

MCE ALIGNMENT WITH STATE STANDARDS POLICY



ALIGNMENT NEEDS ASSESSMENT

Our yearly school improvement planning process will include:

- An *analysis of our state testing data* and other school data as necessary to discover the *extent to which our students are meeting state standards* and our programs are aligned with state standards. *Analysis will include performance levels of each demographic group in the school.*
- Systematic work to discover and correct the causes of and barriers to high performance by all students and the movement of students toward our goals.
- A revision of our school improvement plan based on our needs assessment data for that year. Our plan will set goals and address any indicated alignment issues to help move our students to state standards according to the timetable established by the Kentucky Board of Education.

We will implement this process to address our *alignment with state standards*, and the resulting plan will be monitored by the council through ongoing progress notes.

POLICY EVALUATION

We will evaluate the effectiveness of this policy through our school improvement planning process.

Date Adopted: 4/2020

Date(s) Reviewed or Revised:

PRINCIPAL ROLE

The principal (or designee) will:

1. Ensure that copies of the curriculum, standards, and expectations for the school are available for student, family, and community review.
2. Meet with each new teacher to review this policy and the sections of the curriculum that apply to that teacher's assignment.
3. At staff meetings in January and May, hold discussions with the staff on possible curriculum revisions and report to the Curriculum Committee on the results of those discussions.
4. Coordinate resources and support for the Curriculum Committee and others involved in the development and/or updating of the curriculum. That may include, but is not limited to, curriculum coaches, district instructional leaders, educators in other district schools, other educators with desired expertise, sources for evaluating the evidence of effectiveness, etc.

POLICY EVALUATION

We will evaluate the effectiveness of this policy through our School Improvement Planning Process.

Date Adopted: 4/2020

Date(s) Reviewed or Revised:

MASON-CORINTH ELEMENTARY SCHOOL



COMMITTEES POLICY

NAMES AND JURISDICTIONS OF STANDING COMMITTEES

There will be three SBDM standing committees with the following names and jurisdictions:

PLANNING, PROFESSIONAL DEVELOPMENT/LEARNING (PD/L) AND BUDGET COMMITTEE

- Annually review the SBDM policies on Budget: Procedures and Timelines, Budget: Spending Decisions, Enhancing Student Achievement, Professional Development/Learning, School Improvement Planning, School Day and Week Schedule, and Technology Use. If necessary Draft revisions for council approval.
- Involve as many shareholder ideas and opinions as possible; coordinate school needs assessments including necessary surveys and other data collection.
- Coordinate the development and implementation of the School Improvement Plan, including working with component teams and overseeing the development and implementation of the Professional Development/Learning Plan.
- Survey teachers to establish professional development/learning needs and use this data along with testing data, and any data to make PD/L recommendations to the various component teams.
- Ensure that the council is kept informed through Progress Notes on the School Improvement Plan.
- Develop, recommend, and monitor the annual budget and allocation of resources according to identified needs of the school, classrooms, and programs.
- Recommend budget adjustments.
- Ensure that the council is kept informed with monthly budget reports.
- Recommend plans for the best use of technology based on needs assessments including acceptable use guidelines.
- Work with the principal *if requested* on developing a preliminary staffing plan for the council based on available resources.
- In December of each year, develop master schedule plan ideas/changes to recommend to the principal based on student performance and survey data, current barriers, meeting student needs, and the criteria listed in the School Day/Week Schedule Policy.
- Recommend other changes, ideas, and strategies to assigned policies based on needs assessments, data gathering, and research into best practice.
- Additional roles/charges as assigned by the council.

CULTURE, WELLNESS, & RESOURCES COMMITTEE

- Annually review the SBDM policies on Discipline/Classroom Management/School Safety Plan, Emergency Management Plan, Extracurricular Programs, Instructional and Non-Instructional Staff Time Assignment, Parental Involvement, School Space Use, Student Assignment, and Wellness. If necessary draft revisions for council approval.
- Recommend discipline and classroom management changes based on annual needs assessments and data gathering.

- Develop a set of “non-negotiable” school rules consistent with district policies and directives.
- Review/revise the school-wide discipline plan as needed based on feedback and data.
- Review the school Safety Plan every odd-numbered year following the procedures outlined in the Discipline, Classroom Management, and School Safety Policy. Recommend any necessary changes based on needs assessments and data gathering.
- In consultation with the council and first responders, recommend changes in the Emergency Management Plan based on the annual review of the plan.
- Based on data and input, recommend extracurricular program changes and ideas.
- Based on staff input and any pertinent data, recommend changes in the types or numbers of instructional and non-instructional staff assignments (excluding individual teacher names).
- Recommend use of school space ideas (excluding individual teacher room assignments) based on needs assessments and other data.
- Recommend assignment of student procedures based on feedback and input.
- Based on current research and in put from shareholders, recommend parental involvement activities and strategies to be done at the school.
- Select members to form a Coordinated School Health subcommittee as a support and resource for collaboration and integration of PLCS instruction throughout the school.
- Recommend other changes, ideas, and strategies to assigned policies based on needs assessments, data gathering, and research into best practice.
- Additional roles/charges as assigned by the council.

CURRICULUM, INSTRUCTION, AND ASSESSMENT COMMITTEE

- Annually review the SBDM policies on Alignment with State Standards, Classroom Assessment, Curriculum, Homework, Instructional Practices, Primary/K-3, Program Appraisal, and Writing. If necessary draft revisions for council approval.
- Organize the state testing data analysis every August/September including reports to the Council.
- Recommend school priority needs to the Planning, PD/L & Budget Committee based on test analysis data.
- Develop the state testing prep and reward plan each year.
- Work with the principal and school council to determine the best process for evaluating the quality of the programs in the school and assuring state standards and school expectations are met.
- Recommend program changes in evaluated areas.
- Recommend classroom assessment ideas based on new research.
- Analyze curriculum alignment with the state standards and recommend changes.
- Research and recommend instructional best practice ideas and innovations.
- Research homework best practices and recommend changes.
- Recommend other changes, ideas, and strategies to assigned policies based on needs assessments, data gathering, and research into best practice.
- Additional roles/charges as assigned by the council.

NOTE: The SBDM Council will be responsible for reviewing and revising (if necessary) its Bylaws and three policies: the Committee Policy, the Consultation Policy, and the Principal Selection Policy.

STANDING COMMITTEE COMPOSITION AND MEMBERSHIP SELECTION

All members of the faculty will serve on at least one standing committee. SBDM teacher reps are exempt but may serve on a standing committee by choice. Every effort will be made for each standing committee to include appropriate representation and numbers to accomplish their charges.

An extensive good faith effort will be made to include at least one parent on every standing committee and to provide a reasonable representation of the ethnic diversity of our school community.

Before the last day of school each year, the principal (or principal designee) will ensure that all shareholders and interested persons, including but not limited to classified employees and parents, are extended the opportunity to become engaged in the shared-decision making process of our school through membership in school council standing committees. The following steps should be taken to set up committees for the next school year:

1. On an ongoing basis, parents will be invited to sign up for committees via the PTA Newsletter and/or other forms of communication (for example, attachments to report cards, letters home to parents, website).
2. Faculty and staff will be given an opportunity to sign up for committees via various forms of communication such as sign-up sheets and/or by computer.
3. Committee members will be notified in a timely manner of their appointments. During the first month of school, there will be additional opportunities to sign up for committees for current and new faculty and staff, all parents, and community partners.
4. At the beginning of the school year after sign-ups have been gathered, along with the notification of new members, a meeting of committee members will be called by the Chair of the council for the purpose of charging all committees with conducting their first committee meeting. At each committee's first meeting, all committees will:
 - Elect a chair. They will also elect or appoint a recorder who will take minutes for this first meeting and all subsequent meetings and a vice-chair who will take over in the absence of the chair.
 - Receive information about the council timeline for regular committee reports.
 - Set up a meeting schedule for the rest of the year.
 - Read and discuss this policy and ask the Chair of the council any questions regarding their role and duties.
 - If necessary, discuss the active recruitment of parents and community members to serve on their committee.
 - Discuss ongoing and any new charges from the council and develop a plan of action that includes a timeline.

AD HOC COMMITTEES

As needed, the council may also approve ad hoc committees for the following tasks:

1. Analyze needs assessment for the school improvement plan.
2. Draft components for and guide the implementation of the plan.
3. Select textbooks and materials for specific subjects.
4. Participate in work to fill specific staff vacancies.
5. Address other needs as identified by the council.

For these ad hoc committees, the council will identify the specific topic to be addressed in a written charge. The principal will invite persons to serve on the ad hoc committee and will also designate a committee member to convene the committee for its first meeting. Ad hoc committees automatically dissolve at the completion of the assigned task.

OPERATING RULES FOR ALL COMMITTEES

All committees established by the SBDM council are public agencies subject to Kentucky's Open Meetings Law. To comply with that law, each committee will:

1. Establish a regular meeting schedule at its first meeting of each school year and make that schedule available to the public by posting it in a place convenient to the public.
2. Hold meetings that are not on the regular schedule only after following these special meeting procedures:
 - a. The committee chair or a majority of members decide the date, time, place, and agenda.
 - b. Those who make the decision to have the meeting put the date, time, place, and agenda in a written notice, which they will post in a place convenient to the public at least 24 hours before the meeting.
 - c. Notice of a special meeting will be hand-delivered, faxed, *emailed, or sent by US mail to all members of the committee early enough so that they will receive it 24 hours before the meeting.
 - d. If any media organization has asked for notice of special meetings, those calling the meeting will hand-deliver, fax, *email, or send by US mail copies of the written notice to the agency requesting the notice.

*Those wishing to receive notification by email must have a request in writing on file at the school.

3. Take minutes of the actions and decisions made by the committee at every meeting.
4. Review the minutes of each meeting at the next meeting and, after making any needed corrections, approve those minutes.
5. Make committee minutes for each meeting available to the council and to any interested party after final approval.
6. Ensure that the principal receives an official copy to be kept with school records as required by Kentucky's Archive rules.

POLICY EVALUATION

We will evaluate the effectiveness of this policy through our school improvement planning process.

Date Adopted: _____

Date(s) Reviewed or Revised:

MCE SBDM CONSULTATION POLICY



The Consultation Policy of Mason-Corinth Elementary ensures that the selection of instructional staff are highly effective, qualified and meet the needs the student population.

INTERVIEW COMMITTEE

For each vacancy that occurs at our school (*except principal), consultation with the council must take place during a regular or special called meeting.

APPOINTED Interview Committee

- The principal will appoint an Interview Committee. The Interview Committee will include at least one staff member who will work directly with the person to be hired and at least one Council member.
- All interviews will take place in a special called committee meeting.
- The principal shall make a selection of a qualified applicant to fill the vacancy and shall report this selection to the council at the next regular or special called meeting.
- The principal will inform the superintendent who will complete the hiring process.

* See the Principal Selection Policy for procedures for this vacancy.

TIMELINE, APPLICATIONS/REFERENCES, and CRITERIA/INTERVIEW QUESTIONS

The principal will:

1. Chair the Interview Committee and ensure that the Open Meetings Law is followed during all procedures for filling vacancies.
2. Establish a timeline for filling each vacancy.
3. Review and screen all applications and references.
4. Decide on applicants to interview and check references
5. Arrange all interviews including calling special meetings if needed.

The Interview Committee will:

1. Develop a set of criteria for a strong candidate. These criteria will not discriminate based on gender, ethnicity/race, marriage or family status, religion, political affiliation, disability, age, or other illegal grounds.

2. Use the criteria they have developed to write standard interview questions that fit those criteria. These questions will be asked of all candidates in an in-person interview or using a digital format (Facetime or Skype, for example).
3. Determine if information in the written application or résumé points to any specialized questions that should be asked of a particular applicant and develop those questions if they are necessary.

INTERVIEWS

The following procedures will be followed during scheduled closed session interviews:

1. All the standardized questions will be asked of each candidate in the same order.
2. Specialized questions and follow-up questions (if any) will be asked as needed.
3. Following each interview, committee members will discuss how well each candidate meets the criteria and any other input requested by the principal, which may include a prioritized list.

CONSULTATION WITH THE COUNCIL

After interviews are complete, in a closed session the interview committee will discuss with the principal the findings and offer comments on the contributions each applicant could make and provide any additional input requested by the principal.

SELECTION OF THE PERSON TO BE HIRED

After considering the input from all the closed session meetings, the principal will make the final selection of the person he or she believes will contribute most to the success of the school's students and notify the superintendent and council of his or her choice. The decision made by the principal is binding on the superintendent who will complete the hiring process.

EXTRA-DUTY ASSIGNMENTS AND POSITIONS

Extra-duty assignments and positions include paid or unpaid duties beyond the instructional day or beyond the contract days of a teacher. When only persons currently working at our school will be considered, the principal will make the assignment following our policy on Instructional and Non-Instructional Staff Time Assignment. When persons currently not working at our school will be considered, this policy on consultation will be followed by the principal, the council, and the ad hoc Interview Committee appointed by the principal.

POLICY EVALUATION

We will evaluate the effectiveness of this policy through our school improvement planning process.

Date Adopted: Nov. 13, 2017

Date Reviewed or Revised:

MCE CURRICULUM POLICY



DEFINITIONS

Standards are what students need to know and be able to do with the expected level of performance. (Standards define the destination students need to reach.)

Curriculum identifies the specific content, skills, and learning experiences students will need to master the standards. (The curriculum is the map for how to get to the standards/destination.)

Instructional Resources include the computer applications, books, materials, etc. (Those resources are the vehicles for learning the curriculum and moving toward the standards/destination.)

¹based on KDE Quality Curriculum Task Force Discussion, Oct 2019

CURRICULUM DOCUMENTS

The Mason-Corinth curriculum is a guide for school staff, students, families, and communities for how to help students master Kentucky's Academic Standards. The curriculum document, *Grant County Schools Pacing Guides*, can be found on the school website (under Curriculum Corner) or reviewed in the school office.

CURRICULUM RECOMMENDATION

Responsibilities of the Curriculum Committee

The Curriculum Committee will be responsible for making an annual recommendation to the council. The recommendation may include changes, if needed, based on one or more of the following:

1. State laws, regulations, or the Kentucky Academic Standards revisions.
2. District ~~leaders~~ or working groups modification of district curriculum documents.
3. Our school improvement planning process *identifies a need for adjustments*.
4. Other school levels in our district identify a *need for changes* that could alter our vertical articulation, create curriculum gaps, or allow unintended overlaps and redundancy. (Ex: middle school makes a change that would impact the elementary)
5. During staff discussions, one or more teachers at our school identify a *weakness or opportunity for improvement that needs to be addressed* to ensure success for all students.
6. Other shareholder input or data demonstrate a need to do so.

The Curriculum Committee will be sure the process for creating the recommendation addresses all the details and criteria in this policy.

DETERMINATION OF CURRICULUM

Responsibilities of the SBDM Council

The SBDM Council is responsible for determining the curriculum and ensuring its quality by:

- overseeing the work of the Curriculum Committee's curriculum development process
- ensuring students, families, school staff, district leaders, and community members have opportunities to provide feedback on curriculum strengths and areas of need
- using the following criteria as part of an annual needs assessment —
Does the curriculum:
 - align vertically and horizontally in order to help students master the content of all the Kentucky Academic Standards?
 - include all legally required content beyond the state standards?
 - allow for advanced and/or college-level courses to meet student needs
 - provide ~~links~~ opportunities for continuing education, real-life experience, and career options?
 - reflect the strategies adopted in our school improvement plan?

What needs are identified through:

- quantitative and qualitative student achievement data?
- analysis of state testing results?
- student, family, staff surveys?
-
- receiving and discussing principal reports on implementation and monitoring at least once per semester

²Using any applicable area of decision-making, the SBDM Council is responsible for ensuring that each student has:

- an equitable opportunity to master the state standards
- grade-appropriate assignments aligned to the standards
- additional time and support to master the state standards
- a learning environment where educators and staff have high expectations and believe students can master grade-level standards
- digital learning tools, resources, and apps (subject to available funds) needed to maximize learning

TEACHER ROLE

All teachers will:

1. Disseminate the curriculum expectations for their classes to families and to students in an age-appropriate way.
2. Teach toward mastery of the state standards assigned for their particular area or areas.
3. Be prepared to contribute to discussions of *needed changes in the curriculum*.

GRANT COUNTY SCHOOL DISTRICT: MASON-CORINTH ELEMENTARY

4. POLICY:DISCIPLINE

The faculty and principal shall implement the district code of acceptable student behavior and discipline. Copies of the district code of acceptable behavior and discipline shall be distributed in a timely manner each year to all staff and parents. The school council's discipline committee shall review the district code of acceptable student behavior and discipline and determine if the school needs additional discipline and classroom management measures. The discipline committee shall recommend additional discipline and classroom management measures only if they are consistent with the district code of acceptable student behavior and discipline, and with state and federal statutes and regulations.

ADOPTED 8-14-01

SIGNATURE

David Fordyce

MASON-CORINTH ELEMENTARY SCHOOL



EMERGENCY MANAGEMENT PLAN POLICY

The school council shall adopt an Emergency Management Plan (EMP) that will include procedures for fire, severe weather, earthquake, and building and campus lockdown as required by law. The EMP shall set forth steps to prevent, mitigate, prepare for, respond to, and recover from emergencies. First responders, for the purpose of this policy, include local fire personnel, local, county and/or state police personnel, and emergency medical personnel. The district coordinator for the EMPs will arrange the work with the first responders.

CONTENTS OF PLAN

The EMP shall include procedures required by this policy and address the following:

- Establishment of primary and secondary evacuation routes which shall be posted in each room by each doorway used for evacuation
- Identification of severe weather safe zones, which shall be posted in each room
- Practices for students to follow in an earthquake, fire, and severe weather
- Development and adherence to access control measures for each school building
- Procedures for lockdown of the building and campus; local law enforcement shall be invited to assist in establishing lockdown procedures.

Policy development, review and revision will include using the resources from the Kentucky Center for School Safety and local board of education policy.

DISTRIBUTION OF THE PLAN

Following adoption and after any revisions, the EMP and diagrams of the facilities shall be provided to local first responders. Annually, the principal is responsible for working with the district office to ensure that 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. Documentation of this distribution to first responders will be reported to the school council by *[insert date]*, maintained in the principal's office, and a copy will be sent to the district office.

Due to the need to maintain student and staff safety and security, the EMP and diagram of the facility does not have to be and shall not be disclosed in response to any Open Records request per the Kentucky Open Meetings Law. The EMP may be disclosed to necessary school personnel, local first responders, and to other persons with the permission of the principal.

TRAINING AND DRILLS

Prior to the first instructional day of school, the principal (or designee) shall discuss the EMP with all school staff. Staff members will receive an outline of the plan which includes their responsibilities

during emergency situations. Documentation of completion will be in accordance with any district procedures and may include the time and date of the discussion, as well as staff member signatures. This documentation will be kept on file at the school with a copy sent to the district office according to the district policy.

The school shall conduct emergency response drills including the minimum below within the first thirty (30) instructional days of each school year AND during the month of January:

- one (1) severe weather drill
- one (1) earthquake drill
- one (1) building lockdown drill
- one (1) fire drill (Fire drills will be conducted in accordance with administrative regulations of the Department of Housing, Buildings and Construction.)

All drills shall follow, at a minimum, all local school board policies. 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 district office for any remedial action needed.

ANNUAL REVIEW OF EMP

At the end of each school year, the EMP shall be reviewed by the school council and first responders and revised as needed.

POLICY EVALUATION

We will evaluate the effectiveness of this policy through our school improvement planning process.

Date Adopted: _____

Date(s) Reviewed or Revised:

MCE ENHANCING STUDENT ACHIEVEMENT POLICY



SCHOOL MISSION AND BELIEFS STATEMENT

The mission of Mason-Corinth Elementary School is to ensure success for all students by establishing high expectations and providing high quality instruction through excellent teachers, support staff, and leadership embraced by supportive parents and an engaged community.

We believe:

1. All students can grow.
2. Learning is a behavior.
3. Research based, best practices will serve as our model for school improvement.

PROCEDURES

In order to carry out our school's mission and to accomplish Kentucky's Learning Goals, we will:

- Develop/monitor SBDM policies that contribute either directly or indirectly to:
 - accomplishing this mission
 - enhancing student achievement by improving teaching and learning at our school for each and every student
- Use the district improvement planning process
- Complete an annual needs assessment including but not limited to analyzing student performance on the state testing.
- Annually revise our school improvement plan to address identified needs. The council will be responsible for adopting the plan and monitoring it regularly for impact on student learning.
- Budget and hire to support our school improvement plan.

POLICY EVALUATION

We will evaluate the effectiveness of this policy through our school improvement planning process.

Date Adopted: 4/2020

Date(s) Reviewed or Revised:

MASON-CORINTH ELEMENTARY SCHOOL



EXTRACURRICULAR PROGRAMS POLICY

CRITERIA FOR PROGRAMS

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

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

STUDENT PARTICIPATION

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

1. Maintain passing grades in all subjects.
2. Were in attendance on the day of the activity.
3. Comply with rules established by the adult coach or sponsor for the activity.
4. Meet requirements set by the appropriate sponsoring or governing organization (where applicable).

COACHES AND SPONSORS

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

The principal will assign coaches and sponsors from our school's current staff following our policy on Instructional and Non-Instructional Staff Time Assignment. If it is necessary to consider applicants who do not currently work at our school, our policy on Consultation will be followed.

PROGRAM EVALUATION

Our extracurricular program will be evaluated through the needs assessment process for updating our school improvement plan.

POLICY EVALUATION

We will evaluate the effectiveness of this policy through our school improvement planning process.

Date Adopted: _____

Date(s) Reviewed or Revised:

MCE INSTRUCTIONAL AND NON-INSTRUCTIONAL STAFF TIME ASSIGNMENT POLICY



CRITERIA FOR ASSIGNMENT

The principal will assign staff members' time in a manner that will:

1. Take into account specific student needs and interests, including both developmental and academic.
2. Facilitate the implementation of our improvement plan and our student assignment policy.
3. Take into account different teachers' strengths and in-depth knowledge of specific topics and assign highly effective staff in a fair and equitable manner based on student and school needs, assessment data, and local and state requirements.
4. Take into account staff members' requests to vary their work.
5. Put a priority on a manageable class load for each teacher.
6. Include formal and informal assignment processes that support and assist all new personnel and provide mentoring for new instructional personnel.
7. Meet certification requirements and the parameters of district job classifications.

ALTERING ASSIGNMENTS

After making assignments, the principal may alter them:

1. When necessary to respond to unanticipated enrollment or staffing changes.
2. When the principal and the affected teachers agree that a change is needed.
3. When the council changes other policies or the school improvement plan and recognizes in the minutes that those changes may require staff time assignment changes that cannot be put off until the next school year.

SUPERVISION OF STUDENTS

While on school property, students at Mason-Corinth Elementary will be under the supervision of a qualified adult who will treat students with respect and hold them accountable for their conduct.

A. DAILY SUPERVISION PLANS

Prior to the opening of each school year, the principal (or designee) will have in place a plan of daily student supervision for the following areas:

- Cafeteria
- Playground
- Halls

- Before and after school areas
- Bus loading and unloading zones

B. SUPERVISION OF EVENTS AND ACTIVITIES

The Principal (or designee) will ensure that all school-sponsored events and activities are supervised and chaperoned with a suitable number of qualified adults who will treat students with respect and hold them to appropriate standards of conduct.

POLICY EVALUATION

We will evaluate the effectiveness of this policy through our school improvement planning process.

Date Adopted: 5/2020

Date(s) Reviewed or Revised:

MCE INSTRUCTIONAL PRACTICES POLICY



Instructional Practices used in the classroom will be based on quality research and evidence. The following characteristics will be evident:

Positive Learning Culture

- an environment of respect and rapport — teacher-student and student-student
- belief in the ability of every student to learn and achieve
- dedication to the learning opportunities and support needed for each student to learn

Understanding of the Science of Learning

- recognition and response to individual needs, interests, and cultural heritage
- activities, lessons, and assessments are congruent with the *Kentucky Academic Standards*
- student understanding of the expectations for learning
- students are actively and intellectually engaged in learning
- teachers and students use questioning and discussion techniques
- monitoring of student learning with formative assessment and self-assessment
- feedback provided to students along with multiple opportunities to learn

Communication with Families

- information about the instructional program and ways to be engaged
- information about the child's strengths and areas for growth

—Characteristics are based on the Kentucky-adapted version of the *Danielson Framework for Teaching*

POLICY EVALUATION

We will evaluate the effectiveness of this policy through our school improvement planning process.

Date Adopted: 5/2020

Date(s) Reviewed or Revised:

MCE PARENT AND FAMILY ENGAGEMENT POLICY

(Legally Required for Title I Schools and Best Practice for Non-Title I Schools)

When making changes to this policy, ask school and district Title I leaders to review and ensure federal laws are still being met.



DEFINITION OF PARENT

The legal definition of a "parent" is a parent, stepparent, or foster parent of a student or a person who has legal custody of a student pursuant to a court order and with whom the student resides.

For the purposes of this policy, we will use the term "parent" to encompass all diverse family situations.

COMMITMENTS

We commit to:

1. Sharing clear information about each student's progress with parents.
2. Offering practical suggestions to parents on how they can support student learning at home.
3. Providing activities designed to successfully engage families in their children's learning, as appropriate.
4. Making representative parents and community members full partners in our decision-making.
5. Facilitating the involvement of our military families, parents with limited English proficiency, parents with disabilities, and parents of migratory children.
6. Seeking and supporting adult volunteers to work with and inspire our students, as well as making every effort, when legally appropriate, to accommodate the involvement of adults other than parents who are already involved in a student's life.

We will honor these commitments through a school-parent compact. During an annual meeting with parents, we will review the compact with parents, ask for input and then revise, if necessary, the compact.

SCHOOL-PARENT COMPACT

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

SCHOOL RESPONSIBILITIES

[name of school] will:

1. Provide high-quality curriculum and instruction in an effective, supportive, and safe learning environment that enables the students to meet Kentucky's academic standards.
2. Make available on a regular basis information on our programs and the content students will learn each year.
3. Assign homework in accordance with our homework policy.

4. Send home information on student progress on a regular basis. Specifically, we will provide formal reports every 9 weeks.
5. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual student's achievement. Opportunities (where appropriate) will be provided for the student to participate actively in sharing information on his or her progress with his or her parents during these conferences.
6. Provide parents reasonable access to staff. The email addresses and telephone extensions of their child's teachers will be provided to parents to promote communication. Staff will always be available to parents by appointment for face-to-face conferences.
7. Send home newsletters at least four times a year that include information on ways families can help students learn. The first newsletter will contain a copy of this policy.
8. Support an active Parent Teacher Association or Organization.
9. Provide a variety of opportunities for parent and family involvement in school activities, including but not limited to:
 - Serving on one of our decision-making committees
 - Joining our parent teacher organization and participating in its efforts to strengthen our school
 - Volunteering along with other concerned members of our community in other areas as needed
10. Ensure that all adult volunteers working in our school and with our students are subject to board policy and state law regarding criminal record checks, as applicable.

The Family Resource/Youth Service Center will share responsibility for student achievement by:

- Surveying families at least once a year to learn what services and activities would most help them support their children as learners.
- Offering a well-planned, well-publicized menu of activities and programs to meet those needs.

PARENT RESPONSIBILITIES

Parents are asked to:

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

STUDENT RESPONSIBILITIES

With support from parents, students are asked to:

Primary

1. Attend school as regularly as possible.
2. Follow the school and classroom behavior standards.

POLICY EVALUATION

We will evaluate the effectiveness of this policy through our school improvement planning process.

Date Adopted: 5/2020

Date(s) Reviewed or Revised:

NOTES ON USING THIS POLICY

LEGAL REQUIREMENTS: Parent and family involvement is vital to student success, but there is not a policy requirement in the SBDM law. The only requirements are in federal law.

LAW IN A BOX: This sample policy is consistent with the requirements in the Federal Every Student Succeeds Act (ESSA) law, which requires that all Title I schools have a school-parent compact.

USE BY NON-TITLE I SCHOOLS: This is considered a best practice policy for schools that are not Title I schools. Although the compact and annual meeting would be optional for these schools, it is still a good idea to include these or at least to include responsibilities for the school, parents, and students, as modeled in this sample.

DISTRICT: GRANT COUNTY

SCHOOL: MASON CORINTH ELEMENTARY

POLICY: Program Appraisal Needs Assessment

Our yearly School Improvement Planning process will include:

1. An analysis of our State Assessment data and other school data as necessary to discover the extent to which our students are meeting state standards and our programs are proving effective, including but not limited to our categorical programs.
2. Systematic work to discover and correct the causes of and barriers to high performance by all students and the movement of students toward our goals.
3. A revision of our School Improvement Plan based on our needs assessment data for that year. The Plan will set goals, address causes, and make indicated changes to programs to help move our students to state standards according to the timetable established by the Kentucky Board of Education.

We will implement this process to address the effectiveness of all our programs and the resulting Plan will be monitored by the council through ongoing implementation and impact checks.

Policy Evaluation

We will evaluate the effectiveness of this policy through our School Improvement Planning Process.

Date Adopted: 10/13/09

Date Reviewed or Revised: _____ Council Chairperson's Initials _____

DISTRICT: GRANT COUNTY

SCHOOL: MASON CORINTH ELEMENTARY

POLICY: School Day and Week Schedule

Definition:

An academic schedule for any day, including a partial day, in which children are in attendance in school for instructional purposes.

Guidelines

Our schedule will:

1. Reflect our mission and belief statements.
2. Give all students access to all classes, avoiding conflicting schedules of specialized classes and preventing any exclusion related to cultural background, physical abilities, socio-economic status, and intellectual status.
3. Provide students with the learning time they need, including technology access to complete writing assignments and other learning activities.
4. Facilitate appropriate decisions to give particular students expanded time and support for successful performance (such as independent study, additional time to work on a project or assignment, or other appropriate methods for the situation).
5. Support our Curriculum Policy, our Instructional Practices Policy, our equity and diversity commitments, and the Goals and Strategies in our School Improvement Plan.
6. Allow teachers shared time to collaborate and plan on a regular basis.
7. Facilitate teacher opportunities to switch teaching assignments to capitalize on different teachers' in-depth knowledge of specific topics.
8. Facilitate teacher opportunities to adjust the length of class periods when needed to provide the best instruction.
9. Promote reasonable and appropriate enrollments for all classes and appropriate numbers of pupils each teacher works with in the course of a day.
10. Respect the beginning and ending times of the school day and school calendar year as established by the Board of Education.

PROCEDURES FOR DEVELOPING THE SCHOOL DAY SCHEDULE

Annually, the principal will implement a school day schedule that includes any changes that have been adopted by the council.

The school day schedule will be reviewed each year using the following procedures:

1. In December, the council will appoint an Ad Hoc Scheduling Committee (or charge a standing committee) to complete the following tasks:
 - Review student performance data and survey data (if available) from students, parents, and staff on how well instructional time is being used.
 - Brainstorm current time barriers to implementing needed practices and meeting student needs and ways the schedule might be changed to remove those barriers.
 - Discuss advantages and disadvantages of various changes, focusing on the criteria listed in the first section of this policy.
2. In January, committees will notify the group charged with scheduling if recommendations they have made or are considering would have schedule implications.
3. Based on the above work the committee will consult with the principal and make recommendations concerning schedule changes for the coming school year no later than the end of February.
4. In March, the principal will prepare a recommendation to the council on a schedule for the coming school year including changes (if any). The principal's recommendation may include more than one option.
5. The council will consider the principal's recommendations and adopt a schedule in time to implement our Staff and Student Assignment Policies.

POLICY EVALUATION

We will evaluate the effectiveness of this policy through our School Improvement Planning Process.

Date Adopted: 11/10/09

Date Reviewed or Revised: _____ Council Chairperson's Initials _____

Date Reviewed or Revised: _____ Council Chairperson's Initials _____

GRANT COUNTY SCHOOL DISTRICT: MASON-CORINTH ELEMENTARY

7. POLICY: SCHOOL SPACE

By June 1, the principal with input from the planning committee 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 July 15, the principal shall develop and implement a school space use plan.

ADOPTED

8-14-01

SIGNATURE

David Fordyce

DISTRICT: GRANT COUNTY

SCHOOL: MASON CORINTH ELEMENTARY

10.0 POLICY: STUDENT ASSIGNMENT

- a. Definition - Assignment in the placement of a student into a homeroom class for the following year or for the present year, if the student is new to Mason Corinth Elementary.
- b. Personnel Making Assignment - The principal shall make the assignment for the following school year with the input from the teacher who was assigned that student during the current school year. The principal shall make the assignment for a new student who enrolls during the school year with consideration for class size and special programs.
- c. Guidelines/Procedures - Students shall be assigned to homeroom for the following school year based upon the following guidelines:
1. Each homeroom shall be heterogeneous in nature.
 2. The child shall be assigned to a homeroom which matches the learning style of the student and the teaching style of the teacher.
 3. Kentucky State Department of Education classroom cap sizes.
 - a. 24 - primary program
 - b. 28 - 4th grade homerooms
 - c. 29 - 5th grade homerooms
 4. The current teacher shall provide the following information to the principal:
 - a. The student's name
 - b. Particular strengths and weaknesses of the student
 - c. The student's overall academic rating of either high, medium, or low
 - d. Special programs
 - e. Retentions
 - f. Psycho-emotional problems
 5. All assignments for students for the following year will be made by the principal with the input of the current year teacher(s), guidance counselor and curriculum specialist.
- d. Parent Request(s) - Custodial parent(s) of a child may make a request for a specific learning style of their child or teaching style for their child. Custodial parent(s) requests will be taken under consideration based upon the following criteria.
1. The request must be made on a form provided by the school. This form will become part policy. (attached) If the request is not on the form provided by the school the request shall be denied. The forms shall be kept on file in the principal's office.
 2. The request shall be made on or before April 30 for the following year.

3. The form shall be dated and signed by the parent. If the form is not dated and signed, the request shall be denied.

4. The form shall state only educational reasons for the request for the assignment. If no educational reasons are stated the form shall be denied.

5. The form shall not contain a specific teacher's name. If a specific teacher's name is listed the request will be denied.

6. The custodial parent's request shall not cause a homeroom to have an imbalance in student population which caused it to be homogeneous in nature. All homerooms shall be heterogeneous in nature.

7. The custodial parent(s) request shall not cause a homeroom to exceed cap size.

8. The custodial parent(s) request will be a consideration but not the factor in determining homeroom assignment.

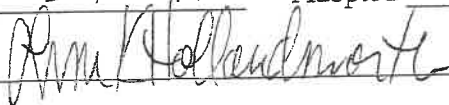
e. Notification of Assignment - The principal shall make assignments available during open registration during the month of July no later than July 25th.

f. Student Requests - Student requests for homeroom assignments will not be accepted.

g. Appeal of Assignments - All assignments are subject to review by the principal with the input from designated teachers, curriculum specialist, and guidance counselor.

h. Release of Information - A student's homeroom assignment shall be subject to Confidentiality of Student Records. At no time shall a student's homeroom assignment be released over the phone

First Reading 3-16-11 Adopted 3-23-11

Signature 

Chairperson or co-chairperson

Learning Style/Teaching Style Request

Student Name _____ Grade _____

We recognize that all students have different needs and learn differently. Based on what you know about how your child best learns you may make request for a particular learning or teaching style for your child. Please fill out the form below to make this request. You **cannot** name a specific teacher on this form. If you name a specific teacher, your request **will not** be considered.

My child's learning style is:

_____ Auditory (My child best learns by listening to information.)

_____ Visual (My child best learns by seeing information.)

_____ Tactile/Kinesthetic (My child best learns by having hands on activities.)

The teaching style my child best responds to is:

_____ Traditional (My child needs to follow a daily, regimented schedule and does not adapt easily to change.)

_____ Non-traditional (My child can easily adapt to change in schedule and routine.)

Other information:

_____ My child would prefer to work alone.

_____ My child would prefer to work in a group.

_____ My child can work alone or in a group.

Comments:

Parent Signature

Date

DISTRICT: GRANT COUNTY

SCHOOL: MASON CORINTH ELEMENTARY

15 POLICY: Technology Use Needs Assessment

Our School Improvement Planning process will include:

1. An analysis of our State Assessment data and other school data as necessary to discover the extent to which our students are meeting state standards.
2. Systematic work to discover and correct the causes of and barriers to high performance and the extent to which technology utilization is a factor.
3. A revision of our School Improvement Plan based on our needs assessment data for that year. The Plan will set goals and will address contributing technology issues and methods to improve technology use (if necessary) to help move our students to state standards according to the timetable established by the Kentucky Board of Education.

We will implement this process to address technology utilization and barriers, and the resulting Plan will be monitored by the council through ongoing Implementation and Impact Checks.

Acceptable Use

Upon Enrollment all students will be required to sign and date an Acceptable Use Policy in order to have access to school computers. This policy is attached and considered part of this Technology Utilization Policy approved by the council

Attachments

Acceptable Use Policy

Policy Evaluation

We will evaluate the effectiveness of this policy through our School Improvement Planning Process.

Date Adopted: 12/09

Date Reviewed or Revised: _____ Council Chairperson's Initials _____

Date Reviewed or Revised: _____ Council Chairperson's Initials _____

19. Policy: Wellness

Topics	Statement
a. Definition	For the purpose of this policy, student wellness will be defined as participation as moderate to vigorous physical activity each day and the encouragement of healthy choices.
b. Planning / Scheduling	The principal, or designee, shall develop a schedule as referenced in policy 16, Schedule of the School Day and Week, to facilitate physical activity in special area classes. The teachers at the school shall develop lesson plans which reflect times in the regular classroom, other areas of the school, and/or school grounds, for implementation of activities which promote vigorous activities and healthy choices for students.
c. Vigorous Activities	All students at the school shall participate in moderate vigorous activity each school day as follows: <ol style="list-style-type: none">1. each student shall participate in physical education class a minimum of forty-five (45) minutes per week2. each student shall have at least twenty (20) minutes a day of moderate to vigorous physical activity that can include recess (preferably outdoor), walking trails, playground equipment, and Take 10.3. when possible, physical activity shall be incorporated into learning activities (Take 10)4. students shall not be deprived of recess, physical activity, or physical education instruction as consequence for behavior or academic performance5. all students shall be provided with physical activity opportunities.
d. Assessment	Our school shall assess the students' level of physical fitness at least once per year. The physical education specialist shall select an assessment tool by the start of each school year and shall inform the principal and council of this decision. The assessment tool chosen shall be presented to the principal and council at the May council meet for the following school year.
e. Healthy Choices	Our school shall encourage healthy choices among students using the following methods: <ol style="list-style-type: none">1. the use of unhealthy food as a reward shall be discouraged2. foods made available during the school day shall meet the nutritional standards required by the federal and state laws and regulations. This includes foods provided through the school breakfast/lunch program, as well as food and beverages that are available during the school day such as vending machines and a la carte items.3. practical living curriculum shall address the full core content including health, consumerism, and physical education4.

19. Wellness

Topics

Statement

5. an integrated concern for wellness shall be reflected in other curricular areas, including connections to science, math, and other subjects.

f. Effective Date

This policy shall take effect beginning with the 2006-2007 school year.

Adopted 12/13/05

Signature

David Fordyce

Chairperson

Mason-Corinth Elementary WRITING POLICY



Mason-Corinth Elementary School recognizes that writing is a part of literacy, a necessary communication skill for students, and should be authentically taught and practiced in all classrooms. The writing curriculum will be designed so that ALL students can achieve at high levels.

CRITERIA FOR THE WRITING PROGRAM

In order to provide a high-quality writing program, every student will have:

- A. Multiple opportunities to develop complex communication skills for a variety of purposes and use a variety of language resources. Students will:**
1. Be taught from a curriculum that is both vertically and horizontally aligned to the Kentucky Academic Standards.
 2. Opportunities to engage in writing to learn, writing to demonstrate learning, and writing for publication.
 3. Experience authentic, meaningful writing at all grade levels including:
 - a. Writing for a variety of purposes
 - Opinion to support claims
 - Informative/explanatory texts
 - Narrative to develop real or imagined experiences or events
 - b. Writing for a variety of audiences
 - c. Writing experiences that reveal ownership and independent thinking
 - d. Writing in which students draw on their own experiences, learning, reading, and inquiry to complete writing tasks
 4. Experience the writing process at all grade levels: planning, drafting, revising, editing, publishing, and reflecting upon writing.
 5. Be provided and use consistent and timely feedback throughout the writing process to guide and improve writing skills.
 6. Engage in writing in both on-demand and writing-over-time situations.
 7. Write as a natural outcome of the content being studied in all classrooms.
- B. Writing instruction allowing students to read and analyze a variety of print and non-print materials by embedding a variety of language resources as part of daily instruction by:**
1. Using appropriate resources for writing (e.g., personal interviews, observations, print materials, and digital sources) driven by different instructional purposes for various

audiences. Resources include multimodal texts such as artwork, photographs, electronic texts, graphics, illustrations, web images, maps and multimedia

2. Using models to serve as student exemplars
 3. Using differentiated strategies to make instruction accessible to all students
- C. A variety of technological tools used in the writing process that allow students to:**
1. Evaluate or communicate using critical thinking skills
 2. Seek a new or deeper understanding through collaborating, creating, and making global connections
 3. Have relevant opportunities with community members and businesses
 4. Engage in real world and creative communication needed to meet Kentucky Academic Standards

WRITING GUIDELINES FOR TEACHERS

To provide multiple opportunities for students to develop complex communication skills for a variety of purposes, teachers will:

1. Work with students to ensure mastery of writing standards at current grade level and opportunities to move to the next level of standards as students are ready.
2. Teach and require students to use higher-order thinking skills.
3. Incorporate writing to learn, writing to demonstrate learning, and writing for publication opportunities in instruction in order to provide authentic, meaningful writing at all grade levels that includes:
 - a. Writing for a variety of purposes:
 - Opinion to support claims
 - Informative/explanatory texts
 - Narrative to develop real or imagined experiences or events
 - b. Writing for a variety of audiences
 - c. Writing about experiences that reveal ownership and independent thinking
 - d. Writing in which students draw on their own experiences, learning, reading, and inquiry to complete writing tasks
3. Teach the writing process at all grade levels (planning, drafting, revising, editing, publishing, and reflecting). Teachers will provide opportunities for on-demand writing and writing-over-time.
4. Provide consistent and timely feedback throughout the writing process to guide and improve students' writing skills.
5. Incorporate writing as a natural outcome of the content being studied in all classrooms.
6. Instruct complex processes, concepts, and principles of literacy using differentiated strategies to make instruction accessible.
7. Plan for and engage students in reading and analysis of a variety of print and non-print materials including persuasive, literary, informational, and practical/workplace materials using these readings and materials as models for student writing.
8. Provide appropriate resources for writing driven by different instructional purposes with different audiences for the student to consider.

9. Provide opportunities for students to demonstrate, through strands of literacy, an understanding of cultural differences and work effectively with people from a range of social and cultural backgrounds to build on and articulate ideas.
10. Guide students to **apply technology as a tool** throughout the writing process to:
 - a. Use critical thinking skills
 - b. Seek a new or deeper understanding of a topic, and
 - c. Demonstrate new understanding through collaborating, creating, and making global connections.
11. Allow student choice and exploration.
12. Provide experiences for students to apply appropriate writing skills to oral communication skills and real world and creative communication experiences appropriate for meeting Kentucky Academic Standards.

SCHOOL-WIDE STRUCTURES AND MONITORING GUIDELINES

To ensure the writing program includes reflection, assessment and feedback, instruction at all levels will incorporate:

1. The use of a writing folder (collection of student work) to determine student performance in communication.
2. Active participation of students in decision making about the contents of the writing folder and the use of technology tools.
3. Analysis of student writing to determine strengths and weaknesses in student writing and the overall writing program.
4. Descriptive feedback on student writing.
5. Opportunities for students to improve writing and communication skills based on feedback.

MONITORING GUIDELINES CRITERIA FOR THE WRITING PLANS

Our school writing program and writing instruction in each classroom will prepare students to meet or exceed current grade level Kentucky Academic Standards for Writing. The writing program and/or instruction will be improved based on evidence that includes state testing data, school wide data, and/or classroom level data.

The principal or his/her designee will monitor the writing program to:

1. Ensure curriculum is vertically and horizontally aligned to Kentucky Academic Standards.
2. Ensure implementation of the writing policy.
3. Ensure the writing policy and supporting writing policy documents are reviewed annually by a committee. This committee will analyze and evaluate evidence to determine the effectiveness of the writing policy. After analysis, revisions will be made as needed.
4. Ensure teachers receive job-embedded professional learning opportunities.
5. Provide regular, consistent time for teachers to collaborate and analyze student work in order to improve their own instruction and the writing program as a whole.

POLICY EVALUATION

We will evaluate the effectiveness of this policy through the monitoring guidelines above and our school improvement planning process.

Date Adopted: 12/2019

Date(s) Reviewed or Revised: