



Dorothy Howell Elementary School Policies

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Policy 1

Committee Structure

The school council shall only form ad hoc committees. No standing committees will be formed. The school council shall form committees to gain input from all stakeholders. These stakeholders include certified and classified staff, parents, students and community members. The school council shall form and dissolve all ad hoc committees on an as needed basis.

Meetings:

1. Each committee shall choose the time and place for their meetings.
2. All stakeholders shall be made aware of the meetings.
3. Committees shall comply with all provisions of the open meetings act and open records act.
4. All committees will report back to the council in a timely manner.

Date adopted, reviewed, revised: 11-15-18

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Policy 2

Determination of Curriculum

In accordance with the Erlanger Elsmere School Board Policy, the Dorothy Howell SBDM accepts and recognizes that curriculum shall allow and assist all students to acquire the following capacities:

1. Communication skills necessary to function in a complex and changing civilization.
2. Knowledge to make economic, social, and political choices.
3. Understanding of governmental processes as they affect the community, the state, and the nation.
4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness.
5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.
6. Sufficient preparation to choose and pursue his or her life's work intelligently.
7. Skills to enable him or her to compete favorably with students in other states, the nation, and the world.

As a school we shall develop our students' ability to:

1. Use basic communication and mathematics skills for purposes and situations they will encounter throughout their lives.
2. Apply Common Core Standards from mathematics, the sciences, the arts, the humanities, social studies, and practical living studies to situations they will encounter throughout their lives.
3. Become a self-sufficient individual.
4. Become responsible members of a family, work group, or community; including demonstrating effectiveness in community services.
5. Think and solve problems in school situations and in a variety of situations they will encounter in life.
6. Connect and integrate experiences and new knowledge from all subject matter fields with what they have previously learned and build upon past learning experiences to acquire new information through various media sources.

As a school the faculty will:

1. Provide classroom instruction employing flexible grouping strategies and methods.
2. Provide differentiation utilizing research based instruction.
3. Monitor progress through criterion based individual assessments.

Date adopted, reviewed, revised: 12-13-18

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Policy 3

Assignment of all instructional and non-instructional time

The assignment of all instructional and non-instructional staff time shall be made by the principal. Achievement of school council goals, effective management and instructional responsibility including the SCIP shall be the basis for assignments of staff time.

Date adopted, reviewed, revised: 10/18/18

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Policy 4

Building Vacancy and request for an intra-building change of teaching assignment

The principal shall notify the staff when a vacancy occurs. Interested staff wanting to fill the vacancy shall notify the principal of the request for transfer. If certification and job qualifications are met, current staff may be considered for the vacancy. The principal shall use overall student achievement and school strengths when considering the change.

Date adopted, reviewed, revised: 10/18/18

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Policy 5

Assignment of students to classes, instructional configuration, and programs within the school.

Teachers shall make recommendations on student placement at the end of each year for the next school year. Students will be assigned based on gender, race, student achievement, along with other factors to create a homogenous classroom. Parent recommendations will be considered on a case by case basis. Principal will make all final decisions of placement.

Date adopted, reviewed, revised: 11-15-18

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Policy 6

Determination of the schedule of the school day and week

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

Date adopted, reviewed, revised: 1-17-19

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Policy 7

Determination of the use of school space during the school day

The principal shall present a recommendation to the council for approval for the use of school space, related to improve classroom teaching and learning, during the school day. Council will approve the assignment of school space based upon criteria that considers class size, program space needs, accessibility for the disabled, and supervision of students, safety, and overall effective school management.

Date adopted, reviewed, revised: 1-17-19

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Policy 8

Planning and resolution of issues regarding instructional practices

The council shall review instructional practices (methods and techniques used in the delivery of curriculum). Instructional practices will include research based instruction that will reflect best teaching practices and other practices deemed appropriate by the classroom teacher.

Date adopted, reviewed, revised: 9-9-21

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Policy 9

Homework policy

I. Purpose:

Homework contributes toward building responsibility, self-discipline and lifelong learning habits. It is the intention of the Dorothy Howell Elementary staff to assign relevant, challenging and meaningful homework assignments that reinforce classroom learning objectives. Homework should provide students with the opportunity to apply information they have learned, complete unfinished class assignments, and develop independence. Homework grades are modified based on students' individual needs (i.e. IEP, 504 Plans).

Homework assignments include:

Practice exercises to follow classroom instruction

Preview assignments to prepare for subsequent lessons

Extension assignments to transfer new skills or concepts to new situations

Creative activities to integrate many skills toward the production of a response or product

II. Time Frame of Homework Assignments

While it is understood that the time it takes to complete homework assignments may vary with each child, the times below are the general guidelines for each grade level. If your child is having difficulty on a consistent basis completing assignments within the time frames established, please contact your child's teacher for assistance.

| Homework Time Frame | |
|----------------------------|--|
| Kindergarten | Up to 15 minutes of homework/reading per night, Monday through Thursday |
| Grade 1 | 15 minutes of reading* per night 15 minutes of homework four nights per week, Monday through Thursday |
| Grade 2 | 15 minutes of reading* per night 15 minutes of homework four nights per week, Monday through Thursday |
| Grade 3 | 15 minutes of reading* per night 20 minutes of homework four nights per week, Monday through Thursday |
| Grade 4 | 40-45 Minutes of homework four nights per week, Monday through Thursday Students may be required to spend time on the weekends for any long-term assignments and required reading |
| Grade 5 | 45-60 minutes of homework four nights per week, Monday through Thursday Students may be required to spend time on the weekends for any long-term |

assignments and required reading

Students should be encouraged to read for pleasure on weekends and vacations.

* Reading also includes having adults reading to children.

If a student is experiencing difficulty, parents/guardians have the option of signing off at the upper time limit for completing homework, if the student has worked studiously and has produced quality work.

III. Late Work Policies

Students are expected to turn work in on time. Students who turn in late assignments on a consistent basis will receive any of the following based upon individual teacher discretion or grade level policy.

partial credit
no credit
missed reward activity
communication with parents
after school completion

Students who miss homework because of an absence will receive the opportunity to make up missed work. Students are given one calendar day for each day absent plus one extra day to turn in their work. It's the collaborative responsibility of student/teacher/parent to get work missed due to illness or absence.

IV. Responsibilities

Responsibilities of Staff:

- Assign relevant, challenging and meaningful homework that reinforces classroom learning
- Give clear instructions and make sure students understand the purpose
- Give feedback and/or correct homework
- Communicate with other teachers
- Involve parents and contact them if a pattern of late or incomplete homework develops

Responsibilities of Parents:

- Set a regular, uninterrupted study time each day
- Establish a quiet, well-lit study area
- Monitor student's organization and daily list of assignments in their agenda
- Help student work to find the answer, not just get it done
- Be supportive when the student gets frustrated with difficult assignments

- Contact teacher to stay well informed about the student’s learning process

Responsibilities of Students:

- Write down assignments
- Be sure all assignments are clear; don’t be afraid to ask questions if necessary
- Set aside a regular time for studying
- Find a quiet, well-lit study area
- Work on homework independently whenever possible, so that it reflects student ability.
- Produce quality work.
- Make sure assignments are done according to the given instructions and completed on time.

Date adopted, reviewed, revised: 1-18-18

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Policy 10

Extra-Curricular Policy

Activities: The school council will be informed of a proposed selection of extra-curricular activities for the year.

Selection for Participation: Extracurricular activities shall, to the greatest extent possible, be open to all interested students in the participating grade level. In the event that selection of students to participate in the activity is required, selection criteria shall be developed by the activity coordinator and approved by the principal prior to the selection process.

Eligibility: All students are eligible for participation in extracurricular activities. Students participating in extra-curricular activities who have received a failing grade in any subject, or are not presenting effort that progresses them academically, shall be declared ineligible by the principal. Such students may regain eligibility when grades or progression return to passing status after a minimum of one week. Students who are not in attendance, shall not be able to participate in the next immediate extra-curricular activity event. Students who are suspended from school shall not be eligible for an entire week from the date of the incident.

Validation: Coach/sponsor will be responsible for validating eligibility.

Notification: A letter for the extra-curricular activity shall be sent by the sponsor, notifying requirements for eligibility. A letter will also be sent notifying parent(s) or guardian(s) of the student's in-eligibility to participate in the activities will be sent by the principal in collaboration with the coach/sponsor.

Parent meetings: A parent meeting will be conducted or a letter sent before practice starts, notifying families of scheduled practices, games, times, and locations.

Date adopted, reviewed, revised: 2-15-18

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Policy 11

Procedures for determining technology utilization

The school council shall create an ad hoc committee to assess the needs of students and instructional staff in the area of technology. From this assessment, details of the school technology plan and determination of professional development will be submitted for council approval.

Date adopted, reviewed, revised: 11-11-21

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Policy 12

School budget and administration for staff development

The school council shall prepare a recommendation for a comprehensive school improvement plan, pursuant to the needs identified in the school plan action components, subject to school council review and approval. These recommendations shall be developed in coordination with the comprehensive district improvement plan, in order to maximize staff development opportunities.

Date adopted, reviewed, revised: 12-13-18

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Policy 13

Personnel Decisions-Consultation

Authorization: Each school council shall adopt a policy to be implemented by the principal relating to assisting in the selection of personnel.

Notification: The principal shall notify the superintendent of staff vacancies within the school. Vacancies may occur under the following conditions: transfer, resignation, reassignment, retirement of personnel, or newly created positions. The superintendent shall determine the position as vacant. Upon notification by the superintendent the principal shall inform the council of a vacancy.

Consultation: Consultation shall be defined as the discussions and deliberation with the principal and council members on the status of applicants interviewed. "If a quorum of the members of the school council is not available at a special meeting for the primary purpose of conducting consultation in the filling of a vacancy, the principal may conduct consultation with those members present." Upon consultation with the council, the principal will make final determination and hire the selected applicant.

Committee: Council may create an ad hoc personnel committee. The committee may be comprised of the principal, council members, and representatives from the respective grade level in which the position exists. Input from council may also be considered for shared district positions.

Date adopted, reviewed, revised: 4/19/18

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Policy 14

Title 1 Parent Involvement Policy and Parent Learning Compact

- A. **Definition:** as a federally subsidized Title 1 School, Dorothy Howell Elementary has adopted the following parent involvement policy and plan. As a part of the Dorothy Howell SBDM, this policy and the plan to implement it have been developed jointly and in agreement with the parents of students attending Dorothy Howell.
- B. Expectations for parent involvement:** Parents are their child’s first teacher. They are very important in their child’s educational process. Research shows that students whose parents are actively involved in their child’s education do better in school. Parents are very busy, but if they can take five minutes a day to talk with their children about school, stress the importance of school, and attend events when possible it will go a long way to help their child to become more successful in school.
- C. Components for building capacity:**
 - a. Parents will be involved directly in the decision making process through the Dorothy Howell SBDM.
 - b. Parents will be provided opportunities to meet and discuss their child’s progress as well as ask questions and provide feedback through regularly scheduled open houses and parent teacher conferences.
 - c. Communication with families will be ongoing. This may come in the form of newsletters, websites, planner messages, electronic media, and other means not listed.
 - d. Dorothy Howell will work in collaboration with the Family Resource Center to help eliminate any obstacles that may impeded on this policy.
- D. **Parent Learning Compact:** A copy of Dorothy Howell’s Parent Learning Compact will be sent home at the beginning of each school year. The Parent Learning Compact outlines the responsibilities of the student, parent, teacher, and principal.
- E. **Annual Evaluation:** The effectiveness of the parent involvement activities will be addressed through the school’s CSIP, surveys, conference attendance, open house attendance, and participation in family events.

Date adopted, reviewed, revised: 8-5-21

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Policy 15

Howell Wellness Plan

All Howell students shall participate in moderate to vigorous physical activities each day, as follows:

- Each student will engage in multiple planned moderate to vigorous physical activities each day. Teachers will plan efforts to assure that students are not inactive for periods of more than 40 minutes. When possible, physical activity should be planned into learning activities.
- Each student will participate in physical education class at least once a week.
- Each student shall have 15 minutes a day of supervised recess, during which students will be encouraged to be physically active.
- Appropriate accommodations shall be made for students with special needs, as required by the law.

Date adopted, reviewed, revised: 9-9-21

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Policy 16

Writing Policy

Senate Bill 1, 2009, Sec 2 (7)(c)(5). "A school's policy for the writing program shall address the use of the portfolio for determining a student's performance in: communications, grading procedures and feedback to student regarding their writing and communication skills, the responsibility for review of the portfolios and feedback to students; other policies to improve the quality of an individual student's writing and communication skills."

Purpose

In compliance with Senate Bill 1 and the requirements set forth in the Writing Program Review, the purpose of this writing policy is to ensure that the students of Dorothy Howell Elementary School have a variety of writing opportunities and experiences across content areas as set forth by the KCAS.

The following policy outlines the responsibilities of administration and teachers, expected student writing/communication experiences as well as the expectations for student writing collection and evaluation. This policy shall be evaluated and revised annually and approved by SBDM.

CRITERIA FOR THE WRITING PROGRAM

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:

1. Engage in three categories of writing: writing to learn, writing to demonstrate learning to the teacher, and writing for publication.
2. Experience authentic, meaningful writing at all grade levels:
 - a. Writing for a variety of purposes:
 - Opinion (Elementary)/Argumentative (Secondary) to support claims
 - Informative/explanatory texts
 - Narrative to develop real or imagined experiences or events
 - b. Writing for a variety of audiences
3. Be provided consistent and timely feedback throughout the writing process to guide and improve writing skills.
4. Read and analyze a variety of print and non-print materials (e.g., artwork (2D and 3D), photographs, electronic text, graphics, illustrations, web images, maps, multimedia) including persuasive, literary, informational, and practical/workplace materials. Use readings as models for student writing.
5. Intentionally schedule time within the instructional day for writing instruction and experiences while also providing learning opportunities that occur naturally across content areas to explore ideas and design products.
6. Apply appropriate writing skills to oral communication.
7. Engage in real world and creative communication appropriate for meeting Kentucky Academic Standards.

WRITING GUIDELINES FOR TEACHERS

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

1. Provide opportunities for writing to learn, writing to demonstrate learning, and writing for publication in order to provide authentic, meaningful writing at all grade levels that includes:
 - a. Writing for a variety of purposes:
 - Opinion (Elementary)/Argumentative (Secondary) to support claims
 - Informative/explanatory texts
 - Narrative to develop real or imagined experiences or events
 - b. Writing for a variety of audiences
 - c. Writing about experiences that reveal ownership and independent thinking
 - d. Writing in which students draw on their own experiences, learning, reading, and inquiry to complete writing tasks
2. Provide consistent and timely feedback throughout the writing process to guide and improve students' writing skills.
3. Assign students to read and analyze a variety of print and non-print materials including persuasive, literary, informational, and practical/workplace materials using these readings and materials as models for student writing.
4. Provide appropriate resources for writing driven by different instructional purposes with different audiences for the student to consider.
5. Students apply technology as a tool throughout the writing process.
6. Provide experiences for students to apply appropriate writing skills to oral communication skills and real world and creative communication experiences appropriate for meeting Kentucky Academic Standards.

SCHOOL-WIDE STRUCTURES AND MONITORING GUIDELINES

To ensure every student has a writing/communications folder that demonstrates student interests and the integration of writing and communication skills, the principal will:

1. Ensure curriculum is vertically and horizontally aligned to Kentucky Academic Standards.
2. Ensure the plan includes guidelines for incorporating student and teacher use of technology tools.
3. Ensure the implementation of the writing policy and plan.

D: School-Wide Writing Plan

Students in grades 6-8 are required to submit at least one writing/communications entry per semester. Students' writing folders will contain pieces from 6th-8th grade.

All teachers are expected to provide feedback to their students prior to the placement of the writing pieces in the students' writing folder.

Types of Writing/Communication skills

- Writing to learn: used during instruction to deepen understanding, helps students formulate thoughts or reflect (ex. reading logs, response questions, journal entry, quote response)
- Writing to demonstrate learning: used to show a student's ability to apply learning or skills taught (ex. open response/essay, explanation of process or concept, short answer test questions)
- Writing for publication: formal pieces taken through the full writing process, created to communicate an idea/viewpoint with a wider audience (ex. newspaper articles, essays, research papers/projects) Each entry for publication should be (a) revised (b) edited (c) typed and (d) assessed/reviewed with clear feedback on student work from teacher and/or peers.
- Speaking: used to communicate written ideas aloud (ex. speech, presentation)
- Listening: used to demonstrate an understanding of orally communicated ideas (ex. response to class discussion)

Students' Writing/Communication Experiences

In order to provide multiple opportunities for students to develop complex communication skills for a variety of purposes in various forms and contexts across the curriculum, Howell Elementary will ensure that students:

- Experience authentic, meaningful writing and communication opportunities that incorporate student inquiry across content areas.
- Participate in intentionally planned and differentiated writing/communication opportunities that take learning styles, levels, and environments into account.
- Regularly engage in the three categories of writing:
 - writing to learn
 - writing to demonstrate learning
 - writing for publication
- Develop and strengthen writing using the same writing process over time: planning, drafting, revising, editing, publishing, and reflecting upon writing.
- Refer to works of quality and substance as models of exemplary writing to inform their own writing.
- Have exposure to co-develop rubrics for assessing writing pieces.
- Write for a variety of audiences in various forms with the three modes of writing.
- Publish and share writing in a variety of ways.

- Set goals to improve writing/communication, and monitor goals to reflect their growth as writers.
- Regularly review and purge work in writing/communication folders, in cooperation with students, to make decisions about the pieces that reflect their growth as writers.
- Understand the ethical/legal usage of information accessed and used in multimedia technologies in relation to their writing/communication.

Reflection, Assessment, and Feedback

To ensure that student writing/communication is reflected upon, assessed, and provided feedback, Howell Elementary will ensure:

- The use of a working writing/communication folder for:
 - Monitoring and determining student growth in writing and communication (speaking, listening, language)
 - Evidence of student writing for a variety of purposes (narrate, inform, and supported opinion) and audiences in various forms within the three categories of writing
 - writing to learn
 - writing to demonstrate learning
 - writing for publication
 - Evidence of student writing/communication relevant to each area of content in alignment with the KCAS for:
 - Language Arts
 - Math
 - Science
 - Social Studies
 - Arts & Humanities
 - Practical Living
 - The active participation of students in decision making, in cooperation with teachers, about the contents of their working writing/communication folder based on feedback.
 - The contents of each students' working writing/communication contains writing appropriate for each grade level as outlined in the school's Writing Matrix ([see attached](#)) by the end of the academic school year.
 - Feedback is provided regularly throughout the writing process and for all writing/communication works using specific language appropriate to the piece.
 - Students will be given the opportunity to improve writing based on provided feedback and self-reflection.

School-Wide Structures and Monitoring

To ensure that every student at Dorothy Howell is provided quality writing instruction and that student writing/communication is monitored and reviewed regularly the administration will:

- Ensure curriculum is aligned to KCAS.
- Ensure the implementation of the school writing plan.
- Require writing/communication opportunities in lesson plans across all content areas that are aligned to the KCAS.

- Encourage horizontal and vertical collaboration of teachers in relation to writing/communication across content areas.
- Require all students' working writing/communication folders are regularly reviewed by teachers to determine student growth in order to make decisions about individual student needs and writing instruction.
- Ensure teachers have embedded professional development needed to improve writing instruction.
- Ensure that SBDM annually reviews the school writing policy to be approved.

Date adopted, reviewed, revised: 3/21/19

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Policy 17

Dress Code Policy

Dress Code- The purpose of the dress code is to enhance school safety, improve the learning environment, and promote good citizenship. We recommend clothing and footwear that is suitable for a working atmosphere and appropriate weather. In order to achieve this goal the following guidelines are in place at Dorothy Howell Elementary.

General: Tops and bottoms must overlap at all times, including when arms are raised above the head. Hats, caps, hoods, may not be worn during the school day unless for school sponsored activities. Anything resembling loungewear, pajamas, or underwear is not permitted. Clothing or accessories may not display offensive, vulgar language or images, nor promote inappropriate and or illegal products such as alcohol, tobacco, and illegal drugs. Clothes with excessive rips or tears are not permissible. Underclothing will be covered at all times. ***The principal reserves the right to deem anything inappropriate.***

Shoes: No backless or high heeled shoes are permitted. No shoes with wheels are permitted. Tennis shoes or sturdy, form fitting shoes are recommended. ***The principal reserves the right to deem anything inappropriate.***

Pants, short, skirts: Pants and shorts need to fit at the waist. No undergarments should be exposed. Shorts and skirts must come down to within two inches of the knee. Grades 3-5 tights, leggings, etc. are inappropriate as outerwear. ***The principal reserves the right to deem anything inappropriate.***

Shirts, blouses, and dresses: must completely cover the abdomen, back, and shoulders. Shirts or tops must cover the waistband of the pants, shorts, or skirts with no midriff visible. No tank tops or muscle shirts. Shirts, blouses, and dresses must completely cover any undergarments. No sheer or see through garments allowed. ***The principal reserves the right to deem anything inappropriate.***

Date adopted, reviewed, revised: 4-19-18

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Policy 18

Howell Elementary Attendance Policy

Office Hours: The office is open from 7:45 AM to 3:15 PM each school day.

Student Arrival Time: Each school day begins at 8:00 AM. For the safety of your child, no student is to be dropped off prior to 7:30 AM. On a daily basis, any child arriving after 8:00 AM, will be marked tardy. All student tardies will be marked as unexcused. In the event that your child arrives at school after 8:00 AM, a parent/guardian will need to sign the student in through the front office.

KRS 159.010- Compulsory Attendance Laws

Except as provided in KRS 159.030, each parent, guardian, or other person residing in the state and having in custody or charge any child who has entered the primary school program or any child between the ages of six (6) and sixteen (16) shall send the child to a regular public day of school for the full term that the public school of the district in which the child resides is in session or to the public school that the board of education of the district makes provision for the child to attend. A child's age between six and sixteen when the child has reached his sixth birthday and has not passed his sixteenth birthday.

What to do when a student is absent: Parents must call the office on the day of the absence at the latest. A call should be made before 8:30 AM. Any time a student is returning from an absence, including pre-arranged absences and early dismissals, a note is required. This note should include the student's full name and the reason for the absence and the days of absence. This note should be given to the office staff on the day of return.

Guidelines:

All absences will default to unexcused absences and will remain unexcused until appropriate documentation has been submitted.

Eight (8) parent notes will be accepted per academic year.

Any student who is absent for three or more consecutive days will be required to have a doctor's note stating the reason for the absence, for the absence to be excused.

All notes must be submitted to the office within five (5) days of returning to school or they will remain unexcused absences.

Definitions:

Parent Note: each student will be permitted 8 parent notes per academic school year. A parent note is permissible for any of the following reasons listed below. The principal or his designee reserve the right to decide upon the validity of the absence. The principal or his designee may approve any additional absences based on circumstances.

Illness

Death in immediate family, defined as siblings, parents, step parents, grandparents or guardian.

Hospitalization of immediate family, defined as siblings, parents, step parents, grandparents or guardian.

Doctor's note: All health appointments should be scheduled outside of school hours. If they cannot be made outside of school hours, a doctor's note must be submitted for no more than a half day absence. A doctor's statement is a dated, timed, statement from a doctor/ dentist/ school based health center that

identifies the student’s problem, the medication prescribed, and the duration of the absence. The principal or his designee reserve the right to decide the validity of the doctor’s note. (Accumulated absences of 10 or more days with doctor’s note may require other documentation)

Court Appearances: any student missing school due to a court appearance must return with a note from the court official in order to be excused. The principal or his designee reserve the right to decide the validity of the absence.

Education Enhancement: will follow district board policy.

Late Arrivals and Early Dismissals: if a student must leave school early, a note must be provided stating the reason for the dismissal to the office. Before leaving, a parent/guardian must sign the student out. This person will be required to show identification.

159.150 Definitions of truant and habitual truant -- Attendance record requirements -- Adoption of truancy policies by local school boards.

- (1) Any student who has attained the age of six (6) years, but has not reached his or her eighteenth birthday, who has been absent from school without valid excuse for three (3) or more days, or tardy without valid excuse on three (3) or more days, is a truant.
- (2) Any student enrolled in a public school who has attained the age of eighteen (18) years, but has not reached his or her twenty-first birthday, who has been absent from school without valid excuse for three (3) or more days, or tardy without valid excuse on three (3) or more days, is a truant.
- (3) Any student who has been reported as a truant two (2) or more times is a habitual truant.
- (4) For the purposes of establishing a student's status as a truant, the student's attendance record is cumulative for an entire school year. If a student transfers from one (1) Kentucky public school to another during a school year, the receiving school shall incorporate the attendance information provided under KRS 159.170 in the student's official attendance record.
- (5) A local board of education may adopt reasonable policies that: (a) Require students to comply with compulsory attendance laws; (b) Require truants and habitual truants to make up unexcused absences; and (c) Impose sanctions for noncompliance.

Effective: June 26, 2007

History: Amended 2007 Ky. Acts ch. 122, sec. 1, effective June 26, 2007. -- Amended 2005 Ky. Acts ch. 172, sec. 1, effective June 20, 2005. -- Amended 1998 Ky. Acts ch. 611, sec. 2, effective July 15, 1998. -- Repealed and reenacted 1990 Ky. Acts ch. 476, Pt. V, sec. 413, effective July 13, 1990. -- Amended 1982 Ky. Acts ch. 33, sec. 1, effective July 15, 1982. -- Recodified 1942 Ky. Acts ch. 208, sec. 1, effective October 1, 1942, from Ky. Stat. sec. 4434-14.

Date adopted, reviewed, revised: 11-11-21

Signatures:

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Policy 19

HOWELL EMERGENCY PLAN POLICY

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

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

Establishment of primary and secondary evacuation routes.

Identification of severe weather safe zones that have been reviewed by the fire marshal/fire chief, which must be posted in each room;

Practices for students to follow in an earthquake;

Development and adherence to access control measures for each school building, which may include (but not be limited to):

- o Controlling access to exterior doors during the day
- o Controlling front door access electronically or with a greeter
- o Controlling access to individual classrooms
- o Requiring visitor check-in with identification and purpose provided, and
- o Display of visitor's badge on outer clothing; and

Practices for students to follow in in case of fire that are consistent with administrative regulations of the Department of Housing, Buildings and Construction.

Procedures for lockdown of the campus

Local law enforcement shall be invited to assist in establishing lockdown procedures. Following adoption, the emergency plan and diagrams of the facilities will be provided to appropriate first responders. First responders, for the purpose of this policy, include local fire personnel, local, county and/or state police personnel, and emergency medical personnel. Due to the need to maintain student and staff safety and security, the emergency plan and diagram of the facility will not be disclosed in response to any Open Records requests. Prior to the first instructional day of school, the principal, or designee, will present and review all emergency procedures with all staff. Documentation including the time and date of the review will be kept on file at the school with a copy sent to the district office to document completion.

Documentation may include methods such as a sign-in sheet that includes the printed name of each staff member (all certified and classified staff), the signature of the staff member and the date and time of the review. Within the first thirty (30) instructional days of the school year and again during the month of January, the school will conduct one (1) severe weather drill, one (1) earthquake drill, and one building lockdown. . Fire drills will be conducted in accordance with timelines, procedures and requirements outlined in the DHBC regulations. Whenever possible, first responders shall be given notice of possible drills and invited to observe. The principal is responsible for ensuring the implementation of these drills and reporting completion and problems noted during the drill to the school council and to the district central office for any remedial action needed. At the end of each school year, the emergency procedures are to be reviewed by the school council (or designated school council committee with report to the school council) and first responders and revised as needed. Annually, the principal is responsible for working with the central office to ensure that all local first responders have a current diagram of the school that notes the primary and secondary evacuation routes, the severe weather safe zones and notations of the exterior and front entrance access points. Completion will be reported to the council

and documentation maintained in the principal's office. Possible access control methods that may be included in council policies as desired, are outlined below:

All exterior doors must remain locked at all times.

All visitors must enter through the posted front entrance.

The front entrance must remain secure with electronic access only.

All visitors must use the "buzzer" and be recognized prior to gaining access to the reception area

The principal is responsible to ensure that trained personnel monitor the front entrance at all times. At no time during the school day are students allowed to monitor the front entrance or the reception area.

All visitors must report to the front office, provide photo identification, state the purpose of the visit, and wear a school-specific badge on the outermost garment during the entire visit. Upon leaving, all visitors must report back to the front office.

The office must keep an accurate log of each visitor, the date and time of the visit, the purpose of the visit, and with whom they visited.

All classrooms must remain locked during instruction time.

Doors must remain closed during instruction time.

During class changes, teachers must stand by their classroom door and monitor hallways.

The principal is responsible for ensuring classroom access in the event of a substitute teacher.

Date adopted, reviewed, revised: 9/19/19

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Policy 20

PBIS Policy

The goal of the faculty, staff and administration at Howell Elementary School is to create and maintain a safe, orderly and positive learning environment by implementing a system of school-wide positive behavior interventions and supports. These interventions and supports will be of a positive, proactive and instructional nature. Through the identification, adoption, implementation, monitoring and sustained use of research-validated behavior practices, the faculty, staff and administration will provide the students of Howell Elementary School with the opportunity to become self-disciplined, responsible and productive citizens of the commonwealth.

The research-validated practices to be implemented will include the following components:

- 1. A common approach to discipline;**
- 2. Three to five positively stated expectations for all students and staff;**
- 3. Procedures to teach the school-wide expectations;**
- 4. Procedures to encourage responsible behavior;**
- 5. Procedures to discourage irresponsible behavior; and the**
- 6. Use of data to monitor and evaluate progress and effectiveness.**

A schedule for teaching the defined school-wide expectations will be created and distributed to all staff members at the beginning of each school year. Additionally, when there has been a break in instruction (weekends, holidays, in-service days, snow days, fall break, winter break, spring break, etc.) the school-wide expectations Howell Elementary School will be reviewed with students upon their return to school the next day.

A committee will analyze behavioral data on a monthly basis. Behavioral data that does not violate confidentiality will be shared with the stakeholders (faculty, staff, SBDM Council, Board of Education) Howell Elementary School on a monthly basis.

At the beginning of each school year, a designated committee will review the system of school-wide positive behavior interventions and supports with new and returning faculty and staff members. New hires in the middle of the school year will have access to the PBIS system in the new employee handbook.

A goal regarding the development of a safe and orderly learning environment will be included in the comprehensive school improvement plan each year.

Date adopted, reviewed, revised: 9/20/18

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Policy 21

Classroom Visitation Policy

Dorothy Howell Elementary administration and staff encourage parents and guardians to work closely with their children’s teachers to provide a successful and safe learning environment. Some parents want to walk their child to class in the morning to help the student get a “good start.” However, visitors in a classroom can become an interruption and/or a distraction to the teacher and the students. Instructional time and safety must be highly respected, valued and guarded. To protect the privacy of all students and to provide a successful and safe learning environment for all students, visiting parents/guardians must adhere to the SBDM Classroom Visitation Policy.

1. Parents and guardians must exit the building by the start of the school day at 7:45 a.m. (Exception: On the first day of school, kindergarten parents are allowed to walk children to class.) If a parent or guardian needs to remain in the building for some reason, he/she must sign in at the office and get a visitors pass. Teachers often arrive early or stay late to plan instruction. Parents should respect this effort and support the teacher by making an appointment for a conference. Teachers must begin instruction at 7:45a.m. Conferences will occur only during non-instructional time.
2. If a parent or guardian needs to speak with a teacher, he/she must check in at the front office to see if the teacher is available. If the teacher is preparing for instruction or is teaching, the parent must schedule an appointment in advance with the teacher. All parents visiting the building must sign in at the main front office and must obtain a visitor’s pass. All visitors to the building must be able to provide a valid driver’s license.
3. If a parent or guardian wants to observe in his/her own child’s classroom, he/she must schedule a time to meet with the teacher for a classroom visit or a conference. Parent and guardian formal observations of their child in a classroom may last no longer than one hour. Parent and guardian formal observations in a classroom are limited to no more than two a month. Parents wanting to observe longer than an hour or more than twice a month must have the approval of the principal and the classroom teacher prior to the visit. The principal or the teacher may request that the parent leave if the observation is a disruption or distraction to the instructional process at any time.

Date adopted, revised, reviewed: 9/20/18

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