

ATHERTON HIGH SCHOOL
SBDM COUNCIL BYLAWS & POLICIES
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ATHERTON HIGH SCHOOL

SCHOOL-BASED DECISION MAKING COUNCIL BYLAWS

I. PURPOSE

The Atherton High School Council shall have the responsibility to set school policy, in the areas specified in the law, which shall provide an environment to enhance student achievement.

II. COUNCIL MEMBERS

A. Composition

The Atherton High School Council shall be made up of six (6) teachers, four (4) parents, the principal, and one assistant principal. Each Council member shall be elected by his/her constituent group. The principal shall serve as chairperson.

B. Eligibility

Notwithstanding KRS 160.345, the parent representatives on the Council may not be employees of that school or the district administrative office or relatives of an employee of that school or relatives of a district central office employee. A local board member or their spouse may not be a parent representative; however, a parent representative on the Council may be an employee of another school.

Teacher means any person for whom certification is required as a basis of employment in the public school of the state with the exception of principals, assistant principals, and head teachers.

Parent means a parent, stepparent, foster parent of a student, or a person who has legal custody of a student pursuant to a court order and with whom the student resides.

C. Terms

1. The terms of office for all SBDM Council members shall begin on September 1 and shall end on August 31 or upon graduation of their child.
2. Teacher and parent members shall be elected for two-year terms with a maximum of two consecutive terms, excluding members of the administration.
3. If an elected parent or teacher member is unable to fulfill his/her term of office, a special election will be held to elect a candidate to fulfill the remainder of that term.

4. If an elected parent or teacher announces, before the beginning of his/her second year in office, that he/she will not be able to fulfill his/her term, then a special election will be held in the Fall to fill that vacancy for the following year.
5. The SBDM Council chairperson shall maintain election information for a minimum of three years.

III. SELECTION PROCESS

A. Teachers

All full-time and part-time teachers assigned to the school may participate in the selection process. An official nomination form will be distributed to all teachers by the third week of school. Each teacher may nominate up to six (6) candidates, including him or herself.

B. Parents

The president of the PTSO shall call a meeting of the parent association no later than September 10 for the purpose of announcing nominating and balloting procedures for parent representatives of the Atherton High School Council. The election shall be by secret ballot. All parents of Atherton students are eligible to nominate and vote for Council members. The PTSO Board shall determine the nominating balloting procedures.

KRS 160.380(10) requires SBDM parent members to submit to a state and national fingerprint-supported criminal history background check by the Department of Kentucky State Police and the Federal Bureau of Investigation (FBI). A parent member may serve prior to the receipt of the criminal history background check report but shall be removed from the council on receipt by the school district of a report documenting a record of a sex crime or criminal offense against a victim who is a minor as defined in KRS 17.500 or of a violent offense as defined in KRS 17.165, and no further procedures shall be required.

C. Filling Vacancies

If a teacher or parent vacancy on the Council occurs, the vacancy shall be filled by a special election.

IV. Meetings

A. Regular Meeting

The regular meetings of the School Council shall be held monthly. Times and dates will be determined by the Council. Meetings will be scheduled for ninety

(90) minutes, but can be extended by a majority vote by the Council for a specified amount of time.

B. Special Meetings

In the event a special meeting is needed, the principal or a majority of the other members may call a meeting. Whoever calls the meeting must make sure all members are notified at least twenty-four (24) hours in advance and must follow open meeting requirements.

C. Canceling a Meeting

A regular Council meeting may be canceled by the chairperson or a majority of the Council. In case school is called off, the Council will not meet and the meeting will be rescheduled at a later date.

D. Open Meetings

All SBDM Council meetings shall be open to the public. The SBDM Council may go into closed session from the open meeting under the following circumstances: to discuss proposed or pending litigation by or against the SBDM Council and to discuss candidates for vacancies. Additionally, KRS 61.878 (1) (m) exempts from Open Records “those records the disclosure of which would have a reasonable likelihood of threatening the public safety by exposing a vulnerability in preventing, protecting against, mitigating, or responding to a terrorist act.” This would include the review of the school’s emergency plan. The Council must reconvene in open session to make a decision on an issue.

V. QUORUM

In order for the Council to conduct business, a quorum must be present. A majority of the Council members (more than half), including at least one parent and an administrator, must be present to constitute a quorum. In the event that any SBDM Council member is unable to attend a meeting, he/she has the right to reserve final decision making of any issue until the following Council meeting by notifying the Council chairperson in writing before the meeting.

VI. AGENDA

- A. Each regular and special Council meeting shall operate by an agenda.
- B. Adding to the Agenda

1. Council members may add items to any regular meeting agenda by contacting the chairperson at least four working days in advance. Special called meeting agendas may not have additions.
2. Task force committees, teachers, and parents who are not on the Council may recommend items for the agenda by submitting the request in writing to a Council member detailing the issue or concern to be addressed. With the Council member's approval, the Council member will then submit the written request to the Chairperson. The person making the recommendation may address the Council regarding the item.
3. Agenda items may be added at the meeting with Council approval.
4. SBDM Council training will take place outside of regular meetings.
5. Copies of the agenda will be available to all interested parties in the school office three days in advance of the meeting.
6. The agendas are to be distributed to Council Members in advance of Council meetings and shall include summaries of all Task Force recommendations discussed by the Council.
7. The agenda will be provided publicly during the meeting.

VII. DECISION MAKING

The primary method of decision making for the Council shall be consensus. Decision-making by consensus concerns the general agreement of the Council and the process of getting to such an agreement.

If consensus cannot be reached, a fact-finding committee comprised of any interested volunteers within the Council will be appointed to investigate the issue and report back to the Council within a specific amount of time (maximum two months). If consensus cannot be reached at this point, a decision may be made by a majority vote with at least one parent and one teacher voting in the affirmative.

VIII. MINUTES

When recording the minutes of Council, consideration should be given to the following:

- The school name.
- Identification of type of meeting (regularly scheduled or special called meeting).
- Date of the meeting, names of Council members present, and names of guests present.
- Record the presence of quorum.
- Adoption or correction of the minutes of previous meeting.

- Sign-in list of speakers, their topics, and any handouts provided.
- Time the meeting began and ended.
- Summary of all major points made in discussions.
- Names of people who presented committee reports and summaries of the reports.
- Attachments of documents relevant to Council discussions or actions.
- Record of all decisions that are made by the Council.
- Record of each motion that is made and the results of that motion.
- Agenda items for next meeting.
- Follow-up summary – who agreed to do what before the next meeting.

IX. INPUT FROM NON-COUNCIL MEMBERS

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

- A. Input will be allowed before the Council makes its decision.
- B. A person who has recommended an item on the agenda shall be given the opportunity to speak first on the issue.
- C. A sign-in sheet will be provided for parties interested in addressing the Council, not to exceed twenty (20) per meeting and will be attached to the minutes.
- D. As each topic is discussed, the chairperson will call on speakers in the order they signed the sign-in sheet. Each speaker is limited to three (3) minutes.
- E. Speakers, addressing an issue not on the agenda, will be given an opportunity to speak at the beginning of the meeting.

X. RESPONSIBILITIES OF CHAIRPERSON

- A. Announce and distribute meeting notices.
- B. Prepare and distribute the agendas.
- C. Conduct the meetings.
- D. Implement the actions of the Council.
- E. Forward a copy of the meeting minutes and attendance sheet to Superintendent/Designee upon approval.
- F. Maintain an open, permanent file of the committees.
- G. Receive and review minutes of the committees.

- H. The Council may select a Council member to assume the responsibilities of the chairperson in the chairperson's absence.

XI. RESPONSIBILITIES OF THE COUNCIL MEMBERS

- A. Attend all regular and special meetings of the Council. Each Council member is expected to play an active role in the Council. The Council may remove and replace, in accordance with Section III, members who have been absent from three (3) consecutive meetings.
- B. Consider the needs of all students when making policy decisions and how this decision affects student achievement.
- C. Communicate with constituents to collect data and opinions for decision making.
- C. Communicate summary of issues and actions taken to constituents by various means.

XII. POLICY DEVELOPMENT

The Council has the responsibility of enhancing student achievement by creating policies within the parameter of KRS.160.345.

- A. Policies shall be developed by the Council or committees established by the Council.
- B. All policies shall require at least two (2) readings before they are adopted, amended, or rescinded.
- C. No policy shall be adopted by the Council at the meeting in which the policy is introduced.
- D. Atherton will operate within JCBE and JCTA contracts.

XIII. APPEALING A COUNCIL DECISION

- A. Any resident of the district or a parent, student, or employee of the school may appeal council decisions through the process established by Jefferson County Board of Education (JCBE) policy 02.42411 (Appeal of Decisions [SBDM]). For a person to appeal a decision of the Council he/she must first submit a request in writing to the Chairperson. The request shall include information about the issue.
- B. The Council shall schedule a hearing within thirty (30) days from the date of request using the district's appeal board format.
- C. The parties may be represented by legal counsel at the hearing.

- D. The Council shall consider the merits of the complaint, make a decision and respond in writing to the complainant within ten (10) school days of the hearing.
- E. A copy of the appeal and the response shall become a part of the official minutes of the Council.

XIV. COUNCIL TASK FORCES

The Council may appoint task forces to encourage expanded participation in the decision-making process.

XV. BY-LAWS and POLICY REVIEW

- A. The Council members shall review the bylaws and policies at the beginning of their terms.
- B. The amendment of bylaws and policies shall follow the procedures as outlined in bylaw XII Policy Development.

XVI. EVALUATION

The Council shall evaluate the bylaws, policies, and its own effectiveness annually and make revisions or improvements as necessary.

First Reading: September 18, 2014

Second Reading: October 16, 2014

Signature: _____
(SBDM Council Chairperson)

ATHERTON HIGH SCHOOL

SCHOOL-BASED DECISION MAKING COUNCIL POLICY

Policy Number: 2

Policy Subject: Equity and Diversity

Policy Statement

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

- Is able to achieve at high academic levels.
- Feels safe, welcome, and valued at our school.
- Receives a full, 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 and later in life.

We commit ourselves to annual reflection on how well we are fulfilling this commitment, including review of the following data disaggregated by sex, ethnicity, socioeconomic status, and disability.

- Student performance
- Student participation in our programs
- Student disciplinary referrals
- Family involvement in school activities
- Feedback from students, parents, staff, and community leaders on their perception of our performance in this area

Based on what we learn from that reflection, we will develop and vigorously implement the plans needed to correct any failure to fulfill the commitment made above. To the extent possible, we will combine this work with our Comprehensive School Improvement Plan (CSIP) process and ensure that our staff is caring and culturally responsive.

First Reading: April 19, 2012

Second Reading: May 17, 2012

Council Reviewed Without Revision: October 17, 2013; October 16, 2014

Signature: _____
(SBDM Council Chairperson)

ATHERTON HIGH SCHOOL

SCHOOL-BASED DECISION MAKING COUNCIL POLICY

Policy Number: **3**

Policy Subject: **Parent Involvement**

Policy Statement

Our SBDM Council recognizes our students' families and our local community as essential partners in helping each student succeed. We commit ourselves to:

- Sharing clear information about each student's progress with his or her family.
- Offering practical suggestions to families on how they can support student learning at home.
- Making parents and community members full partners in our decision making.
- Seeking and supporting adult volunteers to work with and inspire our students.

We believe that parents/guardians are an integral and critical partner in the educational process. To promote the involvement of parents in their child's education, school staff will provide parents with timely information about school programs and activities, will be available to meet with parents to discuss their child's progress and concerns, and will provide ways for parents to be involved in the school. Parents/Guardians have the right and responsibility to communicate with staff concerning their child's progress, to access their child's permanent records, to support and encourage their child's school achievement and attendance, and to meet all requirements for entry into school.

Parents/Guardians are encouraged to be involved in the school through Parent Teacher Student Organization (PTSO) membership; attending Open House, orientation, parent conferences and school programs/activities; volunteering their time; chaperoning field trips as needed; and serving on the SBDM Council. Parents/Guardians may receive communication from the school through newsletters, letters and notes sent home, progress reports, telephone calls, email communications and other appropriate means of communication. In addition, individual teachers may establish other mechanisms to communicate with parents/guardians. Parents/Guardians must follow all school and district policies regarding visitors to the school and volunteering.

First Reading: **April 19, 2012**

Second Reading: **May 17, 2012**

Council Reviewed Without Revision:
February 21, 2013; October 17, 2013; October 16, 2014

Signature: _____
(SBDM Council Chairperson)

ATHERTON HIGH SCHOOL
SCHOOL-BASED DECISION MAKING COUNCIL POLICY

Policy Number: 4

Policy Subject: Student and Family Support Services

Policy Statement

The Council is committed to providing support services to our student and family to ensure the best possible learning environment for student success. The administration and staff will work collaboratively to ensure the best utilization of support services available through the counselors, Exceptional Child Education program, English as a Second Language program, Extended School Services program, the Home School Coordinator, and the Youth Services Center Coordinator.

First Reading: April 19, 2012

Second Reading: May 17, 2012

Council Reviewed Without Revision: October 17, 2013; October 16, 2014

Signature: _____
(SBDM Council Chairperson)

ATHERTON HIGH SCHOOL

SCHOOL-BASED DECISION MAKING COUNCIL POLICY

Policy Number: 5

Policy Subject: Health and Wellness

Policy Statement

Atherton High School will support students in developing life-long health and wellness skills that contribute to a healthy life. Atherton High School will increase the health and well-being of our students by presenting life knowledge which will lead to involvement in healthy choices and physical fitness throughout their adult life.

Each student is required to enroll in the state-mandated ½ health education credit and ½ physical education credit. Furthermore, Atherton students will have the opportunity to complete additional credits in physical education which will concentrate on fostering physical fitness and health maintenance.

The curriculum for health and wellness courses may include:

- rhythm and dance
- flexibility and calisthenics
- hand-and-eye coordination skills such as dribbling, juggling, catching, etc.
- nutritious foods and healthy bodies
- fitness and cardio-respiratory fitness routines
- benefits of exercise and fitness
- planned weight training
- physical repercussions from substance abuse
- President's Physical Fitness Test/ National Fitness Test

First Reading: February 20, 2014

Second Reading: May 15, 2014

Council Reviewed Without Revision: October 16, 2014

Signature: _____
(SBDM Council Chairperson)

ATHERTON HIGH SCHOOL SCHOOL-BASED DECISION MAKING COUNCIL POLICY

Policy Number: 7

Subject of the Policy: School Mission and Vision

Policy Statement

A committee of students, parents and teacher volunteers from the *Parent Teacher Student Organization, SBDM Council, Principal's Student Advisory Council* and the *Instructional Leadership Team* created the following the mission and vision statements.

The school mission statement:

Empowering students to make a difference

The school vision statements describe what we mean by empowering students:

- **Our Atherton community appreciates individuality and assures that everyone relates to one another with honesty, compassion and respect.**
- **Our Atherton community values academic determination and service to others.**
- **Atherton embraces the global community with intercultural understanding.**

First Reading: January 20, 2015

Second Reading: February 26, 2015

Council Reviewed Without Revision:

Signature: _____

(SBDM Council Chairperson)

ATHERTON HIGH SCHOOL
SCHOOL-BASED DECISION MAKING COUNCIL POLICY

Policy Number: 102

Policy Subject: College-Level Courses

Policy Statement

JCPS Advance Program courses will follow either the *College Board Advanced Placement (AP)* or the *International Baccalaureate (IB)* curriculum for subjects in which the corresponding *JCPS Advance Program* courses are approved by the SBDM Council.

Students will have access to AP and IB college-level courses as described in the *Scheduling Booklet* and outlined in the *Graduation Pathway*. The *Scheduling Booklet* will be reviewed annually by the SBDM Council.

First Reading: January 17, 2013

Second Reading: February 21, 2013

Council Reviewed Without Revision: October 17, 2013; October 16, 2014

Signature: _____
(SBDM Council Chairperson)

ATHERTON HIGH SCHOOL
SCHOOL-BASED DECISION MAKING COUNCIL POLICY

Policy Number: 103

Policy Subject: College-Level Course Credit on Transcripts

Policy Statement

Students taking College Board Advanced Placement (AP) or International Baccalaureate (IB) courses must take the corresponding AP or IB exam to receive the AP or IB designation on their transcript. Students who do not take the AP or IB exam will not receive the AP or IB designation on their transcript for that course and the course fee will not be refunded.

First Reading: January 17, 2013

Second Reading: February 21, 2013

Council Reviewed Without Revision: October 17, 2013; October 16, 2014

Signature: _____
(SBDM Council Chairperson)

ATHERTON HIGH SCHOOL
SCHOOL-BASED DECISION MAKING COUNCIL POLICY

Policy Number: 104

Policy Subject: Cumulative Grade Reporting

Policy Statement

Class grades for all courses will be calculated and reported cumulatively throughout the year.

All other grading procedures will follow the JCPS *Student Progression, Promotion and Grading* policy for high schools.

First Reading: January 17, 2013

Second Reading: February 21, 2013

Council Reviewed Without Revision: October 17, 2013; October 16, 2014

Signature: _____
(SBDM Council Chairperson)

ATHERTON HIGH SCHOOL

SCHOOL-BASED DECISION MAKING COUNCIL POLICY

Policy Number: 105

Policy Subject: Writing and Communication Skills

Policy Statement

Atherton High School will provide students multiple opportunities to develop complex communication skills for a variety of purposes and use a variety of language resources. Therefore, students will be provided the opportunity to:

- Maintain a writing portfolio, a collection of student work that demonstrates growth over time.
- Experience authentic, meaningful writing at all grade levels:
 - Writing for a variety of purposes and audiences
 - Experiences that reveal ownership and independent thinking
 - Writing in which students draw upon their own experiences, learning, and inquiry
- Experience the writing process at all grade levels: planning, drafting, revising, editing and reflecting.
- Write in both on-demand and writing-over-time situations.
- Write as a natural outcome of the content being studied in all curricular areas.
- Read and analyze a variety of print and non-print materials (e.g. artwork, photographs, electronic and printed text, graphics, maps), including persuasive, literary, personal, and informational materials, and to use these as models for student writing.
- Learn about, and effectively use, appropriate resources for writing and/or oral presentations including ethical and effective electronic, print, and other research methods, for a variety of audiences and purposes.
- Develop effective oral communication skills through a variety of large and small group discussions in all curricular areas.
- Learn to present information and ideas clearly and effectively in group and/or individual oral presentations in all curricular areas.
- Develop an understanding of ways to communicate effectively orally in a variety of different situations with varying degrees of formality and informality, inc. the ability to “code switch” when appropriate.

In order to successfully facilitate the implementation of the above, teachers will:

- Create learning situations and provide appropriate, and effective, instruction and feedback to assist students in their ability to do all of the above.
- Foster a supportive, yet critical, environment for the development of both oral and written communication skills.
- Allow and encourage student choice and exploration to the greatest extent reasonably possible.

School-wide Structures and Monitoring:

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

- Assign a literacy team to develop a written plan for implementing and monitoring writing portfolios.
- Ensure the plan includes guidelines for student and teacher use of technology tools.
- Ensure the implementation of the writing and communication skills plan.
- Ensure the council annually reviews, revises (if necessary) and approves the writing plan each year.
- Ensure administrators and all teachers receive professional development needed to improve writing and communication skills instruction across all content areas.
- Ensure the plan is communicated with all stakeholders.

Reflection, Formative, and Summative Assessment and Feedback:

To ensure that the writing and communication skills development processes include reflection, assessment, and feedback, the writing and communication skills plan will incorporate:

- The use of the portfolio for determining student performance in communication.
- The procedures for reviewing the portfolio.
- The procedures for grading the portfolio.
- Guidelines for providing students feedback on the portfolio.
- Opportunities for students to improve their writing and communication skills based on feedback from teachers and peers.
- Guidelines for assessing and developing oral communication skills.

Policy Evaluation:

The Instructional Leadership Team will evaluate the effectiveness of this policy through our Comprehensive School Improvement Planning process.

First Reading: January 17, 2013

Second Reading: February 21, 2013

Council Reviewed Without Revision: October 17, 2013; October 16, 2014

Signature: _____
(SBDM Council Chairperson)

ATHERTON HIGH SCHOOL

SCHOOL-BASED DECISION MAKING COUNCIL POLICY

Policy Number: 106

Policy Subject: Plagiarism

Policy Statement

In order to promote honest writing and research practices:

- All students will receive instruction in English classes on what constitutes plagiarism.
- Students will sign an anti-plagiarism agreement that English teachers keep on file. Parents will be asked to sign the agreements as an indication that they are supportive of Atherton's anti-plagiarism policy.
- If a paper is suspected of plagiarism, the student will have the right to answer the charge and provide evidence that the paper was not plagiarized (rough drafts, notes, etc.). If the teacher does not believe there is sufficient proof that there was no plagiarism, the administration will then ask a third party to review the paper and evidence. The third party evaluator will be a district resource person.
- The penalty for plagiarism by any student will be a zero for the plagiarized paper.
- Seniors whose portfolios are discovered during scoring to have plagiarized elements will receive a failing grade in senior English which is required to graduate. They will not be permitted to participate in graduation activities and will be awarded their diplomas privately after the portfolio is rewritten and the senior English grade is changed. Those students will be required to complete the portfolio after the last day of school during Extended School Session or during summer school.

First Reading: January 17, 2013

Second Reading: February 21, 2013

Council Reviewed Without Revision: October 17, 2013; October 16, 2014

Signature: _____
(SBDM Council Chairperson)

ATHERTON HIGH SCHOOL SCHOOL-BASED DECISION MAKING COUNCIL POLICY

Policy Number: 7

Subject of the Policy: School Mission and Vision

Policy Statement

A committee of students, parents and teacher volunteers from the *Parent Teacher Student Organization, SBDM Council, Principal's Student Advisory Council* and the *Instructional Leadership Team* created the following the mission and vision statements.

The school mission statement:

Empowering students to make a difference

The school vision statements describe what we mean by empowering students:

- **Our Atherton community appreciates individuality and assures that everyone relates to one another with honesty, compassion and respect.**
- **Our Atherton community values academic determination and service to others.**
- **Atherton embraces the global community with intercultural understanding.**

First Reading: January 20, 2015

Second Reading: February 26, 2015

Council Reviewed Without Revision:

Signature: _____

(SBDM Council Chairperson)

ATHERTON HIGH SCHOOL

SCHOOL-BASED DECISION MAKING COUNCIL POLICY

Policy Number: 110

Policy Subject: Classroom Assessment

Policy Statement

The Instructional Leadership Team (ILT) and Professional Learning Communities (PLCs) shall establish and maintain a balanced, comprehensive school assessment system that effectively uses multiple formative (assessment **for** learning) and summative (assessment **of** learning) student assessments to continuously inform teaching and improve learning for **every** student.

Assessments shall be aligned with state and district curriculum standards and have clearly defined learning targets and learning progressions for each instructional unit. Teachers shall engage in PLCs to collaboratively design and use assessments to demonstrate mastery of key concepts and skills, to track and communicate student progress, and to provide students additional learning opportunities toward mastery and proficiency. Students shall be routinely engaged in monitoring their own progress and using descriptive feedback to adjust their own learning.

The principal and ILT shall recommend to the SBDM Council ongoing professional development to increase assessment literacy of all instructional staff. Required documentation of performance shall be based on multiple assessments of student learning as outlined in the JCPS *Student Progression, Promotion, and Grading* handbook.

Assessment practices shall also be consistent with Standard 2 of Kentucky's *Standards and Indicators for School Improvement* (SISI) and the *Kentucky Core Academic Standards* (KCAS).

The SBDM Council shall be responsible for reviewing recommendations for school-wide assessment practices and determining if the recommendations promote student learning and increase student achievement.

First Reading: January 17, 2013

Second Reading: February 21, 2013

Council Reviewed Without Revision: October 17, 2013; October 16, 2014

Signature: _____
(SBDM Council Chairperson)

ATHERTON HIGH SCHOOL
SCHOOL-BASED DECISION MAKING COUNCIL POLICY

Policy Number: 111

Policy Subject: Homework

Policy Statement

Students should engage in their own learning beyond the classroom by reviewing notes, reading texts, and completing independent assignments. Specific homework as assigned by the teacher will be used for instructional reinforcement relevant to classroom learning. The amount, type and frequency of homework are determined by the teacher in accordance with the daily learning objectives of each course.

First Reading: January 17, 2013

Second Reading: February 21, 2013

Council Reviewed Without Revision: October 17, 2013; October 16, 2014

Signature: _____
(SBDM Council Chairperson)

ATHERTON HIGH SCHOOL
SCHOOL-BASED DECISION MAKING COUNCIL POLICY

Policy Number: 300

Policy Subject: Assignment of Students to Classes and Programs

Policy Statement

Students will be assigned to (scheduled in) classes by a counselor.

The following steps will be used to determine student assignment:

1. The Instructional Leadership Team will review curriculum changes as specified by the Comprehensive School Improvement Plan.
2. The SBDM Council will verify course offerings as listed in the *Scheduling Booklet*.
3. Teachers and counselors will advise students on course options and encourage students to take the most appropriate, challenging courses.
4. Counselors will obtain and review student interest via the *Course Scheduling Request* forms.
5. The administration will develop a master schedule based on student needs and interests.
6. Counselors will develop individual student schedules.
7. When developing student schedules, consideration must be given to transcript review, needs of students, available subjects, class size, postsecondary preparation, and class size caps and teacher load (adhering to state guidelines and the Collective Bargaining Agreement).
8. Consideration can also be given to creating a class that generally reflects the diversity of the students in the school as a whole, taking into account the residential addresses and the sexes of the students in the class as a whole (if all other considerations listed above have been met).
9. Students entering school after the initial scheduling will be assigned to classes according to items 5 and 6 above. Final approval will be given by the principal/designee.

In assigning students in accordance with the above considerations, no student shall be assigned to a class or program solely on the basis of his or her race, color, national origin, sex, religious beliefs, or any other legally protectable category.

First Reading: January 17, 2013

Second Reading: February 21, 2013

Council Reviewed Without Revision: October 17, 2013; October 16, 2014

Signature: _____
(SBDM Council Chairperson)

ATHERTON HIGH SCHOOL
SCHOOL-BASED DECISION MAKING COUNCIL POLICY

Policy Number: 301

Policy Subject: Changes to Student Class Schedule

Policy Statement

Upon following the *Assignment of Students to Classes and Programs* (SBDM Council Policy 300) and the completion of a master schedule by the school administration, changes to student's class schedule will be allowed only for the following reasons:

- Student was placed in the incorrect level of the class.
- Student was placed in a class that was not requested on the *Scheduling Commitment Form* form.
- Student needs a course for graduation requirement.
- Administration must balance class sizes to agree with class size caps and teacher load (adhering to state guidelines and the Collective Bargaining Agreement).
- Student has a doctor's letter certifying a medical condition that requires a change of placement.
- Administrative decision by principal.

First Reading: January 17, 2013

Second Reading: February 21, 2013

Council Reviewed Without Revision: October 17, 2013; October 16, 2014

Signature: _____
(SBDM Council Chairperson)

ATHERTON HIGH SCHOOL
SCHOOL-BASED DECISION MAKING COUNCIL POLICY

Policy Number: 400

Policy Subject: School Schedule

Policy Statement

The *schedule of the school day* (i.e., the number of periods per school day) will be determined by the Council.

The administrative staff will develop the *master schedule* (i.e., teacher assignments) for the school based on the needs of the students and instructional programs within the school. The number of classes, rotation of classes, coordination of a lunch schedule, and provision of equitable planning time for all teachers shall be factors in developing the master schedule. The principal or designee will complete the master schedule each year and present it to the SBDM Council. The principal may change the schedule if the needs of the school change (e.g., changes in enrollment or staffing, addition of special programs, or other factors that affect the master schedule).

First Reading: April 19, 2012

Second Reading: May 17, 2012

Council Reviewed Without Revision: October 17, 2013; October 16, 2014

Signature: _____
(SBDM Council Chairperson)

ATHERTON HIGH SCHOOL

SCHOOL-BASED DECISION MAKING COUNCIL POLICY

Policy Number: 500
Policy Subject: School Space

Policy Statement

The principal will have the responsibility of assigning school space during the school day based on the following criteria: Class size, program need, accessibility for students, appropriate supervision of students, safety, close proximity of instructional teaching teams, and/or overall effective school management.

Guidelines on Accessibility for Students

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

Authority

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

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

- **Gender:** a person's actual sex or perceived sex, and includes a person's perceived identity, appearance, or behavior, whether or not that identity, appearance or behavior is different from that traditionally associated with a person's sex at birth.
- **Gender Identity:** a person's internal, deeply rooted identification as female, male or a non-binary understanding of gender, regardless of one's assigned sex at birth. The responsibility for determining an individual's gender identity rests with the individual.
- **Gender Expression:** A person's gender-related appearance and behavior whether or not stereotypically associated with the person's assigned sex at birth. Students who adopt a presentation that varies from the stereotypic gender expectations sometimes may describe themselves as gender nonconforming, gender queer, or gender fluid.

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

Locker Room Accessibility

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

Restroom Accessibility

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

First Reading: June 3, 2014

Second Reading: June 5, 2014

Council Reviewed Without Revision: October 16, 2014

Signature: _____
 (SBDM Council Chairperson)

ATHERTON HIGH SCHOOL

SCHOOL-BASED DECISION MAKING COUNCIL POLICY

Policy Number: **601**

Policy Subject: **Protection of Instructional Time**

Policy Statement

Interruptions of class time must be kept to a minimum to ensure that every student will be actively engaged in learning activities throughout the school day. Instructional time will be protected by the following:

- Broadcast messages will be limited.
- Students and staff will adhere to Atherton’s SOAP “policy” as described in the *Student Handbook*.
- Only emergency calls from outside the school will be sent to classrooms.
- Internal phone calls (i.e., from the Front Office, Counseling Office, AP Office, Youth Services Center, or Attendance Office) will be kept to a minimum and will be respectful of the protection of instructional time.
- Videos will be used for instructional purposes only and will support rigorous learning objectives of the course.
- The *Student Handbook* and the *Teacher Handbook* will detail practices and procedures for reducing behavior problems in the classroom and across the school.
- The *Student Handbook* and the *Teacher Handbook* will detail procedures for field trips.

First Reading: **January 17, 2013**

Second Reading: **February 21, 2013**

Council Reviewed Without Revision: **November 21, 2013; October 16, 2014**

Signature: _____
(SBDM Council Chairperson)

ATHERTON HIGH SCHOOL
SCHOOL-BASED DECISION MAKING COUNCIL POLICY

Policy Number: 700

Policy Subject: Discipline

Policy Statement

Students shall abide by the *JCPS Code of Acceptable Behavior and Discipline* and the *Students' Bill of Rights*, the *School Safety Plan*, and the behavioral expectations as outlined in the *Student Handbook*.

First Reading: April 19, 2012

Second Reading: May 17, 2012

Council Reviewed Without Revision: November 21, 2013; October 16, 2014

Signature: _____
(SBDM Council Chairperson)

ATHERTON HIGH SCHOOL
SCHOOL-BASED DECISION MAKING COUNCIL POLICY

Policy Number: 701

Policy Subject: Student Handbook

Policy Statement

The information found in the Student Handbook shall be presented to the SBDM Council for approval each year. The Student Handbook shall be considered school policy for student behavior, discipline, and attendance expectations.

First Reading: April 19, 2012

Second Reading: May 17, 2012

Council Reviewed Without Revision: November 21, 2013; November 20, 2014

Signature: _____
(SBDM Council Chairperson)

ATHERTON HIGH SCHOOL
SCHOOL-BASED DECISION MAKING COUNCIL POLICY

Policy Number: 702

Policy Subject: Emergency Plan

Policy Statement

Pursuant to KRS 160.345(2)(i)9 and KRS 158.162, the principal will—in consultation with parents, teachers, other school staff, and local first responders— collaboratively develop the school’s emergency management plan as a way to develop and document efforts to prevent, mitigate, prepare for, respond to and recover from emergencies. The emergency management plan will include procedures for fire, severe weather, earthquake, and building lockdown as specified in Kentucky statutes and regulations.

First Reading: October 17, 2013

Second Reading: October 30, 2013

Council Reviewed Without Revision: November 21, 2013; November 20, 2014

Signature: _____
(SBDM Council Chairperson)

ATHERTON HIGH SCHOOL
SCHOOL-BASED DECISION MAKING COUNCIL POLICY

Policy Number: **800**

Policy Subject: **Extracurricular Programs**

Policy Statement:

Extracurricular programs shall be selected based on the following criteria:

- The program complements the academic achievement of students.
- The program encourages students to develop self-confidence, self-esteem, and leadership skills.
- The program provides opportunities for students to participate in activities that encourage physical fitness, cooperation, or team building with adults and peers.
- The program provides the opportunity for students to interact socially in a positive manner with students within our school, other schools, and other districts.
- The program follows the participation guidelines as specified by JCPS Activities/Athletics rules and regulations.

First Reading: **January 17, 2013**

Second Reading: **February 21, 2013**

Council Reviewed Without Revision: **November 21, 2013; November 20, 2014**

Signature: _____

(SBDM Council Chairperson)

ATHERTON HIGH SCHOOL

SCHOOL-BASED DECISION MAKING COUNCIL POLICY

Policy Number: 900

Subject of the Policy: Alignment with State Standards & Program Appraisal

Policy Statement

Under the direction of the Instructional Leadership Team (including department chairpersons and the administrative staff) at Atherton High School, the school academic program planning process will ensure:

- Sustained analysis of whether each of the programs is contributing adequately to helping all students meet state standards by reviewing *Unbridled Learning: College and Career Ready for All Accountability System* results and other formative assessment results.
- Systematic work to improve those programs in order to meet state standards for all students within the timetable set by the Kentucky Board of Education.
- Ongoing monitoring and evaluation of the implementation and impact of programs.
- Continual improvements and revisions are made to program strategies based on the regular monitoring and evaluation of their effectiveness.

This process will be implemented and reviewed to reflect alignment of state standards through needs assessment and Implementation and Impact Checks.

First Reading: April 19, 2012

Second Reading: May 17, 2012

Council Reviewed Without Revision: November 21, 2013; November 20, 2014

Signature: _____
(SBDM Council Chairperson)

ATHERTON HIGH SCHOOL

SCHOOL-BASED DECISION MAKING COUNCIL POLICY

Policy Number: 901

Policy Subject: Improvement Planning

Policy Statement

Each year, the Instructional Leadership Team (ILT), in collaboration with the faculty, shall work with the district planning coordinator and the principal/designee to conduct a needs assessment and to create, implement, and monitor the Comprehensive School Improvement Plan (CSIP). Component managers and the ILT will collaborate to adhere to timelines set in statutes for data analysis and plans to close the achievement gaps in their school. The principal/designee will be responsible for communication with the district staff, the Council, and other stakeholders throughout the planning process to ensure that the plan is appropriate and will accomplish the school's mission. The principal will update the SBDM Council and all relevant stakeholders regularly as to the progress of the school plan through Implementation and Impact Checks.

The Council will be provided a written draft of the school improvement plan each year for Council approval. Component managers and the ILT will follow the district policy on planning to ensure that all timelines are met and that the plan is developed in accordance with district guidelines for planning set in board policy and state law.

The principal will be responsible for inviting parents, teachers, and the community to a Council meeting to share and discuss the draft CSIP for the coming school year. After hearing the discussion and comments, the council is responsible for approving the CSIP each year.

First Reading: April 19, 2012

Second Reading: May 17, 2012

Council Reviewed Without Revision: November 21, 2013; November 20, 2014

Signature: _____
(SBDM Council Chairperson)

ATHERTON HIGH SCHOOL

SCHOOL-BASED DECISION MAKING COUNCIL POLICY

Policy Number: 902

Policy Subject: Technology Use

Policy Statement:

As defined in the *Student Progression, Promotion, and Grading* (SPP&G), all students will demonstrate technology competency prior to graduating in one of the following ways: score Proficient on the district's eighth-grade technology assessment, earn a technology industry certification, or successfully complete a technology applications course.

All teachers at Atherton High School will implement technology as defined by Kentucky Teacher Standard 6. They will:

- Use appropriate technology to design and plan instruction.
- Use available technology to implement instruction that facilitates student learning.
- Integrate student use of available technology into instruction.
- Use available technology to assess and communicate student learning.
- Demonstrate ethical and legal use of technology.

Our Comprehensive School Improvement Plan (CSIP) process will include:

- An analysis of our technology assessment data and other school data as necessary to discover the extent to which our students are meeting state standards.
- Systematic work to discover and correct the causes of barriers to high performance and the extent to which technology use is a factor.
- A plan that sets goals which: addresses technology issues, provides methods to improve technology use, and helps students meet state standards according to the timetable established by the Kentucky Board of Education.

We will implement this process to address technology use and barriers, and the resulting plan will be monitored by the Council through ongoing Implementation and Impact Checks.

First Reading: April 19, 2012

Second Reading: May 17, 2012

Council Reviewed Without Revision: November 21, 2013; November 20, 2014

Signature: _____
(SBDM Council Chairperson)

ATHERTON HIGH SCHOOL

SCHOOL-BASED DECISION MAKING COUNCIL POLICY

Policy Number: 1000

Policy Subject: Committee Structure

Policy Statement

The SBDM Council at Atherton High School will use standing committees to encourage expanded participation in the decision-making process. At times, ad hoc committees may be formed by the Council for specific purposes. Standing SBDM Council committees are aligned with the *Standards and Indicators in School Improvement (SISI)* document. The following standing committees have been established along with areas of responsibility:

- **Academic Performance: Instructional Leadership Team**
 - Comprehensive School Improvement Plan (CSIP)
 - Implementation and Impact Checks
 - Program Reviews: Writing, Arts & Humanities, Practical Living & Vocational Studies
 - Extended School Services (ESS) Planning and Development
 - Professional Development (PD)
 - Technology
 - Academic Content Areas
- **Learning Environment**
 - Parent Involvement
 - Attendance
 - Student Supports
 - Student Council
 - Behavior Management
- **Efficiency**
 - Budget
 - Scheduling
 - Textbooks
 - School Resources

SBDM Council-Assigned Committee Process

- The Council shall encourage the following committee composition: faculty, classified staff, parents, minority representation, and representatives of the school community.
- Standing and ad hoc committees are formed and dissolved by the Council as needed. The Council will determine the needed standing committees and responsibilities of these committees. The principal will notify stakeholders of committee opportunities as they arise.
- Each committee may elect a chairperson by majority vote at its first meeting. The term of the chairperson will be one year and the chairperson may be reelected. The committee

chairperson/designee must report (both orally and in writing) to the Council as requested by the Council.

- Committees have the responsibility to carry out tasks assigned to them by the Council. Committees may research issues, gather school-wide input, or prepare drafts for the Council. Decisions of the Council-assigned committees shall be made by consensus. In the event consensus cannot be reached, a majority vote will be used to decide the issue.
- Each committee shall determine the frequency and agenda of meetings. Written minutes of each committee meeting will be kept as an open, permanent record of the activities of each assigned committee. These minutes will be forwarded to the Council and will become a part of the required documentation of the Council.

First Reading: April 19, 2012

Second Reading: May 17, 2012

Council Reviewed Without Revision: November 21, 2013; November 20, 2014

Signature: _____
(SBDM Council Chairperson)

ATHERTON HIGH SCHOOL
SCHOOL-BASED DECISION MAKING COUNCIL POLICY

Policy Number: 1100

Policy Subject: Consultation for Hiring Other Than the Principal

Policy Statement

After the principal has determined that 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 by the principal. This committee shall consist of interested SBDM Council members and any staff selected by the principal as appropriate for the position being filled. The *Interview Committee* shall review applications and support materials of the candidates in closed session and shall interview the candidates for the position. The *Interview Committee* shall prepare and present a recommendation to the Council. The Council shall determine its top candidate and present this as a recommendation to the principal for consideration. After consideration is given to the SBDM Council's recommendation, the principal shall make the final selection and submit this to the superintendent as required by KRS 160.345 (2) (h).

The definition of *quorum*, during the summer months (when school is not in session) for the purpose of consultation in the hiring of personnel other than the principal, shall be: After prior verbal and written notification of the special meeting (at least 24 hours prior to the meeting) to all SBDM Council members, those who are in attendance shall constitute a quorum.

First Reading: April 19, 2012

Second Reading: May 17, 2012

Council Reviewed Without Revision: November 21, 2013; November 20, 2014

Signature: _____
(SBDM Council Chairperson)

ATHERTON HIGH SCHOOL

SCHOOL-BASED DECISION MAKING COUNCIL POLICY

Policy Number: 1101

Policy Subject: Principal Selection

Policy Statement

Once the superintendent has verified a vacancy, the SBDM Council will form an *Interview Committee*. The *Interview Committee* for principal selection shall consist of the SBDM Council; the chairperson of the council, and composition of the *Interview Committee* beyond the SBDM Council, will be designated in accordance with state law.

The committee will meet and develop a timeline for the selection of a principal and communicate this timeline to stakeholders. The committee may develop a survey to receive input from parents, students, and staff as to the qualities most desired in a principal for Atherton High School. The committee may then develop a set of focused questions for the principal candidates that reflects the qualities suggested by the students, parents and staff.

The *Interview Committee* shall have access to the applications of all persons certified for the position and eligible by state law. Members of the *Interview Committee* will review the applicants' materials, check references and other background information, and conduct oral interviews. The *Interview Committee* may also request of all candidates a written response to an on-demand prompt, written on site immediately before the oral interviews. 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 of 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 elected 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 19, 2012

Second Reading: May 17, 2012

Council Reviewed Without Revision: November 21, 2013; November 20, 2014

Signature: _____
(SBDM Council Chairperson)

ATHERTON HIGH SCHOOL
SCHOOL-BASED DECISION MAKING COUNCIL POLICY

Policy Number: 1200

Policy Subject: Budget

Policy Statement

The allocations for the upcoming school year shall be provided to the SBDM Council and *Budget Committee*. The *Budget Committee* shall develop a budget to be presented to the SBDM Council within district-approved timelines. The *Budget Committee* will consider the following when developing the budget recommendation for SBDM Council consideration: the needs as identified in the Comprehensive School Improvement Plan (CSIP), the number of staff needed to meet contractual obligations and class size caps, the classroom and operational needs of the school, suggestions taken from the faculty and staff, and other school needs.

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

During the year, the principal may make line-item changes to the budget up to \$2000. If the amount exceeds \$2000, the SBDM Council will meet and approve the change. The principal must report regularly to the SBDM Council regarding the status of the budget.

First Reading: April 19, 2012

Second Reading: May 17, 2012

Council Reviewed Without Revision: November 21, 2013; November 20, 2014

Signature: _____
(SBDM Council Chairperson)