

Reidland Middle School
School Based Decision Making

By-Laws/Policies and Procedures

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BY-LAWS

School District: McCracken County Schools School: Reidland Middle School

By-Law: **Authority of the Council and the Principal**

Procedures:

TOPICS	STATEMENT
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Authority of the Principal

The principal shall serve as the school's primary administrator and instructional leader and shall have authority over and responsibility for management functions not chosen by the council. The principal shall be responsible for implementing policies set by the council and shall be responsible to the superintendent or his/her designee.

Authority of the Council

The council, pursuant to state law, is a policy making body. (Reference KRS 160.345)
The council shall have the authority to set and monitor school policies that shall provide an environment to enhance the students' achievement and help the school meet the goals established by the Kentucky Education Reform Act of 1990.

Out of a legally called council meeting, no council member other the principal has decision making or administrative authority. The council shall have the authority to form the number and types of committees needed to carry out the policies set by the council.

Revised 12/05/07

By-Law: **Election of School Council Members**

Procedures:

TOPICS	STATEMENT
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Composition of Council

The school council at Reidland Middle School shall consist of three (3) teachers, two (2) parents, and the principal provided state requirements for minority representation are met.

Eligibility

All certified employees assigned to the school are eligible to serve on the council. Certified itinerant teachers who are assigned to Reidland Middle are eligible to serve on the council.

Teacher Selection Process

All teachers assigned to the school have an opportunity to participate in the annual selection of teacher representatives. Nominations shall be made in writing and submitted to the principal five (5) school days prior to the date scheduled for the election.

During even numbered years, two teacher vacancies will be filled. During odd numbered years, one teacher vacancy will be filled.

The principal shall call a faculty meeting for the purpose of selecting teacher council representative members. The election shall be completed by June 1 or within a reasonable time period after a vacancy occurs.

All voting shall be done by secret ballot. Balloting shall continue until each teacher council member is selected by a plurality of the faculty. Teachers unable to be present may vote by absentee secret ballot, prior to the day of the election, that is validated by the principal.

Beginning in 2008, newly elected members will draw to see who will have a one year term and who will have a two year term.

Election Committee

An election committee comprised of one (1) teacher selected by the faculty that is not a candidate for SBDM and the principal shall be formed annually. The committee shall be responsible for:

- (1) Disseminating election ballots.
- (2) Counting votes and reporting the results to the faculty and superintendent.

The principal shall serve as chairperson of the committee, shall facilitate selection of teacher members to the committee, and shall call all committee meetings.

Parent Selection Process

Prior to June 1, a representative of the Reidland Middle School Parent Organization shall call a meeting of all parents for the purpose of selecting members to the Reidland Middle School Council. A member of the RMS volunteer organization and the school principal shall facilitate the meeting.

“Parent” means:

- 1. A parent, stepparent, or foster parent of a student; or
- 2. A person who has legal custody of a student pursuant to a court order and with whom the student resides.

Parent representatives to the council shall be elected by secret ballot. Parent members shall be elected from the parents of students pre-registered to attend the school during the following school year.

Parents may nominate themselves or another parent. Nominations shall be made in writing and submitted to the principal five (5) school days prior to the date scheduled for the election.

Parent members of the council shall receive a plurality vote of the parents present at the election meeting. Parents unable to be present at the time set for elections may vote by absentee ballot that is validated by the principal prior to the election date. In the event of a tie an election will be held between the candidates who are tied.

Terms

Each teacher council member shall be elected for a two-year term with each service year beginning July 1 and ending June 30. (With the exception of the 08-09 school year for the beginning of the rotation of 2 year terms.)

Each Reidland Middle School SBDM parent member shall be elected for a one year term.

New council members shall meet with the council from the date of election to June 30 as the council members elect. During this time new council members can help the council plan for the next school year and they can participate in training sessions. They are not eligible to participate in the decision making process.

Filling Vacancies

In the event a vacancy on the council occurs, the respective group shall fill the vacancy in the same way as in the original election. The newly elected member shall serve the existing term. The principal shall inform the respective group of the vacancy and help set a time line for completion of the election.

Council Member Training

School council members elected for the first time shall complete a minimum of six (6) clock hours of training in the process of school-based decision making no later than 30 days, after the beginning of the service year for which they are elected to serve. School council members who have served on a school council at least one (1) year shall complete a minimum of three (3) clock hours of training in the process of school based decision making no later than one hundred twenty days (120) after the beginning of the service year for which they are elected to serve. Trainers who are endorsed by the Department of Education shall conduct school council training. School council members elected during a school year to fill a vacancy shall complete the applicable training within thirty (30) days of their selection.

Revised 12/05/09

By-Law: **Operating Council Meetings**

Procedures:

TOPICS	STATEMENT
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Types

Council members shall attend three (3) types of meetings:

- (1) **Regular** meetings held on a set day of the month and a set time of day.
- (2) **Special** meetings scheduled, as they are needed between regular meetings.
- (3) **Training/Planning** meetings designed for council members to acquire knowledge and/or develop skills and develop plans for improving the school not completed within the committee system.

Schedule of Regular Meetings

The Reidland Middle School Council shall meet monthly, with date and time to be set by the Council. The chairperson may cancel regular meetings with prior notice to the council members.

Special Meetings

The chairperson or a majority of the council may call special council meetings. Time, place and purpose shall be announced at the time the meeting is called.

Agenda

Each regular and special council meeting shall operate by an agenda. The chairperson shall form the agenda with items provided by council members. The council at the beginning of the meeting shall approve the agenda. Other items may be added to the agenda at the meeting with approval from the council. One week prior to the set date, the principal will provide a tentative agenda to the council members and the other stakeholders for the next scheduled council meeting.

Teachers and parents who are not on the council may recommend items for the agenda by contacting a council member.

Chairperson

The principal shall serve as chairperson at all meetings. The council shall not meet in the absence of the principal. The responsibilities of the principal as chairperson shall not be delegated to any other member of the council or any other person.

Decision

The primary method of making decisions shall be by consensus. An effort shall be made to thoroughly discuss all possible alternatives, provide everyone ample opportunity to be heard, and make a final choice that can be supported by the group. In the event consensus cannot be reached, a delay in making the decision shall be used as one alternative to help reach consensus.

In the event a decision is necessary and the council determines majority rule is an acceptable process to make the decision, then majority rule will be followed. Decisions by majority rule shall require a simple majority of the members present. A tie vote will result in no action taken by the council. A minimum of three (3) members must call for a vote for majority rule to be applied.

Quorum

Two-thirds (2/3) of the members of the council must be present for the council to make official decisions with at least one teacher and one parent present.

Minutes

Minutes of all council's regular and special meetings shall be recorded in writing and kept on file in the principal's office. Minutes shall also be approved by the council and stored in a minute book. A copy of all minutes shall be provided the superintendent or his/her designee as a means of keeping

him/her informed. There will also be a copy of the minutes (emailed or posted on website) for viewing by the council members and faculty within 10 working days following the meeting.

Open Meetings

All council meetings shall be open to the public at all times except for the following: Discussions which might lead to the appointment of an individual employee, discussions of proposed or pending litigation against or on behalf of the council; or meetings which federal or state law specifically require to be conducted in privacy. Under one or more of these conditions, a council may go into executive session. All decisions made by the council shall be in an open public meeting. The council shall abide by the state's open meetings law KRS 61.810.

Recording Secretary

The council shall provide a qualified person to serve as recording secretary who shall be responsible for:

- (1) Recording in writing all minutes of meetings
- (2) Informing the press, teachers and parents.
- (3) Processing minutes and postings
- (4) Processing and disseminating meeting agendas
- (5) Typing and disseminating summary reports
- (6) Preparing the meeting room
- (7) Supplying materials for the meeting
- (8) Filing minutes in the minute book.

Input from Non-Council Members

Those who are in attendance at the council meetings shall be provided an opportunity to address the Council on issues under consideration by the council by the following procedures:

- (1) A sign-in sheet will be provided by topic for individuals to indicate their interest in speaking on an issue.
- (2) As each topic is discussed, the chairperson will call on speakers in the order they signed the sign-in sheet. Each person will be limited to two (2) minutes. Input will be allowed before the council makes a decision.
- (3) Input/Reactions must be germane to the topic and must be with the authority of the council.
- (4) After persons have spoken from the sign-in sheet, the chairperson may designate others to speak to the item under discussion provided their remarks are germane to the topic.

Revised 12/05/07

By-Law: **Policy Development and Review**

Procedures:

TOPICS	STATEMENT
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Council Governance

All activities and decisions of the council shall be governed by policies set by the council. Policies shall include both operational policies and management procedures chosen by the council. All policies set by the council shall be consistent with state statutes, board policies and the current school improvement plan.

Adoption

All policies shall require two readings before they are adopted. The council shall adopt no policy at the meeting during which it is introduced. All by laws and policies shall be provided to the superintendent or his/her designee before the council adopts them.

Policy Review

The council shall annually review all policies and make any changes that will improve the operations and productivity of the council. Revisions shall be made as needed in order to more effectively serve the school.

Revised 12/05/07

By-Law: **Committee System**

Procedures:

TOPICS	STATEMENT
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Standing Committees

Standing committees shall be formed to aid the council. Each standing committee shall consist of no less than three (3) members. At least one parent and two teachers shall serve on each standing committee. Standing committees shall make recommendations to the council and the council shall have final authority. The council shall determine the number, type and representation of the committees. All standing committees shall be formed by the council chairperson and approved by the council

Titles and responsibilities of all standing committees shall be disseminated to all parents, faculty and staff members with a form for them to record their interests in committee assignments.

Standing committees shall consist of the following committees that are consistent with the Standards and Indicators for School Improvement:

1. Comprehensive Planning Committee
2. Budget Committee

Ad Hoc Committees

Ad hoc committees shall be formed to complete specific tasks not completed by standing committees. Once the task is completed, the committee shall be abolished. The chairperson of the council shall form ad hoc committees with approval from the council. The council shall determine the size of committees and representation.

Agenda

All committees shall operate by an agenda. The chairperson shall form the Agenda with input from committee members.

Chairperson

Standing and ad hoc committees shall select a chairperson and vice chairperson (who will also serve as the recorder) from its membership.

Resources

Professional, technical and financial resources needed by committees to perform their tasks must be approved by the council within the means available to the council or by the principal in the course of administering the SBDM budget.

Tasks

The council shall describe in written policies the responsibilities of each committee and shall develop and communicate to the committees a general timeline for all major tasks.

Term

Standing committees shall serve for one school year. Ad hoc committees shall serve until they are abolished, not to exceed one year. All committee members may serve an unlimited number of consecutive one-year terms.

Decision Making

All committees shall use consensus as the method of making decisions.

Quorum

Two-thirds (2/3) of the members of the committee must be present for the committee to make a decision.

Open Meetings

All committee meetings shall be open to the public at all times except for the following: Discussions which might lead to the appointment of an individual employee, discussion of proposed or pending litigation against or on behalf of the council; or meetings which federal or state law specifically require to be conducted in privacy. Under one or more of these conditions, a council may go into executive session. All decisions made by the council shall be in an open public meeting. The council shall abide by the state's open meetings law KRS 61.810.

Minutes

All committees shall keep minutes of all official meetings and shall file such minutes with the SBDM secretary to be filed appropriately with the SBDM records. Each committee shall approve its own minutes.

Revised 12/05/07

By-Law: **Council Code of Ethics**

Procedures:

TOPICS	STATEMENT
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Code of Ethics (defined)

Code of ethics for a school council is a set of professional standards for council members to follow as they work as a team, as they make decisions affecting the school, and more specifically, the children served by the school.

Development

A code of ethics shall be adopted by the school council at Reidland Middle School and shall be reviewed annually by each council thereafter and amended as needed. A written code of ethics shall be included in the school council policy handbook.

Commitment

Each council member shall read and/or show by her/his signature a commitment to the professional standards set by the code of ethics. Signing the code of ethics is not mandatory.

Signature

Council members shall be given the freedom to sign the code of ethics. No council member shall be coerced into signing the code of ethics beyond their will or discriminated against if choosing not to sign the code of ethics.

Revised 12/05/2007

STATEMENT OF ETHICS
FOR
REIDLAND MIDDLE SCHOOL COUNCIL

Members of the Reidland Middle School Council, while representing teachers, parents and school administrators, have the educational welfare of the students served by the school as its highest priority. We acknowledge that the school belongs to the public it serves and that our responsibilities as a council member requires gathering and giving accurate information and making decisions that will be in the best interest of the students. We further acknowledge that we can best meet our responsibilities when we work as a team, show respect for one another, show honesty, and demonstrate a commitment to the school and to our responsibilities.

Refraining from discussing information that can be detrimental to a person or a group is a behavioral standard by which the council will abide.

The responsibilities of the council and these acknowledgments require each council member to maintain standards of exemplary professional behavior. Each council member and the council as a whole will be observed and appraised by the faculty, students, and community. In the interest of the school and each student served by the school, the council subscribes to the following statements of ethical standards.

Members of the council shall:

- Make the well being of students the fundamental value in all decision- making actions.
- Fulfill responsibilities with honesty and integrity.
- Abide by policies set by the council.
- Demonstrate a willingness to work as a team.
- Demonstrate willingness to compromise in the interest of the welfare of students.
- Show support of decisions made by the council.
- Avoid sharing information that is considered confidential by the council.
- Represent his/her constituency group as accurately as possible.
- Demonstrate commitment to the work of the council and to the school.
- Avoid using positions for personal gain through political, social, religious, economic or other influence.
- Demonstrate respect for all people regardless of race, national origin, sex, religion and political affiliations.

I agree to abide by these standards.

Signature_____Date_____

Signature_____Date_____

Signature_____Date_____

Signature_____Date_____

Signature_____Date_____

Signature_____Date_____

Revised 12/05/07

School District: McCracken County Schools School: Reidland Middle School

By-Law: **Appeals Process**

Procedures:

TOPICS	STATEMENT
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Eligibility

Any resident of the District or a parent, student or employee of the school may appeal council decisions.

Process

Appealing a decision made by a school council shall include the following procedure:

- (1) An appeal must be filed within ten (10) working days following a council decision
- (2) An appeal on a decision made by a school council must first be reviewed by the school council, which shall make a timely response to the appealing party.
- (3) If the matter is not satisfactorily resolved by the council, the appeal may then be submitted in writing to the superintendent.
- (4) If, within ten (10) days, the matter is not satisfactorily resolved by the superintendent, the appealing party may, within twenty (20) days, appeal to the Board of Education. The Board of Education shall afford the affected parties a hearing within thirty (30) days of the appeal to the Board of Education.
- (5) The Board of Education shall issue a final written decision on the appeal with its rationale no later than sixty (60) days from the date of the hearing.
- (6) At any point in the process the Board of Education may direct a review And report on the issues, but shall not extend its decision beyond sixty (60) days from the date of the hearing without the agreement of the affected parties.

Basis

Actions of the council will be reviewed on appeal based on whether the council action was arbitrary, violated District policy, exceeded the authority of the council or was otherwise unlawful under state or federal law.

Revised 12/05/07

School District: McCracken County Schools School: Reidland Middle School

By-Law: **Fiscal Management**

Procedures:

TOPICS	STATEMENT
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Budgeting Process

All funds expended by the school from the Board of Education’s General Fund shall be included in an annual budget. The school shall use the budget format provided by the superintendent.

Committee

A standing committee, known as the Budget Committee, shall be formed to assist with the management of school funds. The committee shall make recommendations and report to the council. The committee shall be responsible for:

- (1) Review budgetary needs of standing committees
- (2) Prioritizing needs
- (3) Preparing proposed budget

Timeline

The committee shall submit a tentative budget and a revised budget to the council prior to the deadline set by the central office staff.

Monitoring

A monthly budget report on state allocated funds shall be provided the council by the principal.

Expenditures shall not exceed appropriations.

Revised 12/05/07

POLICIES

School District: McCracken County Schools School: Reidland Middle School

Policy: **Selection of a Principal When There is a Vacancy**

Procedures:

TOPICS	STATEMENT
Training	When a vacancy in the school principal ship occurs, the school council shall receive training in the recruitment and interviewing techniques prior to carrying out the process of selecting a principal. The council shall select the trainer to deliver the training.
Criteria	Once the vacancy has been verified by the superintendent, the council shall develop a set of criteria for selection of a principal and communicate in writing the criteria to the superintendent. The council shall get input from teachers, staff and parents into development of the criteria through a survey technique.
Plan	The council shall develop a plan for selecting a principal and shall inform the teachers and parents of such plan. The plan shall include selection criteria and a time line.
Interview	The council shall interview applicants from a list of candidates provided by the superintendent. Only candidates meeting the criteria established by the council shall be interviewed. The council reserves the right to request additional candidates from the superintendent when qualified applicants are available.
Selection/Reporting	The council shall report its selection of principal to the superintendent in writing.

Revised 12/05/07

School District: McCracken County Schools School: Reidland Middle School

Policy: **Assistance to Principal in selection of school personnel.**

Procedures:

TOPICS	STATEMENT
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Vacancy

The principal shall inform the superintendent of any resignation of school employee assigned to his/her school. The superintendent shall be the one to declare the position as vacant.

Interview

The superintendent will provide a slate of candidates for each certified position. The principal and the interview team shall interview selected candidates. The interview team shall consist of the principal and selected teachers from the area in which the vacancy exists.

The council shall interview candidates for counselor with recommendations made to the principal. The principal shall complete all interviews and selection of classified employees.

Selection

The principal shall be responsible for making the final choice for filling all vacancies both certified and classified, after consultation with the school council.

Reporting

The principal shall report his/her choice of an employee to the superintendent in writing.

Consultation

Consultation is defined as an opportunity to exchange views and information and to give and receive advice. Consultation about the selection of school personnel must occur in a legally called council meeting with at least a quorum of the council present. Consultation shall not be deemed to require the council to discuss individual candidates, but they may do so if they wish. Council members may be involved in the review of applications, the review of references, and in the interview process. In discussing individual candidates, the council should be mindful of the confidential nature of said candidate's personnel records.

Consultation Amendment:

Policy was amended on 9/24/2013 to allow the Principal to consult with council members for hiring new staff through email.

Revised 12/05/07

Policy: **Determination of Which Instructional Materials will be Provided in School.**

Procedures:

TOPICS	STATEMENT
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Instructional Materials (defined)

Instructional materials shall mean all consumable or permanent materials, textbooks, media, and software used by teachers to deliver instruction as defined by the Program of Studies, Kentucky Core Content, McCracken County Curriculum Guide and the current School Improvement Plan.

Committee

A standing committee shall be formed to assist with the management of this function. The committee shall make recommendations and report to the council. The committee shall be responsible for:

- Surveying teachers to determine instructional material needs.
- Identifying a list of materials and textbooks to be used in the instructional program.
- Setting up procedures for meeting vendors to discuss materials.
- Developing a financial plan based on the appropriations made available to the school and based on items chosen by the teachers.

Budget

Funds appropriated for instructional materials shall be budgeted for school-wide materials. The principal shall approve day to day purchases.

The council shall approve the budget for instructional materials.

Revised 12/05/07

Policy: **Comprehensive School Improvement Plan**

Procedures:

TOPICS	STATEMENT
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Comprehensive School Improvement Plan (defined)

An on-going action plan developed and adopted to ensure that each student make progress towards meeting the goals set forth in KRS 158.645.

Comprehensive and Effective Planning Committee

The Comprehensive School Improvement Planning Committee shall consist of the members of the Academic Performance, Learning Environment and Efficiency committees. This committee shall coordinate the development of the Comprehensive School Improvement Plan.

The committee will be responsible for gathering data as listed below:

- (1) Assessing needs
- (2) Getting input from faculty and parents
- (3) Setting priorities
- (4) Developing goals and specific outcomes
- (5) Developing plans-of-action
- (6) Developing a timeline
- (7) Developing a budget
- (8) Monitoring implementation of the plan.

Data Analysis

The SBDM Council and the standing committees will identify the most pressing needs of the school through a thorough data analysis.

Plan Format

The plan shall follow a format recommended by the Kentucky Department of Education.

Approval

The school council will approve the Comprehensive School Improvement Plan but only after teachers and parents have had an opportunity to review it.

Reporting

Copies of the CSIP shall be available in the school office and library and distributed to council members. A copy of the CSIP will also be on file at the District's central office and the District website.

Monitoring

The Comprehensive and Effective Planning Committee is responsible for coordinating the development of the plan. Component managers shall be responsible for monitoring and periodically reporting to the council the status of the plan's implementation through Implementation and Impact checks.

Revised 12/05/07

Policy: **Develop and implement professional development.**

Procedures:

TOPICS	STATEMENT
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Professional Development (Defined)

Experiences provided to the faculty and staff to prepare them to fulfill their responsibilities and to maintain a focus on the needs and interests of children. Professional development includes the days provided by the state, other time provided by the local board of education, and on-going, job embedded experiences of the staff.

Professional Development Coordinator

A Professional Development Coordinator will:

- Conduct a needs assessment annually to determine priorities for the professional development and report the results to the council and the faculty.
 - Implement the professional development activities of the school.
 - Manage professional development activities including scheduling, facilities, consultative assistance, and refreshments.
 - Evaluate the program and report the results.
 - The Professional Development Coordinator will be hired according to all District and Council policies and procedures and will facilitate the evaluation of the trainers and training provided to the staff.
 - Maintain a record of attendance for each session. If it is a full day session, there should be an a.m. and p.m. record. Attendance shall be reported to the principal and the district P.D. Coordinator.
 - Develop an annual budget for professional development and shall monitor the use of funds. The budget must be approved by the council.
- B. the Learning Environment Committee shall be responsible for collaboration with the professional development coordinator.

Revised 12/05/07

Policy: **Assignment of Students to Classes and Programs within the school.**

Procedures:

TOPICS	STATEMENT
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Student Assignment (defined)

Student assignment shall be defined as appropriate placement of individual students based on what is in the best interest of each and every student, when considering the mandates as established in KRS 157.360.

a. Principal Responsibility

The principal shall be responsible for student assignment and may waive cap size for a specified period of time for a class or grade level with the agreement of the teacher(s) involved. Such waiver shall be for no longer than the current school year.

b. Exception

The following exception shall apply: If classrooms are at cap size as set in KRS and one student is deemed to be temporary (student's stay at Reidland Middle is to be no more than 30 days), the principal may assign one (1) student above the cap size for that classroom.

Revised 12/05/07

Procedures:

TOPICS	STATEMENT
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Curriculum(defined)

Curriculum shall be defined as all experiences provided by the school, which are designed to help children develop academically, socially, emotionally, and physically. Curriculum includes both what is taught and how it is organized for delivery.

Curriculum Selection

Reidland Middle School shall use the curriculum of the McCracken County Board of Education as the curriculum that shall be implemented at the school. The curriculum is aligned with the state standards and is appropriate for the school's instructional needs. Subsequent amendments to the curriculum by the McCracken County Board of Education shall become effective immediately upon approval by the Board.

Curriculum Related Issues

All issues related to the curriculum of the school shall be referred to the Academic Performance Committee for discussion that leads to a recommendation on the issue of the school council for consideration and possible adoption.

Revised 12/05/07

Procedures:

TOPICS	STATEMENT
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Instructional Practices (defined)

Instruction is how students are taught. Instructional practices include a variety of teaching and assessment techniques reaching all learning modalities. Instructional practices, along with the school's organizational structure, provide students with the knowledge and skills necessary to meet individual needs as well as academic standards.

Revised 12/05/07

Policy: **Selection and implementation of discipline and classroom management techniques.**

Procedures:

TOPICS	STATEMENT
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Discipline (defined)

Discipline shall be defined as a system for consistent management of student behavior, for promoting a safe and civil learning environment, and for establishing responsibilities for students, parents, and school personnel regarding student behavior.

The Learning Environment committee will be responsible for:

1. Making recommendations and reporting to the school staff.
2. Assessing present policies and procedures.
3. Evaluating current discipline and student behavior management strategies to insure consistency in responding to inappropriate student behavior.
4. Facilitating an annual revision of school policies and procedures that relate to student management and all common areas of the campus. These policies and procedures shall be consistent with the McCracken County Code of Conduct and the policies and directives of the McCracken County Board of Education.
5. Researching alternative discipline techniques.
6. Updating, communicating and implementing policies, procedures and lesson plans for student management.

Revised 12/05/07

School District: McCracken County Schools School: Reidland Middle School

Policy: **Assignment of All Instructional and Non-Instructional Staff Time.**

Procedures:

TOPICS	STATEMENT
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The principal will have authority over assignment of all instructional and non-instructional staff time. The faculty should be informed tentatively of their assignment for the coming school year by July 1st.

Revised 12/05/07

School District: McCracken County Schools School: Reidland Middle School
Policy: **Determination of the schedule of the school day and week.**

Procedures:

TOPICS	STATEMENT
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The principal, in collaboration with school staff and the SBDM Council, will have authority over the determination of the schedule of the school day and week.

Revised 12/05/07

School District: McCracken County Schools School: Reidland Middle School
Policy: **Determination of use of school space during the school day.**

Procedures:

TOPICS	STATEMENT
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The principal will have authority over the determination of use of school space during the school day.

Revised 12/05/07

School District: McCracken County Schools School: Reidland Middle School

Policy: **Selection of extracurricular programs and determination of policies relating to participation.**

Procedures:

TOPICS	STATEMENT
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The principal will have authority over extracurricular programs and the determination of policies relating to participation.

Eligibility

Students must be enrolled at Reidland Middle School to participate in extra curricular activities sponsored by RMS. Reidland Middle School will adhere to the McCracken County Board of Education Policy on extracurricular participation.

Revised 12/05/07

School District: McCracken County Schools School: Reidland Middle School

Policy: **Procedures for determining alignment with state standards, technology utilization and program appraisal**

Procedures:

TOPICS	STATEMENT
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The principal will have authority over procedures for determining alignment with state standards, technology utilization and program appraisal.

Revised 12/05/07

Policy: **Attendance**

Procedures:

TOPICS	STATEMENT
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Student Absences

If a student misses school, the parent/guardian must phone the school between 8:00am and 10:00am to notify school of the absence. Families without phones must send a note when the child returns to school for the absence to be excused.

All students may miss a maximum of five (5) full school days each school year with a note and a call from the parent/guardian due to illness. Any absence beyond five (5) shall require a doctor's excuse. Medical statements must be received within 24 hours upon the student's return to school to be counted as excused.

Any absence beyond five (5) days without presentation of a doctor's excuse shall be considered unexcused. Any student accumulating two (2) unexcused absences will be referred to the Family Resource Center. Any student that has accumulated four (4) unexcused absences will be contacted personally either by phone or home visit. Any student that accumulates six (6) unexcused absences may be referred to the McCracken County Court System for participation in Truancy Court.

Student Tardies

A student who misses between 1 and 143 minutes in a day shall be considered tardy. Students who receive their sixth (6th) tardy may be referred to the Director of Pupil Personnel and the McCracken County Family and Truancy Court.

Revised 12/05/09

Policy: **Retention**

Procedures:

TOPICS	STATEMENT
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The following criteria will be utilized in evaluating the appropriateness of retention:

- Grade level benchmarks
- Standardized achievement test scores
- Documented classroom performance
- Social and emotional development

Teacher's Responsibility

The teacher (of the class where the student is failing) shall inform the parent/guardian if his/her child is having difficulty reaching the above criteria. The teacher will work with the parent/guardian to develop a plan to address progress to meet individual needs. By February 1, the teacher will inform the principal, in writing, of students who may be retained. Accommodations will be made to increase learning opportunities, and the teacher will make appropriate referrals for evaluations and/or Extended School Services.

The principal will consult with the student's parent/guardian before making a decision on retention.

Using professional judgment the principal will decide if the student is to be retained. Parents will be notified in writing of the principal's decision no later than five (5) school days prior to the last instructional day of the school year. Reidland Middle School will adhere to McCracken County Board Policy on Retention of Students.

Revised 12/05/07

School District: McCracken County Schools
Policy: **Safety Policy**

School: Reidland Middle School

Procedures:

Reidland Middle School will adhere to the State and Local Board of Education Safety Policies and Procedures.

Approved 10/29/13

Procedures:

Reidland Middle School is committed to providing a school environment that enhances learning and development of lifelong wellness practices.

- Child Nutrition Programs comply with federal, state and local requirements
- All school-based activities are consistent with local wellness policy goals.
- All foods and beverages made available on campus (including vending, concessions, a la carte, student stores, parties, and fundraising) shall be in compliance with KRS 158.854 and 702 KAR 6:090.
- All foods made available on campus adhere to food safety and security guidelines.
- The school environment is safe, comfortable, pleasing, and allows ample time and space for eating meals. Food and/or physical activity is not used as a reward or punishment.

Nutrition Education

- Nutrition education will involve sharing information with families and the broader community to positively impact students and the health of the community.
- School district(s) will provide information to families that encourage them to teach their children about health and nutrition and to provide nutritious meals for their families. (10)
- Students will be encouraged to start each day with a healthy breakfast.

Physical Activity

- Physical activity will be integrated across curricula and throughout the school day. Movement can be made a part of science, math, social studies and language arts.
- Physical education courses will be the environment where students learn, practice and are assessed on developmentally appropriate motor skills, social skills and knowledge.
- Policies ensure that state certified personnel teach all physical education classes.
- Policies ensure that state physical education classes have a student/teacher ratio similar to other classes.
- Physical education includes the instruction of individual activities as well as competitive and non-competitive team sports to encourage life-long

physical activity.

- Adequate equipment is available for all students to participate in physical education. Physical activity facilities on school grounds will be safe.

Other School Based Activities

- After-school programs will encourage physical activity and healthy habit formation.
- Support for the health of all students is demonstrated by hosting health clinics, health screenings.

National Guidelines for All Foods on Campus

- All foods made available on campus will comply with the current USDA Dietary Guidelines for Americans:
 - o Vending machines
 - o Ala carte
 - o Beverage contracts
 - o Fundraisers
 - o Concession stands
 - o Student stores
 - o School parties/celebrations
- Food providers will take every measure to ensure that student access to foods and beverages meets federal, state and local laws and guidelines. Food providers will offer a variety of age appropriate healthy food and beverage selections.
- Families, teachers, students and school officials are engaged in choosing the competitive food selections for their local schools.

Eating Environment

- The National Association of State Boards of Education recommends that students should be provided adequate time to eat lunch, at least 10 minutes for breakfast and 20 minutes for lunch.
- Lunch periods are scheduled as near the middle of the school day as possible.
- Cafeterias include enough serving areas so that students do not have to spend too much time waiting in line.
- Dining areas are attractive and have enough space for seating all students.
- .Drinking water is available for students at meals.

Food Safety/Food Security

- All foods made available on campus comply with the state and local food safety and sanitation regulations. Hazard Analysis and Critical Control Points (HACCP) plans and guidelines are implemented to prevent food illness in schools.

Procedures:

TOPICS	STATEMENT
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Reidland Middle School, a school wide Title 1 school, has adopted the following parent involvement policy and plan. This policy, and the plan to implement it, have been developed jointly and in agreement with, and will be distributed to all parents.

All comments indicating parents' dissatisfaction with the district Title 1 plan shall be collected and submitted along with the plan to the Kentucky Department of Education.

Reidland Middle School shall distribute notification to parents in the fall regarding the school's school wide Title 1 program and their child's involvement in the program. They will be informed of the purpose and requirements of the Title 1, as well as their right to be included in the program.

Reidland Middle School will host a minimum of three (3) meetings for parents: One Back To School Night, two parent/teacher conference and a Title 1 luncheon held in the spring for those parents who volunteer a minimum of 100 hours during the current school year. The purpose of the dinner will be for evaluation of the current year's program and to make recommendations for the following year. Each meeting will focus on issues relating to parents'/students' strengths and possible ways of improving the program.

Reidland Middle School shall also involve parents by including them on working committees in school when appropriate.

All parents shall be provided:

- A description and explanation of the curriculum used.
- A description and explanation of the Title 1 program for that year.
- Notification of their child's qualification for the program.
- An opportunity to sign the Parent-School Learning Agreement.
- Timely information and opportunities to meet with staff.
- Periodic progress reports denoting their child's strengths and weaknesses in the chosen subject area.
- A list of suggestions for supporting their child's learning.
- An opportunity to view their child's work, either through papers sent home or through an invitation to attend special events held at the school showcasing their child's accomplishments.

Reidland Middle School has jointly developed with parents, for all students, a Parent-School Learning Agreement, or compact, that 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 will be responsible for supporting his/her child's learning.
- Ways in which each student can share responsibility for his/her success.

Reidland Middle School shall build the capacity for strong parental involvement by:

- Providing materials and suggestions to parents in order to help improve their child's achievement.
- Ensuring, to the extent possible, that information sent home is in a language and form parents can understand.
- Inviting parents to attend sponsored events at which their child can demonstrate his/her abilities.
- Involving parents in evaluating the results of the Title 1 program through means of feedback at conferences and a questionnaire utilized in the spring.
- Collaborating, as appropriate, parent involvement programs/activities with Migrant education

programs.

Revised 12-05-09

**Reidland Middle School
Parent-School Compact Agreement
(No Child Left Behind)**

School Mission Statement

Reidland Middle School strives to equip students with skills necessary to become productive and enthusiastic life-long learners.

School Motto

Responsibility
Mean
Success
RMS

Parent/Guardian

I want my child to achieve; therefore, I will encourage my child by doing the following:

- Monitor my child’s progress and supervise completion of homework.
- Send my student to school prepared to learn.
- Discuss with my child the importance of working hard to get the most out of school.
- Encourage my child to read at home and monitor TV viewing.
- Support the student code of conduct book.
- Communicate with my child’s teacher on a regular basis.
- Sign my child’s Agenda Book as directed by his/her teacher.
- Talk with my child about the dangers of alcohol, drugs and weapons.
- Find ways to give my child access to technology after school to gain the necessary skills to succeed in school.

Student

It is important that I work to the best of my ability; therefore, I will strive to do the following:

- Seek assistance from my teacher when I have problems with my schoolwork.
- Write all homework assignments in my Agenda Book daily.
- Talk to my family about what I am learning and doing in school.
- Attend school regularly, ready to learn with homework completed.
- Serve as a role model to my peers by honoring the student code of conduct book.
- Show respect for self, school, and others.

Staff Members

It is important that students achieve; therefore, we will strive to do the following:

- Assign meaningful homework with clear directions and return it promptly with comments.
- Offer special assistance and appropriate time to students who progress at different rates.
- Respect the uniqueness of each child and his/her family.
- Give families timely reports on student progress.
- Provide a safe and caring environment that promotes active learning.
- Make the use of computers and internet a routine part of instruction, enabling students to become technologically literate.

Hand in hand we will work together to carry out the agreement of this contract.

PARENT _____

DATE _____

STUDENT _____

DATE _____

STAFF _____

DATE _____

Reidland Middle School

Writing Policy

2010-2011



Reidland Middle Writing Committee

Vicki McLeod, Instructional Coach
Laura Smith, 8th grade Writing teacher
Jackie Hahn, 7th grade Writing teacher
Jodi Belt, 6th grade Reading teacher
Jennifer Tucker, Chair, School Media Librarian

Purpose: To provide guidelines for writing/communication instruction for grades 6-8, in order to ensure a school-wide aligned curriculum in writing and communication, resulting in the development of appropriate evidence of learning life-long communication skills of the students at Reidland Middle.

Mission: The mission of Reidland Middle School is to produce

responsible and successful citizens.

Introduction

This policy was developed by the Writing Committee to help the faculty and staff of Reidland Middle to build a strong writing program culminating in the development of students as critical thinkers and independent writers and communicators. It contains the procedure for collecting and maintaining students' writing folder in compliance with McCracken County Schools Writing Portfolio Guidelines and Senate Bill 1. Senate Bill 1 defines writing as "a purposeful act of thinking and expression that uses language to explore ideas and communicate meaning to others. Writing is a complex, multifaceted act of communication." It may include a variety of purposes, audiences and forms of communication, including speech and media. With this definition in mind, writing portfolios will be used to monitor and support individual student growth in writing and communication skills. The writing portfolio will be used to show growth in students' writing and communication skills over time and to reflect students' interests.

Important Terms

cumulative writing folder - the writing folder that shows evidence of all types of writing/communication across the curriculum and across all grade levels and fulfills the state regulations. A student's work will represent a variety of genres and purposes from a variety of content areas at every grade level (6-8), including writing to learn, writing to demonstrate learning, and process writing for authentic audiences and purposes. This folder will contain samples of students' work throughout his/her middle school career.

classroom writing folder (working folder) – the individual students' writing folder in a given grade level. This is the work in progress: prewriting, graphic organizers, drafts, revisions, research, and editing. Students pull this folder regularly as it houses their current writing processes. Samples of writing to learn and writing to demonstrate learning are also housed here

literacy – Connection of all aspects of learning: reading, writing, speaking, listening, observing/viewing, inquiry, and use of technology.

writing to learn – writing that has the purpose of enhancing learning, such as note-making, exit slips, learning logs, etc. It fosters critical thinking and helps students internalize core content with depth of knowledge. Audience is the student, himself.

writing to demonstrate learning – writing that has the purpose of assessing learning, such as essay questions, open responses, traditional lab reports, etc. It fosters critical thinking and helps students internalize core content with depth of knowledge. Audience is the teacher. (Audience knows more than the writer about the topic.)

Examples of Research-Based Practices for All Teachers

- Maintain a positive, risk-free and supportive environment for writing and for writers.
- Help students focus on writing opportunities; for example, through helping students reflect on their experiences, discuss realistic issues, problems, questions, and draw on their learning, reading, and inquiry. Focusing, an important step in the writing process, means establishing a meaningful basis for writing beyond simply completing a type of writing.
- Arrange for students to write for varied, meaningful purposes – ones relevant to their interests, experiences, inquiry, learning, and lives. Student choice is critical.
- Focus on strategies and techniques that will help students develop as writers so that they can apply their skills in a variety of situations in their lives: academic, workplace, civic life, and personal life.
- Include three types of writing: writing to learn, writing to demonstrate learning to the teacher, and authentic writing.
- Provide opportunities for students to write regularly – across the content areas and grade levels.
- Provide students opportunities for conferencing throughout the stages of the writing process.
- Engage students in writing processes: focusing, planning, drafting, revising, editing, publishing, and reflecting.
- Respond to student writing and provide the opportunity for students to respond to the writing of others.
- Involve students in reading a variety of materials and connect writing to reading.

- Involve students in reading and talking about their writing and about the materials they read.
- Promote student ownership of their writing (e.g., decisions, choices, their own purposes and ideas).
- Arrange for students to be engaged in authentic research and inquiry projects that connect to their interests and course material.
- Model writing and arrange for others to model. Think aloud as pieces are generated in full view. Critically read samples for the purpose of considering content, structure, and conventions.
- Conduct mini-lessons on writing (i.e., strategies, criteria, methods of development)
- Instruct students to evaluate resources, utilize source material in their writing, and document correctly to avoid plagiarism.
- Help students understand and apply criteria for good writing.
- Provide students with resources for writing (i.e., checklists, diagrams, examples).
- Assess writing and help students reflect on their growth as writers and assess their work and the work of others. Reflect throughout the year.
- Help students read and talk about writing similar to that they are asked to write.

6-8 Common Core Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

6-8 College and Career Readiness Anchor Standards for Writing (page 41)

- Text Types and Purposes
- Production and Distribution of Writing
- Research to Build and Present Knowledge
- Range of Writing

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12

1. Write arguments focused on *discipline-specific content*.
2. Write informative /explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
3. Incorporate narrative elements.
4. Procedure clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard form of citation.
9. Draw evidence from information texts to support analysis reflection, and research.
10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

MCCRACKEN COUNTY SCHOOLS'
WRITING PORTFOLIO GUIDELINES

Students in each grade level will maintain a working portfolio representative of their writing from all content areas. No formal scores will be calculated for school accountability purposes. However, annually the district will facilitate a professional development meeting where teachers from each school will come together to complete an analysis of the portfolios in their school in order to identify strengths and weaknesses in the school writing program and develop action plans for improvement. This will include pulling random portfolios for evaluation using a rubric to assess the writing program.

MIDDLE

At the end of each school year, each student must select two (2) pieces of writing that they feel is representative of their best work that year and complete a reflection of how they have grown as a writer during the year. The reflection may be in the form of a grade specific skills checklist, reflective writing, or other form chosen by the Language Arts/English teacher.

At the end of the 8th grade or exit year, each student will write a reflective piece explaining his/her growth as a writer during middle school. This reflection is the only piece that will be passed to the high school.

4. Electronic files of student writings should be maintained whenever possible.
5. The district will facilitate the development of writing skills checklists for grades 6-8.

REIDLAND MIDDLE WRITING POLICY

All students in 6-8 grades are required to maintain a working writing portfolio. Each piece of writing placed in this portfolio folder will have the student's name, type of piece, teacher's name for that writing piece, and grade level as evidence of involving students in the process of learning to be effective communicators/writers.

Working Folders

Language Arts teachers will keep the working writing folders in their classrooms for each student. Each teacher will assign content-specific writings and will score them according to their own content standards.

For example, teachers may assign essays, themes, letters, brochures, scientific experiment reports, mathematical word problems, proposals, etc.

At the end of the year, the Language Arts teacher will conference with each student, guiding him/her in choosing the best TWO pieces. The student will then write a reflective piece detailing the progress of his/her growth as a writer.

Deadlines

Each core teacher should assign at least TWO content-specific writings each semester of the school year.

Rotation teachers should assign at least ONE content-specific writing during each student rotation. After scoring your classroom writings, the pieces should be transferred to each student's working writing folder.

On-Demand Writing

All teachers of 8th grade students will include ODW into their curriculum. OD writings may be selected by students for their working folders; however, ODW is still a part of the state assessment and should be practiced in the forms of ODW, using OD prompts. This instruction should include using models which demonstrate Distinguished and Proficient writings addressing the prompts given.

Administration Responsibilities

- (4) Identify a knowledgeable teacher(s) as literacy leader(s) in the school to ensure a cohesive approach to literacy instruction.
- (5) Support literacy leader in his or her role.
- (6) Provide time and resources for the analyzing of students' evidences of writing/communication skills and to identify instructional implications from
- (7) Provide opportunity for discussion and identification of instruction implications of analysis of students' work.
- (8) Ensure that all teachers are adequately trained to score writing portfolios.
- (9) Ensure that all teachers are familiar with the Kentucky Writing Scoring Rubric early in the school year.
- (10) Oversee the collection and movement of student work related to writing and communication skills as required by Senate Bill 1 from grade to grade and school to school.
- (11) Provide professional development and resources to help support and improve writing/communication skills and effectively embed communication in instruction.
 - Oversee the development of procedures for developing and monitoring portfolios
 - Identifying responsibility for the review of portfolios and feedback to students
 - Monitoring of the school's writing and communications program.

SBDM Council Responsibilities

6. SBDM Council policy will need to address how portfolios can be used to monitor and support individual student growth in writing and communication skills.
7. They may choose to have students make a number of final selections that are revised, edited and published.
8. They may choose to have selections that show evidence of feedback from teachers and peers. The quantity and types of evidence should be determined by the school curriculum and aligned to the Kentucky Core Academic Standards. The collections should also be aligned with the requirements of the program review process.
9. Individual and descriptive feedback on student writing and communications is also required. Feedback may be in the form of conferencing, discussions and/or rubrics. Schools may choose to use the Kentucky Writing Scoring Rubric, parts of the rubric, or choose other rubrics based on identified needs. The goal is to provide descriptive feedback on students' communications in order to improve their learning. KDE encourages schools to provide feedback to students on their communication strengths and weaknesses.
10. Schools should consider the methods by which teachers analyze student work and the criteria and standards by which work will be measured, as well as how the student is engaged in self-assessment. A student's growth over time will be the outcome of the processes
11. Council should consider the types of student work that can be collected to represent the creative and innovative writing and communication opportunities offered.
12. Professional development and support is an important role of SBDM council.
13. Ensuring that students are actively engaged in using communication skills regularly in every class is the most important charge of SBDM council. Teachers and faculty require on-going professional learning in order to effectively embed communication in instruction.
14. Councils should consider how teachers will be involved in providing on-going descriptive feedback to students on their writing and communication skills. Teachers may also be involved in a summative analysis of student's writing collections to inform curricular and instructional changes that may need to be made.
15. Other components or policies, as determined by school needs, may be necessary to guarantee a quality writing and communications program.

Teachers' Responsibility

- (1) Include the three types of writing (to learn, to demonstrate learning and for publication) regularly in instruction in all classrooms with expansion to include a variety of real-world communications and use of technological tools.
- (2) Provide opportunities for students to publish written work both within and outside of school including other ways than paper form. (With Senate Bill 1 2009, there is no longer a requirement for specific forms of writing, nor for a specific number of pieces, to be collected in a portfolio. Schools can now consider collections of student work beyond a paper portfolio and collections beyond written work. For example, student work may include multi-media presentations, recorded speeches, blogs, videos/digital recordings, etc. to represent real world forms of communication.)
- (3) Model and practice with students open response questions
- (4) Provide regular opportunities for students to practice on demand writing.
- (5) Participate in analyzing of students' communication
- (6) Teachers will insure that students are getting ethical and appropriate peer and teacher with documentation of such conferences.
- (7) Teachers should assist students to create collections of work that flow naturally from the content being taught and grade-level expectations.
- (8) To set a schedule, with principal, to involve students in ownership of their learning (goal setting; reflection on rubrics; self-assessment; self-selection and justification of work that best represents their development and growth as communicators, etc.).
- (5) Provide multiple opportunities for students to develop complex communication skills for a variety of purposes.

- (6) Provide access to and use of technology tools to develop collections that exhibit 21st Century types of communication.
- (7) Provide access to and use of language resources.
- (8) Provide descriptive feedback to students on their writing and communication skills.
- (9) Use the working portfolio to determine students' performances in communication.
- (10) Use working portfolio for feedback to students regarding their writing and communication skills.
- (11) Teachers will be involved in a summative analysis of students' writing collections to inform curricular and instructional changes that may need to be made.

Students' Responsibilities

- (9) Learn and apply criteria of Kentucky Writing Scoring Rubric, which is used to evaluate their writing and communication skills
- (10) Be involved in the ownership of their learning (setting goals, reflection on rubrics, self-assessment, and self-selection and justification of work that best represents their development and growth as communicators, et.).
- (11) Ensure that written work is their own and avoid plagiarism.
- (12) Complete grade level portfolio requirements.