Lowe Elementary School SBDM Council Policy
AntiBullying Policy

At Lowe Elementary School, we believe that all students have a right to a safe and healthy school environment. KRS 158.148 defines bullying as “any unwanted verbal, physical, or social behavior among students that involves a real or perceived power imbalance and is repeated or has the potential to be repeated:

1. That occurs on school premises, on school-sponsored transportation, or at school-sponsored events; or

2. That disrupts the education process.

This definition shall not be interpreted to prohibit civil exchange of opinions or debate or cultural practices protected under the state of federal Constitution where the opinion expressed does not otherwise materially or substantially disrupt the education process.” Lowe Elementary will not tolerate behavior that infringes on the safety of any student.

At Lowe Elementary School, students will be educated by staff to help them identify and respond to the dangers of bullying. There are five types of bullying recognized in this policy.

- **Relational bullying**, sometimes referred to as “social” or psychological” bullying. This takes the form of disrupting another student’s peer relationships through gossiping, whispering, and spreading rumors.

- **Cyber-bullying**, sometimes referred to as social bullying, is often indirect; students communicate negative representations of the target to third parties, often through social network sites, instant messaging, texting, chat rooms, posting on web pages or blogs.

- **Verbal bullying**, such as threatening, taunting, intimidating, insulting, sarcasm, teasing, ridiculing, and other gestures.

- **Physical bullying**, includes both the person (such as hitting, pushing, shoving, kicking, pinching, holding a person down) and/or their possessions (through extorting money, stealing or causing damage to possessions).

- **Sexual bullying**, sometimes referred to as sexual harassment, which includes unwanted sexual attention and comments about another student’s body.
**Reporting Procedures shall include:**

- Telling a reacher or another adult at school.
- A staff member will report immediately to the school administration when he/she witnesses or becomes aware of conduct that may be bullying or retaliation.
- A counselor or designee will review and investigate the report from the student and/or reporting adult to verify illegal acts.

**Progressive Discipline Process**

**Level One intervention:** Involve school administration or order to correct behavior by stressing seriousness of behavior and keeping the student in the classroom. Parent will be notified. Interventions will typically involve conference with student, parent/guardian conference, office time-out, cooling-off period, peer mediation (if appropriate), referral to student support staff or detention. Attempt to include parent and student(s) in constructive plan/behavioral contract should be made. Staff should use these responses in a graduated fashion.

**Level Two intervention:** Involve school administration or order to correct behavior by stressing seriousness of behavior and keeping the student in the school. Parent will be notified and interventions could include time-out or in-school suspension. Attempt to include parent and student(s) in constructive plan/behavioral contract should be made. Staff should use these responses in a graduated fashion.

**Level Three intervention:** Involve short-term removal of student from school environment because of severity of behavior (long-term out-of-school suspension ranging from six to ten days). This may involve the placement of the student in a safe environment that provides additional structure to address behavior. These interventions focus on monitoring the safety of the school community and ending self-destructive and dangerous behavior. Attempt to include parent and student(s) in constructive plan/behavioral contract should be made. Staff should use these responses in a graduated fashion.

**Level Four intervention:** Involve removal of student from the school environment because of severity of behavior (short-term out-of-school suspension ranging from one to three days). Staff should use these responses in a graduated fashion.
Retaliation Prohibited

Employees and other students may not retaliate against a student because he or she reports bullying, assists, participates in an investigation proceeding, or hearing regarding the violation. The principal or design shall take measures needed to protect students from such retaliation.

First Reading: October 21, 2016
Second Reading: November 9, 2016
Approval: November 18, 2016

SBDM Council Chairperson: Austin Allain
Lowe Elementary School SBDM
Council Policy
Assessment Policy

Teachers will administer school-wide assessments according to the recommended assessment calendar (to be modified each year in accordance with the district and state expectations). Students shall complete multiple assessment activities to demonstrate their learning progress. Those activities aisle:

- Be aligned with the school’s curriculum documents and Kentucky’s standards for Novice, Apprentice, Proficient, and Distinguished performance.
- Be valid and appropriate demonstrations of what students should know and be able to do.
- Be clearly intended for “assessment for learning” or “assessment of learning”.
- Reflect the appropriate levels of difficulty for the ages and developmental stages of learners.
- Provide timely, meaningful feedback to students so they can strengthen their performance.
- Be part of the regular learning process.

In addition, the following shall be included in classroom assessment practice:

- Ongoing opportunities for students to reflect and formally self-evaluate their performance.
- Ongoing opportunities for students to choose among a variety of ways in which they can demonstrate learning.
• Student work examples/samples that clarify tasks and show distinctions between the levels of performance.

Teachers shall adhere to the school-wide assessment calendar, including ongoing analysis of student work. Development of assessments and analysis of assessment results may occur during professional learning community work and team meetings. From the analysis of assessment results, teachers will identify students’ performance levels and modify their instruction.

Teachers will maintain accurate records of student achievement.

First Reading: September 21, 2010
Second Reading: October 19, 2010
Approved: October 1, 2010
Re-Adopted: January 28, 2015

SBDM Council Chairperson: Austin Allain

**Lowe Elementary School SBDM Council Policy**

**Assignment of Students to Classes**

In forming classes, Lowe Elementary staff members will work to balance classes as equitably and diversely as possible. Balanced classes are classrooms where students of all ability, background, and temperament are present. In assigning students to classrooms, no student shall be assigned to a classroom solely on the basis of the student’s race, color, national origin, gender, religious beliefs, or any other legally protectable category.

Assignment of students to classes will consider the following criteria:
- Students’ programmatic needs
- Students’ academic and behavioral needs
- Students’ demographic data including race and gender
- Class size limits (adhering to state guideline and the Collective Bargaining Agreement)

Parents wishing to provide input about their child’s classroom assignment must submit a written parent input form, available in the school office, between April 1 and May 1 of the current year. Input from parents will be incorporated into information provided by school staff. Parent selection often works against our goal of balanced classes. Therefore, we will not honor requests for specific teachers.
At the end of the school year, the administration (principal/counselor/GCC) will meet with teachers from each grade level team to form class/team groupings.

As new students enroll, the administration will consider the criteria listed above to assign the students to classrooms.

Class assignments made at the end of one school year for the following year are temporary assignments. Placement of students may change after the school year begins due to changes in student enrollment and staffing.

First Reading: February 23, 2010
Second Reading/Approved: March 16, 2010
Updated: December 11, 2012
Re-approved: January 25, 2017

SBDM Council Chairperson: Austin Allain

Lowe Elementary School SBDM Council
Assignment of Instructional and Non-Instructional Staff Time Policy

The assignment of all instructional and non-instructional staff time shall be made by the principal. Achievement of school council goals and effective management shall be the basis for staff assignments. All staff shall be notified of their intended assignments one week prior to the transfer window closing in the Spring.

First Reading: February 20, 2001
Second Reading/Approved: March 20, 2001

Reviewed: January 15, 2008

Reviewed: October 20, 2009

Reviewed: November 17, 2011

First Reading: February 24, 2015
Second Reading/Approved: September 20, 2016
SBDM Council Chairperson: Austin Allain

Lowe Elementary School SBDM Council Policy
Consultation for Selection of Personnel Other Than the Principal

After the Council has determined a vacancy in a certified or classified position exists within the school, the Principal shall inform the Superintendent of the vacancy and the district’s transfer policies become effective.

If the position is not filled through the transfer policy, the Superintendent will provide a slate of candidates for each vacant position. An Interview Committee shall be formed and chaired by the Principal consisting of any combination of certified staff, classified staff, and parents. All SBDM members will be invited to participate on interview committees.

The Interview Committee shall review applications and support materials of the candidates in closed session and interview the candidates for the position. The Interview Committee shall then make recommendations to the Lowe SBDM Council. Within a week of conclusion of the interview process, the Council shall meet, and make a recommendation to the Principal. After consideration is given to the SBDM Council recommendation, the Principal shall make the final selection and submit this to the Superintendent as required by KRS 160.345 (2)(h). All timelines will be shortened when a position is required immediately due to the needs of students. For consultation only, all committee members present will constitute a quorum.

First Reading: November 17, 2005
Second Reading/Approved: January 24, 2006

Reviewed: January 15, 2008

Reviewed: October 20, 2009

Reviewed: November 17, 2011

Reviewed: February 12, 2013

First Reading: March 25, 2014
Second Reading/Approved: April 22, 2014
Lowe Elementary School SBDM Council Policy
Determination of Budget

The allocation of funds for the upcoming school year shall be provided to the SBDM Council and Budget Committee after it is received from the district’s financial offices. The Budget Committee shall develop a budget to be presented to the SBDM Council at a regularly scheduled meeting. The Budget Committee will use the following when developing the budget recommendation for SBDM Council consideration: Needs as identified in the School Improvement Plan; Number of staff needed to meet contractual obligations and class size caps; Classroom and operational needs of the school; and other requests.

The SBDM Council has the responsibility to review this budget, accept it, or amend it. The SBDM Council must make the final approval of the budget, and this action must be reflected in the minutes of the SBDM Council.

First Reading: November 17, 2005
Second Reading: January 24, 2006 January 24, 2006
Approved: January 24, 2006

Reviewed: January 15, 2008
Reviewed: October 20, 2009
Reviewed: November 17, 2011

First Reading: March 8, 2016
Second Reading: April 19, 2016
Approved: April 19, 2016
Re-Approved: September 20, 2016
Lowe Elementary School SBDM Council Policy
Determination of Curriculum

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

The Lowe curriculum will address Kentucky Core Academic Standards. Teachers will design their instruction to ensure that students meet the standards. Teachers will work with their colleagues in Professional Learning communities to deconstruct the standards, create clear learning targets, and identify assessment strategies.

The SBDM will be responsible for assessing, monitoring and evaluating the curriculum. The SBDM will direct the appropriate committee to make a recommendation regarding the adoption of new curriculum. The committee will help assure the curriculum at Lowe Elementary meets state and local Board goals and that technology is appropriately infused in the curriculum. The committee will report to the SBDM.

The Principal and faculty will monitor student work for evidence of the Lowe curriculum. The SBDM will review student achievement results to ensure the curriculum is helping students meet the standards.

First Reading: November 17, 2005
Second Reading/Approved: January 24, 2006

Reviewed: January 15, 2008
Revised: November 17, 2011
Reviewed: February 24, 2015

SBDM Council Chairperson: Austin Allain
Lowe Elementary School SBDM Council Policy

Determination of the Use of School Space During the School Day

The principal shall make a plan for the use of school space during the school day by the August council meeting of each year. Assignment of school space shall be made based upon criteria that considers class size, program space need, accessibility for the disabled, supervision of students, and overall effective school management.

First Reading: February 20, 2001
Second Reading/Approved: March 20, 2001

Reviewed: January 15, 2008

Reviewed: October 20, 2009

Revised: November 17, 2011

First Reading: April 22, 2014
Second Reading/Approved: May 21, 2014

Re-Adopted: April 28, 2015

Re-Approved: September 20, 2016

SBDM Council Chairperson: Austin Allain
Lowe Elementary School SBDM Council Policy
Determination of Textbooks and Instructional Materials for the School

Each year, the principal will consult with the Instructional Leadership Team (ILT) to determine instructional materials (new or replacement) necessary to maintain the school’s instructional program. If new instructional material purchases are under consideration, the principal will report the recommendation to the school council.

First Reading: May 23, 2006
Second Reading: Approved: August 22, 2006

Reviewed: January 15, 2008

Reviewed: October 20, 2009

Revised: November 17, 2011

First Reading: April 22, 2014
Second Reading/Approved: May 21, 2014

SBDM Council Chairperson: Austin Allain

Lowe Elementary School SBDM Council Policy
Educational Enhancement Opportunity (EEO)

Lowe Elementary School follows the Jefferson County Public Schools Student Absences and Excuses Policy. Lowe Elementary has a process and criteria set forth to determine whether absences qualify for educational enhancement opportunities. Parents requesting excused absences for a trip that qualifies as educational enhancement must complete and submit a Lowe Elementary Educational Enhancement Opportunity Request Form to the principal 5 days in advance of a trip, as well as abide by KRS 159.035. This request cannot be made during district-wide testing windows. In order to qualify for this request, a student must have less than 3 unexcused absences. A maximum of 10 days per school year is allowed for EEO. If all requirements are met, the child and parent must agree to the following terms:

EEO days, authorized by KRS 159.035, allows principals to grant students an excused absence to pursue an extraordinary educational opportunity. The expectation is that the
activity for which the excuse was granted would provide a high quality, educationally relevant experience that supports the student’s in-school program.

In order for a principal to approve an EEO day, the principal must determine that the activity has significant educational value. Examples that are provided in the statute are participation in educational foreign exchange programs, or in intensive instructional, experiential or performance programs in English, math science, social studies, the arts and foreign language.

The child and parent agree to the following terms:

1. My child will complete at least three of the activities listed on the EEO activity page.

2. The number of days missed plus one is the time my child has to complete missed classwork and the selected 3 activities.

3. Missed classwork will be assigned before or after the trip at the discretion of the teacher.

The failure to meet all requirements as outlined on the form will result in unexcused absences. The principal’s determination may be appealed to the superintendent/designee, whose decision may be appealed to the Board.

First Reading: January 28, 2015
Second Reading/Approval: February 24, 2015

Reviewed: November 28, 2017
Re-Approved December, 14, 2017

SBDM Council Chairperson: Austin Allain

Lowe Elementary School SBDM Council Policy
Equity and Diversity

We commit our school to ensuring that each and every student:

• Is able to achieve at high academic levels.

• Feels safe, welcomed, and valued at our school.

• Receives a full and fair share of the opportunities our school has to offer.

• Knows and honors the achievements of his or her cultural tradition.
• Knows and honors the achievements of other cultural traditions he or she may
encounter in our community.

We commit ourselves to regularly reflect on how well we are fulfilling this commitment.

First Reading: March 4, 2013
Second Reading/Approved: March 12, 2013

First Reading: May 2017
Second Reading: August 2, 2017
Approved: September 19, 2017

SBDM Council Chairperson: Austin Allain

Lowe Elementary School SBDM Council Policy
Extra-Curricular Programs and Determination of Procedures
Related to Student Participation

The principal and instructional staff shall be responsible for the selection of extra-
curricular programs and the determination of procedures related to the programs.

The school Council shall approve or disapprove the initiation of extra-curricular
programs and procedures related to them. The council will ensure that all extra-curricular
programs support core content learning. The staff sponsor will strive to include
participants that reflect the diversity of the school population.

First Reading: November 17, 2005
Second Reading: January 24, 2006
Approved: January 24, 2006
Reviewed: January 15, 2008
Reviewed: October 20, 2009
Reviewed: November 17, 2011
Lowe Elementary School SBDM Council Policy
Homework

Lowe Elementary School believes that homework given on a consistent basis is ineffective instructional strategy that enables students to practice what they have learned. Homework helps establish independent study skills, promotes individual accountability, and fosters communication between home and school.

Homework assignments should:

- Be assigned frequently
- Include all grade levels
- Increase in the degree of intensity from Primary to Intermediate grades.
- Cross all content areas
- Reflect extensions of classroom learning
- Increase in the amount of time spent as the student progresses through school.

Teacher responsibilities are to:

- Regularly provide students with feedback on homework.
- Provide instructional support to students as needed.
- Communicate to students clear and concise expectations regarding homework.
- Make assignments relevant to classroom learning and allow for independent practice.
- Use home homework as instructional reinforcement, not punishment.
Lowe Elementary School SBDM Council Policy
Improvement Planning and Student Support Services

Each year the Instructional Leadership Team (ILT) will review the School Safety Plan, the Extended School Services Program and the School Improvement Plan. The ILT will use student, parent, teacher and community surveys to help gather information. The principal will report to the school council recommendations for changes and updates to the program and plans that are involved with providing student support, including the work of the Professional Learning communities and the Response to Intervention team. The ILT will be responsible for developing the new School Improvement Plan each year.

The Council shall adhere to timelines set in statute for data analysis and plans to close the achievement gaps in their school. The principal will update the school council each month as to the progress of the school plan process. The principal will be responsible for communications with the district staff, the council and the committees and their leaders throughout the planning process to ensure that the plan is appropriate and will accomplish the school’s mission.

The school staff will follow the district policy on planning to ensure that all timelines are met and the plan is developed in accordance with district guidelines for planning set in board policy and state law.
Lowe Elementary School SBDM Council Policy
Instructional Practices

The faculty, in collaboration with the principal, shall select the appropriate instructional practices to be utilized in the classroom, to ensure that the school’s curriculum is fully implemented. Best practice instructional strategies that are selected by teachers must be reflected in classroom instruction and assessment, and monitored by the principal. This school council policy shall also be consistent with the applicable indicators from the Standards and Indicators for Schools Improvement, Social Studies Kentucky Core Content 4.1, adopted Common Core Standards, and NGSS (Science standards)

First Reading: May 23, 2006
Second Reading: Approved: August 22, 2006

Reviewed: January 15, 2008

Reviewed: October 20, 2009

Reviewed/Updated: December 11, 2009

Reviewed: November 9, 2016
Approved: December 8, 2016

SBDM Council Chairperson: Austin Allain

Lowe Elementary School SBDM Council Policy
Primary Program

Policy Statement:

From the time the students enter Lowe Elementary School until they begin the fourth grade, they participate in the Primary Program. Students at each grade level in the Primary Program (Kindergarten First, Second, and Third) will be grouped and regrouped
within their grade level (when necessary) to best meet their individual needs of our students in the Seven Critical Attributes of the Primary Program. It is the responsibility of the teachers to determine and evaluate grouping and regrouping patterns. Lowe Elementary School will adhere to the JCPS Student Progression, Promotion, and Grading Handbook.

The Seven Critical Attributes of the Primary Program are as follows:

1. **Continuous Progress**: Each student is expected to progress through the primary school program. Students are allowed sufficient time to practice and to have specific skills re-taught, and are not pushed ahead so quickly that they miss important skills and information. Students are not held back in any area if they are ready to move ahead with deeper learning experiences.

2. **Developmentally Appropriate Practices**: Students are taught based upon their individual readiness for the content, skill or instructional approach. They are both challenged and given enough time to practice what they learn as they learn it. The needs of the whole student (physical, social, intellectual, emotional, and aesthetic/artistic) are addressed.

3. **Multiage/Multi-ability Grouping**: Students are grouped for learning in much the same way as children participate in groups within their family or community. In some instances, the groups are based on grade level common interests, talents or individual learning needs. Students also may be grouped so they have the opportunity to observe, learn from and model the skills of other students. Groupings are flexible and may change during the school day. Individualized instruction is a priority for all students.

4. **Authentic Assessment**: The ongoing documentation of what students learn and do in their day-to-day classroom activities. Authentic Assessment includes teacher’s notes on what he/she observes a student doing in class, work samples, logs of books read, projects completed, experiments conducted, information obtained from conferences with parents, and other methods. Detailed evidence is provided about what children are learning and what they can do with what they learn. Teachers use this information to adjust current individual learning experiences for students, and to plan instruction appropriate for each student.

5. **Qualitative Reporting**: A student’s progress is communicated to the child and to his or her family in a manner that focuses on the growth and development of the whole student. The strengths and needs of individual students are emphasized.
6. **Professional Teamwork:** All school staff (teachers, administrators, specialty teachers, teacher assistants, etc.) talk and plan together on a regular basis. By problem-solving together and sharing their professional talents and skills, schools’ staff are able to provide a better learning environment for students.

7. **Positive Parent Involvement:** Schools actively seek to increase parent participation as partners in supporting their child’s learning. A trusting partnership is built between the parents and teachers at the school. Communication, understanding, and exchange of information between the school and home are established for the benefit of the child.

First Reading: March 4, 2013
Second Reading/Approved: March 12, 2013

RE-Approved: May 8, 2018

SBDM Council Chairperson: Austin Allain

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**Lowe Elementary School SBDM Council**

**Selection Of Principal Policy**

Once the superintendent has verified a vacancy, the SBDM council will form an interview committee. The principal selection interview committee shall consist of the SBDM council and the elementary counselor. The outgoing principal shall not serve on the council during the principal selection process. The superintendent or the superintendent’s designee shall serve as the chair of the council for the purpose of the hiring process and shall have voting rights during the selection process.

The interview committee, as established above, shall develop a survey and conduct meetings to get input from teachers, staff, parents, and community members for the development of specific criteria for the selection of a principal. The interview committee will develop a set of interview questions. The SBDM council shall communicate to the school community a plan that shall include selection criteria and a timeline. The interview committee shall have access to the applications of all persons certified for the position. No principal who has been removed from a position the district for cause may be considered for appointment as principal.
The interview committee will schedule a series of meetings to review applicants’ materials, to formulate interview questions using the criteria, and to conduct the oral interviews. The committee may request that one or more candidates return for a second interview. All interviews and discussion of candidates will be conducted in closed sessions.

After thorough discussion and review of the candidates, the interview committee shall make a recommendation if its top choice to the SBDM Council. After consideration has been given to the committee’s recommendation, the council shall have the responsibility of selecting the principal for the school as mandated by KRS 160.345. The principal shall be selected on a majority vote of the membership of the council. If the council is unable to make a choice, the council will ask the superintendent for other available candidates to interview or to appoint an interim principal for a period of no longer than one year.

First Reading: April 25, 2012
Second Reading/Approved: May 1, 2012
Re-Approved: February 21, 2017

SBDM Council Chairperson: Austin Allain

Lowe Elementary School SBDM Council Policy
Professional Development

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

Approval of the comprehensive school improvement plan will also constitute approval of the school professional development offerings for the coming year.

First Reading: May 23, 2006
Second Reading: August 22, 2006
Approved: August 22, 2006

Reviewed: March 18, 2008
Reviewed: October 20, 2009
Reviewed: September 15, 2011
First Reading: March 8, 2016
Second Reading: April 19, 2016
Approved: April 19, 2016
Re-Approved: September 20, 2016

SBDM Council Chairperson: Austin Allain

**Lowe Elementary School SBDM Council Policy**

**Schedule of the School Day and Week**

The council will develop a schedule to meet goals and requirements of the curriculum. The schedule will utilize time of school day and calendar year as established by the local board to meet needs and interests of students, curriculum, extra-curricular activities and school programs.

First Reading: February 20, 2001
Second Reading: March 20, 2001
Approved: March 20, 2001

Reviewed: March 18, 2008

Reviewed: October 20, 2009

Reviewed: September 15, 2011

Re-Adopted: March 24, 2015

Re-Adopted: September 20, 2016

SBDM Council Chairperson: Austin Allain
Lowe Elementary School SBDM Council Policy
School Climate and Safety

We believe in providing students with a safe, secure, and positive learning environment. A cooperative atmosphere of mutual responsibility will exist for students, parents, teachers, counselor and principal to respond positively and appropriately to any behavior problems of students.

Students must abide by the Jefferson County Public Schools Code of Acceptable Behavior and Discipline and The Student Bill of Rights, the School Safety Plan, the School-wide Discipline Plan and the following guidelines:

- Disrespectful, abusive or profane language, willful disobedience, class disturbances, threats toward others or fighting are prohibited.
- Implementation of quiet voice levels enhances a more productive learning environment throughout the building.
- Students must be held accountable for their conduct. Constructive penalties will be imposed for failure to follow the rules.
- Students will follow the Lowe Elementary Code of Conduct.

All school staff will maintain a consistent and fair policy toward discipline, and are responsible for correcting any infraction of rules that occur in/on school grounds.

Parental support of school personnel is vital to the success of an effective school management program. At the beginning of each school year, the staff at Lowe will review the JCPS Code of Acceptable Behavior and Discipline, The Student Bill of Rights, the School Safety Plan, and the School-wide Discipline Plan, as well as the above guidelines.

First Reading: November 17, 2005
Second Reading/Approved: January 24, 2006
Revised: March 18, 2008

First Reading: November 30, 2010
Second Reading/Approved: January 19, 2011

First Reading: November 17, 2015
Second Reading/Approved: December 8, 2015
Re-Approved: September 20, 2016

SBDM Council Chairperson: Austin Allain
Lowe Elementary School SBDM Council Policy  
Teacher/Parent Communication

All teachers will communicate with parents on a regular basis.

A. Teachers will send home a letter containing academic expectations, classroom management, schedule, and their communication policy at the beginning of each school year. The teacher will review this information with parents at Lowe’s Open House.

B. Each classroom teacher will make positive personal contact with every parent within the first month of school (i.e. phone calls, orientation, open house, conferences, and home visits). Classroom teachers will make positive, personal contact with parent whose children enroll after the first month within two weeks of enrollment. All parents will be invited to attend at least two conferences during the school year. Communication will also include report cards.

C. Each classroom teacher will develop and implement a system of communication to parents regarding academic and behavioral concerns.

D. Teachers’ primary responsibility from 8:50 – 3:45 is instruction. Therefore, parents wishing to speak with a teacher should send a note to the teacher, call the office and leave a message or send an e-mail to the teacher. Staff e-mail addresses are published on the school web page. Teachers will respond within one business day, unless they are absent from school or experience technical difficulties or other emergencies.

E. All conferences should be scheduled in advance with the teacher.

F. Parents are responsible for ensuring that all school records include accurate and up-to-date contact information including, but not limited to, telephone numbers, home address, and email address.
Lowe Elementary School SBDM Council Policy
Technology Utilization

Technology use in the twenty-first century has become a vital component of all aspects of life. For students to be contributing citizens, they must receive an education that incorporates technology into all aspects of learning. Lowe elementary school will provide students with technology skills instruction and opportunities to apply the skills to their work in core content subjects. All teachers will implement technology in accordance with the Danielson Framework.

First Reading: November 16, 2010
Second Reading/Approved: January 18, 2011
First Reading: March 24, 2015
Second Reading/Approved: April 28, 2015
Re-Approved: September 20, 2016

SBDM Council Chairperson: Austin Allain

Lowe Elementary School SBDM Policy
Wellness Policy
Physical fitness and healthy decision making are crucial to quality of life and the education program for appropriate child development. In order to insure a healthy student population, the school will implement a Wellness program to include the following:

**Goals for Nutrition Education:**
* The practical living/health education Kentucky Core Academic Standards will be taught throughout the school environment.

**Goals for Physical Education/Physical Activity:**
* All students shall participate in a KCAS-based physical education class.
* Every student will participate in moderate to vigorous physical activity each day, not to exceed 30 minutes a day. This will be part of the instructional day.
* Teachers shall make a reasonable effort to avoid long periods when students are physically inactive by providing classroom physical activity.
* Physical activity will be positively promoted.

**Goals for Nutrition Promotion:**
* The school will regularly provide opportunities for all students to become health-literate by practicing nutrition education skills that establish, promote and support health-enhancing choices.
* The school will provide an environment of scientifically based nutrition messages throughout the school, and in school marketing that will be consistent with nutrition education and promotion.

**Goals for other School-Based Activities to Promote Student Wellness:**
* Teachers will communicate with families regarding appropriate classroom celebration guidelines.
* When food/beverages items are used as rewards, items that do not comply with nutritional guidelines set out in Kentucky Administrative Regulation shall not be served until 30 minutes after the the close of the last lunch period (JCBE policy 07.111: Competitive Foods)
* In an effort to promote healthy food choices, visitors are asked to refrain from bringing their child fast food lunches to school, and to consider enjoying the healthy offerings and drinks in the cafeteria. Another option would be to bring a healthy lunch.

**A Plan for Measuring implementation:**
* Lowe is implementing the district level wellness policy via a school-level wellness policy that is reviewed annually. The strategies for school wellness are included in the CSIP and are aligned with the practical living program review standard 4, demonstrator 1, characteristics i and f.
* Per KRS 160.345, the school council will annually evaluate the student physical activity environment, including the amount of time types of physical activity provided at Lowe. The results of the assessment will be presented to the SBDM council for review.

First Reading: May 17, 2005
Second Reading/Approved: August 23, 2005

Revised: March 18, 2008

Re-adopted: November 17, 2011

First Reading: January 28, 2015
Second Reading: February 24, 2015
First Reading: November 17, 2015
Second Reading: December 8, 2015
Approved: December 8, 2015

SBDM Council Chairperson: Austin Allain