

HENRY CLAY HIGH SCHOOL

SBDM POLICIES

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HENRY CLAY HIGH SCHOOL

ALIGNMENT WITH STATE STANDARDS POLICY

A. ALIGNMENT NEEDS ASSESSMENT

1. Our School Improvement Planning process will include:
 - An analysis of our CATS 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 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.
 - To determine alignment with state standards each year the SBDM Council will assign the department chairs to conduct a thorough review of the school's significant test scores and shall use the information from that review to develop the School Improvement Plan.
2. 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.

POLICY EVALUATION

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

Date Adopted: 01/10/08

Date Reviewed or Revised: 12/12/07 Council Chairperson's Initials: JEN

Date Reviewed or Revised: 01/10/08 Council Chairperson's Initials: JEN

HENRY CLAY HIGH SCHOOL
BUDGET AND SPENDING POLICY

A. SPENDING CATEGORIES AND MUNIS ACCOUNTING

Whenever possible in budgets and financial reports, we shall use spending categories that make sense to most stakeholders in our school, even if those categories are not part of the state and district accounting system known as "MUNIS." The school bookkeeper, with the assistance of the principal or principal's designee, shall be responsible for ensuring that the spending categories that we use are converted to the appropriate MUNIS codes.

B. BUDGETING PROCESS - DRAFTS, REVISIONS & APPROVAL

1. The timeline for the submission and review of budget requests, and for approval of the SBDM budget shall be as follows:

July

The Budget Committee chair shall distribute electronic and hard copies of approved budgets for the upcoming fiscal year to the department chairs and persons responsible for MUNIS accounts. The department chair shall distribute a copy of the approved budget to their department members.

The principal shall obtain SBDM approval for SCIF budget transfers to IAKSS for the current school year. The principal shall provide a copy of any SCIF budget transfers for the current school year to the council.

October/November and December

In preparation for the next school year's budget, the Budget Committee shall distribute the budget policy and all appropriate forms to department chairs and contact person(s) for all MUNIS accounts and other spending categories, with instructions, forms, and deadlines for submission, review and approval.

The principal or principal's designee shall provide the Budget Committee with the following:

- a. Documentation relating to approved budget allocation changes during the prior fiscal year, as required by Section C. of this policy; and
- b. The report prepared by the bookkeeper at the close of the prior fiscal year (see activities for April in this Section) detailing account balances as of April 1 and the disposition of those funds.

January and February

Department chairs shall submit their zero based budget requests (line item request) to the Budget Committee for consideration by the deadline established by the Budget Committee.

The principal or the principal's designee shall submit a budget recommendation for school-wide operational funds including but not limited to: Copier, Instruction, Contingency, Principal Budget, Fixture/Furniture/Maintenance and Repair, and Professional Services.

The budget committee shall determine department MUNIS allocations based on the relationship of the requested items to achieving goals in the CSIP, and on the potential impact on student achievement. In addition, the Budget Committee may

consider the prior year expenditures of a department and how the department utilized prior budgeted funds including allocation changes and end of year fund balances. Departmental funds shall be expended on instructional materials for the students, to the extent possible. As used in this policy, "instructional material" means any resource that directly benefits the learning process of students and enhances student achievement.

The Budget Committee shall allocate allotted SCIF funds using the zero-based (line item request) budgeting process and shall select a member of the committee to present its recommendations to the SBDM for approval.

March

A representative from the Budget Committee shall present the committee's recommendations to the SBDM. Following the Council approval, the Budget Committee shall notify department chairs and persons responsible for MUNIS accounts and other spending accounts of their allocations.

The Principal, following FCPS procedures, shall meet with IAKSS personnel to review the SBDM's recommendations for the upcoming school year's MUNIS budget and other spending accounts.

After the council adopts its budget the principal shall:

- a. Notify the superintendent and local school board of the council's decision on the number of persons to be employed in each job classification and any Section 7 requests; and
- b. Ensure that the portion of the council's budget that governs Section 6 SCIF allocations is converted into a standardized budget using the MUNIS accounting codes and that it is sent to the district central office.

April

The Budget Committee along with the school's bookkeeper shall encourage all department chairs to purchase all items approved in the current year budget by April 1st of each school year. Funds not used to purchase approved items by April 1st may be included in the carryover process, or may be reallocated by the principal to meet budgetary needs in a different account or expenditure category. At the close of each fiscal year, the bookkeeper shall prepare a report that includes unexpended balances from each account, and the disposition of those funds (whether they were carried forward or transferred to a different account, and if the funds were transferred, the account to which they were transferred and the purpose for which they were expended). The report shall be provided to the Budget Committee prior to the Budget Committee making the next round of zero-based budget allocations.

May and June

After the council adopts its budget the principal shall ensure that all relevant budget items are clearly reflected in the School Improvement Plan.

2. Availability of Additional funds After Initial Allocation

If, at any time during the fiscal year, additional SCIF allocations become available to the school, the Budget Committee shall notify all department chairs as well as the contact person(s) for all MUNIS accounts or other spending accounts of the availability of additional funds, and shall invite submission of additional funding requests using the process and forms established by the Budget Committee

C. IMPLEMENTATION AND MONITORING

Monthly

The Principal (or principal designee) shall:

1. Ensure that all spending records required by the state and district are maintained.
2. Submit a report to the council comparing planned spending, spending year to date, and the amount remaining in each account.

D. BUDGET CHANGES

1. Any change in a budget allocation in excess of \$250 shall be approved by the Principal or the principal's designee in writing. The department chair shall submit a written memo to the principal or the principal's designee explaining the allocation change request. The written approval from the principal or the principal's designee, and the memo from the department chair shall be attached to the purchase order request as provided in Section E of this policy.
2. Any change in a budget allocation of less than \$250 shall not require prior approval, however the department chair shall follow the requirements of Section E of this policy when submitting the purchase order including such an item.

E. PROCEDURE FOR SUBMITTING PURCHASE ORDERS

With each MUNIS purchase order request, the following steps shall be followed:

1. A MUNIS purchase order request form shall be completed;
2. The MUNIS purchase order request form shall be submitted to the department chair for approval.
3. If the department chair approves the request, he or she shall attach a copy of the approved department budget form highlighting the items that are being requested for purchase to the MUNIS purchase order request form, and shall submit the MUNIS purchase order request and the attached department budget form to the bookkeeper for processing.
4. If the request includes the purchase of an item that is not included in the approved department budget, the department chair shall attach a copy of the approval for the budget allocation change and his or her memo explaining the change, (See Section D of this policy for allocation change approval process) or a document indicating that the requested item is not included in the budget but does not require approval because the amount is less than \$250.
5. All MUNIS purchase order requests, department budget forms, and other documentation shall be kept on file in the bookkeeper's office, and shall be available for review at any time by the Budget Committee.

F. BUDGET AND PROGRAM FOR STUDENT SUPPORT SERVICES

Henry Clay High School shall provide student support services as described in the School Improvement Plan and funded by Fayette County Public Schools and other funding sources where applicable. The council shall also consider recommendations or requests made by any concerned party for additional services.

Extended School Services (ESS) funds shall be used to support students who:

1. Are at risk of being retained in a class or grade or at risk of failing to graduate on time;
2. Are experiencing continuing difficulty performing successfully in the instructional program appropriate to their age; or
3. Are experiencing continuing difficulty sustaining their present level of performance and are at on-going risk of falling behind.
4. On or before the July SBDM meeting, a proposal shall be submitted to the council describing the programs and funding proposed for the upcoming year's ESS program.

G. PURCHASE OF TEXTBOOKS UNDER THE TEXTBOOK ADOPTION PROCESS

The Kentucky Department of Education determines which subjects are able to adopt new textbooks in each fiscal year. The department (s) responsible for the adoption of new textbooks in each fiscal year shall take the following steps in their textbook selection:

1. Review the School Improvement Plan, curriculum map, and the Core Content for Assessment.
2. Develop criteria for textbooks and related items that will help the school move students to proficiency.
3. Review each textbook and related materials and identify the textbooks and related materials that will best meet their criteria as well as any other criteria established by the council.
4. Respect all regulatory requirements governing textbook funds.
5. Determine quantities of each item to be ordered within the school's textbook budget and complete the paperwork necessary to order those items.
6. Report to the council on its choices for council approval.
7. The principal (or principal designee) shall affirm that the submitted purchase order:
 - a. Can be fulfilled using the funds available;
 - b. Complies with existing contracts or bid lists; and
 - c. Fits any other criteria established by the council.
8. If the above requirements are met, the principal or the principal's designee shall complete the purchase and no further council approval shall be needed.
9. The SBDM Council shall approve the textbook selections, as required by FCPS policy 04.222

H. PURCHASE OF INSTRUCTIONAL MATERIALS AND TEXTBOOKS OUTSIDE OF THE TEXTBOOK ADOPTION PROCESS

Requests for funds for textbooks and supplemental materials outside of the textbook adoption process detailed in Section F. of this policy shall be submitted in accordance with guidelines provided by the textbook coordinator (see Attachment 1). Any supplemental materials and textbooks may be purchased using supplemental and text book funds in accordance with the parameters established by the Central Office in accordance with the Kentucky Revised Statutes and administrative regulations promulgated there under (see Attachment 2).

POLICY EVALUATION

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

Date Adopted: 06/05/08

Date Reviewed or Revised: 05/21/08

Chairperson's Initials: JEN

Date Reviewed or Revised: 06/05/08

Chairperson's Initials: JEN

HENRY CLAY HIGH SCHOOL

CLASS SIZE, SCHOOL DAY AND WEEK SCHEDULE POLICY

A. CRITERIA FOR DEVELOPING THE SCHOOL SCHEDULE

Our schedule will:

1. Reflect our mission and belief statements.
2. To the greatest extent possible, give all students access to all classes in which they have a reasonable chance of success, minimizing conflicting schedules of specialized classes and preventing any exclusion related to cultural background, physical abilities, and socio-economic status.
3. Support our Curriculum Policy, our Instructional Practices Policy, our equity and diversity commitments, and the Goals and Strategies in our School Improvement Plan.
4. Department chairpersons, counselors, and the principal shall make concerted effort to balance teaching load and to ensure equitable distribution of student-teacher ratios.
5. Respect the beginning and ending times of the school day and school calendar year as established by the Board of Education.

B. 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. If needed, the council will appoint an Ad Hoc Scheduling Committee (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.
 - 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. If needed 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.
4. The principal will prepare a recommendation to the council on a schedule for the coming year including changes (if any). The principal's recommendation may include more than one option.
5. The council will consider the principal's recommendations and adopt a schedule in time to implement our Staff and Student Assignment Policies.

POLICY EVALUATION

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

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Date Reviewed or Revised: 03/06/08 Council Chairperson's Initials: JEN

Date Reviewed or Revised: 03/19/08 Council Chairperson's Initials: JEN

HENRY CLAY HIGH SCHOOL

CLASSROOM ASSESSMENT POLICY

A. ONGOING ASSESSMENT

1. In each class, during each six week period, students will complete two or more assessment activities to demonstrate their learning and to ensure continuous student progress. Teachers are responsible for making sure that those activities:
 - Are aligned with the school's curriculum documents, the *Core Content for Assessment*, and the *Program of Studies*.
 - Are valid and appropriate demonstrations of what students should know and be able to do.
 - Have clearly defined scoring guides that are shared with students prior to the assessment.
 - Provide a variety of opportunities several times a year for students to demonstrate learning, including options appropriate to preferred learning styles.
 - Provide meaningful feedback to students including opportunities to reflect, self-evaluate, and strengthen their performance.
 - Whenever possible, formative assessment should be part of the regular learning process, with separate activities used only when imbedded ones are not feasible.

B. EVALUATION OF STUDENT PERFORMANCE

1. At the end of every six week period, teachers are responsible for administering a CATS-like assessment incorporating multiple choice items, open response items, on-demand items, and or portfolio piece(s).

C. REPORTING OF STUDENT PERFORMANCE

1. Each teacher will keep student grades updated by regularly entering grades with no more than two-week lapses between grades.

POLICY EVALUATION

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

Date Adopted: 01/10/08

Date Reviewed or Revised: 12/12/07

Council Chairperson's Initials: JEN

Date Reviewed or Revised: 01/10/08

Council Chairperson's Initials: JEN

HENRY CLAY HIGH SCHOOL
COLLEGE-LEVEL COURSES POLICY

A. 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 by the College Board overview, description, and recommended course syllabus for the appropriate course.
3. Be taught by an instructor whose syllabus has been approved by the College Board.
4. Be aligned with Kentucky's Academic Expectations and Kentucky's Program of Studies.
5. Prepare a student to take and be successful on the appropriate advanced placement examination administered by the College Board.
6. 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.

B. RECRUITMENT

We will encourage all students who have a reasonable chance of success in the class 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 personally challenging courses each term.
3. In September or October, 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.

C. 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. Meeting the placement guidelines established for that course.

D. POLICY EVALUATION

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

Date Adopted: 03/06/08

Date Reviewed or Revised: 02/20/08 Council Chairperson's Initials: JEN

Date Reviewed or Revised: 03/06/08 Council Chairperson's Initials: JEN

HENRY CLAY HIGH SCHOOL

COMMITTEES POLICY

NAMES AND JURISDICTION OF STANDING COMMITTEES

There are nine SBDM standing committees with the following names and jurisdiction:

Planning Committee

- Advise SBDM on issues/policies relating to day-to-day operations
- Act as a vehicle for dissemination of information

Budget Committee

- Continue and refine implementation of zero-based budgeting

Curriculum Committee

- Identify curricular and instructional needs based on analysis and assessment data (CATS, PLAN, MAP, ACT, etc.) and implement plans to address those needs.
- Establish a subcommittee in literacy to identify weaknesses in reading performance and implement plans to support cross-curricular reading strategies
- Oversee development and revision of the CSIP

CATS Committee

- Identify and track overall trends in CATS data and plan and implement CATS administration.

Climate Committee

- Identify and implement plans to increase parental involvement
- Facilitate awareness and on going implementation of the activities period.

9th Grade Task Force

- Identify and implement practices to decrease 9th grade retention.

Pathways Committee

- Identify and implement plans to increase student awareness of and participation in Henry Clay's Pathways.

Technology Committee

- Develop and implement a five-year plan for technology replacement.

Professional Development Committee

- Plan for school-wide professional development based on identified needs
- Review and approve or deny individual professional development requests.

STANDING COMMITTEE COMPOSITION AND MEMBERSHIP SELECTION

Committee Membership

- **Faculty** - All members of the faculty shall serve on at least one standing committee or the SBDM. A faculty member may serve on more than one committee by choice.
 - Because there are nine committees, it is not possible for all departments to be represented on all committees. Department chairs shall determine which committees should include representation from their department, and shall seek volunteers from the department to serve on those identified committees. The department chair may assign a member of his or her department to serve on a committee if there are no volunteers for a particular committee identified by the department chair.
 - Department chairs for large departments are encouraged to have at least one representative on each committee
- **Parents, Students and Classified Staff** - Every effort will be made to include at least one parent on each committee, and to encourage classified staff and students to participate in the committee process,
- **Diversity** - Every effort will be made to provide reasonable representation of the ethnic diversity of our community on our committees.

Committee Recruitment

The following steps shall be taken within the noted timeframes each year to recruit members for next year's committees:

MARCH

- **Publication of Committee Opportunities**
 - The principal (or principal's designee) shall invite all parents to sign up for committees via the PTA Newsletter, an attachment to report card, a letter home to parents, or any other written means that the principal determines will be effective. The invitation shall include information about the committees, and who to contact to sign up or for additional information.
 - Current committee chairs (or their designees) shall describe their committees' work at a PTA meeting and a meeting of certified and classified staff called by the principal. Names and contact information of those interested in serving will be collected and submitted to the vice chair of the council.
- **Recruitment of Students** - Efforts shall be made by the faculty sponsors of student clubs and organizations to recruit student members to serve on committees. Names of interested students shall be submitted by the faculty sponsor to the vice chair of the council.
- **Recruitment by the Council and Committee Members** - Council and committee members shall individually and actively seek out parents, classified staff, students and other interested community members and encourage their active participation on school council committees, and shall provide contact information for anyone who volunteers to the vice chair.

MAY

- **Faculty members**

- Faculty members shall be provided with a list of the committees, the name of the current chair of each committee, and a brief description of each committee's jurisdiction as outlined in this policy by his or her Department Chair. Each faculty member who plans on returning to Henry Clay the following year shall select his or her preferred committee assignments and shall submit the information to his or her Department Chair. Faculty members shall be encouraged to serve on more than one committee if such service will benefit the Department or the faculty member.
- Each Department Chair shall assign faculty members within his or her department to one or more committees using the committee selection document submitted by each faculty member to the extent possible.
- If a faculty member fails to submit preferred committee assignments to the Department Chair, the Department Chair shall assign that faculty member to a committee based upon the needs of the Department.
- Each Department Chair shall submit a list including all faculty members in his or her department and each faculty members' committee assignment to the principal,

- **Parents, Classified Employees, Students and other interested individuals**

- Names of parents, classified employees, students and other interested individuals shall be submitted to the vice chair of the council.
 - The vice chair of the council shall assign such individuals to a committee using preferences expressed by the individual if possible.
 - If the vice chair believes that additional volunteers to serve on committees are needed, he or she shall notify the council, and shall request additional assistance from the council in recruiting additional volunteers.
 - The vice chair shall submit a list of volunteers, and their committee assignments to the principal.
- The principal shall provide a complete list of the membership of all committees to the Council

AUGUST

- **Publication of Committee Opportunities** - The principal (or principal's designee) shall provide an additional, well-publicized opportunity to sign up for committees for classified employees, students and parents. Names and contact information for new volunteers shall be submitted to the vice chair. The vice chair shall assign new volunteers to committees based upon preferences expressed by each volunteer if possible. The vice chair shall communicate the names and committee assignments of all new volunteers to the principal.
- **New Faculty Members** - New faculty members shall be provided with a list of the committees, the name of the current chair of each committee, and a brief description of each committee's jurisdiction as outlined in this policy by his or her Department Chair. Each new faculty member shall submit committee assignment requests to his or her Department Chair, who shall assign each new faculty member to at least one committee.

The Department Chair shall communicate the name and committee assignment for each new faculty member to the principal.

- **Updated list** - The principal shall provide the council with an updated list of the membership of the committees.
- **Schedule for Required Committee Reports** - The council shall develop a timeline for regular committee reports to the council for the coming school year. The principal shall communicate the reporting schedule to all committees at the first meeting of the committee in August.
- **Initial Committee Meetings** - As soon as possible following the August council meeting, the principal shall set a date for all committees hold their first meeting. At that meeting all committees shall, in addition to any other tasks assigned by the council:
 - Elect a chair and a vice chair.
 - Elect or appoint a recorder – The recorder shall take minutes for this first meeting and all subsequent meetings, and shall provide the minutes to the chair of the committee at least one week before the next scheduled meeting of the committee for distribution to members.
 - Receive information from the principal about the council timeline for regular committee reports.
 - Establish a meeting schedule for the remainder of the school year.
 - Read and discuss this policy and ask the Chair of the council any questions regarding their role and duties.
 - If necessary, discuss the active recruitment of parents and community members to serve on their committee.
 - Discuss ongoing and any new charges from the council and develop a plan of action that includes a timeline.

AD HOC COMMITTEES

As needed, the council may also establish ad hoc committees

In establishing an ad hoc committee, the council shall identify the specific topic to be addressed in a written charge to the committee.

The principal shall invite persons to serve on the ad hoc committee and shall designate a committee member to convene the committee for its first meeting. The principal shall provide a list of all members appointed to each ad hoc committee to the council.

The members of an ad hoc committee shall, at the first meeting:

- Elect a chair, and a vice chair; and
- Elect or appoint a recorder, who shall be responsible for taking minutes and for providing a copy of the minutes to the chair for distribution to committee members at least one week before the next scheduled meeting of the committee.

Ad hoc committees shall be subject to all of the same operating rules as standing committees as set forth in this policy.;

An Ad hoc committee shall automatically dissolve at the completion of the assigned task.

OPERATING RULES FOR ALL COMMITTEES

Attendance – Committee members are expected to attend all meetings. If a member is unable to attend a meeting, he or she shall notify the chair in advance.

Quorum – A majority (more than half) of the members shall constitute a quorum. A quorum must be present for a committee to take action.

Agenda – Each committee shall have a written agenda for each meeting, which shall be distributed to committee members, the chair and vice chair of the council at least 24 hours prior to the meeting to which it relates.

Minutes – The recorder for each committee shall take minutes of the actions and decisions made by the committee at each meeting. The committee shall review the minutes of each meeting at the next meeting and, after making any necessary corrections, approve those minutes. Draft minutes shall be distributed to committee members at least 24 hours prior to the meeting at which they will be approved. Once approved, a copy of the minutes and the agenda from the meeting to which the minutes relate shall be forwarded to the secretary of the council. The secretary of the council shall maintain a copy of the agenda and the minutes as required by Kentucky's archive rules, and shall make such documents available to the council and to other interested individuals.

Meetings - All committees established by the Council are public agencies subject to Kentucky's Open Meetings Law. Committees shall follow the provisions of Section V, of the Henry Clay High School Based Decision Making Council Bylaws relating to meetings.

POLICY EVALUATION

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

Date Adopted: 11/28/08

Date Reviewed or Revised: 11/07/08 Council Chairperson's Initials: JEN

Date Reviewed or Revised: 11/28/08 Council Chairperson's Initials: JEN

HENRY CLAY HIGH SCHOOL

CONSULTATION POLICY

A. INTERVIEW COMMITTEE

1. For each vacancy that occurs at our school for a certified position, except a principal vacancy, which shall be governed by the Principal Selection Policy, the council shall appoint an ad hoc interview committee of no more than seven people and no fewer than three people. The council may delegate to the principal or the associate principal who is a member of the SBDM council the responsibility for establishing the ad hoc interview committee.
2. The committee membership shall include:
 - a. The principal or an associate principal;
 - b. At least one parent. In selecting a parent to serve on the committee, preference shall be given to parents who serve on the council, however if a parent council member is not available, any parent may serve on the committee; and
 - c. At least one certified staff member who will work directly with the person to be hired.
3. The principal or associate principal shall serve as chair of the ad hoc interview committee.

B. DEVELOPMENT OF CRITERIA AND INTERVIEW QUESTIONS

1. The school shall have, and shall make available to the committee, a set of criteria for a strong candidate. These criteria shall not discriminate based on gender, ethnicity/race, marriage or family status, religion, political affiliation, disability, age, or other grounds not permitted by law.
2. Each department and administrative area shall develop a set of standard interview questions. The chairperson of relevant department or administrative area shall provide its' set of questions to the committee. The committee may add additional questions based upon discussion prior to interviewing all candidates. The committee shall ask the same questions of all candidates in an in-person interview.
3. The committee shall decide what if any additional methods it will use to gather information about potential candidates. Additional methods may include, but not be limited to applications and résumés, references, written interviews, portfolios, and written responses to hypothetical work-related challenges.

C. APPLICATIONS AND REFERENCES

1. Applications, resumes, and any other written materials submitted by applicants will be available in the school office for the interview committee to review prior to the in-person interviews. The committee chair shall notify all committee members of the availability of such documents.

D. INTERVIEWS

As soon as possible after applicants have been selected for an interview, the Chairperson of the committee shall schedule an interview with each selected applicant at a time when all Interview Committee members can attend and shall call special meetings of the Interview Committee for each of those scheduled interview times. The following procedures shall be followed during scheduled interviews:

1. Each interview will occur in a **CLOSED SESSION** of the Interview Committee.
2. Each candidate shall be asked all standardized questions in the same order.

3. Following the standardized questions, specialized questions, if any, and follow-up questions, if any shall be asked.
4. Committee members shall briefly discuss the merits of each candidate following the interview.

E. CONSULTATION WITH THE COUNCIL

1. Within five (5) days after all interviews are complete, the Interview Committee shall meet in **CLOSED SESSION** to discuss how well each applicant meets the criteria, offer comments on the contributions each could make, and provide any additional input requested by the principal.
2. At the next SBDM council meeting after interviews are complete, the council shall meet in **CLOSED SESSION** to receive the Interview Committee's report, discuss the applicants, offer comments on the contributions each could make, and provide any additional input requested by the principal.
3. If a quorum of the council fails to attend this meeting, the principal may either call another meeting or declare an emergency and conduct the required consultation with the council members present so the hiring process can continue.

F. SELECTION OF THE PERSON TO BE HIRED

After considering the input from the interviewing committee and the council, the principal shall make the final selection of the person he or she believes will contribute most to the success of the school's students and shall notify the superintendent and council of his or her choice. The decision made by the principal is binding on the superintendent who shall complete the hiring process.

G. EXTRA-DUTY ASSIGNMENTS AND POSITIONS AND CLASSIFIED POSITIONS

1. Extra-duty assignments and positions include paid or unpaid duties beyond the instructional day or beyond the contract days of a teacher.
 - a. When only persons currently working at our school will be considered for an extra duty assignment or position, the principal shall make the assignment following our policy on Instructional and Non-Instructional Staff Time Assignment. The principal shall report to the council all extra-duty assignments made, which report shall include a description of the assignment, the person assigned and the compensation to be received.
 - b. When persons currently not working at our school will be considered for an extra-duty position, the full provisions of this policy on consultation shall be followed by the principal, the council, and the ad hoc Interview Committee appointed by the council.
 - c. The principal may implement the full provisions of this policy for extra-duty assignments when not required if the principal believes it will be in the best interests of the students and the school to do so.
2. Vacancies in classified positions may be filled by the principal without the establishment of an ad hoc interview committee; however, the principal shall consult with the council before filling a classified vacancy. The principal may establish an ad hoc committee to fill a classified vacancy if he or she believes it will be in the best interests of the students and the school to do so.

POLICY EVALUATION

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

Date Adopted: 2/07/08

Date Reviewed or Revised: 1/23/08 Council Chairperson's Initials: JEN

Date Reviewed or Revised: 2/07/08 Council Chairperson's Initials: JEN

HENRY CLAY HIGH SCHOOL

CURRICULUM POLICY

A. CURRICULUM GUIDELINES

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

1. Be aligned with the *Core Content for Assessment* and designed to help all students master the Core Content.
2. Implement the *Program of Studies* or a council-approved modification of the program.
3. Provide support for all students who have a reasonable chance of success 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.

B. TEACHER ROLE

All teachers will:

1. Provide a syllabus for their classes to students in an age-appropriate way and to all parents.
2. Teach the *Core Content for Assessment* that is assigned for their particular area or areas.
3. Be prepared to contribute to discussions of needed changes in the curriculum.
4. Follow appropriate school or district curriculum maps or topic sequences.

C. PRINCIPAL ROLE

The principal or principal's designee 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.
3. At staff meetings in May, hold discussions with the staff on possible curriculum revisions and report to the Curriculum Committee (or task force designated by the principal) on the results of those discussions.

D. CURRICULUM REVISION

The Curriculum Committee (or task force designated by the principal) 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 KERA Goals, the Academic Expectations, the *Core Content for Assessment*, or the *Program of Studies*.
2. District leaders or working groups modify district curriculum documents.
3. Our School Improvement Planning Process identifies a need for adjustments.
4. 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.
5. Other stakeholder input or data demonstrate a need to do so.

Before adding a course offering that is new to the district, the following steps must be taken:

1. Any proposed course offering that is new to the district must be approved by the SBDM Council before it is submitted to IAKSS.
2. To be included on the student choice schedule cards, new course offerings must be submitted to the SBDM Council Agenda Committee two months prior to the final SBDM Council approval of the student choice schedule cards.

E. POLICY EVALUATION

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

Date Adopted: 03/10/2008

Date Reviewed or Revised: 02/20/2008 Council Chairperson's Initials: JEN

Date Reviewed or Revised: 03/10/2008 Council Chairperson's Initials: JEN

HENRY CLAY HIGH SCHOOL

DISCIPLINE, CLASSROOM MANAGEMENT, AND SCHOOL SAFETY POLICY

A. DISTRICT CODE OF ACCEPTABLE BEHAVIOR AND DISCIPLINE

Our school follows the Fayette County District Code of Conduct which is attached to this policy.

During the first week of school, the principal (or principal's designee) will:

- Provide each student with a copy of the District Code of Conduct.
- Provide each student with a copy of the Henry Clay Student Expectations.

B. SAFETY PLAN

Our school will maintain a school safety plan addressing procedures to provide a supportive, safe, healthy, orderly, and equitable learning environment for both students and staff and address any issues identified by our stakeholders and issues required by law. A copy of our current Emergency Quick Reference Guide is available in the main office. Each staff member will receive an updated Emergency Quick Reference Guide yearly.

C. SCHOOL SAFETY REVIEW

Our school safety plan will be reviewed every school year by the principal and administrative staff using the following procedures:

- A data review of the overall trends in student disciplinary referrals and consequences for the previous year including trends disaggregated by gender, race, disability, and participation in free and reduced price lunch.
- An analysis of the implementation and impact of the activities.
- The council will be responsible for approving and adopting any changes to the school safety plan, Emergency Quick Reference Guide and the Henry Clay Student Expectations.

D. SCHOOL-WIDE DISCIPLINE RULES

In addition to the District Code of Conduct and our school safety plan, we have adopted the following school-wide rules:

- Henry Clay Student Expectations
- Henry Clay Acceptable Use Policy for Computers, Networks, and the Internet.
- Henry Clay Emergency Quick Reference Guide

E. RESPONSIBILITIES

1. Principals and assistant principals are responsible for:

- Disseminating and interpreting the behavioral and discipline standards and guidelines of the district and school.
- Ensuring that all staff and students adhere to the District Code of Conduct.
- Providing support and guidance to teachers in the implementation of the district and school behavioral and discipline standards and guidelines.
- Working with parents and guardians when issues arise involving behavior and discipline of a student.

2. Teachers are responsible for

- Establishing specific standards of conduct for their individual classrooms including clearly defined consequences when those standards are not met.
- Communicating those standards to parents and posting them where students can see them throughout the year.

- Teaching those standards and consequences to students during the first two weeks students are in the class and explaining the standards and consequences to students who join the class after the first two weeks.
- Holding students to the set standards and issuing the appropriate consequences when those standards are not met.

3. Counselors are responsible for:

- Providing support and guidance to help students and parents understand, correctly interpret, accept, and follow the behavioral standards and guidelines of the district, school, and classrooms.
- Providing support and guidance to teachers in the implementation of classroom management techniques and strategies.

4. Students are responsible for:

- Accepting and following the behavioral standards of conduct expected by the district, school, and each classroom.
- Asking for help when they do not understand the behavioral expectations or feel that they are unable to comply.

5. Parents and Guardians are asked to:

- Become familiar with documents related to district and school standards of behavior and discipline and ask the school questions when they do not understand language or details in these documents.
- Work with the school when issues arise involving their child's behavior or consequences given to their child by the school or teacher.

POLICY EVALUATION

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

ATTACHMENTS

1. District Code of Conduct
2. Henry Clay Emergency Quick Reference Guide
3. Henry Clay Student Expectations
4. Henry Clay School Acceptable Use Policy for Computers, Networks, and the Internet

Date Adopted: 03/19/08

Reviewed or Revised: 03/06/08

Council Chairperson's Initials: JEN

Date Reviewed or Revised: 03/19/08

Council Chairperson's Initials: JEN

HENRY CLAY HIGH SCHOOL

ENHANCING STUDENT ACHIEVEMENT POLICY

A. SCHOOL MISSION AND BELIEFS STATEMENT

1. The mission of Henry Clay High School is to educate and to prepare our students for a life of productive citizenship.
2. We believe:
 - that Henry Clay should be an effective learning environment, requiring responsible cooperation and involvement of our faculty, students, and parents.
 - that Henry Clay should provide opportunities for learning experience which will challenge our students' intellectual potential and which will teach skills for a productive life.
 - that Henry Clay should provide practical situations, which are opportunities for our students to continue to develop interpersonal communications and interaction skills and self-discipline.
 - that Henry Clay should assist our students in developing a set of values, which enable them to live effectively in a pluralistic society.
 - that Henry Clay should enable our students to value their accomplishments and contributions and those of others and to accept community responsibility.

B. PROCEDURES

1. In order to carry out our school's mission and to accomplish Kentucky's Learning Goals, we will:
 - Develop SBDM policies, which contribute either directly or indirectly to accomplishing this mission.
 - Develop SBDM policies, which contribute either directly or indirectly to enhancing student achievement by improving teaching and learning at our school for each and every student.
 - Complete an annual needs assessment including but not limited to analyzing student performance on the CATS test.
 - Annually revise our School Improvement Plan to address identified needs. The council will be responsible for adopting the Plan and conducting Implementation and Impact checks to monitor it.
 - Budget and hire to support our School Improvement Plan.

POLICY EVALUATION

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

Date Adopted: 01/10/08

Date Reviewed or Revised: 12/12/07 Council Chairperson's Initials: JEN

Date Reviewed or Revised: 01/10/08 Council Chairperson's Initials: JEN

HENRY CLAY HIGH SCHOOL
EQUITY AND DIVERSITY POLICY

A.COMMITMENT

We commit Henry Clay High School to enhancing student achievement for each and every student by:

1. Ensuring that all students feel safe, welcome and valued at our school.
2. Creating full and equitable access to a common academic core as well as to all the opportunities that our school has to offer for which the student qualifies.
3. Providing opportunities for students to learn about their own and other cultural values and traditions.
4. Building a school culture where diversity is valued and appreciated.

B. DATE ANALYSIS AND PLANNING

As part of our School Improvement Planning Process we will review how well we are fulfilling these commitments. We will use data broken down by race, gender, disability, free and reduced lunch participation, and English proficiency to evaluate the impact of our equity and diversity policies on:

1. Student performance;
2. Student participation in our programs;
3. Student disciplinary referrals; and
4. Family involvement in school activities.

As part of the School Improvement Planning Process, we shall also seek feedback from students, staff and community leaders on an annual basis on their perception of our school as it relates to equity and diversity. Based on the above data analysis and feedback from students, staff, and community leaders, we shall formulate and implement programs and policies within our School Improvement Planning Process that address identified deficiencies in meeting the commitments established by Section A of this policy.

C.POLICY EVALUATION

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

Date Adopted: 06/05/2008

Date Reviewed or Revised:05/21/2008

Council Chairperson's Initials: JEN

Date Reviewed or Revised: 06/05/2008

Council Chairperson's Initials: JEN

HENRY CLAY HIGH SCHOOL
EXTRACURRICULAR PROGRAMS POLICY

The purpose of the extracurricular policy is to provide Henry Clay students the opportunity to participate in a wide variety of activities.

All extracurricular programs and activities shall be approved by the Principal or designee.

A. CRITERIA FOR PROGRAMS

For an extracurricular program to be continued, or a new program instituted and approved; the program shall:

1. Contribute to the following Kentucky Learning Goals for students of:
 - a. Becoming a self-sufficient individual
 - b. Becoming a responsible member of a family, work group, or community.
2. Be student centered and open to all eligible students
3. Encourage, enhance, and maintain equity.
4. Have an adult sponsor approved by the Principal or designee. If it is necessary to consider applicants who do not currently work at Henry Clay, the policy on Consultation shall be followed.
5. All extracurricular activities shall have appropriate supervision at all times.

All extracurricular program sponsors shall provide current information about each program to the web master and the web master shall maintain the information on the Henry Clay website.

B. STUDENT PARTICIPATION

Students shall be eligible to participate in extracurricular activities if they:

1. Are a current Henry Clay student,
2. Were in attendance on the day of the activity or on the Friday for weekend activities.
3. Comply with the rules established by the adult sponsor for the activity,
4. Where applicable, meet any requirements set by the appropriate sponsoring and governing organization.

C. EXTRACURRICULAR FUNDRAISING

All fundraising for extracurricular activities shall be approved by the Principal or designee. The sponsor involved shall be responsible for providing all names and items involved in the fundraising activity. Information concerning the fundraising shall be made available through the administrative office.

GUIDELINES:

- No student fundraising shall occur during class time
- No student shall be compelled to participate in or meet any type of quota in a fundraising activity

D. POLICY EVALUATION

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

Date Adopted: 05/21/08

Date Reviewed or Revised: 05/01/08

Council Chairperson's Initials: JEN

Date Reviewed or Revised: 05/21/08

Council Chairperson's Initials: JEN

HENRY CLAY HIGH SCHOOL

HOMWORK POLICY

A. 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 will include not only written assignments but also opportunities to take part in cultural and creative activities and real-world applications of learning.

B. TEACHER RESPONSIBILITIES

All teachers will:

1. In an age-appropriate manner, make sure that students understand the homework 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, students' needs, and course level

C. POLICY EVALUATION

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

Date Adopted: 03/19/08

Date Reviewed or Revised: 03/06/08 Council Chairperson's Initials: JEN

Date Reviewed or Revised: 03/19/08 Council Chairperson's Initials: JEN

HENRY CLAY HIGH SCHOOL

INSTRUCTIONAL AND NON-INSTRUCTIONAL STAFF TIME ASSIGNMENT POLICY

A. CRITERIA FOR ASSIGNMENT

The principal will assign staff member's time in a manner that will:

1. Fully support implementation of our School Improvement Plan and our Student Assignment Policy.
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.
3. Take into account different teachers' strengths and in-depth knowledge of specific topics.
4. Take into account specific students needs based on student performance data.
5. Respect state certification requirements and the parameters of district job classifications.
6. Consult with the department chairs concerning the assignment of all instructional and non-instructional staff time.
7. Due to the physical space limitations, some faculty members may be required to float into various classrooms during the school day. The administrative team will attempt to schedule planning periods and classroom assignments to accommodate floating faculty members.

B. ASSIGNMENTS BASED ON CRITERIA

To complete assignments the administrative team and or department chair will:

1. Invite all returning staff members to indicate their preference for continuing or changing assignments the next year, including classroom assignments, supplemental duty assignments and other responsibilities.
2. Meet with any individual staff members whose requests may be difficult to grant to discuss reasons for the staff members' interest, factors making it difficult to grant the requests, and possible solutions.
3. In May assign staff members based on the criteria in the first section of this policy.
4. In August, notify the council of how staff members have been assigned.

C. ALTERING ASSIGNMENTS

After making assignments, the administrative team may alter them:

1. When necessary to respond to unanticipated enrollment or staffing changes.
2. 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.

D. POLCY EVALUATION

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

Date Adopted: 06/05/08

Date Reviewed or Revised: 05/21/08

Council Chairperson's Initials: JEN

Date Reviewed or Revised: 06/05/08

Council Chairperson's Initials: JEN

HENRY CLAY HIGH SCHOOL

INSTRUCTIONAL PRACTICES POLICY

A. INSTRUCTIONAL PRACTICES PRINCIPLES

In order to provide an environment where all students perform up to their potential and are prepared for the future, we will make sure that students:

- Are actively involved in and accountable for their own learning and participation.
- Use writing as a way to learn.
- Have some ownership over what is being learned.
- Communicate with peers about what they are learning.
- Study subjects in a way that shows them applications to real life.
- Are able to make connections among content areas.
- Are instructed in ways that help all students learn the Core Content for Assessment which Kentucky has determined is essential for all students to know and be able to do.
- Are instructed in ways that equip students to apply the Depth of Knowledge specified in the Kentucky Core Content.

B. INSTRUCTIONAL PRACTICES GUIDELINES

Subject to content-level and age-appropriateness, students will have the opportunity to:

- Receive appropriate and meaningful feedback.
- Work with other students in pairs, small groups, or teams.
- Do hands-on activities.
- Discuss different ways to solve problems.
- Read and write in a variety of content areas.
- Do open-response and on-demand items.
- Communicate with pictures, charts, graphs, or a web.
- Use a scoring guide.
- Use a computer.
- Use resources other than a textbook or worksheet.
- Use manipulatives or equipment.
- Be exposed to real-life examples that relate to content areas.
- Discuss or read about current events, issues, or topics.
- Watch the teacher do a demonstration.
- Perform or create in an area of the arts and humanities.
- Participate in a one-on-one reading or writing conference with a teacher.
- Do projects and investigations.
- Design or investigate projects based on their interests.
- Speak in front of a group.

C. TEACHER ROLE

To ensure that the principles and guidelines above are implemented, every teacher shall:

1. Use a wide variety of student-centered instructional strategies to address various learning styles.
2. Use activities where all students use higher-order thinking and problem-solving skills.
3. Assign tasks similar to those used for state assessments.
4. Provide opportunities for students to connect their learning to other topics and subjects and real-life experiences.
5. Use technology for appropriate and varied learning activities.
6. Use instructional resources that are developmentally appropriate and varied.
7. Follow the procedures outlined in Henry Clay's Homework Policy.
8. Provide students with opportunities to evaluate their performance and use the feedback to reflect on and improve classroom practice as needed.

D. PRINCIPAL ROLE

To ensure that these instructional practice principles and guidelines are implemented and teachers are able to fulfill their role, the principal will:

1. Make sure that these instructional practice principles and guidelines are taken into account in the interview, the final selection of all teachers, and ongoing evaluations.
2. Encourage and support teachers in their role.
3. Encourage professional development that supports the implementation of this policy.

E. POLICY EVALUATION

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

Date Adopted: 03/06/08

Date Reviewed or Revised: 02/20/08 Council Chairperson's Initials: JEN

Date Reviewed or Revised: 03/06/08 Council Chairperson's Initials: JEN_

HENRY CLAY HIGH SCHOOL

MULTICULTURAL POLICY

Henry Clay High School is committed to reduce any barriers to student learning and well-being based on race or cultural heritage. Multicultural education is based on the principles that pluralism is a reality of our society and that equality is a basic ideal of democracy and a requirement of the U. S. Constitution. Therefore, all school employees and students of the Henry Clay High School must demonstrate an understanding of, appreciation for, and sensitivity to the various cultural perspectives within our community.

POLICY EVALUATION

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

Date Adopted: 02/02/08

Date Reviewed or Revised: 01/23/08

Chairperson's Initials: JEN

Date Reviewed or Revised: 02/02/08

Chairperson's Initials: JEN

HENRY CLAY HIGH SCHOOL

PARENTAL INVOLVEMENT POLICY

The SBDM, Principal, faculty and staff shall, as part of the School Improvement Planning (SIP) process:

1. Encourage parental participation through a variety of strategies including, but not limited to:
 - a. Implementing systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning;
 - b. Asking for parent feedback on the school's efforts to welcome and engage parents, and using the feedback to improve the school's efforts to welcome and engage parents;
 - c. Implementing systematic efforts to inform parents about the academic goals, class work, grades and homework for their children in their home language;
 - d. Adopting measureable objectives and planning coherent strategies to build authentic parent participation, and measuring the implementation and impact of the strategies using the measureable objectives; and
 - e. Making systematic use of written communications (for example, e-mails, newsletters, web sites, bulletin boards) to help parents understand their child's academic progress and the progress of school
2. Implement effective parent involvement activities to improve student academic achievement and school performance.
3. Identify barriers to greater participation by parents/guardians in school activities, with particular attention to parents/guardians who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background.
4. Monitor and evaluate methods used to encourage parental involvement as well as findings and data collected for the preparation of the school report card, Youth Service Center activities, and the School Improvement Plan to design strategies for more effective parent involvement.

POLICY EVALUATION

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

Date Adopted: 06/05/08

Date Reviewed or Revised: 05/21/08

Council Chairperson's Initials: JEN

Date Reviewed or Revised: 06/05/08

Council Chairperson's Initials: JEN

HENRY CLAY HIGH SCHOOL

PRINCIPAL SELECTION POLICY

A. PREPARATION

When the council learns that the school needs to hire a principal, the council shall:

1. Select a trainer to deliver training in recruitment and interviewing techniques. The council Vice-Chair, or his or her designee shall arrange for this training on a date agreed upon by the council and shall call a special meeting of the council for this purpose with "Principal Selection Training" as the agenda item. This training shall be completed prior to beginning the selection process.
2. Direct the council secretary to distribute copies of this policy to all members before the scheduled training and send a copy to the trainer who will be providing the selection training.

B. SELECTION PROCESS

The council shall:

1. Design and implement a process to obtain stakeholder input on the characteristics and traits stakeholders believe are important in providing strong leadership for the school. Stakeholder input shall involve, but shall not be limited to, input from faculty and staff, parents, and students.
2. Call a special meeting of the council to meet in open session for the purpose of:
 - a. Discussing with the superintendent any qualifications required by the school board, the process and the timeline for receiving applications, and other steps in the hiring process.
 - b. Developing a set of criteria for strong candidates using the stakeholder input and the ideas of council members. The criteria shall not discriminate based on race, ethnicity, gender, marriage or family status, religion, political affiliation, disability, or age.
 - c. Writing standard interview questions to address the criteria identified, which questions shall be asked of all candidates during in-person interviews.
 - d. Deciding on other methods to gather information about the candidates. Other methods may include, but are not limited to the following: applications and résumés, references, applicant portfolios, open forums, and written responses to hypothetical work-related challenges.
3. Upon receipt of a list of qualified applicants from the superintendent, call a special meeting of the council and meet in closed session to:
 - a. Review all applications and written references and select applicants to interview.
 - b. Determine who will be responsible for obtaining any other information from candidates that the council has determined it would like to have for the decision-making process, and the timeframes within which the other information is needed.
 - c. Determine if information in the written applications and résumés points to any specialized questions that should be asked of a particular applicant and develop those questions if necessary.
4. Direct the vice chairperson of the council to schedule an interview with each applicant selected for an interview.
5. Conduct each interview in a special called meeting in closed session during which:
 - a. All the standardized questions will be asked in the same order for every candidate.
 - b. Any specialized or follow-up questions will be asked after the standardized questions.

- c. A discussion will be held immediately following each interview about how well the applicant meets the criteria.
6. Hold a closed session discussion to consider all of the information gathered relating to all applicants, and to select a new principal if any of the applicants meet the criteria established by the council.
7. If the council is not satisfied with any of the applicants provided initially, the council may request additional qualified applicants from the superintendent, and steps 1 through 6 of this subsection shall be repeated with the new applicants.

C. SELECTION OF THE NEW PRINCIPAL

After all information is gathered and all interviews are completed, the council shall:

1. Meet in open session to announce the final selection of a new principal.
2. Direct the vice chairperson to notify the superintendent immediately of the council's choice. The decision of the council shall be binding on the superintendent, who shall complete the hiring process.

POLICY EVALUATION

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

Date Adopted: 01/23/08

Date Reviewed or Revised: 01/10/08 Council Chairperson's Initials: JEN

Date Reviewed or Revised: 01/23/08 Council Chairperson's Initials: JEN

HENRY CLAY HIGH SCHOOL
PROGRAM APPRAISAL POLICY

A. PROGRAM APPRAISAL NEEDS ASSESSMENT

1. Our School Improvement Planning process will include:
 - An analysis of our CATS 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 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, address causes, and make indicated changes to programs to help move our students to state standards according to the timetable established by the Kentucky Board of Education.
 - To appraise the quality of our program each year the administrators and department chairs will conduct an implementation and impact check to observe the results of the School Improvement Plan. This information will be shared with the SBDM Council at appropriate times.

2. 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.

POLICY EVALUATION

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

Date Adopted: 01/10/08

Date Reviewed or Revised: 12/12/07

Council Chairperson's Initials: JEN

Date Reviewed or Revised: 01/10/08

Council Chairperson's Initials: JEN

HENRY CLAY HIGH SCHOOL

PROTECTION OF INSTRUCTIONAL TIME POLICY

A.COMMITMENT

Henry Clay High School is committed to preserving and protecting the instructional time available to maximize learning opportunities for our students. To this end, our instructional schedule shall provide, at a minimum, the legally required hours of instructional time, and students shall be actively involved in learning during scheduled instructional hours. Our staff shall fulfill this commitment in a manner that minimizes the disruption of instructional time.

Our Discipline, Classroom Management, and School Safety Policy will support the protection of instructional time.

B.TEACHER RESPONSIBILITY

All teachers will ensure that:

1. Students are provided meaningful and relevant work to do upon arrival so that instructional time is maximized.
2. When a scheduled activity is unexpectedly delayed or cancelled, students will be given alternative, substantive learning activities.
3. Videotapes, CD's, and television broadcasts will be used only when they efficiently convey knowledge and skills included in the curriculum and are combined with other activities that require the students to process and apply the information these types of resources provide.

C. ADMINISTRATIVE STAFF RESPONSIBILITY

The administrative staff shall:

1. Establish a schedule for intercom announcements that does not interrupt instructional time except in the case of an emergency.
2. Ensure that new staff members and substitute teachers are aware of the school's commitment to and the teachers' responsibility for minimizing disruptions to instructional time.

D.POLICY EVALUATION

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

Date Adopted: 06/05/08

Date Reviewed or Revised: 05/21/08

Council Chairperson's Initials: JEN

Date Reviewed or Revised: 06/05/08

Council Chairperson's Initials: JEN

HENRY CLAY HIGH SCHOOL
SCHOOL SPACE USE POLICY

A. CRITERIA FOR ASSIGNING SCHOOL SPACE

The principal will assign the use of school space during the school day in a manner that will:

1. Take each student's developmental needs into account.
2. Facilitate the implementation of our School Improvement Plan.
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.
4. The determination of the use of school space shall include consultation with department chairs.

B. CLASSROOM SPACE ASSIGNMENTS

To assign classroom space, the principal will:

1. Assign classroom space based on the criteria in the first section of this policy. Administrative staff will meet with any faculty member whose classroom assignment would change. Then, all faculty members will be notified of their individual assignments.
2. Prior to the beginning of the school year, notify the council on how classroom space has been assigned.

C. ALTERING CLASSROOM SPACE ASSIGNMENTS

After assigning classroom space, the administrative staff may alter those assignments:

1. When necessary to respond to unanticipated enrollment or staffing changes.
2. When the council changes other policies or the School Improvement Plan and recognizes in the minutes that those changes may require space use changes that cannot be put off until the next school year.

D. 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: 03/19/08

Date Reviewed or Revised: 03/06/08

Council Chairperson's Initials: JEN

Date Reviewed or Revise: 03/19/08

Council Chairperson's Initials: JEN

HENRY CLAY HIGH SCHOOL

STUDENT AND FAMILY SUPPORT SERVICES POLICY

The purpose of the student and family support services are to ensure those services are provided by the school for students and their families that need extra attention beyond the regular curriculum and instructional practices. This policy is designed with the intention of helping to eliminate or reduce barriers to learning.

A. SERVICES AVAILABLE

1. Guidance; group guidance for specific concerns and topics, individual guidance for students
2. Screening for disabilities and Individual Education Plans (IEPs) and 504 plans for indentified students
3. Screening for gifted and talented students
4. Family Resource Center/Youth Service Center to address home challenges that may impede learning and to link families and students to support from other community organizations
5. Social work services for families with challenges that need individual attention and possibly intervention by a community agency.
6. Suspension and Failure Eliminated (SAFE) Room services as an alternative to out-of-school suspension for students who will benefit from a "time-out" from the classroom
7. Extended School Services (ESS) to support students who:
 - Are at risk of being retained in a class or grade or of failing to graduate on time
 - Have continuing difficulty performing successfully in the instructional program appropriate to their age
 - Having continuing difficulty sustaining their present level of performance and are at on-going risk of failing behind

B. SCHOOL RESPONSIBILITES

The principal or designee shall:

1. Ensure that each teacher has a list of the available support services along with descriptions and referral methods (where appropriate)
2. Provide opportunities for teachers who need to become better informed about the services and what they can do for students
3. Ensure that all parents have an opportunity to learn about the support services available to students and families at school and about how to access those services
4. Provide opportunities for interested parents to become better informed about the services and what they can do for their child and their family
5. Ensure that information about these services and programs are given to the web master and maintained on the school's web page

C. POLICY EVALUATION

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

Date Adopted: 05/21/08

Date Reviewed or Revised: 05/01/08

Council Chairperson's Initials: JEN

Date Reviewed or Revised: 05/21/08

Council Chairperson's Initials: JEN

HENRY CLAY HIGH SCHOOL
STUDENT ASSIGNMENT POLICY

A. CRITERIA 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:

1. Take each student's developmental needs into account
2. Facilitate the implementation of our School Improvement Plan
3. Prepare all students for success beyond their high school careers
4. Implement each student's Individual Learning Plan
5. Support the goal of not exceeding the state class size cap except under the following circumstances:
 - a. Temporary exceptions in order to provide an appropriate assignment to a student newly enrolled in the school
 - b. Permanent exceptions made after meeting with all the teachers for the appropriate student level and topics to discuss student needs and possible solutions and after determining that no reasonable alternative will meet the student's needs

B. COURSE CHANGE TO SAME PHASE LEVEL

Request for a course change to same phase level must be initiated by the parent or guardian by telephone or written request to the counselor. A conference should be scheduled with the student, parent, counselor, and sending and receiving teachers. The conference may be waived if the counselor and sending and receiving teachers agree to the change. Final approval must be obtained from the head principal or academic dean.

C. COURSE CHANGE TO DIFFERENT PHASE LEVEL

A student, teacher, or parent may request in writing that the student be moved to a higher or lower phase level. Upon agreement of the parent and teacher, the counselor will make the schedule change.

D. POLICY EVALUATION

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

Date Adopted: 05/01/08

Date Reviewed or Revised: 03/19/08 Council Chairperson's Initials: JEN

Date Reviewed or Revised: 05/01/08 Council Chairperson's Initials: JEN

HENRY CLAY HIGH SCHOOL

TECHNOLOGY USE POLICY

As used in this policy, "technology is defined as a computer and anything that plugs into a computer".

A. TECHNOLOGY USE NEEDS ASSESSMENT

1. Our School Improvement Planning process will include:

- An analysis of our CATS 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.
- Each year the SBDM Council shall ask the Technology Committee to determine the best use of technology and to recommend appropriate technological approaches to address each priority need outlined in the School Improvement Plan.
- Each year the SBDM Council shall ask the Technology Committee to review and update the Three-Year Technology Plan and to request technology for the building based on the Three-Year Technology Plan.
- All technology purchased at Henry Clay will be approved by the Technology Committee based on the Technology Three-Year Technology Plan.

2. 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.

B. STUDENT ACCEPTABLE USE

1. All students will be required to sign and date an Acceptable Use Policy in order to have access to school computers. This policy is attached and considered part of this Technology Utilization Policy approved by the council.

C. FACULTY AND STAFF ACCEPTABLE USE

1. All Faculty and Staff will be required to sign and date an Acceptable Use Policy in order to have access to school computers. This policy is attached and considered part of this Technology Utilization Policy approved by the council.

D. ATTACHMENTS

1. Henry Clay High School Acceptable Use Policy for Computers, Networks, and the Internet
Board Policy 08.2323 AP.21, 08.2323, 08.2323 AP1

POLICY EVALUATION

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

Date Adopted: 02/07/08

Date Reviewed or Revised: 01/23/08

Council Chairperson's Initials: JEN

Date Reviewed or Revised: 02/07/08

Council Chairperson's Initials: JEN