

## **Lincoln Elementary Performing Arts School**

### **School-based Decision Making Council**

#### **Purpose**

The SBDM Council of Lincoln Elementary Performing Arts School shall have the responsibility to enhance student achievement through the policies adopted as specified in KRS 160.345

#### **I. Council Membership**

##### **A. Composition**

The council shall be made up of three teachers, two parents, and one principal. Teacher and parent representatives will be elected by the constituent groups.

##### **B. Eligibility**

**Teachers:** All certified teachers (including counselors and itinerant teachers) who are employed within the school are eligible to serve as teacher representatives to the SBDM Council. Principals or assistant principals may not serve as teacher representatives to the SBDM Council.

**Parents:** According to KRS 160.345, parent representatives (including parents, stepparents, foster parents, or legal guardians) to the SBDM Council shall have a child enrolled in or preregistered to attend the school during the term of office. Parent representatives shall not be employed at Lincoln Elementary Performing Arts School or in a district administrative office. Parent representatives must not have a relative (father, mother, brother, sister, husband, wife, son, daughter, uncle, son-in-law, daughter-in-law) employed at Lincoln Elementary Performing Arts School or in a district

administrative office. A parent representative must not be a school board member or spouse of a board member.

#### **C. Selection Process**

**Teachers:** All full-time and part-time teachers (including counselors) assigned to the school may participate in the selection process. The selection process will be completed by September 30, with the results being reported in writing to the principal in October 1 of each year. Teacher members must be elected by a simple majority vote of all teachers assigned to the building. An Election Committee consisting of teacher volunteers shall determine the nominations and balloting procedures. The Election Committee may want to consider procedures for the following: nominations, ballots, the election, ties, or failure to receive a majority vote.

**Parents:** All parents (including parents, stepparents, foster parents, or legal guardians) who have a child enrolled in or preregistered to attend the school are eligible to participate in the parent elections. The PTA Board of Managers shall be responsible for determining the election procedures, conducting the election, and notifying the principal in writing of the parents elected to the SBDM Council. Results must be reported to the principal by November 1 of each year.

#### **Terms of Office**

The terms of office for teacher representatives to the SBDM council will begin on October 1 and end of September 30. All council terms will be for two years with two teachers and one parent elected during even-numbered years and one teacher and one parent elected during odd-numbered years.

**Minority Representation:** KRS 160.345 requires that schools having more than 8 percent minority student population have minority representation to the SBDM Council. If this is not obtained in the initial election for Lincoln Elementary Performing Arts School in the parent, teacher, or principal position, a special election will be conducted for both a minority teacher and minority parent representative to the SBDM Council. The principal will oversee this procedure.

**Vacancies:** If an SBDM Council member resigns or is removed from office (pursuant to KRS 160.347), another member shall be elected in a special election to complete the remainder of the term. Elections will follow the procedures as outline in this section. Elections must be completed within 20 school days. While this process is being completed, the business of the Council will continue when a quorum is established.

#### **D. Terms of Office**

The terms of office for teacher representatives to the SBDM council will begin on October 1 and end of September 30. All council terms will be for two years with two teachers and one parent elected during even-numbered years and one teacher and one parent elected during odd-numbered years.

## **II. Responsibilities of SBDM Officers and Council Members**

### **A. Election of Officers**

Officers for the Lincoln Elementary Performing Arts School SBDM Council shall be chairperson, vice-chairperson, and secretary. The vice-chairperson and secretary will be elected each October by a majority vote of the SBDM Council. The nominee must agree to accept the

position. Reelection is permitted for the offices of vice-chairperson and secretary. If the vice-chairperson or secretary resigns his or her position, the Council will conduct a vote at the next meeting to fill the position with another member. The principal will be the chairperson of the SBDM Council.

### **B. Responsibilities of Officers**

**Chairperson:** The principal shall serve as chairperson as required by KRS 160.345. Responsibilities of the chairperson include the following:

- Announcing and distributing meeting notices as appropriate
- Announcing and distributing the meeting agenda as appropriate
- Distributing need materials to Council members prior to the meeting when available and at the meeting when necessary
- Facilitating the SBDM Council meeting
- Determining the presence of a quorum
- Overseeing an open, permanent file of meeting minutes

**Vice-Chairperson:** Once elected, the vice-chairperson shall have the following responsibilities:

- Presiding over Council meetings in the absence of the chairperson
- Overseeing the facilitation of committees assigned by the SBDM Council

**Secretary:** Once elected, the secretary shall have the following responsibilities:

- Keeping an accurate reflection (record) of the SBDM Council meeting and all actions taken by the Council

- Once approved, maintaining the minutes of the meeting and adhering to pen-records requirements
- If the SBDM Council secretary is unable to attend a meeting, the principal shall ask another member to assume the secretary's responsibilities for that meeting.

### **C. Responsibilities of Council Members**

Once elected to the SBDM Council, members' responsibilities include the following:

- Attending all regular and special meeting of the Council
- Considering the needs of All students when making decisions as a Council member
- Supporting, promoting, and communicating Council decisions to constituents

## **III. Council Meetings**

### **A. Regular Meetings**

The principal shall call the September meeting of the council. At this meeting, the SBDM Council shall determine all regularly scheduled meeting times, dates, and locations for their terms of office. Notices for regular meetings will be provided to the media through the district's Central Office designee and posted within the building on the SBDM bulletin board, provided to school staff in weekly updates, and sent to parents through the PTA newsletter.

### **B. Special Meetings**

In the event a special meeting is needed, the principal or a majority of the other members of the SBDM Council may call a meeting. During special meetings, the SBDM Council may discuss

only those issues listed as the purpose for the meeting. Whoever calls the meeting as the responsibility for the following:

- Posting of the Notice- The date, time, place, and purpose of the meeting shall be posted on the SBDM bulletin board.
- Notice Distribution – A written and verbal notice, which includes the date, time, place, and purpose of the meeting, must be provided to each Council member. Written notification must be forwarded to the district's Central Office designee so that the media is notified. This must be done a minimum of 24 hours in advance.
- Announcement – On the morning announcements, the principal will indicate the date, time, and place of the special called meeting when school is session.

### **C. Open/Closed Meetings**

All SBDM Council meetings at Lincoln Elementary Performing Arts School shall be open to the public. The SBDM Council may go into closed session from the open meeting under the following circumstances: to discuss proposed or pending litigation by or against the SBDM Council and to discuss candidates for vacancies. The council must convene in open session to make a decision on an issue.

### **D. Cancellation**

A meeting of SBDM Council may be canceled by a majority of the council. In the event school is canceled or dismissed early due to inclement weather, the SBDM Council meeting will be canceled.

## **IV. Conducting a Meeting**

### **A. Quorum**

A quorum of the SBDM Council is established when a majority (more than one-half) of the number of seats is present. Four members must be present for Lincoln Elementary Performing Arts School to establish a quorum. No action of the SBDM Council may be taken if a quorum is not established.

### **B. Operations**

The chairperson (or vice-chairperson) shall facilitate each SBDM Council meeting according to *Robert's Rules of Order*, except where otherwise specified within this document.

### **C. Agenda**

- At the end of each regularly scheduled SBDM Council meeting, Council has opportunity to set agenda items in 24 hours in advance.
- Council members may add items to any regular meeting agenda by contacting the chairperson one day in advance of the meeting.
- Teachers, parents, and others who are not on the SBDM Council may recommend items for the agenda by completing the Agenda Inclusion Form and returning it to the chairperson one day in advance of the meeting. The person making the recommendations must attend the SBDM Council meeting when the item is to be addressed.
- The agenda shall be distributed to all SBDM Council members at least one day in advance of the meeting.
- If the SBDM Council determines it necessary, agenda items may be

forwarded to a committee for further study.

### **D. Input from Non-Council Members**

Those who attend the SBDM Council meetings will be provided with an opportunity to discuss issues under consideration by the Council. The following procedures will be followed:

- A sign-in sheet will be provided for parties interested in speaking on an agenda item.
- A person who has been recommended for an item on the agenda shall be given the opportunity to speak first on the issue.
- Input will be allowed before the SBDM Council makes its decision.
- As each topic is discussed, the chairperson will call on speakers in the order they signed the sign-in sheet. Each speaker is limited to 3 minutes, with a maximum of 10 speakers per meeting.

### **E. Decision-Making Process**

- The primary method of decision making shall be by consensus. If consensus cannot be reached, the Council will discuss the issue again (either at the current meeting or at a future meeting). If the Council cannot reach consensus after the second discussion, a majority vote will be taken to decide the issue.

## **V. Council Records**

### **A. Minutes**

Written minutes of each regular and special called meeting of the Lincoln Elementary Performing Arts School SBDM Council will be kept.

- The SBDM Council secretary will keep minutes for each meeting of the Council.
- The minutes must be an accurate record of actions and votes taken by the Council at each meeting.
- If the action taken was the adoption of a policy or other written materials (the Consolidated Plan, budget, allocations, committee report, etc.), these will be attached to the minutes of the meeting when the action occurred.
- The Council will review a copy of the minutes, make amendments, and approve them at the next meeting. The minutes shall be available for inspection immediately following the meeting in which they are approved.
- Copies of the approved minutes will be posted on the SBDM bulletin board, filed in the library, and forwarded to the superintendent/designee (one electronic copy and one hard copy).

### **B. Requests for Council Records**

- SBDM Council records are available for inspection during the hours of operation of the school's office. Requests for copies of the Council records

must be made to the principal. This request must include specific dates and documents. Within three day of receiving the request, the principal will provide the requested records or a written explanation of why they will not be provided.

## **VI. Bylaws and Policy Development and Amendments**

- Policies shall be developed by the SBDM Council or committees established by the Council. All policies and bylaws shall require two readings before they are adopted. No policy or bylaws shall be adopted by the Council at the meeting in which they are introduced. Amendments to policies and bylaws shall require two readings as outlines above.

## **VII. Appeals**

A. For a person(s) to appeal a decision of the SBDM Council, he or she must first request, in writing, an opportunity to be heard and the request shall include information on the purpose of the appeal.

B. The SBDM Council shall schedule a hearing within 30 days from the date of the request. The person bringing the appeal shall be given written notification of the hearing date and time.

C. The parties may be represented by legal counsel and may call witnesses relative to the appeal.

D. The SBDM Council shall consider the merits of the complaint, make a decision, and respond to the complaint writing.

E. A copy of the reply shall become a part of the official minutes of the SBDM Council.

F. If the matter is not satisfactorily resolved within no longer than ten calendars of the hearing, an appeal may be submitted in writing to the superintendent/designee, who will refer it to the District SBDM Appeals Board (Policy BLCC).

#### **VIII. Removal of a Council Member**

A. A member of an SBDM Council may be removed by the Kentucky Board of Education if he/she engages in a pattern of practice that circumvents or is detrimental to the process (KRS 160.345 {9}).

B. A member of a School Council may be removed for cause, after an opportunity for hearing before the local board, by a vote of four-fifths of the membership of the board of education and after the recommendation of the chief state school officer (KRS 156.132 and KRS 160.347).

## School-Based Decision Making

**School: Lincoln Performing Arts School**

**Subject of the Policy: Admissions Policy**

### *Policy Statement*

Lincoln Elementary Performing Arts School seeks students whose strong ability, performance and promise suggest they will thrive in the school's challenging academic environment and who will contribute to the life of the school in a variety of areas including the performing arts, leadership, academics, and service. Students admitted to Lincoln and their families are expected to embrace the school's mission statement.

***LPAS commits to educating the whole child through rigorous, arts-infused curriculum to best prepare students for future success.***

Admission is based on random draw process through Jefferson County Board of Education magnet and admission policy and procedures.

Through the admissions process, Lincoln builds a strong student community with balance in the following areas.

- Availability of space
- Student needs
- Student diversity

We believe that this balance brings a breadth of prospective that enhances the learning experience for all and enriches the whole school community.

The LPAS admission committee will work in partnership with the Jefferson County Public Schools through implementation of the student assignment plan as approved by Jefferson County Board of Education.

Date of First Reading:

Date of Second Reading:

Date Adopted:

Revised:

Signature: *Susan French-Epps*  
(SBDM Council Chairperson)

## SCHOOL-BASED DECISION MAKING

**School:** Lincoln Elementary Performing Arts School

**Subject of the Policy:** Alignment With State Standards and Program Appraisal

### ***Policy Statement***

The Procedures for Determining Alignment With State Standards and Program Appraisal Policy for Lincoln Elementary ensures that all students have equitable opportunity and access to highly effective teaching practices at all levels and with all classes.

### ***Procedures***

**Alignment With State Standards:** The school council shall charge a committee with reviewing the curriculum of the core instructional areas to ensure that each area is aligned with the Kentucky Academic Standards (KAS) and with district curriculum maps. The committee shall also analyze state assessment data to determine any curricular gaps. This review shall be completed and reported to the school council by the school council meeting during first semester of school.

The school council shall charge a committee with determining the barriers in student achievement. The committee may review state nonacademic data, gap groups, survey data (i.e., parent, teacher, and student), behavior summaries, and budget reports as well as any other data needed for its review. This review shall be completed and reported to the school council.

**Program Appraisal:** The school council shall charge a committee with reviewing state, district, and school data to determine the effectiveness of instructional program initiatives. The committee shall draft a report as to the strengths, barriers, and next steps for improvement for each program initiative. This review shall be completed and reported to the school council by the school council meeting during first semester.

### ***Evaluation***

Recommendations from the aforementioned committees shall be considered prior to the development of the School Improvement Plan (SIP).

**Date of First Reading:** March 19, 2019

**Date of Second Reading:** April 23, 2019

**Date Adopted:** April 23, 2019

**Signature:** Susan French-Epps  
(SBDM Council Chairperson)



## SCHOOL-BASED DECISION MAKING

**School:** Lincoln Elementary Performing Arts School

**Subject of the Policy:** Antibullying Policy

### ***Policy Statement***

At Lincoln School, we believe that all students have a right to a safe and healthy school environment. KRS 158.148 defines *bullying* as “any unwanted verbal, physical, or social behavior among students that involves a real or perceived power imbalance and is repeated or has the potential to be repeated:

1. That occurs on school premises, on school-sponsored transportation, or at a school-sponsored event; or
2. That disrupts the education process.

This definition shall not be interpreted to prohibit civil exchange of opinions or debate or cultural practices protected under the state or federal Constitution where the opinion expressed does not otherwise materially or substantially disrupt the education process.” Sample School has an obligation to promote mutual respect, tolerance, and acceptance. Sample School will not tolerate behavior that infringes on the safety of any student.

At Sample School, students will be educated by staff in all grade levels to help them identify and respond to the dangers of bullying. There are five types of bullying recognized in this policy.

- **Relational bullying**, sometimes referred to as “social” or “psychological” bullying. This takes the form of disrupting another student’s peer relationships through gossiping, whispering, and spreading rumors. It also includes turning your back on them, giving them the silent treatment, or leaving them out.
- **Cyberbullying**, sometimes referred to as social bullying, is often indirect; students communicate negative representations of the target to third parties, often through social network sites, instant messaging, texting, chat rooms, or posting on webpages or blogs.
- **Verbal bullying**, such as threatening, taunting, intimidating, insulting, sarcasm, teasing, ridiculing, making faces, rolling eyes, and other gestures.
- **Physical bullying**, (such as hitting, pushing, shoving, kicking, pinching, holding a person down) includes both the person and/or his or her possessions (through extorting money, stealing or causing damage to possessions).
- **Sexual bullying**, sometimes referred to as sexual harassment, includes unwanted sexual attention and comments, gender-demeaning remarks and jokes, using sexually offensive names, circulating pornography, touching the private parts of another student’s body, molestation, assault, and rape.

**Reporting Procedures shall include the following:**

- Tell a teacher or another adult at school. Complete a Bullying Report Form or anonymous tip card, located in the counselor's office.
- Witness Statements may be completed by other students per the Bullying Witness Statement Form.
- A counselor or designee will review and investigate the report from the student and/or reporting adult to verify illegal acts. Student reports that are found to have been intentionally filed under false pretenses or in retaliation will be subject to disciplinary action.
- A staff member will report immediately to the school administration when he or she witnesses or becomes aware of conduct that may be bullying or retaliation.

**Progressive Discipline Process**

**Level One Intervention:** Involves school administration in order to correct behavior by stressing the seriousness of the behavior and keeping the student in the classroom. The parent will be notified. Interventions will typically involve a conference with the student, parent/guardian conference, office time-out, cooling-off period, peer mediation (if appropriate), referral to student support staff, or detention. An attempt to include parent and student(s) in a constructive plan/behavior contract should be made. Staff should use these responses in a graduated fashion.

**Level Two Intervention:** Involves school administration in order to correct behavior by stressing the seriousness of the behavior while keeping the student in school. The parent will be notified. Interventions will typically involve short-term time in the Positive Action Center (PAC), time-out, or in-school suspension. Attempt to include parent and student(s) in a constructive plan/behavior contract should be made. Staff should use these responses in a graduated fashion.

**Level Three Intervention:** Involves short-term removal of the student from the school environment because of the severity of the behavior (short-term out-of-school suspension ranging from one to three days). An attempt to include parent and student(s) in a constructive plan/behavior contract should be made. Staff should use these responses in a graduated fashion.

**Level Four Intervention:** Involves removal of the student from the school environment because of the severity of the behavior (long-term out-of-school suspension ranging from six to ten days). This may involve the placement of the student in a safe environment that provides additional structure to address the behavior. These interventions focus on monitoring the safety of the school community and ending self-destructive and dangerous behavior. An attempt to include parent and student(s) in a constructive plan/behavior contract should be made. Staff should use these responses in a graduated fashion.

**Retaliation Prohibited**

Employees and other students may not retaliate against a student because he or she reports bullying or assists or participates in an investigation proceeding or hearing regarding the violation. The principal or designee shall take measures needed to protect students from such retaliation.

**Date of First Reading:** September 20, 2016

**Date of Second Reading:** November 15, 2016

**Date Adopted:** November 15, 2016

**Date Revised:** May 13, 2019

**Signature:** *Susan French-Epps*  
(SBDM Council Chairperson)

## SCHOOL-BASED DECISION MAKING

**School:** Lincoln Elementary School

**Subject of the Policy:** Budget

### *Policy Statement*

The school budget shall consist of funds appropriated to the school for a period beginning **July 1 and ending June 30** of the next year. The initial budget of the new year must be approved by the SBDM Council no later than **March 4** of the preceding year. Any adjustments based on allocation changes after the opening of school must be approved by the SBDM Council no later than **August 30** of the new year.

A committee shall develop a budget for the school. In the development of the budget, a full needs analysis shall be completed by the committee. The needs analysis shall include a reassessment of the school's components of their School Improvement Plan (SIP). The needs analysis shall include a thorough assessment of the level of success of that strategic plan (SIP), especially the impact of programs on student achievement and closing achievement gaps. The needs analysis shall also include the obtainment of feedback from all faculty and staff regarding their own assessment of needs, and the areas where each team member believes that investment is needed. The SBDM Council is not obligated to establish budget based on this schoolwide feedback, but will review this input prior to making final decisions on the new year budget.

A committee shall develop complete monthly financial reports for the SBDM Council. They shall report the monthly status of General Fund flex and the activity funds that the Council has purview over.

This committee will use the budget instructions and recommendations as provided by the Budget Department. Timelines will adhere to those required by the Budget Department. The committee shall develop a draft budget and shall conduct a meeting on the budget before it is recommended to the SBDM Council. Following the meeting, the committee shall recommend a budget to the SBDM Council. The SBDM Council has the responsibility of reviewing, accepting, amending, or rejecting this budget as necessary. The SBDM Council must approve the budget for the school. The approved budget will be published to all faculty and staff at the school.

The SBDM Council shall be responsible for monitoring the budget. The principal shall be responsible for reporting the status of the budget to the SBDM Council during the regularly scheduled meetings of even months (e.g., February—month two, April—month four). The principal may shift funds along line items during the fiscal year, but this level of flexibility is limited to any budget need of \$2,000 or less. For any budget need exceeding this amount, the principal must convene the SBDM Council in order to submit the proposed usage and obtain SBDM Council approval. The budget must balance at all times. All changes for staffing levels must be approved by the SBDM Council prior to implementation. The Council will restrict itself to discussion on positions and will not discuss staff member names, except in the case of a

principal vacancy. After the onset of the fiscal year (July 1– June 30), the SBDM Council will restrict itself to discussion on positions that are either vacant or imminently vacant due to official upcoming retirements.

A copy of the audit report shall be shared with the SBDM Council at the meeting after it is received.

**Date of First Reading:** November 27, 2018

**Date of Second Reading:** December 18, 2018

**Date Adopted:** December 18, 2018

**Signature:**

  
(SBDM Council Chairperson)

## SCHOOL-BASED DECISION MAKING

**School:** Lincoln Elementary Performing Arts School

**Subject of the Policy:** Classroom Assessment

### ***Policy Statement***

Lincoln Elementary Instructional Leadership Team (ILT) shall establish and maintain a balanced, comprehensive school assessment system that effectively uses (a) universal screeners, (b) common formative assessments, (c) district common assessments (optional), and (d) demonstrations of learning to continuously inform teaching and improve learning for **every** student. School assessment practices shall also be consistent with the Kentucky Academic Standards (KAS).

Both teachers and students are associated with assessment practices. Teachers shall collaboratively design and use assessments to demonstrate mastery of key concepts and skills, to track and communicate student progress, and to provide students additional learning opportunities toward mastery and proficiency. Students shall be routinely engaged setting goals, monitoring their own progress, and using descriptive feedback to adjust their own learning.

The principal and ILT shall recommend to the SBDM Council ongoing professional development/learning (PD/L) to increase the assessment literacy of all instructional staff. Assessments designed by teachers should be culturally sensitive and responsive to the needs of diverse populations. School teachers shall administer district and state assessments according to the recommended assessment calendar (to be modified each year in accordance with district and state expectations). Required documentation of performance shall be based on multiple assessments of student learning as outlined in the JCPS *Student Progression, Promotion, and Grading Handbook*.

The school will have a school-based plan to use data from assessments to provide interventions and enrichments. The SBDM Council shall regularly review and/or update this Classroom Assessment Policy based on the emerging needs of students in the school.

**Date of First Reading:** May 13, 2019

**Date of Second Reading:** May 28, 2019

**Date Adopted:** May 28, 2019

**Signature:** Susan French-Epps  
(SBDM Council Chairperson)

## SCHOOL-BASED DECISION MAKING

**School:** Lincoln Elementary Performing Arts School

**Subject of the Policy:** Committees

### ***Policy Statement***

The SBDM Council at Lincoln will use standing committees to encourage expanded participation in the decision-making process. Equity and inclusion are a priority. Every effort will be made to ensure that minority and diverse staff members have the opportunity to be involved in the committees. At times, ad hoc committees may be formed by the Council for specific purposes (e.g., budget, scheduling, principal selection). The following standing committees have been established along with the areas of responsibility:

#### Backpack of Skills

- Curriculum
- Instructional Practices
- Instructional Materials and Technology
- Data Analysis
- Assessment Practices

#### Racial Equity

- Needs Assessment Data Analysis
- Development of the School Improvement Plan (SIP)
- Professional Development/Learning (PD/L)
- SIP Progress Monitoring

#### Culture and Climate

- Safety
- Discipline
- Parent/Community Involvement
- Attendance
- Extracurricular Activities

### **Operational Procedures for SBDM Council-Assigned Committees**

- A. The SBDM Council at Lincoln will use an ad hoc and standing committee structure to encourage expanded participation in the decision-making process.
- B. Faculty, classified staff, parents, and community members will be encouraged to serve on SBDM-assigned committees.
- C. Standing and ad hoc committees will be formed and dissolved by the Council as needed.
- D. Committee membership will be obtained through a sign-up list of volunteers that should reflect the diversity of our school community.
- E. Each committee, unless otherwise specified in SBDM policies, shall elect a chairperson by majority vote at its first meeting. The term of the chairperson will be one year, and the chairperson may be reelected.

- F. Each committee shall determine the frequency and agenda of meetings. Written minutes of each committee meeting will be kept as an open, permanent record of the activities of each assigned committee. These will be forwarded to the SBDM Council and will become a part of the required documentation of the Council.
- G. Committees have the responsibility to carry out tasks assigned to them by the Council. Committees may research issues, gather schoolwide input, or prepare drafts for the SBDM Council but shall not discuss individual students.
- H. Decisions of the SBDM-assigned committees shall be made by consensus. In the event that consensus cannot be reached, a majority vote will be used to decide the issue.
- I. The committee chairperson/designee must report (orally and/or in writing) to the SBDM Council as requested by the Council.

**Date of First Reading:** March 19, 2019

**Date of Second Reading:** April 23, 2019

**Date Adopted:** April 23, 2019

**Signature:** Susan French-Epps  
(SBDM Council Chairperson)



## SCHOOL-BASED DECISION MAKING

**School:** Lincoln Elementary Performing Arts School

**Subject of the Policy:** Consultation for Hiring Other Than the Principal

### ***Policy Statement***

When it is determined that a vacancy in a Certified or Classified position exists within the school, the principal shall inform the superintendent of the vacancy and the district's transfer policies become effective. If the position is not filled through the transfer process, the principal will submit a personnel request. After the vacant position has been advertised for the required length of time, the superintendent will provide the principal access to all qualified applicants for each vacant position.

An ad hoc Interview Committee shall be selected by the principal and consist of appropriate stakeholders and interested SBDM Council members.

- The Interview Committee shall review the applications, references, and support materials of the candidates and shall interview the candidates for the position.
- Interview Committee members will sign a confidentiality agreement. All interviews and discussion of candidates shall be conducted in closed session and shall be kept confidential.
- The principal (or designee) will schedule all interviews and notify the Interview Committee of the date, time, and location of the interviews.
- Upon completion of the interviews, the Interview Committee shall prepare a recommendation for the principal and Council.
- The recommendation to the Council could include the top two or three candidates.
- After consideration is given to both the committee recommendation(s) and consultation with the Council in closed session, the principal shall make the final selection and submit this to the superintendent as required by KRS 160.345(2)(h).
- The principal will ensure that the hiring process outlined in this paragraph occurs within an appropriate timeframe.

The definition of *quorum* for the purpose of consultation in the hiring of personnel other than the principal **only**, shall be: After prior notification of the special-called meeting (at least 24 hours prior to the meeting) to all SBDM Council members and the media as required by Open Meetings laws, those who are in attendance shall constitute a quorum.

**Date of First Reading:** March 19, 2019

**Date of Second Reading:** April 23, 2019

**Date Adopted:** April 23, 2019

**Signature:** Susan French-Epps  
(SBDM Council Chairperson)

## SCHOOL-BASED DECISION MAKING

**School:** Lincoln Elementary Performing Arts School

**Subject of the Policy:** Curriculum

### *Policy Statement*

The three standing committees shall be responsible for determination of a curriculum (curricular resources), including needs assessment, cultural relevance, and impact on student learning outcomes. Lincoln will use the JCPS curriculum frameworks designed to ensure a broader definition of learning that includes deeper learning opportunities for all students. The committee shall help ensure that the curriculum at Lincoln meets state and local school board goals. Technology should be appropriately infused into the curriculum for personalized learning experiences. Equity and inclusion are a priority and should be reflected in the resources and learning opportunities within the school's curriculum.

The Backpack of Skills Committee should be reflective of the school's demographics to ensure that minority and diverse staff and community members have the opportunity to participate. The committee shall report to the SBDM Council monthly regarding the status of the implementation of the School Improvement Plan (SIP) and other initiatives related to the curriculum, such as the JCPS Backpack of Success Skills.

The three standing committees will collaborate to develop and update the SIP to improve the implementation of the curriculum as monitored through the JCPS Essential Systems (systems 1 and 3). Priorities for the plan shall be supported by the results of various assessments (state, district, and school). The plan may cover a period of more than one year. The plan shall include items as required in the SIP process (priority need, goals, benchmarks, and strategies).

The three standing committees shall ensure that the plan is communicated to teachers and various stakeholders (e.g., parents and community partners). The committees shall be responsible for reviewing on-going assessment data in recommending curricular revisions for the SIP.

**Date of First Reading:** March 19, 2019

**Date of Second Reading:** April 23, 2019

**Date Adopted:** April 23, 2019

**Signature:** Susan French-Epps  
(SBDM Council Chairperson)

## SCHOOL-BASED DECISION MAKING

**School:** Lincoln Elementary Performing Arts School

**Subject of the Policy:** Discipline and Classroom Management

### ***Policy Statement***

The SBDM Council shall adhere to the rights and responsibilities of all students as found in the JCPS *Student Support and Behavior Intervention Handbook* and in the school safety plan. The purpose of these documents is to provide students with a safe, secure, and positive learning environment.

### **Procedures:**

Within one week of the first instructional day of school (or within one week of enrollment), students and parents/guardians will receive the JCPS *Student Support and Behavior Intervention Handbook*. Each student is required within one month of receiving the Handbook to return the Acknowledgement of Receipt Form from the *Student Support and Behavior Intervention Handbook* signed by him/herself and his or her parent/guardian. The classroom teacher shall follow up with students and families whose forms are incomplete or not returned.

The school shall develop a school safety plan as required by district policy and state regulations. The school safety plan shall be reviewed annually by the SBDM Council.

Each classroom teacher should establish specific standards that govern the time students are in their classroom (within the standards and overall goals of Lincoln Elementary). These standards shall be posted in a prominent location and in print that is legible and easy to see from any place within the classroom. 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, Winter Break, and Spring Break). Other reviews shall be at the teacher's discretion.

**Date of First Reading:** March 19, 2019

**Date of Second Reading:** April 23, 2019

**Date Adopted:** April 23, 2019

**Signature:** Susan French-Epps  
(SBDM Council Chairperson)

## SCHOOL-BASED DECISION MAKING

**School:** Lincoln Elementary Performing Arts School

**Subject of the Policy:** Dress Code

### ***Policy Statement***

Our primary focus is to provide all students with a safe and positive learning environment. The purpose of this dress code is to enhance school safety, improve the learning environment, and promote good behavior. All students are expected to dress appropriately for the activities of the school day and the weather. In order to achieve this goal, the following guidelines are in place at Lincoln Performing Arts School.

#### Shoes

- Tennis shoes or sturdy, form-fitting shoes are recommended for the school day.
- No backless or high-heeled shoes are permitted. Flip flops are not permitted: sandals with back straps can be worn with closed toe. Sneakers are encouraged to wear every day.
- No shoes with wheels

#### Pants, shorts, skirts

- Pants and shorts to fit snugly at the waist
- Extremely brief shorts and short skirts are not appropriate for school. Mid-thigh length or longer is appropriate.

#### Shirts

- No thin or spaghetti strap tops may be worn.
- All clothing must cover all undergarments.
- All clothing must cover abdominal area.

#### General

- Tops and bottoms must overlap at all times, including when arms are raised.
- Hats, caps, hoods, and other headwear may not be worn during the school day unless for school-sponsored activities or for religious reasons.
- Coats (outerwear) may not be worn indoors during the school day.
- The following items are inappropriate for school and therefore not permitted:
  - Make-up
  - Any article of clothing or accessory that promotes drugs, alcohol, tobacco, sex, violence, weapons, or is offensive or degrading.

- Anything that may cause a distraction to the educational process or is deemed inappropriate or unsafe.

This dress code does not regulate the exercise of an individual's sincerely held religious beliefs.

**Date of First Reading:** May 28, 2019

**Date of Second Reading:** May 31, 2019

**Date Adopted:** May 31, 2019

**Signature:** Susan French-Epps  
(SBDM Council Chairperson)

## SCHOOL-BASED DECISION MAKING

**School:** Lincoln Elementary Performing Arts School

**Subject of the Policy:** Emergency Management Plan

### ***Policy Statement***

The adoption of an Emergency Management Plan Policy of Lincoln Elementary ensures that students are provided a safe and secure learning environment.

### **Procedures:**

The principal, in consultation with the teachers, other school staff, and local first responders, and the District Level Incident Management Team will collaboratively develop the school's emergency management plan as a way to 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 will include, but not be limited to the following:

- The establishment of primary and secondary evacuation routes, which must be posted in each room by each doorway used for evacuation
- Procedures 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) the following:
  - Controlling access to exterior doors during the day
  - Controlling front door access electronically or with a greeter
  - Controlling access to individual classrooms
  - Requiring visitor check-in with identification and purpose of visit provided
  - Display of visitor's badge on outer clothing
- Practices for students to follow in case of fire that are consistent with the administrative regulations of the State Fire Marshal's Office, Department of Housing, and Buildings & Construction (DHBC)
- Procedures for lockdown of the school that follow JCPS Safety and Emergency Procedures to include Alert, Lockdown, Inform, Counter, Evacuate (ALICE) protocols

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 city (Jeffersontown, Shively, St. Matthews, etc.) or Louisville Metro 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 or discussed during an Open Session of any school council meeting.

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 such methods as a sign-in sheet with the printed name of each staff member (all certified and classified staff), the signature of each staff member, and the date and time of the review.

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 school council and documentation maintained in the principal's office. (Other items to be listed on map: Assembly Area, Parent/Student Reunification Area, First Aid Station, and other potential hazards, such as gas lines and overhead power lines)

Within the first 30 instructional days of the school year and again during January, the school will conduct one severe weather drill, one earthquake drill, and one building lockdown. Fire drills will be conducted in accordance with the 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.

Possible access control methods that will be used at Lincoln Elementary 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 or controlled by a "greeter."
- All visitors must use the buzzer and be recognized or escorted by school staff prior to gaining access to the reception area.
- The principal is responsible for ensuring 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, including the date and time of the visit, the purpose of the visit, and with whom he or she visited.
- Classroom doors must remain locked during instruction time.

### **Evaluation**

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

**Date of First Reading:** April 23, 2019

**Date of Second Reading:** May 13, 2019

**Date Adopted:** May 13, 2019

**Signature:** *Susan French-Epps*  
(SBDM Council Chairperson)



## **SCHOOL-BASED DECISION MAKING**

**School:** Lincoln Elementary Performing Arts School

**Subject of the Policy:** Equity and Diversity

### ***Policy Statement***

To ensure that all of our students receive rigorous, equitable, and research-based educational experiences, opportunities, and outcomes, we will ensure that each and every student:

- Is able to achieve at high academic levels.
- Feels safe, welcome, and valued at our school.
- Receives a full, fair share of the opportunities our school has to offer.
- Knows and honors the achievements of his or her ethnicity, cultural identity, perspectives, and tradition.
- Knows and honors the achievements of other cultural traditions he or she may encounter in our community and later in life.
- Respects and understands that different life experiences lead to different perspectives.
- Allows/Encourages equal access to all programs.

We commit ourselves to annual reflection on how well we are fulfilling this commitment, including review of the following data disaggregated by gender, ethnicity, socioeconomic status, and disability:

- Student academic performance
- Student participation in our academic and extracurricular programs
- Student disciplinary referrals
- Family involvement in school activities
- Feedback from students, parents, staff, and community leaders on their perception of our performance in this area
- Efforts to establish a diverse staff, reflective of the student population
- Attendance

Based on what we learn from that reflection, we will develop and implement the plans needed to address any area of growth to fulfill the commitment made above. We will combine this work with our School Improvement Plan (SIP) process and ensure that our staff members are caring and culturally responsive. Additionally, the school's Comprehensive School Survey results will be used to gauge actual student perception and facilitate our decision making.

We will establish a Racial Equity Committee. This committee is established in response to the Jefferson County Board of Education's *District Commitment to Racial Educational Equity* policy.

**Purpose:**

- Review the effectiveness of, and recommend further professional development regarding equity on campus.
- Review (in concert with the administrative team) current discipline data, focusing especially on disparities in subgroups, and suspension data.
- Review policy and practice regarding access to advanced placement, college, dual credit, and CTE coursework for all students, specifically focusing on ensuring equitable access for students.
- Use of the R.E.A.P (Racial Equity Analysis Protocol) for all major campus decisions that could potentially impact students. Report findings of the R.E.A.P to the administrative team and SBDM.
- Draft, train, and maintain the school-based Racial Equity policy each year, reporting information quarterly to SBDM.

**Meeting and Reporting Schedule**

Once monthly as a committee and reports quarterly to SBDM (September, December, February, and May) on the progress of the committee's charges

**Date of First Reading:** May 13, 2019

**Date of Second Reading:** May 28, 2019

**Date Adopted:** May 28, 2019

**Signature:** Susan French-Epps  
(SBDM Council Chairperson)

## **School-Based Decision Making**

**School:** Lincoln Performing Arts School

**Subject of the Policy:** Exit of Magnet Program

### ***Policy Statement***

It is the desire of the staff at Lincoln Performing Arts School that parents work in cooperation with the school to see that the expectations of the school are met and supported. Parent(s), school, and student must work together to support the expectations of this magnet program. Parents may lose the privilege of sending their children to Lincoln Performing Arts School if they do not meet the expectations. To remain at the Lincoln Elementary Performing Arts School, students and families must reflect commitment and self-motivation toward the learning process. The following steps toward an exit of students will be followed when parents and/or students are delinquent in supporting the policies of this magnet school.

If a student's behavior is excessive and disruptive to the extent that it interferes with the student's learning and indicates a lack of self-discipline or respect for others, the following procedures will occur in accordance with the Jefferson County Public Schools Code of Conduct:

1. If elementary behavior violations occur, then in-school discipline measures will be taken.
2. If behavior violations continue, the intervention team will meet to create an individualized plan for the child to positively impact behavior.
3. If behavior violations continue, the exit committee will review the behavior record of the student to determine if the student will be placed on a probationary period and a certified letter will be sent to the student's home.
4. The exit committee will reconvene at the end of the nine (9) week period to determine the future of the student at Lincoln.
5. The student and parent will be notified by letter of the exit committee's decision before the end of the current school year.

If a student has excessive tardies and/or absences and/or late pickups, the Family Resource Coordinator and Attendance Clerk will make an effort to help the student correct the problem through letters, home visits, and meetings. If a student has 10 or more unexcused tardies or 6 or more unexcused absences, it may result in probationary procedures outlined above.

The committee will consist of three (3) staff members and will meet every nine (9) weeks.

**Criteria for Appeal Process**

If the student and parent wish to appeal the decision of the exit committee, they will be required to submit the appeal in writing to the building principal within seven (7) days of notification of the committee's decision. Any subsequent appeals will follow JCPS due process procedures for an appeal of dismissal of the magnet program.

**Date of First Reading:** May 17, 2012

**Date of Second Reading:** May 24, 2012

**Date Adopted:** May 24, 2012

**Revised:** February 27, 2017

**Signature:** Susan French-Epps  
(SBDM Council Chairperson)

## SCHOOL-BASED DECISION MAKING

**School:** Lincoln Elementary Performing Arts School

**Subject of the Policy:** Extracurricular Programs

### ***Policy Statement***

Extracurricular programs shall be selected based on the following criteria:

- The program complements the academic achievement of students.
- The program encourages students to develop self-confidence, self-esteem, and leadership skills.
- The program provides opportunities for students to participate in activities that encourage physical fitness, cooperation, and team building with adults and peers.
- The program provides the opportunity for students to interact socially in a positive manner with students in our school, other schools, and other districts.
- The program follows the participation guidelines as specified by JCPS Activities and Athletics rules and regulations as well as those of the Kentucky High School Athletic Association (KHSAA).
- The program provides opportunities for students from all backgrounds to participate in the program activities and is intentional in its recruitment efforts.

By **May 1** of each year, program sponsors will provide the SBDM Council with information on how their program(s) meets one or more of the above criteria and information on student participation in extracurricular programs. By **the end of May**, the SBDM Council will approve the extracurricular programs for the following school year.

**Date of First Reading:** April 23, 2019

**Date of Second Reading:** May 13, 2019

**Date Adopted:** May 13, 2019

**Signature:** Susan French-Epps  
(SBDM Council Chairperson)

## SCHOOL-BASED DECISION MAKING

**School:** Lincoln Elementary Performing Arts School

**Subject of the Policy:** Homework

### ***Policy Statement***

Lincoln Elementary believes that meaningful homework is an effective instructional strategy that enables students to practice what they have learned. Meaningful homework helps establish independent study skills and promotes individual accountability. Meaningful homework assignments should reflect extensions of classroom learning and authentic opportunities for engaging deeper with content. Homework should never be given as a punishment.

Teacher responsibilities are to:

- Develop and design meaningful homework assignments that directly reinforce concepts learned in class to provide additional instructional support to students, as needed.
- Regularly provide students with feedback on homework.
- Communicate clear and concise expectations to students.
- Make assignments relevant to learning to ensure transition readiness.
- Ensure all students have equitable access and opportunities to complete the homework.

**Date of First Reading:** May 13, 2019

**Date of Second Reading:** May 28, 2019

**Date Adopted:** May 28, 2019

**Signature:** Susan French-Epps  
(SBDM Council Chairperson)

## SCHOOL-BASED DECISION MAKING

**School:** Lincoln Elementary Performing Arts School

**Subject of the Policy:** Improvement Planning

### ***Policy Statement***

The primary purposes of the School Improvement Plan (SIP) shall be:

- To improve student learning, growth, and development.
- To eliminate achievement gaps among groups of students and address targeted needs.

Each year, a standing committee, in collaboration with the faculty, shall work with the district planning unit and the principal to conduct a needs assessment and to create, implement, and monitor the SIP.

The standing committee shall use the platform provided by the Kentucky Department of Education (KDE). The SIP structure shall include the components set out in 703 KAR 5:225 and the elements required by KRS 158.649.

The standing committee will give the principal a written draft of the school improvement plan each year for Council approval. Component managers and the committee will follow the district policy on planning to ensure that all timelines are met and that the plan is developed in accordance with district guidelines for planning set in board policy and state law.

Component managers and the committee will collaborate to adhere to timelines set in statutes for data analysis and plans to close the achievement gaps in their school. The principal will be responsible for communication with the district staff, the Council and committees, and their leaders throughout the planning process to ensure that the plan is appropriate and will accomplish the school's mission.

The principal will be responsible for differentiating his or her efforts when inviting parents, teachers, and the community to a Council meeting to share and discuss the draft SIP for the coming school year. After hearing the discussion and comments, the Council will approve the SIP and submit it to the appropriate assistant superintendent for review and final submission to KDE.

The principal will update the SBDM Council and all relevant stakeholders at each Council meeting as to the progress of the school plan.

**Date of First Reading:** May 13, 2019

**Date of Second Reading:** May 28, 2019

**Date Adopted:** May 28, 2019

**Signature:** Susan French-Epps  
(SBDM Council Chairperson)

## SCHOOL-BASED DECISION MAKING

**School:** Lincoln Elementary Performing Arts School

**Subject of the Policy:** Instructional Practices

### *Policy Statement*

The Instructional Leadership Team, in collaboration with the principal, will be responsible for recommending to the SBDM Council instructional practices (methods and techniques used in the delivery of the curriculum) that will meet the instructional needs of the students. The SBDM Council shall be responsible for reviewing this recommendation and determining if the recommendation will enhance student achievement. The SBDM Council also is responsible for providing the final approval of the recommended instructional practices.

**Date of First Reading:** unknown

**Date of Second Reading:** unknown

**Date Adopted:** October 12, 2010

**Date Reviewed:** December 6, 2017

**Signature:** Susan French-Epps  
(SBDM Council Chairperson)



## **SCHOOL-BASED DECISION MAKING**

**School:** Lincoln Elementary Performing Arts School

**Subject of the Policy:** Parent and Family Engagement/Involvement

### ***Policy Statement***

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

- Share clear information about each student's progress with his or her family.
- Offer practical suggestions to families on how they can support student learning at home.
- Make parents and community members full partners in our decision making.
- Seek and support adult volunteers to work with and inspire students.

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

### **Information on Student Progress**

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

- A written report on the student's progress
- A written report on how each student with a disability is progressing toward the goals of the Individual Education Program (IEP)
- An invitation to meet and discuss the student's progress
- An opportunity for the student to participate in sharing information on his or her progress with the parents
- The email address and telephone numbers they can use to communicate with their child's teacher

### **Home Support for Student Learning**

Our principal and teachers will:

- Assign homework that is consistent with our Instruction, Homework, and Assessment Policies.
- Provide information on the content students will learn each year through the methods listed in our Curriculum Policy.
- Send home newsletters through various means at least four times a year that include information on constructive family practices.
- Support our Parent Teacher Association (PTA).

Our Family Resource Center (FRC) will:

- Survey families at least once a year to learn what services and activities would most help them support their children.
- Offer a well-planned, well-publicized set of programs to meet those needs.
- Provide information on services and activities on our school website.

### **Decision Making**

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

- Signing up to serve on our SBDM committees.
- Attending SBDM Council or committee meetings.
- Commenting on draft policies and plans as they are made available.
- Participating in surveys, input meetings, and other opportunities to define school needs and develop solutions.

### **Volunteers**

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

- Completing the Volunteer Records Check Form
- Tutoring and/or mentoring
- Assisting with classroom activities
- Preparing materials
- Joining our PTA and supporting its efforts to strengthen our school
- Helping increase communication with families who have a pattern of low engagement with the school

### **Parent/Guardian Expectations**

- Be an advocate for all children.
- Attend parent/teacher conferences, workshops, and/or school meetings. Parents are welcome to observe their child's class but must follow the classroom observation request (please refer to School Visitation Policy).
- Review and sign report cards.
- Ensure that your child attends school each day and arrives on time.
- Read and sign your child's agenda daily (upper primary and intermediate).
- Listen and remain informed about progress and concerns in school concerning your child.
- Support dress code, attendance, discipline, and other policies at Lincoln Performing Arts School.
- Monitor your child's homework, and ask your child about notes from his/her teachers on a daily basis.

**Date of First Reading:** May 13, 2019

**Date of Second Reading:** May 28, 2019

**Date Adopted:** May 28, 2019

**Signature:** Susan French-Epps  
(SBDM Council Chairperson)

## SCHOOL-BASED DECISION MAKING

**School:** Lincoln Elementary Performing Arts School

**Subject of the Policy:** Perfect Attendance

### *Policy Statement*

At Lincoln Elementary Performing Arts School, we believe regular attendance is imperative to ensure success at school. Students must arrive on time, prepared for class and attend school on a regular basis.

#### Perfect Attendance

Lincoln Elementary Performing Arts School describes perfect attendance as zero absences, zero tardies, and in attendance all day long. A student must be in attendance from 9:05 until 3:45 to earn a perfect attendance award.

The district attendance policy is:

#### Truancy Defined

Any pupil who has been absent from school without valid excuse for three (3) days or more, or who has been tardy without valid excuse on three (3) days or more, is a truant. A pupil who has been reported as a truant two (2) or more times is a habitual truant.

#### Excused Absences

An excused absence or tardiness is one for which work may be made up, such as:

1. Death or severe illness in the pupil's immediate family, (a physician's note is required for verification after (10) absences for illness).
2. Illness of the pupil,
3. Religious holidays and practices,
4. One (1) day for attendance at the Kentucky State Fair,
5. Documented military leave,
6. One (1) day prior to departure of parent/guardian called to active military duty,
7. One (1) day upon the return of parent/guardian from active military duty,
8. Visitation for up to ten (10) days with the student's parent, de facto custodian, or person with legal custody who, while on active military duty stationed outside of the country, is granted rest and recuperation leave,
9. Ten (10) days for students attending basic training required by a branch of the United States Armed Forces, or
10. Other valid reasons as determined by the Principal, including trips qualifying as educational enhancement opportunities.

Provided the date(s) requested do not conflict with the State or District testing periods, a student shall be granted an excused absence for up to ten (10) school days to pursue an educational enhancement opportunity determined by the Principal to be of significant educational value. This opportunity may include, but not be limited to, participation in an educational foreign exchange program or an intensive instructional, experiential, or performance program in one (1) of the core curriculum subjects of English, science, mathematics, social studies, foreign language, and the arts.

The Principal's determination may be appealed to the Superintendent/designee whose decision may then be appealed to the Board.

A student receiving an excused absence to pursue an educational enhancement opportunity shall be considered present in school during the excused absence for the purposes of calculating average daily attendance as defined by KRS 157.320.

#### Parent Notes

Parents/guardians are to notify the school on the day on which their child is absent and provide notes to explain and confirm excused absences and tardies within three (3) school days of the student's return.

#### Make-up Opportunities

A student receiving an excused absence shall have the opportunity to make up missed schoolwork pursuant to procedures outlined in the Student Support and Behavior Intervention Handbook and shall not have his or her class grades adversely affected for lack of class attendance or class participation due to the excused absence.

**Date of First Reading:** August 30, 2017

**Date of Second Reading:** September 26, 2017

**Date Adopted:** September 26, 2017

**Signature:** \_\_\_\_\_

*Susan French-Epps*  
(SBDM Council Chairperson)

## SCHOOL-BASED DECISION MAKING

**School:** Lincoln Elementary Performing Arts School

**Subject of the Policy:** Primary Program

### ***Policy Statement***

From the time students enter Lincoln Elementary School until they begin the fourth grade, they will participate in the Primary Program. The Primary Program at Lincoln Elementary School is structured in multiage, multiability groups to best meet the academic needs of **all** students. Students in the Primary Program will be grouped and regrouped (when necessary) to best meet their needs in the Seven Critical Attributes of the Primary Program. It is the responsibility of the teachers to determine and evaluate grouping and regrouping patterns. Lincoln Elementary School will adhere to the JCPS *Student Progression, Promotion, and Grading Handbook*.

The Seven Critical Attributes of the Primary Program are as follows:

- **Continuous progress**—Each student is expected and allowed to progress through the Primary Program at his or her own pace of learning. This approach recognizes that all individuals learn at different developmental rates. Students are allowed sufficient time to practice and to have specific skills retaught and are not pushed ahead so quickly that they miss important skills and information. Students are not held back in any area if they are ready to move ahead.
- **Developmentally appropriate practices**—Students are taught based on their individual readiness for the content, skill, or instructional approach. They are both challenged and given enough time to practice what they learn as they learn it. The needs of the whole student (physical, social, intellectual, emotional, and aesthetic/artistic) are addressed.
- **Multiage/Multiability grouping**—Students are grouped in the school for learning in much the same way as children participate in groups within their family or community, rather than solely by the students' ages. In some instances, the groupings are based on common interests, talents, or individual learning needs. Students also may be grouped so they have the opportunity to observe, learn from, and model the skills of other students. Groupings are flexible and may change during the school day. Younger students stretch academically as they work with older classmates. The learning of older students is reinforced when they share what they know with younger students. Individualized instruction is promoted for all students.
- **Authentic assessment**—This is the ongoing documentation of what students learn and do in their day-to-day classroom activities. Authentic assessment includes the teacher's notes on what he or she observes a student doing in class, work samples, logs of books read, projects completed, experiments conducted, information obtained from conferences with parents, and other methods. Detailed evidence is provided about what students are learning and what they can do with what they learn. Teachers use this information to adjust current individual learning experiences for students and to plan instruction that is appropriate for each student.

- **Qualitative reporting**—A student's progress is communicated to the student and to his or her family in a manner that focuses on the growth and development of the whole student. The goal is to provide a comprehensive progress report that incorporates information from multiple sources. The strengths and needs of individual students are emphasized.
- **Professional teamwork**—All school staff (e.g., teachers, administrators, specialty teachers, and teacher assistants) talk and plan together regularly. By problem solving together and sharing their professional talents and skills, school staff are able to provide a better learning environment for students.
- **Positive parent involvement**—Schools actively seek to increase parent participation as partners in supporting their child's learning. A trusting partnership is built between the parents and teachers at the school. Communication, understanding, and exchange of information between the school and home are established for the benefit of the student.

**Date of First Reading:** May 13, 2019

**Date of Second Reading:** May 28, 2019

**Date Adopted:** May 28, 2019

**Signature:** Susan French-Epps  
(SBDM Council Chairperson)

## SCHOOL-BASED DECISION MAKING

**School:**

**Lincoln Elementary Performing Arts School**

**Subject of the Policy:**

**Principal Selection**

### ***Policy Statement***

Once the superintendent has verified a vacancy, the SBDM Council will form an Interview Committee. The principal selection Interview Committee shall consist of the SBDM Council and three additional members selected by the Council. When selecting these additional members, the Council will ensure that the committee contains a diverse representation. The outgoing principal shall not serve on the Council during the principal selection process. The superintendent or the superintendent's designee shall serve as the chair of the Council for the purpose of the hiring process and shall have voting rights during the selection process. The SBDM Council shall receive training in the process of selecting a principal, which will include a review of the school's bylaws, principal selection policy, and KRS 160.345. Additionally, all members shall sign a nondisclosure/confidentiality agreement forbidding the sharing of information shared and discussions held in the closed session.

The Interview Committee, as established above, shall develop a survey and may conduct meetings to get input from teachers, staff, parents, and community members for the development of specific criteria for the selection of a principal. The SBDM Council shall communicate to the school community the timeline for selection of the principal. The Interview Committee shall have access to the applications of all persons certified for the position.

The Interview Committee will schedule a series of meetings to review applicants' materials, to formulate interview questions using the criteria, and to conduct the oral interview and complete written tasks as requested. The committee may request that one or more candidates return for a second interview. All interviews and discussion of candidates will be conducted in closed session.

After thorough discussion and review of the candidates, the Interview Committee shall make a recommendation of its top choice to the SBDM Council. After consideration has been given to the committee's recommendation, the Council shall have the responsibility of selecting the principal for the school as mandated by KRS 160.345. The principal shall be selected on a majority vote of the membership of the Council, and the minutes reflecting this vote will be immediately forwarded to the superintendent's designee for review. If the Council is unable to make a choice, the Council will ask the superintendent for other available candidates to interview or to appoint an interim principal for a period of no longer than one year.

**Date of First Reading:** March 27, 2012

**Date of Second Reading:** May 17, 2012

**Date Adopted:** May 17, 2012

**Date Revised:** May 13, 2019

**Signature:**   
(SBDM Council Chairperson)

## SCHOOL-BASED DECISION MAKING

**School:** Lincoln Elementary Performing Arts School

**Subject of the Policy:** Protection of Instructional Time

### ***Policy Statement***

Lincoln Elementary ensures that every student will be actively engaged in instructional activities throughout the school day. It is important that interruptions to the instructional process be kept to a minimum. Instructional time will be protected in the following ways:

- Announcements will occur at a specified time or on an emergency basis only.
- Classroom instruction will begin when the bell rings. Calls to the classroom will only occur in emergency situations. Transition time will be minimized in the master schedule.
- Videos and television broadcasts will be used for instructional purposes only and will align to the standards.
- The School Discipline and Classroom Management policy, as well as the School Safety Plan, will be used to develop a positive school culture and maximize instructional time.
- The principal will set the expectation that students should be engaged in learning from the moment they walk into the classroom until the moment they leave.

### **Field Trips**

Many opportunities for deeper learning exist outside of the classroom. Field trips are part of the students' instructional day. Therefore, all field trips must be an extension of the curriculum taught in the classroom and aligned to the standards. For field trips to be approved, the relationship between the curriculum and the field trip must be evidenced in the Request Form completed by the teacher(s). This request must be submitted following appropriate procedures and timelines. (As outlined in Jefferson County Board of Education [JCBE] Policy, these procedures and timelines are reviewed each year with the staff and are in the *Faculty Handbook*.) When parent volunteers chaperone field trips, a background check must be completed. Only students in the class, no siblings, will be allowed to participate in the field trip. When attending field trips, all students must stay with approved chaperones with background checks.

**Date of First Reading:** May 28, 2019

**Date of Second Reading:** May 31, 2019

**Date Adopted:** May 31, 2019

**Signature:** Susan French-Epps  
(SBDM Council Chairperson)



## **SCHOOL-BASED DECISION MAKING**

**School:** Lincoln Performing Arts School

**Subject of the Policy:** Retention in a Grade/Failing Required Courses

### ***Policy Statement***

The following steps are aligned with the expectations outlined in Pupil Progression and Promotion Handbook.

### **IDENTIFICATION**

Teachers will review their students' performance to identify any students who may be at risk of needing to be retained in a grade, and will notify the principal (or principal's designee). This policy applies only to students in 4<sup>th</sup> grade or above, as retention is not appropriate in the primary program. If teachers come to identify additional students who may need this attention after the beginning of January, they will notify the principal (or principal's designee) and immediately begin the process described below.

### **INTERVENTION**

The principal (or principal's designee) and the student's teachers will meet with the student's parents, the counselor, and other appropriate adults. The purpose of the meeting will be to develop a consensus plan of steps to help the student avoid retention which may include any combination of the following strategies.

1. Extended school services.
2. Other forms of tutoring
3. Computer-based learning
4. Special strategies in the regular classroom.
5. Special strategies for work at home.
6. Any other approach that appears likely to promote student success.

In the event that consensus is not possible, the group will schedule an additional meeting to discuss the issues. If consensus fails after the second meeting, the principal (or principal's designee) will determine what steps will be taken. This plan will be finalized prior to the end of February.

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

### RETENTION DECISION

Prior to April, teachers will submit written recommendations to the principal (or principal's designee) as to which students will need to be retained in the grade.

Prior to May, the principal (or principal's designee) will:

1. Review each recommendation.
2. Consult the relevant teacher about any concerns. This consultation is not needed if the principal (or principal's designee) is fully comfortable with the recommendation.
3. Notify the student's parents that retention has been recommended and of the process described above.

### EVALUATION

Our School Improvement Planning process includes reviewing a variety of data on student performance. By analyzing that data, we will be able to tell how well this policy is being implemented and having an impact, and therefore be able to tell when changes are needed.

**Date of First Reading:** unknown

**Date of Second Reading:** unknown

**Date Adopted:** December 16, 2008

**Date Revised:** May 28, 2019

**Signature:** Susan French-Epps  
(SBDM Council Chairperson)

## SCHOOL-BASED DECISION MAKING

**School:** Lincoln Elementary Performing Arts School

**Subject of the Policy:** School Schedule

### ***Policy Statement***

An ad hoc committee will be formed to determine the master schedule for the school. The committee will have responsibility for the following:

- Coordinating a lunch schedule for appropriate classes
- Coordinating a special area schedule for appropriate classes
- Scheduling teams in the computer lab, Media Center, and gym, when available
- Providing equitable planning time for all teachers
- Attempting to provide common planning time for each team
- Providing equitable learning time to meet the individual needs of **all** students

The committee will provide the schedule to the principal for approval by the SBDM Council by **June 1** of each year. Any subsequent additions or amendments to the master schedule shall be the responsibility of the principal and be based on the needs of the students.

**Date of First Reading:** May 13, 2019

**Date of Second Reading:** May 28, 2019

**Date Adopted:** May 28, 2019

**Signature:** Susan French-Epps  
(SBDM Council Chairperson)

## SCHOOL-BASED DECISION MAKING

**School:** Lincoln Elementary Performing Arts School

**Subject of the Policy:** School Space

### ***Policy Statement***

The principal will have the responsibility of assigning school space during the school day based on the following criteria:

- Class size
- Program need
- Accessibility for students
- Appropriate supervision of students
- Safety
- Close proximity of instructional teaching teams
- Overall effective school management
- Academic and diverse needs of students
- Be related to improving classroom teaching and learning

The principal will inform the faculty and staff in writing of space assignment for the next school year by **June 1**. Changes in space assignment will only be made after **June 1** due to an increase/decrease in a class/program or the addition or abolishment of a class/program. If a change is necessary, the principal will notify those affected as soon as possible to explain the necessity of the change.

**Date of First Reading:** May 13, 2019

**Date of Second Reading:** May 28, 2019

**Date Adopted:** May 28, 2019

**Signature:** Susan French-Epps  
(SBDM Council Chairperson)

## SCHOOL-BASED DECISION MAKING

**School:** Lincoln Elementary Performing Arts School

**Subject of the Policy:** Assignment of Instructional and Non-Instructional Staff Time

### *Policy Statement*

In March of each year, the administrative staff will survey teachers to determine their interest in teaching assignments and teams. By **June 15** of each year, the principal shall prepare an instructional and non-instructional staff assignment plan for the following school year. Staff assignments shall follow Jefferson County Board of Education (JCBE) policies and all negotiated contracts. All staff members will be notified in writing of intended assignments by **June 15** of each year. Intended assignments may be modified as needed based on the following:

- Changes in student enrollment
- Programmatic needs
- Changes in enrollment to a particular class or course requiring the abolishment of that class or course

The staff affected will be notified promptly of the unforeseen situation and any resulting changes to their intended assignments.

Extra-duty assignments will be made by the principal on a rotating basis and distributed equally, based on the needs of the building. All certified staff will supervise hallways between classes and before and after school as students are entering or leaving the instructional classroom each day.

**Date of First Reading:** May 13, 2019

**Date of Second Reading:** May 28, 2019

**Date Adopted:** May 28, 2019

**Signature:** Susan French-Eass  
(SBDM Council Chairperson)

## SCHOOL-BASED DECISION MAKING

**School:** Lincoln Elementary Performing Arts School

**Subject of the Policy:** Student and Family Support Services

### ***Policy Statement***

A committee shall be formed for the purpose of determining support services for students and families. Representatives on this committee may include the school counselor, the Academic Instructional Coach, the Extended School Services (ESS) coordinator, one Exceptional Child Education (ECE) teacher, the Family Resource and Youth Services Center (FRYSC) coordinator, mental health counselors, and a representative from each of the teaching teams. This committee shall plan, monitor, and evaluate student and family support services. Support services include, but are not limited to, counseling, ECE, ESS, and FRYSC services and community support referrals.

The committee will be responsible for reporting information on the statutes of the student and family support services when requested or, at a minimum, twice a year to the SBDM Council.

**Date of First Reading:** May 28, 2019

**Date of Second Reading:** May 31, 2019

**Date Adopted:** May 31, 2019

**Signature:** Susan French-Epps  
(SBDM Council Chairperson)

6/27/2018

## SCHOOL-BASED DECISION MAKING

**School:** Lincoln Elementary Performing Arts School

**Subject of the Policy:** Assignment of Students to Classes and Programs  
Within the School

### ***Policy Statement***

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 **July 15**. Any subsequent additions or amendments to student assignment lists shall be the responsibility of the principal.

The following will be taken into consideration when assigning students to classes and programs:

- Students' programmatic needs and interests
- Scheduling flexibility to meet individual student needs
- Master scheduling that allows for common teacher planning to meet the academic needs of students
- Goals and strategies outlined in the School Improvement Plan (SIP)
- Class-size caps (adhering to state guidelines and the Collective Bargaining Agreement)
- Scheduling that results in a class that generally reflects the diversity of the students in the school as a whole, taking into account the residential addresses and the gender of the students in the class as a whole (if all other listed considerations above have been met)
- Parent input (if all other listed considerations have been met)

In assigning students in accordance with the above considerations, no student shall be assigned to a class or a program solely on the basis of his or her age, color, disability, marital or parental status, national origin, race, gender, sexual orientation, political opinion or affiliation or religion, or any other legally protectable category.

Parents who wish to seek a change in the assignment of their child shall confer with the principal, who shall have the authority to make changes.

**Date of First Reading:** May 13, 2019

**Date of Second Reading:** May 28, 2019

**Date Adopted:** May 28, 2019

**Signature:** \_\_\_\_\_

*Susan French-Epps*

(SBDM Council Chairperson)

## SCHOOL-BASED DECISION MAKING

**School:** Lincoln Elementary Performing Arts School

**Subject of the Policy:** Technology Utilization

### ***Policy Statement***

Technology use in the twenty-first century has become a vital component of all aspects of life. For students to be contributing citizens, they must receive an education that incorporates and provides equitable access to technology in all aspects of learning. Lincoln Elementary will provide students with technology skills instruction and opportunities to apply the skills to their work in core content subjects. Lincoln Elementary will create competent digital citizens by providing integrated Internet safety and digital citizenship instruction to all students.

All fifth-grade students should follow the guidelines in the current *Student Progression, Promotion, and Grading (SPP&G) Handbook* regarding technology graduation requirements, which are authentically incorporated during the defense process through the Backpack of Success Skills.


Within the constraints of the budget, the Council will ensure that the technology infrastructure is modern and fully functional and that it meets the teaching, learning, and operational needs of all stakeholders. School personnel will develop and administer needs assessments and use the resulting data to develop and implement a technology plan to continuously improve technology services and infrastructure. The principal will implement this process to address technology use and barriers, and the resulting plan will be monitored by the Council.

**Date of First Reading:** May 13, 2019

**Date of Second Reading:** May 28, 2019

**Date Adopted:** May 28, 2019

**Signature:**



(SBDM Council Chairperson)



## SCHOOL-BASED DECISION MAKING

**School:** Lincoln Elementary Performing Arts School

**Subject of the Policy:** Transitions

### *Policy Statement*

Our students will face special challenges as they make the transition from:

1. Preschool to primary.
2. Primary to intermediate. (Third to Fourth)
3. Elementary to middle school.

### PLAN

The Culture/Climate committee will report to the Council the following:

1. Objectives, defining what students need to know and be able to do to succeed in their new setting. These objectives may include both preparation of the academic curriculum and practical issues like building layout, rules and other issues.
2. Activities designed to achieve those objectives, including classroom activities, family orientation activities, visits to the new setting, and other needed activities.
3. Methods for measuring success, including whatever steps they will take to determine whether students have made a successful transition.

The Council will review the success of the plan and give feedback.

**Date of First Reading:** May 12, 2012

**Date of Second Reading:** May 24, 2012

**Date Adopted:** May 24, 2012

**Revised:** May 28, 2019

**Signature:** Susan French-Epps  
(SBDM Council Chairperson)

## **SCHOOL-BASED DECISION MAKING**

**School:** Lincoln Elementary Performing Arts School

**Subject of the Policy:** Wellness

### ***Policy Statement***

At Lincoln Elementary, we believe in educating the whole child. The purpose of the wellness policy is to ensure that all students are provided a healthy environment that promotes wellness to aid student learning and success. Student health has an impact on academic performance through increased attention span and improved classroom behavior/conduct. It is positively correlated with increased achievement and test scores.

At Lincoln Elementary School, students will receive instruction to promote making healthy choices to be implemented through the following:

- Goals for Nutrition Education
  - The practical living/health education Kentucky Academic Standards (KAS) will be taught across disciplines and throughout the school environment.
  - Foods and practices in the school environment may be consistent with nutrition education.
- Goals for Physical Education (PE)/Physical Activity
  - All students shall participate in a KAS-based physical education (PE) class.
  - Every student will participate in KAS-based, moderate-to-vigorous physical activity (MVPA) each day, not to exceed 30 minutes a day. This will be part of the instructional day.
  - Since this MVPA is counted as instructional time, it cannot be withheld or taken away as a form of punishment.
  - School uses a Comprehensive School Physical Activity Program (CSPAP) to increase physical activity opportunities through the school environment.
  - Teachers shall make a reasonable effort to avoid long periods when students are physically inactive by providing classroom-based physical activity.
- Goals for Nutrition Promotion
  - The school will regularly provide opportunities for all students to become health-literate by practicing nutrition education skills that establish, promote, and support health-enhancing choices.
  - The school will provide an environment of scientifically based nutrition messages throughout the school, within classrooms, and in school marketing that will be consistent with nutrition education and promotion.
  - All food sold to students during the school day (from 12 midnight until 30 minutes after the last bell) will be smart-snack-appropriate to enhance the health of our students and comply with the federal Smart Snacks in School requirements.

- Goals for Other School-Based Activities to Promote Student Wellness
  - When food/beverages items are used as rewards, items that do not comply with federal Smart Snacks in School standards (7CFR210.11) shall not be served until 30 minutes after the close of the last lunch period (JCBE policy 07.111: Competitive Foods).
  - In an effort to promote healthy food choices, visitors are asked to refrain from bringing their child fast-food lunches to school and consider enjoying the healthy offerings and drinks in the cafeteria or bringing their own healthy lunch option.
- A Plan for Measuring Implementation
  - Lincoln Elementary is implementing the district-level wellness policy via a school-level wellness policy that is reviewed annually, and strategies for school wellness are included in the School Improvement Plan (SIP) each child's level of physical activity on an annual basis.

**Date of First Reading:** May 13, 2019

**Date of Second Reading:** May 28, 2019

**Date Adopted:** May 28, 2019

**Signature:** Susan French-Epps  
(SBDM Council Chairperson)

**School:** Sample Secondary School

**Subject of the Policy:** Wellness

***Policy Statement***

At Sample Secondary School, we believe in educating the whole child. The purpose of the wellness policy is to ensure that all students are provided a healthy environment that promotes wellness to aid student learning and success. Student health has an impact on academic performance through increased student attention span and attendance and improved behavior/conduct. It is positively correlated with increased achievement test scores.

At Sample Secondary School, students will receive instruction to promote making healthy choices to be implemented through the following:

- Goals for Nutrition Education
  - The practical living/health education Kentucky Academic Standards (KAS) will be taught across disciplines and throughout the school environment.
  - Foods and practices in the school environment will be consistent with nutrition education.
- Goals for Physical Education/Physical Activity
  - All students shall participate in a KAS-based physical education (PE) class.
  - School uses a Comprehensive School Physical Activity Program (CSAP) to increase physical activity opportunities through the school environment.
  - Teachers shall make a reasonable effort to avoid long periods when students are physically inactive by providing physical activity in the classroom.
  - Physical activity will be positively promoted. Students will not be denied participation in physical activity as a punishment for deficient behavior or academic performance (delineate during the school day).
- Goals for Nutrition Promotion
  - The school will regularly provide opportunities for all students to become health-literate by practicing nutrition education skills that establish, promote, and support health-enhancing choices.
  - The school will provide an environment of scientifically based nutrition messages throughout the school, within classrooms, and in school marketing that will be consistent with nutrition education and promotion.
  - All food sold to students during the school day (from 12 midnight until 30 minutes after the last bell) will be smart-snack-appropriate to enhance the health of our students and comply with the federal Smart Snacks in School requirements.
- Goals for Other School-Based Activities to Promote Student Wellness
  - When food/beverage items are used as rewards, items that do not comply with federal Smart Snacks in School standards (7CFR210.11) shall not be served until 30 minutes after the close of the last lunch period (JCBE policy 07.111: Competitive Foods).

- A Plan for Measuring Implementation
  - Sample School is implementing the district-level wellness policy via a school-level wellness policy that is reviewed annually, and strategies for school wellness are included in the School Improvement Plan (SIP)
  - Per KRS 160.345, the school council shall adopt an assessment tool to determine each child's level of physical activity on an annual basis. The council or principal may utilize an existing assessment program. A standing committee may be formed for this purpose. The results of this assessment will be presented to the SBDM Council for review.

**Date of First Reading:**

**Date of Second Reading:**

**Date Adopted:**

**Signature:**

*Susan French-Epps*

(SBDM Council Chairperson)

## **SCHOOL-BASED DECISION MAKING**

**School:** Lincoln Elementary Performing Arts School

**Subject of the Policy:** Writing/Effective Communication

### ***Policy Statement***

#### **Guidelines for Students' Writing Experiences**

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In order to provide multiple opportunities to develop complex and effective communication skills (as identified in the JCPS Graduate Profile) for a variety of purposes and use a variety of language resources, we will make sure students do the following:

- Maintain a collection of student work that demonstrates student learning progression and is evidence for the Backpack of Success Skills
- Engage in writing to learn, writing to demonstrate learning, and writing for an authentic audience
- Experience authentic, meaningful, and relevant writing/communication at all grade levels:
  - For a variety of purposes (opinion/argument, informative/explanatory, narrative) and audiences
  - Experiences that reveal ownership and independent thinking
  - Students draw on their own experiences, culture, learning, reading, and inquiry to compose writing/communication tasks.
- Experience the writing process at all grade levels—planning, drafting, revising, editing, publishing, and reflecting on writing
- Experience writing in both on-demand and writing-over-time situations
- Write/Communicate as a natural outcome of learning across content areas that is integrated as a part of project-based learning experiences
- Read and analyze a variety of print and non-print materials (e.g., artwork, photographs, electronic text, graphics, illustrations, web images, maps, multimedia), including persuasive/argument, literary, and informational text
- Use diverse readings as models for student writing and as entry points for understanding cultural differences
- Learn about and use appropriate resources, including technology for writing/communication (e.g., personal interviews from diverse perspectives, observations, print materials) driven by different instructional purposes with different audiences for the student to consider.
- Utilize high quality models that assist in achieving specific learning objectives
- Demonstrate new understanding through collaborating, creating, and making global connections.

## **Guidelines for Instructional Practices for Writing and Effective Communication Strategies**

To provide multiple opportunities for students to develop complex and effective communication skills (as identified in the JCPS Graduate Profile) for a variety of purposes, teachers will do the following:

- Teach higher-order thinking skills for deeper learning
- Support writing to learn, writing to demonstrate learning, and writing for an authentic audience as a part of learning experiences designed for authentic project-based learning experiences
- Provide authentic, meaningful writing/effective communication strategies at all grade levels:
  - For a variety of purposes (opinion/argument, informative/explanatory, narrative) and audiences
  - Experiences that reveal ownership and independent thinking
  - Students draw on their own experiences learning, reading, and inquiry to complete writing/communication tasks.
- Teach the writing process at all grade levels—planning, drafting, revising, editing, publishing, and reflecting on writing and provide consistent and timely feedback to guide and improve students' writing skills
- Provide both on-demand and writing-over-time instructional experiences
- Incorporate writing/communication as a natural outcome of the content being studied in all curriculum areas
- Assign students to read and analyze a variety of print and non-print materials (e.g., artwork, photographs, electronic text, graphics, illustrations, web images, maps, multimedia), including persuasive/argument, literary, and informational text
- Use diverse readings as models for student writing
- Provide appropriate resources for writing/communication (e.g., personal interviews from diverse perspectives, observations, print materials, and technology) driven by different instructional purposes with different audiences for the student to consider
- Utilize instructional strategies and provide high quality models that assist students in achieving specific learning objectives
- Allow student choice and exploration
- Provide opportunities for students to demonstrate new understanding through collaborating, creating, and making global connections.

## **School-wide Structures and Monitoring Guidelines**

To ensure every student has a Backpack of Success Skills that demonstrates student interests and the integration of literacy, writing, and communication skills across the content areas, the principal will:

- Ensure the district recommended curriculum frameworks (aligned to Kentucky Academic Standards) are implement vertically and horizontally.

- Assign a literacy team to develop a written plan for implementing and monitoring a literacy/writing/communication plan.
- Ensure the plan includes guidelines and recommendations for student and teacher use of technology.
- Ensure the implementation of the plan developed by the literacy team
- Ensure that the literacy/writing/communication plan are reviews annually and revised (if needed).
- Ensure teachers receive job-embedded and after school professional learning opportunities related to literacy.
- Ensure writing/communication plans are separate from this policy and specific for each level. These plans will reflect this policy and will be developed and adjusted based on assessment data, classroom data, program appraisal data, and best practices in literacy instruction.

### **Policy Evaluation**

We will evaluate the effectiveness of this policy through our School Improvement Planning Process. This shall be in alignment with systems for a strong instructional learning climate.

**Date of First Reading:** May 13, 2019

**Date of Second Reading:** May 28, 2019

**Date Adopted:** May 28, 2019

**Signature:** \_\_\_\_\_

*Susan French-Epps*  
(SBDM Council Chairperson)