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LCMS SBDM SCHOOL COUNCIL POLICY

* Please note that all SBDM policies are reviewed annually (July of each year)

District: Livingston County (345) School: Livingston County Middle School (065)

Policy Type (Check One)

- Council Operations
- School Operations

POLICY TOPIC DESCRIPTION

Determining Textbooks, Instructional Materials, & Student Support Services
KRS 160.345(2)(g)

POLICY STATEMENT

By March 1 of each school year, the Academic Performance Committee consisting of students, parents, and staff shall prepare a list of recommendations of instructional materials and textbooks to be open for public review and subject to school council review and approval. Once approved, these recommendations shall be submitted to the Central Office.

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

Date Revised July 18, 2012

Council Chairman’s Signature  T. Lisa Haddleston
LCMS SBDM SCHOOL COUNCIL POLICY

* Please note that all SBDM policies are reviewed annually (July of each year)

District: Livingston County (345)  School: Livingston County Middle School (065)

Policy Type (Check One)

Council Operations

School Operations

POLICY TOPIC DESCRIPTION

REVIEW OF DATA & ENHANCING STUDENT ACHIEVEMENT POLICY

KRS 160.345(2)(j)

POLICY STATEMENT

Livingston County Middle School Mission and Beliefs Statement

Mission: E* - Excellence... Every person... Every choice... Every moment
Vision: At LCMS, our vision is for ALL students to become critical thinkers, lifelong learners, and productive members of society.
Commitment: At LCMS, we are committed to teaching 21st century skills and a curriculum aligned with state and national standards in a safe, caring, and inviting environment of quality instruction with integration of the arts, writing, and practical living career studies in the core curriculum of the 7th and 8th grade learning experience.
Goal: At LCMS, our goal is proficiency and college/career readiness for ALL students.
Belief: At LCMS, we believe:
1) All students can learn at high levels.
2) Communication, support, collaboration, and accountability between school, student, home, and community are essential for success.
3) High academic, social, and character achievements of students and staff are expected.
4) Offering an exciting, relevant, and rigorous curriculum will motivate students to learn.
5) An understanding and respect for diversities are crucial to development.
6) Every decision we make should be student-centered and based on data that reflects their changing needs and interests.

PROCEDURES

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

- Develop SBDM policies, which contribute either directly or indirectly to accomplishing this mission.
- Develop SBDM policies, which contribute either directly or indirectly to enhancing student achievement by improving teaching and learning at our school for each and every student.
- 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 reviewing the progress notes to monitor it.
- 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: 2000

Date Reviewed or Revised: 2005  Council Chairperson’s Initials
Date Reviewed or Revised: 2009  Council Chairperson’s Initials
Date Reviewed or Revised: 2011, 2015  Council Chairperson’s Initials

Date Revised July 18, 2012  Date Revised July 15, 2015

Council Chairman’s Signature  T. Lisa Huddleston
LCMS SBDM SCHOOL COUNCIL POLICY

* Please note that all SBDM policies are reviewed annually (July of each year)

District: Livingston County (345) School: Livingston County Middle School (065)

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POLICY TOPIC DESCRIPTION

Principal Hiring
KRS 160.345(2)(h)

POLICY STATEMENT

The school council shall determine the procedure for reviewing the applications and support materials of all candidates submitted by the superintendent. They shall determine which candidates will be considered finalists and shall conduct interviews of at least two candidates. After discussion and review, the school council shall recommend a candidate to the superintendent. If the school council is unable to make a decision by consensus or majority vote, they shall ask the superintendent to submit additional qualified applicants.

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

Date Revised July 18, 2012 Date Revised ________________
Council Chairman’s Signature T.Lisa Haddleston

LCMS SBDM Policies
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LCMS SBDM SCHOOL COUNCIL POLICY

* Please note that all SBDM policies are reviewed annually (July of each year)

District: Livingston County (345)  School: Livingston County Middle School (065)

Policy Type (Check One)

- Council Operations
- School Operations

POLICY TOPIC DESCRIPTION

Consultation
STATUTORY AUTHORITY – KRS 160.345(2)(i)10

POLICY STATEMENT

The school principal shall determine the procedure for reviewing the applications and support materials of all candidates for any vacancy that are submitted by the superintendent. The principal shall make a selection of finalists to interview. An interview committee chosen by the principal and consisting of all council members who are available and other staff as the principal deems appropriate shall conduct interviews of finalists. The interview committee will make a recommendation of which finalist to hire based on interview, reference checks, certification/documentation/etc. If necessary, the SBDM in a closed meeting [motion to go into closed session per KRS 61.810 (1)(f) to discuss applicants must be made and passed by majority vote & recorded in minutes; only SBDM members may attend session, no minutes are taken, and members cannot discuss anything other than applicants and must never divulge contents of discussion; After full discussion of the issue in closed session, the council must return to open session where it may take any official action on the matter. Any actions taken must be recorded in council minutes]. 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 conduct consultation with the council members who can attend. After discussion and review, the council shall return to an open meeting and record their decision in their minutes. The principal shall recommend a candidate to the superintendent. If the principal is unable to make a decision, s/he shall ask the superintendent to submit additional qualified applicants. The superintendent will complete the hiring process.

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

Date Revised July 18, 2012  Date Revised July 15, 2015
Council Chairman’s Signature  T. Lisa Haddleston

LCMS SBDM Policies
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LCMS SBDM SCHOOL COUNCIL POLICY

* Please note that all SBDM policies are reviewed annually (July of each year)

District: Livingston County (345)  School: Livingston County Middle School (065)

Policy Type (Check One)
- Council Operations  
  ✓ School Operations

POLICY TOPIC DESCRIPTION

Curriculum
KRS 160.345(2)(i)1

POLICY STATEMENT

Implementation of curriculum responsibilities will lie with each teacher according to the core content guidelines. Principal/Designee will monitor periodically this implementation from teacher lesson plans and ongoing observations. Curriculum documents may be found on the Livingston County’s District Webpage (pacing guides, maps, etc.).

Our current curriculum, as well as any future changes, will:
- be aligned with the state standards for ALL subjects
- be aligned vertically and horizontally with the Kentucky Core Academic Standards (KCAS) for ALL subjects

ALL subjects are English/Language Arts (ELA), Math, Science, Social Studies (SS), Practical Living and Career Studies (PLCS), World Languages (WL), and Arts and Humanities (AH). The PLCS courses are Health Education, Physical Education, Career Studies, and Consumerism. The AH courses are dance, drama, music, and visual arts. They are designed to help ALL students master the content. All students will have equitable access to high quality curriculum and instruction that is aligned to state and national standards and rigorous. All teachers will implement a variety of high quality and inclusive instructional strategies. Interdisciplinary units will be taught as possible. The arts program will offer students the opportunity to develop their own talents in the 3 processes of creating, performing, and responding to the arts with support of teachers, beyond the regular classroom.

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

1st Reading Date December 14, 2011  2nd Reading Date January 18, 2012
Date Revised July 15, 2015  Date Revised ________________________________
Council Chairman's Signature  T. Lee Huddleston
LCMS SBDM SCHOOL COUNCIL POLICY

* Please note that all SBDM policies are reviewed annually (July of each year)

District: Livingston County (345)  School: Livingston County Middle School (065)

Policy Type (Check One)

- Council Operations
- School Operations

POLICY TOPIC DESCRIPTION

PROCEDURES FOR DETERMINING ALIGNMENT WITH STATE STANDARDS, TECHNOLOGY UTILIZATION, AND PROGRAM APPRAISAL

STATUTORY AUTHORITY – KRS 160.345(2)(i)(9)

POLICY STATEMENT

PROGRAM APPRAISAL & 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 proving effective, including but not limited to our categorical programs.
- 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. 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. The Plan will set goals and will address contributing technology issues and methods to improve technology use (if necessary)

ACCEPTABLE USE & Technology Utilization

As stipulated by the district, all students & staff will be required to sign and date Technology Acceptable Use Guidelines (AUG) in order to have access to school computers. This AUG form is on-line and considered part of this Technology Utilization Policy approved by the council.

Technology surveys will be given. We will implement this process to address the effectiveness
of all our programs and the resulting School improvement plan will be monitored by the council through ongoing Implementation and Impact checks.

Alignment with State Standards
The school shall organize all instructional and other activities to be aligned with state standards established in state laws and regulations, and in a manner that is consistent with local school board policy. The Principal, by no later than May of each year, shall provide a report to the school council on the status of alignment with state standards and technology utilization, and shall make recommendations to the council on ways to become more closely aligned and to better use technology.

All programs at the school must contribute to increased student performance as measured by the state assessment system. Programs may contribute directly or indirectly to this result. Upon request of the school council, the principal or her/his designee shall report to the school council on the degree to which a designated program contributes to increased student performance. Actions taken by the school council, pursuant to these reports, shall be consistent with state laws and regulations and local school board policy.

Date Adopted: 2000

Date Reviewed or Revised: 2005 Council Chairperson’s Initials __________

Date Reviewed or Revised: 2009 Council Chairperson’s Initials __________

Date Reviewed or Revised: 2011, 2015, 2017 Council Chairperson’s Initials __________

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

Date Revised July 18, 2012 Date Revised July 15, 2015

Council Chairman’s Signature Bobby Love November 15, 2017 page 2 of 2 for policy #8.02 (Align w/ state stds, etc.)
LCMS SBDM SCHOOL COUNCIL POLICY

* Please note that all SBDM policies are reviewed annually (July of each year)

District: Livingston County (345)  
School: Livingston County Middle School (065)

Policy Type (Check One)

- Council Operations
- School Operations

✓ School Operations

POLICY TOPIC DESCRIPTION

Staffing (Staff Time)
KRS 160.345(2)(i)2

POLICY STATEMENT

The Principal shall make the assignment of all instructional and non-instructional staff time after consultation with school council. Achievement of school council goals and effective management shall be the basis for assignments of staff time.

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

- Take into account specific student needs based on student performance data.

Staffing allocation decisions will be made to support all the school's instructional programs, including writing, AH, WL, and PLCS. Each year the council will review the effectiveness of the staffing allocation for supporting the school's programs.

The SBDM council will revise policies on staffing/class offerings as necessary based upon emerging student instructional needs in all areas and in the arts, analysis of student performance in the arts, the program review information in the arts (e.g., inclusion of more advanced and/or intro arts courses, changes in student interests, career pathway programs, ILPs for specialization in the arts, etc.). Adequate resources, facilities, space, and instructional time will be provided to support high quality instructional programs in ALL areas.

Hiring certified staff: follows Consultation Policy 7.02.
Hiring of principal: follows Principal Hiring Policy 7.01

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

1st Reading Date December 14, 2011  2nd Reading Date January 18, 2012
Date Revised July 15, 2015  Date Revised

Council Chairman’s Signature  Larry McGregor
LCMS SBDM SCHOOL COUNCIL POLICY

* Please note that all SBDM policies are reviewed annually (July of each year)

District: Livingston County (345)       School: Livingston County Middle School (065)

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POLICY TOPIC DESCRIPTION

Student Assignment
KRS 160.345(2)(j)3

POLICY STATEMENT

The principal/designee, after consultation with teachers & committees, shall develop a schedule based on students’ individual needs and interests while maintaining appropriate teacher/pupil ratios and equitable pupil distribution. All students will have equitable access to high quality curriculum and instruction, an aligned and rigorous curriculum, varied instructional strategies, in ALL subjects thus yielding student performance at a consistently high level.

The principal (or designee) will assign students to classes and programs in a manner that will:
- assure service offerings for students identified as gifted and talented in music, dance, drama, and/or visual arts.

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

1st Reading Date December 14, 2011
2nd Reading Date January 18, 2012
Date Revised ____________________ Date Revised ____________________

Council Chairman’s Signature Larry McGrooer

LCMS SBDM Policies
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LCMS SBDM SCHOOL COUNCIL POLICY

* Please note that all SBDM policies are reviewed annually (July of each year)

District: Livingston County (345)  School: Livingston County Middle School (065)

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POLICY TOPIC DESCRIPTION

School (Day and Week) Schedule
KRS 160.345(2)(i)/4

POLICY STATEMENT

CRITERIA FOR DEVELOPING THE SCHOOL SCHEDULE

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. When possible, provide all students access to all four arts disciplines (dance, drama, music, and visual arts), WL, and all four PLCS areas (health education, physical education, consumerism, and career studies).
4. Provide and protect adequate time for students to be actively involved in creating, performing, and responding to the arts.
5. Avoid (whenever possible) scheduling single-section courses in electives (AH, PLVS, etc.) against single-section courses in required subjects.
6. Provide students with the learning time they need, including technology access to complete writing assignments and other learning activities.
7. 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).
8. Support our Curriculum Policy, our Instructional Practices Policy, our equity and diversity commitments, and the Goals and Strategies in our School Improvement Plan.
9. Allow teachers shared time to collaborate and plan on a regular basis. This time will include adequate daily planning time, time for cross-curricular planning, and itinerant travel time. This time as part of elective programs (PLVS, AH, writing, WL, etc.) could include collaboration among external partners (e.g., postsecondary education partners, business and industry personnel, civic/community, technology staff, artists, writers, etc.).
10. Facilitate teacher opportunities to switch teaching assignments to capitalize on different teachers' in-depth knowledge of specific topics.
11. Facilitate teacher opportunities to adjust the length of class periods when needed to provide the
12. Promote reasonable and appropriate enrollments for all classes and appropriate numbers of pupils each teacher works with in the course of a day.

13. Respect the beginning and ending times of the school day and school calendar year as established by the Board of Education.

Process 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. Throughout the year, standing committee(s) will 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. By the end of the school year, committees will notify the group charged with scheduling (Efficiency Committee) if recommendations they have made or are considering would have schedule implications.

3. Prior to the beginning of the school year, the principal (and/or designees) will prepare a schedule for the coming school year including changes (if any) based on Efficiency Committee’s recommended schedule.

4. The SBDM council charges the Efficiency Committee with recommending a master schedule. The Efficiency committee should ensure that they consider needs of exceptional children, RtI, elective courses (AH, PLCS, WL, etc.), CSIP/DCIP, data, ILP, school vision, and concerns of each department, team, and grade level, etc. as they develop a schedule that will best meet the needs of our students.

5. Before approval of the master schedule, SBDM councils should ensure use of pertinent data generated from the Individual Learning Plan (ILP) reports in determining PLCS courses offered and an attempt will be made to include a variety of offerings related to PLCS.

The SBDM council will revise policies on staffing/class offerings as necessary based upon emerging student instructional needs in the arts, analysis of student performance in the arts, the program review information in the arts (e.g., inclusion of more advanced and/or intro arts courses, changes in student interests, career pathway programs, ILPs for specialization in the arts, etc.). Adequate resources, facilities, space, and instructional time will be provided to support high quality instructional programs in ALL areas.

POLICY EVALUATION

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

Date Adopted: 2000 Date Reviewed or Revised: 2015 Council Chairperson's Initials [initials]

1st Reading Date December 14, 2011 2nd Reading Date January 18, 2012
Date Revised July 15, 2015 Date Revised
Council Chairman’s Signature Larry McGregor page 2 of 2 for policy # 11.01 (School Schedule)
LCMS SBDM SCHOOL COUNCIL POLICY

* Please note that all SBDM policies are reviewed annually (July of each year)

District: Livingston County (345)  School: Livingston County Middle School (065)

Policy Type (Check One)
- Council Operations
- School Operations

POLICY TOPIC DESCRIPTION

School Space Use Policy
KRS 160.345(2)(i)5

POLICY STATEMENT

CRITERIA FOR ASSIGNING SCHOOL SPACE
The principal will assign the use of school space during the school day in a manner that will:

1. Take each student's developmental needs into account.
2. Facilitate the implementation of our School Improvement Plan.
3. Maximize staff opportunities for sharing resources, mentoring, and collaborating with teachers and students of similar grade levels, subject areas, or collaborative groups for consecutive years.

CLASSROOM SPACE ASSIGNMENTS
Prior to the beginning of the next school year, the principal will:

1. Invite all returning staff members to indicate their preference for continuing or changing classroom space assignments the next year.
2. Meet with any staff members whose requests may be difficult to grant to discuss reasons for the staff member's interest, factors making it difficult to grant the requests, and possible solutions.
3. Assign classroom space based on the criteria in the first section of this policy and notify all staff members of their individual assignments.
4. At the beginning of the current school year, the principal will notify the council of how
classroom space has been assigned.

ALTERING CLASSROOM SPACE ASSIGNMENTS
After assigning classroom space, the principal may alter those assignments:

1. When necessary to respond to unanticipated enrollment or staffing changes.
2. When the principal and 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 space use changes that cannot be put off until the next school year.

ASSIGNMENTS OF NON-CLASSROOM SPACE
For non-classroom space, the principal will make decisions based on the criteria in the first section of this policy after consulting with staff members who work or will work in any space affected by change from existing arrangements.

Date Adopted: 2000

Date Reviewed or Revised: 9/05  Council Chairperson’s Initials  LM
Date Reviewed or Revised: 2009  Council Chairperson’s Initials  LM
Date Reviewed or Revised: 2010  Council Chairperson’s Initials  LM

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

Date Revised July 18, 2012

Council Chairman’s Signature  J. Lisa Haddleston  page 2 of 2 for policy #12.01(School space use)
LCMS SBDM SCHOOL COUNCIL POLICY

* Please note that all SBDM policies are reviewed annually (July of each year)

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POLICY TOPIC DESCRIPTION

Instructional Practices
KRS 160.345(2)(i)6

POLICY STATEMENT

The council shall review and approve the planning and implementation of instructional practices (effective, research based, etc.) provided in the school improvement plan. Routine monitoring of practices conducted by the principal and/or committees will be conducted.

All students will have equitable access to high quality curriculum and instruction that is aligned to state and national standards and rigorous. All teachers will implement a variety of high quality and inclusive instructional strategies.

Professional Learning (PL) opportunities are planned with teacher learning needs in mind and in response to data [Professional Growth Plan (PGP), evaluations, walk-throughs, instructional rounds, research, CSIP/DCIP, K-PREP, CCR data, Program Reviews, Gap, Progress Monitoring, etc.] available about teacher practice and student learning. Teachers of ALL subjects (core, WL, AH, PLCS, writing, etc.) are provided PL to improve their content knowledge and teaching skills specific to instruction in their discipline (core, WL, arts, PLCS, writing, etc.). Teachers of ALL subjects (core, WL, PLCS, AH, writing, etc.) have access to PL that supports research based effective instructional strategies specific to their discipline (see PL policy 17.01).

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

1st Reading Date December 14, 2011
2nd Reading Date January 18, 2012
Date Revised July 18, 2012
Date Revised July 15, 2015
Council Chairman’s Signature T. Lisa Haddleston
LCMS SBDM SCHOOL COUNCIL POLICY

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POLICY TOPIC DESCRIPTION

Assessment of Individual Student Progress
KRS 160.345(3)(b)

POLICY STATEMENT

Ongoing classroom assessment shall be teacher designed and include:
1. student choice when appropriate;
2. different learning styles;
3. teacher designed rubrics and student expectations; and
4. student work reflections and evaluations.

At least every 9 weeks during professional learning communities (PLCs), teachers will bring at least one example of a teacher designed assessment with a scoring guide along with samples of student responses and/or documentation of student work. Assessment and scoring guides will be submitted to school leadership. Teachers should have common and high standards for student learning.

In each class, in each marking period, students will complete a variety of formative and summative assessment activities to demonstrate their learning and to ensure continuous student progress. Teachers are responsible for making sure that those activities are ALWAYS clearly aligned with the local, state, and national standards for all subjects (ELA, Math, Science, Social Studies, WL, PLCS, and AH).

Assessment data in all subjects is analyzed and utilized to improve instruction, improve student learning and achievement, inform program decisions, and communicate to families regarding student progress. School leadership ensures teachers have access to data (e.g., ILP, CCR Data, K-PREP and School Report Card, IC, ACCESS, GT, etc.).

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

1st Reading Date: December 14, 2011  2nd Reading Date: January 18, 2012
Date Revised: _______________________  Date Revised: _______________________

Council Chairman’s Signature: Larry McGregor

LCMS SBDM Policies
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LCMS SBDM SCHOOL COUNCIL POLICY

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District: Livingston County (345) School: Livingston County Middle School (065)

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POLICY TOPIC DESCRIPTION

Home Learning (Homework)

POLICY STATEMENT

DEFINITION
Home learning will be used to increase students’ opportunities to learn. It is completed outside the classroom and is intended to provide added opportunity to practice skills, engage information, and explore topics using varied learning styles and interests. Home learning assignments will include not only written assignments but also opportunities to take part in cultural and creative activities and real-world applications of learning.

PURPOSE
This policy is intended to guide all faculty, parents, and students and to establish responsibilities and guidelines for standards for the assignment, evaluation, and monitoring of home learning assignments.

The policy does not apply to students receiving homebound instruction or whose Individualized Education Plans and/or 504 plans require that homework be addressed in a different way.

TEACHER RESPONSIBILITIES
All teachers will:
1. In an age-appropriate manner, make sure that students understand this policy.
2. Make sure that students understand any individual classroom home learning standards that a teacher may have.
3. Assign appropriate home learning on a regular basis that is designed to support instructional goals, and that does one or more of the following:
- Reinforces class instruction and skills that have been taught by transferring and extending classroom instruction.
- Increases understanding and retention.
- Prepares for class discussion.
- Provides opportunities for curriculum enrichment and real-world applications.

4. Assign appropriate amounts of home learning per week, which may vary depending on the subject matter and students' needs.

5. Make an effort to correlate the amount of home learning given with other teachers so as not to overload students on any given night, keeping in mind the "rule of thumb" of assigning students a total nightly amount of home learning which will consume an amount of time approximately 10 times their grade level.

6. Allow student choice within home learning assignments whenever possible.

7. Return collected home learning in a timely manner and provide instructional follow-up and feedback that focuses on content and performance standards.

8. Ensure that students understand and can explain not only home learning directions but also the purpose of any given home learning assignment as well as how it relates to what they are learning in class.


PRINCIPAL RESPONSIBILITIES
The principal will ensure that:
1. All teachers, parents, and students are notified of this policy at the beginning of each year.
2. Ensure that home learning is used as a usual tool in learning.

STUDENT RESPONSIBILITIES
Students are responsible for completing and turning in their home learning and, with support from their parents, will be encouraged to:
1. Write down assignments and due dates, ask questions, and select necessary books and supplies before leaving school.
2. Keep home learning in the same place at home each day and take books and materials directly to that study area.
3. Plan the best time to complete work.
4. Complete work so that it is neat and legible.
5. Turn in parent notes when absent per attendance policy.
6. If absence is excused, request make-up work, complete it, and turn it in.

PARENTAL SUPPORT
Parents will be urged to actively involve themselves with their children's schoolwork by doing the following:
1. Showing interest with questions about and comments on the schoolwork children bring home
2. Providing a suitable place to study that is free from disturbances and by supplying needed materials for completing home learning.

3. Prompting and offering to clarify instructions and answer questions, but not sitting with the child.

4. Assisting their child with time management.

5. Checking to see that work is complete.

6. Encouraging children to do their best work and praising a job well done including rewarding children in appropriate ways for completed work.

7. Staying in close communication with teachers.

8. Sending parent notes to school so absences are excused per attendance policy,

HOMEWORK SUPPORT
Home learning support, including after school programs and website examples at www.mclib.net/kidslivehelp.html or www.3x3links.com/mathhelp, will be established and available to students and parents.

Policy Evaluation: We will evaluate the effectiveness of this policy through our School Improvement Planning Process.
LCMS SBDM SCHOOL COUNCIL POLICY

* Please note that all SBDM policies are reviewed annually (July of each year)

District: Livingston County (345)  School: Livingston County Middle School (065)

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POLICY TOPIC DESCRIPTION

**Discipline & Classroom Management Techniques**

STATUTORY AUTHORITY – KRS 160.345(2)(j)

POLICY STATEMENT

The council policy shall adhere to the rights and responsibilities of students in Board policy and develop school policy to provide a safe, secure, and positive learning environment. The Learning Environment committee shall provide input to develop school policy with techniques of management, cooperation, and responsibilities of students, parent, teacher, counselor, and principal with response to parents on behavior problems of students. After periodic review of discipline records and input from faculty, the discipline policy will be modified accordingly.

The school staff and principal shall implement the district code of acceptable student behavior and discipline. Copies of the district code of acceptable student behavior and discipline shall be available on the district website and distributed to those without internet access who request a copy. The school council’s Learning Environment 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 LE Committee shall recommend additional discipline and classroom management measures to the school council for approval only if they are consistent with the district code of acceptable student behavior and discipline, the School Safety Plan and all state and federal statutes and regulations. These procedures may be found in the LCMS Student Agenda Planner (a copy is given to each child and is on-line).

**Policy Evaluation:** We will evaluate the effectiveness of this policy through our School Improvement Planning Process.

Date Revised: July 18, 2012  Date Revised: __________
Council Chairman’s Signature: J. Lisa Huddleston
LCMS SBDM SCHOOL COUNCIL POLICY

* Please note that all SBDM policies are reviewed annually (July of each year)

District: Livingston County (345)       School: Livingston County Middle School (065)

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POLICY TOPIC DESCRIPTION

SELECTION OF EXTRACURRICULAR PROGRAMS AND DETERMINATION OF POLICIES RELATING TO STUDENT PARTICIPATION

STATUTORY AUTHORITY – KRS 160.345(2)(i)8

POLICY STATEMENT

The principal and instructional staff shall be responsible for the selection of extra-curricular programs and the determination of policies related to the programs that complement and enhance the instructional program. The school council shall approve or disapprove of the selection of extra-curricular programs and the determination of polices relating to them.

A. Extra-Curricular Activities

   Livingston County Middle School is proud of its school and the activities offered during the school year. We want as many learners as possible to participate in the extra-curricular activities programs.

B. Physical Slips

   Before students can try out or participate in a school sport (baseball, softball, cheerleading or basketball, etc.), they must have an ANNUAL physical examination by a physician completed on the current KHSAA middle school physical form that is less than one year old & on file with the LCHS Athletic Director AND coach of the specific sport. If they compete at the high school level too, they must also have on file with the athletic director a current high school KHSAA Physical Form.

C. Academic Requirements

   Students are under the jurisdiction of and in compliance with rules and regulations of the Kentucky High School Athletic Association governing athletics. Under section 3 of the
academic requirements, pre-secondary school students (grades 1 – 8) participating in athletics representing a KHSAA member school shall be passing in at least two-thirds of the subjects in which they are currently enrolled in order to be eligible (that is 6 of 8 courses). This is a minimum requirement. At LCMS we expect more than the minimum and a player will be ineligible when failing one class. The LCHS/LCMS athletic director will check grades weekly in IC. Grades in the classes will be averaged cumulatively to determine if that student may participate the following week.

D. Safety
The superintendent shall develop procedures to ensure that the safety of the student shall be the first consideration in all athletic practices and events. Each student must pass a physical examination as a prerequisite to eligibility for interscholastic athletics.

E. Eligibility
Determination of athletic eligibility shall be made on compliance with applicable administrative regulations and Kentucky High School Athletic Association requirements. It is the choice of the coach to decide whether a student may “play up on a team”. This means if the coach thinks a student has the ability to play up on a team, the decision is to be made then. A student may play up on a team, for example a 7th grader may play on the 8th grade team, but a player may not “play down”. An 8th grader cannot play on the 7th grade team.

F. Practices
It is the coaches’ decision to call a closed practice to benefit the team efforts and teaching concepts. Coaches may have additional rules and/or concepts that apply to participation in practice and/or the activity.

G. Attendance
If a student is absent from school more than half a day of an activity covered under the section of “Absences and Excuses” in the student rule folder, then he/she may not participate in the activity on that day. Students in AC, suspended, or expelled may not participate.

H. Parental Commitment
Parents should be at scheduled stops to pick up their children from the bus after games. Due to uncontrollable factors that take place during games, the bus will run as close to schedule as possible. For all families involved, we would appreciate your promptness. Continual lateness of the parent for student pick up may result in removal of the student from the organization/team.

I. Parental Notification
Written notification of the release of a student is required. If not addressed, the student is to ride the bus home. If the student is riding with a non-guardian, a written note from the legal guardian is required.

J. Behavior at Extra-Curricular Activities
At all times the student’s behavior should be refined and courteous. An indication of the cultural level of a school is the conduct of its student body at an assembly. Whether guests are present or not, each student is personally responsible for the impression made by the school as a
whole. Unacceptable conduct would include, but not be limited to: whistling, uncalled for clapping, boisterousness, booing, talking during a convocation or National Anthem, or any other unacceptable behavior. All school rules and policies apply at all EVENTS and all BOARD property.

We encourage all students to attend extra-curricular activities. The following is a list of regulations which will help everyone to be able to enjoy the activities.

Page 2 of 3 (Policy 15.01 Extracurricular Programs)

1. Extra-curricular activities are governed by school rules.
2. The activities will be held at Livingston County Middle School. Students are to stay in the area where the activity is taking place. Students are not to go outside unless accompanied by a guardian.
3. Students that leave an activity will not be permitted to reenter.
4. Immediately following an activity, students are to have their parents pick them up in front of the school. Students should not have to use the phone except in case of emergency. We will announce the approximate time the activity will be over so students can have their parents pick them up at that time.

**All extra-curricular activities will be governed by school rules and students are to conduct themselves in a proper manner. Unacceptable conduct will result in disciplinary consequences.

K. Conduct at School

Any participant unable to conduct himself/herself in the proper manner at school will not be allowed to participate in activities after school. If a participant receives detention from any teacher or faculty member, he/she will miss two games at the coach’s discretion. This also applies to suspensions.

Co-Curricular Instructional Activities Policy

Livingston County Middle School encourages students to participate in co-curricular activities. The students who do so will be counted as being in attendance during the instructional day, provided the Principal/Designee has given prior approval to the scheduling of the activities. Approval shall be granted only when co-curricular activities and trips are instructional in nature, directly related to the instructional program, and scheduled to minimize absences from classroom instruction.

**All co-curricular activities will be governed by school rules and students are to conduct themselves in a proper manner. Unacceptable conduct will result in disciplinary consequences.

Policy Evaluation: We will evaluate the effectiveness of this policy through our School Improvement Planning Process.
# LCMS SBDM SCHOOL COUNCIL POLICY

**District:** Livingston County (345)  
**School:** Livingston County Middle School  
**Policy #:** 16.01

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## POLICY TOPIC DESCRIPTION

Committee Participation  
Statutory Authority-KRS 160.345(2)(c)2

## POLICY STATEMENT

### PARTICIPATION OF COMMITTEES

LCMS will have one standing committee identified as the school leadership team. This committee will be comprised of one representative from each department including additional members such as a classified staff member.

The School Leadership Committee membership may consist of staff, parents, students, community members, etc. The committee will be led by the principal (chairperson), assistant principal (vice chairperson) and elected secretary. The principal will be responsible for setting monthly meetings, leading those meetings, and setting the agenda. The vice chair will be responsible for assuming chair’s responsibility in his/her absence. The secretary is responsible for taking attendance at monthly meetings, keeping minutes of each meeting (which includes attendance) and submitting minutes to SBDM secretary for inclusion in SBDM notebook. Minutes and notes should also be shared amongst departments by the leadership team.  

The School Leadership Committee will discuss upcoming events, planning, PD, budget, culture/wellness/school resources, and curriculum/instruction/assessment. These topics will be posted by the principal on the monthly meeting agenda.

Ad Hoc Committees will be developed as needs arise.

1st Reading Date: 5/16/18  
Council Chairman's Signature: Bobby Love  
2nd Reading Date: 6/20/18
Committees
Appendix A
See Council Bylaws for Appendix A
**LCMS SBDM SCHOOL COUNCIL POLICY**

*Please note that all SBDM policies are reviewed annually (July of each year)*

District: Livingston County (345)  
School: Livingston County Middle School (065)

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**POLICY TOPIC DESCRIPTION**

Professional Learning (PL) or Professional Development (PD)
KRS 160.345(8)

**POLICY STATEMENT**

The Learning Environment Committee (with input from the program review committee, etc.) shall prepare a recommendation for a professional learning action plan, pursuant to the needs identified in the School and District Improvement Plans and prioritized teacher instructional needs, subject to school council review and approval. These recommendations shall be developed in coordination with the district PL committees in order to maximize PL opportunities. The plan will …

- support the school’s vision for literacy (reading, writing, speaking, listening, and language).
- meet the needs of the school and the criteria of the district.
- meet the long-term vision for the school’s writing and communications program.
- be communicated to all stakeholders.

PL opportunities are planned with teacher learning needs in mind and in response to data [Professional Growth Plan (PGP), evaluations, walk-throughs, instructional rounds, research, CSIP/DCIP, K-PREP, CCR data, Program Reviews, Gap, Progress Monitoring, etc.] available about teacher practice and student learning. The PL plan will incorporate Learning Forward’s 7 Standards for PL.

Teachers of ALL subjects (core, WL, AH, PLCS, writing, etc.) are provided PL to improve their content knowledge and teaching skills specific to instruction in their discipline (core, WL, arts, PLCS, writing, etc.). Teachers of ALL subjects (core, WL, PLCS, AH, writing, etc.) have access to PL that supports research based effective instructional strategies specific to their discipline.

Teachers of ALL subjects receive embedded PL needed to improve writing instruction and PL focused on 21st century skills. Teachers guide/lead PL that meets needs of the professional learning community (PLC). PL includes attending content specific state and/or national conferences (KyAEA, KAHPERD, KMEA, KTA, etc.) related to the teacher’s teaching assignment.

**Policy Evaluation**

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

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<th>1st Reading Date</th>
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<td>2nd Reading Date</td>
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Date Revised July 15, 2015  
Date Revised ______________

Council Chairman’s Signature **Larry McGregos**
LCMS SBDM SCHOOL COUNCIL POLICY

* Please note that all SBDM policies are reviewed annually (July of each year)

District: Livingston County (345)  School: Livingston County Middle School (065)

Policy Type (Check One)
 Council Operations
 ✓ School Operations

POLICY TOPIC DESCRIPTION

Budget
KRS 160.345(2)(g)

POLICY STATEMENT

The Efficiency Committee shall prepare a recommended budget based on needs identified in the School Improvement Plan and prioritized regarding to instructional needs, ILP data, Program Review Recommendations, etc.

The school council will approve and adopt a school budget recommended by the Efficiency Committee. The budget will reflect decisions on money from Sections 4, 5, 6, and 7.

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

Date Revised July 18, 2012  Date Revised 
Council Chairman’s Signature T. Lisa Huddleston

Page 30 of 56
LCMS SBDM SCHOOL COUNCIL POLICY

* Please note that all SBDM policies are reviewed annually (July of each year)

District: Livingston County (345)        School: Livingston County Middle School (065)

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POLICY TOPIC DESCRIPTION

School Improvement Planning Process
KRS 160.345(3)(c)

POLICY STATEMENT

The School Improvement Plan shall be developed according to district guidelines. The Academic Performance Committee (APC) will be responsible for the development of the school improvement plan based on an intensive data analysis from multiple sources & input from all stakeholders. The administrative team will be responsible for the Executive Summary of the Improvement Plan. This plan shall be submitted to the school council for review and approval. The APC will submit regular progress notes to the council for approval. The plan will be adjusted as data & progress notes suggest the need.

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

Date Revised  July 18, 2012        Date Revised __________________
Council Chairman’s Signature  [Signature]

Page 31 of 56
**LCMS SBDM SCHOOL COUNCIL POLICY**

*Please note that all SBDM policies are reviewed annually (July of each year)*

District: Livingston County (345)  
School: Livingston County Middle School (065)

Policy Type (Check One)

- Council Operations  
- School Operations

**POLICY TOPIC DESCRIPTION**

Writing  
KRS 158.6453(7)(c)

**POLICY STATEMENT**

**STUDENTS’ WRITING EXPERIENCES**

In order to provide *multiple opportunities to develop complex communication skills for a variety of purposes and use a variety of language resources*, we will make sure students:

- Engage in three categories of writing: writing to learn, writing to demonstrate learning to the teacher, and writing for publication.
- Experience authentic, meaningful writing at all grade levels:
  - Writing for a variety of purposes and audiences
  - Experiences that reveal ownership and independent thinking
  - Writing in which students draw on their own experiences, learning, reading, and inquiry to complete writing tasks
- Experience the writing process at all grade levels: planning, drafting, revising, editing, documenting, publishing, and reflecting upon writing.
- Experience writing in both on-demand and writing over time situations.
- Write as a natural outcome of the content being studied in all curriculum areas.
- Read and analyze a variety of print and non-print materials (e.g., artwork (2D and 3 D), photographs, electronic text, graphics, illustrations, web images, maps, multimedia) including persuasive, literary, informational, and practical/workplace materials. Use readings as models for student writing.
- Learn about, document to avoid plagiarism and use appropriate resources for writing (e.g., personal interviews, observations, print materials, and technology) driven by different instructional purposes with different audiences for the student to consider.
- Use technology resources in writing to demonstrate innovative communication skills.
INSTRUCTIONAL WRITING STRATEGIES GUIDELINES

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

- Teach higher-order thinking skills.
- Assign three categories of writing: writing to learn, writing to demonstrate learning to the teacher, and writing for publication.
- Provide authentic, meaningful writing at all grade levels:
  - Writing for a variety of purposes and audiences
  - Experiences that reveal ownership and independent thinking
  - Writing in which students draw on their own experiences, learning, reading, and inquiry to complete writing tasks
- Teach the writing process at all grade levels: planning, drafting, documenting, revising, editing, publishing, and reflecting upon writing.
- Provide both on-demand and writing over time assignments.
- Incorporate writing as a natural outcome of the content being studied in all curriculum areas.
- Assign students to read and analyze a variety of print and non-print materials (e.g., artwork (2D and 3D), photographs, electronic text, graphics, illustrations, web images, maps, multimedia) including persuasive, literary, informational, and practical/workplace materials. Use readings as models for student writing.
- Provide appropriate resources for writing (e.g., personal interviews, observations, print materials, technology) driven by different instructional purposes with different audiences for the student to consider.
- Encourage student choice and exploration.
- Explicitly instruct and develop communication skills by integrating the strands of literacy (reading, writing, speaking, listening, and language use) across content areas.

SCHOOLWIDE STRUCTURES AND MONITORING

To ensure every student has a writing portfolio that includes samples of work that show interests and growth over time, follows the student from grade to grade, and follows the student to any school he/she attends, the principal will:

- Have PLCs discuss & follow a written plan for implementing and monitoring writing portfolios.
- Ensure the plan includes guidelines for incorporating student and teacher use of technology tools.
- Ensure the implementation of the writing policy and writing plan.
- Ensure that the council annually reviews, revises (if necessary), and approves the writing plan by July of each year.
- Ensure teachers receive embedded professional learning needed to improve writing instruction (see PL policy 17.01).

REFLECTION, ASSESSMENT, AND FEEDBACK

To ensure the writing process includes reflection, assessment, and feedback, the writing plan will incorporate:

Pg 2 of 3 (Writing Policy 22.01)
- The use of the portfolio for determining student performance in communication.
- The procedures for reviewing the portfolio.
- The procedures for grading the portfolio.
- Guidelines for providing students feedback on the portfolio.
- Opportunities for students to improve their writing and communication skills based on portfolio feedback.

POLICY EVALUATION

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

NOTES ON THIS POLICY

This policy includes all Senate Bill 1 writing policy requirements. Senate Bill 1 writing program and policy requirements are in bold italics in this policy.

Date Adopted: 2011

1st Reading Date December 14, 2011  2nd Reading Date January 18, 2012

Date Revised Date Revised

Council Chairman's Signature Larry McGregor

page 3 of 3 for policy # 22.01 (Writing)
LCMS SBDM SCHOOL COUNCIL POLICY

* Please note that all SBDM policies are reviewed annually (July of each year)

District: Livingston County (345)  School: Livingston County Middle School (065)

Policy Type (Check One)

- Council Operations
- School Operations

POLICY TOPIC DESCRIPTION

Program Reviews

For the 4 areas of arts & humanities (*music, visual arts, drama, dance*), writing, World Language, & practical living/career studies (*Health Ed, Physical Ed, Career Studies, Consumerism*)

POLICY STATEMENT

A Program Review Ad-Hoc Committee will be established each year and consist of a representative from each department or team, all arts & humanities teachers, a writing staff member, all practical living/career studies teachers and others as deemed appropriate by administration. This committee will use a standardized system for the review of arts and humanities (AH), writing, World Language (WL) and practical living / career studies (PLCS) instructional programs.

Each Program Review Committee member will ...
- document under each of the 4 standards (Curriculum and Instruction, Formative and Summative Assessment, Professional Development and Support Services, Administrative/Leadership Support and Monitoring) for the program review area that s/he teaches.
- be responsible for identifying and/or collecting evidence, analyzing data, and evaluating each of the 4 standards and all demonstrators for his/her area.
- report first internal program review results and recommendations to administration who then reports to council in January of each school year.
- report second internal program review results and recommendations to administration who then reports to council in April of each year.

The council will ...
- periodically through the school year analyze the data provided by the Program Review Committee concerning all 4 areas and facilitate improvements to the four programs and/or policies based on that data analysis.
- decide action steps to strengthen the programs, including but not limited to adjusting staffing, course offerings, and master schedule.
- ensure pertinent goals, strategies, etc. are included in the School Improvement Plan. (This is based on the recommendations from the Program Review Committee.)
• develop a professional learning action plan based on the recommendations from the Program Review Committee, Learning Environment Committee, etc. and communicate the PL plan to stakeholders (see PL policy 17.01).
• ensure teachers receive the embedded professional learning needed to improve instruction in writing, arts and humanities, world language, and practical living/career studies.
• ensure staffing allocation decisions are made to support all the school's instructional programs, including writing, world language, arts and humanities (AH), and practical living and career studies (PLCS).
• each year, review the effectiveness of the staffing allocation for supporting the school's programs
• receive regular reports from the principal on the availability of resources for supporting the school's writing, world language (WL), arts and humanities (AH), and practical living and career studies (PLCS) programs when it makes budget decisions.
• receive regular reports from the principal on the use of instructional time for supporting the school's writing, WL, arts and humanities (AH), and practical living and career studies programs (PLCS).

The Program Review Committee will ...
• report council decisions to staff.
• monitor that staff is implementing the steps to strengthen the programs.

The principal will ...
• ensure curriculum is aligned to the Kentucky Core Academic Standards.
• ensure the implementation of the program review policy.
• ensure that the council annually reviews and revises (if necessary) the Program Review Policy by July of each year.

Policy Evaluation
We will evaluate the effectiveness of this policy through our School Improvement Planning Process.
LCMS SBDM SCHOOL COUNCIL POLICY

* Please note that all SBDM policies are reviewed annually (July of each year)

District: Livingston County (345)  School: Livingston County Middle School (065)

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**POLICY TOPIC DESCRIPTION**

Wellness, Health, and Safety Policy
KRS 160.345(11)

**POLICY STATEMENT**

The School Health Committee, as part of the District Health Committee, will annually conduct a health, wellness, and safety needs assessment for the school on a district accepted assessment tool. The committee will use the data generated from this assessment to develop a school health improvement plan that may include the generation of new policies, methods to increase awareness levels of health and safety issues, identification of professional development needs, etc.

Reassessment will occur annually as we strive for continual improvement with our School Health Index. We will make school-wide efforts and policies that foster health, wellness, and safety based on the 8 components of a coordinated school health program that supports healthy behaviors, reduces risky behaviors, and promotes a healthy learning environment.

Our school is implementing the district wellness policy via this wellness policy.

Safety drills will be performed as required. The Emergency Action Plan and Crisis Manual will be given to staff on Opening Day. Staff will be trained annually on Blood Borne Pathogens, Medicine Dispersal, Suicide prevention, etc.

**PURPOSE**

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

**SCHOOL COMMITTEE**

LCMS maintains a Coordinated School Health Committee as evidence of PLCS Program Review expectations. Our CSH Committee serves as a resource to create, strengthen and support school policy on the promotion of student health and wellness. This committee will report to the SBDM via monthly minutes to provide updates on school progress of implementation of this policy and other CSH programs.
PHYSICAL EDUCATION & ACTIVITY

COMPREHENSIVE SCHOOL PHYSICAL ACTIVITY PROGRAM (CSPAP)
Our school recognizes that a CSPAP is an approach our school may utilize all opportunities for school-based physical activity to develop physically educated students who participate in the nationally-recommended 60+ minutes of physical activity each day and develop the knowledge, skills, and confidence to be physically active for a lifetime. With a CSPAP, quality physical education is the cornerstone of the program while also including school-based physical activity opportunities; school employee wellness and involvement; and family and community involvement.

PHYSICAL EDUCATION
- A certified physical education teacher will provide instruction.
- Physical education teachers are allocated 24 hours annually to participate in professional learning communities to address issues related to instructional practices, data analysis and improve instruction.
- Students will receive the equivalent of 150 minutes of physical education per week.
- Our school may use the Physical Education Curriculum Assessment Tool (PECAT) annually to determine scope and sequence to deliver grade level benchmarks of the Kentucky Core Academic Standards (KCAS).
- All students will be assessed on the KCAS and receive a written grade based on the school grading schedule.
- Physical education class sizes follow the district policy for pupil-teacher ratio in non-PE classrooms.

PHYSICAL ACTIVITY DURING THE SCHOOL DAY
- All students will receive at least 15 minutes of physical activity outside of physical education Class (45 in PE; 30 in morning gym wait). This can occur in several ways:
  - Lesson plans may include planned student movement and are integrated into academic lessons.
    - Teachers shall make all reasonable efforts to avoid periods of more than forty minutes when students are physically inactive. When possible, physical activity should be integrated into learning activities. When that is not possible, students should be given periodic breaks during which they are encouraged to stand and be moderately active.
  - Incentives will be used during the school year to encourage each class to engage in physical activity.
  - Our school prohibits the use of physical activity as punishment, and the withholding of physical activity/physical education time for behavior management. Our school also prohibits withholding physical activity/physical education time for make-up work.

PHYSICAL ACTIVITY BEFORE AND AFTER SCHOOL
- Students will be provided opportunities to participate in physical activity clubs with access to adequate facilities, equipment and supervision.
- Our school shall partner with local officials to provide opportunities & safe alternative modes of transportation (i.e. walking, biking) to school.
- Our school will provide students with 30 minutes of physical activity time before school begins each day. Students will also be provided access to school grounds and facilities after school for structured free play and physical activity opportunities.
- Students will have opportunities to participate in interscholastic sports after school. Eligibility and attendance rules apply. Athletic policies, to a minimum, adhere to all Kentucky High School Athletic Association rules and are in place to address these requirements.

STAFF INVOLVEMENT
- The school has strategies for promoting and providing physical activity opportunities for all staff members (SWARM, etc.).
- The school has a designee to coordinate and provide professional development, for staff members, to integrate physical activity into the classroom setting.

page 2 of 4 for policy # 24.01 (Wellness, Health, and Safety Policy)
FAMILY AND COMMUNITY
- Our school will encourage the use of school facilities through a shared use agreement for community members in order to create physical activity opportunities. All parties must follow the district policies and procedures for facility usage.

NUTRITION EDUCATION AND PROMOTION
- Our school will adhere to all guidelines of the USDA National School Lunch Program.
- Our school shall encourage healthy choices among students using the following methods:
  - Increase breakfast participation via second chance as well as “grab-n-go” programs.
  - Schedule adequate time for all school meals (702 KAR 6:060).
- Our school shall implement the nutritional standards required by federal and state laws and regulations. Those rules apply to our food program and to other food and beverages available during the school day.
- Our Practical Living curriculum shall address the full Kentucky Core Academic Standards, including health, consumerism, and physical education.
- School ensures content of the Health Education Curriculum is integrated into all content areas to meet the health and safety needs of all students.
- Parents may block the purchase of “extras” from their child’s cafeteria account.
- School Nutrition Personnel will work closely with the parent(s) and/or guardian(s) to make reasonable accommodations for students with disability or other special dietary needs.
- School cafeteria managers shall annually receive a minimum of two (2) hours of continuing education in applied nutrition and healthy meal planning and preparation (KRS 158.852)
- In compliance with the federal Healthy Hunger Free Kids Act and 702 KAR 006:090, any food item offered for sale through a vending machine, school store, canteen, or fundraiser on school property shall meet the established state requirements.
- Any food items offered for purchase after-school will be consistent with the established requirements of food items sold during the school day.
- Schools will notify parents and students of the availability of the School Breakfast and Lunch Program.
- If edible incentives are used as a reward or reinforcement for students, they will pass SMART Calculator and be nutritious/healthy.
- School staff will model healthy behaviors and encourage students to choose fruits and vegetables.
- Drinking water is available to students free of charge at all times during the school day.
- Sports drinks are not available in the school setting except when provided by the school for student athletes participating in sport programs involving vigorous activity of more than one hour.
- Our school will promote school fund-raising campaigns that consist of non-food items or healthy food options.
- prohibit all forms of advertising and promotion for candy, fast food restaurants, or soft drinks
- price nutritious foods and beverages at a lower cost while increasing the price of less nutritious foods and beverages
- provide information to students or families on the nutrition, caloric, and sodium content of foods available
- User Smarter Lunchroom strategies for increasing healthy food selection (i.e. place fruits and vegetables near cafeteria or at easy access, etc).

The provisions of this policy shall be implemented to comply with provisions required by federal law, state law, or local board policy. If any specific requirement above does not fit with those rules, the principal shall notify the council so that the policy can be amended to fit.
SNACKS IN THE CLASSROOM

- Classroom teachers will develop procedures to ensure that classroom snacks do not present a disruption to learning within the following guidelines:
  - Snacks must be individual servings, require no preparation, and be able to be eaten with fingers, at the student’s desk, while they continue to take part in class activities.
  - Snacks must be listed on the Healthy Snacks list (also printed in the student handbook) or adhere to the following guidelines:
    - Students are not required to bring a snack to school.
    - Allow students to purchase fruits and vegetables from vending machines or at the school store, canteen, snack bar, or as a la carte items.
    - Offer fruits or non-fried vegetables when foods or beverages are offered at school celebrations.
    - Snacks that are disruptive to the learning process, i.e. do not meet the healthy guidelines listed above, and/or require too much space, time, or effort to consume will not be allowed.
    - The Principal will make the final determination as to whether or not a snack will be allowed and will notify parents.

MEASUREMENT AND EVALUATION

In compliance with 702 KAR 6:090, LCMS will evaluate the student physical activity environment. Results will be reported to parents and community stakeholders via the school’s website.

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

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

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

1st Reading Date December 14, 2011 2nd Reading Date January 18, 2012

Date Revised July 18, 2012 Date Revised Nov. 19, 2014

Council Chairman’s Signature T. Lisa Huddleston page 4 of 4 for policy # 24.01 (Wellness, Health, and Safety Policy)
LCMS SBDM SCHOOL COUNCIL POLICY

* Please note that all SBDM policies are reviewed annually (July of each year)

District: Livingston County (345)  School: Livingston County Middle School (065)

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POLICY TOPIC DESCRIPTION

Title I Parent Involvement Policy
& Family-Community Engagement Plan

POLICY STATEMENT

LCMS will hold an annual meeting at the beginning of each school year to review this policy and the Home-School Learning Compact, inform parents of their child’s participation in a school-wide Title I program, plan/review/improve parent involvement opportunities, offer opportunities for parents to make suggestions and participate in decisions relating to the education of their child, explain Title I requirements, and the parent’s right to be involved. We will use input from this meeting and the annual Title I survey to make needed improvements in the Title I program.

EXPECTATIONS FOR PARENT INVOLVEMENT

The following are parent involvement goals for our school:

- LCMS shall offer meetings that are flexible and held at varied times,
- LCMS shall include parents in helping with our school improvement plan and parent involvement plans.
- Parents will have access to their child’s assessment results via Infinite Campus (IC), the Individual Learning Plan (ILP), or hard copies that are sent home and will be provided help in interpreting the results as needed.
- Parent suggestions will be considered in a timely manner and ALL staff will be accessible to parents.
- Parents will have access to a copy of the school’s performance report and curriculum through the LCS website and be provided with an explanation of the assessment or curriculum as needed.
- LCMS shall provide timely school information to parents (phone calls, newsletters, progress reports, report cards, announcements, emails, OneCall Now, Marquee, IC portal, Newspaper, School website, Twitter, Facebook, etc.)

SHARED RESPONSIBILITY FOR HIGH STUDENT PERFORMANCE

The Home/School Learning Compact for LCMS was developed with input from all stakeholders (parents/guardians, students, teachers/staff, principal, and community). The Home/School Learning Compact describes:

- The school’s responsibility to provide high quality curriculum and instruction in a supportive and effective learning environment that will enable students to meet the state’s academic expectations.
- Ways in which each parent/guardian will be responsible for supporting his/her child’s learning.
- The ongoing communication between parents and teachers including parent-teacher conferences,
progress reports to parents, and parent involvement in classroom activities.

BUILDING CAPACITY FOR INVOLVEMENT

LCMS shall build the capacity for strong parent involvement by:

- Assisting parents in their understanding of Kentucky’s Core Content State Standards and student performance standards and the state and local assessments so that parents can monitor and support their student’s learning.
- Fostering and encouraging parents to participate in the education of their child, as well as providing information on how to do just that.
- Providing materials and training through our Family Resource Youth Services Center and School-wide Title I Program to help parents improve their student’s achievement.
- Using parents to assist in training the faculty and staff in reaching out, communicating with, and working with parents as partners.
- Coordinating and integrating, as appropriate, parent involvement programs/activities.
- Ensuring, as much as possible, information sent home is in the language and form parents can understand.
- Using community resources in parent involvement.
- Removing barriers to parent attendance at parent activities (child care, disability accessibility, transportation, home visits, etc.).
- Offering school volunteer opportunities (club or classroom activities, chaperoning events, etc.)
- Offering monthly Parent-Teacher-Student Organization (PTSO) meetings with Title I staff attendance
- Offering monthly SBDM & LCBOE open meetings and monthly LCMS standing committee meetings.
- Offering parent-teacher-student conferences at parent request
- Offering monthly program review committee and advisory council meetings
- Offering student presentations, awards celebrations, athletic events, parent trainings, etc. with computer lab access for IC and ILP monitoring and review.

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

1st Reading Date July 18, 2012  2nd Reading Date August 15, 2012
Date Revised  Date Revised

Council Chairman's Signature  J. Lisa Huddleston  page 2 of 2 for policy #25.01 (Parent Involvement)
LCMS SBDM SCHOOL COUNCIL POLICY

* Please note that all SBDM policies are reviewed annually (July of each year)

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POLICY TOPIC DESCRIPTION

Preservation of Instructional Time and School/Classroom Visitation & Volunteering, Chaperoning Policy

POLICY STATEMENT

INSTRUCTIONAL TIME

LCMS students and teachers will use the entire class time for instructional purposes. Students will be dismissed by the teacher at the end of class. One week’s notice will be given to all teachers if students will be pulled from class for ANY reason. Students and teachers will not be pulled from class to receive a parent phone call. Parents are asked to leave a message with the school secretary who will relay the message to the appropriate party during non-instructional time. Parents are encouraged to call teachers during their planning time, before, or after school. LCMS strategies to protect instructional time are: 1) limiting phone calls into classrooms except in emergency; 2) limiting intercom announcements except at designated times except for emergency; 3) limiting hall pass use except in emergencies; and 4) omitting non-instructional videos except for student rewards which would be on an infrequent basis.

Visitation/Volunteering

ALL VISITORS and or volunteers ARE TO ENTER THE BUILDING THROUGH THE MAIN ENTRANCE AND CHECK IN AT THE MAIN OFFICE. A NAME TAG WILL BE PROVIDED TO IDENTIFY ALL VISITORS WHO ARE ON THE PROPERTY OR INSIDE THE BUILDING OF LIVINGSTON COUNTY MIDDLE SCHOOL. This name tag should be worn and returned when the visitor/volunteer signs out in the main office.

In order to maintain a safe and orderly classroom environment focused on student achievement and time-on-task, classroom visitations by non-school personnel must be scheduled at least 24 hours in advance with the classroom teacher. Prior to a visitor being allowed in the classroom, the staff member checking the visitor in will call the classroom to verify that the appointment is valid. Visitors are only allowed in the area designated on the sign-in sheet and should be supervised by a school staff member at all times. By gaining access to the building, the visitor assures that s/he will comply with all laws governing confidentiality and FERPA. The visitor will follow all classroom guidelines. Violations of this policy will restrict the visitor from any future entrance to the school during school hours. At the school’s discretion, visitors may be limited by frequency, time, and location of visit. If the visitor has questions or concerns about classroom procedures, those should be addressed in a scheduled conference with the teacher and/or administration. Concerns about this policy may be addressed with the administration or SBDM Council.
DECISION MAKING
We invite concerned adults throughout our community to join in our decision-making by:
1. Signing up to serve on our SBDM committees.
2. Attending Council or committee meetings.
3. Commenting on draft policies and plans as they are made available.
4. Participating in surveys, input meetings, and other opportunities to define school needs and develop solutions.

VOLUNTEERS/CHAPERONES
All volunteers/chaperones must undergo a background check to ensure that our students will be protected. We invite concerned members of our community, including parents, (who have been cleared through a background check) to volunteer to help our students in the following capacities:
1. Tutoring.
2. Assisting with classroom activities.
3. Preparing materials.
4. Joining our PTSA and supporting their efforts to strengthen our school.
5. Chaperoning (dances, field trips, class changes, lunchroom, etc.).
6. Serving on SBDM or standing committees
7. Providing input on school improvement planning
8. Greeting visitors
9. Sponsoring clubs with a certified staff member, etc.
10. Working in the concessions stand
11. Please note that a HOME volunteering documentation sheet is on our website with parent volunteer tips to help your child succeed in school and help us meet our annual 1,200 hour volunteer goal.

Prior to a volunteer/chaperone being allowed in the building, s/he must undergo a background check and training. S/he must check in every time s/he is in the school volunteering. By gaining access to the building &/or students, the volunteer/chaperone assures that s/he will comply with all laws governing confidentiality and FERPA. The volunteer/chaperone will follow all district, classroom, & school guidelines. Violations of this policy will restrict the volunteer/chaperone from any future entrance to the school during school hours or supervision of students.

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

1st Reading Date July 18, 2012 2nd Reading Date August 15, 2012
Date Revised November 19, 2014 Date Revised ________

Council Chairman's Signature T. Lisa Huddleston page 2 of 2 for policy #26.01 (Inst Time/Visitation)
LCMS SBDM SCHOOL COUNCIL POLICY

* Please note that all SBDM policies are reviewed annually (July of each year)

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POLICY TOPIC DESCRIPTION

Configuration of **Flexible Grouping**

KRS 158.031

POLICY STATEMENT

The principal (or designee) will individually schedule students based on each student’s needs. These groups will be flexible and students will be moved as achievement and needs dictate. All efforts will be made to keep collaborative classes with a maximum enrollment of 16.

**Policy Evaluation:** We will evaluate the effectiveness of this policy through our School Improvement Planning Process.

1st Reading Date: July 18, 2012  2nd Reading Date: August 15, 2012
Date Revised
Council Chairman’s Signature: J. Bob Huddleston
LCMS SBDM SCHOOL COUNCIL POLICY

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POLICY TOPIC DESCRIPTION

Number of Persons in each Job Classification
KRS 160.345(2)(f)

POLICY STATEMENT

After receiving the staffing allocation from the superintendent, the principal will make final decisions after consulting applicable stakeholders and the SBDM council.

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

1st Reading Date July 18, 2012  2nd Reading Date August 15, 2012
Date Revised Date Revised
Council Chairman’s Signature J. Lise Huddleston

Page 46 of 56
LCMS SBDM SCHOOL COUNCIL POLICY

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POLICY TOPIC DESCRIPTION

Completion of additional responsibility granted from the local board
KRS 160.345(4)

POLICY STATEMENT

As these responsibilities are granted, the council leaves this determination to the principal (or designee). However, the council reserves the right to amend this policy as necessary in the future and requests that the administration pursue involvement of all applicable stakeholders in the decision-making process.

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

1st Reading Date: July 18, 2012
2nd Reading Date: August 15, 2012
Date Revised:
Date Revised:
Council Chairman’s Signature: T. Lisa Huddleston
LCMS SBDM SCHOOL COUNCIL POLICY

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POLICY TOPIC DESCRIPTION

Religious Liberty for Students, Equity, and Diversity Policy
KRS 158.181

POLICY STATEMENT

We commit our school to ensuring that each and every student:
1. Is able to achieve at high academic levels.
2. Feels safe, welcome, and valued at our school.
3. Receives a full, fair share of the opportunities our school has to offer.
4. Knows and honors the achievements of his or her own cultural tradition.
5. Knows and honors the achievements of other cultural tradition he or she may encounter in our community and later in life.

We commit ourselves to annual reflection on how well we are fulfilling this commitment, including review of data broken down by gender, ethnicity, socio-economic status, and disability on:
1. Student performance.
2. Student participation in our programs.
3. Student disciplinary referrals.
4. Family involvement in school activities.
5. Feedback from students, parents, staff, and community leaders on their perception of our performance in this area.

Based on what we learn from that reflection, we will develop and vigorously implement the plans needed to correct any failure to fulfill the commitment made above. To the extent possible, we will combine this work with our school improvement process.

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

1st Reading Date July 18, 2012 2nd Reading Date August 15, 2012
Date Revised ____________________ Date Revised ____________________

Council Chairman's Signature T. Lisa Huddleston
LCMS SBDM SCHOOL COUNCIL POLICY

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POLICY TOPIC DESCRIPTION
Bully-Free Policy

POLICY STATEMENT

LCMS Anti-Bullying Policy

Livingston County Middle School (LCMS) believes that all students have a right to a safe and healthy school environment. The district, schools, and community have an obligation to promote mutual respect and acceptance. Please refer to HB 91 for further requirements (discussed in District Code).

It is the policy of this school to promote and maintain a school culture and climate that promotes the Golden Rule – treat others the way you want to be treated and does not tolerate bullying. Such an environment is free from all forms of bullying, including those based on a person’s race, color, sex, national origin, disability, sexual orientation and economic status. In addition, LCMS prohibits any and all forms of bullying because it violates the basic rights of students and school personnel. It considers bullying a most serious offense. It is to be deplored and not tolerated. Bullying has been linked to suicide, depression, school shootings, anxiety disorders, gang membership, drugs, cults, hate groups, eating disorders, etc. Approximately 160,000 students a year stay home because of bullying.

It shall be a violation of this policy for any student or staff member to bully another while attending school or school-sponsored events. It shall also be a violation of this policy for any school staff member to tolerate bullying during school or at school sponsored events, including riding the bus to and from school.

For the purposes of this policy, the term “school personnel” includes board members, school employees, agents, volunteers, contractors or other persons subject to the supervision and control of the School District.

LCMS will investigate reports, as well as rumors of bullying, whether of a physical or of a nonphysical form. If it determines that bullying has occurred, it will act appropriately within the discipline codes and response procedures of the School District and the school and will take reasonable action to end the bullying. **Bullying will not be tolerated.**

**Purpose and Aims**

The purpose of this policy is to promote consistency of approach and to create a climate in which all types of bullying are regarded as unacceptable. Its purpose is consistent with its aims. This policy applies to students on school grounds, while traveling to and from school, during the lunch period, whether on or off campus, and to and from, as well as during a school-sponsored activity.

The aims of this policy are:
- To promote a secure and happy environment free from threat, harassment and any type of bullying behavior.
- To take positive action to prevent and intervene in bullying events through clear school policies and procedures.
- To show commitment to preventing and overcoming bullying by promoting the Golden Rule – treat others the way you want to be treated.
- To inform pupils and parents of the school’s expectations and to foster a productive partnership, which helps maintain a bully-free environment.
- To make school personnel aware of their role in fostering the knowledge and attitudes that will be required to achieve the above aims.

**Definition of Bullying**

For the purpose of this policy, bullying consists of “repeated systematic abuse and harassment of a person by another.” Bullying is characterized by four elements:

1. There is a desire to hurt, harm (physically or psychologically), or distress the victim.
2. This desire (intent) to hurt or harm results in hurtful or harmful action(s) taken by those who engage in the inappropriate behavior.
3. There is an unjust use of physical or psychological power, creating an imbalance of power between the perpetrator(s) and the victim.
4. The victim has a sense of being oppressed, targeted, embarrassed/humiliated, scared, defenseless, wronged, angry, or feels hurt/harmed.

It is vital to understand that a single incident may meet this definition if it is egregious, violates criminal law or involves unreasonable harm to the victim.

**Examples of Bullying**

Bullying may be either physical, social/relational, verbal, nonverbal, or electronic (cyberbullying). It may, or may not, involve criminal behavior. If criminal acts, or suspected criminal acts, have occurred, school personnel must contact the appropriate criminal authorities as required in law and policy. Examples of criminal activity include: Assault with a weapon; grievous bodily harm; seriously threatening to kill or cause harm, serious theft; and abuse/sexual abuse.

Unacceptable behaviors that interfere with the individual’s physical, psychological and/or social/relational and emotional well-being, as well as safety include all aspects of bullying. Even though it is difficult to categorize some behaviors, the following is an attempt to do so. Some acts of bullying belong to more than one category, because they often involve an array of inappropriate behaviors. For example, sexual bullying includes, but is not limited to many of the actions listed above as well as exhibitionism, voyeurism, sexual propositioning, abuse involving actual physical contact, or sexual assault.

- **Physical bullying** includes but is not limited to: pushing, grabbing, hitting, punching, beating, poking, strangling, shoving, pinching, grabbing, scratching, spitting, tripping, slamming (hitting someone with your shoulder), restraining, locking someone in a room, inappropriate jesters, hair pulling, destroying or damaging personal property, hazing, excessive tickling, threatening with a weapon, etc.

- **Social/relational and emotional/psychological (includes verbal and nonverbal behaviors)** bullying includes but is not limited to: gossiping, embarrassing others, ethnic slurs, systematically excluding from a group, isolating or ostracizing, wronging, extortion, defacing, comments made toward a person regarding their choice of practice of an alternative lifestyle, nasty/scary or intimidating notes, threats (including threatening looks/glares), hate petion, manipulation of relationships (turning others against them), mean gender-based pictures, rude gestures, spreading rumors (whether true or untrue), etc.
• **Verbal (often includes intimidation and humiliation) bullying** includes but is not limited to: mocking, put-downs, using profanity at others, spreading nasty rumors and lies, racist remarks, sexist remarks, abusive language, extortion of money or possessions, name calling, teasing, cruel remarks, playing a dirty trick, etc.

• **Cyberbullying includes** the use of electronic devices and software (e.g., cell phones, internet, social media, e-mail, pagers) to engage in many of the above behaviors.

Note: Sexualized bullying is also considered to be sexual harassment. See the School System’s policy and procedures that define sexual harassment and that provide procedures for handling it.

Examples of Criminal activity are: assault with a weapon, grievous bodily harm, seriously threatening to kill or cause harm, serious theft, and abuse/sexual abuse.

Physical acts may include, but are not limited to the following: pinching, kicking, pushing, tripping, hitting, restraining.

Bullying is distinguishable from roughhousing or friendly teasing in that bullying is intentionally hurtful, motivated by the desire to harm/hurt the victim, and repeated over time. At LCMS, “Just Playing” will never be an excuse. Cruel words and touching another will not be tolerated. All acts that constitute bullying will be handled.

**Duty to Act**

Students who experience bullying are encouraged to report it to any adult employee of LCMS. Any employee of LCMS who observes bullying or receives reports of it is required to act immediately to protect the alleged victim and to immediately forward a **Bullying Incident report** to the Principal (or his designee) for investigation. School personnel who fail to protect alleged victims and/or to immediately submit a **Bully Free Incident Report** to the principal according to procedures are subject to disciplinary measures, up to and including termination.

**Reporting Bullying**

People witnessing or experiencing bullying are encouraged to report the incident; such reporting will not reflect on the victim or witnesses in any way. However, untruthful reports designed to hurt someone will not be tolerated. Such reports can result in negative consequences approved by the school system.

LCMS expects students and/or staff to immediately report incidents of bullying to the principal or designee. All allegations should be investigated, whether substantiated or not, and the child must be told of the outcome. Bullying cannot be investigated or corrected by the district until the district has been made aware of such bullying. Therefore, persons (students, parents and school personnel) are to be directed to report all incidences of bullying and rumors of bullying to a teacher, counselor, assistant principal or principal in their school building. All reports of bullying will be taken seriously and appropriate action taken.

Victims of bullying have responsibilities. Victims should clearly tell the bully(ies) to stop. If bullying persists, they should not ignore the incident(s), but, immediately report the incident to someone at school. They should tell their parent(s). If the bullying continues after the student has clearly told the bully(ies) to stop, the student should make a written record of the incident including dates, times, witness or witnesses and parties involved in the incident. The student should report the incident immediately to an adult who has authority over the bully(ies); for example, a teacher, instructional aide, custodian, cafeteria monitor, guidance counselor, assistant principal or principal. The student should also avoid being alone with the person(s) who has (have) attempted to bully him/her in the past. If the victim of bullying feels uncomfortable reporting this fact to adult personnel at school, he/she should contact another appropriate adult and/or REPORT THE INCIDENT in the bully box.

Everyone in school should be aware of the indications of bullying and all staff should ensure that bullying or threatening behavior is not tolerated in school.

**Responding to Bullying**
Staff members are expected to immediately intervene when they see a bullying incident occur. In responding to incidents that have been determined by staff to be bullying, school personnel should:

- make it clear to the bully(ies) that the behavior is unacceptable.
- provide emotional support for the victim by:
  - Listening to the victim
  - Reassuring the victim
- continually offer help, advice and support to the victim.
- listen to all parties involved in incidents.
- investigate as fully as possible and assure the victim that the investigation will be conducted in a thorough and confidential manner.
- take appropriate action, or refer the matter to a member of the administrative team for further action.
- record bullying incidents in the Student Information System (Infinite Campus, etc.).
- promote the use of a range of teaching and learning styles and strategies which challenge bullying behavior.
- promote open management styles which facilitate communication and consultation throughout the education service.
- foster by example the values we as a school believe in.
- promote the use of interventions which are least intrusive and most effective.
- monitor the extent to which the above are being carried out by:
  - Regular discussions between administration, staff, pupils and parents.
  - Recording incidents of bullying in a confidential discipline file.
  - Retaining confidential records for monitoring purposes.

Any child who reports bullying, or perceives himself/herself to be a victim must be confident of the following:

- It is OK to tell – telling someone you are being bullied or someone else is being bullied is “reporting” and not “tattle telling” or “snitching.”
- The incident or threat will be dealt with as soon as possible.
- Every effort will be made to ensure that he/she will be safe from further bullying or reprisal.

**Investigations**

All teaching and support staff members share a collective responsibility to investigate any rumors of bullying or any complaints made by students who may be the victims of bullying and to make the situation known, wherever appropriate to the class teacher and then the principal.

LCMS shall act to investigate all complaints of bullying whether formal or informal, verbal or written, and will discipline or take action against any member of the school community who is found to have violated this policy.

Allegations of bullying shall be investigated, giving due regard to the need for confidentiality and the safety of the alleged victim and/or any individual(s) who report incident(s) of bullying. An individual has the right to report an incident(s) of bullying without fear of reprisal or retaliation at any time. Retaliation is defined as meaning “to pay back (an injury) in kind.” When a person is accused of having behaved in an inappropriate fashion, especially bullying, the common reaction of that person is to be angry and want to pay the “alleged victim” back (retaliate). Retaliation must not occur and will not be tolerated.
Proven allegations of bullying can have serious consequences for the party deemed guilty including, but not limited to, verbal or written reprimand, in-school or out-of-school suspension, disciplinary reassignment, and/or expulsion.

**School Action Following Investigation**

If the conduct is determined to be bullying, the school shall take all reasonable action to end the bullying, to prevent recurrence, and to prevent retaliation against the student making the report and anyone participating in the investigation. In addition, the bully shall be disciplined according to applicable discipline policy. The bully may need to be suspended/expelled/excluded in accordance with policy. See additional policies related to student discipline and suspension/expulsion/exclusion.

If the complainant student, the parent of the student, or any school staff feels that appropriate resolution of the investigation or complaint has not been reached, they should contact the principal or other appropriate school officials. The school system prohibits retaliatory behavior against any complainant or any participant in the complaint process.

**Training**

To ensure bullying does not occur on school campuses, LCMS will provide information in bullying prevention and cultivate acceptance and understanding in all students and staff to build the school's capacity to maintain a safe and healthy learning environment.

**Anti-bullying Program**

Bully-prevention will be incorporated into appropriate programs and prevention and intervention strategies will be implemented at LCMS.

**Notice of Policy**

Notice of this policy shall be circulated to all stakeholders. Teachers should discuss this policy with their students in age-appropriate ways and should assure them that they need not endure any form of bullying. Students who bully are in violation of this policy and are subject to disciplinary action up to and including expulsion.

All staff, students, and their parents/guardians will receive a verbal summary of this policy prohibiting bullying at the beginning of the school year (registration, etc.).

**Review of Policy**

This policy will be reviewed regularly and revised as necessary, through the school system's ongoing process of policy review.

**Policy Evaluation**

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

**Note**


| 1st Reading Date | July 18, 2012 | 2nd Reading Date | August 15, 2012
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<td>J. Oman Huddleston</td>
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LCMS SBDM SCHOOL COUNCIL POLICY

* Please note that all SBDM policies are reviewed annually (July of each year)

District: Livingston County (345) School: Livingston County Middle School (065)

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POLICY TOPIC DESCRIPTION
School Obligations/Fines/Charges/Fees-OWED Policy, Participation in 8th grade promotion/graduation, and PROMOTION to the next grade

POLICY STATEMENT
Students must pay any financial obligations, requested restitution, and fees (school, etc.), charges (lunch, etc.) or fines (library, textbook, damages, etc.) owed to the school/district/café/bus/library/etc. in order to WALK or participate at 8th grade GRADUATION/Promotion.

Students will not be allowed to walk at 8th grade graduation/promotion if: they have 2 or more Fs for the YEARLY averages in core classes, have not met all financial obligations to school/district/food services, have 10 or more unexcused absences, OR do not have updated immunizations, 6th grade physical, social security card and birth certificate (copy of the official birth certificate, not a hospital document) on file in their cumulative folder by May of their graduation/promotion year. This policy is CUMULATIVE and all attendance and financial obligations owed to the district/school throughout the student’s tenure (7th-8th grade) are considered.

If a student/parent is having difficulty meeting his/her financial obligations, s/he may meet with the administration on an individual basis at first need to explain and request leniency in this policy’s enforcement. Families are encouraged to complete a Fee Waiver Form OR Free/Reduced Lunch form as proof of low income. Fee Waivers and Free/Reduced lunch status exempts a student from initial school fees but NOT from damages/charges/fines/restitution/etc.

To be promoted to the next grade level, students must pass 5 of 6 core classes (Reading, Writing, Math, Science, Social Studies, PE) for the year.

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

1st Reading Date July 18, 2012 2nd Reading Date August 15, 2012
Date Revised July 15, 2015 Date Revised
Council Chairman’s Signature T. Lisa Huddleston

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LCMS SBDM SCHOOL COUNCIL POLICY

* Please note that all SBDM policies are reviewed annually (July of each year)

District: Livingston County (345) School: Livingston County Middle School (065)

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POLICY TOPIC DESCRIPTION

EMERGENCY PLAN POLICY
STATUTORY AUTHORITY – KRS 160.345(2)(i)9 and KRS 158.162

POLICY STATEMENT

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

- Establishment of primary and secondary evacuation routes which must be posted in each room by each doorway used for evacuation;
- Identification of severe weather safe zones that have been reviewed by the fire marshal/fire chief, which must be posted in each room;
- Practices for students to follow in an earthquake;
- Development and adherence to access control measures for each school building, which may include (but not be limited to):
  - 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. Documentation may include methods such as a sign-in sheet that includes the printed name of each staff member (all certified and classified staff), the signature of the staff member and the date and time of the review. Within the first thirty (30) instructional days of the school year and again during the month of January, the school will conduct one (1) severe weather drill, one (1) earthquake drill, and one building lockdown. Fire drills will be conducted in accordance with timelines, procedures and requirements outlined in the DHBC regulations. Whenever possible, first responders shall be given notice of possible drills and invited to observe. The principal is responsible for ensuring the implementation of these drills and reporting completion and problems noted during the drill to the school council and to the district central office for any remedial action needed. At the end of each school year, the emergency procedures are to be reviewed by the school council (or designated school council committee with report to the school council) and first responders and revised as needed. Annually, the principal is responsible for working with the central office to ensure that all local first responders have a current diagram of the school that notes the primary and secondary evacuation routes, the severe weather safe zones and notations of the exterior and front entrance access points. Completion will be reported to the council and documentation maintained in the principal’s office. A comprehensive diagram of the school showing primary and secondary evacuation routes will be posted at each school doorway prior to the first instructional day of school. Identified severe weather safe zones which have been identified and reviewed by the local fire marshal or fire chief will be posted at each school doorway prior to the first instructional day of school. Possible access control methods that may be included in council policies as desired, are outlined below:

- All exterior doors must remain locked at all times.
- All visitors must enter through the posted front entrance.
- The front entrance must remain secure with electronic access only.
- All visitors must use the “buzzer” and be recognized prior to gaining access to the reception area.
- The principal is responsible to ensure that trained personnel monitor the front entrance at all times. At no time during the school day are students allowed to monitor the front entrance or the reception area.
- All visitors must report to the front office, provide photo identification, state the purpose of the visit, and wear a school-specific badge on the outermost garment during the entire visit. Upon leaving, all visitors must report back to the front office.
- The office must keep an accurate log of each visitor, the date and time of the visit, the purpose of the visit, and with whom they visited.
- All classrooms must remain locked during instruction time.
- Doors must remain closed during instruction time.
- During class changes, teachers must stand by their classroom door and monitor hallways.
- The principal is responsible for ensuring classroom access in the event of a substitute teacher.

**Policy Evaluation**: We will evaluate the effectiveness of this policy through our School Improvement Planning Process. At the beginning of each school year, the emergency procedures are to be reviewed by the school council and first responders (sent via email with invitation to tour building, discuss, etc.) and revised as needed.