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## Curriculum Policy

[KRS 160.345(2)(i)1]

### **Purpose:**

The *Curriculum Policy* for Great Crossing High School ensures and establishes a process for curriculum development, implementation, evaluation and communication of the school's curriculum while involving all stakeholder groups.

### **Procedures:**

Great Crossing High School defines curriculum as what students are taught and the connections they make to the *real world*. The curriculum shall define what students should know and be able to do in all content areas. The curriculum shall also be defined as all experiences provided by the school staff which are designed to assist students in valuing learning and developing academically, socially, emotionally, and physically. Curriculum includes both what is taught and how it is organized for delivery.

The curriculum shall include all core subject areas (i.e. English/Language Arts, Mathematics, Science, and Social Studies), as well as a variety of elective courses (i.e. Arts and Humanities, Practical Living/Career Studies, Health and Physical Education, and Technology). The curriculum shall encompass local, state, and national standards and be research-based. It shall be aligned with the Kentucky Core Academic Standards. All students shall have equal access to all aspects of the curriculum during the school day.

The curriculum shall include the following features:

- Fully aligned to all local and state documents
- Developmentally appropriate
- Vertically and horizontally aligned
- Reflect skills and concepts, instructional strategies, assessments and resources
- Provide real world experiences
- Integrate career awareness
- Integrate problem solving

The Great Crossing High School Council recognizes the stakeholders for the Curriculum Committee membership. These stakeholders shall be responsible for evaluating and revising the curriculum annually.

The principal of Great Crossing High School shall be responsible for ensuring the implementation of the curriculum. All teachers shall be responsible for implementing the curriculum with fidelity in all classroom assignments and documenting the curricular topic as part of lesson planning.

The curriculum shall be communicated to all stakeholders on an annual basis. Teachers, parents and students, as well as the community at large, shall receive information on what students are to know and be able to do. This information will be posted to Great Crossing High School's website and linked to all electronic communications.

All staff members shall receive appropriate professional development annually on any curricular revisions.

**Evaluation:**

The Great Crossing High School Council shall monitor the implementation of the curriculum through a series of checkpoints during regular school council meetings. The Curriculum Committee shall annually present a curricular update during the spring prior to state assessment.

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Date Adopted: \_\_\_\_\_

Date Reviewed/Revised: \_\_\_\_\_

Date Reviewed/Revised: \_\_\_\_\_

## **Staff Time Policy**

[KRS 160.345(2)(i)2]

### **Purpose:**

The *Staff Time Policy* for Great Crossing High School ensures that the amount of instructional time (e.g., number of classes taught, professional learning community time) and non-instructional time (e.g., bus duty supervision, how often to supervise hallways) for the certified and classified instructional staff is equitable and provides maximum learning time for all students.

### **Procedures:**

In determining staff time for certified and classified instructional staff, the school council shall establish specific timeframes for instructional and non-instructional duties based on priorities established in the school improvement plan. These timeframes shall support agreed-upon student achievement goals. All certified and classified instructional staff's time during the school day shall be equitably distributed amongst Great Crossing High School's instructional staff members.

Each certified classroom teacher shall maintain a daily classroom schedule that demonstrates at least 80% of the instructional day shall be focused on the instructional core that includes English/Language Arts, Science, Mathematics and Social Studies. Non-instructional time for students (e.g., restroom breaks, course transitions) shall be kept to a minimum. Each certified classroom teacher is responsible for developing a classroom schedule; the principal is responsible ensuring that the schedules are implemented within the classrooms.

Each certified resource special education teacher shall maintain a daily classroom collaboration schedule with pull-out services kept to a minimum and only where specified by a student's individual education plan (IEP). The guidance counselor, speech-language pathologist and school psychologist shall maintain schedules outside the perimeters of this policy and within the guidelines of their specific job duties.

The principal is responsible for determining schedules for all classified paraeducators. All paraeducators shall spend at least 90% of their work day on instructional duties (i.e., working with students). Paraeducators' schedules shall be prioritized with primary grades first.

The principal has the responsibility of assigning teachers and paraeducators to classes and schedules.

**Evaluation:**

Annually, the principal shall report to the school council a summary of the use of staff time. This report can include, but is not limited to, the percent of time spent on core academics, the collaboration schedule, the guidance schedule and how it fits into the school improvement plan goals and the determination, based on needs, for the paraeducators' schedule. The principal shall not refer to teachers by name during the reviews.

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Date Adopted: \_\_\_\_\_

Date Reviewed/Revised: \_\_\_\_\_

Date Reviewed/Revised: \_\_\_\_\_

## Assignment of Students to Classes and Programs

[KRS 160.345(2)(1)3]

### **Purpose:**

The *Assignment of Students to Classes and Programs Policy* for Great Crossing High School ensures that all students are provided equitable access to all components of the school's curriculum through the class assignment process.

### **Procedures:**

Primary Program: Students in traditional kindergarten and grade one will be in multiage classes wherein students remain with the same teacher for up to two years. Students that need an extra year in primary program, after consultation with the teacher, the parent, the guidance counselor and the principal, will complete an extra year prior to promotion to grade 2. Any student completing an additional year will be placed with a different teacher for that additional year. Parents may appeal the decision; however, the principal shall make the final determination of placement.

Students in traditional grades two and three will be part of a graded program in a self-contained classroom for all core subjects.

All teachers within the primary program (i.e., entry/kindergarten level to grade 3) must address the critical attributes of a primary program established in Kentucky's Revised Statutes [KRS

150.031(3)]. These attributes include:

- developmentally appropriate educational practices;
- multiage and multiability classrooms;
- continuous progress;
- authentic assessment;
- qualitative reporting methods;
- professional teamwork; and
- positive parent involvement.

Intermediate Grades: Students in grades four and five will be assigned a homeroom teacher. Teachers will rotate through the classrooms, providing subject based instruction. Students will remain in homeroom class. Each day students will receive at least 60 minutes of instruction in English Language Arts, Mathematics, Science, and Social Studies.

Grouping: At least two weeks prior to the last instructional day of school, teachers will submit placement notes on each of their students. These notes may include, but not limited to, student's academic progress, assessed reading grade level, spring MAP RIT score, behavioral issues and Individual Education Plan (IEP)/504 plan. The guidance counselor will gather this information and compile and assign students to classrooms based on the data. Students will be equitably distributed among the classes based on gender and ability. Priority for placement will be for those students that have specific needs on an Individual Education Plan (IEP) as determined during the Admission and Release Committee (ARC) meeting.

Student schedules will be completed at least 30 calendar days prior to the first instructional day of school. Students and their families will be able to access schedules on Infinite Campus or can pick up a copy the first day of school.

**Evaluation:**

Annually, between February and April, certified staff (i.e., teachers, guidance counselor and principal) will complete an online survey on the assignment of students. Data from this survey will be presented by the principal to the school council for discussion during the May meeting. Questions on the survey may include, but are not limited to the following: collaboration and team teaching, ratio between boys and girls, class size, and effectiveness of students receiving instruction from multiple teachers.

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Date Adopted: \_\_\_\_\_

Date Reviewed/Revised: \_\_\_\_\_

Date Reviewed/Revised: \_\_\_\_\_

## Schedule of the Day and Week

[KRS 160.345(2)(1)4]

### Purpose:

The *Schedule of the Day and Week Policy* for Great Crossing High School ensures that all students are provided equitable access to all components of the school's curriculum within the master class schedule and aligns with Kentucky High School's mission and vision statements.

### Procedures:

Length and Number of Class Periods: Great Crossing High School will have a six-period day with a half-period for enrichment/intervention activities daily. Total instructional minutes daily shall not drop below 360 minutes (6 hours). The bell schedule shall be as follows:

		Instructional Minutes
7:45 – 8:38	Zero Hour	53
8:45 – 9:40	1 <sup>st</sup> Period	55
9:40 – 9:45	Transition	5
9:45 – 10:40	2 <sup>nd</sup> Period	55
10:40 – 10:45	Transition	5
10:45 – 11:40	3 <sup>rd</sup> Period	55
11:40 – 11:45	Transition	5
11:50 – 12:20	Enrichment/Intervention	35
12:20 – 12:25	Transition	5
12:25 – 1:45	4 <sup>th</sup> Period (Includes Lunch)	60

1:45 – 1:50	Transition	5
		Instructional Minutes
1:50 – 2:45	5 <sup>th</sup> Period	55
2:45 – 2:50	Transition	5
2:50 – 3:45	6 <sup>th</sup> Period	55
Total Instructional Minutes Per Day		377 min + 0 Hour = 423 min

Protection of Instructional Time: Teachers shall begin each period on time and engage students throughout the class period. All schoolwide broadcast announcements, except emergencies, shall be done during the homeroom period. Activities that reward or punish students will not be conducted during instructional time unless those activities are strongly supported by the curriculum and the instructional programming within the school.

Common Planning and Professional Learning Time: All teachers shall be given one period daily for planning and professional learning. Core subject areas (i.e., English Language Arts, Mathematics, the Sciences and the Social Studies) and the career-technical department (CTE) shall be provided a common planning time. Once weekly, this common planning time will be for professional learning as determined by the school improvement plan and will be structured with an agenda and minutes. Non-core teachers will participate in professional learning with the department in which it shares the common planning time.

**Evaluation:**

Annually the school council shall review student achievement data and adjust the Schedule of the Day and Week to meet the priority needs of students.

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Date Adopted: \_\_\_\_\_

Date Reviewed/Revised: \_\_\_\_\_

Date Reviewed/Revised: \_\_\_\_\_

## School Space

[KRS 160.345(2)(1)5]

**Purpose:**

The *School Space Policy* of Great Crossing High School ensures that the classrooms and non-classroom space use is maximized to provide opportunities for sharing resources, mentoring, and collaboration among the staff and students. The school’s space will be utilized to maximize the teaching and learning environments to ensure all students are achieving at high levels.

**Procedures:**

Annually, the principal shall develop a school space plan. Criteria for space use include the following:

- Core subjects (i.e., English Language Arts, Mathematics, the Sciences and the Social Studies) classes shall maintain close proximity to facilitate cross-subject planning when possible.
- The Arts (i.e., music and visual arts) shall be in classrooms designed for that use. The Library Media Center shall be maintained to provide flexible and equitable access to the school’s resources.
- Subjects that require specific classroom configuration shall be given priority (e.g., career-technical courses, physical education courses).
- Special Education class assignments shall meet federal guidance (e.g., FMD class).

Annually, the principal shall present the school space plan to the school council for consultation.

**Evaluation:**

Course enrollment and behavior data from class transitions shall be analyzed annually to determine the effectiveness of the traffic flow and class transitions. Additionally, the council will evaluate how the current school space arrangement compliments the teaching and learning environment.

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Date Adopted: \_\_\_\_\_

Date Reviewed/Revised: \_\_\_\_\_

Date Reviewed/Revised: \_\_\_\_\_

## Planning and Resolution of Issues Regarding Instructional Practices

[KRS 160.345(2)(1)6]

### Purpose:

The *Instructional Practices Policy* of Great Crossing High School ensures that all instructional practices align with the Great Crossing High School's curriculum and establishes an environment where all students achieve to their potential and are prepared for future learning.

### Procedures:

Instructional practices shall be defined as the strategies, techniques, and activities used by the classroom teacher to engage students in the learning process.

In preparing lessons, each teacher shall:

- Use varied student-centered instruction;
- Address various learning styles and multiple intelligences;
- Use activities where all students use higher-order thinking and problem-solving skills;
- Make active use of interdisciplinary connections;
- Adjust instruction to respond to the needs of students;
- Provide for student-use of technology for appropriate and varied learning activities and to expand the classroom into the community and beyond;
- Use instructional resources that reflect diversity; and
- Assign homework that extends student learning based on the analysis of classroom data and formative assessments.

Snapshot of Class Period: An ideal class period provides quality instruction and student engagement from bell-to-bell.

- Flashback or Bell Ringer Activity
- Anticipatory Set for the Day: Review day's objective/essential question/agenda
- Best Practice Strategy: Guided Practice or Direct Instruction (may include, but are not limited to the following):
  - o Individual Assignments
  - o Cooperative Learning
  - o Research Projects
  - o Reading and Summarizing
  - o Graphic Organizers
  - o Manipulatives
  - o Peer Tutoring
  - o Speakers

- o Technology
- o Oral Presentations
- Lesson Closure: What did you learn today and why? /Real-world Connections/Exit Slips
- Discussion of Homework (if applicable)/Preparation for Assessment (if applicable)
- Prepare for the Next Day

Homework: Homework is to be used to extend the student’s opportunity to learn. It is to be completed outside the regular school day and intended to provide added enrichment to practice skills, increase knowledge and explore topics using various learning modes and technologies.

Homework assignments will include not only written work, but also cultural and creative activities and projects. Homework will not be used as a punishment for behavior.

All classroom and enrichment teachers will...

- Engage in age-appropriate home-based activities that directly correlate with the days learning target.
- Assign homework that reinforces a skill that has been taught and formatively assessed in the classroom to ensure that all students understand the concept. If the formative assessment shows that students do not understand the concept, homework on that topic or skill will not be assigned.
- Assign homework that provides opportunities to engage parents in the instructional process and has real-world applications.
- Allow time for free reading as part of homework assignments.

All homework will be assessed for understanding within a reasonable timeframe. Teachers will provide appropriate feedback to students and will keep accurate records of homework assessments to use during student conferences and parent-teacher meetings. Homework assessments are not to be included as part of summative assessments for grading purposes. If homework is illegible, teachers may require the student to complete the assignment again in order to assess understanding. In this case, teachers need to contact the parent to discuss the issue prior to sending back the homework.

Parents and students are to be held accountable for the completion of homework assignments. Teachers shall develop a system for students to note homework (e.g., assignment/agenda book, homework log). This system should remain constant for the entire school year. This system may include the class, the assignment, the due date, necessary materials, and a parent confirmation signature or initials. Non-completion of homework will result in loss of privileges. Students that consecutively or continually do not complete homework assignments will result in

- teacher-student conferences,
- teacher-parent conferences,
- student-guidance counselor conferences, and/or
- student-parent-principal conferences.

**Evaluation:**

During common planning and as part of professional learning, teachers will reflect on strategies, discuss successes and challenges, share possible solutions to challenges, and identify areas needing further support. Professional Learning Community Team Leads will discuss this at the monthly Department Chair Meeting.

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Date Adopted: \_\_\_\_\_

Date Reviewed/Revised: \_\_\_\_\_

Date Reviewed/Revised: \_\_\_\_\_

## **Selection and Implementation of Discipline and Classroom Management Techniques [KRS**

160.345(2)(1)7]

### **Purpose:**

The *Selection and Implementation of Discipline and Classroom Management Techniques Policy* of Great Crossing High School ensure that standards are established for acceptable student behavior and that Great Crossing High School is a safe and secure environment.

### **Procedures:**

Within one week of the first instructional day of school (or within one week of enrollment), students and parents/guardians will receive the *Kentucky School District's Code of Conduct* booklet. Each student is required within one week of receiving the booklet to return the Acknowledgement Form from the district code of conduct booklet signed by him/herself and his/her parent/guardian. The administrative team (i.e., principal, assistant principal and guidance counselors) shall follow-up with students and families whose forms are incomplete or not returned.

The school shall develop a school safety plan as required by district policy and state regulations. The school safety plan shall be reviewed annually by the school council.

Each classroom should establish specific standards that govern the time students are in their classroom (within the standards and overall goals of Great Crossing High School). These standards shall be posted in a predominate location and in print that is legible and easy to see from any place within the classroom. These standards shall be taught by the teacher during the first week of school to all classes and reviewed after each break (i.e., fall break, winter/Christmas break and spring break). Other reviews shall be at the teacher's discretion.

### **Additional Standards:**

Appropriate dress standards: Students attending Great Crossing High School shall comply with standards in dress in order to maintain a distraction-free environment. These standards include the following:

The following describes PERMITTED clothing FOR ALL STUDENTS:

1. Shorts that meet the finger-tip rule on all sides of the leg.
2. Pants/Jeans/Sweatpants that do not have holes above the fingertip rule on all sides of the leg.
3. Yoga or fitted workout pants that are covered with a top that meets the fingertip rule on all sides.
4. All shirts must meet the following criteria:
  - Cover the midriff
  - Maintain shoulder coverage (all straps should be three fingers wide)
  - Maintain chest coverage
5. Students are permitted to wear "hoodies", but THE HOOD MUST REMAIN DOWN AT ALL TIMES.

The following describes items NOT PERMITTED to be worn on regular school days:

1. Bandannas
2. Pajamas (this also includes blankets and slippers)
3. Sunglasses (unless a student has a medical reason for wearing sunglasses)
4. Chains or any other item deemed potentially dangerous.
5. Clothes that advertise drugs, alcohol, or that have obscene language, inflammatory language, images or suggestive messages.
6. See-through, or mesh clothing.

Any staff members may address a student's attire to the assistant principal. The assistant principal shall observe the student in question to determine if the attire is appropriate or inappropriate. If appropriate, the assistant principal shall report back to the staff member making the inquiry with his/her determination. If inappropriate, the assistant principal shall remove the student from class and discuss the issue with him/her. The student shall then be referred to the guidance counselors for assistance to resolve the issue. Staff in the Youth Services Center may be asked to assist. If unable to resolve the issue with the student, the guidance counselor shall call the parent/guardian.

Bullying and Harassing: Students at Great Crossing High School must respect the rights of others and to interact with them in a civil manner. Therefore students are required to speak and behave in a civil manner toward students, staff and visitors within the building.

Bullying is a repeated pattern of aggressive behavior that involves an imbalance of power that purposefully inflicts harm on the bullying victim. Bullying assumes a variety of forms, including:

- Direct physical or verbal actions that cause physical or emotional distress
- Indirect acts of social aggression designed to ruin a victim's personal reputation or social standing

Cyberbullying, the willful and repeated harm inflicted by using computers, cell phones, or other electronic devices.

Therefore, the following actions will not be tolerated at school, on school buses, or during a school-sponsored event (including athletic events) and must be reported to the principal:

- Strikes, shoves, kicks, or other physical contact; attempts or threatens to strike, shove, kick, or other physical contact.
- Offensively coarse utterance and/or gesture.
- Following or stalking a person in or about the school.
- Engages in a course of conduct or repeatedly commits acts which alarm or seriously annoy such other person and which serve no legitimate purpose; or
- Damages or commits a theft of the property of another student.
- Substantially disrupts the operation of the school.
- Creates a hostile environment by means of any gestures, written communications, oral statements, or physical acts that a reasonable person under the circumstances should know would cause another student to suffer fear of physical harm, intimidation, humiliation, or embarrassment.
- Communicates with a person, anonymously or otherwise, by telephone, email, or any other form of written communication in a manner which causes annoyance or alarm and serves no purpose of legitimate communication.
- Communicates in a manner which a reasonable person under the circumstances should know would cause the other student to suffer fear of physical harm, intimidation, humiliation, or embarrassment and which serves no purpose of legitimate communication.

Any determined acts of bullying or harassment will be handled appropriately based on the descriptor of offenses in the *Kentucky County District Code of Conduct*.

**Evaluation:**

School behavior data shall be analyzed quarterly during a regular school council meeting. Trends shall be examined to determine causes and contributing factors. These trends shall include data disaggregated by race, gender, time of day, and classroom vs. common areas. This may be assigned to an ad hoc committee at the request of the school council.

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Date Adopted: \_\_\_\_\_

Date Reviewed/Revised: \_\_\_\_\_

Date Reviewed/Revised: \_\_\_\_\_

## Selection of Extracurricular Programs

[KRS 160.345(2)(1)8]

### **Purpose:**

The *Selection of Extracurricular Programs Policy* of Great Crossing High School ensures that students are provided multiple opportunities to extend the learning time based on student interest and abilities.

### **Procedures:**

All extracurricular programs must be based on the following criteria:

- The program must contribute to students becoming a self-sufficient individual exhibiting good character, responsibility and self-discipline, as well as provide supervision that will consider the student's developmental and emotional needs.
- The program must contribute to student's ability to work as part of a group or team.
- The program must be geared toward student interests and/or abilities.
- The program must be multicultural and enhance or maintain equity in the overall program concept.

All extracurricular programs must fall into one of the following three categories: academic, athletic, or service-learning. Each extracurricular activity must be led by an adult coach or sponsor who meets any applicable requirement set in state or federal statute, as well as by the sponsoring or governing organization. The coach or sponsor will be responsible for supervising all students while participating in the activity, including preparation, practice and travel time.

Annually and prior to October 1 of each year, the principal shall present a list of extracurricular programs to the school council for discussion and review. The principal will follow district policies and procedures in selecting and evaluating all coaches and/or sponsors for all extracurricular activities.

Student Participation: Students who wish to participate in extracurricular programs must...

- Maintain a "C" average in all courses including core classes and electives.
- Be present for all classes the day of the activity or the day prior if on a weekend or holiday [Exemption: school-sponsored off-campus activities (e.g., college visits)].
- Comply with rules and procedures developed by the coach or sponsor for the extracurricular program.
- Meet any additional requirements set by the appropriate sponsoring or governing organization or as established in district board of education policies and procedures.

The principal has the final decision on student participation.

Senior Activities: Activities specific to the senior class include college and university visits, senior trip, and prom. In order to participate in any or all of the senior-specific activities, seniors must:

- Be on track (with appropriate class credits) to graduate at the end of the spring semester.

- Have no more than ten (10) unexcused absences (based on Infinite Campus and district policy).
- Not have been suspended (in-school or out-of-school) or placed in an alternative program within thirty (30) calendar days of the event.
- Maintain a passing grade in all courses including core classes and electives.
- Be present for all classes the day of the activity or the day prior if on a weekend or holiday.
- Comply with procedures developed by the sponsor for the activity.
- If applicable, provide own funding for participation.

The principal will have final decision on participation in senior-specific activities.

**Evaluation:**

All extracurricular programs will be evaluated annually for effectiveness, student participation, and equity as part of the school improvement planning process.

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Date Adopted: \_\_\_\_\_

Date Reviewed/Revised: \_\_\_\_\_

Date Reviewed/Revised: \_\_\_\_\_

## Adoption of an Emergency Plan Policy

[KRS 160.345(2)(i)9]

### Purpose:

The *Adoption of an Emergency Plan Policy* of Great Crossing High School ensures that students are provided a safe and secure learning environment.

### Procedures:

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 document efforts to prevent, mitigate, prepare for, respond to, and recover from emergencies. The emergency management plan will include procedures for fire, severe weather, earthquake, and building lockdown as specified in Kentucky statutes and regulations. The plan will include, but not be limited to the following:

- Establishment of primary and secondary evacuation routes, which must be posted in each room by each doorway used for evacuation;
- 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.
- Practices for students to follow in in case of fire that are consistent with administrative regulations of the Department of Housing, Buildings and Construction (DHBC); and
- Procedures for lockdown of the school.

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 or discussed during Open Session of any school council meeting.

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.

A comprehensive diagram of the school showing primary and secondary evacuation routes will be posted at each school doorway prior to the first instructional day of school. Identified severe weather safe zones which have been reviewed by the local fire marshal or fire chief will be posted at each school doorway prior to the first instructional day of school.

The principal is responsible for working with the central office annually 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 school council and documentation maintained in the principal's office.

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

(1) 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.

Possible access control methods that will be used at Great Crossing High School 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.
- Doors must remain closed during instruction time.

**Evaluation:**

At the end of each school year the emergency procedures are to be reviewed by the school council and first responders and revised as needed.

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Date Adopted: \_\_\_\_\_

Date Reviewed/Revised: \_\_\_\_\_

Date Reviewed/Revised: \_\_\_\_\_

## **Procedures, Consistent with Local School Board Policy, for Determining Alignment with State Standards, Technology Utilization, and Program Appraisal Policy**

[KRS 160.345(2)(i)10]

### **Purpose:**

The *Procedures for Determining Alignment with State Standards, Technology Utilization, and Program Appraisal Policy* for Great Crossing High School ensures that all students have equitable opportunity to highly effective teaching practices at all levels and with all classes.

### **Procedures:**

Alignment with State Standards: Annually, the school council shall charge the Curriculum and Instruction Committee with reviewing the curriculum of the core instructional areas (i.e., English/Language Arts, Mathematics, Science, and Social Studies) to ensure that each area is aligned with the Kentucky Core Academic Standards and to district curriculum maps. The committee shall also review analysis of state assessment data to determine any curricular gaps. This review shall be completed and reported to the school council by the May school council meeting.

Annually in January the school council shall charge the Climate and Culture Committee with determining the barriers in student achievement. The committee may review state non-academic data, survey data (i.e., parent, teacher and student), behavior summaries, and budget reports, as well as any other data needed for their review. This charge shall also include a summary of student use of technology as it relates to barriers in student achievement. This review shall be completed and reported to the school council by the May school council meeting.

Technology Utilization: Technology shall be utilized in the classroom by students, as a means to enhance the curriculum, and as a learning tool in the Library Media Center. All school technology (e.g., computers, iPads, SmartBoards) must be available for student use first. Teachers will plan lessons that encourage the use of technology by students. All staff and students will adhere to the Scott County School's Acceptable Use Policy.

Teachers will:

- Use technology to improve communications, enhance thinking skills, make instruction more efficient and effective, and develop critical life skills. PLC teacher-leaders will include the student use of technology as part of the weekly PLC meeting.
- Provide equitable and adequate access to the technology resources for all students.
- Implement technology to meet state and national standards.
- Research and use up-to-date programs and/or apps as part of the instructional program.
- Encourage and monitor student use of technology.
- Use adaptive or assistive technology for students as required in IEPs.
- Include technology resources as part of the daily lesson plan, including the websites URL and/or applications. Included in the lesson plan is a description on how the students will be using the technology as part of instruction.

The principal will monitor, through the lesson planning and PLC process, the student use of technology as part of the instructional day.

Program Appraisal: Annually in October the school council shall charge the Improvement Planning committee with reviewing state, district and school data to determine effectiveness of instruction program initiatives. The committee shall draft a report as to the strengths and barriers for each program initiative. This review shall be completed and reported to the school council by the December school council meeting.

**Evaluation:**

Annually, the principal will inventory the school’s technology and create a report for the school council on the needs of the school in relation to technology. This report will consist of outdated equipment, repairs needed, and software updates needed. The school council will prioritize the needs and submit a request, based on the report, to the district technology coordinator.

Annually the analysis of the reviews from the Curriculum and Instruction Committee, the Climate and Culture Committee and the Improvement Planning Committee shall be used as part of the school improvement planning revision process.

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Date Adopted: \_\_\_\_\_

Date Reviewed/Revised: \_\_\_\_\_

Date Reviewed/Revised: \_\_\_\_\_

## Consultation

[KRS 160.345(2)(1)11]

### **Purpose:**

The *Consultation Policy* of Great Crossing High School ensures that the selection of instructional staff are highly effective, qualified and meet the needs of the student population.

### **Procedures:**

Vacancy shall be defined as:

1. A position that did not previously exist but which can now be funded;
2. A position previously held by an employee who has retired or resigned; or
3. A position held by an employee who has indicated in writing that they will retire or resign at the conclusion of the current school year.

Qualified Teacher shall be defined as a teacher who:

1. Hold at least a bachelor's degree;
2. Hold full Kentucky certification or statement of eligibility; and
3. Demonstrates competency in each of the core academic subjects taught.

Highly Qualified Paraeducator (Paraprofessional) shall be defined as an instructional assistant who has:

- Has completed two years of study at an institution of higher education;
- Holds an associate's (or higher) degree; or
- Has passed the *Kentucky Paraeducator Assessment*

exam. Notification of Vacancy:

The school council shall be consulted by the principal on all certified and classified instructional vacancies that occur at the school. When an instructional staff vacancy has been posted the principal shall include "consultation with the school council for the (position title) vacancy" on the agenda of the next regular or special meeting of the council.

### Timeline:

The principal and school council shall meet the following timeline for filling vacancies:

- Once a vacancy is determined, the principal and an ad hoc committee will review applications.
- The principal shall contact the candidates and schedule the interviews.
- The principal and the ad hoc committee will conduct interviews.
- The principal and the ad hoc committee will meet following interviews to discuss and select the best candidate for Great Crossing High School.
- The principal shall communicate this selection to the school council by consultation.
- Following consultation, the principal will inform the superintendent of his/her recommendation for hire.

### **Evaluation:**

The school council shall annually review the policy and timeline and make revisions as necessary to ensure high qualified and highly effective teachers are recruited and retained at the school. Revisions to this policy will be made before April 30<sup>th</sup>.

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Date Adopted: \_\_\_\_\_

Date Reviewed/Revised: \_\_\_\_\_

Date Reviewed/Revised: \_\_\_\_\_

## Committees

[KRS 160.345(2)(c)2]

*A Committee Policy is not a required policy area for schools. However, if the school or the school council forms committees, the school council must have a policy.*

### **Purpose:**

The *Committee Policy* of Great Crossing High School ensures equitable participation in the decision-making process for teachers, parents and the school community as a whole.

### **Procedures:**

Great Crossing High School shall have five standing committees:

- Budget Committee:** The Budget Committee shall recommend an annual budget, monitor budget implementation, and recommend budget amendments as needed.
- Curriculum and Instruction Committee:** The Curriculum and Instruction Committee shall analyze the curriculum alignment, research instructional practices, and monitor implementation of curriculum and instructional policies.
- Climate and Culture Committee:** The Climate and Culture Committee shall review non-academic and survey data as it relates to the removal of barriers in student achievement.
- Improvement Planning Committee:** The Improvement Planning Committee shall review school assessment and non-academic data, noting trends and barriers, providing information and statistics to the school council during the improvement planning revision process.
- Teacher and Student Programs and Activities Committee:** The Teacher and Student Programs and Activities Committee shall plan monthly teacher and student activities and celebrations and maintain the *Kentucky Kids*, *Teacher Resources*, and the *SBDM* bulletin boards. The committee shall monthly review student discipline data and teacher and student attendance data. The committee shall annually review the school's discipline plan,

Each standing committee shall have at least eight members including at least one parent.

During March, the following steps shall be taken to recruit members for each standing committee:

1. The principal shall invite all parents by placing a notice in the school's monthly newsletter and sending a One-Call message. The message shall be sent in English and Spanish.
2. The current committee chairs shall describe their committee's work for the school's monthly newsletter. These descriptions will be posted on the homepage of the school's website.
3. School council members will seek out minority members, including parents, staff, and other concerned adults, and encourage their active participation in all committees.

During April the principal shall place committee sign-up sheets on the SBDM bulletin board, and in the staff workroom. Parents and community members may also sign up by telephone or email.

During May the school council will appoint committee members, ensuring reasonable representation of minority groups. The school council may need to assign some persons to committees that are not their first choice to give each committee adequate and balanced membership. The school council shall also designate a committee member to convene the first committee meeting. The school council secretary shall notify all committee members of their appointment.

Ad hoc committees shall be established as needed by the school council. The school council shall ensure that ad hoc committees also have reasonable representation of the community.

All school council committees established under this policy are public agencies and are subject to Kentucky's Open Meetings/Open Records statutes.

### **Sample Committee Charge**

When a school council charges a committee to work on a particular challenge or task, the school council may want to use a standard format to organize the information for the committee to ensure completion of the challenge or task.

Include in the charge:

- the name of the committee,
- the topic,
- the date of the charge,
- what work is needed,
- the timeline for completion,
- any special considerations or issues, and
- the contact person on the council.

**To:** The Culture and Climate Committee

**Topic:** To draft a policy change to increase physical activity during the school day

**Date:** June 1, 201X

The school council at Great Crossing High School charges the committee to identify ways to increase physical activity for all students during the school day that will work at the high school level. Consider a more efficient schedule for physical education course, options before school, during the lunch break, and after school, and quick energizers that can be done during regular core instruction. Look at curriculum, space, schedule, staff, and professional development issues. Draft an amendment to Schedule of the Day Policy to add best practices you found.

**Evaluation:**

The school council shall annually review the standing committees, the committee chairpersons and the work provided to the school council from each committee. Any revisions to the committee policy based on this information will be completed by the school council.

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Date Adopted: \_\_\_\_\_

Date Reviewed/Revised: \_\_\_\_\_

Date Reviewed/Revised: \_\_\_\_\_

**Recruitment and Assignment of Students to Advanced Placement,  
International Baccalaureate, Dual Enrollment and Dual Credit  
Courses**

[KRS 160.348(2)]

**Purpose:**

The *Recruitment and Assignment of Students to Advanced Placement, Dual Enrollment and Dual Credit Courses Policy* of Kentucky High School ensures that all students are provided opportunity to participate in a rigorous and academically challenging curriculum.

**Procedures:**

All students at Great Crossing High School who are willing to accept the challenge of a rigorous academic curriculum shall be admitted to advanced placement, dual enrollment, and/or dual credit courses. Students must have successfully completed the prerequisite course work or have otherwise demonstrated mastery of the prerequisite content knowledge and skills and have permission from the course instructor to participate.

Annually, Great Crossing High School shall offer specific courses will be determined based on student interest and an identified need annually. If a course is not offered as part of the regular master schedule and is a course needed for a student’s learning plan, the student shall be permitted to take the course via the Kentucky Virtual Campus. The student must request the course through the guidance counselor.

Guidance counselors shall advise students and parent of the opportunity for advance placement, dual enrollment and dual credit course options when they prepare and revise their Individual Learning Plan, encouraging students to take appropriate preparatory courses. Teachers shall encourage students to take challenging courses, maintaining data of contacts with students and parents. Guidance counselors shall maintain resources and information for dual enrollment and dual credit courses offered through the Kentucky Community College and Technical System.

**Evaluation:**

During the March school council meeting, the school council shall review data on student participation in advanced placement, dual enrollment and dual credit courses. This data shall be used during the planning process for course offerings in the upcoming school year.

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Date Adopted: \_\_\_\_\_

Date Reviewed/Revised: \_\_\_\_\_

Date Reviewed/Revised: \_\_\_\_\_

## Wellness Policy

[KRS 160.345(11)]

### **Purpose:**

The *Wellness Policy* of Great Crossing High School ensures that all students have opportunity for physical activity and are encouraged to make healthy choices daily.

### **Procedures:**

Great Crossing High School will offer courses that promote healthy living and lifelong fitness for students by providing opportunities for all students to take classes that promote these behaviors as part of its elective offerings. These courses will be designed to develop basic movement skills, lifelong sports skills, and physical fitness as well as to enhance mental, social, and emotional abilities.

- Each student will complete a required physical education class as a graduation requirement at GCHS.
- Accommodations and adaptations will be made for students with special needs.
- Health and PE teachers will implement a healthy choice program by reviewing the nutritional standards on a regular basis and by not using food as a reward.

Great Crossing High School will adopt the physical education assessment tool to assess the physical activity program at the school. The tool must...

- Assess how closely the physical education curriculum aligns with state and national standards for high quality physical education programs.
- Analyzes the content and components of the physical education curriculum.
- Assists in identifying changes that are needed in physical education curriculum.

### **Evaluation:**

The school council shall review annually by the March school council meeting the level of student activity and compiled data from the assessment tool. This data shall be included as part of the improvement planning process.

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Date Adopted: \_\_\_\_\_

Date Reviewed/Revised: \_\_\_\_\_

Date Reviewed/Revised: \_\_\_\_\_

## Determination of a Writing Program

[KRS 158.6453(19)]

### Purpose:

The Determination of a *Writing Program Policy* at Great Crossing High School ensures that all students in all classes will use writing as a way to learn. Great Crossing High School believes that writing is a necessary communication skill for students so it should be authentically taught by certified staff and practiced in all curricular areas.

### Criteria:

- I. All students shall be provided multiple opportunities to develop communication skills through writing and shall be allowed choice and exploration. To ensure this, all teachers will...**
  1. Engage students in three categories of writing: writing to learn, writing to demonstrate learning, and writing for publication.
  2. Incorporate a variety of genres including literary, argumentative, informational, and practical/workplace materials across all content areas.
  3. Provide opportunities on a regular basis for authentic and meaningful writing to include the following:
    - A. Writing for a variety of purposes.
      - Argumentative to support claims
      - Informative/explanatory texts
      - Narrative to develop real or imagined experiences or events
    - B. Writing for a variety of audiences.
    - C. Writing to reveal ownership and independent thinking.
  4. Assign writing in which students draw on individual experiences.
  5. Allow students to write as a natural outcome of the content being studied in all curriculum areas.
  6. Incorporate writing in both on-demand and writing over time situations.
  7. Create assignments where students 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.
  8. Provide opportunities for students to learn about and use appropriate resources for writing (e.g., personal interviews, observations, print materials, and technology) driven by different instructional purposes with different instructional purposes for the student to consider.
  9. Create assignments where students apply appropriate writing skills to oral communication.

10. Allow students to engage in real world and creative communication appropriate for meeting Kentucky Core Academic Standards.

**II. A variety of language resources are embedded within writing instruction that allow students to read and analyze a variety of print and non-print materials including:**

1. Appropriate resources driven by various instructional purposes with different audiences for the student to consider such as:
  - Print materials, technology, personal interviews, observations, etc.
  - Multimodal text, photographs, graphics, web page, multimedia, etc.

**III. A variety of language resources are embedded within writing instruction that allow students to read and analyze a variety of print and non-print materials including:**

1. Appropriate resources driven by various instructional purposes with different audiences for the student to consider, such as:
  - Print materials, technology, personal interviews, observations, etc.
  - Multimodal text. Photographs, graphics, web page, multimedia, etc.
2. Instructional strategies and models that assist in achieving specific learning objectives including:
  - Differentiated strategies that make instruction accessible to all students.
  - Exemplars to use as models for writing.

**IV. Students will be provided and use technological tools in the writing process to:**

- Evaluate or communicate using critical thinking skills.
- Seek a new or deeper understanding based on inquiry around a topic.

**V. Evaluation:**

The school council shall annually review the effectiveness of the school's writing program. This data shall be included as part of the improvement planning process.

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Date Adopted: \_\_\_\_\_

Date Reviewed/Revised: \_\_\_\_\_