

Hardinsburg Elementary
School
SBDM Council Policies and
Procedures

Hardinsburg Elementary School

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Revised: 7-16-13
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Curriculum Policy

Policy Statement

- The Curriculum Committee will make recommendations to the SBDM Council, for approval, concerning various areas of curriculum. Adopted curriculum shall be the Kentucky Core Academic Standards, Common Core State Standards, Program Reviews, Kentucky Core Content 4.1, Next Generation Science Standards, and Breckinridge County District Curriculum. The committee will be responsible to the council for approval of any amendments to the adopted curriculum.

Curriculum and Assessment practices shall:

- Address the physical, cultural, socioeconomic, and intellectual needs of the students
- Reflect the diversity and meet the needs that exist in the student population along with setting high standards and expectations for those students
- Provide developmentally appropriate content according to the developmental stages of the learners
- Include scoring guides or rubrics designed with and/or shared with students prior to the assessment with emphasis on Proficient work and its characteristics
- Reflect an integrated curriculum whenever possible

Curriculum Monitoring and Analysis

- Teachers will meet with their teams and Curriculum Specialist/Principal regularly in PLC Meetings to analyze student work, formulate and discuss instructional strategies, and monitor progress on curriculum and standards.
- Learning Checks will be administered two to three times yearly in order to assess and monitor student progress toward mastery of learning objectives.

- Teachers will follow Curriculum Maps established by the district to help ensure vertical and horizontal alignment of the curriculum.

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P1.02

Instructional Policy

Policy Statement

The curriculum committee, in collaboration with administration and the curriculum specialist, shall select the appropriate instructional practices to be utilized in the school to ensure the school's curriculum is fully implemented.

Teachers shall emphasize the following research-based instructional strategies while delivering classroom instructions:

- Use a wide variety of methods to address the different learning styles of the students in their classes.
- Use a wide variety of assessments to document student growth and achievement, including extended response questioning.
- Keep a working folder for each student, including current work samples and scoring guides used to evaluate them.
- Use higher level questioning techniques.
- Differentiate instruction to meet individual needs.
- Examine students' knowledge base prior to beginning units of study (unit pre-assessments).
- Conference with each student to discuss their growth, development, and work.
 - ❖ Grading scales shall be ones adopted by the elementary schools in the district.

- ❖ Teacher-parent conferences will be held twice during the school year to discuss student progress.

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Instructional Materials Policy

Policy Statement

The principal will initiate the process on the basis of priority needs.

Procedure:

1. Teacher/staff member shall complete a purchase order and submit it to the principal.
2. Principal shall review, sign and forward to the Board to be assigned a purchase order number.
3. Purchase order will be returned to the school and items will be ordered.
4. Upon delivery, invoice and purchase order will be forwarded to the Board of Education for payment.
5. In order to comply with state accounting and bidding requirements, all purchases of goods and services shall be made in conformity with Board policy.

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Instructional Budget Policy

Policy Statement

- The draft budget will be focused on the school's improvement plan and submitted to the council for their approval by the April regular meeting.
- A meeting, led by the principal and bookkeeper, will be held with staff prior to submission of the draft budget to solicit input/ideas and to provide explanations concerning the upcoming budget.
- The actual budget will be adjusted when allocations are finalized in September.
- The Board of Education will handle the operational application of the budget process.
- The principal shall monitor the process and report the budget's monthly status to the council.

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P1.05

Textbook Selection Policy

Policy Statement

- The curriculum committee, in collaboration with staff, will review textbook requests, allocation information from the Board of Education and make recommendations to the council by the May regular meeting.
- Each individual classroom teacher should investigate texts by communicating with the district instructional supervisor, other classroom teachers from other schools, textbook showcases, etc. of the current adoption cycle.
- After the adoption cycle has finished and funds are still available, they will be used based on school needs.
- The selection should be based on alignment of Kentucky Core Academic Standards, Kentucky Learner Goals and Expectations, and teacher preference.

Procedure:

- After council approval, the principal or designee will complete a purchase order and forward to the instructional supervisor at the Board of Education.
- Order will be placed and delivery will be made to the school.
- Upon arrival, purchase order will be signed as received and returned to Board for payment.
- Board will provide monthly budget updates.

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Adopted: August 19, 2008

Revised: August 16, 2016

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Technology Policy

Policy Statement

- The school shall organize all instructional and other activities to be aligned with standards established in state laws and regulations, and in a manner that is consistent with local school board policy.
- The Curriculum and Technology Committee will provide reports and make recommendations, when requested by council, in this area.
- The principal shall provide all the information regarding this area.
- The school shall utilize technology in a manner consistent with local school board policy and state laws and regulations.
- The school shall appraise all programs in a manner that is consistent with local school board policy and state laws and regulations.
- Students and all personnel using the Internet will have on file a copy of the BCPS Net Network Access contract.

Wellness Policy

Policy Statement

Hardinsburg Elementary School is committed to providing an environment that enhances learning and development of lifelong wellness practices.

To accomplish these goals:

- I. Child Nutrition Programs will comply with federal, state and local requirements. Child Nutrition Programs are accessible to all children. Meals served through the National School Lunch and Breakfast program will:
 - Be appealing and attractive to children;
 - Be served in a clean, pleasant setting;
 - Meet the nutrition requirements established by state and federal statutes and regulations;
 - Offer a variety of fruits and vegetables;
 - Promote the consumption of fruits and vegetables by offering at no additional cost extra servings;
 - Serve reduced fat (2%, low-fat (1%), and fat-free milk in a variety of flavors;
 - Offer a variety of whole grain foods
 - Offer salads to 4th and 5th grade students
 - Offer water during lunch and breakfast sales

- Encourage parents to send in healthy food choices when students bring their own lunch.
- Encourage parents not to bring in fast food for student lunches

- II. Wellness Committee (School Health Committee)—Hardinsburg Elementary will develop a wellness committee. Our committee will consist of a group of individuals representing the school and community, and may include parents, students and representatives of the school food service program, members of the school board, school administrators, teachers, health professionals, and members of the community. The School Health Committee will report to the Hardinsburg Elementary School’s SBDM Council.

Nutrition Education will be integrated into the curriculum.

- Our school will provide nutrition education;
 - Nutrition Education is offered as a part of a sequential, comprehensive, standards-based program designed to provide students with the knowledge and skills necessary to promote and protect their health;
 - Includes enjoyable, developmentally-appropriate, culturally-relevant, participatory activities, such as contests and promotions;
 - Promotes fruits, vegetables, whole grain products, and low-fat and fat-free dairy products, healthy food preparation methods, and health-enhancing nutrition practices.
- III. Physical Activity—Hardinsburg Elementary School offers patterns of meaningful physical activity connected to students’ lives outside of physical education.

- Physical education is an environment in which students learn, practice and are assessed on developmentally appropriate motor skills, social skills, and knowledge;
- Physical activity facilities at Hardinsburg Elementary School grounds meet safety requirements;
- Teachers are encouraged to incorporate physical activity as possible into subject areas;
- Hardinsburg Elementary School provides a physical and social environment that encourages safe and enjoyable activity for all students, including those who are not athletically gifted;

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P1.07 (Continued)

- We offer basketball, cheerleading, and archery programs;
- Food and/or physical activity are not used as a punishment;
- All activities are consistent with the local wellness policy goals

IV. School Food Environment—All foods and beverages made available on campus (including vending, concessions, a la carte, student stores, fundraising, and parties) during the school day are consistent with the current Dietary Guidelines for Americans.

- To support children’s health and nutrition efforts, school fundraising activities will include, but not limited to, items that will encourage healthy eating and physical activity;
- Snacks will be served 30 minutes after the last lunch period but meet the Guidelines for Competitive Food and Beverage Sales;
- Hardinsburg Elementary School limits celebrations and/or parties that involve food during the school day. Limited celebrations/ Parties shall include special event parties but not limited to Halloween, Christmas, Valentines Day, and Easter parties.
- Limited celebrations/parties are to serve beverages of 100% fruit juice, milk, or water. The food item must be a purchased item,

but for limited celebrations only may be whatever you want to serve.

- All foods made available on campus adhere to food safety and security guidelines.
- Hardinsburg Elementary Schools' environment is safe, comfortable, pleasing, and allows ample time and space for eating meals. Food and/or physical activity are not used as a punishment. We make efforts to use non-food items as rewards for academic performance or good behavior.

Professional Development Policy

Policy Statement

The Professional Development Committee (PDC) of Hardinsburg Elementary School will make the Professional Development Decisions for Hardinsburg Elementary School. (HES) The PDC will meet as needed or as required by school policy. A chair shall be selected from the committee members.

Each Certified Staff Member will complete the required number of hours as required by law annually. The current number of hours needed is 24 hours of PD. Amendments to increase or decrease required hours may be made according to changes in Kentucky State Law. The PD plans and workshops shall follow the Kentucky State Requirements. Classified Staff may be required to attend professional development. If so they will be paid their regular pay scale and benefits. Classified PD will be arranged so that "overtime" is not allowed.

The PDC may determine that a particular workshop is mandatory. It will require an agreement from two of the following to allow a staff person to substitute other workshops for the mandatory meeting. The District Professional Development

Coordinator, the PD Chairperson, the Principal, or the Assistant Principal must sign the waiver.

Unless KDE policy states otherwise the PD planned for HES shall take precedence over other PD offerings. Special Education Staff, and Staff from positions termed as special areas shall have preference as to attendance of workshops outside HES. This applies to only the first 24 required hours.

Release time will not apply towards the 24 hours of mandatory PD. Approved meetings or workshops that shall occur at times other than regularly paid time shall count towards PD. For example, sexual harassment, confidentiality, test training and etc. if held other than during release time shall count towards the 24 hours of required PD.

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P1.08 (Continued)

Professional Development may be accrued through the study of certain approved books. The book must be approved by the school administrator, the PD Chairperson, and the Central Office Personnel responsible for Professional Development. This would allow three hours credit maximum annually per person. PD credit or a stipend would be given for up to 3 hours per book. Credit and or stipend will not be allowed for the time used to read the book. Credit will be given for the discussion of the book selected. The discussion must be held in a school facility. For credit it must be held during a time that would not be considered “regular school time.”

Professional Development may be accrued through the study of special KET Programs, Internet training, or DVD presentations. They must be approved by a school administrator, Central Office PD Personnel and the school PD Chairperson. This would be reserved for a “late hire” or persons that cannot obtain the specific training any other way. The participant must sign documentation at the beginning and ending of the session. The viewing must occur in a school facility and must be during a time period that would not be “regular hours.” This PD Credit would not qualify for a stipend.

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Homework Policy:

Policy Statement

1. Each grade level will routinely assign homework that is challenging, authentic, monitored, and based on Kentucky standards.
2. Homework will be assigned, checked, and returned within a week's time.
3. Homework should not exceed the following amounts of time per grade level, per night:
 - (K)P1 Level: 10—20 minutes
 - (1) P2 Level: 20—30 minutes
 - (2) P3 Level: 30—40 minutes

(3) P4 Level: 40---50 minutes
4th Grade: 50—60 minutes
5th Grade: 60—70 minutes

Times may vary from student to student.

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Adopted: August 19, 2008

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Assessment Policy

Policy Statement

Hardinsburg Elementary students will be formally assessed in the spring of each school year. P1, P2, and P3 grade students will be given any test(s) mandated by the district. P4 (End of Primary), 4th and 5th grade students will be given the state-mandated K-PREP test. Students will be assessed according to Kentucky State Standards for Assessment. This includes the utilization of extended response questioning, writing portfolios, on-demand writing, and performance events. MAP testing is used to assess student progress in the Primary Program and 4th & 5th grades. It takes place three times per school year. Common Unit Assessments and Learning Checks are taken throughout the school year. School-wide progress monitoring is done monthly using SM/Study Island scores and the results from MAP testing three times per year. Assessment results will be reflected in the report cards that are sent home at the end of each nine week grading period. Approximately 4 ½ weeks into each grading period mid-term reports will be sent

home. Parent-teacher conferences will be scheduled in the fall and in the spring of each school year. At least two conferences will be held each school year.

Assessment Procedures (Implementation)

-Extended Response (ER) questions will be evident in teacher lesson plans each grading period in various core content areas.

-Scoring guides will be utilized for assessment. The state scoring guide for ER, Portfolio and On-Demand writing will be displayed throughout the school year.

-Various means of assessment per unit/theme will be used to evaluate student progress and provide feedback to students showing the score they made. The means of assessment to choose from are as follows: K-PREP-like assessment such as extended response, on-demand writing and multiple choice may be used as well as written tests, oral evaluation, performance event or hands-on activities.

-A working portfolio in writing will be kept for each student and will include entries from each grade level.

-Teachers will collaborate to develop multiple/authentic assessments to be implemented for each instructional unit/theme.

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Revised: July 16, 2013

Revised: August 16, 2016

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School Schedule Policy

Policy Statement

- At a May faculty meeting, staff will begin discussing a schedule for the following school year.
- The principal (in collaboration with staff) shall develop a proposed school schedule by June 30 for council approval.
- The schedule will determine the school day and week that reflects appropriate use of instructional time, in accordance with federal and state regulations.

- Should the plan not be approved, the council shall propose changes at the July meeting.
- Should the council not be able to have one in place after the July meeting, the principal shall have the authority to develop and implement a schedule.
- Beginning and ending time of the school calendar will be established by the Board of Education.

Staff Time Assignment

Policy Statement

- By the July regular meeting, the principal, in collaboration with staff, shall prepare an instructional/non-instructional staff assignment plan and present it to the council for the upcoming school year.
- A follow up plan that reflects amendments to the original plan shall be prepared and presented to council by the August regular meeting.
- The plan shall be based on the following criteria:

1. Qualified staff members
 2. Needs/goals of school
 3. Seniority
 4. Request
 5. Experience
 6. Evaluations
- All vacant positions, whether existing or new, shall within one working day of being declared a vacancy by the superintendent, be posted on the bulletin board in the faculty work room so that existing teachers/workers shall be informed.
 - Teachers shall have five working days from the date of the posting to inform (in writing) the principal of their request to be considered for reassignment to the vacant position.
 - The reassignment of existing staff to a vacant position will go to council for consultation with the principal and SBDM members.

Student Assignment Policy

Policy Statement

- The principal, in collaboration with staff, shall prepare a student assignment plan and present it to the council for approval by the July regular meeting.
- Assignments will be posted following approval prior to school starting on the front doors of the lobby area of the school.

- Additions or changes to the plan will be reported by the August regular meeting for approval.
- Upon a new student arrival after approval or during the year changes are necessary, the principal shall implement the plan as if approved by the council.
- Criteria to be used in making assignments:
 - Academic performance
 - Learning style of the student
 - Student behavior
 - Instructional needs of the student
 - Class size
 - School schedule

Consultation Policy

Policy Statement

- The school council shall be consulted prior to the principal's selection of personnel to fill all non-principal school-based vacancies that shall occur at the school.
- The vacancy shall have occurred when posted with the Department of Education by the superintendent for a certified position.

- The school council, at either a regular or special meeting with a quorum present, shall determine the job classification for the vacancy. The council may keep the job classification, as it was previously determined, change it to another legal classification or agree to another legal expenditure.
- When a school-based vacancy occurs, and the school council has determined the job classification for the vacancy, the school principal, or any other school council member shall include “consultation with the school council for the vacancy,” on the agenda of a regular or special called meeting of the council.
- The Superintendent shall post the position and after the required legal number of days has passed, submit to the council a list of qualified applicants. The principal may copy all the applications for the council to review. The principal may do preliminary interviews and do reference checks on any/all applicants. An interview committee consisting of the principal and at least one of the following: council member, assistant principal, or faculty member working directly with the person to be hired will conduct the interviews
- The council may conduct the interview from a pre-set list of questions. The council will provide advice to the principal through consensus or majority vote as to the choice or priority order.
- The principal within twenty-four hours of the meeting will make the selection and recommendation to the Superintendent, who will complete the hiring process.

Committee Structure Policy

Policy Statement

SBDM Committee Policy

KRS 160.345

If a school council establishes committees, it shall adopt a policy to facilitate the participation of interested persons, including, but not limited to classified employees and parents. The policy shall include the number of committees, their jurisdiction, composition, and the process for membership selection.

The general purpose of committees is to make recommendations to the Council by performing the following duties as appropriate:

- * Elect a chairperson and secretary.
- * Take accurate minutes of the committee meeting; send minutes to the principal
- * Accept challenges, tasks and charges from the Council; investigate, analyze, and develop a faculty/parent consensus on recommendations to be made for council adoption.
- * Gather input and ideas from the school and community and compile information.
- * Discuss all aspects of topics; include all points of view.
- * Research topics by utilizing resource people, using professional publications, contacting successful schools, etc.
- * Formulate and report recommendations.
- * Supply other information the Council might need to understand the committee's recommendation.
- * Report progress at Council meetings.
- * Revise the Committee recommendation as requested by the Council.

Responsibilities of Committees

Committees shall carry out their roles as directed by the Council including, but not limited to, the responsibilities listed in this section. Each committee will prepare a timeline of goals and activities to be submitted to the Council. Each standing committee will meet monthly. Committee membership will last one year, but consecutive service is recommended.

Committee Membership and Officers

Each certified staff member shall serve on at least one of the standing committees. Each standing committee shall consist of a minimum of three members. Classified staff members, parents, students, and all interested parties are encouraged to serve. An announcement will be posted in the school along with a sign-up sheet for at least one week. Parents and community members will be informed through newsletters and notes home. There must be at least one parent member on each committee, preferably more.

Each committee shall have a chairperson and a secretary. The chairperson shall prepare a preliminary agenda, run the meeting, present reports and recommendations to the Council, communicate Council requests back to the committee, and monitor completion of committee actions. The secretary shall take attendance, record the minutes of the meeting, and file a copy of the minutes in the committee notebook.

Ad Hoc Committees may be formed to address specific tasks identified by the Council and will be dissolved once the task is complete. Ad hoc committees shall be formed by the Chairperson.

Hardinsburg Elementary School SBDM Standing Committees

Academic Performance Committee

The Academic Performance Committee will consist of subcommittees (Assessment and Curriculum) addressing the following areas:

- * Curriculum and Instruction
- * Assessment and Planning
- * Instructional Methods (including use of technology)

Learning Environment Committee

The Learning Environment Committee will consist of subcommittees (Buildings and Grounds and Student/Parent/Staff Support) addressing the following areas:

- * School Culture
- * Student, Family and Community Support

Efficiency

The Efficiency Committee will consist of subcommittees (Professional Development and Technology) addressing the following areas:

- * Leadership
- * Organization, Resource Allocation and Budget
- * Planning, Defining School's Vision, Mission and Beliefs
- * Defining and Analyzing Instructional Methods, Results and Effectiveness, and Professional Development

Public Relations

The Public Relations Committee will work to promote our school through media resources: web page, newspaper, television, and other available media.

Pictures and articles for publication will receive approval from the principal before being submitted for publication. Additionally, the committee will ensure we have received proper parental authorization before publishing student names and photos.

Space Policy

Policy Statement

The principal will make the final decision when a vacancy occurs in the building after viewing the needs of all resources. The school council may make suggestions if the principal desires input. These suggestions will only be considerations, however, and the allocation of space shall be the principal's determination.

Discipline Policy

HES provides each student with the maximum opportunity to acquire an education. HES strictly adheres to the Code of Conduct and Disciplinary Policy as approved by the Breckinridge County Board of Education and HES School-Based Decision Making Council. The HES discipline policy and procedures focus on increasing student responsibility for his/her actions and encouraging self-respect and consideration for the rights, feelings, and property of others. Guidelines have been established that are in compliance with the Breckinridge County District Code of Acceptable Behavior and Discipline.

Each staff member at Hardinsburg Elementary School accepts responsibility for the maintenance of discipline and for the promotion of a Positive Behavior Interventions & Support (PBIS) framework for the development of wholesome human relations. A student's behavior should conform to acceptable standards of conduct as established by the PBIS Leadership Team and the School Based Decision Making Council. The staff and council request parental support in helping maintain appropriate conduct in the school.

Student Code of Conduct

Students attending Hardinsburg Elementary School are expected to display a level of behavior which is acceptable to school personnel and the community. Students are expected to show *PAWS* (Positive Behavior, Act Responsibly, Work Hard, & Show Respect). No student has the right to interfere with the opportunity of an education by their actions, poor manners, or lack of consideration. The Breckinridge County Board of Education has published a county-wide discipline policy. The following reminders are for the students and parents/guardians of HES. These rules apply on the school grounds or at any event or location where HES is represented.

Students are expected to:

- Report to school daily prepared to study, learn, and complete all assignments. Respect and obey teachers and staff.
- Respect their fellow students.
- Maintain and improve the appearance of the school and grounds.

Students are not allowed to:

1. Fight or provoke a fight.
2. Use inappropriate language/profanity.
3. Possess or use drugs, alcohol, tobacco products/paraphernalia, e-cigarettes, or fireworks on school grounds/property.
4. Have paging devices, radios, audio/video electronics, or cell phones out or in use during school hours.
5. Gamble, bring playing cards or any inappropriate/unauthorized item.
6. Cheat.
7. Possess any type of weapon, including but not limited to any type of firearm or knife.
8. Threaten, bully, or harass another student for any reason. Use of threatening language is prohibited.
9. Chew gum.
10. Bring pets/animals unless prior approval from teacher/principal/assistant principal.
11. Play with toys or other personal items during instructional time.
12. Exhibit any behavior that interferes with the instructional program of HES.
13. Leave campus for any reason during the school day unless properly checked out through the school office.

HES Discipline Referral Plan

Through classroom and school rules and consequences, students will be given ample warnings. Students will be referred to the office for repeated minor offenses or after a major offense.

Parents will be made aware of recurring problems. A copy of all discipline referrals will be sent home to notify the parents. The parent will need to review and sign the referral. The referral should be returned to school by the child the next day. If the student does not return the referral, a phone call will be warranted at that time. Depending upon the severity of the problem, a phone call may precede the referral.

Referrals and Penalties

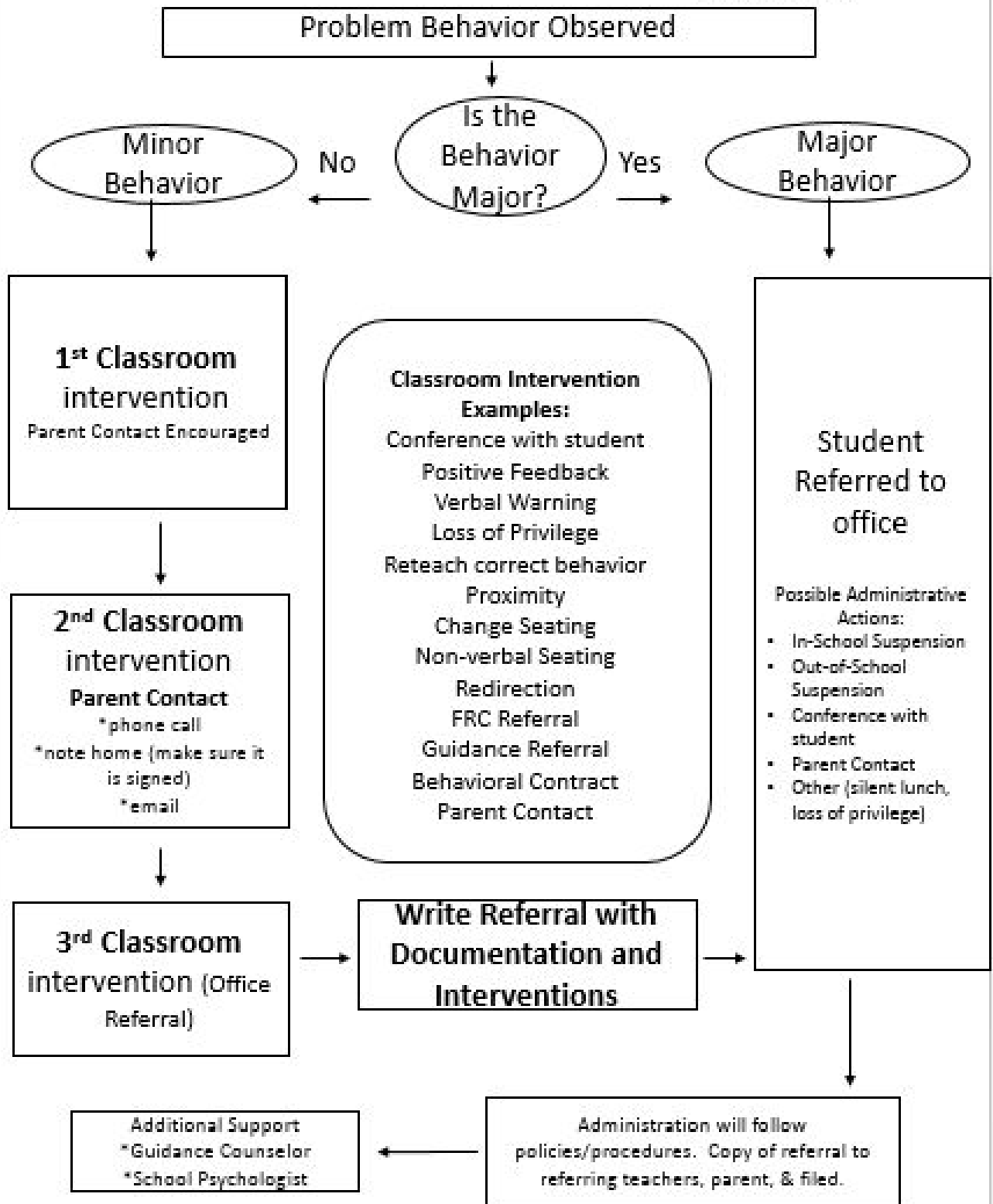
The HES Positive Behavior Supports and Interventions (PBIS) framework focuses on increasing student responsibility for his/her own actions and encouraging self-respect and consideration for the rights, feelings, and properties of others. The HES Positive Behavior Supports and Interventions (PBIS) Referral Matrix and school wide expectations framework (see attached) will be used to ensure safety and order.

Upon certain occurrences, the principal or assistant principal will have the discretion to assign automatic detention, in school suspension, or out of school suspension. If out of school suspension occurs, the student will forfeit attendance at school activities for the duration of the suspension. School activities may include, but are not limited to, academic team, sports team, sports activities, clubs, dances, and parties. Suspension is implemented according to district policies. Policies will be made available upon request.

If a student has been assigned after school detention and parents do not make arrangements for the student to attend, the detention will automatically be rescheduled. If the parents do not make arrangements the second time, the student will either be assigned in-school or out of school suspension, as determined by the principal or assistant principal.

When a student may benefit from services offered by the school counselor, he/she may be referred as needed.

School discipline requires the partnership of parents, students, and school faculty/staff working together. Awareness of the school's expectations for student behavior will help in maintaining a positive learning environment.



Field Trip Policy

Policy Statement

- Field trips are regarded as an important method of enhancing student learning. School trips for educational purposes will be occasionally organized by various teachers in the school. In the month prior to the trip, teachers will submit to the principal and the assistant superintendent of schools the Breckinridge County Field Trip Request Form (which states justification/connection to the curriculum and follow up activities) for approval. Upon approval, reservations/planning may take place.
- Field trips requiring reservations will be handled by the teachers who arrange the trip. A child may ride home from the event with a parent only when the parent signs the child out of the field trip class. Otherwise, all students must ride the bus to and from the planned event.
- All parents attending field trips must be approved volunteers. Parents wishing to be a part of the school group must collaborate and communicate with the classroom teacher(s) prior to the event so that adequate arrangements can be made. If parents are going to supervise, they must have a background check completed and on file. If they say they are going and they do not have a background check, we cannot prohibit them from going to a public place. However, they cannot supervise any of the children except their own, and they will not be considered a part of the school group.
- Contingent upon space and teacher discretion parent(s) may ride the bus on first come first serve basis. Parents wanting to attend and ride the bus must provide a written notice to the teacher. While parent chaperones are greatly appreciated, not all field trips require additional supervision. Parents who attend without prior teacher approval will not be a part of the school group.
- Prior to each field trip, students must return to school a signed School-Related Student Trip Permission Slip.
- All rules and regulations of the school apply to students and supervisors attending field trips.

- There will be no field trips the last 2 weeks of school, unless special permission is granted by the assistant superintendent.

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Adopted: August 19, 2008
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Extracurricular Policy

Policy Statement

Criteria for Programs

The criteria in this section must be present for an extracurricular program to be added or continued or to institute a new program. The program must:

1. Contribute to the following Kentucky Learning Goals
 - a. Becoming a self-sufficient individual
 - b. Becoming responsible members of a family, work group, or community, including demonstrating effectiveness in community service.
2. Generate and maintain student interest as well as attract students currently not involved in extracurricular or service projects.
3. Encourage, enhance, and maintain equity including but not limited to a wide range of opportunities for both male and female students.
4. Attract a suitable adult sponsor and have appropriate adult supervision at all times.

Programs Currently Offered

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

1. Academic Team
2. Sports Teams: Basketball, Archery, Cheerleading
3. Robotics Team
4. STLP
5. Strings, music programs

Student Participation

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

1. Maintain a "C" or higher in all subject areas
2. Were in attendance on the day of the activity or on Friday for weekend activities
3. Comply with rules established by the adult coach or sponsor for the event
4. Meet requirements set by appropriate sponsoring or governing organization

Coaches and Sponsors

Each extracurricular activity will be led by an adult coach or sponsor who meets any applicable requirement(s) set in law, or by sponsoring or governing organizations. The coach or sponsor shall be responsible for personally supervising or ensuring that all students are supervised by an adult while participating in the activity, including practice time and travel time where applicable.

Program Evaluation

Our extracurricular program will be evaluated through the needs assessment process for updating our Comprehensive School Improvement Plan (CSIP).

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Student Dress Code Policy

Policy Statement

Students will dress appropriately for school. Please write your child's name in his/her coat & book bag. Inappropriate clothing such as the following will not be allowed:

- 1) Backless tops, midriff tops, halter tops, spaghetti straps. Clothing should not expose the rib cage/belly, undergarments, etc.
- 2) Short skirts and shorts (should be as long as finger tips)—No shorts after November 1st or before April 1st.
- 3) Shorts with logos on the seat/bottom
- 4) Hair of unnatural colors. (other than specified, special occasions)
- 5) Backless shoes (other than advertised, special occasions)
- 6) T-shirts with logos promoting tobacco, profanity, violence, or drug use of any kind
- 7) Body piercing, other than the ear.
- 8) No hats in the building (other than specified, special occasions)
- 9) Any article of clothing, accessories, tattoos, symbols, and/or make up that are affiliated with an organized gang

A complete list of prohibited clothing and accessories is on file in the Principal's office and may be obtained at any time.

On a first offense, students will be given a verbal and written warning and may be sent to the family resource office for appropriate clothing. On the second offense, parents will be called to either pick up their child or bring clothing

Expectations for visitors while visiting HES:

Because we expect our students to abide by a dress code that does not distract from the learning process, we also expect all visitors to dress appropriately when visiting HES. We want to set a good example for all students. Those expectations are as follows:

- 1) No midriffs or tank tops or low-cut/revealing tops.
- 2) No logos advertising alcohol or illegal products or displaying derogatory & inappropriate comments.
- 3) Shoes must be worn at all times.
- 4) No short shorts or short skirts.

5) Please dress in a way that sets a positive example for our students. Anyone dressed inappropriately will be asked to leave until their appearance is appropriate for our student body.

While visiting HES, all visitors must sign in at the office and wear a visitor's tag. Visitors must maintain confidentiality practices and use appropriate language and tone.

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Revised: May 15, 2012

Breckinridge County

Hardinsburg Elementary School
P1.21

Harassment Policy

Policy Statement

Hardinsburg Elementary School is committed to a safe and civil educational environment for all students, free from harassment, intimidation or bullying. "Harassment, intimidation or bullying" means any intentional written, verbal, or physical act, when the intentional written, verbal, or physical act:

- Physically harms a student or damages the student's property, or
- Has the effect of substantially interfering with a student's education; or
- Is severe, persistent, or pervasive so that it creates an intimidating or threatening educational environment; or
- Has the effect of substantially disrupting the orderly operation of the school.

Harassment, intimidation or bullying can take many forms including but not limited to: slurs, rumors, jokes, innuendos, demeaning comments, drawing cartoons, pranks, gestures, physical attacks, threats, or other written, oral, or physical actions.

This policy extends to any and all student language or behavior including, but not limited to, the use of electronic or online methods.

Students engaging in any type of bullying or harassing behavior will be referred to the principal or assistant principal for disciplinary action. Consequences for this behavior may include, but not be limited to:

- Temporary removal from the classroom
- Loss of privileges

- After school detention
- In-school suspension
- Out of school suspension

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Adopted: November 18, 2008

Breckinridge County

Hardinsburg Elementary School
P1.22

Exit Criteria Policy

Policy Statement

At each grade level, there are many language arts and math skills students will learn. In order to move successfully to the next grade level, students must master certain skills called exit criteria. The skills listed below are the minimum required to move to the next grade level.

Exit Criteria for Kindergarten:

- Read and comprehend at the 25th percentile as measured by MAP and/or classroom assessment tools.
- Math level of 25th percentile as measured by MAP, and/or classroom assessment tools
- Mastery of the skills listed below

<u>Language Arts Skills</u>	<u>Math Skills</u>
<ul style="list-style-type: none"> ● Prints first and last name ● Identifies/prints capital letters and lowercase letters (80%) ● Knows most consonant sounds ● Knows short vowel sounds ● Reads CVC words (examples: cat, dog, pig, hug, etc.) ● Reads at least 25 common high-frequency words from K-1 District Sight Word List ● Directionality (Follows words from left to right, top to bottom) ● Copies written text from a model ● Orally asks questions and expresses ideas clearly ● Write a complete sentence independently without teacher prompting. 	<ul style="list-style-type: none"> ● Counts to 50 ● Writes numbers 0-20 ● Counts at least 10 objects ● Identify numbers 1 – 10 in random order ● Adds and subtracts within 5, fluently ● Knows basic shapes (circle, square, triangle, rectangle)

Exit Criteria for 1st Grade:

- Read and comprehend at the 25th percentile as measured by MAP and/or classroom assessment tools.
- Math level of 25th percentile as measured by MAP, and/or classroom assessment tools
- Mastery of the skills listed below

<u>Language Arts Skills</u>	<u>Math Skills</u>
<ul style="list-style-type: none"> ● Knows all letter sounds (including short and long vowel sounds) ● Knows 90% of 1st grade district sight word list ● Reads words with CVCe pattern (Examples: cake, like, hope, etc.) ● Sounds out grade level two syllable words (decodes) ● Read minimum 40 words per minute on 1st grade reading passage ● Orally asks and answers questions in complete sentences ● Writes complete sentences (Capitalization and Punctuation) ● Complete minimum of 2 writing pieces (Opinion, Informative, Narrative) 	<ul style="list-style-type: none"> ● Identifies and writes numbers to 100 ● Counts to 100 ● Skip counts by 2's, 5's, and 10's ● Identifies hundreds, tens, and ones places in a number ● Knows the meaning of common symbols (+, -, =, <, >) ● Adds and subtracts facts (sums within 10) ● Identifies/knows value of coins (penny, nickel, dime, quarter) ● Tells, writes, and demonstrates time to hour and half hour

Exit Criteria for 2nd grade:

<u>Language Arts</u>
<ul style="list-style-type: none"> ● Read and comprehend at the 25th percentile as measured by MAP and/or classroom assessment tools

- Complete a minimum of two published writing pieces (opinion, informative, narrative)
- Orally asks and answers questions about 2nd grade topics
- Read minimum 70 words per minute on 2nd grade reading passage

Math

- Math level of 25th percentile as measured by MAP and/or classroom assessment tools
- Reads and writes whole numbers 0-1000
- Identifies odd or even numbers
- Recognizes ones, tens, and hundreds place in a 3 digit number
- Skip counts by 5's and 10's
- Orders and compares whole numbers through hundreds place
- Knows addition facts 0-9
- Adds and subtracts within 100, with and without regrouping
- Counts money using dollar bills, quarters, dimes, nickels, and pennies
- Tells and write time to the hour, half hour, and quarter hour
- Measures length to the nearest inch or centimeter
- Recognizes triangles, quadrilaterals, pentagon, hexagon, and cube

Language Arts

- Read and comprehend at the 25th percentile as measured by MAP and/or classroom assessment tools
- Read minimum 85 words per minute on 3rd grade reading passage
- Complete a minimum of two published writing pieces (opinion, informative, narrative, reflective)

Math

- Math level of 25th percentile as measured by MAP and/or classroom assessment tools
- Reads and writes whole numbers 0-10,000
- Orders and compares whole numbers through ten thousands place
- Identifies place value through ten thousands place
- Adds and subtracts within one thousand with and without regrouping
- Knows multiplication facts (0's, 1's, 2's, 5's)
- Recognizes and labels basic fractions (Whole, $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$)
- Tells time to the nearest hour, half hour, quarter hour, and 5 minutes
- Measures length to the nearest inch and $\frac{1}{2}$ inch
- Find the area of a 2D model with a grid
- Find the perimeter of a 2D model
- Identify basic quadrilaterals (square, rectangle, rhombus, trapezoid, parallelogram)

Exit Criteria for 4th grade:

Language Arts

- Read and comprehend at 25th percentile as measured by MAP and/or classroom assessment tools
- Read minimum of 115 words per minute on 4th grade reading passage
- Complete a minimum of three published writing pieces (opinion, informative, narrative, reflective)

Math

- Math level of 25th percentile as measured by MAP and/or classroom assessments
- Reads and writes whole numbers 0-100,000
- Orders and compares whole numbers through hundred thousands place
- Identifies whole number place value through hundred thousands place
- Identifies decimal place value to hundredths place
- Adds and subtracts within ten thousand with and without regrouping
- Knows multiplication facts (0's -9's)
- Multiply a 3-digit number by a 1-digit number
- Divides a number by a single digit divisor
- Identifies equivalent fractions with visual models
- Add and subtract fractions with like denominators
- Identify basic 2D shapes and properties
- Find area and perimeter of rectangles
- Solves simple one step word problems

Exit Criteria for 5th Grade:

Language Arts

- Read and comprehend at 25th percentile as measured by MAP and/or classroom assessment tools
- Read minimum 140 words per minute on 5th grade reading passage
- Complete a minimum of three published writing pieces (narrative, opinion, informational, reflective)

Math

- Math level of 25th percentile as measured by MAP and/or classroom assessments
- Writes and solves simple numerical expressions
- Reads, writes, and compares decimals to thousandths place
- Adds and subtracts decimals to thousandths place
- Multiplies multi-digit numbers
- Divides two digit numbers by two digit divisors
- Generates a number pattern that follows a given rule
- Adds and subtracts fractions with simple unlike denominators (Example: $1/3 + 1/6$)
- Multiplies fractions
- Solves one step word problems.
- Find the volume of a rectangular prism
- Graphs points in the first quadrant of a coordinate plane
- Knows multiplication facts
- Classifies 2D shapes based on properties

If the classroom teacher is concerned about your child's progress, these steps will be followed:

End of First Nine Weeks

- Classroom teacher/parent contact
- Discuss student needs and ways to help
- Possibility of extra year in grade discussed

*Students enrolling after the first five weeks of school will be notified by the classroom teacher within four weeks of the enrollment date.

End of Second Nine Weeks

- Written communication sent to parent about student progress
- Classroom teacher/parent meet in an Exit and Review Committee meeting
- Possibility of extra year in grade discussed
- Develop a plan for helping your child
- Ongoing parent updates will be given

At Least Five Weeks Prior to End of School Year

- Letter sent to parent stating extra year in grade needed
- Classroom teacher/parent/school administrator meet
- School administrator explains Review and Appeal Procedure to parent

All placement decisions will take into consideration the following:

- Age
- Physical and social development
- Academic level in language arts and math
- Any identified disabilities

Exit Criteria Review and Appeal Procedure

Parents/guardians may request a review and/or appeal of an extra year in a child's current setting if there were extraordinary circumstances that interfered in their child's ability to meet the exit criteria. The following procedure is required:

1. Parent/guardian must submit a letter of request to review the student's circumstances to the principal within ten (10) school days of notification that their child will spend an extra year in his/her current educational setting.
2. The parent/guardian must submit documentation as to the extraordinary circumstances leading to the request (e.g. sickness, trauma, death in the family, etc.)
3. The parent/guardian must meet with the Exit Criteria Committee (Principal and at least one of the following--Counselor, Curriculum Specialist, and any other educational professional directly involved with the student) to review the student's academic progress and to present the circumstances for appeal.
4. The Exit Criteria Committee must review the appeal, determine if the circumstances warrant a change in the decision, and notify the parent/guardian accordingly within three (3) school days.
5. The decision of the Exit Criteria Committee is final.

Parent and Family Engagement

Policy Statement

EXPECTATIONS FOR PARENT AND FAMILY ENGAGEMENT

Hardinsburg Elementary School has adopted the following Parent and Family Engagement policy and plan. This policy and the plan to implement it have been developed jointly and will be distributed to all participating parents/family members in the school wide Title I program.

All participating parents in the school wide program shall be provided the following:

- timely information and opportunities to meet with staff
- an interpretation of their child's assessment results
- a description and explanation of the school curriculum, assessment and discipline policies
- the opportunity to view the academic expectations and academic components of the school improvement plan; both available to view online as well
- an opportunity to sign the Parent-School Learning Compact

SHARED RESPONSIBILITY FOR HIGH STUDENT PERFORMANCE

Hardinsburg Elementary School has jointly developed with parents, for all students, a Parent-School Learning Compact that describes the following:

- the school's responsibility to provide high quality curriculum and instruction in a supportive and effective learning environment that will enable students to meet the state's academic expectations
- ways in which each parent/family member will be responsible for supporting his/her child's learning
- students' responsibilities
- ongoing communication between parents and teachers through parent/teacher conferences at which time the learning compact, progress reports to parents, observation of classroom activities, and opportunities to volunteer and participate in their child's school may be discussed

BUILDING CAPACITY FOR INVOLVEMENT

Hardinsburg Elementary School shall build the capacity for strong parent/family member involvement by the following activities:

- providing assistance to parents/family members on how to monitor their child's performance and on how to participate in their child's education

- providing materials and training to parents/family members to help improve their child's achievement
- providing other assistance such as our family resource center where parents/family members can learn about child development, parenting skills, problem-solving skills, and skills that would enable parents to become full partners in the education of their child
- developing appropriate roles for community-based organizations and businesses and encouraging partnerships with elementary, middle, and secondary schools
- educating school staff in effective use of parent/family member volunteers in the classroom
- educating all school staff on how to work with parents/family members as equal partners

Revised: June 25, 2010

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PRINCIPAL SELECTION POLICY

Policy Statement

Legal Requirements for Principal Selection

Principal selection can be one of the most difficult tasks for any school council. The SBDM statute (KRS 160.345) sets specific requirements for the school council during the principal selection process:

(h) Personnel decisions at the school level shall be as follows:

1. From a list of qualified applicants submitted by the local superintendent, the principal at the participating school shall select personnel to fill vacancies, after consultation with the school council, consistent with paragraph (i)11. of this subsection. The superintendent shall provide additional applicants to the principal upon request when qualified applicants are available. The superintendent may forward to the school council the names of qualified applicants who have pending certification from the Education Professional Standards Board based on recent completion of preparation requirements, out-of-state preparation, or alternative routes to certification pursuant to KRS 161.028 and 161.048. Requests for transfer shall conform to any employer-employee bargained contract which is in effect;

2. a. i. If the vacancy to be filled is the position of principal, 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.

ii. Except as provided in subdivision b. of this subparagraph, the council shall have access to the applications of all persons certified for the position. The principal shall be elected on a majority vote of the membership of the council. No principal who has been previously removed from a position in the district for cause may be considered for appointment as principal. The school council shall receive training in recruitment and interviewing techniques prior to carrying out the process of selecting a principal. The council shall select the trainer to deliver the training;

b. An alternative principal selection process may be used by the school council as follows:

i. Prior to a meeting called to select a principal, all school council members shall receive informational materials regarding Kentucky open records and open meetings laws and sign a nondisclosure agreement forbidding the sharing of information shared and discussions held in the closed session;

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ii. The superintendent shall convene the school council and move into closed session as provided in KRS 61.810(1)(f) to confidentially recommend a candidate;

iii. The council shall have the option to interview the recommended candidate while in closed session; and

iv. After any discussion, at the conclusion of the closed session, the council shall decide, in a public meeting by majority vote of the membership of the council, whether to accept or reject the recommended principal candidate;

c. If the recommended candidate is selected, and the recommended candidate accepts the offer, the name of the candidate shall be made public during the next meeting in open session;

d. i. If the recommended candidate is not accepted by the school council under subdivision b. of this subparagraph, then the process set forth in subdivision a. of this subparagraph shall apply.

ii. The confidentially recommended candidate's name and the discussions of the closed session shall remain confidential under KRS 61.810(1)(f), and any documents used or generated during the closed meeting shall not be subject to an open records request as provided in KRS 61.878(1)(i) and (j).

iii. A recommended candidate who believes a violation of this subdivision has occurred may file a written complaint with the Kentucky Board of Education.

iv. A school council member who is found to have disclosed confidential information regarding the proceeding of the closed session shall be subject to removal from the school council by the Kentucky Board of Education under subsection (9)(e) of this section;

3. Personnel decisions made at the school level under the authority of subparagraphs 1. and 2. of this paragraph shall be binding on the superintendent who completes the hiring process;

4. Applicants subsequently employed shall provide evidence that they are certified prior to assuming the duties of a position in accordance with KRS 161.020; and

5. Notwithstanding other provisions of this paragraph, if the applicant is the spouse of the superintendent and the applicant meets the service requirements of KRS 160.380(2)(e), the applicant shall only be employed upon the recommendation of the principal and the approval of a majority vote of the school council;

Effective: April 10, 2017

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Revised: August 21, 2018

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Writing Policy

Policy Statement

Types of Writing

Writing instruction in all classrooms will include writing to learn, writing to demonstrate learning, and authentic writing. Writing to learn activities can include journaling, note-taking, foldables, etc. Writing to demonstrate learning includes reflections, extended response questions, on-demand prompts, and other formative and summative writing tasks. Authentic/real-world writing will take the form of stating opinions, informative writing, and narrative writing. Writing will take place across the curriculum, in all grade levels and content areas.

Administrator Responsibilities

- Monitor writing progress and instruction by utilizing Principal's writing checklist twice yearly.
- Provide appropriate training and professional development for writing needs.
- Monitor writing instruction by checking lesson plans and observing classrooms.
- Provide and support opportunities for teachers to meet together to discuss aligning curriculum with Common Core Standards, instructional strategies, and analysis of student work.
- Monitor implementation of the writing program.

Teacher Responsibilities

- Provide frequent opportunities for using all three types of writing in the classroom (writing to learn, writing to demonstrate learning, and authentic/real-world writing).
- Teach the writing process by modeling writing and conducting mini-lessons on writing.
- Teach and model responses to Extended Response questions and On-Demand prompts.

- Provide feedback to students about their writing through teacher/student conferences as appropriate throughout the writing process.
- Teach students to self-assess by using the Writing Scoring Guide for writing pieces and the General Scoring Guide for Extended Response questions.
- Maintain working writing folders and add required pieces to cumulative folders, giving students choice within a category of the piece(s) they wish to include.
- Promote best writing practices and quality writing instruction by various means and methods (Kentucky Teacher’s Writing Handbook):

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- Engage students in the writing process.
 - Respond to student writing and provide opportunities for students to write about areas of interest and respond to other students’ writing.
 - Involve students in reading a variety of materials, talking about what they have read, and making reading-writing connections.
 - Model writing and arrange for others to model.
 - Help students understand writing criteria and apply it to their own writing.
- Provide grade-appropriate opportunities for student use of technology to research, draft, and/or publish writing pieces.
- Provide opportunities for students to communicate orally, through speaking and listening, about what they are learning.
- Meet with other teachers and administration to discuss aligning curriculum with Common Core Standards, instructional strategies, analysis of student work, and cumulative writing folders.

Student Responsibilities

- Students will complete grade level requirements for writing.
- Students will do their own writing. Plagiarism will not be tolerated.
- Students will follow the writing process.
- Students will pay attention and listen carefully as teachers model the writing process for various writing tasks.
- Students will use technology as a tool for research, organization, drafting, and/or publishing their work, keeping their school passwords protected.
- Students will self-assess and reflect on their writing and their growth as writers over time, using rubrics and scoring guides to apply criteria for quality writing.
- Students will make appropriate adjustments in their writing as a result of feedback from the teacher, fellow students, and others.

On Demand Writing

Students will participate in monthly school-wide On-Demand Days, with a minimum of 6 per year. Writing prompts will be based on school assemblies, presentations, or other common experiences and will be developed by the Curriculum Specialist. Teachers will model quality responses in their classrooms, and student writing will be analyzed in collaboration or faculty meetings. Samples of student on-demand writing will be kept in the working writing folders.

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Writing Folders

Every student will have both a working writing folder and a cumulative writing folder. The cumulative writing folder will have published pieces. A published writing piece is defined as one in which all steps of the writing process have been utilized. The cumulative folder will include the following:

□ Lower Primary

One Opinion Piece (Examples: Book or Other Topic)

One Informative Piece (Examples: Letter, Poster, Paragraph)

One Narrative Piece (Examples: Short Story, Memoir, Personal, Diary entries)

Collection of reflective sentence(s)

□ Upper Primary

One Opinion Piece (Examples: Book, Letter, Article, PowerPoint, Speech)

One Informative Piece (Examples: Letter, Article, Brochure, PowerPoint, Speech, Poster)

One Narrative Piece (Examples: Short Story, Memoir, Personal, Diary entries)

Collection of reflections (Examples: Reading Response Journal, End of Unit Reflections)

□ 4th Grade

One Opinion Piece (Examples: Letter, Article, PowerPoint, Speech)

One Informative Piece (Examples: Letter, Article, Brochure, PowerPoint, Speech, Poster)

One Narrative Piece (Examples: Short Story, Memoir, Personal, Diary entries)

Collection of reflections (Examples: Reading Response Journal, End of Unit Reflections)

□ 5th Grade

One Opinion Piece (Examples: Letter, article, PowerPoint, Speech)

One Informative Piece (Examples: Letter, Article, Brochure, PowerPoint, Speech, Poster)

One Narrative Piece (Examples: Short Story, Memoir, Personal, Diary entries)

On-Demand (Letter or Article with Time Constraints)

Collection of Reflections (Examples: Reading Response Journals, End of Unit Reflections)

The working writing folder will contain writing pieces from the current school year, including drafts of required pieces, reflections, on-demand samples, and extended response samples. At the conclusion of the school year, required pieces for each grade level will be added to the cumulative folder. Cumulative folders will be turned in to the school curriculum specialist to be passed to the next grade. The working folder for the year can be sent home with the student.

Monitoring & Analysis of Student Writing:

- Principal/Curriculum Specialist use the Principal's Writing Checklist at least once per semester
- Follow-up feedback shared with teachers
- Student writing analyzed at least three times per year (faculty meetings, PD Days, PLC Meetings, etc.)
- All student cumulative writing folders analyzed using Kentucky Writing Scoring Guide at end of the school year
- Information from end of year analysis will be used to improve school wide writing program

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Grading Policy

Students in grades K-2 do not receive official letter grades. 3rd-5th graders will be scored on the following scale:

- A—90-100
- B—80-89
- C—74-79
- D—68-73
- F—67 and below

Revised: 4-18-17

Breckinridge County

Hardinsburg Elementary School
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Attendance Policy

Policy Statement

Breckinridge County School District's Attendance Policy

Students absent from school shall turn in a written excuse on the day of their return. The excuse will be evaluated by school administrator and marked excused or unexcused. Failure to bring an excuse will result in the absence being marked unexcused and resulting in a zero being recorded for any assignment or exam missed during the student's absence from school. Written excuses from a parent to validate a student's reason for his/her absences will be accepted a total of six days per school year. All other absences will only be excused with a professional statement.

Three unexcused absences will result in an attendance letter being sent home to the student's parents.

Five unexcused absences will result in a second attendance letter being sent home to the student's parents.

Upon a sixth unexcused absence, a home visit will be conducted and the truancy process will begin.

Revised 6-19-18

**Hardinsburg Elementary School
EMERGENCY PLAN POLICY**

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

- Establishment of primary and secondary evacuation routes which must be posted in each room by each doorway used for evacuation;
- Identification of severe weather safe zones that have been reviewed by the fire marshal/fire chief, which must be posted in each room;
- Practices for students to follow in an earthquake;
- Development and adherence to access control measures for each school building, which may include (but not be limited to):
 - o Controlling access to exterior doors during the day
 - o Controlling front door access electronically or with a greeter
 - o Controlling access to individual classrooms
 - o Requiring visitor check-in with identification and purpose provided, and
 - o Display of visitor's badge on outer clothing; and
- Practices for students to follow in case of fire that are consistent with administrative regulations of the Department of Housing, Buildings and Construction.

- Procedures for lockdown of the campus

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

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

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

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

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

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

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

Access control methods to be used are outlined below:

- All exterior doors must remain locked at all times.
- All visitors must enter through the posted entrance.

- The front entrance must remain secure with electronic access only.
- All visitors must use the “buzzer” and be recognized prior to gaining access to the reception area.
- The principal is responsible to ensure that trained personnel monitor the front entrance at all times. At no time during the school day are students allowed to monitor the front entrance or the reception area.
- All visitors must report to the front office, provide photo identification upon request, 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 to sign out.
- The office must keep an accurate log of each visitor, the date and time of the visit, the purpose of the visit, and with whom they visited.
- All classrooms must remain locked during instruction time.
- During class changes, teachers must stand by their classroom door and monitor hallways.
- The principal is responsible for ensuring classroom access in the event of a substitute teacher.