

Policy Number
S-2-a-i

## SCHOOL COUNCIL POLICY

Scott County School District

Scott County High School

<b>POLICY TOPIC DESCRIPTION</b>
<b>ADVANCED PLACEMENT AND HONORS DROP</b>

<b>POLICY STATEMENT</b>
<ul style="list-style-type: none"> <li>• Teachers will educate potential Advanced Placement and Honors students of the commitment needed to be successful in an Advanced Placement/Honors course, market the courses to all students and make students aware of assignments that are required during the summer months prior to starting a class.</li> <li>• Students can withdraw immediately after the first unit, major assignment, or four and a half weeks into the quarter, whichever comes first.</li> <li>• Students can only withdraw after this point with a consent paper signed by student, parent, counselor, and principal/assistant principal.</li> </ul>
<b>POLICY EVALUATION</b>
<p>We will evaluate the effectiveness of this policy through our School Improvement Planning Process.</p>

Date Adopted: <u>  3/15/07  </u>
Date Reviewed or Revised: <u>        </u> Council Chairperson's Initials <u>        </u>
Date Reviewed or Revised: <u>        </u> Council Chairperson's Initials <u>        </u>

Policy Number
S-2-b-i

## SCHOOL COUNCIL POLICY

Scott County School District

Scott County High School

<b>POLICY TOPIC DESCRIPTION</b>
<b>COURSE WITHDRAWAL GRADE DOCUMENTATION</b>

<b>POLICY STATEMENT</b>
<p>Grades for students who withdraw from a class after the following time frames will be posted on the transcript as:</p> <ul style="list-style-type: none"> <li>• WP (withdrawn passing)</li> <li>• WF (withdrawn failing)</li> </ul> <p>For</p> <ul style="list-style-type: none"> <li>• year long classes: nine weeks</li> <li>• semester classes: 4 ½ weeks</li> <li>• nine week classes: 2 ½ weeks</li> </ul> <p>Note:</p> <ul style="list-style-type: none"> <li>• WF's are calculated into a student's GPA</li> </ul>
<b>POLICY EVALUATION</b>
<p>We will evaluate the effectiveness of this policy through our School Improvement Planning Process.</p>

Date Adopted: <u>  6/21/2001  </u>
Date Reviewed or Revised: _____ Council Chairperson's Initials _____
Date Reviewed or Revised: _____ Council Chairperson's Initials _____

Policy Number
S-2-c-i

## SCHOOL COUNCIL POLICY

Scott County School District

Scott County High School

<b>POLICY TOPIC DESCRIPTION</b>
<b>COURSE SCHEDULE CHANGES</b>

<b>POLICY STATEMENT</b>
<p><b>Schedule change requests during the first week of school</b>          During the first week of school, schedule changes may be available on a limited basis. Hiring of staff is based on schedule requests; therefore, students will remain in elective course that they requested. Students should see their guidance counselor to complete a schedule change form only if they meet the requirements for an approved schedule change. The following criteria are utilized to determine if a schedule change is possible:</p> <ul style="list-style-type: none"> <li>• Incomplete schedule (student's schedule is missing a course)</li> <li>• Summer school course work completed and a subsequent change is required.</li> <li>• Student has been schedule into a course out of required sequence.</li> </ul> <p><b>Dropping a course during the school year</b>          Students may not drop a course they are passing. If a student is granted a schedule change that requires a student to drop one course for another, a WF grade will be placed on the student's transcript and calculated as part of their grade point average. If however, a level change is permitted, the failing grade will transfer to the new course. These changes can only occur at the end of the first semester. Then the student would be scheduled in a course as space permits.</p> <p><b>POLICY EVALUATION</b>          We will evaluate the effectiveness of this policy through our School Improvement Planning Process.</p>

Date Adopted: <u>  5/21/09  </u>	
Date Reviewed or Revised: _____	Council Chairperson's Initials _____
Date Reviewed or Revised: _____	Council Chairperson's Initials _____

Policy Number
S-2-d-i

## SCHOOL COUNCIL POLICY

Scott County School District

Scott County High School

<b>POLICY TOPIC DESCRIPTION</b>
 <b>INSTRUCTIONAL AND NON-INSTRUCTIONAL STAFF TIME ASSIGNMENT</b>  

<b>POLICY STATEMENT</b>
<p><b>CRITERIA FOR ASSIGNMENT</b></p> <p>The principal will assign staff members' time in a manner that will:</p> <ol style="list-style-type: none"> <li>1. Fully support implementation of our School Improvement Plan and our Student Assignment Policy.</li> <li>2. Take into account staff members' requests to vary their work, particularly if a teacher has made past requests for a change or has been in a particular assignment for multiple years.</li> <li>3. Take into account different teachers' strengths and in-depth knowledge of specific topics.</li> <li>4. Take into account specific student needs based on student performance data.</li> <li>5. Respect state certification requirements and the parameters of district job classifications.</li> </ol> <p><b>ASSIGNMENTS BASED ON CRITERIA</b></p> <p>To complete assignments, the principal will:</p> <ol style="list-style-type: none"> <li>1. In March, invite all returning staff members to indicate their preference for continuing or changing assignments the next year, including classroom assignments, extra-duty assignments, and other responsibilities.</li> <li>2. In April, meet with any individual staff members whose requests may be difficult to grant to discuss reasons for the staff member's interest, factors making it difficult to grant the requests, and possible solutions.</li> <li>3. In May, assign staff members based on the criteria in the first section of this policy.</li> <li>4. In August, notify the council of how all staff members have been assigned.</li> </ol>

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**ALTERING ASSIGNMENTS**

After making assignments, the principal may alter them for any of these reasons:

1. When necessary to respond to unanticipated enrollment or staffing changes.
2. When the principal and the affected teachers agree that a change is needed.
3. When the council changes other policies or the School Improvement Plan and recognizes in the minutes that those changes may require staff time assignment changes that cannot be put off until the next school year.

**SUPERVISION OF STUDENTS**

While on school property, students at Scott County High School will be under the supervision of a qualified adult who will hold them accountable for their conduct.

**DAILY SUPERVISION PLANS**

Prior to the opening of each school year, the principal (or designee) will have in place a plan of daily student supervision for the following areas:

- Cafeteria;
- Restrooms;
- Locker areas;
- Halls and stairwells;
- Before and after school areas; &
- Bus loading and unloading zones.

**SUPERVISION OF EVENTS AND ACTIVITIES**

The Principal (or designee) will ensure that all school sponsored events and activities are supervised and chaperoned with a suitable number of qualified adults who will hold students to appropriate standards of conduct.

**POLICY EVALUATION**

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

Date Adopted: \_1/20/2000

Date Reviewed or Revised: \_\_\_\_\_ Council Chairperson's Initials \_\_\_\_\_

Date Reviewed or Revised: \_\_\_\_\_ Council Chairperson's Initials \_\_\_\_\_

Policy Number
S-2-e-i

## SCHOOL COUNCIL POLICY

Scott County School District

Scott County High School

<b>POLICY TOPIC DESCRIPTION</b>
<b>STUDENT ASSIGNMENT</b>

<b>POLICY STATEMENT</b>
<p><b>CRITERIA</b> for Student assignment to classes and programs          The principal (or principal's designee) will assign students to classes and programs in a manner that will:</p> <ol style="list-style-type: none"> <li>1. Take each student's developmental needs into account.</li> <li>2. Facilitate the Implementation of our School Improvement Plan.</li> <li>3. Prepare all students to be ready for college level work during their high school careers.</li> <li>4. Implement each student's Individual Graduation Plan.</li> <li>5. Assure service offerings for students identified as gifted and talented in music, dance, drama and/or visual arts.</li> </ol> <p><b>POLICY EVALUATION</b>          We will evaluate the effectiveness of this policy through our School Improvement Planning Process.</p>

Date Adopted: <u>  1/20/00  </u> Date Reviewed or Revised: <u>  7/02  </u> Council Chairperson's Initials <u>          </u> Date Reviewed or Revised: <u>          </u> Council Chairperson's Initials <u>          </u>
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Policy Number
s-2-e-ii

## SCHOOL COUNCIL POLICY

Scott County School District

Scott County High School

<b>POLICY TOPIC DESCRIPTION</b>
<b>Student Assignment to Response to Intervention Group (Rtl, tier 2 and 3)</b>

<b>POLICY STATEMENT</b>
<p>Students shall be assigned to Rtl tier 2 interventions, based on periodic benchmark testing that shall occur for sophomores and juniors, 3 times each school year. Students exit the program by demonstrating a level of proficiency on benchmarking that is determined for the year by administration.</p> <p>Qualifying students are those who test in the bottom 20% for reading and/or math. The total number served is limited by resource availability.</p> <p>Students are pulled from classes other than those in which they are receiving intervention. All work missed while participating in this program can be made up, or the teacher may choose to excuse or modify missed assignments.</p> <p>Students may not opt out of the program. A parent may sign a student out after meeting with administration to review assessment and classroom data. Any parent initiated opt out is good only for the current school year.</p>

Date Adopted _____
Date(s) Amended _____
<div style="border-top: 1px solid black; width: 200px; margin: 0 auto;"></div> Council Chairman

Policy Number
s-2-e-iii

## SCHOOL COUNCIL POLICY

Scott County School District

Scott County High School

<b>POLICY TOPIC DESCRIPTION</b>
<b>Student Assignment to College Readiness Support</b>

<b>POLICY STATEMENT</b>
<p>It is the goal of Scott County High School to ensure that every student who graduates is ready for college and/or career. The primary measure of college readiness is ACT benchmarks established by the Kentucky Council on Post Secondary Education.</p> <p>Students who do not achieve benchmarks qualify to receive additional support through pullout sessions during their junior and senior years. All work missed while participating in this program can be made up, or the teacher may choose to excuse or modify missed assignments.</p> <p>Students exit the program by demonstrating proficiency through achievement of college ready benchmark scores on the ACT, Compass, or an equivalent State accepted assessment.</p> <p>Qualifying students do not have an opt-out option. Parents can opt-out their student for the current year after meeting with administration to review assessment data.</p> <p>Qualifying students who leave school early for co-op job placements are required to participate in the Career Readiness program as scheduled prior to leaving school daily.</p> <p>Resources may not be adequate to serve all qualifying students at one time. Administration shall develop schedules and rosters and shall make determinations of participation based on need and resource availability.</p>

Date Adopted _____
Date(s) Reviewed _____
Dates Amended _____ Council Chairman _____



Policy Number
S-2-f-i

## **SCHOOL COUNCIL POLICY**

Scott County School District

Scott County High School

<b>POLICY TOPIC DESCRIPTION</b>
<b>SCHOOL DAY AND WEEK SCHEDULE</b>

## **POLICY STATEMENT**

### **CRITERIA FOR DEVELOPING THE SCHOOL SCHEDULE**

Our schedule will:

1. Reflect our mission and belief statements.
2. Give all students access to all classes, avoiding conflicting schedules of specialized classes and preventing any exclusion related to cultural background, physical abilities, socio-economic status, and intellectual status.
3. Provide students with the learning time they need, including technology access to complete writing assignments and other learning activities.
4. Facilitate appropriate decisions to give particular students expanded time and support for successful performance (such as independent study, additional time to work on a project or assignment, or other appropriate methods for the situation).
5. Support our Curriculum Policy, our Instructional Practices Policy, our equity and diversity commitments, and the Goals and Strategies in our School Improvement Plan.
6. Allow teachers shared time to collaborate and plan on a regular basis. [This time, as part of the practical living/career studies program, could include collaboration among external partners (e.g., postsecondary education partners, business and industry personnel, civic/community)]
7. Facilitate teacher opportunities to switch teaching assignments to capitalize on different teachers' in-depth knowledge of specific topics.
8. Facilitate teacher opportunities to adjust the length of class periods when needed to provide the best instruction.
9. Promote reasonable and appropriate enrollments for all classes and appropriate numbers of pupils each teacher works with in the course of a day.
10. Respect the beginning and ending times of the school day and school calendar year as established by the Board of Education.

### **Arts and Humanities**

Our schedule will:

1. Provide (when possible) all students access to all four arts disciplines— dance, drama, music, and visual arts.
2. Provide and protect adequate time for students to be actively involved in creating, performing, and responding to the arts.
3. Avoid (when possible) scheduling single-section courses in the arts against single-section courses in required subjects.

### **Practical Living and Career Studies:**

Our schedule will:

1. Provide (when possible) all students access to the four practical living areas —health education, physical education, consumerism, career studies.

#### Process for DEVELOPING THE SCHOOL DAY SCHEDULE

Annually, the principal will implement a school day schedule that includes any changes that have been adopted by the council.

The school day schedule will be reviewed each year using the following procedures:

1. In December, the council will appoint an Ad Hoc Scheduling Committee made up of representatives from each department or team (or charge a standing committee) to complete the following tasks:
  - Review student performance data and survey data (if available) from students, parents, and staff on how well instructional time is being used.
    - a. **Practical Living & Career Studies:** Before approval of the master schedule, SBDM Councils should ensure use of pertinent data generated from Individual Learning Plan reports in determining Practical Living / Career Studies courses offered. An attempt will be made to include a variety of offerings related to PL/CS.
    - b. **Arts and Humanities:** SBDM councils revise their policy on staffing/class offerings as necessary based upon emerging student instructional needs in the arts, analysis of student performance in the arts, the program review information in the arts (e.g., inclusion of more advanced and/or intro arts courses, changes in student interests, career pathway programs, ILPs for specialization in the arts, etc.).
  - Brainstorm current time barriers to implementing needed practices and meeting student needs and ways the schedule might be changed to remove those barriers.
  - Discuss advantages and disadvantages of various changes, focusing on the criteria listed in the first section of this policy.
2. In January, committees will notify the group charged with scheduling if recommendations they have made or are considering would have schedule implications.
3. Based on the above work the committee will consult with the principal and make recommendations concerning schedule changes for the coming school year no later than the end of February.
4. No later than the 1<sup>st</sup> of April, the principal (and/or designees) will prepare a schedule for the coming school year including changes (if any).
5. No later than June 1<sup>st</sup> the principal will report as an FYI item to the council on the schedule for the coming year.

**POLICY EVALUATION**

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

Date Adopted:   3/12  

Date Reviewed or Revised:        Council Chairperson's Initials       

Date Reviewed or Revised:        Council Chairperson's Initials

Policy Number
S-2-g-i

## SCHOOL COUNCIL POLICY

Scott County School District

Scott County High School

<b>POLICY TOPIC DESCRIPTION</b>
<b>SCHOOL SPACE USE</b>

<b>POLICY STATEMENT</b>
<p><b>CRITERIA FOR ASSIGNING SCHOOL SPACE</b></p> <p>The principal will assign the use of school space during the school day in a manner that will:</p> <ol style="list-style-type: none"> <li>1. Take each student's developmental needs into account.</li> <li>2. Facilitate the implementation of our School Improvement Plan.</li> <li>3. Maximize staff opportunities for sharing resources, mentoring, and collaborating with teachers and students of similar grade levels, subject areas, or collaborative groups for consecutive years.</li> </ol> <p><b>CLASSROOM SPACE ASSIGNMENTS</b></p> <p>To assign classroom space, the principal will:</p> <ol style="list-style-type: none"> <li>1. In March, invite all returning staff members to indicate their preference for continuing or changing classroom space assignments the next year.</li> <li>2. In April, meet with any staff members whose requests may be difficult to grant to discuss reasons for the staff member's interest, factors making it difficult to grant the requests, and possible solutions.</li> <li>3. In May, assign classroom space based on the criteria in the first section of this policy and notify all staff members of their individual assignments.</li> <li>4. In August, notify the council of how classroom space has been assigned.</li> </ol> <p><b>ALTERING CLASSROOM SPACE ASSIGNMENTS</b></p> <p>After assigning classroom space, the principal may alter those assignments:</p> <ol style="list-style-type: none"> <li>1. When necessary to respond to unanticipated enrollment or staffing changes.</li> <li>2. When the principal and affected teachers agree that a change is needed.</li> <li>3. When the council changes other policies or the School Improvement Plan and</li> </ol>

recognizes in the minutes that those changes may require space use changes that cannot be put off until the next school year.

**ASSIGNMENTS OF NON-CLASSROOM SPACE**

For non-classroom space, the principal will make decisions based on the criteria in the first section of this policy after consulting with staff members who work or will work in any space affected by change from existing arrangements.

**POLICY EVALUATION**

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

Date Adopted:   3/12  

Date Reviewed or Revised:        Council Chairperson's Initials       

Date Reviewed or Revised:        Council Chairperson's Initials