-parent involvement policy and establish a schedule for this activity.
- Invite parents/guardians to serve on the Parent Advisory Committee and/or other school or district level Title I committees.
- Engage school-based parent organizations in outreach to parents/guardians of students participating in Title I.

- Arrange for Child Care so that parents/guardians who would otherwise be unable to attend may do so.

II. LEARNING PARTNERSHIP AGREEMENT

The Learning Partnership Agreement describes how parents, school, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will develop a partnership to help children achieve state academic standards.(Please see attached Learning Partnership Agreement).

This school council policy shall also be consistent with the applicable indicators from the Standards and Indicators for School Improvement.

Signature of SBDM Council Chairperson_____

16.0 Committees

District: Covington Independent Schools
Date Adopted: May 13, 2013

School: John G. Carlisle Elementary
Reviewed: May 11, 2015

Standing and Ad Hoc committees are formed and dissolved by the school council as needed. Standing and Ad Hoc committees shall serve as a resource to the council for gathering input, data, and information for making council recommendations and decisions. Committee membership is open to all interested persons, including school staff, students, parents, and community residents. However, all staff shall serve on at least one standing committee. Committee chairpersons shall be appointed by the principal. Committees shall carry out tasks assigned to them by the school council and may also bring issues of concern or interest to the school council. Committee chairs or their designee will report as requested by the school council. Committees will follow the record keeping procedures used by the school council. All committee minutes are to be forwarded to the principal within three(3) days of the committee meeting, and the principal will maintain records of the minutes.

Standing Committees for John G. Carlisle Elementary School shall include:

Program Review Sub Committees
Writing
K-3
Practical Living
Arts and Humanities
World Language

Signature of SBDM Council Chairperson_____

17.0 Professional Development

*District: Covington Independent Schools
Date Adopted: December 16, 2008*

*School: John G. Carlisle Elementary
Reviewed: December 8, 2014*

The principal shall ensure that the professional growth and development needs of staff are included in the school improvement planning process, and the appropriate objectives and strategies are included in the school improvement plan to provide for these needs for the coming school year. The principal shall also be responsible for ensuring that the school plans its professional development activities in coordination with the district's professional development coordinator. These activities may also be coordinated with other schools within the school district.

Approval of the school improvement plan will also constitute approval of the professional development offerings for the coming school year. Participation in professional development that is not related to the school's improvement plan may not be approved by the principal unless there is a specific need that is identified in the individual's evaluation and/or professional growth plan.

This school council policy shall also be consistent with the applicable indicators from the Standards and Indicators of School Improvement.

Signature of SBDM Council Chairperson _____

18.0 Textbooks

*District: Covington Independent Schools
Date Adopted: December 16, 2008*

*School: John G. Carlisle Elementary
Reviewed: January 5, 2015*

Each year an Ad Hoc Textbook Committee shall be formed by the principal. This committee shall complete a recommended textbook purchase plan that specifies which textbooks and/or instructional materials should be adopted for the current cycle. The council will consider the proposed textbook adoption plan and may discuss other options. The school council will approve the final purchase plan by majority vote or consensus. The plan shall be approved on or before the May Site Based Decision Making Council meeting. The plan shall utilize funds within the textbook state allocation and/or other funds approved by the council.

Timeline:

September 20 th	State Commission approves and publishes the state multiple list.
October/November	State associations/vendors exhibit at conferences
November 15 th	On line consumer guide available
November/December	Request samples from publishers. Vendor information is a part of the consumer guide.
January/February	Tentative textbook allocation from KDE
March/April	Official allocations from KDE
May Site Based meeting	Approve final plans
May Board meeting	Submit approved textbook plan to the Board of Education

Signature of SBDM Council Chairperson_____

**19.0 Determining the Number of Persons to
be Employer in Each Job Classification**

*District: Covington Independent Schools
Date Adopted: December 16, 2008*

*School: John G. Carlisle Elementary
Reviewed: February 9, 2015*

Each year after the school receives the March 1st allocation from the local board of education, the school council will meet in an open meeting to decide the number of persons in each job classification at their school for the following school year. To accomplish this, the principal may bring a recommendation to the school council each year for their consideration or conduct a meeting for the purpose of discussing the staffing recommendations if requested by the council. The council will consider the principal's recommendation, and discuss options for the school in an open meeting. The council will approve the allocation by majority vote or consensus.

Signature of SBDM Council Chairperson_____

20.0 Primary Program

*District: Covington Independent Schools
Date Adopted: April 15, 2013*

*School: John G. Carlisle Elementary
Reviewed: May 11, 2015*

The primary program at John G. Carlisle Elementary School will include the following attributes.

- Developmentally appropriate practices which include an integrated curriculum , use of manipulatives, varied instructional strategies that addresses the social, emotional, physical, aesthetic, and cognitive development of children, and flexible grouping and regrouping for instruction.
- Multi-age/Multi-ability classrooms which will allow for flexible grouping and regrouping of children of different age, sex, ability who may be assigned to the same teacher more than one year.
- Continuous progress- A student's unique progression through the primary program at his/her own rate as determined by authentic assessment, without comparison to the rate of others.
- Authentic assessment that occurs continually in context of classroom involvement and reflects actual learning experiences. Authentic assessment is documented through observations, anecdotal records, portfolios, journals, work samples, conferences and other methods.
- Qualitative reporting methods- Ongoing communication of student progress through the primary program using a variety of reporting formats.
- Professional teamwork- All staff in the primary program communicate and plan on a regular basis and use a variety of instructional delivery systems such as team teaching and collaboration.
- Positive parent involvement- In order for students to be successful in the primary program a positive partnership must be formed between home and school and school and community with continuous communication.

The principal shall complete the annual demographic survey of primary programs as required by the Kentucky Department of Education.

Signature of SBDM Council Chairperson_____

21.0 Writing Policy

*District: Covington Independent Schools
Date Adopted: January 5, 2015*

*School: John G. Carlisle Elementary
Reviewed:*

John G. Carlisle Writing Policy

The John G. Carlisle Site Based Decision Making Council will utilize the following writing policy to ensure that writing rules and guidelines are developed and that the implementation of the school's writing program is aligned with the Kentucky Core Academic Standards and provides students a variety of writing opportunities. This policy shall be revised annually based on writing assessment results and writing program reviews.

Administrative Responsibilities:

- Develop a monitoring system and timeline to provide feedback to grade levels teams for instructional purposes
- Assess and provide professional development in the areas writing
- Provide collaborative planning time for the analysis of student writing
- Review writing assignments prior to administration to ensure rigor and congruency to the Kentucky Core Academic Standards
- Ensure that all teachers are using Kentucky Core Academic Standards for analyzing student writing
- Supervise the collection and movement of final portfolios
- Ensure that the writing curriculum is aligned vertically and horizontally
- Ensure that final portfolio contents are analyzed for individual, class and schoolwide strengths and weaknesses and utilize this information to inform writing practices and identify professional development needs
- Implementation and Impact checks will be reported to the Site Based Council twice annually to ensure the effective implementation of the school writing policy.

Teacher Responsibilities:

- Provide students the opportunities to write to learn, and to demonstrate learning across all content areas i.e. ICN entries, note taking, open response, admit slips, exit slips, blogs, wiki entries, research projects
- Plan writing opportunities to allow students to write for a variety of purposes such as writing to narrate, inform, describe or persuade (the purposes found in on-demand writing assessments) and to use writing to effectively communicate verbally
- Provide students with opportunities publish written work within the classroom, the school and beyond

- Complete grade level focus pieces to be included in the writing working folders
- Administer common grade level on-demand summative assessments
- Communicate writing expectations to parents by integrating the writing process into the literacy Family Fun Nights
- Provide students the opportunity to use technology (webcams, podcasts, flip cameras, etc.) to enhance their writing and to create products unique to their communication needs
- Allow students the opportunities to share their writing in a variety of forums, e.g. classroom presentations, communicating via technology, parent meetings, public meetings, school websites
- Allow students the opportunities to conference with peers and adults and to revise their work based on the 6+1 writing rubrics creating more effective written communication
- Provide students opportunities to reflect on writing and how their writing has improved
- Model all types of writing for students i.e writing to learn, writing to demonstrate learning and authentic writing, etc
- During conferencing to decide on final portfolio pieces, teachers will ensure that student choice is considered in final selection

John G. Carlisle
Communication Portfolio Focus Pieces
K-5

The table below outlines the minimum number of required published pieces to be included in all student *communication portfolios* by the end of the school year. Utilizing student interest when possible, teachers will plan a variety of writing opportunities for a variety of purposes. Students will have access to these portfolios and use them as a resource for their final writing piece-the Portfolio Reviewer Letter.

All communication portfolios are due May 8th-boxed and turned in for next grade level teacher.

***pieces to be analyzed**

Piece	Possible Evidence	K-2 (5 total)	3-5 (7 total)	Due Date for Analysis
*Narrative	Contest entry, poetry piece, fictional work, personal narrative	1	1	Friday, Dec. 19 th
Persuasive	On demand, Persuasive letter, Editorial (3-5)	2-one is on-demand	3-one is on-demand	EOY
*Informational Piece using research and technology	How-to Informational piece	1	2	Friday, March 27 th
Portfolio Reviewer Letter Reflecting on growth as a writer	Using portfolio as a resource	1	1	EOY

Program Review Evidence/Student Selections for additional portfolio pieces

The table below illustrates natural outcome writing evidence to be collected for program review submissions throughout the year, as well as possible student selections for additional portfolio evidence. **In addition to these pieces, each grade level will need to submit one completed student portfolio as evidence by final PR due date.**

Pieces	Possible Evidence	K-2	3-5
Writing to Demonstrate Learning	Any assessment on which they wrote-can also come from specials areas	One per content (4)	One per content (4)
Writing to Learn in Content Areas	ICNs, notes, specials writing	One per content (4)	One per content (4)
Speaking and Listening	Rubrics developed for performances, class speakers Can come from any content-specials areas	1	2

22.0 Emergency Plan Policy

District: Covington Independent Schools
Date Adopted: October 24, 2013

School: John G. Carlisle Elementary
Reviewed: June 8, 2015

STATUTORY AUTHORITY – KRS 160.345(2)(i)9 and KRS 158.162

The principal, in consultation with parents, teachers, other school staff, and local first responders, will collaboratively develop the school's emergency management plan as a way to develop and document efforts to prevent, mitigate, prepare for, respond to and recover from emergencies. The emergency management plan will include procedures for fire, severe weather, earthquake, and building lockdown as specified in Kentucky statutes and regulations. The plan, which must be adopted by the council and implemented, will include, but not be limited to:

- Establishment of primary and secondary evacuation routes which must be posted in each room by each doorway used for evacuation;
- Identification of severe weather safe zones that have been reviewed by the fire marshal/fire chief, which must be posted in each room;
- Practices for students to follow in an earthquake;
- Development and adherence to access control measures for each school building, which may

include (but not be limited to):

- o Controlling access to exterior doors during the day
- o Controlling front door access electronically or with a greeter
- o Controlling access to individual classrooms
- o Requiring visitor check-in with identification and purpose provided, and
- o Display of visitor's badge on outer clothing; and
- Practices for students to follow in case of fire that are consistent with administrative regulations of the Department of Housing, Buildings and Construction.
- Procedures for lockdown of the campus

Local law enforcement shall be invited to assist in establishing lockdown procedures.

Following adoption, the emergency plan and diagrams of the facilities will be provided to appropriate first responders. First responders, for the purpose of this policy, include local fire personnel, local, county and/or state police personnel, and emergency medical personnel. Due to the need to maintain student and staff safety and security, the emergency plan and diagram of the facility will not be disclosed in response to any Open Records requests.

Prior to the first instructional day of school, the principal, or designee, will present and review all emergency procedures with all staff. Documentation including the time and date of the review will be kept on file at the school with a copy sent to the district office to document completion. Documentation may include methods such as a sign-in sheet that includes the

printed name of each staff member (all certified and classified staff), the signature of the staff member and the date and time of the review.

Within the first thirty (30) instructional days of the school year and again during the month of January, the school will conduct one (1) severe weather drill, one (1) earthquake drill, and one building lockdown. Fire drills will be conducted in accordance with timelines, procedures and requirements outlined in the DHBC regulations. Whenever possible, first responders shall be given notice of possible drills and invited to observe. The principal is responsible for ensuring the implementation of these drills and reporting completion and problems noted during the drill to the school council and to the district central office for any remedial action needed.

At the end of each school year, the emergency procedures are to be reviewed by the school council (or designated school council committee with report to the school council) and first responders and revised as needed.

Annually, the principal is responsible for working with the central office to ensure that all local first responders have a current diagram of the school that notes the primary and secondary evacuation routes, the severe weather safe zones and notations of the exterior and front entrance access points. Completion will be reported to the council and documentation maintained in the principal's office.

A comprehensive diagram of the school showing primary and secondary evacuation routes will be posted at each school doorway prior to the first instructional day of school. Identified severe weather safe zones which have been identified and reviewed by the local fire marshal or fire chief will be posted at each school doorway prior to the first instructional day of school.

Possible access control methods that may be included in council policies as desired, are outlined below:

- All exterior doors must remain locked at all times.
- All visitors must enter through the posted front entrance.
- The front entrance must remain secure with electronic access only.
- All visitors must use the "buzzer" and be recognized prior to gaining access to the reception area
- The principal is responsible to ensure that trained personnel monitor the front entrance at all times. At no time during the school day are students allowed to monitor the front entrance or the reception area.
- All visitors must report to the front office, provide photo identification, state the purpose of the visit, and wear a school-specific badge on the outermost garment during the entire visit. Upon

leaving, all visitors must report back to the front office.

The office must keep an accurate log of each visitor, the date and time of the visit, the purpose of the visit, and with whom they visited.

All classrooms must remain locked during instruction time.

Doors must remain closed during instruction time.

During class changes, teachers must stand by their classroom door and monitor hallways.

The principal is responsible for ensuring classroom access in the event of a substitute teacher.

Signature of SBDM Council Chairperson_____

23.0 Program Review Policy

*District: Covington Independent Schools
Date Adopted: January 13, 2014*

*School: John G. Carlisle Elementary
Reviewed: May 11, 2015*

Program Review Process:

- The Program Review Committees will be comprised of all certified and classified staff.
- Each Program Review Committee member will serve on one Program Review team: Arts and Humanities, Practical Living, Writing, K-3, and World Languages.
- The committee members will be reflective of their expertise, interest and need.
- Committee chairs will be identified by the principal.
- Committees will be responsible for identifying and/or collecting evidence, analyzing data and developing next steps.
- Committees will meet a minimum of once a month.
- Program Review rubrics will be submitted in district three times throughout the school year with the final submission being completed by the beginning of May. The rubrics will be submitted to the council after each submission. Final submission to Kentucky Department of Education is the beginning of June.
- The council will analyze the data provided by the committees. They will decide action steps to strengthen the programs, including but not limited to: adjusting staff, course offerings, and schedule. Pertinent goals, strategies and activities will be included in the School Improvement Plan.
- The council will develop a professional development plan taking into account the recommendations from the Program Review Committees.
- The Program Review Committees will monitor and staff will implement the steps to strengthen the programs.

Program Monitoring

The principal will:

- Ensure curriculum is aligned to the Kentucky Core Academic Standards.
- Ensure the implementation of the Program Review Policy.
- Ensure that the council annually reviews, revises (if necessary), the Program Review Policy.
- Frequently provide communication with parents and the community about the school's program.

The Council will:

- Ensure teachers receive embedded professional development needed to improve instruction in the program review areas.

- Ensure staff allocation decisions are made to support all of the school's instructional programs, including the program review areas. Each year, the council will review the effectiveness of the staffing allocation for supporting the school's programs.
- Receive regular reports from the principal on the availability of resources for supporting the school's program review areas when it makes budget decisions.
- Receive regular reports from the principal on the use of instructional time for supporting the schools' program review areas.

Signature of the SBDM Council Chair: _____