SCHOOL COUNCIL POLICY

Scott County School District   Scott County High School

POLICY TOPIC DESCRIPTION
ALIGNMENT TO STATE STANDARDS

POLICY STATEMENT

ALIGNMENT NEEDS ASSESSMENT

Our yearly School Improvement Planning process will include:

- An analysis of our state testing data and other school data as necessary to discover the extent to which our students are meeting state standards and our programs are aligned with state standards.

- Systematic work to discover and correct the causes of and barriers to high performance by all students and the movement of students toward our goals.

- A revision of our School Improvement Plan based on our needs assessment data for that year. Our Plan will set Goals and address any indicated alignment issues to help move our students to state standards according to the timetable established by the Kentucky Board of Education.

We will implement this process to address our alignment with state standards and the resulting plan will be monitored by the council through ongoing implementation and impact checks.

POLICY EVALUATION

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

Date Adopted: ___3/12___

Date Reviewed or Revised: _8/19_ Council Chairperson's Initials _____

Date Reviewed or Revised: _____ Council Chairperson's Initials _____

SCHOOL COUNCIL POLICY

Scott County School District   Scott County High School

POLICY TOPIC DESCRIPTION
COLLEGE-LEVEL COURSES

POLICY STATEMENT

CURRICULUM AND AVAILABILITY

Each year, we will offer our students college-level courses in at least four of the following six areas:

1. English.
2. Science.
3. Mathematics.
4. Social studies.
5. Foreign language.
6. The arts.

Those courses will be offered as Advanced Placement classes at our school, through the Kentucky Virtual High School (KVHS), or through arrangements with nearby colleges or universities. They will be accessible to all students who have a reasonable chance of being successful in the class.

If the course is designated as an Advanced Placement course, it must:

1. Be identified as an advanced placement course by the College Board.
2. Include the content as described in the College Board overview, description, and recommended course syllabus for the appropriate course.
3. Be aligned with Kentucky's Academic Expectations and Kentucky's Core Academic Standards.
4. Prepare a student to take and be successful on the appropriate advanced placement examination administered by the College Board.
5. Be taught by staff with appropriate content certification and professional development preparation to teach the advanced placement course.

The principal (or principal designee) will make appropriate arrangements for these courses to be offered, including any arrangements for district payment of KVHS fees for classes that are part of the student's regular coursework.

RECRUITMENT

We will encourage all students to prepare for and take one or more college-level courses. We will do that in the following ways:

1. Counselors will advise students and parents of these options when they prepare and revise their Individual Learning Plans and encourage each student to take appropriate preparatory courses.

2. Teachers will encourage all students to take challenging courses each term.

3. In September and January, the principal (or principal designee) will report to the council on enrollment in these courses by total numbers, gender, ethnicity, participation in the free and reduced lunch program, and disability status.

4. Based on that data, the council may amend its School Improvement Plan to add additional steps to ensure equitable participation in future years.

STUDENT ASSIGNMENT

All students may take our college-level courses if they have the skills they need to be ready for that work. They may establish that they have that level of skill and be assigned to a college-level course by any one of the following means:

1. Completing prerequisite courses listed in the Student Handbook.

2. Taking and passing the examinations for those prerequisite courses.

3. Receiving permission of the teacher.

POLICY EVALUATION

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

Date Adopted: _6/2001__

Date Reviewed or Revised: _____ Council Chairperson's Initials _____

Date Reviewed or Revised: _____ Council Chairperson's Initials _____

SCHOOL COUNCIL POLICY

Scott County School District   Scott County High School

POLICY TOPIC DESCRIPTION
CURRICULUM POLICY

POLICY STATEMENT

CURRICULUM GUIDELINES

Our current curriculum, as well as any future changes, will:

1. Be aligned vertically and horizontally with Kentucky Core Academic standards for all subjects - English/Language Arts; Math; Science; Social Studies; Career and Technical Education; and Arts and Humanities, and designed to help all students master that content.

2. Provide equitable access to a common academic core for all students.

3. Provide support for all students to be able to complete some college-level work while in high school.

4. Provide links to continuing education, life, and career options.

5. Reflect the strategies adopted in our School Improvement Plan.

6. Provide the legally required core curriculum of college-level courses.

TEACHER ROLE

All teachers will:

1. Disseminate the curriculum expectations for their classes to students in an age-appropriate way and to all parents.

2. Teach the *state standards* assigned for their particular area or areas.

3. Be prepared to contribute to discussions of needed changes in the curriculum.

PRINCIPAL ROLE

The principal will:

1. Ensure that copies of the curriculum standards and expectations for the school are available for parent review.

2. Meet with each new teacher to review this policy and the sections of the curriculum that apply to that teacher's assignment.

CURRICULUM REVISION

The Curriculum and Instuction Committee will be responsible for making any needed recommendations to the council on curriculum revisions when one or more of the following events occur:

1. State officials modify the Common Core Goals, the Academic Expectations, the *Kentucky Core Academic Standards.*

2. District leaders or working groups modify district curriculum documents.

3. Our School Improvement Planning process identifies a need for adjustments.

4. Other schools in our district identify a need for changes in their curriculum or in ours that could alter our vertical articulation, create curriculum gaps, or allow unintended overlaps and redundancy.

5. During staff discussions, one or more teachers at our school identify a weakness or opportunity for improvement that needs to be addressed to ensure success for all students.

6. Other stakeholder input or data demonstrate a need to do so.

POLICY EVALUATION

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

Date Adopted: _1/2000____

Date Reviewed or Revised: _8/19____   Council Chairperson's Initials _____

Date Reviewed or Revised: _____   Council Chairperson's Initials _____

SCHOOL COUNCIL POLICY

Scott County School District   Scott County High School

POLICY TOPIC DESCRIPTION
Writing and Communication Program

POLICY STATEMENT

This policy has been adopted for Scott County High School and Elkhorn Crossing School.

This policy provides guidelines Scott County schools housing grades 9-12 will use to develop their individual writing and communication plans for implementation across the curriculum. Communication skills include reading, writing, speaking, listening and observing/reflecting in 21st century forms for a variety of audiences and purposes.

The school-based decision making councils will be responsible for approving and monitoring the school's writing programs in accordance with KRS 158.6453 and the Kentucky Core Standards.

Schools will make professional development decisions that will support the implementation of the effective writing and communication programs that result in highly effective instruction and student learning.

Communication Skills

Teachers will provide purposeful and meaningful writing and communication instruction based on student interest and aligned with writing and communication standards.

Teachers will integrate 21st century technology into their curriculum to support the teaching of communication and writing standards.

Teachers will provide examples of effective oral and written communication skills through the use of 21st century applications.

Teachers will embed opportunities across the curriculum for students to demonstrate 21st century writing and communication skills through creative samples.

Use of Feedback on Writing and Communication

All teachers will give descriptive feedback that focuses on the strengths and weaknesses in the following areas: reading, speaking, writing, listening, and reflecting/observing.

Descriptive feedback may include:
- Consulting with a variety of conferencing partners (adult or peer)
- Using written comments specific to the learning target
- Analyzing student writing appropriate to content learning targets
- Using technology

- Developing scoring rubrics specific to departments and assignments
- Communicating written and descriptive feedback to parents about specific learning targets in all areas of communication (reading, speaking, writing, listening, and reflecting)
- Supplying written feedback including but not limited to qualities of writing: purpose, organization, audience, idea development, coherency, word choice/sentence structure

Students will use descriptive feedback from a variety of conferencing partners to improve writing and communication skills.

Teachers will provide routine and targeted opportunities for students to reflect on the feedback provided to improve their writing and communication (e.g. reflective writing journals, product-specific reflection, Cornell Notes, verbal sharing & conferencing, common assessments, and others).

Teachers will provide routine and targeted opportunities for students to offer feedback to peers to improve their writing and communication.

Administrators will actively oversee and participate in the student/parent/teacher feedback and goal setting process.

Review and Use of Writing and Communication Products

Secondary teachers will participate in writing and communication instruction and development of student writing and communication products and review that will reflect the interests of the students and foster growth in targeted areas.

Grades 9-12 will create a plan/process to analyze writing and communication products periodically using a variety of feedback methods in order to guide classroom, grade level, and school instruction based on student needs. Methods may include peer review, self-review, and adult review. Classroom instruction will focus on identified areas necessary for growth in writing and communication.

Grades 9-12 will create a plan/process to collect and manage (digitally where appropriate) students' writing and communication products. The plan will define how to include students in the decision on what to include and what to purge. (Power points, videos, final drafts, podcasts, etc.)

Implementation of the Writing Program

The pacing documents for grades 9-12 will be vertically aligned to the Kentucky Core Academic Standards (KCAS) or already existing standards, including embedding writing and communication skills across all curricular areas.

Based on student work analysis and needs identified by the faculty, leadership for grades 9-12 will provide professional development opportunities (time, space, and/or money) to support writing/communication instruction to improve student performance. (e.g. embedded, targeted PD work groups to create lessons/rubrics/activities/projects etc. and targeted technology PD to

support the writing and communication instruction)

School administration and leadership will develop a monitoring system to ensure the implementation of the school's writing and communications program.

POLICY EVALUATION

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

Date Adopted: _10/10____

Date Reviewed or Revised: _8/19_ Council Chairperson's Initials _____

Date Reviewed or Revised: _____ Council Chairperson's Initials _____

SCHOOL COUNCIL POLICY

Scott County School District

Scott County High School

POLICY TOPIC DESCRIPTION
HOMEWORK

POLICY STATEMENT

DEFINITION

Homework will be used to increase students' opportunities to learn. It is completed outside the classroom and is intended to provide added opportunity to practice skills, engage information, and explore topics using varied learning styles and interests. Homework assignments may include not only written assignments but also opportunities to take part in cultural and creative activities and real-world applications of learning.

PURPOSE

This policy is intended to guide all faculty, parents, and students and to establish responsibilities and guidelines for standards for the assignment, evaluation, and monitoring of homework assignments.

The policy does not apply to students receiving homebound instruction or whose Individualized Education Plans require that homework be addressed in a different way.

TEACHER RESPONSIBILITIES

All teachers will:

1. Make sure that students understand this policy.

2. Make sure that students understand any individual classroom homework standards that a teacher may have.

3. Assign appropriate homework on a regular basis that is designed to support instructional goals, and that does one or more of the following:

   - Reinforces class instruction and skills that have been taught by transferring and extending classroom instruction.

   - Increases understanding and retention.

- Prepares for class discussion
- Provides opportunities for curriculum enrichment and real-world applications.

4. Assign appropriate amounts of homework per week, which may vary depending on the subject matter and students' needs.

5. Make an effort to correlate the amount of homework given with other teacher so as not to overload students on any given night, keeping in mind the "rule of thumb" of assigning students a total nightly amount of homework which will consume an amount of time approximately 10 minutes per grae level for all classes combines. The exception to this rule being for AP Courses.

6. Allow student choice within homework assignments whenever possible.

7. Return collected homework in a timely manner and provide instructional follow-up and feedback that focuses on content and performance standards.

8. Ensure that students understand and can explain not only homework directions but also the purpose of any given homework assignment as well as how it relates to what they are learning in class.

9. Keep accurate records of homework assignments.

PRINCIPAL RESPONSIBILITIES

The principal will ensure that:

1. All teachers, parents, and students receive a copy of this policy at the beginning of each year.

2. Ensure that homework is not used as a punishment.

POLICY EVALUATION

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

Date Adopted: _3/12__

Date Reviewed or Revised: 8/19__   Council Chairperson's Initials _____

Date Reviewed or Revised: _____   Council Chairperson's Initials _____

SCHOOL COUNCIL POLICY

Scott County School District

Scott County High School

POLICY TOPIC DESCRIPTION
TECHNOLOGY USE

POLICY STATEMENT

TECHNOLOGY USE NEEDS ASSESSMENT

Our School Improvement Planning process will include:

- An analysis of our state testing data and other school data as necessary to discover the extent to which our students are meeting state standards.

- Systematic work to discover and correct the causes of and barriers to high performance and the extent to which technology utilization is a factor.

- A revision of our School Improvement Plan based on our needs assessment data for that year. The Plan will set goals and will address contributing technology issues and methods to improve technology use (if necessary) to help move our students to state standards according to the timetable established by the Kentucky Board of Education.

We will implement this process to address technology utilization and barriers, and the resulting Plan will be monitored by the council through ongoing Implementation and Impact Checks.

ACCEPTABLE USE

Each year students will be required to sign and date an Acceptable Use Policy in order to have access to school computers. Scott County High School will also set a technology policy to run in conjunction with the current technology policy approved by the council.

POLICY EVALUATION

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

Date Adopted: __3/12_

Date Reviewed or Revised: 8/19__ Council Chairperson's Initials _____

Date Reviewed or Revised: _____ Council Chairperson's Initials _____

SCHOOL COUNCIL POLICY

Scott County School District

Scott County High School

POLICY TOPIC DESCRIPTION

INSTRUCTIONAL USE OF MOVIES

POLICY STATEMENT

1) Departments will create and maintain a list of pre-approved, curriculum mapped, core content related movies that may be shown in class.
2) Parents will have access to this list on-line, and at the beginning of the year through both syllabus and parent permission letter submitted at the beginning of the year or before the movie is shown.
3) This list will not be expanded without approval of the principal.
4) When a movie will be shown, a technology or research-based alternative assignment will be given and a student without permission will have pre-approval to immediately go to the library, without needing to be present for roll, to avoid any stigma that may result. The student must sign into the library, and remain present there for the duration of the class.
5) Clips from R-rated movies are subject to principal approval, and a list of clips will be available to parents upon request. With the exception of the testing window, all movies used in class must be justified through the curriculum map.

POLICY EVALUATION

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

Date Adopted: _11/10__

Date Reviewed or Revised: _8/19__ Council Chairperson's Initials _____

Date Reviewed or Revised: _____ Council Chairperson's Initials _____

SCHOOL COUNCIL POLICY

Scott County School District

Scott County High School

POLICY TOPIC DESCRIPTION
CLASSROOM ASSESSMENT

POLICY STATEMENT

Classroom assessments will be used to monitor each student's progress toward academic goals, meet individual student needs, and drive the planning process for instruction. Assessment data in all subjects will also be used to improve instruction, inform program decisions, and communicate to families regarding student progress.

In each class, students will complete formative and summative assessment activities to demonstrate their learning and to ensure their learning and continuous progress. Teachers are responsible for making sure those activities are aligned with the state standards for all subjects - English/Language Arts; Math; Science; Social Studies; Career and Technical Education; and Arts and Humanities.

FORMATIVE ASSESSMENT

In each class, students will complete daily classroom formative assessment to demonstrate their learning for that day. Teachers are responsible for making sure that the formative assessments:

1. Assess the learning target.

2. Are valid and appropriate demonstrations of what students should know and be able to do.

3. Provide data to drive future instruction.

4. Provide opportunities several times a year for students to choose among a variety of ways they can demonstrate learning, including options appropriate to preferred learning styles.

5. Provide meaningful feedback to students including opportunities to reflect, self-evaluate, set goals, and strengthen their performance.

6. Are part of the regular learning process, with separate activities used only when imbedded ones are not feasible.

Teachers will make adjustments in instruction to meet students' needs based on the results of daily formative assessments.

SUMMATIVE ASSESSMENT

Summative assessments will be given at the end of a standard or associated set of standards have been taught. Summative assessment data will be utilized to inform instruction for the next time the standard is taught and along with formative assessments will be used to identify students requiring additional support.

EVALUATION OF STUDENT PERFORMANCE

Teachers, working in collaborative teams, will use the results of assessments to plan

improvements in instruction and to plan support for students who miss standards.

POLICY EVALUATION

We will evaluate the effectiveness of this policy through our School Improvement Planning Process

Date Adopted: _3/12__

Date Reviewed or Revised: 8/19_   Council Chairperson's Initials _____

Date Reviewed or Revised: _____   Council Chairperson's Initials _____