

Monroe County Middle School

Site Based Decision Making Council

Policies

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I. Determination of Curriculum

[KRS 160.345(2)(i)1]

Purpose:

The Curriculum Policy for Monroe County Middle School ensures and establishes a process for curriculum development, implementation, evaluation, and communication of the school's curriculum that involves all stakeholder groups.

Procedures:

Monroe County Middle School defines curriculum as what students are taught and the links they make to the real world. The curriculum shall define what students should know and be able to do in all content areas. The curriculum shall also be defined as all experiences provided by the school staff which are designed to assist students in valuing learning and developing academically, socially, emotionally and physically. Curriculum includes both what is taught and how it is organized for delivery.

The curriculum shall include all core subject areas (English/Language Arts, Mathematics, Science and Social Studies) as well as a variety of special courses (Arts and Humanities, Practical Living/Career Studies, Writing, Health and Physical Education, World Language, and Technology). The curriculum shall encompass local, state and national standards and be research-based. It shall be aligned with the Kentucky Core Academic Standards. All students shall have equal access to all aspects of the curriculum during the school day.

The curriculum shall include the follow features:

- Fully aligned to all local and state documents
- Developmentally appropriate
- Vertically and horizontally aligned
- Reflect skills and concepts, instructional strategies, assessments and resources
- Provide real world experiences
- Integrated career awareness
- Integrated problem solving

The Monroe County Middle School Council recognizes the district and school instructional staff as the individuals who will develop, evaluating and revising the curriculum. The principal of Monroe County Middle School shall be responsible for ensuring the implementation of the curriculum throughout the school. All teachers shall be responsible for implementing the curriculum with fidelity in all classroom assignments and documenting the curricular topic as part of lesson planning.

The curriculum shall be communicated to all stakeholders on an annual basis. Teachers, parents and students, as well as the community at large, shall receive information on what students are to know and be able to do. This information will be posted on the Monroe County Middle School's website and linked to all electronic communications.

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Evaluation:

The Monroe County Middle School Council shall monitor the implementation of the curriculum through a series of reports during regular school council meetings.

II. Assignment of Instructional and Non-Instructional Staff Time

[KRS 160.345(2)(i)2]

Purpose:

The Staff Time Policy for Monroe County Middle School ensures that the amount of instructional time and non-instructional time for the certified and classified instructional staff is equitable and provides maximum learning time for all students.

Procedures:

In determining staff time for certified and classified instructional staff, the school council shall approve specific timeframes for instructional and non-instructional duties based on priorities established in the school improvement plan. These timeframes shall support student achievement goals. All certified and classified instructional staff's time during the school day shall be equitably distributed amongst all instructional staff members.

The principal is responsible for determining assignment and schedules for all staff members. Teachers will be assigned classes based on their experience and expertise. Teachers of like grades will be assigned common planning time when possible. Teachers are expected to use planning time to plan lessons, analyze student work, make contact with parents, and collaborate with other teachers. This will be reflected in the daily schedule for all teachers. All other employees will be scheduled in a way that will increase student achievement and meet students' needs.

Evaluation:

Annually, the principal shall report to the school council a summary of all staff schedules. The principal shall not during these reviews refer to teachers by name.

III. Assignment of Students to Classes and Programs

[KRS 160.345(2)(1)3]

Purpose:

The Assignment of Students to Classes and Programs Policy for Monroe County Middle School ensures that all students are provided equitable access to all components of the school's curriculum through the class assignment process. Furthermore, this policy strives to ensure that class rosters are created to maximize student learning and to optimize the learning environment.

Procedures:

Grouping (All Grades):

At least two weeks prior to the last instructional day of school, teachers will submit placement notes on each of their students. These notes may include, but not limited to, student's academic progress, assessed reading grade level, spring MAP score, behavioral issues and Individual education plan

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(IEP)/504 plan. The principal will gather this information, compile and assign students to classrooms based on the data. Students will be equitably distributed among the classes based on gender and ability. Priority for placement will be for those students that have specific needs on an individual education plan (IEP) as determined during the Admission and Release Committee (ARC). Student class assignments will be complete at least 30 calendar days prior to the first instructional day of school. Student assignments will be made available to parents and students at least one week prior to the first day of school.

Evaluation:

Annually, the principal shall report classroom enrollment totals and details about the placement process. The principal shall not share student or staff names during council meetings.

- All decisions will be made trying to keep the number of students per teacher as low as possible.
- All students will be scheduled for electives such a library, computer, physical education, fine arts, etc.
- ARC committees will determine the amount of time a child is placed in regular and special education and may also determine the classrooms the child will attend.

IV. Determination of Schedule for the School Day and Week

[KRS 160.345(2)(1)4]

Purpose:

The Schedule for the School Day and Week Policy for Monroe County Middle School ensures that all students are provided equitable access to all components of the school's curriculum within the master class schedule and aligns with Monroe County Middle School's mission and vision statements.

Procedures:

Through working with classroom teachers, the principal will develop classroom and school schedules that will facilitate the implementation of the CSIP and will be based on providing the best opportunity for student learning and achievement. The schedule must adhere to the policies of the Monroe County Board of Education with respect to the beginning and ending times of the school day and school calendar year.

During the June SBDM council meeting, the principal will make a recommendation to the council for a schedule for the following year.

Evaluation:

Annually the school council shall review student achievement data and adjust the Schedule of the Day and Week to meet the priority needs of students.

V. Determination of Use of School Space

[KRS 160.345(2)(1)5]

Purpose:

The School Space Policy of Monroe County Middle School ensures that the classrooms and non-classroom space use is maximized to provide opportunities for sharing resources, mentoring and collaboration among the staff and students.

Procedures:

Annually, the principal shall develop a school space plan. Criteria for space use include:

- Core subjects and like grade levels classes shall maintain close proximity to facilitate cross-subject and collaborative planning.
- Subjects that require specific classroom configuration shall be given priority (e.g., physical education).
- Special Education class assignments shall meet federal guidance (e.g., FMD class).

By June of each year, the principal shall present the school space plan to the school council for consultation. When the principal believes that it may be necessary to change room assignments, he or she shall explain the concerns to the faculty and allow at least a week for alternative proposals to be made before a final decision is made.

Evaluation:

Annually, course enrollment and behavior data from class transitions shall be analyzed to determine the effectiveness of the traffic flow and class transitions.

VI. Planning and Instructional Practices

[KRS 160.345(2)(1)6]

Purpose:

The Instructional Practices Policy of Monroe County Middle School ensures that all instructional practices align with the Monroe County Middle School curriculum and establishes an environment where all students achieve to their potential and are prepared for future learning.

Procedures:

Instructional practices shall be defined as the strategies, techniques and activities used by the classroom teacher to engage students in the learning process.

In preparing lessons, each teacher shall:

- Use varied student-centered instruction;
- Address various learning styles and multiple intelligences;
- Use activities where all students use higher-order thinking and problem-solving skills;
- Make active use of interdisciplinary connections;
- Adjust instruction to respond to the needs of students;

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- Provide for student-use of technology for appropriate and varied learning activities and to expand the classroom into the community and beyond;
- Use instructional resources that reflect diversity; and
- Assign homework that extends student learning based on the analysis of classroom data and formative assessments.

Homework: Homework is to be used to extend the student's opportunity to learn. It is to be completed outside the regular school day and intended to provide added enrichment to practice skills, increase knowledge and explore topics using various learning modes and technologies.

Homework assignments will include not only written work but also cultural and creative activities and projects. Homework is not to be used as a punishment for behavior.

All classroom and enrichment teachers will:

- Engage in age-appropriate home based activities that directly correlate with the days learning target.
- Assign homework that reinforces a skill that has been taught and formatively assessed in the classroom to ensure that all students understand the concept. If the formative assessment shows that students do not understand the concept, homework on that topic or skill will not be assigned.
- Assign homework that provides opportunities to engage parents in the instructional process and has real-world applications.
- Allow time for free reading as part of homework assignments.
- Adhere to no more than:
 - 6th Grade- 60 Minutes
 - 7th Grade- 60 Minutes
 - 8th Grade- 60 Minutes

All homework will be assessed for understanding within a reasonable timeframe (See above).

Teachers will provide appropriate feedback to students and will keep accurate records of homework assessments to use during student conferences and parent-teacher meetings. Homework assessments are not to be included as part of summative assessments for grading purposes. If homework is illegible, teachers may require the student to complete the assignment again in order to assess understanding. In this case, teachers need to contact the parent to discuss the issue prior to sending the back the homework.

Students are to be held accountable for the completion of homework assignments. Teachers shall develop a system for students to note homework (e.g., assignment/agenda book, homework log, Weekly Newsletter). This system should remain constant for the entire school year. This system may include the class, the assignment, the due date, necessary materials, and a parent confirmation signature or initials. Non-completion of homework will affect final grade. Students that consecutively or continually do not complete homework assignments will result in

- Teacher-student conferences,
- Teacher-parent conferences,
- Student-guidance counselor conferences, and/or

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- Student-parent-principal conferences.

Evaluation:

Weekly during common planning, as part of professional learning, teachers will reflect on the strategies used, discuss successes and challenges, share possible solutions to challenges and identify areas needing further support.

VII. Discipline

[KRS 160.345(2)(1)7]

Purpose:

The Selection and Implementation of Discipline and Classroom Management Techniques Policy of Monroe County Middle School ensure that standards are established for acceptable student behavior and that Monroe County Middle School is a safe and secure environment.

Procedures:

Prior to the first instructional day of school, students and parents/guardians will receive the Monroe County School District's Code of Acceptable Behavior and Acceptable Use Policies. Each student is required within the first week of school to return the Agreement Form for each policy signed by themselves and his/her parent/guardian. School staff shall follow-up with students and families whose forms are incomplete or not returned.

All discipline procedures will be based solely on the school's Handbook. Students who meet this expectation will be rewarded in various ways. Students who do not meet this expectation will receive interventions offered by teachers, principal, parents, and/or counselors. Each classroom should establish specific standards that govern the time students are in their classroom (within the standards and overall goals of Monroe County Middle School). These standards shall be taught by the teacher during the first week of school to all classes and reviewed after each break (i.e., fall break, Christmas break and spring break). Other reviews shall be at the teacher's discretion. Additional Standards: Bullying and Harassing: Students at Monroe County Middle School must respect the rights of others and to interact with them in a civil manner. Therefore students are required to speak and behave in a civil manner toward students, staff and visitors within the building. Bullying is a repeated pattern of aggressive behavior that involves an imbalance of power that purposefully inflicts harm on the bullying victim. (Refer to the Monroe County Middle Schools Bully Policy for full details.

Evaluation:

School

behavior data shall be shared periodically during a regular school council meeting. Trends shall be examined to determine causes and contributing factors. Recommendations will be made to the school principal.

VIII. Extracurricular Programs

[KRS 160.345(2)(1)8]

Purpose:

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The Selection of Extracurricular Programs Policy of Monroe County Middle School ensures that students are provided multiple opportunities to extend the learning time based on student interest and abilities.

Procedures:

All extracurricular programs must be based on the following criteria:

- The program must contribute to students becoming a self-sufficient individual exhibiting good character, responsibility and self-discipline as well as provide supervision that will take into account the student's developmental and emotional needs.
- The program must contribute to student's ability to work as part of a group or team.
- The program must be geared toward student interests and/or abilities.
- The program must be multicultural and enhance or maintain equity in the overall program concept.

For an extracurricular program to be continued or to institute a new program, the program must:

(1) Contribute to the following Kentucky learning Goals:

- Becoming a self-sufficient individual
- Becoming responsible members of a family, work group, or community, including demonstrating effectiveness in community service

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

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

(4) Have a suitable adult sponsor and have appropriate adult supervision at all times.

PROGRAMS CURRENTLY OFFERED

Athletics (Football, Men's and Women's Soccer, Softball, Men's and Women's Basketball, Men's and Women's Cross • Country, Men's and Women's Golf, men's and Women's Tennis, Men's and Women's Track, Baseball, Cheerleading).

Y-Club-KYA-KUNA•

BETA Club•

FCA•

Junior Guard•

Pep Club•

STLP•

Band•

Academic Team•

STUDENT PARTICIPATION

Students will be eligible to participate in extracurricular activities if they:

- Maintain passing grades in 80% of the subjects
- Were in attendance on the day of the activity
- Comply with rules established by the adult coach or sponsor for the activity •where applicable, meet any requirements set by the appropriate sponsoring or governing organization
- Students who are in ISS for 50% of the day will not practice or play in a game on that day

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- A medical excuse from a physician must show the date on which the student/athlete is cleared to return to activity, if the student/athlete does not present a medical clearance they will be unable to practice or play until such documentation is presented.

Evaluation: Annually, all
extracurricular programs will be evaluated for effectiveness, student participation and equity as part of the school improvement planning process.

IX. Emergency Plan

[KRS 160.345(2)(i)9]

Purpose:

The principal, in consultation with parents, teachers, and 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 Adoption of an Emergency Plan Policy of Monroe County Middle School ensures that students are provided a safe and secure learning environment.

Procedures:

STATUTORY AUTHORITY – KRS 160.345(2)(I)9 and KRS158.162

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):
 - Controlling access to exterior doors during the day
 - Controlling front door access electronically or with a greeter
 - Controlling access to individual classrooms
 - Requiring visitors check-in with identification and purpose provided, and
 - 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, Building and Construction.
- Procedures for lockdown of the campus

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

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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 instructional day at school, the principal, or designee, will prevent 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 in 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 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

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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 class time.
- Doors must remain closed during instructional 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.

X. Procedures on State Standards, Technology, and Program Evaluation

[KRS 160.345(2)(i)10]

Purpose:

The Procedures for Determining Alignment with State Standards, Technology Utilization and Program Appraisal Policy for Monroe County Middle School ensures that all students have equitable opportunity to highly effective teaching practices at all levels and with all classes.

Procedures:

Alignment with State Standards: Annually, immediately following state release of assessment data, the school staff will conduct a thorough review of the school's KPREP scores and shall use information from that review to develop the school's Comprehensive School Improvement Plan (CSIP). The KPREP scores will be disaggregated each year to determine how specific populations are performing. This information will be used to make instructional alterations for the remainder of the school year. A plan will be developed to narrow the gap between high and low performing groups. Teachers will:

- To determine the alignment with state standards,
- To determine the use of technology, the school staff shall each year determine the appropriate technological approaches to address each priority need in the CSIP.
- To appraise the quality of our programs, the council at the end of each year shall review the observed results of each CSIP component. In addition, the review of test scores each year will help us to identify priority need for future attention.
- Teachers will use technology in their classes in various ways.

This review shall be completed and reported to the school council by the next school council meeting following the data analysis.

Annually the principal shall present the results of the Tell Survey and/or similar surveys to the council.

XI. Consultation

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[KRS 160.345(2)(1)11]

Purpose:

The Consultation Policy of Monroe County Middle School ensures that the selection of instructional staff are highly effective, are highly qualified (based on state and Federal definition) and meet the needs of the student population.

Procedures:

Vacancy shall be defined as:

1. A position that did not previously exist but which can now be funded;
2. A position previously held by an employee who has retired or resigned; or
3. A position held by an employee who has indicated in writing that they will retire or resign at the conclusion of the current school year.

Highly Qualified Teacher shall be defined as a teacher who::

1. Hold at least a bachelor's degree;
2. Hold full Kentucky certification or statement of eligibility; and
3. Demonstrates competency in each of the core academic subjects taught.

Highly Qualified Para educator (Paraprofessional) shall be defined as an instructional assistant who has:

- Has complete two years of study at an institution of higher education;
- Holds an associate's (or higher) degree; or
- Has passed the Kentucky Para educator Assessment exam.

Notification of Vacancy:

The school council shall be consulted by the principal on all certified and classified instructional vacancies that occur at the school. When an instructional staff vacancy has been posted the principal shall include "consultation with the school council for the (position title) vacancy" on the agenda of the next regular or special meeting of the council.

Timeline:

- Within two weeks of their appointment, the committee shall determine criteria for a strong candidate and develop interview questions that fit those criteria. Those criteria shall not in any way discriminate based on gender, ethnicity, religion, political affiliation, or any other illegal grounds.
- Within one week of receiving a list of applicants from the superintendent, the committee shall review all applications and references and shall select applicants to interview.
- Within one week of the committee's selection, the principal shall schedule an interview with each selected applicant at a time when all committee members can attend. The committee chairperson shall call special meetings of the committee for each of those interview times.
- Each interview shall be conducted in a closed session using the interview questions.
- Within one week after the interviews are complete, the committee shall meet in a closed session to discuss how well each applicant meets the criteria.

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- Within two weeks after the interviews are complete, the council shall meet in closed session to receive the committee's report, discuss the applicants, offer comments on the contributions each could make, and provide any additional input requested by the principal.
- After considering the council's comments, the principal shall select the person he or she believes will contribute most to the success of the school's students and notify the superintendent of his or her choice.
- All interviewed applicants shall be notified as soon as possible whether they were chosen or not.
- The superintendent shall complete the hiring process.

Principal Selection:

The following procedure will be used to select a principal:

1. The council will receive the required training in selecting a school principal as required.
 2. The council will request suggestions from parents, staff, and other interested parties on what traits will make the best leader for the school.
 3. The council will meet in open session with the superintendent to discuss the criteria and other steps in the hiring process. Those criteria shall not in any way discriminate based on gender, ethnicity, religion, political affiliation, or any other illegal grounds.
 4. The council and superintendent will meet in closed session to review applications and references of candidates recommended by the superintendent and select persons to be interviewed who appear reasonably capable of fitting the council's criteria.
 5. The council, collaborating with the superintendent, will schedule an interview with each selected applicant at a time when all the members can attend a special meeting.
 6. The council and superintendent will conduct the interviews in closed session using the interview questions.
 7. The council and superintendent will meet in closed session to discuss how well each applicant meets the criteria.
 8. If necessary, request additional applicants from the superintendent and repeat steps 4-8.
 9. Meet in open session to make the final choice of principal.
 10. Notify the superintendent of the choice.
 11. All interviewed applicants shall be notified as soon as possible when they are chosen or not.
- After receiving notice of the council's choice, the superintendent will complete the hiring process.

Evaluation:

Annually, the school council shall review the policy and timeline and make revisions as necessary to ensure high qualified and highly effective teachers are recruited and retained at the school. Any revisions to the policy shall be made and approved prior to March 31.

XII. Committees

[KRS 160.345(2)(c)2]

A Committee Policy is not a required policy area for schools. However, if the school or the school council forms committees, the school council must have a policy.

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Purpose:

The Committee Policy of Monroe County Middle School ensures equitable participation in the decision making process for teachers, parents and the school community as a whole.

Procedures:

There are currently no standing committees for Monroe County Middle School. Should the need arise for an Ad Hoc Committee, it will be organized according to the Standards and Indicators for School Improvement designed by the Kentucky Department of Education in an effort to facilitate school improvement.

Ad Hoc Committees:

The council may establish ad hoc committees by:

1. Writing a committee charge that includes a provision for the committee to dissolve when its work is done.
2. Deciding how many members the committee needs and what groups need to be represented.
3. Deciding whether to seek volunteer sign-ups, to appoint members immediately, or to designate someone to make the appointments.

XIII. Wellness

[KRS 160.345(11)]

Purpose:

The Wellness Policy of Monroe County Middle School ensures that all students have opportunity for integrate more physical activity and is encouraged to make healthy choices daily.

Procedures:

Monroe County Middle School will create positive experiences with physical activity for students by providing opportunity for all students to have an average of twenty-five (25) minutes per day or one hundred twenty-five (125) minutes of physical activity per week. Teachers will provide planned, sequential instruction that promotes lifelong physical activity. It will be designed to develop basic movement skills, lifelong sports skills, and physical fitness as well as to enhance mental, social, and emotional abilities.

- Each student will participate in physical education class once a week.
- Teachers will make all practical efforts to avoid periods of more than sixty minutes when students are physically inactive.
- Accommodations and adaptations will be made for students with special needs.

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XIV. Monroe County Middle School Writing

[KRS 158.6453(7)(c)]

Purpose:

The Determination of a Writing Program Policy at Monroe County Middle School ensures that all students in all classes will use writing as a way to learn and that writing is a part of literacy, a necessary communication skill for students. Writing should be authentically taught and practiced in all curricular areas.

Procedures:

The following responsibilities outline the role of the administrators, teachers and students in supporting the school writing policy. The principal shall communicate and monitor implementation of the responsibilities. The school council shall revisit this policy annually.

Administration Responsibilities

- Provide time and resources for scoring portfolios/folders and other types of writings.
- Ensure that all teachers are adequately trained to score different types of writings.
- Ensure that all teachers are familiar with the Kentucky Writing Scoring Rubric early in the school year at all grade levels.
- Oversee the collection and movement of portfolios/folders.
- Provide professional development and resources to help support and improve writing within the school.

Teacher Responsibilities

- Include the three types of writing (to learn, to demonstrate learning and for publication) in the portfolio/folder.
- Provide opportunities for students to publish written work both within and outside of school.
- Guide students in the development of authentic, polished pieces for the portfolio/folder.
- Model and practice with students open response questions to demonstrate learning on a regular basis.
- Provide regular opportunities for students to practice on demand writing.
- Participate in scoring training and scoring portfolios/folders.
- Individual and descriptive feedback on student writing and communications is also required. Feedback may be in the form of conferencing, discussions and/or rubrics.
- Will provide a balanced assessment approach (formative, summative, etc..) to monitor and lead student learning.

Student Responsibilities

- Apply criteria of Kentucky Writing Scoring Rubric.
- Ensure that written work is their own, avoiding plagiarism.
- Complete grade level portfolio/folder requirements.

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Evaluation:

The school council shall review annually the effectiveness of the school’s writing program. This data shall be included as part of the improvement planning process and the district’s program reviews.

XV. Parent Involvement

A Parent Involvement Policy is not a required policy area for all schools. However, if the school receives Federal Title I, Part A, funds, the school council must have a policy.

Purpose:

The Parent Involvement Policy of Monroe County Middle School ensures equitable participation in the planning, reviewing and implementing of all parent programs and activities.

Procedures:

Parents will be involved on an ongoing basis via parent conferences, email distributions, letters, and the weekly newsletters. Parent input and involvement is welcomed in the following ways:

- SBDM Committees
- SBDM Parent Membership
- Volunteering Program
- Surveys
- CHAMPS
- Conferences

Parents and all volunteers are recognized regularly on the school webpage and in the weekly school newsletter as well as an end of the year volunteer appreciation program.

Definition of Parent

The legal definition of “parent is a parent, stepparent, or foster parent of a student or a person who has legal custody of a student pursuant to a court order and with whom the student resides. For the purposes of this policy we will use the term “parent” to encompass all diverse family situations.

Responsibilities

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

School Responsibilities

Monroe County Middle School will:

- Provide high-quality curriculum and instruction in an effective, supportive, and safe learning environment that enables the students to meet Kentucky’s academic standards
- Assign homework in accordance with our Homework Policy
- Provide parents with reports on their child’s progress at least two times per nine weeks
- Hold parent-teacher conferences during the school year, which relate to individual student’s achievement

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- Provide parents reasonable access to staff. The e-mail addresses of their child’s teachers will be provided to parents to promote communication. Staff will always be available to parents by appointment for face-to-face conferences. No calls will be forwarded to teachers during their instructional time.
- Send home newsletters that include information on ways families can help students learn.
- Provide parents opportunities including but not limited to:
 - Observing their child’s classroom activities
 - Tutoring
 - Assisting with classroom activities that require more than one adult
 - Preparing materials, mailings, refreshments, and other items needed for family and community involvement
 - Serving on our decision-making council or other committees
 - Joining our parent teacher organization and participating in its efforts to strengthen our school
 - Volunteering along with other concerned members of our community in other areas as needed
 - Ensure that all adult volunteers working in our school and with our students are subject to board policy and state law regarding criminal record checks, as applicable
 - The Family Resource/Youth Service Center will share responsibility for student’s achievement by:
 - Surveying families to learn what service and activities would most help them support their children as learners
 - Offering a well-planned, well-publicized menu of activities and programs to meet those needs

Parent Responsibilities

Parents are asked to:

- Monitor attendance
- Become familiar with and support the school and individual classrooms’ homework policies and show interest with questions about and comments on the schoolwork their children bring home
- Make sure homework is complete
- Assist their child with time management
- Participate, as appropriate, in decisions relating to their child’s education
- Stay in close communication with teachers and the school about their child’s education by promptly reading all notices and surveys from the school or the school district and responding if necessary
- To the extent possible, volunteer, serve on the school council, or a committee, attend School Based Decision Making Council meetings, and comment on draft policies and plans as they are made available

Student Responsibilities

- With support from parents, students are asked to:
 - Attend school regularly
 - Follow the school and classroom behavior standards
 - Bring necessary learning materials to school and to class
 - Complete and turn in all assigned homework’

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- Give parents all notices and information received from the school

Evaluation:

Annually, parent data (e.g., surveys, attendance at programs and conferences, volunteer listings) shall be analyzed during the improvement planning process.

XVI. Wellness and Nutrition

[Federal Healthy, Hunger Free Kids Act of 2012]

A Wellness and Nutrition Policy is not a required policy area for all schools. However, if the school participates in the Federal Lunch program, the school council must have a policy.

Purpose:

The purpose of the Monroe County Middle School wellness policy is to ensure that all students at Monroe County Middle School are provided with a safe and healthy environment that promotes wellness through high quality health education and physical education to enrich student learning and ensure success. We believe student health is closely associated with academic achievement, attendance rate and behavior supports, thus our students need to be striving for healthy lifestyles in order to truly be prepared for life-long learning.

Procedures:

School Committee: The Monroe County Middle School maintains a Coordinated School Health Committee as evidence of PLCS Program Review expectations. Our CSH Committee serves as a resource to create, strengthen and support school policy on the promotion of student health and wellness. This committee will report to the SBDM at a minimum every two months to provide updates on school progress of implementation of this policy and other CSH programs.

Physical Education and Activity

Physical Education:

- A certified physical education teacher will provide instruction.
- Physical education teachers are allocated 24 hours annually to participate in professional learning communities to address issues related to instructional practices, data analysis and improve instruction.
- Students will receive the equivalent of 125 minutes of physical education per week.

Physical Activity Before and After School:

- Students will be provided opportunities to participate in physical activity clubs with access to adequate facilities, equipment and supervision.
- Our school shall partner with local officials to provide opportunities safe alternative modes of transportation (i.e. walking, biking) to school.
- Our school will provide students with 30 minutes of physical activity time before school begins each day. Students will also be provided access to school grounds and facilities after school for unstructured free play and physical activity opportunities.

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- Students will have opportunities to participate in interscholastic sports after school. Eligibility and attendance rules apply. Athletic policies, to a minimum, adhere to all Kentucky High School Athletic Association rules and are in place to address these requirements.

Staff Involvement:

- **Staff Wellness:** School highly values the health and well-being of every staff member and will plan and implement activities and policies that support personal efforts by staff to maintain a healthy lifestyle. Our school will establish and maintain a staff wellness committee composed of at least one staff member, school health council member, local hospital representative, dietitian or other health professional, recreation program representative, union representative, and employee benefits specialist. (The staff wellness committee could be a subcommittee of the school health council.) The committee should develop, promote, and oversee a multifaceted plan to promote staff health and wellness. The plan should be based on input solicited from school staff and should outline ways to encourage healthy eating, physical activity, and other elements of a healthy lifestyle among school staff. The staff wellness committee should distribute its plan to the school health council annually
- The school has a designee to coordinate and provide professional development, for staff members, to integrate physical activity into the classroom setting.

Family and Community:

- Our school will encourage the use of school facilities through a shared use agreement for community members in order to create physical activity opportunities. All parties must follow the district policies and procedures for facility usage.
- Our school will provide information about physical education and other school-based physical activity opportunities before, during, and after the school day; and support parents' efforts to provide their children with opportunities to be physically active outside of school. Such supports will include sharing information about physical activity and physical education through a website, newsletter, or other take-home materials, special events, or physical education homework.

School Nutrition

- Our school will adhere to all guidelines of the USDA National School Lunch Program.
- Our school shall encourage healthy choices among students using the following methods:
 - o Increase breakfast participation via second chance as well as “grab-n-go” programs.
 - o Schedule adequate time for all school meals (702 KAR 6:060).
- 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.
- Parents may block the purchase of “extras” from their child’s cafeteria account.
- School Nutrition Personnel will work closely with the parent(s) and/or guardian(s) to make reasonable accommodations for students with disability or other special dietary needs.

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- School cafeteria managers shall annually receive a minimum of two (2) hours of continuing education in applied nutrition and healthy meal planning and preparation (KRS 158.852)
- In compliance with the federal Healthy Hunger Free Kids Act and 702 KAR 006:090, any food item offered for sale through a vending machine, school store, canteen, or fundraiser on school property shall meet the established state requirements.
- User Smarter Lunchroom strategies for increasing healthy food selection (i.e. place fruits and vegetables near cafeteria or at easy access, etc).
- Provide information to students or families on the nutrition, caloric, and sodium content of foods available

Nutrition Education and Promotion:

- Our Practical Living curriculum shall address the full Kentucky Core Academic Standards, including health, consumerism, and physical education.
- School ensures content of the Health Education Curriculum is frequently integrated into all content areas to meet the health and safety needs of all students.
- Drinking water is encouraged and available to students free of charge at all times during the school day.
- Sports drinks are not available in the school setting except when provided by the school for student athletes participating in sport programs involving vigorous activity of more than one hour.
- Price nutritious foods and beverages at a lower cost while increasing the price of less nutritious foods and beverages
- Fundraising Activities: To support children's health and school nutrition-education efforts, school fundraising activities will not involve food or will use only foods that meet the above nutrition and portion size standards for foods and beverages sold individually. Schools will encourage fundraising activities that promote physical activity. The school district will make available a list of ideas for acceptable fundraising activities.
- Snacks: Snacks served during the school day or in after-school care or enrichment programs will make a positive contribution to children's diets and health, with an emphasis on serving fruits and vegetables as the primary snacks and water as the primary beverage. Schools will assess if and when to offer snacks based on timing of school meals, children's nutritional needs, children's ages, and other considerations. The district will disseminate a list of healthful snack items to teachers, after-school program personnel, and parents.
 - o If eligible, schools that provide snacks through after-school programs will pursue receiving reimbursements through the National School Lunch Program.
- Rewards. Schools will not use foods or beverages, especially those that do not meet the nutrition standards for foods and beverages sold individually (above), as rewards for academic performance or good behavior,¹⁰ and will not withhold food or beverages (including food served through school meals) as a punishment.

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- Celebrations. Schools should limit celebrations that involve food during the school day to no more than one party per class per month. Each party should include no more than one food or beverage that does not meet nutrition standards for foods and beverages sold individually (above). The district will disseminate a list of healthy party ideas to parents and teachers.
- School-sponsored Events (such as, but not limited to, athletic events, dances, or performances). Foods and beverages offered or sold at school-sponsored events outside the school day will meet the nutrition standards for meals or for foods and beverages sold individually (above).
- Food Marketing in Schools. School-based marketing will be consistent with nutrition education and health promotion. As such, schools will limit food and beverage marketing to the promotion of foods and beverages that meet the nutrition standards for meals or for foods and beverages sold individually (above).¹¹ School-based marketing of brands promoting predominantly low-nutrition foods and beverages¹² is prohibited. The promotion of healthy foods, including fruits, vegetables, whole grains, and low-fat dairy products is encouraged.

Examples of marketing techniques include the following: logos and brand names on/in vending machines, books or curricula, textbook covers, school supplies, scoreboards, school structures, and sports equipment; educational incentive programs that provide food as a reward; programs that provide schools with supplies when families buy low-nutrition food products; in-school television, such as Channel One; free samples or coupons; and food sales through fundraising activities.

Marketing activities that promote healthful behaviors (and are therefore allowable) include: vending machine covers promoting water; pricing structures that promote healthy options in a la carte lines or vending machines; sales of fruit for fundraisers; and coupons for discount gym memberships.

- Communications with Parents. School will support parents' efforts to provide a healthy diet. Our school will offer healthy eating seminars for parents, send home nutrition information, post nutrition tips on school websites, and provide nutrient analyses of school menus. Schools should encourage parents to pack healthy lunches and snacks and to refrain from including beverages and foods that do not meet the above nutrition standards for individual foods and beverages. Our school will provide parents a list of foods that meet the district's snack standards and ideas for healthy celebrations/parties, rewards, and fundraising activities. In addition, the district/school will provide opportunities for parents to share their healthy food practices with others in the school community.

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.

Measurement and Evaluation:

In compliance with 702 KAR 6:090, Monroe County Middle School will utilize the Alliance for a Healthier Generation's Healthy Schools Program to evaluate the school environment. This report will be shared annually with the district as required by KRS 160.345 (11) and release the report at least 60 days prior to the public forum required by KRS 158.856 (5). Results will be reported to parents and community stakeholders via the school's website.

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The Monroe County Middle School CSH committee will oversee the implementation and evaluation of this policy. The CSH Committee shall periodically report to the school principal and SBDM on the content and progress of implementation of the school's wellness efforts. The report shall include:

1. Extent to which the school is in compliance with this policy;
2. A timeline for an annual review and comparison (e.g. KDE CSPAP Continuum Document) of how the school measures up to model wellness policies provided by recognized state and national authorities; and
3. A designated school representative of the CSHC will communicate on the description of the measurable progress made towards reaching goals of the school wellness policy and address any gaps identified in the wellness report for the previous year.

XVII. Budget

By the July meeting, the principal shall present the school's allocation for the following school year to the council. The council shall consider approval of the allocation of funds into specific categories determined by the principal. These allocations shall be presented to the council at the meeting following final budget allocations being received from the district. The principal shall present the council a monthly report of the balances and expenditures for each budget category for their approval.

The school council shall consult with the school media librarian on the maintenance of the school library media center, including the purchase of instructional materials, information technology, and equipment per SBDM law.