



WARNER ELEMENTARY SBDM COUNCIL

**Bylaws and Policy Manual
2022-23**

Warner Elementary Council By-Laws and Policies

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Mission

Warner Elementary's mission is to put students first by providing challenging instruction in a positive, engaging learning environment and by motivating students to become independent thinkers, build meaningful relationships, contribute positively to the community, and develop a lifelong love for learning.

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Policy 01.01

Council Bylaws

I. Purpose

Consistent with the Philosophy of Warner Elementary School, the School Based Decision Making (SBDM) Council's responsibility is to set school policy for the purpose of enhancing student achievement and meeting state performance standards.

II. Membership

a. Composition

Warner Elementary applied for and received a waiver for the organization of their school council in 1991. The following is a result of that waiver. In order that all Council decisions take into consideration the needs of the whole child, as he or she participates in each program within the school, the council will consist of the following members:

Four parents:

Two elected P.T.O. officers

Two parents to be elected solely as council representatives.

Six teachers:

One Early Primary teacher (Ks/1s/1/2s)

One Late Primary teacher (2s/2/3s/3s)

One intermediate teacher

One Collaborative teacher

One representing children's aesthetic, ancillary, and physical needs

One to be elected at large. *The at large position is a certified staff member who services multiple grade levels and has a whole-school perspective. This can include counselors, school psychologists, specials teachers, instructional coaches, English Learner teachers, gifted teachers, interventionists, etc.*

One classified support staff person

One principal

Total Membership: 12

While the council consists of 4 parents, 6 teachers, 1 classified person, and the principal, all meetings are open and input into decisions will be invited and encouraged.

b. Requirements for Membership

i. All Members - Conflict of Interest

Membership must comply with the regulations set out by KDE. Parents elected to the council may not be employees of, or related to, an employee of the school where they serve or be employed in the district administrative offices. None of the council members may have a conflict of interest as listed in KRS Chapter 45 A.

ii. Teacher Members: Teachers must be employees of the district and currently assigned to the school where they are elected as council members.

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- iii. Parent Members: Parent council members shall be a parent, step-parent or legal guardian of a student currently enrolled in the school. Parent representatives on council may not be an employee of or be a relative of an employee of the school or Jessamine County Central Office. Relative shall mean father, mother, brother, sister, husband, wife, son, daughter, aunt, uncle, son-in-law, or daughter-in-law.
- iv. Minority Membership: Each year before elections, the principal will go back to the October 1 enrollment to determine if the school had 8% minority population. If that occurred, one member of council for the following year will need to be a minority member.

Teacher Elections: If a minority teacher must be elected to the school council, then all teachers must be given the opportunity to select a minority teacher to serve on council. An additional election will be necessary if more than one minority teacher wishes to serve. If there are no minority teachers on staff, the school faculty will elect by majority an additional teacher member to the school council. Term limits do not apply to a minority teacher council member who is the only minority member on the school's staff.

III. Council Elections

a. Election Terms

Members of the School Council will be elected by their constituents for a 1 year term. (July 1st to June 30th) Re-election for succeeding terms is permitted.

b. Teacher Elections

- i. At-large nominations for teachers and classified staff in each area shall be submitted to the principal in writing no later than five days before the election.
- ii. Nominations will be placed on ballots and submitted to the council member representing that area. The council representative will pass out the ballots and ask if any nominee wishes their name to be withdrawn from consideration.
- iii. The staff will vote by secret ballot. Staff representation will be elected by majority vote. Certified will elect certified representatives. Instructional Assistants will elect classified.
- iv. The secretary and bookkeeper will count the votes and report the results to the principal. The results will be communicated through a memo within 24 hours of the election.
- v. If there is a tie between two members a runoff vote is required.

c. Parent Elections – as outlined by the P.T.O. bylaws.

- i. P.T.O. representatives to the council, i.e., the President, Co-President or other officer shall be freely elected in accordance with P.T.O. bylaws.
- ii. Parents will be notified about the parent representative elections to be held at the May P.T.O. meeting through an advertisement in the April edition of the school newsletter.
- iii. Nominations for the at-large parent representatives on the school council shall be advertised in the April edition of the school newsletter.

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Nominations must be received by the P.T.O. president no later than the end of April.

- iv. Current parent representatives shall confirm the nominations.
- v. The election of PTO representatives and at-large parent representatives will be held, using the secret ballot system at a May meeting of the P.T.O. as advertised in the April newsletter.
- vi. Absentee ballots will be provided in the office upon registration.

d. Chairperson Election:

The council chairperson shall be elected by the council. The principal will call the first meeting and conduct this election. Thereafter the council chairperson will be responsible for the conduct of council meetings.

e. Filling Vacancies during the year

- i. A vacancy is created when a teacher is no longer assigned to the school or to the level he/she is representing, a parent no longer has a child enrolled in the school, a member is removed from the council for cause, or a member resigns.
- ii. In the case of school staff vacancies a new election will be conducted. The council will appoint a new parent council representative from the next three highest votes on the parent ballot. If there weren't additional parents on the ballot, a new election will be held following the by-laws for the election of council members

IV. Removal of Members

According to KRS 156.132, the chief state school officer may recommend removal of a school council member whom he has reason to believe is guilty of immorality, misconduct in office, incompetence, willful neglect of duty, or nonfeasance.

V. Meetings

- a. Meetings will be held on the date set by the council that allows for the greatest participation of parents, staff members, and council representatives.
- b. Two-thirds (2/3) of the council must be present for action to be taken, provided at least two (2) parents are present.
- c. All meetings shall comply with state open meeting laws and will be open to the public.
- d. Agendas
 - i. All items to be discussed at the Council meeting should be on the agenda.
 - ii. Items not on the agenda may be discussed during a time for other business. This time shall not exceed one half hour. No decision can be made on any item discussed in "other business".
 - iii. In order to ensure that the agenda can be communicated to the public, agenda items must be submitted to the chairperson at least 7 working days prior to the council meeting. The council agenda will be posted in the school newsletter and on the school P.T.O. announcement board.

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- e. No proposal may be approved by the council at the same meeting at which it is initially proposed for study. Policies, by-laws, school-wide program changes, curriculum changes, etc. would be considered proposals.
- f. Plans, such as textbook, PD, Title 1, etc. that have already been reviewed from representatives across the building can be approved at the same meeting they are introduced. Council will consider the amount of input into the plans and whether the impacted stakeholders have had enough representation. If there has not been enough review, the plans will need a second reading.
- g. The council will make every effort to hold meetings to an hour and a half. If additional time is needed, a special meeting will be called within 5 days.
- h. If school is dismissed on a scheduled council meeting day the regular meeting will be held on the same day one week before. If unscheduled, i.e. snow day, the meeting will be held the following same day, one week later.
- i. The principal will notify parents of council meetings by: contacting the local newspaper, posting a schedule in the monthly newsletter, and posting in the school office.
- j. Communicating information from the meeting
- k. Copies of “unapproved” minutes from council meetings will be sent to the council members by Friday of the week of the council meeting. Council members will have until Wednesday of the following week to contact the secretary for approval or revision.
- l. After council has reviewed the minutes they will be emailed or put in staff mailboxes.
- m. When necessary, level/area meetings will be held to inform staff members of council discussions or decisions and to elicit feedback required before the next council meeting.

VI. Special Meetings

- a. If the council needs to meet between regular meetings, or if the regular meeting is rescheduled, the chairperson or a majority of the school council members may call a special meeting. The following steps must be completed by the chairperson when a special meeting is called:
 - i. Written Notice: The chairperson shall prepare and sign a written notice that states the date, time, and place of the special meeting and the agenda for each meeting. Only items on the agenda may be discussed.
 - ii. Delivery of Notice: The chairperson shall arrange for the notice to be delivered to each council member and to any media organization that has requested notice of council meetings. The delivery can be by hand or phone call at least 24 hours prior to the time of the meeting.
 - iii. Posting of Notice: The notice for the special meeting shall be posted by the chairperson on the bulletin board in the school foyer at least 24 hours prior to the meeting.

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VII. Closed Sessions

- a. A closed session can be called for the following:
 - i. Proposed or pending litigation by or against the Council allowed by KRS 61.810 (1) ©
 - ii. Selection of a new principal or other staff member allowed by KRS 61 810(l) (f)
- b. In open session the chair or other person needs to announce:
 - i. The council needs to discuss business involving a topic that the law allows to be discussed in closed session.
 - ii. The general nature of the business that needs to be discussed.
 - iii. The specific section of the law that allows the session to be closed.
- c. A motion is made to go into closed session and the motion must be seconded.
- d. During the closed session the council can only discuss the business stated in the announcement. No decision can be made in closed session. After full discussion, the Council must return to open session and make any official decision on the matter.

VIII. Duties of Council Members

- a. The function of the school council is to create policies and make decisions that impact children throughout the school. Discussions concerning a particular teacher or child are not the province of the management team.
- b. It is the duty of the school council to make decisions in the best interest of all children. No decision may create inequality in the educational program or promote the needs of interests of one child at the expense of another.
- c. In making a decision, the council is obligated to consider the benefit to children; the impact on other programs in the school; the cost in money and time for implementation; its value in terms of furthering the goals of the school, district or state; the desires and concerns of those who must implement and/or who are responsible for the policy or program decision.
- d. While council members are expected to be advocates of the interests they represent, their primary purpose is to provide quality input, insure that benefits and consequences of decisions can be predicted, and to create policies, set goals and make decisions in the best interest of all children.
- e. It is the responsibility of the council to make decisions that are compatible with the school's philosophy, sound educational practice, and board of education policies.
- f. Other duties shall include:
 - i. the formation of ad-hoc committees to study issues and make recommendations
 - ii. service in ad-hoc committees as needed and appropriate
 - iii. to attend council meetings and communicate, support and promote council decisions
 - iv. to encourage and request data and opinions from all constituencies
 - v. to incorporate committee recommendations into Council decision making

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- vi. conduct area meetings (see meetings)
- vii. provide systematic methods for gathering feedback

IX. Duties of Officers and Council Members

a. Chairperson

- i. The council chairperson shall be elected by the council. The principal will call the first meeting and conduct this election. Thereafter the council chairperson will be responsible for the conduct of council meetings.
- ii. The duties of the chairperson include:
 - 1. being responsible for setting, posting, and communicating to all staff and parents the agenda at least three days before each meeting.
 - 2. communicating to all staff and parents the date, time, and place for each meeting.
 - 3. conducting council meetings in accordance to all regulations governing the council
 - 4. guiding the council toward consensus
 - 5. determining if consensus cannot be reached at which time the decision is placed with the principal (the principal cannot prevent consensus)
 - 6. communicating expectations to committee chairpersons and recording secretaries of each committee created by the council.

b. Recording Secretary

- i. The recording secretary will be elected annually from the school council members.
- ii. The duties include:
 - 1. recording all minutes of the council meetings, submitting them for publication in the school newsletter, for distribution to staff, P.T.O. officers and council members, and to be posted on staff and P.T.O. bulletin boards, maintaining a copy of all minutes in the office for reference and bringing that record to each council meeting.
 - 2. insuring the accuracy of council minutes by recording decisions and the rationale for decisions without reference to specific members or debates, and by submitting a copy of the minutes to at least 3 council members prior to publication.
 - 3. compiling committee reports
 - 4.

c. Council Members

- i. Duties of council members include:
 - 1. Knowing and adhering to the mission, philosophy, and goals of Warner
 - 2. Attending all council meetings, both regular and special
 - 3. Encouraging and requesting opinions from their constituencies
 - 4. Supporting, promoting, and communicating council decisions

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5. Seeking information independently and as needed about issues brought before the school council, and bringing that information to the council.
 6. The Role of Individual Staff Members and Parents
- d. It is the responsibility of all staff members and parents to participate fully in the education of the children in their charge. It is each individual's duty to stay informed of the council's activities by reading agendas, minutes, and other publications. They are also responsible for providing input in a timely manner through their elected representatives and by attendance at council meetings.

X. Committees

The following committees, and the responsibilities of each, have been established by council to promote student achievement:

- a. Strategic Plan
 - Development of strategic plan in collaboration with all staff
 - Monitoring of strategic plan
- b. PBIS
 - Positive behavior plan
 - Staff morale
 - Parent and community involvement
 - Attendance Plan
- c. Budget/Technology
 - Technology
 - Budget
- d. Safety
 - Safety
 - Building and Grounds
 - Classroom assignments
 - School space
- e. SBDM
 - SBDM will be responsible for creating and modifying policies

In addition to these standing committees, each spring an ad hoc committee will be created to develop the schedule for the following year. Representation from all grade levels and specials areas will be included on the committee.

- f. Each committee will have representation from across the school: different levels, programs, and parents where possible. Teachers will be required to serve on at

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least one committee every year. Teachers and staff serving on the SBDM Council will not be required to serve on these committees.

- g. The committees will meet at the behest of the SBDM council who will provide a charge statement for the work to be accomplished
- h. Each committee will elect a chairperson, other than a SBDM Council member, and a recording secretary who will be trained by the council chairperson.
 - i. Duties will include:
 - 1. setting a schedule of meetings to complete charge
 - 2. facilitating input from all constituencies
 - 3. reporting at each council meeting until council dismisses charge
 - 4. recording/reporting minutes of meeting with final report given to the recording secretary
 - 5. presenting written report to the council, with a recommendation
 - i. SBDM will respond to recommendation with any of the following actions:
 - i. Accept recommendation for approval
 - ii. Accept recommendation and add revisions for approval
 - iii. Send recommendation back to committee for additional revisions based on charge from the SBDM Council
 - iv. Disregard recommendation and make final decision

XI. Decision-Making

- a. All decisions will be made by reaching consensus using the following guidelines:
 - i. A motion and second are made.
 - ii. After discussion of an item, the chair or any member may state the consensus of the group in one or two sentences.
 - iii. The chair will ask whether any member disagrees with that statement.
 - iv. If all members agree, the decision will be recorded as a unanimous decision in the council minutes.
 - v. If a member disagrees, the discussion will continue until a suggestion of consensus is made that draws no disagreement, or until the third suggestion of consensus fails.
- b. When a third suggestion of consensus fails, the council may by majority vote to determine:
 - i. Vote to send the issue back to a committee
 - ii. Form an ad hoc committee to study the issue further
 - iii. Decide the issue by majority vote of the council
- c. Criteria for Majority Vote
 - i. A majority vote of the council shall be taken after consensus fails three times if the issue meets the following criteria:
 - ii. The issue involves the selection of a new principal: the council shall vote and the candidate receiving the majority shall be selected.
 - iii. The issue involves the number of persons to be employed in each job classification, the textbooks to be purchased, or the budget for or purchase of student support services.

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- iv. The issue is whether to continue to meet for longer than 90 minutes
 - v. The federal or state government or the district board of education has set a deadline by which the school council must make a final decision and that deadline will occur before the next regular council meeting;
 - vi. The members of the council cannot agree by consensus to decide the issue at a special meeting and a majority of the council members wish to decide the issue by a majority vote.
 - vii. When the above exceptions do not apply and consensus cannot be reached, the issue may be placed on the agenda for the next regular meeting or special meetings and the decision may be made at that meeting by majority vote of the council. When voting, any abstention is counted with the majority vote.
 - d. The council reserves the right to amend or adjust by consensus any previous policy.
 - e. Council decisions may be appealed to established school board approved procedures.
- XII. Responsibilities of the Council
 - a. Areas of responsibility as stated in House Bill No. 940 which may be considered by the council include:
 - i. Staffing to include number and type.
 - ii. Planning and monitoring student support services.
 - iii. Work in consultation with the principal to fill staff vacancies.
 - iv. Selection of a new principal in the event of a vacancy in that position.
 - v. Developing and monitoring school budget.
 - vi. Administering and reporting student testing programs.
 - vii. Planning and conducting school development activities
 - viii. Coordinating parent, citizen and community participation in the school.
 - b. The school council shall adopt a policy to be implemented by the principal in the following additional areas:
 - i. Determination of curriculum
 - ii. Assignment of all instructional staff and non-instructional staff time
 - iii. Determination of the schedule of the school day and week
 - iv. Use of school space during the school day
 - v. Planning and resolution of issues regarding instructional practices
 - vi. Selection and implementation of discipline and classroom management techniques.
 - vii. Development of extracurricular activities
- XIII. Training

All members serving on the school council shall receive training provided by the school system in the areas of consensus building, conflict resolution and all other areas deemed appropriate.

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XIV. Council Records

a. Council Minutes

- i. Minutes shall be kept for each meeting of the school council.
- ii. The minutes shall reflect an accurate record of actions and votes taken at a council meeting. Minutes shall show the words of the motion or suggestion of consensus, and the majority vote or unanimous support. No personal names will be used; people can be referred to by title.
- iii. If the action taken was the adoption of a policy, the entire text of the policy shall be attached to the copy of the minutes kept on file in the library for public inspection and filed in the council's policy manual.
- iv. The minutes of the school council shall not be official until they are reviewed and approved by the council.
- v. A preliminary copy of the minutes for all council meetings will be posted on the PTO bulletin board for certified staff, classified staff and parents.
- vi. A copy of the minutes will be provided to parent council members prior to the next meeting for their review, and after they become official for their records.
- vii. The principal will forward an official copy of the minutes to the superintendent.

b. Request for Public Records

- i. The following are official documents that must be kept on file for public inspection:
 1. School Council Minutes
 2. Committee Minutes
 3. School Planning Document (CATS scores, Needs Assessment)
 4. School Council Policies and By-Laws
 5. School Council Budget Documents not in the School Plan
 6. School Council and Committee Membership Lists
 7. Audio Tapes
- ii. See the "Administrative Regulation Access to Public Records" and the "Jessamine County Board of Education Request Examine Records"

Council Chairperson: Emily Coy

Revised/Adopted: 2-8-22

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Policy Number
02.01

Pages 1

Student Placement

Philosophy

This policy is based on the following beliefs:

- a. A good learning environment is important for quality teaching and learning to occur. This can best be achieved when the classes are a balanced mix of abilities, behaviors and gender.
- b. Parents shall have input about the type of teacher and environment that they feel is best for their child.
- c. Students learn best when they are in an environment that meets their needs and a complementary match occurs between the teacher's style and the student's learning needs.
- d. Teachers provide important information that needs to be taken into consideration when placing students. This includes information about the school, teaching styles, learning styles of the student, academic progress and classroom social skills.
- e. Input from all stakeholders (parents, teachers, and administrators) will be considered in the placement of students.
- f. Providing a well-rounded education is done through a partnership between teachers, parents and the community. To ensure this, every class should have the parental support needed to enable them to participate in a variety of experiences like 4H, field trips, parties etc.
- g. It is important to provide students with the opportunity to work and play with a variety of different children so that they can accept and celebrate differences and learn to get along with all kinds of people.

Procedures

Procedures for placing students shall be developed that match the philosophy and then approved by School Based Council prior to being used.

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Policy Number
02.02

Pages 2

Parent Engagement and Family Involvement

Part I – General Expectations

Warner Elementary School agrees to implement the following statutory requirements:

Warner will work to ensure that the required school level parental involvement policies meet the requirements of section 1118 and will include a school-parent compact.

Warner will notify parents of the policy in a format that is clear and, to the extent practical, in a language the parents can understand. Warner will seek to provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities and parents of migratory children. The policy will be made available to the local community and reviewed periodically to meet the changing needs of parents and the school.

Warner will encourage and facilitate strong parental involvement, in order to support a partnership among the school, parents, and the community to improve student academic achievement.

Part II – Description of Procedures for Implementing Parental Involvement Policy

To involve parents in the joint development of its school parental involvement plan Warner will utilize the school management committee to develop and/or review and modify the policy. The committee will include parents as well as teachers and administrators and all stakeholders will have input in the process. The school management committee will be responsible for ongoing reviews of the policy and parents will be involved as committee members.

Warner will have an annual meeting to inform parents of the school's participation in Title I, Part A programs and explain the requirements and the right of parents to be involved in Title I, Part A programs. We will encourage parental attendance by:

- Having one meeting during the day and one at night

- Informing parents through multiple methods of communication, including classroom newsletters, Warner's Facebook page, Warner's website, and a postcard mailed to the home with an RSVP included

- Providing snacks

- Providing childcare.

During the annual meeting we will offer sessions on the Title I program as well as informational sessions on areas determined through a needs assessment. We will also provide informational tables or booths for organizations and activities at the school such as PTO, student activities, and the family resource center.

A description and explanation of the school's curriculum and the forms of academic assessment used to measure children's progress and the proficiency levels students are expected to meet will be provided to parents through the following means:

- A school calendar will be provided to each child at Warner each year. It will be given to parents at the beginning of the year when they attend open house. If parents do not attend the open house, it will be sent home with the student. The school calendar will provide extensive information regarding the curriculum at Warner and policies regulating our instruction, such as the literacy policy.

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Each report card will list the standards that students are expected to meet for their grade level and will indicate the individual student's mastery of each standard taught during the nine weeks. The first report card will be given to the parent(s) during a fall teacher/parent conference. Subsequent report cards will be sent home with students.

Warner will provide each parent with an individual report of the student's performance on state testing by sending home the individual student report for KPREP with each child.

When a student has been taught for four or more consecutive weeks by a teacher who is not highly qualified, a letter from the principal will be sent to each parent.

The school calendar, report cards that include the standards, the annual Title I meeting, the school newsletter, and parent/teacher conferences will be used to communicate the following to parents:

- The state's academic content standards,
- The state's student academic achievement standards,
- The state and local academic assessments, including alternate assessments,
- How to monitor their child's progress and
- How to work with educators.

Warner will provide materials and training for parents to help them work with their children to improve academic achievement through evening activities such as literacy and math events.

Warner will work with the Early Learning Village to coordinate transitions for our students as they enroll in first grade. The following activities will be included in the transition plan:

- Attend transition meetings at the Village to meet parents and students
- Provide visits for students as they transition to Warner from JELV
- Communicate with school staff at JELV to plan appropriate classroom services
- Attend meetings, such as ARC meetings, ELL meetings, and 504 meetings to plan appropriately for students.

Warner will ensure that information related to the school and parent-programs, meetings, and other activities is sent to parents through multiple methods including, the school calendar provided for each home, the marquee, the school website, Warner's Facebook page, classroom newsletters, and the school newsletter.

Date Adopted: 5/18/2015

Council Chairperson Signature: 

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Policy Number
02.05

Pages 1

Extra Curricular Activities

The intent of this policy is to ensure every Warner child has the opportunity of joining a club prior to attending middle school. For that reason, fifth grade students have priority in club activities. Fourth grade children may join service clubs or competitive teams which may require some past experience or skill to meet the school community's needs, or to represent the student body effectively; e.g. video club and academic team. Although intermediate students may request participation in any club, a student may not be able to participate in the club of first choice because of space, supervision and/or equipment limitations. When limitations exist, students wishing to join will be given equal opportunity in the selection process. The selection will be random by class, by test or audition, with fifth graders being given priority. Adaptation provided students with special needs for other school activities will be extended to them when they request club membership and/or participate in club activities. Because clubs are extracurricular activities and many are sponsored by our teachers without additional compensation, continued participation in the club requires members' strict adherence to Warner's "I Care" rules and the Jessamine County Schools Code of Conduct. Any grievance concerning club participation should be directed to the principal.

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Policy Number
02.06

Pages 4

Providing Students with an Additional Primary Year

Philosophy:

We believe that learning is a developmental process and that students can take different amounts of time to learn how to read, write and use mathematical processes. This is especially seen during the primary years of elementary school. Students come to school with varying levels of maturity, language development and background experiences. Just like children learn to walk and talk at different times, they also learn to read and write at different rates and at different times. Our program needs to be flexible enough to provide continuous progress for all students.

As a result of these differences in individual students, some students will need an additional year in the primary. Parents need to be informed of this early in the process so that necessary supports can be put in place both at school and at home. The school needs to work with parents to help them understand that this is not a failure for their child – it's part of the developmental process of growing not only physically but also mentally. It's okay for your child to need more time to learn the foundations of reading, writing and math.

Policy:

I. Communication

Communication about student progress is very important. In order to ensure that parents have been informed the following will happen:

- a. Beginning in the 2003/2004 year, a report card insert will be created that will provide a visual for parents to show their child's current reading progress against the expectations for each level.
- b. Beginning in the 2004/2005 year, math progress will be added to the insert.
- c. The teacher will hold conferences in October and March with the parent/guardian of any child who is not progressing at a rate that may prevent the child from being ready for 4th grade at the end of 4 years. Conference summaries will be kept with parents signing that they have been informed of the school's concern about the child's progress. If the parent does not come in for a conference the following may be done:
 - i. A phone conference can be held with the teacher documenting the conference using the conference summary form. The form will be sent to the parent for his/her signature.
 - ii. If the parent cannot be reached by phone, a written conference summary sheet will be sent to the parent and they will be asked to sign and return the form.
 - iii. If a teacher is unable to get a conference summary sheet returned one will be mailed to the home.
 - iv. If by March the teacher is still unable to get a signed summary sheet, a registered letter will be sent to the home so the school has record that the parent received the information about the child's progress.

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- v. Three copies of the conference summaries will be used. One will go to the parent, one will put in the child's cum and one will be given to the school social worker.
- vi. The school social worker will keep a central file on all students whose teachers have identified as possible additional year students. The purpose is to help with placement of students and to ensure that all students who have been identified at risk are provided support.

II. Making the decision:

The decision for a child to have an additional year is a very important one and has implications beyond just the following year. In order to ensure that the decision is made with as much information as possible, teachers should do the following:

- a. Access resources available for the child. Work with the reading teachers, school social worker, family resource center, etc. Work throughout the year to provide the student with the supports needed.
- b. Complete the Lights Retention Scale to identify if the child is a good candidate for an additional year.
- c. Use the SWAT process to get advice on how to best support the student and to identify if the child may need additional services.

III. Timeline for the year of the decision:

Because the individual needs of students vary, the decision of when to do the additional year may be different from student to student. Each child's current level of achievement and progress needs to be taken into consideration. It is important that students are given the opportunity to make the "leaps of learning" that tend to occur once a student understands the reading process. Warner's primary program must be structured to provide those opportunities and decisions about students doing the additional year early in the program need to be carefully considered. If a teacher is considering having the student do an additional year, the following procedures should take place:

Fall Conference

After the first 9 weeks, teachers will use student work, assessments and teacher observations to identify students who may need an additional year.

- a. Students new to the building – Teachers will meet with the parent.
- b. During the conference, a conference summary sheet will be completed where it is documented that parents have been informed of their child's progress and if their child continues to progress at the current rate, an additional year will be needed sometime during the primary.
- c. Both the parent and the teacher will sign off. If the parent is not able to come to the conference, a conference summary sheet will be sent and the parent will be asked to sign and return the form so that we have documentation that they have been informed.

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- d. A copy of this summary will be given to the parent, a copy will be put in the child's cum folder and a copy will be given to the school social worker to begin an additional year file on the student in her office.
- e. Students continuing in our building –
 - i. Teachers will look in the students' cum folder to see previous documentation of discussions with parent.
 - ii. If there is not any documentation, the teacher should consult with the previous teacher and/or the school social worker.
 - iii. Teachers will meet with the parents and follow the guidelines listed above about keeping documentation of the information communicated to the parent.

January/February

During the 2nd 9 weeks, teachers will continue to use student work, assessments and teacher observations to monitor student progress. In January:

- a. The principal and social worker will meet with each primary teacher to:
 - i. Discuss the overall progress of students in reading/writing
 - ii. Identify students who are possible candidates for an additional year
 - iii. Decide the students that need to have letters sent to the parents.
Decisions based on progress so far this year and impact of progress on next year's placement
- b. This letter will:
 - i. Once again state the concerns identified with the student
 - ii. Provide the parent with suggestions of what can be done at home to support
 - iii. Offer to conference with the parent to share progress since information from these meetings will be used to look at current resources and make any necessary changes, help with projections for next year's planning, and keep the principal and social worker informed about individual students not meeting standards.

March/April

During the 3rd 9 weeks, teachers will continue to use student work, assessments and teacher observations to monitor student progress. After the 3rd 9 weeks teachers will identify any students who are not meeting standards and schedule a conference with the parent. If the parent is not able to come in for a conference, this conference can be done on the phone. Phone conferences should be documented in the same way that face to face conferences are through a conference summary sheet. Copies of the conference summary sheet should be sent to the parents for their signature and then returned to school for documentation. If it is decided to provide the student an additional year at this conference, parents will sign off on a conference summary sheet that states their child will be remaining in the primary program for an additional year. All decisions need to be made by the 2nd week of April and a teacher and parent may decide to wait until April to make the final decision.

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April – before placement process

By April, the school will need to know the students who have been identified for an additional year in order to make decisions about including them in state assessment at the 3rd grade and for placement decisions for the next school year. By the 2nd week of April each year, students who will be having an additional year need to have the following documentation:

- a. A conference summary sheet stating that the decision is to keep the student in the primary an additional year.
- b. A letter sent to the parents from the school stating that their child will remain in the primary an additional year.

While it will usually be best for everyone if this decision follows the above guidelines, there are times when it may be better for an individual student to wait. Parents and teachers may decide to wait later in the year or until after the summer to make the final decision because of tutoring or other supports that the parent is going to put in place for their child. These decisions will be made on an individual basis and the principal and social worker will be kept informed to ensure that the child is placed before school begins.

When Parents don't agree

When a child does an additional year, parent support is important. When parents see that this will help their child and they work with the school on supporting the child, the additional year is usually successful. At times, parents do not agree with providing their child with an additional year. When this happens the teacher will follow the guidelines listed below:

- f. The teacher will follow the guidelines outlined above on communicating with the parents throughout the school year on the progress of their child.
- g. If at the end of the year, the parent does not agree with the decision, the teacher will let the parent know that the school would like to make sure that the decision they make is an informed one and they will need to attend a meeting with:
 - i. This year's teacher(s)
 - ii. A representative from the next level
 - iii. School Social Worker
 - iv. Principal
- h. At this meeting, the parent will be given examples of the work that will be expected for next year along with the list of expectations for the level. Current student work will be presented. The parent will be asked to consider the different options for their child. If they still do not agree, they will be asked to sign a letter stating that they understand what the school is recommending for their child, that they disagree and will take responsibility for this decision. This letter will be placed in the child's cum folder and a copy will be put in the file in the school social worker's office.
 - i. The following year, the child will be provided opportunities for additional support where appropriate.

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**Policy Number
02.07**

Pages 2

Wellness Policy Revised during the 2019-20 School year

This policy is intended to encourage healthy habits in our students. It is important that students see that what they eat and how they exercise impacts the quality of their lives both now and in the future. Our school will encourage healthy choices among students using the following methods:

- I. Nutrition
 - a. Our curriculum will address health, nutrition, and consumerism.
 - b. All foods and beverages made available to Warner students are consistent with the standards required by federal and state laws and regulations.
 - c. Classroom treats (cupcakes, cookies, other treats) will be allowed with the utmost moderation. We ask that these be brought in for special occasions only, such as birthdays, going-away parties, etc. All special treats must be pre-approved by the classroom teacher 24 hours in advance. This is due to students having food allergies, medical concerns, or other dietary needs for which we need to accommodate.
 - d. At the beginning of every school year, families will have the option to complete a form indicating that they do not want their child to have treats that they consider to be unhealthy, unsafe, etc. When students are offered treats, such as birthday cupcakes, families will indicate if they want to provide an alternate snack or if they do not want their child to have a treat/snack.
 - e. When families have lunch with their children, a special location will be available for them and their student(s). Families should only share food with their own child(ren). This is to keep all students safe since some students have food allergies, medical concerns, or other dietary needs for which we need to accommodate.
 - f. Our curriculum will reflect an integrated concern for wellness, including connections to Science, Social Studies, and other subjects.

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II. Physical Activity

- a. Students will be provided with a physical education class on a regular basis.
- b. Physical education will be an environment where students learn, practice, and are assessed on developmentally appropriate motor skills, social skills, and knowledge.
- c. Students will receive supervised recess for 20 minutes each day where they will be verbally encouraged by their teacher to engage in moderate to vigorous activity through the provision of space and equipment.
- d. Our curriculum will address health and physical fitness.



David Asher
Principal

Approved April 7, 2020

Warner Elementary Council By-Laws and Policies

Policy Number
02.08

Pages 1

Dress Code Policy

Philosophy:

Warner Elementary believes that the appearance of students is important to the educational environment and should create a positive school climate and enhance school safety. Appropriate clothing is expected for all students. Warner remains committed to developing individuals who are well-prepared for the demands of the future.

Policy:

Students should not wear apparel which may attract undue attention or present a threat to health or safety. Inappropriate school apparel includes:

- A. That which advertises tobacco products, alcohol, or drugs;
- B. That which promotes or suggests lewd, profane, vulgar, racist or violent themes;
- C. That which is revealing (such as short shorts or short skirts, bare midriffs, crop tops, low necklines, sheer fabrics, body-hugging or tight as with spandex, pants sagging below the waistline, with holes or tears, spaghetti straps);
- D. Chains (bike chains, chains on wallets, dog collars, spikes on clothing or jewelry);
- E. Shoes with wheels or cleats;
- F. Hats may not be worn in the building unless with special privilege.

The wearing of any such apparel may necessitate an intervention by school personnel. In an effort to promote a positive school learning climate, we request that all visitors to our building adhere to our dress code.

Date Adopted	<u>06/17/13</u>	Signature	
			Council Chairperson

Warner Elementary Council By-Laws and Policies

Policy Number
02.09

Pages 1

Electronics Use

Philosophy:

Technology is an integral part of our current society and we believe it plays an important role in our students' education. The school works diligently to provide a technology rich environment for the students. We believe that personal electronics are important for continued education at home or in society, but the use of these electronic devices in the school setting are not necessary at this time and often create a distraction in the classroom.

Policy:

The student use of personal electronic devices is prohibited on school grounds. Personal electronic devices include gaming systems, cell phones, iPads, iPods, MP3 players, e-readers, Kindles, etc. Students may not use these devices at school, on field trips, as a camera, or as a class reward. The first violation will result in the staff member confiscating the device and returning it to the student at the end of the day. All subsequent violations will result in the device being given to the principal and the guardians of the student retrieving the device from the principal.

Date Adopted	<u>06/17/13</u>	Signature	
			Council Chairperson

Warner Elementary Council By-Laws and Policies

Policy Number
03.01

Pages 1

Curriculum

Philosophy:

Curriculum development needs to begin with high expectations for all students. Curriculum should be based on standards and research-based practices. All students should have access to grade level curriculum.

Policy:

Curriculum at Warner Elementary School shall be aligned with national standards and the standards approved by the state of Kentucky. The following process will be followed in curriculum/unit development:

- a. Standards identified per level
- b. Standards grouped in units and prioritized
- c. Supporting content identified and prioritized
- d. Assessments created tied to standards
- e. Activities identified to help students reach the standards and be successful on the assessments
- f. Modifications and enrichments identified to be used to ensure all students are successful.

As needed, curriculum alignment will occur both within a level (horizontally) and across levels (vertically) to ensure consistency and the elimination of curriculum gaps.

Council Chairperson: Emily Coy
Revised/Adopted: 11-9-21

Warner Elementary Council By-Laws and Policies

Policy Number
03.02

Pages 1

Instruction

While curriculum is standard across the school, teachers use their professional judgment to make decisions about the instruction that will best help their individual students be successful. As teachers make decisions about instruction they will take into consideration the following:

- a. Instruction shall be standards-based. Teachers plan instruction around a set of standards and expectations for a level. Instruction is differentiated based on the needs of the students.
- b. Needs of students will be determined through a variety of formal and informal assessments. Teachers should be able to differentiate instruction based on assessment information and their knowledge of the content standards.
- c. Instruction shall be based on research and identified best practices for each content area.
- d. Instructional practices shall be based on indicators outlined by the teacher standards adopted by the state of Kentucky.
- e. Teachers will adhere to the instructional times for each content area set by the administrative team.

Council Chairperson: Emily Coy
Revised/Adopted: 11-9-21

Warner Elementary Council By-Laws and Policies

Policy Number
03.021

Pages 1

Reading Policy

Philosophy:

Student proficiency in reading as an integral part of student academic success therefore it is a central component of our core instructional practice. As a school we want to provide the best reading instructional program available for our students.

Policy:

A reading program framework will be developed in order to provide structure for reading instruction. The framework will address both primary and intermediate reading instruction. All teachers will be expected to implement the reading framework that is developed and approved. The framework will be reviewed regularly and revised as needed.

Date Adopted	<u>06/17/13</u>	Signature	
			Council Chairperson

Warner Elementary Council By-Laws and Policies

Policy Number
03.022

Pages 3

Writing/Communication

Students' Writing/Communication Experiences

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

- Experience authentic, meaningful communication at all grade levels and in all content areas:

Communication being a technique for expressing ideas effectively through a verbal and/or written message.

- Writing/communication for a variety of purposes:
 - Argumentative: to support claims
 - Informative/explanatory
 - Narrative: to develop real or imagined experiences or events
- Writing/communication in which students draw on their own experiences, learning, reading, and inquiry to complete tasks.
- Writing/communication products for a variety of audiences.
- Writing/communication experiences that reveal ownership and independent thinking.
- Writing/communication that uses technology tools and provides students with multiple ways to show their learning.
- Writing/communication that enables students to clarify and/or show their learning.
- Engage in three categories of writing: writing to learn, writing to demonstrate learning to the teacher, and writing for publication.
- Experience the writing process at all grade levels: planning, drafting, revising, editing, publishing, and reflecting upon writing.
- Experience writing in both on-demand and writing over time situations.
- Write and communicate as a natural outcome of the content being studied in all curriculum areas.
- Read and analyze a variety of print and non-print materials (e.g., artwork (2D and 3 D), photographs, electronic text, graphics, illustrations, web images, maps, multimedia) including persuasive, literary, informational, and practical/workplace materials. Use readings as models for student writing.
- Learn about and use appropriate resources for communication (e.g., personal interviews, observations, print materials, and technology) driven by different instructional purposes with different audiences for the student to consider.
- Apply appropriate writing skills to oral communication.
- Engage in real world and creative communication appropriate for meeting Kentucky Core Academic Standards.

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Instructional Strategies Guidelines

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

- Teach higher-order thinking skills.
- Assign three categories of writing: writing to learn, writing to demonstrate learning to the teacher, and writing for publication.
- Provide authentic, meaningful writing/communication at all grade levels:
 - Writing for a variety of purposes:
 - Argumentative writing to support claims.
 - Informative/explanatory texts.
 - Narrative to develop real or imagined experiences or events.
 - Writing/communication products for a variety of audiences.
 - Writing/communication products about experiences that reveal ownership and independent thinking.
 - Writing/speaking in which students draw on their own experiences, learning, reading, and inquiry to complete communication tasks.
 - Communication products that use technology tools to engage in real world and creative communication.
- Teach the writing process at all grade levels: planning, drafting, revising, editing, publishing, and reflecting upon writing.
- Provide both on-demand and writing over time assignments.
- Incorporate writing/communication products as a natural outcome of the content being studied in all curriculum areas.
- Assign students to read and analyze a variety of print and non-print materials (e.g., artwork (2D and 3 D), photographs, electronic text, graphics, illustrations, web images, maps, multimedia) including persuasive, literary, informational, and practical/workplace materials. Use readings as models for student writing.
- Provide appropriate resources for writing (e.g., personal interviews, observations, print materials, and technology) driven by different instructional purposes with different audiences for the student to consider.
- Allow student choice and exploration.
- Provide experiences for students to apply appropriate writing skills to oral communication skills.
- Provide real world and creative communication experiences appropriate for meeting Kentucky Core Academic Standards.
- Apply procedures to evaluate communication products including using feedback to inform instruction.
- Allow students to maintain a writing portfolio that includes samples of work that shows interests and growth over time.

School-Wide Structures and Monitoring

To ensure every student has a writing portfolio that includes samples of work that shows 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:

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- Ensure curriculum is aligned to Kentucky Core Academic Standards
- Assign a literacy team to develop a written plan for implementing and monitoring writing portfolios.
- Ensure the plan includes guidelines for incorporating student and teacher use of technology tools.
- Ensure the implementation of the writing plan.
- Ensure that the council annually reviews, revises (if necessary), and approves the writing plan by April/May each year.
- Ensure teachers receive embedded professional development needed to improve writing instruction.

Reflection, Assessment, and Feedback

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

- Active participation of students in decision making about contents of the portfolio.
- The use of the portfolio for determining student performance in communication.
- The procedures for reviewing the portfolio in order to determine strengths and weaknesses in student writing and the overall writing program.
- The procedures for grading the portfolio including feedback to inform instruction.
- Guidelines for providing students descriptive feedback on the portfolio
- Opportunities for students to improve their writing and communication skills based on feedback from communication products and portfolio.
- Opportunities for students to reflect on their writing and communication skills.
- Opportunities for students to self-assess their communication products.
- Opportunities for students to provide feedback on the work of others.

Policy Evaluation

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

Date Adopted	<u>11/12/19</u>	Signature	
			Council Chairperson

Warner Elementary Council By-Laws and Policies

Policy Number
03.03

Pages 4

Collaboration

Philosophy:

Each of our students is a unique individual and it takes a team effort to meet our students' individual needs. At Warner we promote a shared ownership of our students and we want to work together to find the best way to help each child meet the standards. This means that the staff must collaborate together – classroom teachers, instructional assistants, arts & humanities specialists, special education and gifted teachers working together to help all students successfully meet the standards. Collaboration benefits students by promoting individualization while integrating services. Students get more teacher/student contact time, maintain continuity with the class and don't have the stigma of pullout programs. Teachers benefit by having another adult to share ideas, responsibilities, materials, resources and assessments. Flexibility is increased and we can provide more instructional options for students.

I. Collaboration

- a. It is an expectation at Warner that teachers collaborate together to meet the needs of their students. This collaboration will look different from classroom to classroom and should be based on the individual needs of the students, the teaching styles and strengths of the teachers involved, along with the curriculum expectations for each level.
- b. When teachers collaborate together they should jointly decide:
 - i. The purpose of the collaboration
 - ii. The collaboration model to be used
 - iii. How communication will occur
 - iv. The roles and responsibilities of each member of the team
- c. In order for collaboration to occur, the environment must be conducive to it. There needs to be shared ownership – our students, our space, and our materials. Each person involved in the collaboration is responsible for helping to make this possible.

II. Inclusion for special needs students

Placement of students

Our goal in placement of students is to meet their individual needs while maximizing our resources.

- a. Special needs students will be placed first by a committee made up of special education teachers, speech language teachers, guidance counselor, psychologist, and principal.
- b. Each teacher will bring information about each student (IEP goals, disability, behavior, grade level, input from regular ed. teacher).
- c. Students will be placed to meet individual needs and grouped to maximize use of support.
- d. The principal will make special education staff assignments based on expertise, training and staff input

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- e. Regular education teachers will review student placements and provide input.
- f. The principal will assign teachers based on the following considerations
 - i. Teams of collaborative teachers who have worked well together in the past and are still interested in working together.
 - ii. Balancing expertise and experience between regular and special education teachers so that whenever possible at least one of the teachers involved has worked in an inclusive classroom setting previously.
 - iii. Request of the regular education teacher

III. Roles and Responsibilities for staff working with special needs students

Collaborating Teacher	Classroom Teacher	Collaborating Instructional Assistant
For all students in the class: Share ownership Foster acceptance Encourage independence in all children in every classroom setting.	For all students in the class: Share ownership Foster acceptance Encourage independence in all children in every classroom setting.	For all students in the class: Share ownership Foster acceptance Encourage independence in all children in every classroom setting.
Protect the confidentiality of all students in the classroom	Protect the confidentiality of all students in the classroom	Protect the confidentiality of all students in the classroom
Jointly with the classroom teacher and instructional assistant identify roles of each person based on the needs of the students you will be working with.	Jointly with the collaborative teacher and instructional assistant identify roles of each person based on the needs of the students you will be working with.	Jointly with the classroom and collaborative teachers and instructional identify roles of each person based on the needs of the students you will be working with.
Proactively schedule joint planning time	Mutually schedule joint planning time	Be a part of the planning process
Plan lessons and activities which assure that all students can be successful	Share lesson plans, students information, materials and effective instructional strategies with collaborative teacher in a timely manner	Carry out goals, lessons
Learn and support relevant classroom rules and routines	Share classroom rules and routines	Learn and support classroom rules and routines
Concentrate services on identified students while incidentally including other students	Help identified students as you help other students	Be ready to carry out the program when teacher is not available. Count on each other/pull resources together.
Be responsible for ensuring that the accommodations identified on the student's IEP are provided, to allow the student to have access to the content; and during assessment, to obtain a valid	Work with the collaborating teacher to implement the accommodations identified on each student's IEP throughout the school year and during assessment.	Attend trainings regarding appropriate implementation of accommodations. Provide the accommodations identified on the students' IEPs during instruction and assessment.

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measure of the student's skills and abilities.		
Create and implement adaptations and modifications so that students can access age appropriate curriculum.	Work with the collaborating teacher to implement adaptations/ modifications.	Work with the collaborating teacher to implement modifications.
Help students with not only academics, but also skills for success such as listening, organization, staying on task, asking questions, etc.	Help students with not only academics, but also skills for success such as listening, organization, staying on task, asking questions, etc.	Help students with not only academics, but also skills for success such as listening, organization, staying on task, asking questions, etc
When students have behavior goals, be responsible for setting up the behavior plan; consult with the classroom teacher to ensure that the plan can be implemented within the classroom.	Consult with the collaborating teacher. Be consistent with expectations for the student's behavior goals. Communicate if the plan is not working and be flexible if changes are needed and agreed upon.	Implement the behavior plan. Be consistent and treat the student in a respectful manner.
Share materials and ideas with the classroom teacher, especially ones effective with high needs students.	Be open to suggestions for using instructional materials and approaches that may be particularly effective.	Implement the program
Be willing to try instructional approaches that are different from your usual methods but effective with two teachers.	Be willing to try instructional approaches that are different from your usual methods but effective with two teachers.	Be willing to try instructional approaches that are different from your usual methods but effective with two teachers.
Cooperate with classroom teacher in communicating with parents	Cooperate with collaborative teacher with parents of special needs students	Unless the teachers request it, leave the communication with parents up to them
Be responsible for the developing/implementing IEP and goals, and the program and materials that support the students' goals.	Realize that you are responsible for the students' IEP goals	Carry out goals and objectives on students' IEPs
Be flexible in implementing your program	Be flexible in planning classroom activities when the special teacher is in the classroom so as to maximize the productivity of having 2 staff working with the class.	Be able to adapt on the spot if necessary

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IV. Planning

We realize the importance of planning and want to make it a priority to help teachers be successful in their collaborative teams. Each collaborative team will be given time before school begins to accomplish the following:

- a. Review IEP's, goals and how best to meet the student's needs.
- b. Discuss the roles and responsibilities of each staff member.
- c. Discuss the collaborative instructional practices. Identify practices both people are willing to use.
- d. Develop a schedule for daily activity for both the regular and special education teacher.
- e. Review policy.
- f. Look at the best uses of space and materials.
- g. Develop a framework for weekly planning.

V. Implementation – Keeping collaboration going

- a. Frequent communication is critical in the success of the collaboration process.
- b. Collaboration teams need to meet at least weekly to look at upcoming needs (goals, lessons, modifications, standards)
- c. Periodically (depending on resources), bigger blocks of time will be provided to evaluate and readjust programs.

Warner Elementary Council By-Laws and Policies

**Policy Number
03.04**

Pages 1

Class and Grade Level Activities

While a fixed number of field trips and/or other special activities are not assigned to a grade, teachers should plan together within and between area and levels to eliminate inappropriate duplication and ensure reasonable equality of opportunity. All field trips must follow the district's policy on field trips. The principal must approve all extracurricular or additional curricular activities that impact children and teachers beyond the implementing teacher's classroom. Request for assemblies and/or activities must be submitted in writing. After approval, the initiating teacher must notify all affected teachers of the change in schedule teacher in writing at least one week in advance.

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Policy Number
03.05

Pages 2

Primary Program

Philosophy:

The primary program is built on the idea that all children can learn but there is an understanding that children develop at different rates. This is especially true when students are first developing their foundational skills and concepts for reading and math. In the primary program, the program should be developed to allow students to progress towards the exit criteria and be able to complete the program in four or more years. The program should be flexible enough to fit the needs of the student versus the program being set and the student needing to fit exactly into the program. The goals of the primary program should be for students to:

- a. learn and construct knowledge;
- b. master literacy and numeracy;
- c. use their experiences, knowledge and skills to engage in authentic, real-life tasks.

The primary program should be designed around what we know about how children from ages 5 to 8 learn best. KDE has reviewed the research and has developed a list that should be taken into consideration as the program is planned:

A child learns as a total person.

Children grow through similar stages of development at different rates.

Methods, climate, atmosphere, and teacher attitude all affect a child's self-esteem.

Children learn best through interactions with the environment and people.

Children learn best when taught through an integrated curriculum.

Children cannot be given knowledge but must construct it themselves.

Learning is a very social process.

Children learn communication skills when able to share their learning.

Children learn math skills when they explore, discover, and solve real problems.

- a. The primary program involves the instructional program before 4th grade.
- b. The school has developed exit criteria to be used at the end of the primary program.
- c. Instruction should be geared to enable all students to successfully meet the criteria by the end of the primary program.
- d. Students will progress through the primary program at different rates. Every child within the primary needs to be looked at as an individual. Placement decisions need to be based on the needs of the individual child
- e. Each year the staff needs to look at the current students, their progress to this point, and the strengths and needs identified. The organization of the primary program should be created using this information in order to provide the structure that will best enable all students to move successfully towards the exit criteria and to ensure that each classroom is built around the critical attributes outlined by 704 KAR 3:440:

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Developmentally Appropriate Practices
Continuous Progress
Multi-age and Multi-Ability Classrooms
Authentic Assessment

Qualitative Reporting
Professional Teamwork
Positive Parent Involvement

Teachers will work together in teams or families to ensure that each attribute is used to meet individual student needs and help all students to successfully complete the primary program. Each year teachers will be asked to plan for and then document how their classroom(s) are meeting the critical attributes for the primary program.

- a. Curriculum and instruction within primary classrooms will be created and developed using the guidelines for teaching students ages 5-8 from KDE (see philosophy). When necessary, professional development will be offered for new staff on these guidelines and how to implement them in the primary classroom.

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Policy Number
03.07

Pages 2

Materials/Textbook Selection Process

Philosophy:

Our key academic goal for our students is that they become life-long learners. In our vision statements we have outlined that in order to reach that end we will:

- a. Align our curriculum to ensure there is continuity in each child's education;
- b. Actively involve students through authentic learning experiences;
- c. Empower students; and take advantage of community resources in order to create learning experiences both inside and outside the school.

This approach means that we need to find ways to provide a variety of resources that can be used by students to learn the content, skills and strategies necessary to meet state and national standards. Since students' needs can be very different, teachers need to be able to adapt their instruction. In order for teachers to be able to differentiate instruction, they need to have access to multiple levels of reading materials, manipulatives, resources, videos, software, etc. If we want students to construct their own knowledge and learn to think at high levels, once again teachers will need to have access to a variety of materials. Our goal should be to equip each classroom with the books, materials and resources necessary to enable teachers to differentiate instruction, provide hands-on and authentic learning experiences and help students reach state and national standards.

Policy:

- a. As the decision is made, the following will be taken into consideration:
 - i. consistency of program at school/district level
 - ii. availability of funding
 - iii. alignment with core content
 - iv. vertical and horizontal alignment of curriculum
 - v. purchase of textbooks as opposed to supplemental materials
- b. Each adoption cycle, the committee will begin by looking at the books and materials that have been approved by the state. Materials will be chosen based on the state's evaluation instrument which includes these criteria: content/process, assessment, organization and structure, student experiences, technology, and resource materials.
- c. Individuals may have the option to view materials individually or as a group using an evaluation instrument, but ultimately must reach consensus as a grade level. Depending on the adoption, consensus may need to be reached as a school (math/reading for example)
- d. Timeline:
 - i. View and evaluate textbooks December through March.
 - ii. Grade level recommendations to CRA by mid March.
 - iii. Recommendations to Curriculum committee for March meeting and then on to Council for final approval.

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- iv. Textbook decisions will be finalized by Spring Break.
- e. The Curriculum/Instruction Committee will make recommendations concerning the distribution of textbook funds at the school level based on student needs and material costs.

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Grading Policy Revised 2016-17

Policy Number
03.08

Pages 2

Goal: All children are expected to meet Kentucky's high standards and be provided opportunities needed to succeed. Students and parents will receive frequent and specific feedback about the child's progress toward mastery of the standards and development of the characteristics of a successful learner.

Guidelines: Grades reflect student mastery of skills at each grade level. Students' grades are based on mastery of the state standards taught in each 9-week grading period, student engagement and the development of successful learning habits.

Grading Scale:

Grade	Expectation	Student-Friendly Language
4	Student independently demonstrates complete mastery of the standard.	I can do it correctly all of the time without help and show how I understand it.
3	Student independently demonstrates complete mastery of the standard most of the time but occasionally needs additional support.	I can do it correctly most of the time but need support at times.
2	Student is developing understanding of the standard but still needs additional instruction and/or teacher-support to show mastery.	I'm starting to understand this, but I still need help and examples.
1	Student shows limited understanding of the standard and needs additional instruction and full teacher-support to show mastery.	I'm starting to learn this. I can't do it by myself yet.

**Note:* Students in grades 3-5 complete Short Answer Questions to show mastery of learning. These types of questions are graded on a 2-point scale rather than a 4-point scale.

Teacher Expectations:

- Teachers will design and utilize assessments that are congruent to the state standards and fairly measure students' mastery of those standards.
- Teachers will frequently communicate with parents regarding students' progress through a variety of means such as conferences, report cards, written notes, phone calls, emails, and sending home student work.
- Teachers will respond to parent communication in a timely manner.
- Teachers will send home report cards at the end of every 9 weeks.
- Teachers will schedule conferences with parents prior to the first report card coming home.

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- Teachers will report grades on content that has been taught during that quarter. If only part of the content of a standard has been taught, the teacher will comment on the report card indicating the skills the grade reflects.

Parent Expectations:

- Parents will check for written communication brought home by students each night.
- Parents will respond to teacher contacts in a timely manner in order to assist their child at home with areas of concern.
- Parents will sign and return report card in a timely manner.
- Parents will attend a conference with the teacher during the first 9 weeks.
- Parents will contact the teacher if they have a concern about the assigned grades for their child.

Date Adopted: April 20, 2017

Signature of Chairperson: 

Warner Elementary Council By-Laws and Policies

Policy Number
03.09

Pages 4

Technology

Philosophy:

A goal of Warner Elementary is to integrate technology into instruction and provide all students access to technology as a tool for learning. Technology is viewed as a tool and resource that provides a way for students to access information, organize their learning and show what they know.

Policy:

I. Technology integration

As teachers plan for technology integration, they should consider the following:

a. In Curriculum planning:

Begin with the content standards at your level

- i. Identify the technology standards that could be incorporated into the instruction and used as a way to help students either access information about the content, organize what they learn or create a product to show what they know.
- ii. Use Warner's identified technology product list to help you incorporate technology into your instruction. See Assistive Technology Coordinator for products and programs that allow students with technology needs to participate.
- iii. Use technology to help create real life situations for students that will help them see how they will use and apply their learning and provide them with the tools necessary for life-long learning.

b. In Differentiation:

Each classroom is made up of a variety of students with a variety of different learning styles and needs. Technology equipment and software provide teachers with resources to help meet these needs. As teachers plan for differentiating instruction for all levels, technology should be considered. Some potential uses of technology may include:

- i. Adaptive technology equipment and software
- ii. Remediation programs that provide students with skill building practice and reinforcement
- iii. Enrichment programs that allow students to take the next step in their learning
- iv. Choice of product possibilities similar to peers
- v. Simulations and problem solving software

Resources are available to help teachers both in the school and in the district to help teachers use technology for differentiation. For adaptive and assistive technology teachers should see the Assistive Technology team Coordinator. Teachers should see the School

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Technology Coordinator, TRT and the computer lab assistant for further direction with curriculum planning concerns.

c. In the Lab:

Warner has decided to put their best equipment in the lab so that classrooms of students can have individual access to the computer. Each year a schedule will be created that will provide time for every classroom to use the lab on a regular basis. The lab has been set up to provide a place for teachers to:

- i. Model how to use different programs
- ii. Model how to create different projects
- iii. Differentiate practice

Teacher responsibility for the lab will depend on the staffing that the school can afford. If there is an instructional assistant in the lab, teachers will be expected to:

- i. Teach the class
- ii. Plan the lesson to meet technology standards
- iii. Give appropriate notice to the assistant of technology needs
 - iv. Ensure that students are reaching the technology standards

If there is a TRT in the lab, teachers will be expected to:

- i. Work with TRT to create technology units
- ii. Remain with the class in lab and co-teach units with the TRT
- iii. Ensure that lessons are aimed at meeting technology standards.

d. In the Classroom

Since both teachers and students will use the classroom computers, all classroom computers need to be located so that students can easily access them.

- i. All students should have an AUP.
 - a. If even one student has NO on their AUP or has not turned in an AUP the teacher cannot use the internet in front of that student.
- ii. Teachers should monitor what students are doing on the computers.

II. Equipment Use

Warner Elementary has a variety of different technology equipment that is intended for use either with students or in preparation for working with students. Equipment is stored in different places around the school based on easy access for student use. At the beginning of each year, the STC will communicate to teachers the location and process for checking out. If there are any changes during the year, the changes will be communicated to teachers in a timely manner.

In order to keep the equipment available for classroom use, the following guidelines will be used:

- a. All equipment is stored in the lab, or in a location designated by the STC.
- b. Students are not permitted to transport the presentation device or the mobile lab. Teachers must pick up this equipment personally. Teachers must have received

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- training before they can check out the mobile lab.
- c. Equipment should be checked out on a calendar in the lab. One day's notice is required for all equipment requests. Preference is given to people who have advance reservations written on the calendar.
 - d. Procedures for use will accompany each piece of equipment. The user should recharge batteries for cameras, etc... before the equipment is returned to the lab.
 - e. Alphasarts may be checked out in groups to classrooms. Preference is given to 4th grade during portfolio times. Teachers are responsible for battery replacement if needed.
 - f. Teachers are responsible for purchasing their own diskettes and tape for the digital camera and video recorder. Tapes are available for purchase in the library. Diskettes and rewritable CD's may be purchased through the lab.

III. Teacher Use of Technology - Technology expectations for teachers are outlined IX Standard Statement IX: The teacher uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research.

PERFORMANCE CRITERIA: The extent to which the teacher:

- 10.1 Operates a multimedia computer and peripherals to install and use a variety of software.
- 10.2 Uses terminology related to computers and technology appropriately in written and verbal communication.
- 10.3 Demonstrates knowledge of the use of technology in business, industry, and society.
- 10.4 Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections and installations.
- 10.5 Creates multimedia presentations using scanners, digital cameras, and video cameras.
- 10.6 Uses the computer to do word processing, create databases and spreadsheets, access electronic mail and the Internet, make presentations, and use other emerging technologies to enhance professional productivity and support instruction.
- 10.7 Uses computers and other technologies such as interactive instruction, audio/video conferencing, and other distance learning applications to enhance professional productivity and support ins
- 10.8 Requests and uses appropriate assistive and adaptive devices for students with special needs.

- 10.9 Designs lessons that use technology to address diverse student needs and learning styles.
- 10.10 Practices equitable and legal use of computers and technology in professional activities.
- 10.11 Facilitates the lifelong learning of self and others through the use of technology.
- 10.12 Explores, uses, and evaluates technology resources: software, applications, and related documentation.
- 10.13 Applies research-based instructional practices that use computers and other technology.
- 10.14 Uses computers and other technology for individual, small group, and large group learning activities.
- 10.15 Uses technology to support multiple assessments of student learning.

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10.16 Instructs and supervises students in the ethical and legal use of technology.

III. Annual Technology Expectations

As a part of planning for each individual teacher's professional growth, teachers will be asked to consider where they are in relationship to the technology standards. They will identify strengths and areas for growth. The teacher will choose at least one of the areas for growth and work to move closer to meeting the technology expectations.

- a. Each year a self-evaluation of the technology performance criteria will be attached to the Professional Growth Plan for teachers to complete.
- b. Teachers will identify a technology goal they need to meet based on their self – evaluation. This goal will be included on the Professional Growth Plan.

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Policy Number
03.091

Pages 2

Education, Supervision and Monitoring for Internet Safety/Digital Citizenship

Philosophy:

As we prepare our students for being successful and responsible citizens in the 21st Century, it is important that we provide the appropriate instruction necessary for them to be appropriate citizens in a digital world. It is also important that they are provided the skills necessary to develop safeguards for safe use of digital tools.

Roles and Responsibilities:

It shall be the responsibility of all members of the Warner Elementary staff to educate, supervise and monitor appropriate usage of the online computer network and access to the Internet in accordance with this plan/procedure, the Children's Internet Protection and the Protecting Children in the 21st Century Act.

The library staff or designated representative will provide age-appropriate training for students who use Warner Elementary Internet facilities. The instruction provided will be designed to promote our commitment to:

- a. The standards and acceptable use of Internet services as set forth in the Jessamine County School District Acceptable Use Policy;
- b. Student safety with regard to:
 - i. Safety on the Internet;
 - ii. Appropriate, responsible behavior while on online, on social networking Web sites, and in chat rooms; and
 - iii. cyberbullying awareness and response.
- c. Compliance with the E-rate requirements of the Children's Internet Protection Act ("CIPA").

Digital Citizenship can be defined as the norms of appropriate, responsible behavior with regard to technology use. There are nine elements typically associated with Digital Citizenship. They are: Digital Access, Digital Commerce, Digital Communication, Digital Literacy, Digital Etiquette, Digital Law, Digital Rights and Responsibilities, Digital Health and Wellness and Digital Security (self-protection).

Instructional Program

Internet safety/digital citizenship instruction/training for students attending Warner Elementary shall consist of, but not limited to the following:

- a. Warner Elementary will participate in Jessamine County's October Digital Citizenship/Internet Safety Month activities. Classroom instruction will be provided during library instruction for ALL students by using resources such as <http://www.common sense media.org/educators/curriculum>.

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- b. Teachers will be provided with instructional topics covered during the Internet safety/digital citizenship instruction/training so that review can occur throughout the year when appropriate.
- c. Teachers will be provided parental information that ties with curriculum that can be placed in newsletters and other communications. This information will provide support for parents when working with their children at home to be good digital citizens and practice Internet safety strategies.
- d. The Family Resource Director will seek out community or district training opportunities for parents and inform them of these opportunities in order to provide support for their children to be good digital citizens and practice Internet safety strategies.

Following receipt of this training, instructional specific information such as date, location, plans and participation will be documented by the providing school staff member/representative, and students will follow the provisions of the District's acceptable use policy.

Date Adopted	<u>09/17/12</u>	Signature	
			Council Chairperson

Warner Elementary Council By-Laws and Policies

Policy Number
03.10

Pages 1

Assessment

Philosophy:

Curriculum, instruction, and assessment must align with our state standards and with each other. In order to meet the needs of our students, assessment data will be used to identify students' learning needs and those standards and skills that have been mastered. Teachers will use this data to plan instruction that meets the individual needs of each student. Assessment data will also be used to identify school-wide strengths and needs regarding specific programs and groups of students. We will share each student's assessment data with their families in order to communicate their progress throughout the year.

School-wide Assessments:

Schoolwide assessment will be conducted multiple times a year and used to:

- a. Monitor individual student progress over time
- b. Evaluate effectiveness of common programs
- c. Set goals for continuous improvement for individual students, classrooms, and the school as a whole
- d. Monitor progress toward continuous improvement goals for individual students, classrooms, and the school as a whole
- e. Support student placement decisions
- f. Provide information for families regarding each child's progress

Common Grade Level Assessments :

During the unit development process, common unit assessments aligned with the state standards will be created and used by all teachers at each grade level. These assessments will be used with all students at each grade level and will be used to analyze student progress towards mastery of the standards and provide teachers with feedback about the instructional program. Teachers will meet regularly to analyze student data and adapt instruction based on student learning needs.

Classroom Assessments:

Both formative and summative assessments will be used to guide instruction. Teachers will use the data from classroom assessments to identify student learning needs and monitor students' progress toward mastery of the state standards. Classroom assessments should:

- a. align with the state standards
- b. parallel the state assessment when appropriate
- c. provide a variety of ways for students to demonstrate their learning
- d. include modifications for students with special needs

Council Chairperson: Emily Coy
Revised/Adopted: 5-10-22

Warner Elementary Council By-Laws and Policies

Policy Number
03.11

Pages 1

Alignment with State Standards, Technology Utilization and Program Appraisal

The school shall organize all instructional and other activities to be aligned with standards established in state laws and regulations, and in a manner that is consistent with local school board policy.

The school shall utilize technology in a manner consistent with local school board policy and state laws and regulations.

The school shall appraise all programs in a manner that is consistent with local school board policy. Programs shall be appraised upon request of the school council by assigning the program appraisal to the appropriate committee for completion and recommendation to the council.

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Homework Policy Revised 2016-17 school year

Policy Number
03.12

Pages 2

Purpose

Homework is a valuable part of learning. Our purpose for assigning homework at Warner is to:

- strengthen academic skills through practice
- reinforce concepts taught by teachers
- develop student responsibility and accountability for their own learning
- promote parent awareness of own child's progress and grade level expectations

Specific classroom homework guidelines will be established by each teacher and will align with this school policy. Individual guidelines may differ from classroom to classroom depending on the needs and abilities of the students. Teachers will share homework expectations with students and parents.

Note: Unfinished classwork or work missed due to absences, although accomplished outside the school day, is not included in the school's definition of homework.

Amount and Frequency

The amount of homework assigned shall be related to the maturity and ability level of the students in a given grade. A general guideline for both teachers and parents to use is approximately 10-15 minutes a night for each grade level, i.e. 10-15 minutes for 1st grade, 20-25 minutes for 2nd grade, etc. The frequency and length of homework will be determined by the grade level team.

Teacher's Responsibility

- Give clear, concise directions and model assignments in class when necessary
- Assign work that meets the school's homework policy time guidelines and is grade-level appropriate
- Keep accurate records
- Differentiate and vary assignments when appropriate
- Check homework for completion
- Provide ways for parents and students to communicate with the teacher about homework
- Be accepting of exceptional situations when homework cannot be completed
- Use resources available to help students who are struggling with homework
- Notify parents regarding homework problems and missing homework assignments

Student's Responsibility

- Record the day's homework according to the classroom's procedures
- Understand the assignment and ask questions if it is unclear
- Take home and return all assignments on the required day
- Be accurate and neat, proofread own work and check for errors
- Discuss problems or concerns about homework with the teacher

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Parent's Responsibility

- Know child's classroom homework procedures
- Provide an appropriate time, a place and supplies for homework
- Model a positive attitude; support and encourage the child
- Communicate and cooperate with the classroom teacher if the child is having difficulties or working much longer than the time prescribed
- Assist the child as needed without doing the work for him/her
- Review the work and provide feedback when appropriate

Date Adopted: April 20, 2017

Chairperson Signature: 

Warner Elementary Council By-Laws and Policies

Policy Number
03.13

Pages 2

Field Trips

Revised during the 2014-15 school year

Philosophy

Students benefit from the instructional and community opportunities afforded them through field trips. Field trips should be an extension of the curriculum that are related to the learning and assessment of core content standards. Field trips should occur as the related curriculum is taught or as a review for students during assessment years. All students should have access to field trips regardless of their ability to pay for the cost of the trip.

Procedure:

Prior to principal approval:

- a. Call the bus garage to see if buses are available.
- b. Complete the following forms, turn a copy in to the principal and keep a copy for teacher records:
 - i. Field trip request form,
 - ii. District field trip rubric,
 - iii. Form to calculate the cost of the trip, and
 - iv. Bus request form.
- c. Request a purchase order for the cost of the trip.

After principal approval:

- a. Send permission from home to parents. A permission form is needed for each field trip and it should include the following information: nature of the trip, approximate departure and return times, and means of transportation.
- b. Collect money.
- c. Turn money into the office each day for deposit.
- d. Request an invoice from the field trip location.
- e. Turn in completed purchase order.
- f. Inform all support staff (arts and humanities teachers, special educators, reading staff, cafeteria staff, etc.) of the date and time of your field trip if it impacts their schedules.
- g. Inform all parent chaperones for the trip that if they want to provide transportation home for their child, prior approval is needed from the superintendent. This is board policy.
- h. Work with administration to plan for any students who are on individual behavior plans.

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The day before the trip:

- a. Complete the remaining budget information and turn in to bookkeeper. This includes the amount of money collected from the students that day.
- b. Turn the invoice in to the bookkeeper so a check can be written.
- c. If a student who is attending the field trip will need medication, make arrangements with the office staff.

The day of the field trip:

- a. Make three lists of all students, parents and staff who are attending the field trip. Leave one with the front office; take two with you – one for the bus driver and one for you.
- b. Take a copy of each student's emergency card (front and back).

Parent Involvement

Parent involvement is encouraged when possible. All parents who attend field trips must have completed the volunteer procedure (including fingerprinting) prior to attending the field trip. The major purpose for having parents attend a field trip is to help chaperone the students. The teacher(s) will set chaperone expectations for each field trip and communicate those to the parents involved. Expectations may be different from trip to trip based on the location. Siblings are not allowed to attend so the parent is available to help the students in their group. Parents must provide their own transportation for field trips.

School Guidelines

Each grade level will determine which field trips should occur based on the curriculum. A checklist of suggested or recommended field trips for each grade level will be used to help assure that opportunities are comparable across grade levels and across classes, that field trips are not repeated, and that field trips are directly related to core content. This checklist will be developed and reviewed by the curriculum and instruction committee and will be included in the faculty handbook.

Field trips to the same place by different grade levels will only be approved if the curriculum justifies a different purpose or emphasis for the field trip.

Each year the cost of the field trips for a class should not exceed \$20 per child, unless a survey of parents indicates that a more expensive trip is supported.

Incentive trips will be approved by the principal and will not necessarily follow the same approval process as field trips.

Date Revised: 5/26/2015

Council Chairperson Signature: 

Warner Elementary Council By-Laws and Policies

Policy Number
03.14

Pages 1

Library/Media Center

Philosophy:

The library/media center and its resources exist to support, enrich, and implement classroom instruction and provide students the skills necessary to be successful in a highly competitive information age.

The council has chosen to adopt the Jessamine County Board of Education’s policy for Library Media Centers (8.233) with the following modifications.

Library Advisory Committee

A Library Advisory Committee will be established to assist the media specialist. Warner’s library advisory committee will compose, at a minimum, of a library media specialist, an administrator, three teachers – at least 1 representative from both levels, primary and intermediate, and 2 parents. The SBDM council will select members recommended by the Principal to serve on the advisory committee. Members selected for the committee will serve a one-year term. Each year the principal of the school will appoint a new committee. The role of this committee will be to assist the media specialist with the selection of materials; to deal with reconsiderations; and to provide support in any areas the media specialist or SBDM council requests.

Date Revised	<u>01/24/08</u>	Signature	
			Council Chairperson

Warner Elementary Council By-Laws and Policies

Policy Number
03.15

Pages 2

Video Use

Philosophy:

We believe that the primary use of audio-video materials at Warner Elementary School is to support and enhance instruction. All AV materials should be of the highest quality and used only under the appropriate legal guidelines. The content of the materials should be appropriate for the developmental level of the children and sensitive to the moral structure of the community.

Audio Visual Use:

- a. Instructional Use
 - i. The use of audiovisual materials as a valuable tool in instruction is encouraged. Videos, CD ROM technology, overhead transparencies, and other resources can effectively be incorporated into instruction and enhance learning. When audiovisual materials are used for instruction their core content and objectives should be reflected in the teacher's pre- and post-viewing activities in teacher lesson plans. The length of the video should be limited to the section that most closely relates to the core content and objectives.
- b. Non-instructional Use
 - i. Videos owned by the school, rented from commercial outlets or owned privately by staff or students may be used in the classroom for non-instructional use only when a performance license has been obtained for its use. These tapes may not be used for entertainment, filler, motivation, or reward without appropriate license. Teachers may use an appropriately licensed video for non-instructional use one time during each month. School-wide showings are not included in this number.
- c. Performance Licenses
 - i. The school administration and staff will make a recommendation to the school council relative to the purpose of any performance licenses during the annual budgeting process.
- d. Ratings
 - i. Few videos with ratings above "G" are appropriate for elementary children. Only under special circumstances will videos with "PG" ratings be approved. No videos rated above "PG" are permitted without prior approval. For "PG" rated videos parental permission is required for all students. Parents may request in writing an alternate assignment which carries the same academic value of any assignment related to video viewing.

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- e. Copies
 - i. All videos shown must be from the original. No copies will be permitted. The Media Center may not be used for making copies of any original, copyrighted material.

Video Approval:

- a. Approval Forms
 - i. All non-instructional videos must receive the approval of the principal prior to use. Forms will be developed by the administration, which will be used to submit requests.
- b. Procedures for Requests
 - i. Requests should be submitted to the principal prior to viewing. If parental consent is required, one full week will be necessary.
 - ii. Request will be returned by the principal to the teacher.
- c. Videos shown using stand-alone classroom units are subject to aspects of this policy.

Video Recording and Distribution:

- a. Off-Air Taping
 - i. Materials may be taped off-air from network or cable channels for instructional use only.
 - ii. Tapes must be used within ten days from the taping date.
 - iii. All recordings, with the exception of KET, must be erased 45 days of the original taping date.
 - iv. Special permission may be obtained from the owner of the copyright for additional use.
 - v. Taping rights of materials broadcast by KET are outlined in the KET School Schedule Book. The categories for taping are:
 - a. Unlimited
 - b. Unlimited through (date)
 - c. School year
 - d. Seven days
 - vi. All KET materials taped and cataloged by the Media Center will adhere to the guidelines stated in the KET School Schedule Book of the current school year.
- b. Use of Off-Air Video
 - i. The use of all off-air video will adhere to the guidelines as stated in section 2 of this policy, "Audio Visual Use".
 - ii. Requests to show off-air videos in the classroom will follow the guidelines outlined in section 3 of this policy, "Video Approval".
 - iii. Tapes may be used twice in the classroom during the ten day period.
- c. Taping Requests
 - i. Taping may be done by the Media Center, by the teacher in the classroom or by the teacher at home.

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- ii. The administration is responsible for developing a form to be used for teachers to request off-air taping by the Media Center.

Date Revised	<u>05/27/08</u>	Signature
		Council Chairperson

Warner Elementary Council By-Laws and Policies

**Policy Number
04.01**

Pages 1

Violence and Drug Free Schools

To ensure the safety and well-being of the students, staff, parent volunteers and guests in our school, and to promote and protect a positive school climate so all the members of our community can learn and grow, Warner is declared a violence and drug free zone. This mandate shall be enforced under the authority of the Warner's discipline policy, the Jessamine County Code of Conduct, and KRS. 158.150.

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Policy Number
04.02

Pages 6

Discipline

Philosophy:

The behavior standards for students at Warner Elementary are based on common sense, common courtesy, and mutual respect. We want our school to be a safe and pleasant place where children and adults enjoy learning and playing.

Teachers and other staff members are expected and encouraged to praise and reward good behavior, keep children actively involved in learning that allows them to be successful, teach children how to resolve problems, keep rules simple and consequences clear, and forgive children who have misbehaved so they are encouraged to control their own behavior.

Students are responsible for their behavior. It is important to strive for consistency in rewards and punishments so the students never doubt that there are consequences for both good and bad conduct.

Behavior Standards:

Everyone in our school has the right and the responsibility to:

- a. Be treated and treat others as a valued person. This means people's actions show they consider other people's feelings, are willing to listen, allow for and forgive other people's mistakes.
- b. Be free and be encouraged to learn. This means that people help each other learn by sharing and cooperating with each other, recognizing each other's efforts and success, and by having a positive attitude about learning.
- c. Learn in a safe and secure environment. This means that people's actions demonstrate a concern for the safety and security of others by taking care of and respecting property, solving problems without violence and demonstrating an attitude of safety at work and play.

School-wide Expectations:

School-wide expectations at Warner are based on the following expectations:

- Put forth your personal best
- Always be respectful
- Work to make good choices
- Show self-control

Common areas have expectations outlined. These expectations were originally outlined by students and should be reviewed each spring for necessary changes needed to be implemented the following fall. Teachers should teach, review and reinforce these expectations to students. Specific times to teach and reinforce these expectations include first few days of school and after fall, winter, and spring break.

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P.A.W.S. – Positive Behavior Expectations at Warner Elementary School				
	P. Put Forth Your Personal Best	A. Always be Respectful	W. Work to Make Good Choices	S. Show Self-Control
Restroom	<ul style="list-style-type: none"> Return quickly so you do not miss instruction 	<ul style="list-style-type: none"> Voice Level 1 Shut doors quietly Respect the personal space and privacy of others 	<ul style="list-style-type: none"> Wash your hands Keep all surfaces clean and graffiti free Put only toilet paper in toilet 	<ul style="list-style-type: none"> Push hand dryer once Keep hand dryer facing down Use one squirt of soap
Hallway	<ul style="list-style-type: none"> Walk Safely Be mindful of others passing by. Always walk on the right side of the hallway 	<ul style="list-style-type: none"> Voice Level 0 Have a respectful attitude towards others 	<ul style="list-style-type: none"> Do not touch wall displays/ artwork 	<ul style="list-style-type: none"> Keep Hands and Feet to Yourself
Cafeteria	<ul style="list-style-type: none"> Use Polite Table Manners Remember to get all utensils and condiments prior to sitting at your table 	<ul style="list-style-type: none"> Voice Level 2 Pick up after yourself Use kind words when speaking to peers Respect cafeteria monitors 	<ul style="list-style-type: none"> Stay in seat and raise your hand; wait until an adult comes to you Keep the cafeteria clean Throw away your trash 	<ul style="list-style-type: none"> Use food and cafeteria supplies appropriately Keep hands and feet to yourself
Recess	<ul style="list-style-type: none"> Take pride in appearance of our school/playground 	<ul style="list-style-type: none"> Have a respectful attitude towards others Take turns with others on equipment 	<ul style="list-style-type: none"> Use kind words Line up when your teacher asks after recess is complete Stay in the defined playground area 	<ul style="list-style-type: none"> Keep Hands and Feet to yourself Use equipment appropriately
Assembly	<ul style="list-style-type: none"> Take pride in the appearance of the school Participate appropriately 	<ul style="list-style-type: none"> Voice Level 0 when others are performing/speaker is speaking Listen and attend to presenter/performer 	<ul style="list-style-type: none"> Be ready to listen Enter and exit on the bleacher steps 	<ul style="list-style-type: none"> Walk safely Do not lean on or sit on bleachers
Bus	<ul style="list-style-type: none"> Have a positive attitude Be ready to get on and off the bus at the appropriate stop 	<ul style="list-style-type: none"> Talk quietly to the person next to you Follow the bus driver and/or monitor directions 	<ul style="list-style-type: none"> Stay seated on the bus Keep bus clean When exiting bus, walk down the stairs 	<ul style="list-style-type: none"> Keep hands and feet to yourself Keep personal items in your backpack

Classroom Management Plans: Rules, Incentive Systems and Behavior Consequences:

Each teacher, instructional block or grade level is responsible for developing a classroom management plan. All classroom management plans need to include the following 5-level system and appropriate color code for consistency across grade levels.

5 Level System – All students start on “blue”

- 1) Green - Warning
- 2) Yellow – Refocus Task (ex. 5 min. timeout/walk)

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- 3) Orange – 2nd Refocus Task (ex. 10 min. timeout)
- 4) Red – Phone Call Home/Time out in Other Class
- 5) “Office” – Office Discipline Referral

During specials classes, the specials teachers will follow the classroom behavior plan established by the teacher to address behavioral concerns with individual students. The specials teacher will immediately move students up or down levels on the classroom management system based on the student’s behavior during the specials class. Additionally, the specials teacher will provide feedback to the classroom teacher regarding the entire classes’ behavior during the specials class. The specials teachers will utilize a consistent note and they will follow the rubric below to determine the feedback they provide to the classroom teachers.

Behavior Level	Reason for Level Change	Consequence by Specials Teacher	Consequence by Classroom Teacher
Top Block	Great Day! Students are responsive to instruction and engaged. Zero to few warnings are needed	Praise Class – Mark blue pad “Drop in Bucket”	Praise Class – Give class a drop in the bucket
2nd Block	Able to continue instruction but warnings are needed (“pretty good day”)	Warning – Teacher address behavior in specials and re-teach	Warning – Encourage class to earn drop in bucket next time and potential consequence
3rd Block	Instruction had to stop to reteach expectations; impacts the amount of content presented.	In class consequence, re-teach expectations	Discuss expectations of concern (as indicated on the blue note) and classroom consequence (i.e. walk 2 laps)
4th Block	Instruction had to stop at least twice during one class period to reteach expectations; impacts the amount of content presented.	Reteach expectations, In class consequence, additional consequences (walk instead of play, put head down instead of check out books); specials teachers will contact classroom teacher to discuss specific behaviors of concern in addition to blue note	Discuss expectations of concern (as indicated on blue note) and classroom consequence (letter of apology, walk 3 laps at recess, etc.)

In developing the plans teachers should consider the following:

- a. Plans will vary according to the age levels of students, individual teaching styles, and classroom organization.
- b. Places where teachers collaborate, team or share students, common expectations should be created to provide consistency for students.

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- c. All plans should be framed with the three overarching rules of take care of each other, take care of yourself and take care of this place.
- d. All plans should be communicated clearly to students and parents at the beginning of the year.
- e. All plans should be communicated clearly to assistants, volunteers and substitute teachers. Understanding should include not only knowing the rules, but also the rationale for them and their roles in supporting the plan.
- f. Teachers are encouraged to include their students as classroom citizens in developing rules and expectations for their learning.

Plans should have these common characteristics:

- a. Clearly state classroom rules and expectations
- b. Include consequences for inappropriate behavior
- c. Reward individuals as well as groups for good behavior
- d. Reinforce the P.A.W.S. language and expectations

When necessary, teachers will be expected to develop and consistently implement behavior modification plans for individual students. These plans should adhere to the following guidelines:

- a. Provide positive as well as punitive consequences for behavior
- b. Target specific, observable behavior
- c. Target one or two of the most disruptive and/or easily changed behaviors at a time
- d. Identify and reinforce a positive replacement behavior
- e. Vary and move from external to internal reinforcement
- f. Should be manageable for the teacher

Teachers can receive help and support in creating and implementing these plans by talking to the counselor, school psychologist and/or principal.

Communicating discipline plans to students and parents:

Plans should be shared with students on the first day of school. During the first few weeks of school an emphasis should be made on teaching students the expectations. The Champs program and First Days of School provide teachers with a variety of ways to go about setting expectations and how to model and teach those expectations with students.

Plans will be communicated to parents at the following times:

- a. Presentation to parents and students during Open House and/or Grade Level Meetings at the beginning of the school year
- b. Written copies of discipline policies and plans and a sign off sheet to insure that parents are informed of expectations for good behavior
- c. Written summary of discipline plan in the first newsletter home
- d. Plans sent home to parents, with a sign off sheet, whenever a new discipline plan is developed
- e. Review of the plan during conferences and periodically in newsletter when plans are adjusted to meet student needs

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Referring Students to the Office:

When referring a student to the office, the teacher must fill out a discipline form citing the offense(s) and actions taken that day by the teacher to correct the misbehavior. The form has a section that the teacher completes and a part the principal completes to communicate the actions taken with the student. These forms become the formal documentation of the process. Students should be immediately referred to the office for one of the following reasons:

- a. threats of using a weapon against another student or a teacher (getting a knife, I'm going to kill you, etc.)
- b. fighting
- c. physical assault – engaging in a physical attack on another student or staff member
- d. defiance of authority – being disrespectful, verbally refusing to do what has been asked
- e. possession of dangerous instruments – lighters, pocket knives, pointed objects, etc.
- f. other behavior that disrupts the learning in the class or is potentially harmful to the student or others
- g. student has gone through the consequences for the day in the classroom

Teacher should work with principal/school counselor on developing a plan for sending an individual student to the office for time out and/or specific consequences when the teacher has:

- a. Implemented behavior plan consistently with student
- b. Implemented an individual behavior plan for the student with the help of parents/school counselor/school psychologist

Actions taken by the office:

Disciplinary options open to the principal are outlined in the Jessamine County Code of Conduct. The principal will listen to the student and identify what further information is needed. Should the student deny the teacher's perception of his/her behavior, the principal is required by due process laws and regulations to investigate the misbehavior before any disciplinary action is taken.

The following will be taken into consideration when making decisions about disciplinary action:

- a. The severity of the offense
- b. The number of times the student has been to the office
- c. The individual student – some children have very complex and difficult to solve problems which may necessitate a variety of interventions over a long period of time. Each situation is different and while consistency is a goal, what works for each individual child must also be taken into consideration.

Generally parents and children can expect the following actions when children are referred to the office:

- a. First referral: Conference with the child, and parents notified so they can take appropriate disciplinary action at home
- b. Second referral: Conference with child, parent notification, a specific consequence given at school in addition to those at home

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- c. Third referral: Conference with child and parents, in or out of school suspension or other consequences of significance appropriate for the misbehavior, consultation with the child's teacher, school social worker or other appropriate personnel.

Acts of purposeful violence or abuse will most often result in suspension from school for one to three days. Actions taken to correct the behavior of children with special needs, however, must conform to their Individualized Educational Plan (I.E.P.)

Date Revised	<u>06/17/13</u>	Signature
		Council Chairperson

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**Policy Number
05.01**

Pages 1

Consultation for Hiring New Teachers/Assistants

In the spring of each year, using staffing allotments provided by Central Office, the school Council will decide the staffing configuration for the following year. The Principal will fill positions following the procedure below, and will keep the council informed of the status of new hiring. If the school receives additional staffing allotment, Council will be consulted concerning the placement of additional personnel.

When there is a position to be filled, the following procedures will be followed:

- a. A list of applicants will be received from the Superintendent.
- b. Applications will be screened by the principal.
- c. Interviews and SRI interviews will be conducted by the principal with selected applicants.
- d. The principal will contact references of the interviewed applicants.
- e. Finalist(s) will be interviewed by a committee consisting of the principal, selected staff members (including staff members who will be working in close contact with the new hire), and when possible, one parent representative from the school council. The committee will provide input to the principal on the perceived strengths and weaknesses of the applicants, and rank the candidates as to whom they would recommend for the position.
- f. The principal will make the final decision on the individual to fill the vacancy after considering all input. The principal will then relay that decision to the council at the next council meeting.
- g. The entire hiring process shall be completed in a timely manner while adhering to all laws, regulations, and policies.

The committee and the principal shall not discriminate on the basis of race, color, national origin, religion, creed, marital status, political affiliation, sex or disabling condition in employment, education program, or activities it operates.

Warner Elementary Council By-Laws and Policies

Policy Number
05.02

Pages 1

Filling a Principal Vacancy

When the vacancy of the principal occurs, the following steps will be taken:

- a. The Superintendent's office will appoint an interim principal should the vacancy occur during the school year.
- b. The council will establish a time-line for the hiring process.
- c. If the council chairperson is the principal, the council will select a new chair for all matters regarding the hiring of a new principal.
- d. The council will receive training by Central Office on interviewing techniques, and the legal issues surrounding the hiring of a new principal.
- e. The council will outline the process for deciding the desired characteristics for a principal and the creation of the interview questions. Staff, parents and other interested persons will be involved in the process. Council will approve the interview questions making sure the focus is on the mission/vision of the school.
- f. The Superintendent's office will conduct a search for candidates and will send a list of recommended applicants to the council. The council will then schedule a series of special meetings to review the applicants, check references, and conduct the necessary interviews. Any discussion of interviews of candidates shall be conducted in closed session as allowed by KRS 61 810 (1) (f).
- g. At the completion of interviews and discussions, the council will choose a candidate to recommend to the Superintendent. Council will follow Warner's Decision-Making Policy 1.01 (X) in regards to deciding on which candidate will fill the vacancy. The council chair shall report the selection to the Superintendent who will complete the hiring process.
- h. If the council is unable to make a selection from the candidates, the council chair will request to have more candidates from the Superintendent's office. If no acceptable candidates are found, the Superintendent will place an interim principal at the school until such time that an acceptable candidate can be found.

The council shall not discriminate on the basis of race, color, national origin, religion, creed, marital status, political affiliation, sex or disabling condition in employment, education program, or activities it operates.

Warner Elementary Council By-Laws and Policies

**Policy Number
05.03**

Pages 1

Defining Staff Time

A Teacher's Day is to extend beyond the school day by 45 minutes. A teacher can choose to do one of the following:

- a. Arrive at school no later than 15 minutes before the beginning of the school day and leave no earlier than 30 minutes after the end of the student's day.
- b. Arrive at school no later than 30 minutes before the beginning of the school day and leave no earlier than 15 minutes after the end of the student's day.

A teacher must inform the principal if he/she needs to leave the building before the end of a scheduled day.

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Policy Number
05.04

Pages 1

Staff Assignments

Staff Assignments

Each spring the principal will survey the staff for input in the staff assignments for the following year. At that time staff can request reassignments if interested. Given needs of different student groups within the school, staff input, and the staffing allotment the principal will make assignment decisions.

By the May council meeting, the principal shall prepare a school staff assignment plan for the following school year and shall present the plan to the school council for consultation. Since changes may occur during the summer, a follow up plan that reflects amendments shall be prepared by the principal and communicated to the school council by the August council meeting. If any changes occur during the school year, the principal will keep council informed. Final decisions about staff assignment rest with the principal.

All vacant positions, whether existing or new, shall be communicated to the staff either through a memo or posting the position on the workroom bulletin board within one day of the vacancy being declared so that existing teachers shall be informed of the circumstance. During the summer, an email will be sent to all staff informing them of new vacancies. Teachers shall have 3 working days from the date of the posting to inform the principal, in writing, of their request to be considered for reassignment to the vacant position. The reassignment of existing staff is at the discretion of the principal.

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**Policy Number
06.01**

Pages 1

Use of Space During the School Day

The principal shall be responsible for recommending the use of school space, based upon criteria that considers class size, program space needs, physical accessibility, supervision of students, safety, and overall effective school management.

Warner Elementary Council By-Laws and Policies

Policy Number
06.02

Pages 1

Schedules

School Schedule

A scheduling person, working in collaboration with the school principal, shall solicit input from the staff and develop some proposed school schedules by May 1st. Staff will have the opportunity to provide input regarding the schedule that would best meet the needs of the entire school. If the staff has reached consensus on a schedule, council will be informed of the schedule adopted by the staff no later than the June meeting. If staff cannot come to consensus on a schedule, council will make the final decision.

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Policy Number
06.03

Pages 2

Planning

Philosophy:

In order for Warner to effectively plan to meet our students' needs, a process needs to be in place. This process needs to incorporate looking at a variety of student achievement data and providing opportunities for input from all the stakeholders. Helping all Warner students achieve the standards outlined by local, state and national documents needs to be the focus of all our planning. As a school we need to view the planning process as one of continuous improvement. Each year our staff needs to look at strengths and areas for growth and adapt our long term plan based on the needs of our students.

Planning Procedures:

During the 2002/2003 school year, Warner went through a Scholastic Review. This review outlines for the school a long-term plan providing a framework for the work that is to be done over the next 3-5 years. The long term plan outlined by the review team involves the best practices found in successful schools and follows the information found in the **Performance Descriptors and Glossary for Kentucky's Standards and Indicators for School Improvement**. Each year this plan will be reviewed and revised based on what has been accomplished so far, new information collected about student achievement and newly identified needs of our students.

The planning process will naturally follow a calendar cycle:

September:

- a. Receive KCCT information from the state
- b. Analyze the assessment data - Analysis of assessment data will include at least the following:
- c. All staff will be given copies of the assessment information and asked to provide initial input on results – celebrations, questions to answer, etc.

September/October/November

- a. Analysis of data will be sought from outside sources (i.e. Kentucky School Councils provides this service, info from district, information from regional service center staff, etc.)
- b. Principal /administrative team and any interested teachers will compile assessment analysis information in a format that can easily be shared with staff. Kinds of information to include are:
 - i. achievement by all student groups, achievement gaps between groups of students, areas of strength, areas for improvement, patterns within and across content areas, info about data across years, etc.
- b. Information would be shared with School Improvement committee, staff and council by the November council meeting.
- c. Disaggregated information will be shared with the school council no later than 12/1 as outlined by KRS 160.345

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- d. School improvement committee will recommend any additional data that should be collected and reviewed.
- e. Additional data will be collected and shared with the council and staff.

December/January

- a. Given the data that has been collected, the school improvement committee, administrative team and staff will begin creating goals for the schools comprehensive school improvement plan. By February 1st the council will create the goals for closing the achievement gap as outlined in SB 168. These goals will be sent to the superintendent and board of education for approval.

February/March

- a. During the February and March council meetings, overarching school goals will be discussed, revised and sent back to the staff for refinement.
- b. Targeted goals will be identified.
- c. Levels will create goals that align with school goals.
- d. Staff will brainstorm activities to support the implementation of the school goals.

March/April

- a. Finalize goals. Make any changes to Closing the Achievement Gap goals as outlined by the Board of Education.
- b. Finalize activities to implement goals
- c. Begin budgeting process once school has received staffing allotment, budget allocations. Match the budget to the school plan.

May/June

- a. Approve the Comprehensive School Improvement Plan at a May council meeting.
- b. Approve budgets that support the Comprehensive School Improvement Plan.

Role of the School Improvement Committee

The School Improvement Committee will serve as the team of staff and parents who provide input on first drafts of each step of the process. The committee will follow the outlined procedures:

- a. The principal will bring the data analysis, goals and activities to the committee for input.
- b. Changes will be made to the draft documents as decided by consensus of the committee.
- c. Draft documents will be given to the staff for input. Input will be received in one or more of the following ways:
 - i. Written Surveys
 - ii. Opportunities in staff meetings
 - iii. Oral input to committee members.
- d. The School Improvement Committee will take input into consideration and prepare the plan for council.
- e. Council will have final approval of the yearly improvement plan.

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Policy Number
06.04

Pages 2

Budget

Philosophy:

Warner Elementary's budget committee has the responsibility of developing the school budget and overseeing its expenditure as the year progresses. The committee is accountable to the SBDM council and staff. The following procedures have been outlined to provide a process to follow as the budget is developed each year.

Policy:

The budget committee will use the following timeline:

September through March - The budget committee will meet on a regular basis to review the budget and make any suggestions about overall school budget changes. These changes will be based on changes to the school population, review of current expenditures and new needs, and any changes that may cause a need for a budget revision.

February - Dealing with remaining unbudgeted money: Every spring, teachers are required to spend their instructional budgets by March 1st. Between March 1st and April 1st, the school must spend any uncommitted money or it will return to the board. Since there is a short turn around on spending the money, decisions need to be determined using the following information:

- a. Look at the comprehensive school improvement plan and identify what is not currently funded.
- b. Determine if any new programs, adoptions, etc. need special one-year funding
- c. Look at budget allocation for the following year and identify any ways to plan ahead and lower expenses for next year (purchasing paper, laminating film, yearly expenses that free up money in next year's budget)
- d. Gather teacher input, informally or through the use of a priority list.

When possible, this process will be completed during the month of February and the prioritized list brought to council at the March meeting.

March – May - During the month of March the district provides the council with projected allotments and instructional budgets for the next year. Once these are in place the following needs to occur:

- a. Staffing allotments – Based on information about student population and allotments for the following year, the principal needs to make a projection about number of classrooms needed, special education units, etc. That information needs to be presented to the staff, budget committee, school improvement committee and council. Each committee will list needs identified, problems to solve, etc. as the planning process continues.
- b. Instructional Budget allocations – When the budget allocations are received, the budget committee needs will begin planning by reviewing the comprehensive school improvement plan for the next school year. Once goals and activities are outlined, the

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committee will identify any activities that could be paid for out of instructional money. This list of funding needs will be used as the committee looks at the needs of the school, schoolwide programs and individual classrooms. All areas need to be taken into consideration when planning the school budget.

If the budget remains the same or increases, the budget committee will do the following:

- a. Review current year's budget. Identify any lines where the budget amendments needed to be made during the school year. Use that information as the budget is planned for next year. Identify school-wide operating expenses that would need to be included (i.e. phone, maintenance contracts, sub calling, etc.). Find out if there will be any changes that need to be planned for in the coming year.
- b. When deciding classroom budgets take into consideration:
 - i. Classroom, special education, etc. instructional budgets should be fair and equitable.
 - ii. Arts & Humanities and other funds based on the whole population should be adjusted as needed if numbers rise or lower significantly.
- c. Identify if instructional budget will need to pay for any staffing needs. If needed, make necessary adjustments to the rest of the instructional budget.
- d. Identify any activities from the Comprehensive School Improvement Plan that could be put into the instructional budget. If needed, make necessary adjustments to the rest of the instructional budget.

If the budget decreases, the budget committee will do the following:

- a. Review current year's budget. Identify any areas where the budgeted amount was not used. Research the reason for the change to see if money can be moved from those areas.
- b. Identify any fixed items that cannot be cut. Find out if there will be any changes that need to be planned for in the coming year.
- c. Gather teacher input about where to cut the budget.
- d. Provide the staff and council with at least two different budget options that show a number of ways to reduce the budget. Outline the pros and cons of each budget.