

SOUTHGATE PUBLIC SCHOOL
SITE BASED DECISION MAKING COUNCIL POLICIES

KRS 160.345, the statute on school-based decision making, requires school councils to have policies adopted that will “provide an environment to enhance the students’ achievement and help the school meet the goals established by KRS 158.645 and 158.6451.” Furthermore, the same statute lists several areas in which school councils are required to have an adopted policy. These include:

	Policy No.
1. Curriculum – KRS 160.345(2)(i)	1.000
2. Staff time assignment – KRS 160.345(2)(i)	2.000
3. Student assignment – KRS 160.345(2)(i)	3.000
4. School schedule – KRS 160.345(2)(i)	4.000
5. School space use – KRS 160.345(2)(i)	5.000
6. Instructional practices – KRS 160.345(2)(i)	6.000
o Homework Policy	6.001
o Classroom Parties during the School Day	6.002
o Valedictorian Policy	6.003
o Salutatorian Policy	6.004
o Most Outstanding Student Policy	6.005
o School-wide Grading Scale Policy	6.006
o Primary School Schedule Policy	6.007
7. Discipline and classroom management – KRS 160.345(2)(i)	7.000
8. Extracurricular programs – KRS 160.345(2)(i)	8.000
o Eligibility Policy	8.001
9. State standards, technology utilization, and program appraisal – KRS 160.345(2)(i)	9.000
10. Consultation in filling vacancies – KRS 160.345(2)(i) 10	10.000
11. Selecting a Principal – KRS 160.345 (2) (h)	11.000
12. Committee participation – KRS 160.345(2)(c) 2	12.000
13. Wellness Policy for K-5 Schools – KRS 160.345 (11)	13.000

In addition to the areas where school councils are required to have adopted policies, the same law creates areas where school councils must make decisions. Implied with the charge to make the decision is the responsibility to establish policy on how that decision will be made. These areas include:

14. Determine the number of persons to be employed in each job class – KRS 160.345(2)(f)	14.000
15. Determine textbooks for the school – KRS 160.345(2)(g)	15.000
16. Determine instructional materials for the school – KRS 160.345(2)(g)	16.000
17. Determine student support services for the school – KRS 160.345(2)(g)	17.000

18.	Set the budget for school instructional funds (Section 6) – KRS 160.345(2)(g)	18.000
19.	Completion of data analysis and school improvement planning – KRS 160.345(2)(j)	19.000
20.	Planning professional development – KRS 160.345(8)	20.000
21.	Additional responsibility granted from the local board – KRS 160.345(4)	21.000
22.	Writing Policy	22.000
23.	Emergency Plan Policy	23.000
24.	Parental Involvement Policy	24.00

Curriculum:

The chairperson of the Curriculum Committee shall, by (May 1), report to the school council a recommendation from the Curriculum Committee that includes a curriculum that is aligned with state standards for the school. The curriculum shall become effective immediately upon approval by the school council. The Curriculum Committee is charged with bringing any subsequent amendments to the adopted curriculum to the council for consideration and possible approval. All issues related to the curriculum of the school shall be referred to the Curriculum Committee for discussion that leads to a recommendation on the issue to the school council for consideration and possible adoption. This school council policy shall also be consistent with the applicable indicators from the Standards and Indicators for Schools Improvement.

Staff time assignment:

By (June 1) of each year, the principal shall prepare a school staff time assignment plan for the following school year, and shall present the plan to the school council for consultation on the plan. A follow up plan that reflects amendments to the original plan shall be prepared by the principal and submitted to the school council for approval by (August 1). Discussion of the plan shall include school wide priorities and concerns only and will not include discussion of individual staff persons.

All vacant positions, whether existing or new, shall be posted on the bulletin board in the teacher workroom within one working day of the vacancy being declared so that existing teachers shall be informed of this circumstance. Teachers shall have 3 working days from the date of the posting in the faculty lounge to inform the principal, in writing, of their request to be considered for reassignment to the vacant position. The reassignment of existing staff is at the discretion of the principal. This school council policy shall also be consistent with the applicable indicators from the Standards and Indicators for Schools Improvement.

Student assignment:

The principal shall prepare a student assignment plan and present the plan to the school council for approval by (June 1). Additions or amendments to the student assignment plan shall be reported to the school council by (July 1). Additions or amendments to the student assignment plan shall be reported at each subsequent school council meeting for the month in which one occurs. If the school council has not approved a student assignment plan by (August 1), the principal's plan shall be implemented as if approved by the council.

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

School schedule:

The principal shall develop a proposed school schedule by (April 1), and shall present this schedule at the (April) meeting to the council for approval. If the school council does not approve this schedule, it will be sent back to the principal for revision and presented to the school council at subsequent meetings until approved. If the school council has not approved a schedule by (July 1), the principal shall develop and implement a schedule. It shall be the responsibility of the principal to ensure that interruptions during instructional time do not occur unless there is an emergency situation in the school as provided in the School Safety Plan. This school council policy shall also be consistent with the applicable indicators from the Standards and Indicators for Schools Improvement.

School Space Use:

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 and/or overall effective school management.

By April 1, the principal shall prepare a school space use plan and present the plan to the school council for approval. The school council may amend the plan prior to approval. The principal shall implement the plan subsequent to the approval of the school council. If the school council has not approved a plan prior to (June 1), the principal shall develop and implement a school space use plan. This school council policy shall also be consistent with the applicable indicators from the Standards and Indicators for Schools Improvement.

Guidelines on Accessibility for Students

Southgate shall not discriminate on the use of school space as the basis of gender identity nor gender expression. The school shall accept the gender identity that each student asserts. There is no medical or mental health diagnosis or treatment threshold that students must meet in order to have their gender identity recognized and respected. The assertion may be evidenced by an expressed desire to be consistently recognized by their gender identity. Students ready to socially transition may initiate a process with the school administration to change their name, pronoun, attire, and access to preferred activities and facilities. Each student has a unique process for transitioning. The school shall customize support to optimize each student's integration.

Authority

On April 29, 2014, the United States Department of Education Office of Civil Rights released a "significant guidance document" regarding schools "complying with their legal obligations", under Title IX of the Education Amendments of 1972, stating "Title IX's sex discrimination prohibition extends to claims of discrimination based on gender identity or failure to conform to stereotypical notions of masculinity or femininity." Accordingly, Southgate will ensure protection, respectful treatment, and equal access to educational programs and activities for transgender students. The implementation of this policy will reflect the reality that transgender and gender nonconforming students are enrolled in schools.

Definitions - The following definitions are not meant to label, but are intended as functional descriptors:

- Gender: a person's actual sex or perceived sex, and includes a person's perceived identity, appearance, or behavior, whether or not that identity, appearance or behavior is different from that traditionally associated with a person's sex at birth.
- Gender Identity: a person's internal, deeply rooted identification as female, male or a non-binary understanding of gender, regardless of one's assigned sex at birth. The responsibility for determining an individual's gender identity rests with the individual.
- Gender Expression: A person's gender-related appearance and behavior whether or not stereotypically associated with the person's assigned sex at birth. Students who adopt a presentation that varies from the stereotypic gender expectations sometimes may describe themselves as gender nonconforming, gender queer, or gender fluid.
- Gender Nonconforming: Displaying a gender identity or expression that may differ from those typically associated with one's sex assigned at birth. A person's gender expression may differ from stereotypical expectations about how females and males are "supposed to" look or act. Gender nonconforming is not synonymous with transgender; not all gender nonconforming students identify

as transgender.

- Transgender: A person whose gender identity differs from their gender assigned at birth, and whose gender expression consistently varies from stereotypical expectations and norms. A transgender person desires to live persistently by a gender that differs from that which was assigned at birth.
- Transition: Each transgender person has a unique process in which they go from living and identifying as one gender to living and identifying as another. Gender transition can occur at any age. It begins internally then expands to external expression. This can include social, medical and/or a legal transition.
- Sex: The biological condition or quality of being female or male.
- Sexual Orientation: A person's emotional and sexual attraction to another person based on the gender of the other person. Common terms used to describe sexual orientation include, but are not limited to, heterosexual, lesbian, gay, and bisexual. Sexual orientation and gender identity are different.

Locker Room Accessibility

- Southgate will maintain separate locker room facilities for male and female students.
- Students, upon prior approval and parameters set by the administration, shall have access to the locker room facility that corresponds to their gender identity asserted at school.
- If there is a request for increased privacy, *any* student shall be provided access to a reasonable accommodation such as:
 - Use of a private area within the public area of the locker room facility (e.g. nearby restroom stall with a door or an area separated by a curtain).
 - Use of a nearby private area (e.g. nearby restroom).
 - A separate changing schedule.

Restroom Accessibility

- Southgate will maintain separate restroom facilities for male and female students.
- Students, upon prior approval and parameters set by the administration, shall have access to restrooms that correspond to their gender identity asserted at school.
- If a student desires increased privacy, regardless of the underlying reason, the administrator shall make every effort to provide the student with reasonable access to an alternative restroom, such as a single-stall restroom.
- The use of a restroom should be determined by the student's choice in accordance with their gender identity; no student shall be compelled to use an alternative restroom.

Instructional Practices:

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

Homework

Practice work and drill periods have been scheduled in the existing school day. It is sometimes beneficial to the students to practice extra work that must be done. We request that all parents help the child by striving to get this work finished at the prescribed time.

In some cases carefully planned homework may be helpful or desirable to students who have missed school. This would allow that student a better opportunity to catch up.

Philosophy

The staff of Southgate Independent School believes that homework is a valuable aid in helping students make the most of their learning experience in class, preparing students for upcoming lessons, extending and generalizing concepts, teaching responsibility, and helping students develop positive study habits.

General Homework Guidelines:

1. Homework assignments must support our school's continuous progress curriculum.
2. Homework should follow the suggested time ranges listed below:
Primary – may range between fifteen and thirty minutes per day.

Fourth grade and eighth grade may range between forty-five and sixty minutes per day.

Times listed above reflect the total of homework assignments from all teachers that a student may have. Times listed above may vary based upon the individual students. If an individual child is experiencing lengthy evenings of homework, the parent should contact the child's teachers to discuss their concerns. Time spent on extended projects should be based on the total number of days provided to complete the project.

3. Every effort will be made not to assign homework on designated school holidays (with the exception of long-term assignments and incomplete class work.)
4. Directions will be explained in class when homework is assigned.
5. Assignments may vary by group or individual to account for differences in learning styles or rates.
6. Homework shall never be given as a whole class punishment and "no homework" will not be used as a whole class reward.
7. Completed homework assignments will be reviewed by the teacher in a timely fashion.
8. Homework during excused absences may be made up in a timely fashion. A 24-hour notice is expected when requesting homework or make-up assignments due to absences or anticipated absences. Due to unanticipated needs of the class and changes that may occur in lesson plans, teachers may not always be able to provide accurate assignments in advance of an absence.
9. Students have the following responsibilities in regards to homework:
 - Write down assignments (where appropriate)
 - Be sure all assignments are clear and ask questions when they are not
 - Set aside a regular time to study
 - Find a quiet, well-lit place to study
10. Parents have the following responsibilities in regards to homework:
 - Set a regular study time each day with a definite beginning and ending time

- Establish a study area away from household distractions with good light and space for studying
 - Make sure the child has the materials they need to do assignments
 - Help the student work to find the answers rather than doing the work just to get it done
 - Help the child organize school materials, study notes, assignments, books, and etc.
 - Be supportive and give assistance when students get frustrated or discouraged with particularly difficult assignments
 - Contact the teachers to discuss concerns about the child's progress.
11. Each grade will provide more grade level specific information and policies at the opening of each new school year.
12. At the teachers' discretion, late assignments may be penalized.

Non-completion of homework:

Non-completion homework is a violation of classroom and school rules. Failure to complete and punctually return homework will result in consequences. Non-completion of homework may result in the child being assigned to complete their homework during recess, detention, Saturday school, or the loss of the opportunity to participate in special events such as extra-curricular activities and field trips.

When a child chronically does not complete homework, the teacher will contact the parent, in a timely manner, to inform them of the circumstances and request their assistance. A student who continues to engage in this type of action may be subject to disciplinary action including detention, Saturday school, or suspension

Policy No. 6.002

Date Adopted: September 27, 2005

Classroom Parties during the School Day

School Holiday parties will be limited to 2 parties a year in the middle school, grades 5-8 and 3 parties a year in the elementary school, grades K-4. These parties will be limited to 45 minutes or less.

Middle school birthdays will be recognized by and celebrated with the principal each month.

Policy No. 6.003
Date Adopted: April 25, 2006
Revised: October 24, 2013

Selection of Valedictorian:

The valedictorian of the graduating class shall be the student having the highest GPA on a 4 point scale with a minimum GPA of 3.7. To determine the GPA the principal or designee will calculate the weighted average of the core content classes with a weight of one (1), the special classes with a weight of one-half (0.5) and electives with a weight of one-fourth (0.25) over the 5th – 8th grade years. If no student has a GPA equal to or greater than the minimum GPA of 3.7, then no student will be recognized as valedictorian. Students must be enrolled prior to the end of the 1st grading period to be eligible for this distinction.

Selection of Salutatorian:

The salutatorian of the graduating class shall be the student having the second highest GPA on a 4 point scale with a minimum GPA of 3.7. To determine the GPA the principal or designee will calculate the weighted average of the core content classes with a weight of one (1), the special classes with a weight of one-half (0.5) and electives with a weight of one-fourth (0.25) over the 5th – 8th grade years. If no student has a GPA equal to or greater than the minimum GPA of 3.7, then no student will be recognized as salutatorian. Students must be enrolled prior to the end of the 1st grading period to be eligible for this distinction.

Selection of Most Outstanding Student:

The most outstanding student of the graduating class shall be selected with the following criteria in mind: academic achievement, leadership, extracurricular activities, character, citizenship, and attendance.

Academic Achievement – Student must have a minimum cumulative (5th – 8th) GPA of 3.0 to be eligible. To determine the GPA the principal or designee will calculate the weighted average of the core content classes with a weight of one (1), special classes with a weight of one-half (0.5) and electives with a weight of one-fourth (0.25) over the 5th – 8th grade years.

Attendance – Student has demonstrated outstanding attendance throughout the middle school (5th – 8th) grade years.

To determine level of participation, student must have less than (3) unexcused absences/tardies per year throughout the 5th – 8th grade years and his/her overall attendance percentage is 96% or better beginning with attendance data from the 2005-2006 school year. By 2008-2009, attendance data will be cumulative and will include 5th – 8th grade years while at Southgate Public School.

Extra-curricular – Student participates in activities such as: basketball, cheerleading, cross-country, oratorical participant, academic team, news crew and band.

To determine level of participation, students will receive 1 point for each activity per year that they successfully complete the season for that particular activity/sport while at Southgate Public School.

Leadership - Demonstrates the ability to guide classmates in a positive manner, serves on student council, etc.

To determine level of leadership, students will receive 1 point for each activity that they participate in per year (5th – 8th) while at Southgate Public School.

Character – Student demonstrates character traits (caring, citizenship, honesty, respect, responsibility, trustworthiness, etc.) to both classmates and adults, volunteers time to assist school/parents in after-school programs/activities, helps keep school grounds clean, etc.

To determine, teachers will nominate two students from the 8th grade class that meet the above criteria. Students receiving two or more nominations will be placed on a ballot and teachers will vote for one candidate. Each vote that the candidates receive will be worth one point. The points will be entered into the formula used in the selection process.

The student receiving the highest point total will be selected as the Most Outstanding Student.

Policy No. 6.006
Date Adopted: April 25, 2006
Revised: October 24, 2013

All teachers assigning letter grades (3rd – 8th) shall follow the district-wide grading scale included in the Student Handbook for the current school year.

Policy No. 6.007

Date Adopted: April 25, 2006

Primary School Schedule Policy:

To establish consistency in the frequency in which core content subjects are taught across the primary grades and to assist with moving students up and down across the primary grades, classroom teachers shall create a schedule that allows sufficient time for each core content area to be taught on a daily basis. This schedule shall be approved by the principal.

Discipline and Classroom Management:

The faculty and principal shall implement the local school district code of acceptable student behavior and discipline. Copies of the local district code shall be distributed to all staff prior to the beginning of each school year, and to all parents upon enrollment of their child each year using the Student Handbook. The school council shall automatically adopt any subsequent amendments to the code by the local board of education. This school council policy shall also be consistent with the School Safety Plan and the applicable indicators from the Standards and Indicators for Schools Improvement.

Extracurricular Programs:

By July 1 of each year, an officer of the Pride organization shall be placed on the school council agenda to present a request for continuation and/or creation of extracurricular programs sponsored by the parent organization. Upon presentation to the council, officer of the parent organization shall include student participation criteria, to be consistent with the standards of the state or national sponsoring organization and state and federal statutes and regulations. Implementation of the programs and use of the student participation standards shall be subject to the approval of the school council.

By July 1 of each year, the principal shall prepare a list of school sponsored programs to be implemented in the school, for the school council's approval. Additional extracurricular programs to be implemented shall be presented by the principal to the council for approval prior to their implementation. The principal shall determine student participation standards, to be consistent with any criteria set by the state or national sponsor of the program, and consistent with state and federal statutes and regulations.

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

Extra-Curricular Eligibility Policy

Policy No. 8.001
Date Adopted 082305
Revised 022707
Revised 082510
Revised 092512

Academics:

All students that participate in extra-curricular activities will have their academic progress checked weekly by the principal. Reports will be checked on the first school day of the week, and coaches will be notified that day of any students that are ineligible. Students who are ineligible will also be notified. Reports will only be run one time per week. Any student found to be ineligible is ineligible until the next weekly check of the eligibility list. Ineligible students are not permitted to attend any practices, or dress for games. Instead they should be working to correct any failing grades they may have. Any student who is ineligible for 5 cycles during the same sport/season will be removed from the team.

A student is considered to be ineligible if he/she is failing one (1) core subject (ex. Reading, Language Arts, Science, Social Studies, Math), or one (1) elective, or two (2) special classes (Art, Physical Education, Practical Living, Music, etc.) will be ineligible for a period of 1 week or until the next weekly check of the eligibility list. A student's eligibility status throughout the cycles does not depend on which subject they are failing, or whether they are failing a different subject in any of the cycles.

Grade Three (3) Exemption

Students enrolled in grade three (3) shall be given a transition period through the first midterm. This is done to allow third grade students to adjust to receiving letter grades for the first time and the new expectations due to the content and assessments that begin at this grade level. After the first midterm is received third grade students fall under the same guidelines as the rest of the student body.

Grades will be cumulative for each grading quarter only, not cumulative for the year.

All students are eligible to participate in any extra-curricular activities for the first week of each grading quarter. This will allow students to attend at least one practice/meeting of the activity and make contact with the sponsor or coach of the activity.

If a "week" of school consists of less than 3 school days due to holidays or snow days, the eligibility status of a student will not change until the next full week, or the next opportunity for at least three school days to be included. This will allow students to accumulate enough grades to assist them in bringing up their grade average.

When a student is ineligible, they will be notified of their status with the following:

1 st Ineligibility	Letter to Parent
2 nd Ineligibility	Letter to Parent
3 rd Ineligibility	Letter to Parent
4 th Ineligibility	Letter to Parent
5 th Ineligibility	Letter to Parent & Removal from athletic team

The Student and/or Parent are encouraged to contact the teacher(s) for recommendations on how to improve the grade(s).

Teachers will also receive a copy of the eligibility list each week in order that they may make contact with parents and work with the student to improve his/her performance.

Behavior:

A student is considered to be ineligible if he/she is suspended (in school suspension or out of school suspension) due to disciplinary action. The student is ineligible to participate in any school sponsored event including but not limited to sports, dances, parties, field trips, etc. The student is not permitted on school property until the school day following the period of suspension.

Policy No. 9.000
Date Adopted: July 26, 2005

Alignment With State Standards, Technology Utilization, and Program Appraisal:

The school shall organize all instructional and other activity to be aligned with standards established in state laws and regulations, and in a manner that is consistent with local school board policy. 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. Programs shall be appraised upon request of the school council by assigning the program appraisal to the appropriate committee for completion and recommendation to the council. This school council policy shall also be consistent with the applicable indicators from the Standards and Indicators for Schools Improvement.

Consultation Policy

The school council shall be consulted by the principal on all certified and classified vacancies that occur at the school.

When a school-based personnel vacancy has been posted the principal shall include "consultation with the school council for the (insert position title) vacancy" on the agenda of a regular or special meeting of the council.

The principal and school council shall meet the following timeline for filling vacancies:

- The principal shall copy and distribute written applications from all candidates on the qualified applicants list to the school council for their review within 15 days of the posted vacancy. The council will set a time to meet and screen applications for the posted vacancies.
- The principal shall conduct a reference check on each candidate selected by the council and report the results of this reference check to the school council at a regular or special meeting of the council within 30 days of the posted vacancy.
- The school council shall consider the principal recommendations and shall provide its advice to the principal on who to select to fill the vacancy in a closed meeting of the council.
- If a quorum of the members of the school council is not available to attend a meeting for the purpose of conducting consultation in the filling of a vacancy, the principal shall call a special meeting and conduct consultation with the council members who can attend. The definition of quorum for the purposes of filling the specified vacancy in a situation when council members cannot all be present shall be: "*one or more members of the school council who are present for the consultation.*"

Subsequent to the completion of the steps listed above, the principal shall make a selection of the qualified applicant to fill the vacancy and shall report this selection to the superintendent who will complete the hiring process.

The minutes of the school council for the meeting at which council recommendations occur shall state, "Consultation occurred for the filling of the (insert position title) vacancy."

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

Principal Selection

When a principal vacancy occurs:

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| Week 1 | 1. The school council shall obtain training in recruitment and interviewing techniques from a trainer(s) of their choice. The school council shall convene a special meeting for the purpose of receiving training. This shall be completed prior to beginning the selection process. Trainers shall be noted in the council minutes along with the dates and the times of the trainings. |
| Week 2 | 2. The superintendent shall provide the school council with a list of qualified applicants. The school council shall meet in closed session to review applications and references. Council shall discuss criteria and draft questions in open session(s). Date(s) shall be selected for interviews at a time when complete council can be present. Vice chair of school council will contact applicants to schedule interviews. Interviews shall be conducted in closed session. |
| Week 3 | 3. The school council shall meet at the conclusion of all interviews in closed session to discuss each applicant. If more applicants are requested, the vice chair shall contact superintendent. Step 2 will be repeated.

4. The school council shall select a principal applicant in closed session. In open session, the council shall announce that a decision has been made.

5. The vice chair shall contact the superintendent with the name of the applicant chosen. The superintendent shall contact the applicant to offer the position and complete the hiring process. |
| Week 4 | 6. Once the applicant accepts the principal position, the vice chair shall contact school council members to notify that position has been filled.

7. The school council shall follow district policy, working with district human resources to notify other applicants of school council decision.

8. Principal selection shall be announced and candidate introduced at the next regularly scheduled council meeting. The vice chair may call a special meeting for this announcement. |

12. Committee Participation

A. The school council shall review and consider but not be limited to the following committees:

Curriculum and Instruction
Assessment and Planning
Budget
Professional Development
Staffing and Hiring
Governance
Technology
School Climate

B. Upon formation of the standing committees the following shall apply.

1. All interested persons shall be assigned membership to one of the standing committees.
2. The principal, by May 1 of each year, shall post a list of standing committees in the school office. The principal shall, by May 1, distribute memoranda to teachers and parents inviting volunteers for appointment to the standing committees for the following August 1 to June 30. Persons may volunteer for specific committee appointment by signing the appropriate list posted in the office, or by contacting the school secretary to request appointment to a committee.
3. The principal shall present unaltered committee sign-up sheets to the school council by no later than July 1, and the school council shall approve committee membership by no later than August 1. The school council shall attempt to assign all parents and teachers to committees they request, but the council reserves the right to approve all final assignments. Assignments will be posted in the school office by no later than 48 hours subsequent to the council approval of the final assignments.
4. Each standing committee will have no less than 3 or more than 10 members. The principal shall be assigned as a member of all committees for which he/she volunteers.
5. Each committee shall assemble no later than Sept 1 to elect a chairperson and establish their regular monthly meeting date. The meeting date will be reported to the principal by the chair within 48 hours of the initial assembly so that the principal may compile a report of all regular meeting dates and report this schedule of meeting dates to the superintendent, faculty, parents, and local media requesting this notification. The schedule of meeting dates will be posted on the school council bulletin board in the foyer of the school.
6. Each standing committee will establish its own frequency of meetings, date of meetings, and agenda.

C. The school council may establish ad hoc committees to accept specific assignments at the discretion of the school council. Ad hoc committee formation shall be subject to the requirements listed in paragraphs 4 and 6 of this policy. All other requirements for an ad hoc committee shall be established in the jurisdiction statement specifically created by the council for the ad hoc committee upon its creation.

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

Policy Number 13
Revised June 26, 2012
Revised November 27, 2012
Revised March 26, 2015
Revised December 1, 2016

Southgate Public School Wellness Policy

Southgate School is committed to providing a school environment that promotes and protects children's health, well-being, and ability to learn by supporting healthy eating, physical activity, and overall student health. Therefore, it is the policy of Southgate Independent School District that the following will be in place to enhance student health and well-being, and that staff will be encouraged to model healthy eating and physical activity as a valuable part of daily life. School faculty and staff serve as role models for students and are the key to successful implementation of student wellness programs. Inclusion of staff wellness in the policy can help schools reach goals in coordinated school health.

Nutrition

Nutrition Education

- Nutrition topics will be included within the comprehensive health education curriculum and taught at every grade level K-8.
- School will provide nutrition education lessons that cover skills-based learning, such as reading a nutrition facts label.
- School will consistently link nutrition education activities with coordinated school health program areas such as health education, physical activity, and parental and community involvement.
- Nutrition education will be provided to parents quarterly.
- To increase exposure to a variety of healthy foods, students will be offered local, seasonal, cultural, and/or ethnic foods. These foods will be offered periodically through the school meal program.
- The district will ensure that food service managers and staff receive professional development annually.

Nutrition Environment

- Education materials will be free of brands and images of unhealthy foods.
- Fresh fruit or vegetables will be available as a snack choice daily. Bagged snacks will be offered once a week on Fridays.

School Breakfast and Lunch Programs

- The school will provide breakfast through the USDA School Breakfast Program.
- Students will be provided with a pleasant environment in which to eat meals, with appropriate supervision. After getting food, students will be provided with adequate, seated time to eat lunch (at least 20 minutes) and breakfast (at least 10 minutes).
- The school will support students and staff with complying with current USDA Dietary Guidelines for Americans. All school meals will comply with the current USDA Dietary Guidelines for Americans (<http://www.cnpp.usda.gov/dietaryguidelines.htm>).
- The school will provide occasional food promotions to encourage taste testing of healthy new foods being added to the menu.
- The district will share and publicize information about the nutritional content of meals with students and parents (i.e. on school website).

Competitive Foods and Beverages

- There will be no vending machines available to students.
- On Fridays, there will be a limit of one bagged snack per student.
- Bagged snacks in the cafeteria will be limited to Fridays.

Rewards, Fundraising, and Celebrations

- Food rewards or food incentives will not be used in classrooms to encourage student achievement or desirable behavior (i.e. treasure or prize boxes).
- If food items are sold for fundraising, they must be approved by administration using the guideline of 2 per quarter (excluding Market Day sales). Approval will be on a first come, first serve basis. This applies to all fundraising before, during, and after school during days that school is in session through 5:00 p.m. on Friday.
- Classroom celebrations will focus on activities, rather than food.
- Snacks are prohibited to be brought to school on birthdays. Instead, students will be recognized school-wide on their birthday.
- Classroom party food (i.e. Christmas, Halloween, Valentine's Day) should follow the Wellness Committee template. Parents should sign up with homeroom teacher prior to the party to ensure the template is being followed.

Physical Education and Physical Activity

- The Physical Education classes will follow a research based curriculum. All students in grades K-8 will be scheduled for physical education instruction in accordance with state law.
- Physical Education classes will be taught by a licensed instructor and classes will have the same student/teacher ratios used in other classes, per state law (KRS 157.360 and 702 KAR 3:190).
- The district will ensure that Physical Education staff receive adequate training in PE and receive professional development on a yearly basis.
- The Physical Education program will be provided adequate space and equipment and follow all applicable safety standards.
- All 1-8 students will receive 150 minutes of physical activity per week (which includes at least 45 minutes of PE instruction per week).
- Elementary Teachers will provide daily physical activity breaks to all students during the school day, which may be integrated into learning activities (i.e. go noodle, energizers, Take 10!, or brain breaks).
- Participation in intramural sports, or other structured physical activity before or after school, will be an option for all students.
- The district is encouraged to promote the use of school facilities outside of the school hours for physical activity programs offered by community-based organizations.
- Staff members will not deny participation in recess or other physical activity opportunities as a form of discipline or punishment, unless the safety of students is in question, or all other options have been exhausted and notification of school administration has occurred. In addition, all elementary students will have daily recess.

Staff Wellness

- The district values the health and well-being of every faculty and staff member and shall support employees' efforts to improve their personal health and fitness so they can serve as role models and promote the health of others, including students. Examples of wellness programs for school and staff members include, but are not limited to, health screenings, physical activity and fitness programs, nutrition education, weight management, smoking cessation, influenza vaccinations, and stress management.

Tobacco

Certified and Classified Personnel, and Visitors

- Use of tobacco is prohibited at all times in or on any property owned or operated by the Board. In addition, use of tobacco in any form shall not be permitted in outdoor facilities owned or operated by the Board during all district-sponsored activities, including sporting events.

Students

- Students are not permitted to use or possess any tobacco products on property owned or operated by the Board, inside Board-owned vehicles, on the way to and from school, and during school sponsored trips and activities. Students who violate these prohibitions while under the supervision of the school shall be subject to penalties set forth in the local code of acceptable behavior and discipline.
- Use of tobacco in any form shall not be permitted in outdoor facilities owned or operated by the Board during all district-sponsored activities, including sporting events.

Rental of School Facilities

- Tobacco is prohibited at all times in or on any property owned or operated by the board during all district-sponsored activities, including sporting events.

Cessation

- The district will make tobacco cessation resources and referrals available to employees (i.e. Quit Line resources, smoking cessation classes, referral to employee assistance program, and/or assistance with obtaining nicotine replacement therapy) and to students (i.e. referrals or cessation programs, such as ASPIRE).

Evaluation

- School administration will ensure compliance with district wellness policy standards by the end of the first quarter of the school year.
- The Wellness Committee will meet at least two times annually to review, monitor, and evaluate the implementation of the school wellness policy, student health outcomes, and the effectiveness of programs and program elements. The wellness policy will be revised as necessary by the Wellness Committee.

Sources: National Association for Sport and Physical Education, National Association of State Boards of Education, Institute of Medicine, KY Senate Bill 172, Action for Healthy Kids, and the Northern Kentucky Independent District Health Department.

Created by the Southgate Wellness Committee, May 2012.

Policy No. 13.000

Date Adopted: June 27, 2006

Policy No. 14.000

Date Adopted: August 23, 2005

Determining the Number of Persons to be Employed in Each Job Classification

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

Determining Textbooks for the School (add timelines as needed)

Each year the standing Curriculum and Instruction Committee that is appointed by the council will make a report to the principal and school council at a council meeting in which they recommend which textbooks should be adopted for the current cycle. The council will consider the recommendation, and discuss options for the school. The school council will approve the recommendation by consensus.

Determining Instructional Materials for the School (add timelines as needed)

Each year after March 1 the principal shall prepare a draft budget recommendation based on the needs in the council's school improvement plan and teacher surveys about classroom needs for the coming year. The principal's recommendation will include information on all funds that are subject to council authority, including general funds and instructional funds. The council will review the recommended budget to ensure that the needs in the school improvement plan have been addressed. The school council will approve the recommendation by consensus.

Policy No. 17.000

Date Adopted: August 23, 2005

Determining Student Support Services for the School (add timelines as needed)

Each year the principal will appoint an ad hoc committee(s) to review the School Safety Plan, the Extended School Services Program and the School Improvement Plan and prepare a report for the school council about how student support services will be coordinated in the school for the following school year. The committee will use student, parent, teacher and community surveys to help gather information. The committee will bring a report to the school council with recommendations for changes and updates to the programs and plans that are involved with providing student support. The council will consider the committee's recommendations, and discuss options for the school. The school council will approve the recommendation by consensus.

Setting the School's Budget (add timelines as needed)

Each year after March 1 the principal shall prepare a recommendation for distribution of the council's allocation for the schools instructional budget and the general fund budget based on the needs in the council's school improvement plan. The council will review the plan and budget to ensure that the needs in the school improvement plan have been addressed. The school council will approve the principal's recommendation consensus. The principal will provide monthly reports to the council about the expenditure of funds and remaining balance. (Frequency of budget reports can be decided in council policy.)

Completion of Data Analysis and School Improvement Planning (add timelines as needed)

Each year the standing School Improvement Plan committee shall work with the school district planning coordinator to complete data analysis and update the school improvement plan. (If the school has component and school improvement plan managers, they will work under the supervision of the principal.) The committees (and managers) shall adhere to timelines set in statute for data analysis and plans to close the achievement gaps in their school. The principal will update the school council each month as to the progress of the school plan process. The principal will be responsible for communications with the district staff, the council and the committees and their leaders throughout the planning process to ensure that the plan is appropriate and will accomplish the school's mission.

The School Improvement Committee will give the principal a written draft of the school improvement plan by (March 1) of each year for council approval. The school staff (component managers, school improvement plan managers, planning committee members) will follow the district policy on planning to ensure that all timelines are met and the plan is developed in accordance with district guidelines for planning set in board policy and state law.

The council will convene a special meeting in (April 1) for the purpose of public review, discussion and adoption of the school improvement plan. The principal will be responsible for inviting parents, teachers and the community to share and discuss the draft plan for the coming school year at the special meeting or before the meeting if they want to provide written comments. Written copies will be available for public inspection and there will be time on the agenda for public comment, facilitated by the principal. After hearing the discussion and comments, the council will approve the school improvement plan by consensus.

Planning Professional Development

The School Improvement Committee and the principal shall ensure that the professional growth and development needs of staff are included in the needs assessment portion of the planning process, and that appropriate objectives and strategies are included in the school improvement plan to provide for these needs for the coming school year.

Approval of the school improvement plan will also constitute approval of the school professional development offerings for the coming year. Professional development that is not included in the school's improvement plan will not be approved by the principal unless there is an individual need that is included in the individual's evaluation and professional growth plan.

Additional Authority Granted to the Council by the Board

The school can request additional authority in policy areas not granted to them by KRS 160.345. The request shall be made by the council in writing, through the principal to the superintendent of schools. The superintendent will follow local board policy and procedures for putting the matter on the school board agenda. The principal will represent the council at the school board meeting when the item is discussed, and report back to the council about the outcome at the next regular council meeting. If the board chooses to grant additional authority, the principal will bring a proposed policy for that council meeting for council consideration. The council may approve the policy by consensus.

Writing Policy

At Southgate Public School, students will be provided with multiple opportunities to develop complex communication skills for a variety of purposes and a variety of language resources.

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

Administration Responsibilities

- Ensure writing curriculum is aligned to Common Core Standards.
- Ensure implementation of the school writing plan.
- Identify knowledgeable teachers as literacy leaders.
- Support literacy leaders in their roles.
- Provide time and resources for scoring writing pieces.
- Ensure that all teachers are familiar with the Kentucky writing expectations early in the school year.
- Oversee the collection and movement of portfolios.
- Provide professional development and resources to help support and improve writing instruction.

Teacher Responsibilities

- Ensure writing curriculum is aligned to KCAS and implemented across the all contents and grade levels.
- Ensure The Three Modes of Writing are being implemented at the appropriate grade levels and contents as based off the KCAS and Appendices A, B and C:
 - 1) **Opinion/Argument**: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
 - 2) **Informational/Explanatory**: Write informational/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization and analysis of content.
 - 3) **Narrative Writing**: Write narratives to develop real or imagined experiences or events using techniques, well-chose details and well-structured event sequences.
- Model and practice with students writing to demonstrate learning. (i.e. open response and/or on demand writing prompts quarterly); writing to learn; writing for publication.
- Provide opportunities for students to publish written work both within and outside of school and to write for a variety of audiences.
- Ensure that students' work is placed in traveling portfolio and placed in designated area at the end of the school year.
- Provide a variety of real world communication and technology tools (i.e. not limited to paper form)

- Guide students in the development of authentic pieces by teaching the writing process at all grade levels: planning, drafting, revising, editing, publishing and reflecting upon writing, including reflection, assessment and feedback.
- Provide students with a chance to read and analyze a variety of both print and non-print materials. (artwork, photographs, graphics, illustrations, electronic text).

Student Responsibilities

- Apply criteria of KCAS.
- Ensure that written work is their own, avoiding plagiarism.
- Select work that best represents their development and growth as communicators.
- Use a variety of real world communication and technology tools (i.e. not limited to paper form)
- Reflect upon writing at various points in the writing process.
- Select topics for writing.
- Take ownership for setting goals, self-assessment and self-reflection.
- Learn to use appropriate resources for writing.
- Understand criteria used to evaluate their writing and communication skills.

Southgate Public School Emergency Plan Policy

(Statutory Authority-KRS 160.345(2)(i)9 and KRS 158.162)

The principal, in consultation with stakeholders, 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):
 - 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 provided, and
 - Display of visitor's badge on outer clothing; and
- Practices for students to follow in case of fire that are consistent with administrative regulations of the Department of Housing, Buildings and Construction.
- Procedures for lockdown of the campus

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

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

Prior to the first instructional day of school, the principal, or designee, will present and review all emergency procedures with all staff. Documentation including the time and date of the review will be kept on file at the school with a copy sent to the district office to document completion.

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.

At the end of each school year, the emergency procedures are to be reviewed by 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 safety zones and identification of the exterior and front entrance access points.

Parental Involvement Policy

Southgate Public School recognizes that a child's education is a responsibility shared by the school and the family. Parents and schools working as partners increase student achievement and help students develop positive attitudes about self and school. Southgate Public School will work to develop effective partnerships with parents.

Southgate School will:

- 1) Invite parent and family input and involvement in school issues and programs through any or all of the following: SBDMC Membership, SBDMC Committees when appropriate, Lions Pride Parent Organization, Volunteer Programs, Future Surveys, and additional activities that would foster positive partnerships between parents and school personnel.
- 2) Promote communication between the school and families by: quarterly progress reports and report cards, parent-teacher conferences, weekly parent communication via email, use of school and district Facebook Page and All-Call system.
- 3) Utilize the Family Resource Center to provide access to and coordinate community and support services for children and families, as well as providing other resources to assist in developing knowledge and skills to support learning.
- 4) Work to reduce barriers to parent/family involvement.

