

PARIS MIDDLE SCHOOL

SBDM BY-LAWS & POLICIES



Updated 2019-2020 School Year

**PARIS MIDDLE SCHOOL
SCHOOL BASED DECISION MAKING COUNCIL
BY-LAWS & POLICY MANUAL**

PARIS MIDDLE SCHOOL SBDM BY-LAWS

ARTICLE I. PURPOSE

The purpose and responsibility of the Paris Middle School Council is to address the academic, social and emotional needs of our students in order to set school policy that will enhance student achievement and help each student meet the goals established by the school council, consistent with state law KRS 160.345.

The council is a policy-making body established by Board policy per KRS 160.345. Outside of a legally called council meeting, no council member, other than the Principal, has decision making or administrative authority conferred by office on the council. The Principal is the school's primary administrator and instructional leader. (BP 02.422)

ARTICLE II. MISSION & VISION

Mission: Ensure Success ~ One by One

- Ensuring all students learn at a high level (grade level or higher)
- Providing the time and support students need to learn at high levels
- Providing the tools students need to learn at high levels
- Personalizing education so students can learn at a pace and in a manner that best suits them
- Maintaining a high-quality teaching staff who understands that they are the most important factor in impacting student learning
- One on one relationships with students that guide them to emotional, physical, and academic well-being

Vision: Our vision is to empower students with skills and opportunities to pursue a path that leads to college, career, and life readiness.

- Focusing on Rath and Harter's Five Areas of Well-Being: Career Well-Being, Social Well-Being, Financial Well-Being, Physical Well-Being, and Community Well-Being
- Allowing students to experience a productive struggle and be self-directed learners
- Focus on cognitive skills that prepare students for post-high school learning
- Project-Based Learning
- Opportunities for job shadowing, internships, and apprenticeships
- Career certifications
- Meeting and exceeding benchmarks on the ACT, college readiness exams, military exams, and work certifications
- Earning college credit while in high school

ARTICLE III. MEMBERSHIP

A. COMPOSITION

- a. The school council shall consist of the principal, three teacher members, and two parent members.
- b. If the school reaches eight percent (8%) or more minority student enrollment, and there is no minority elected in the initial elections, a special election shall be conducted by the principal to elect a minority parent to serve on the school council. (See Section C: Minority Representative).

B. REQUIREMENTS FOR MEMBERSHIP

- a. All Members: No one may serve on the school council who has a business interest in the school as designated by KRS 45A.340. New members (those with less than one (1) year of service) must complete six (6) hours of training from a Kentucky Department of Education endorsed trainer. Experienced members (those with more than one year of service) must complete three (3) hours of training from a Kentucky Department of Education endorsed training provider each year. In the event the council must select a principal, the council is required by law to obtain training in the recruitment and interviewing prior to beginning the principal selection process.
- b. Teacher Members: Teacher council members must possess certification required for their position as a basis for employment in Kentucky public schools. Itinerant teachers may nominate, serve, and vote in our school. Counselors may serve as a teacher council member. Principals or Assistant Principals may not serve as a teacher council member, nor vote in teacher elections.
- c. Parent Members: The legal definition of parent (KRS 160.345 1.c.) allows biological parents, stepparents, foster parents, or persons who have court-ordered legal custody to be nominated or vote. According to the law, parents who are nominated or who wish to vote must have a child "pre-registered to attend" the school for the next year.

Parent council members cannot be employed in or be related to someone who is employed in the school or in the district administrative offices. An Attorney General's Opinion [OAG 90-102] says that "relative" means, "father, mother, brother, sister, husband, wife, son, daughter, aunt, uncle, son-in-law or daughter-in-law" of someone who works at the school or in the district administrative offices could not be a parent council member. Parent members cannot be a board member or a board member's spouse, nor can they have a business interest in the school.

C. ELECTIONS

- a. Parent Members: Parents conduct their own elections as per KRS 160.345. Each April, the principal shall call a meeting of parents for the purpose of establishing procedures

for the election of parent members. Annual elections shall be conducted after April 1st and before May 1st. Parent members will be elected for a one-year term. Parent elections may be by plurality vote (two (2) parents with the highest number of votes). The chairperson of the parents' election organization shall notify the principal in writing of the two parents elected within twenty-four (24) hours of the final vote and shall deliver all election materials to the principal the next business day after the election. If a parent cannot fill the term obligation, a special election shall be conducted to fill the remainder of the term. The special election shall take place before July 1st after the parent officially declares he or she cannot fill the term obligation of the position. Parents of students assigned to a school shall organize the election to select parent council members. They may request the Principal to provide administrative assistance required to conduct the election.

The President of the parent-teacher organization shall organize and oversee the election of parent council members. If the school does not have a parent teacher organization, then parents shall set the date and time for parents to elect council members and shall provide notice of the election to parents.

A parent council member shall be a parent, step-parent, or foster parent of a student to be enrolled in the school during the parent's term of council service. Parent shall also mean a person who has legal custody of a student pursuant to a court order and with whom the student resides. A parent council member shall not be an employee or the relative of an employee of the school in which that parent serves, nor shall the parent representative be an employee or a relative of an employee in the District Administrative offices. A parent representative shall not be a local Board member or Board member's spouse. Relative shall mean father, mother, brother, sister, husband, wife, son, daughter, aunt, uncle, son-in-law or daughter-in-law. (BP02.421)

- b. Teacher Members: Teachers conduct their own elections as per KRS 160.345. Annual elections shall be conducted after April 1st and before May 1st each year, for the purpose of electing three teacher council members for a one-year term. Teacher members must be elected by a simple majority (one half plus one) of the number of teachers assigned to the school. Teachers may request the Principal to provide administrative assistance in preparing for the election. Teachers may nominate themselves or another teacher. A written ballot containing the names of all qualified teachers nominated shall be prepared and kept on file with other council records. The teachers attending the meeting shall choose a chairperson to chair the meeting to elect teacher members to the council. Teacher members must be employees of the District and currently assigned to the school where they are elected as a council member. For the purpose of electing teacher council members, a Principal or Assistant Principal, may not vote or serve as a teacher council member. Election shall be by majority vote of all teachers assigned to the school. Itinerant teachers may vote at all schools to which they are assigned and may serve on the council of any of those schools. Teachers elected to a council shall not be involuntarily transferred during their term of office. (BP02.421)

After the 4th round of election, the nominated teacher receiving the fewest votes will be eliminated from the election ballot. This process will occur after the 6th round and after every even numbered round thereafter.

The process that teachers may use to elect their representatives should address the following areas:

- i. Nominations
 - ii. Preparation of Ballots
 - iii. Elections
 - iv. Absentee Ballots
 - v. Procedures After First Round of Ballots
 - vi. Delivery of election materials to the principal the next business day after the election.
- c. Minority Representatives: If the council formed under the elections described above does not have a minority member, and the school has eight percent (8%) or greater enrollment of minority students, the Principal shall be responsible for carrying out the following:
- i. The Principal shall organize a special election no sooner than ten (10) and no later than twenty (20) calendar days following the elections described above to elect a minority parent to the council by ballot. The Principal shall notify all parents of the date, time, and location of the election. The notice shall call for nominations of minority parents for the ballot. The election shall be conducted using the same procedures as the election of the two (2) other parent members of the council.
 - ii. The Principal shall call a meeting of all teachers in the building within seven (7) days following the initial election of parent and teacher council members. The teachers shall select one (1) minority teacher to serve as a teacher member on the council.
 - iii. If there are no minority teachers who are members of the faculty, an additional teacher member shall be elected by a majority of all teachers. Procedures for election of the teacher representative shall be the same as the procedures for election of the other three (3) teacher members of the council. (BP02.421) [KRS 160.345 (2)(2)(b)]

D. FILLING VACANCIES

- a. If a member of the council resigns or is removed from office, another member shall be elected in a special election held not more than one month after the vacancy occurs.

The person elected in the special election shall serve the remainder of the term until July 1st, and be eligible for re-election.

E. TERMS OF OFFICE

- a. Term Limits: School council members can serve an unlimited number of terms as long as they meet the eligibility requirements.
- b. The terms of parent and teacher members shall be for one (1) year beginning on July 1st and ending on June 30th. Between the date of the elections and July 1st, members-elect are expected to attend all council meetings.

F. ELECTION OF VICE-CHAIR

- a. The vice chair of the school council shall be elected each July by council members and shall serve for one (1) year. Re-Election is permitted.
- b. If a vice chair resigns his or her position, the council shall conduct a vote at that meeting to fill the position with another council member.

G. CHAIR

- a. The Principal shall be the chairperson of the school council. Duties of the chair include:
 - i. Conducting school council meetings
 - ii. Compiling and distributing the agenda for council meetings
 - iii. Serving as official custodian of council records
 - iv. Stating when a consensus is present for the record
 - v. Coordinating standing and Ad Hoc committees
 - vi. Carrying out any additional responsibilities as stated in these by-laws
 - vii. Other duties as described in these by-laws

H. VICE-CHAIR

- a. Duties of the vice chair shall include
 - i. Calling a special meeting of the council in the event a principal vacancy occurs
 - ii. Conducting meetings necessary for the principal hiring process to take place

I. SECRETARY

- a. A council secretary shall be appointed by the principal to keep minutes of all council meetings and to maintain council records.

J. COUNCIL MEMBERS

- a. Duties of council members include:
 - i. Knowing and adhering to the school's mission, vision, philosophy, and goals
 - ii. Attending all council meetings, both regular and special called
 - iii. Encouraging and requesting opinions from their constituencies
 - iv. Supporting, promoting, and communicating council decisions
 - v. Seeking information independently and as needed about issues brought before the school council, and bringing that information to the council

ARTICLE IV. SCHEDULE OF MEETINGS

The Principal shall be the Chair of the council and shall be responsible for securing minutes that record the council's actions. Minutes shall be approved by the council and kept in a permanent file along with other council records, and open to public inspection. A copy of the minutes of each council meeting shall be forwarded by the Principal to the Superintendent who shall keep the Board informed of council actions.

All meetings of the council are open to the public and subject to the open meetings law. Advance written notice of meetings shall be given to parents and teachers. Council records are also subject to open records law and the Records Retention/Public School District Schedule.

A. REGULAR MEETINGS

- a. The first meeting of the council shall be called by the Principal within twenty (20) school days after the formation of the council; thereafter, the council shall set its own meeting schedule. The Principal shall be present and chair all meetings. At this meeting, the council shall adopt a schedule of regular meetings for the fiscal year, identifying the date, time and place of each meeting. Any change to this schedule shall be a special-called meeting.
- b. All meetings of the council, and any committees or subcommittees thereof, shall be held at specified times and places which are convenient to the public. The schedule of regular meetings shall be made available to the public.
- c. The regular monthly meeting of the Paris Middle School Council shall be determined at the first meeting of the year. Council meetings will be held at Paris Middle School.

B. SPECIAL MEETINGS

- a. If the council needs to meet between regular meetings, or if the regular meeting is rescheduled, the chairperson or a majority of the school council members may call a special meeting. The chairperson must complete the following steps when a special meeting is called:

- i. Written Notice: Contents. The chairperson shall prepare and sign a written notice that states the date, time, and place of the special meeting and the agenda for each meeting. Only items on the agenda may be discussed.
- ii. Delivery of Notice: The chairperson shall arrange for the notice to be delivered to each council member and to any media organization that has requested notice of council meetings. The delivery can be by hand, FAX, mail, or e-mail, but the notice must be received at least twenty-four (24) hours prior to the time of the meeting.
- iii. Posting of Notice: The chairperson shall post the notice for the special meeting for public view at the school at least twenty-four (24) hours prior to the time of the meeting. If a meeting is to be held in a different location than the school, notice must be posted at that location also for at least 24 hours prior to the time of the meeting.

ARTICLE V. CONDUCT OF MEETINGS

A. QUORUM

- a. A quorum of the school council shall be a majority (four (4) members when the council membership is six (6) members, five (5) members when the council membership is eight (8) members) of the council, with at least one parent present. No council business shall be discussed or conducted unless a quorum of council members is present.
- b. All meetings of a quorum of the members of the council at which any public business is discussed or at which any action is taken are to be public meetings, open to the public at all times, except as provided in KRS 61.810.

B. ATTENDANCE AT MEETINGS

- a. Council meetings are open to the public and all interested persons can attend, except for those portions that are conducted in closed session.

C. CLOSED SESSIONS

- a. Definition: A closed session is a portion of a regular or special meeting of the council during which the council members meet in private. The council may meet in closed session for the following reasons:
 - i. To discuss proposed or pending litigation by or against a council member [KRS 61.810(1)(c)] or
 - ii. To discuss candidates for a principal vacancy or conduct consultation in filling other vacancies [KRS 61.810(1)(f)]

- iii. To discuss the school emergency plan.
- b. Before a closed session can be conducted, the following steps must be taken:
- i. Announcement: Contents. An announcement of the general nature of the subject to be discussed and the specific section of the law that allows the conduct of the closed session must be announced in the open meeting and recorded in council minutes.
 - ii. Motion: The motion to go into closed session must be made, passed by a majority of council members present, and recorded in council minutes.
 - iii. Closed Session: During the closed session, only business stated in the announcement can be discussed, and no action may be taken. No minutes are to be taken in closed session. If the council secretary is not a council member, the secretary shall not enter the closed session. Details discussed in closed session shall not be discussed outside the closed session.
 - iv. Decision: The council must return to open session to take any official action on the matter. Any actions taken must be recorded in council minutes.

D. AGENDA

- a. Anyone may submit items for possible inclusion on the agenda to the chairperson/Principal in writing on the standard form provided at least forty-eight (48) hours prior to a regularly scheduled council meeting. A committee representative or the person recommending an agenda item must be present at the meeting for the item to be discussed.
- b. The chairperson shall prepare a preliminary agenda for each regular and special council meeting, including items submitted in writing for possible inclusion by the public, staff, parents, other council members, and other items he or she believes should be on the agenda. The chairperson may declare an item received as not within school council authority. Each agenda shall include the following items:
 - i. Approval of agenda
 - ii. Review and approval of previous meeting minutes
 - iii. Opportunity during the course of the meeting for school or community persons to address the school council
 - iv. Other items

E. DECISION MAKING PROCESS

- a. All business and decisions of the school council will relate to the school's mission and purpose to improve the instructional program and/or further the goals in the school's Continuous Improvement Plan, and with student's best interest in mind.
- b. No proposed policy may be approved by the school council at the same meeting at which it was initially proposed or introduced for study.
- c. All decisions and policies officially adopted by Paris Middle School Council will be reported to the Board of Education and the Superintendent.
- d. The school council will make decisions by consensus except as otherwise designated in the by-laws using the following guidelines:
 - i. A motion and a second are made
 - ii. After discussion of an item, the chair or any member may state the consensus of the group.
 - iii. If the council is in consensus, the decision will be recorded as a unanimous decision in the council minutes.
 - iv. If council cannot reach consensus:
 - 1. Majority vote to send the issue back to a committee for revision of proposed policy with council recommendations.
 - 2. Majority vote to accept the proposed policy if deemed to be in the best interest of students.

ARTICLE VI. AMENDMENTS

A. AMENDMENTS TO COUNCIL BY-LAWS

- a. These by-laws may be amended after a first and second reading at two (2) consecutive council meetings by the majority of the school council.

Date Reviewed or Revised:	3/10/2020	Council Chairperson's Initials:	
Date Reviewed or Revised:		Council Chairperson's Initials:	
Date Reviewed or Revised:		Council Chairperson's Initials:	

PARIS MIDDLE SCHOOL POLICIES

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**PARIS MIDDLE SCHOOL
SCHOOL BASED DECISION MAKING COUNCIL
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Curriculum Policy: KRS 160.345(2)(i)1

Purpose:

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

Procedures:

Paris Middle 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 evidence-based. It shall be aligned with the Kentucky 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

When curriculum decisions are made, a committee will be put together that represents central office, administration, teachers and parents. These stakeholders shall be responsible for evaluating and revising the curriculum as needed.

The principal of Paris Middle 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 Paris Middle School's website and linked to all electronic communications.

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

Evaluation:

The Paris Middle 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.

Policy Evaluation:

We will evaluate the effectiveness of this policy through our school improvement planning process.

Date Reviewed or Revised:	10/10/2017	Council Chairperson's Initials:	Not on File
Date Reviewed or Revised:		Council Chairperson's Initials:	
Date Reviewed or Revised:		Council Chairperson's Initials:	

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**Assignment of Instructional & Non-Instructional
Staff Time Policy: KRS 160.345(2)(i)2**

Purpose:

The Staff Time Policy for Kentucky Elementary School ensures that the amount of instructional time (e.g., number of classes taught, professional learning community time) and noninstructional 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:

The assignment of instructional and non-instructional staffing time for certified and classified instructional staff shall be made by the principal and presented to the council. The staffing assignments will be contingent on the projected number of students, class sizes, anticipated intervention needs, and subsequent development of the master schedule which will be presented to the council. Achievement of school mission and vision and meeting the needs of students shall be the basis for the master schedule and assignment of staff.

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 Comprehensive School Improvement Plan (CSIP). 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 Kentucky Elementary School's instructional staff members.

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).

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

Staffing assignments shall be determined as soon as feasibly possible, but no later than July 15th. All staff assignments shall be published by July 15th of each year. Any changes made by July 15th will be done on an as needed basis and communicated with teachers involved individually.

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.

Policy Evaluation:

We will evaluate the effectiveness of this policy through our school improvement planning process.

Date Reviewed or Revised:	10-10-2017	Council Chairperson's Initials:	Not on File
Date Reviewed or Revised:		Council Chairperson's Initials:	
Date Reviewed or Revised:		Council Chairperson's Initials:	

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Assignment of Students to Classes and Programs – KRS 160.345(2)(i)3

Purpose:

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

Procedures:

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. Implement each student's Individual Learning Plan.
4. Assure service offerings for students identified as gifted and talented.
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.
6. Provide student support services and appropriate academic and behavior interventions based on the school and district's current Multi-Tiered System of Supports (MTSS) model. Students may be assigned to intervention or enrichment courses based on review of student academic progress based on teacher and administrator recommendations.

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 class assignments will be complete at least 30 calendar days prior to the first instructional day of school. Student schedules will be distributed prior to the first instructional 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.

Policy Evaluation:

We will evaluate the effectiveness of this policy through our school improvement planning process.

Date Reviewed or Revised:	10-10-2017	Council Chairperson's Initials:	Not on File
Date Reviewed or Revised:		Council Chairperson's Initials:	
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Determination of the Schedule of the School Day and Week – KRS 160.345(2)(i)4

Purpose:

The Schedule of the Day and Week Policy for Paris Middle 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 Paris Middle School's mission and vision statements.

Procedures:

Our schedule will:

1. Give all students access to all classes, avoiding conflicting schedules of specialized classes and preventing any exclusion related to cultural background, physical abilities, socio-economic status, and intellectual abilities.
2. Provide students with the learning time they need, including technology access to complete writing assignments and other learning activities.
3. Facilitate appropriate decisions to give particular students expanded time and support for successful performance such as independent study, additional time to work on a project or assignment, or other appropriate methods for the situation (IEP, PSP, 504, GT, etc...).
4. Support our Curriculum Policy, our Instructional Practices Policy, our Equity and Diversity Commitments, and the Goals and Strategies in our School Improvement Plan.
5. Allow teachers shared time to collaborate and plan on a regular basis. This time, as part of the career-technical department (CTE), could include collaboration among external partners (e.g., postsecondary education partners, business and industry personnel, civic/community).
6. Facilitate teacher opportunities to switch teaching assignments to capitalize on different teachers' in-depth knowledge of specific topics.
7. Facilitate teacher opportunities to adjust the length of class periods when needed to provide the best instruction.
8. Promote reasonable and appropriate enrollments for all classes and appropriate numbers of pupils each teacher works with in the course of a day.
9. Respect the beginning and ending times of the school day and school calendar year as established by the Board of Education.

Protection of Instructional Time:

Teachers shall begin each period on time and engage students throughout the class period. All schoolwide broadcast announcements, except for emergencies, shall be done during the homeroom period. Activities that reward 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 time daily for planning and professional learning. Up to twice 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 a common planning time or at a time established by the building principal.

Timeline for developing School Schedule:

Prior to March	<ul style="list-style-type: none">● Determine curriculum/courses for the next year. Recommendation based on data and feedback from current and past years, and non-negotiables.● Draft Frameworks - Administration, Asst. Superintendent, Teacher Leaders● Begin communication efforts about the process with all stakeholders, especially faculty and parents.
March	<ul style="list-style-type: none">● Staffing allocations from Central Office to Principal● Master Schedule Team - Administration, Asst. Superintendent, DoSE, and Counselor begin working on details of schedule● IEP's reviewed for appropriate scheduling recommendations. ARC meetings scheduled as needed to reflect course recommendations determined using student data.● Using data, teachers make recommendations for student classes, interventions and enrichment.
April/May	<ul style="list-style-type: none">● List of approved students for specific classes due to Counselor● Communicate "Big Picture" changes in master schedule with staff in order to create transparency and gather feedback● Build Master Schedule in online platform● Teacher rosters distributed during PLC to check for any repeat issues, conflicts, etc... Teacher rosters returned and changes made.● Master Schedule approved at SBDM Council Meeting

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

Policy Evaluation:

We will evaluate the effectiveness of this policy through our school improvement planning process.

Date Reviewed or Revised:	10-10-2017	Council Chairperson's Initials:	Not on File
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Determination of Use of School Space – KRS 160.345(2)(i)5

Purpose:

The School Space Policy of Paris Middle School ensures that the classroom 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 subject (i.e., English Language Arts, Mathematics, the Sciences and Social Studies) classes shall maintain close proximity to facilitate cross-subject planning.
- 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).

By June 1 of each year, 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.

Policy Evaluation:

We will evaluate the effectiveness of this policy through our school improvement planning process.

Date Reviewed or Revised:	10-10-2017	Council Chairperson's Initials:	Not on File
Date Reviewed or Revised:		Council Chairperson's Initials:	
Date Reviewed or Revised:		Council Chairperson's Initials:	

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**PARIS MIDDLE SCHOOL
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**Planning and Resolution of Issues Regarding
Instructional Practices – KRS 160.345(2)(i)6**

Purpose: The Instructional Practices Policy of Paris Middle School ensures that all instructional practices align with Paris Middle School's curriculum and establishes an environment where all students achieve 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):
 - Individual Assignments
 - Cooperative Learning
 - Research Projects
 - Reading and Summarizing
 - Graphic Organizers
 - Manipulatives
 - Peer Tutoring
 - Speakers
 - Technology
 - 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 intended to provide added enrichment to practice skills, increase knowledge and explore topics using various learning modes and technologies. Homework is not to be used as a punishment for behavior.

All classroom and enrichment teachers will...

- Assign homework that reinforces a skill 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 weekly on the strategies used, discuss successes and challenges, share possible solutions to challenges, and identify areas needing further support. Professional Learning Communities will collect the data from these reflections and bring to the principal's attention.

Policy Evaluation:

We will evaluate the effectiveness of this policy through our school improvement planning process.

Date Reviewed or Revised:	10-10-2017	Council Chairperson's Initials:	Not on File
Date Reviewed or Revised:		Council Chairperson's Initials:	
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**Selection and Implementation of Discipline and
Classroom Management Techniques – KRS 160.345(2)(i)7**

Purpose:

The Selection and Implementation of Discipline and Classroom Management Techniques Policy of Paris Middle School ensure that standards are established for acceptable student behavior and that Paris Middle 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 Paris Independent 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 his/her classroom (within the standards and overall goals of Paris Middle School). These standards shall be posted in a predominant 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:

Dress Code/Appropriate Dress Standards: Students are expected to follow the district's acceptable dress code as defined in the district code of conduct.

Bullying and Harassing: Students at Paris Middle 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.

Policy Evaluation:

We will evaluate the effectiveness of this policy through our school improvement planning process.

Date Reviewed or Revised:	10-10-2017	Council Chairperson's Initials:	Not on File
Date Reviewed or Revised:		Council Chairperson's Initials:	
Date Reviewed or Revised:		Council Chairperson's Initials:	

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Selection of Extracurricular Programs – KRS 160.345(2)(i)87

Purpose:

The Selection of Extracurricular Programs Policy of Paris Middle School ensures that students are provided multiple opportunities to extend the learning time based on student interests and abilities.

Procedures:

All extracurricular programs must be based on the following criteria:

- The program must contribute to students becoming self-sufficient individuals exhibiting good character, responsibility, and self-discipline, as well as provide supervision that will take into account the student's developmental and emotional needs.
- The program must contribute to the 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 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:

We encourage all students to participate in extracurricular activities. Students wishing to participate in extracurricular programs must:

- 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 the district board of education policies and procedures.
- Cannot be failing two or more courses (platform or non-platform) in order to be eligible for practice and competition.

In addition, students participating in athletics must be in good academic standing as defined by the school athletic policy. Paris Middle School will follow the minimum athletic requirements of eligibility set forth by By-Law 5 in KHSAA Policy.

1. A student must be on grade level to participate in athletics (determined at the end of the semester or the next school year).
2. Weekly grade checks will be conducted by the administration and teachers to determine a student's progress in their classes.
3. A student cannot be failing two or more courses (platform or non-platform) in order to be eligible for practice and competition.
4. The administration and Athletic Director will generate a failure list weekly. Teachers will be contacted about a failing grade to verify the accuracy of the grade.
5. The parent, coach, and athlete will be notified if the student is not eligible for practices and competitions.
6. A grade of 69% or below will be considered failing.

The principal has the final decision on student participation.

Evaluation:

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

Policy Evaluation:

We will evaluate the effectiveness of this policy through our school improvement planning process.

Date Reviewed or Revised:	10-10-2017	Council Chairperson's Initials:	Not on File
Date Reviewed or Revised:	10-13-2020	Council Chairperson's Initials:	
Date Reviewed or Revised:	9-14-2021	Council Chairperson's Initials:	

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**PARIS MIDDLE SCHOOL
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Adoption of an Emergency Plan – KRS 160.345(2)(i)9

Purpose:

The Adoption of an Emergency Plan Policy of Kentucky Elementary 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):
 - Controlling access to exterior doors during the day
 - Controlling front door access electronically or with a greeter
 - Controlling access to individual classrooms
 - Requiring visitor check-in with identification and purpose provided, and
 - 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 Kentucky Elementary 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.

Policy Evaluation:

We will evaluate the effectiveness of this policy through our school improvement planning process.

Date Reviewed or Revised:	10-10-2017	Council Chairperson's Initials:	Not on File
Date Reviewed or Revised:		Council Chairperson's Initials:	
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**PARIS MIDDLE SCHOOL
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Procedures for Determining Alignment with State Standards, Technology Utilization, and Program Appraisal – KRS 160.345(2)(i)10

Purpose:

The Procedures for Determining Alignment with State Standards, Technology Utilization, and Program Appraisal Policy for Paris Middle 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 school 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 Academic Standards. The council shall also review the analysis of state assessment data to determine curricular gaps.

Technology Utilization:

Technology shall be utilized in the classroom by students, as a means to enhance the curriculum and as a learning tool. All school technology(e.g., computers, laptops, handheld devices, interactive technology boards) 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 Kentucky School District'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.
- 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 their IEP's
- Include technology resources as part of the daily lesson plan, including the website URL and/or applications. Included in the lesson plan is a description of 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's use of technology as part of the instructional day.

Policy Evaluation: We will evaluate the effectiveness of this policy through our school improvement planning process.

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

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Consultation Procedures– KRS 160.345(2)(i)11

Purpose:

The Consultation Policy of Paris Middle 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...

1. Has completed two years of study at an institution of higher education;
2. Holds an associate's (or higher) degree; or
3. 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.

The council will be invited to establish a timeline for the hiring process, review all qualified applications, sit in on interviews, and provide feedback to the principal. The final decision for hiring of staff is determined by the principal. The principal will recommend the selected candidate to the superintendent for hire.

If a quorum of the members of the school council is not available for the purpose of conducting consultation in the filling of a vacancy during a special called meeting for the purpose of consultation, the principal shall conduct consultation with the council members who can attend. The timeline may also be amended with school council approval in order to fill a vacancy during times

where continuation of instructional services may be affected and a waiver of the 15-day posting may be requested from the Kentucky Department of Education.

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. Any revisions to the policy shall be made and approved prior to March 31.

Policy Evaluation: We will evaluate the effectiveness of this policy through our school improvement planning process.

Date Reviewed or Revised:	10-10-2017	Council Chairperson's Initials:	Not on File
Date Reviewed or Revised:		Council Chairperson's Initials:	
Date Reviewed or Revised:		Council Chairperson's Initials:	

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Committee Policy: KRS 160.345(2)(c)2

Paris Middle School will have three (3) standing committees:

- **Climate & Culture Committee**
 - Annually review the Title I, Part A, Parent and Family Engagement Policy (ESSA).
 - Annually review the Selection of Extracurricular Programs (KRS 160.345(2)(i)8).
 - Review non-academic survey data as it relates to the removal of barriers in student achievement.
 - Plan regular teacher & student activities and celebrations.
- **Technology Committee**
 - Update the staff on technology in the building (the status of current technology, how technology is being used, etc...).
 - Annually review the Chromebook Protocol/Plan.
 - Annually review the Technology Policy (KRS 160.345(2)(i)10)
 - Conduct a yearly assessment of technology in the spring to determine needs for the next school year.
- **Positive Behavior Intervention Supports (PBIS) Committee**
 - Annually review the Discipline and Classroom Management Policy (KRS 160.345(2)(i)7)
 - Review and report on school-wide behavior data (positive and negative) as well as staff and student attendance.
 - Develop & Revise as needed a school-wide incentive program to address positive behaviors.

Paris Middle School will develop committees on an as-needed basis. Committees may be developed to address:

- **Budget:**
 - May be asked to recommend an annual budget, monitor budget implementation, and recommend budget amendments as necessary.
- **Curriculum, Instruction & Assessment:**
 - May be asked to analyze the curriculum alignment, research instructional practices, and monitor implementation of curriculum and instructional policies.
- **Improvement Planning:**
 - May be asked to review school assessment data and non-academic data, noting trends and barriers, providing information and statistics to the school council during the improvement planning revision process.

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

Policy Evaluation: We will evaluate the effectiveness of this policy through our school improvement planning process.

Date Reviewed or Revised:	4/15/2018	Council Chairperson's Initials:	Not on File
Date Reviewed or Revised:		Council Chairperson's Initials:	
Date Reviewed or Revised:		Council Chairperson's Initials:	

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**PARIS MIDDLE SCHOOL
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Writing Policy: KRS 158.6453(7)(c)

CRITERIA FOR THE WRITING PROGRAM

In order to provide **multiple opportunities to develop complex communication skills for a variety of purposes and use a variety of language resources**, schools and districts should ensure students engage in the following:

Multiple opportunities are provided for students to develop complex communication skills for a variety of purposes by:

1. Ensuring curriculum is vertically and horizontally aligned to Kentucky Academic Standards.
 - a. Engaging in the three categories of writing: writing to learn, writing to demonstrate learning to the teacher and writing for publication.
 - b. Incorporating a variety of genres including literary, opinion (elementary)/argumentative (secondary), informational and practical/workplace materials across content areas.
2. Intentionally scheduling time within the instructional day for writing instruction and experiences.
 - a. Writing as a natural outcome of the content studied in all curriculum areas.
 - b. Experience authentic, meaningful writing at all grade levels that includes:
 - i. Writing for a variety of purposes: Opinion (elementary)/argumentative (secondary) to support claims Informative/explanatory texts Narrative to develop real or imagined experiences or events
 - ii. Writing for a variety of audiences.
 - iii. Experiences that reveal ownership and independent thinking.
 - iv. Writing in which students draw on their own experiences, learning, reading, and inquiry to complete writing tasks.
 - c. Experience the writing process at all grade levels: planning, drafting, revising, editing, publishing and reflecting upon writing.
 - d. Receive consistent and timely feedback throughout the writing process to guide and improve writing skills.
 - e. Experience writing in both on-demand and writing-over-time situations.
 - f. Apply appropriate writing skills to oral communication.

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:
 - a. Print materials, technology, personal interviews, observations, etc.
 - b. b. Multimodal text e.g., artwork (2D and 3D), photographs, electronic text, graphics, illustrations, web images, maps, multimedia, etc.
2. Instructional strategies and models that assist in achieving specific learning objectives including:
 - a. Differentiated strategies that make instruction accessible to all students.
 - b. Exemplars to use as models for writing.

A variety of technological tools are used in the writing process that allow students to:

1. Evaluate or communicate using critical thinking skills.
2. Seek a new or deeper understanding based on inquiry around a topic.
3. Demonstrate new understanding through collaborating, creating and making global connections.

WRITING GUIDELINES FOR TEACHERS

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

1. Teach and expect students to use higher-order thinking skills whenever possible.
2. Provide experiences for students to apply appropriate writing skills to oral communication skills and real world and creative communication experiences appropriate for meeting Kentucky Academic Standards.
3. Provide opportunities for students to write across the three categories of writing: writing to learn, writing to demonstrate learning and writing for publication in order to provide authentic, meaningful writing at all grade levels that includes:
 - a. Writing for a variety of purposes: Opinion (elementary)/argumentative (secondary) to support claims Informative/explanatory texts Narrative to develop real or imagined experiences or events
 - b. Writing for a variety of audiences.
 - c. Writing about experiences that reveal ownership and independent thinking.
 - d. Writing in which students draw on their own experiences, learning, reading and inquiry to complete writing tasks.

4. Teach the writing process at all grade levels: planning, drafting, revising, editing, publishing and reflecting upon writing including but not limited to on-demand and writing-over-time assignments.
5. Provide consistent and timely feedback throughout the writing process to guide and improve students' writing skills.
6. Provide opportunities for both on-demand and writing-over-time situations.
7. Incorporate writing as a natural outcome of the content being studied in all curriculum areas.
8. Instruct the complex processes, concepts and principles of literacy using differentiated strategies to make instruction accessible.
9. Assign students to read and analyze a variety of print and non-print materials including persuasive, literary, informational and practical/workplace materials using these readings and materials as models for student writing.
10. Provide appropriate resources for writing driven by various instructional purposes with different audiences for the student to consider.
11. Provide opportunities for students to demonstrate, through strands of literacy, an understanding of cultural differences and work effectively with people from a range of social and cultural backgrounds to build on and articulate ideas.
12. Provide opportunities for students to apply technology as a tool throughout the writing process that allow students to:
 - a. Communicate and/or evaluate using critical thinking skills.
 - b. Seek a new or deeper understanding based on inquiry around a topic.
 - c. Demonstrate new understanding through collaborating, creating and making global connections.
13. Allow student choice and exploration.

SCHOOL-WIDE STRUCTURES AND MONITORING GUIDELINES

To ensure every student has access to instruction that incorporates a variety of language resources, technology tools and multiple opportunities to develop complex communication skills for a variety of purposes, the principal will:

1. Ensure curriculum is vertically and horizontally aligned to the Kentucky Academic Standards.
2. Assign a literacy team to develop a writing plan.
3. Ensure the plan includes guidelines for incorporating student and teacher use of technology as a tool for learning.
4. Ensure the implementation of the writing policy and plan.
5. Ensure that the writing policy and the writing plan are reviewed annually and revised (if necessary).

- 6. Ensure teachers receive job-embedded professional learning opportunities integrated in the workday and provide regular and consistent time for teachers to collaborate on programmatic improvements and exchange ideas.

CRITERIA FOR WRITING PLANS

A schoolwide writing plan, developed by the literacy team, describes actions to be taken by teachers in order to implement the school’s writing program, including what will be learned and how it will be assessed. The plan shall reflect the writing policy and will be adjusted dependent upon formative and summative data

Policy Evaluation: We will evaluate the effectiveness of this policy through our school improvement planning process.

Date Reviewed or Revised:	3/21/2011	Council Chairperson’s Initials:	Not on File
Date Reviewed or Revised:	11/14/2019	Council Chairperson’s Initials:	
Date Reviewed or Revised:		Council Chairperson’s Initials:	

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Title I, Part A, Parent and Family Engagement Policy

Federal Elementary and Secondary Education Act (ESEA); Title I, Part A (Section 1118) as amended
for No Child Left Behind (2001)

A Parent and Family Engagement (PFE) Policy is not a required policy area for all schools; however, if the school receives Federal Title I, Part A funds, the school must have a PFE policy.

Purpose:

Parents serve as a key shareholder in the educational processes of the students attending Paris Middle School. The Parent and Family Engagement Policy of Paris Middle School ensures equitable participation in the planning, reviewing, and implementing of all parent programs and activities.

Parent Definition: A parent is legally defined as a biological parent, step-parent, or a foster parent of a student or a person who has legal custody of a student pursuant to a court order and with whom the student resides. For the purpose of this policy, parents encompass all family situations.

Parent and Family Engagement Definition: Parent and Family Engagement is best defined as any time a parent commits to assisting his/her child in learning and achieving academically to a higher level with greater interest and motivation.

Parent and family engagement can be accomplished in a variety of ways, which include the following:

- reading together at home with your children,
- developing your expectations for your child and communicating these expectations to your child, as well as communicating your support in helping your child achieve these expectations,
- communicating positive values such as respect, hard work, and responsibility,
- providing your child with positive encouragement when he/she achieves certain goals,
- speaking with your child's teacher on a regular basis and offering any assistance that the teacher may suggest,
- becoming involved in the school's PTO/SBDM council and/or committees, and
- discussing your child's assessment scores after receiving the scores and an explanation of them from the school.

Procedures: Paris Middle School, along with the district Federal Programs' Coordinator, shall convene an annual meeting at a time that is convenient for parents. All parents are invited and encouraged to attend. At this meeting, parents will be informed of the school's participation in a Title I Schoolwide Program, the purpose and requirements of Title I, and their right to be involved.

Particular attention shall be given to reaching those parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background.

Paris Middle School shall involve parents in an organized, ongoing, and timely manner in the Title I planning, review, and improvement of programs; this includes the joint development of the school parent involvement policy.

Parent-School Learning Compact: Paris Middle School and the parents of the students participating in the activities, services, and programs agree that improved student achievement is a shared responsibility. Paris Middle School and its parents will build and develop a partnership that will assist students in achieving proficiency.

- Paris Middle School will...
 - provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating students to meet Kentucky's student academic achievement standards,
 - communicate clear expectations,
 - utilize research-based materials and methods,
 - provide a safe, positive, and healthy learning environment for each student, and
 - address the individual needs of each student.

- Parents will...
 - ensure their child attends school regularly, is punctual, and prepared to learn,
 - create an atmosphere that supports learning,
 - encourage their child to demonstrate respect for school personnel, classmates, and school property,
 - remain informed about their child's education,
 - model respect by going to the teacher first regarding concerns, and
 - guarantee that any homework assignments are neat and complete.

- Students will...
 - come to school on time and be prepared to learn,
 - obey all school and classroom rules,
 - pay attention to their teachers, tutors, and family members and ask for help when needed, and
 - commit to learning and do their best work each day.

Background Checks: Any parent wishing to serve as a parent volunteer in the school must complete a criminal background check and attend confidentiality training.

Concerns: Any comments or concerns regarding Paris Middle School's Parent and Family Engagement Policy shall be submitted to the Paris Independent School District's Federal Programs' Coordinator, Ms. Patrice Thompson. She can be reached at (859) 987-2160.

Paris Middle School Parent-School Learning Compact

Paris Middle School and the parents of the students participating in the activities, services and programs agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student achievement and the means by which the school and parents will build and develop a partnership that will assist student to achieve proficiency.

School Responsibilities:

Paris Middle School instructional staff will:

- Provide high quality curriculum and instruction in supportive and effective learning environment that enables the participating students to meet Kentucky's student academic achievement standards as follows:
 - Highly qualified teachers assuring all student access to quality learning experiences appropriate to development.
 - Communicates clear expectations for performance to both students and parents.
 - All instruction utilizes research-based materials and methods.
 - Provides a safe, positive, healthy learning environment for each student where each child is treated with respect and dignity.
 - Address the individual needs of each student.
- Hold parent-teacher conferences and open house activities during which this compact will be discussed as it relates to the individual student's achievement.
- Provide parents with frequent reports on their child's progress and growth.
- Provide parents reasonable access to instructional staff before school and after scheduled classes for phone calls or parent conferences.
- Provide parent opportunities to volunteer and participate in their child's curricular programming and for special projects.

Parent/Guardian Responsibilities:

I will support my child's learning in the following ways:

- Make sure that my child attends school regularly, is on time, and is prepared to learn.
- Make sure that any homework assignments are complete and neat.
- Create an atmosphere that supports learning.

- Encourage my child to demonstrate respect for school personnel, classmates and school property.
- Stay informed about my child's education
- Model respect by going to the teacher first about concerns.

Student Responsibilities:

I will share the responsibility to improve my academic achievement. Specifically, I will:

- Come to school on time and ready to learn.
- Pay attention to my teachers, tutors and family and ask for help when need.
- Be prepared for school each day with completed and neat assignments and materials.
- Do my best work each day.
- Follow school and class rules.

Mentor Teacher Signature:

Date:

Parent Signature:

Date:

Student Signature:

Date:

Policy Evaluation:

We will evaluate the effectiveness of this policy through our school improvement planning process.

Date Reviewed or Revised:	4/14/2018	Council Chairperson's Initials:	Not on File
Date Reviewed or Revised:	10/13/2020	Council Chairperson's Initials:	
Date Reviewed or Revised:		Council Chairperson's Initials:	

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PARIS MIDDLE SCHOOL SCHOOL BASED DECISION MAKING COUNCIL BY-LAWS & POLICY MANUAL

Wellness and Nutrition

(for all schools that participate in federal school meals)

Purpose:

The purpose of the Paris Middle School Wellness and Nutrition Policy is to ensure that all students at Paris Middle School are provided with a safe and healthy environment that promotes wellness through high quality health education and physical education to enrich student learning and ensure success. We believe student health is closely associated with academic achievement, attendance rate and behavior supports, thus our students need to be striving for healthy lifestyles in order to truly be prepared for “college and career readiness.”

Procedures:

School Committee:

- Paris Middle School maintains a Coordinated School Health Committee. Our CSH Committee serves as a resource to create, strengthen and support school policy on the promotion of student health and wellness. This committee will report to the SBDM and provide updates on school progress of implementation of this policy and other CSH programs.

Physical Education And Activity:

Paris Middle School recognizes the importance of a strong physical education curriculum and wellness program for students and all employees. We will use all opportunities for school-based physical activity to develop physically educated students who participate in physical activity each day and develop the knowledge, skills, and confidence to be physically active for a lifetime.

Physical Education:

- Paris Middle School will utilize a comprehensive physical activity and physical education curriculum consistent with Kentucky requirements and aligned to national physical education standards. The curriculum will be developmentally appropriate, utilizing strategies that support needs of the diversity of the student population. All physical education classes will include student assessment of skills and knowledge and this assessment will be reported on the report card every term that a student is enrolled in physical education.
- Every effort is made that all middle school students will have physical education each year, but a minimum of once in the three years they attend Paris Middle School. Physical education classes shall be appropriately modified or adapted to promote the participation of all students, in particular students with chronic health conditions and/or special needs.

Physical Activity During the School Day:

- Lesson plans should include planned student movement breaks integrated into academic lessons.
 - Teachers shall make all reasonable efforts to avoid long periods of time when students are physically inactive.
 - When possible, physical activity should be integrated into learning activities. When that is not possible, students should be given periodic breaks during which they are encouraged to stand and be moderately active.
- Our school prohibits the use of physical activity as punishment (e.g., running laps, pushups), and the withholding of physical activity/physical education time for behavior management. Our school also prohibits withholding physical activity/physical education time for make-up work.

Physical Activity Outside of the Regular School Day:

- Students will be provided opportunities to participate in physical activity with access to adequate facilities, equipment and supervision.
- Our school shall partner with local officials to provide opportunities for safe alternative modes of transportation (i.e. walking, biking) to school.
- Students will have opportunities to participate in interscholastic sports after school. Eligibility and attendance rules apply. Athletic policies, to a minimum, adhere to all Kentucky High School Athletic Association rules and are in place to address these requirements.

Staff Wellness:

- The health, safety and attendance of school teachers and staff are critical to our students meeting the rigours learning goals we have set.
- Paris Middle School highly values the health and well-being of every staff member and will plan and implement activities and policies that support personal efforts by staff to maintain a healthy lifestyle.
- The Paris Middle School wellness program will include, but is not limited to physical activity and nutrition information, weight management, stress management, health screenings, and other evidence-based approaches.

Health Education and School Nutrition:

Paris Middle School recognizes the importance of a strong health education curriculum and nutrition program for students and all employees. We will use all opportunities to promote health education and nutrition in order to develop educated students who participate in healthy activities each day and develop the knowledge, skills, and confidence to be healthy for a lifetime.

Health Education:

- Paris Middle School will utilize a comprehensive health education curriculum consistent with Kentucky requirements and aligned to national health education standards. The curriculum will provide opportunities for developmentally appropriate, skills-based instruction for grades 6-8. Instruction will include topics of healthy eating and physical activity. All health education classes will include student assessment and this assessment will be reported on the report card every term health education is offered.

- Every effort is made that all middle school students will have health education each year, but a minimum of once in the three years they attend Paris Middle School. Because good health is integral to a successful and productive future, health education featuring information on healthy eating and physical activity will be integrated where possible into other subject areas.

School Nutrition:

- Our school will adhere to all guidelines of the USDA National School Lunch Program.
- Our school shall encourage healthy choices among students by scheduling adequate time for all school meals (702 KAR 6:060).
- Our school shall implement the nutritional standards required by federal and state laws and regulations. Those rules apply to our food program and to other food and beverages available during the school day.
- School Nutrition Personnel will work closely with the parent(s) and/or guardian(s) to make reasonable accommodations for students with disability or other special dietary needs.
- School cafeteria managers shall annually receive a minimum of two (2) hours of continuing education in applied nutrition and healthy meal planning and preparation (KRS 158.852)
- In compliance with the federal Healthy Hunger Free Kids Act and 702 KAR 006:090, any food item offered for sale through a vending machine, school store, canteen, or fundraiser on school property shall meet the established state requirements.
- User Smarter Lunchroom strategies for increasing healthy food selection (i.e. place fruits and vegetables near cafeteria or at easy access, etc).
- Provide information to students or families on the nutrition, caloric, and sodium content of foods available
- Drinking water is encouraged and available to students free of charge at all times during the school day.
- Communications with Parents. School will support parents' efforts to provide a healthy diet. Our school will send home nutrition information, post nutrition tips on school websites, and provide nutrient analyses of school menus.

The provisions of this policy shall be implemented to comply with provisions required by federal law, state law, or local board policy. If any specific requirement above does not fit with those rules, the principal shall notify the council so that the policy can be amended to fit.

Measurement and Evaluation:

In compliance with 702 KAR 6:090, Paris Middle School will utilize the Alliance for a Healthier Generation's Healthy Schools Program to evaluate the school environment. This report will be shared annually with the district as required by KRS 160.345 (11) and release the report at least 60 days prior to the public forum required by KRS 158.856 (5). Results will be reported to parents and community stakeholders via the school's website.

Paris Middle School CSH committee will oversee the implementation and evaluation of this policy. The CSH Committee shall periodically report to the school principal and SBDM on the content and progress of implementation of the school's wellness efforts.

Policy Evaluation: We will evaluate the effectiveness of this policy through our school improvement planning process.

Date Reviewed or Revised:	4/10/2018	Council Chairperson's Initials:	Not on File
Date Reviewed or Revised:	10/13/2020	Council Chairperson's Initials:	
Date Reviewed or Revised:		Council Chairperson's Initials:	

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**PARIS MIDDLE SCHOOL
SCHOOL BASED DECISION MAKING COUNCIL
BY-LAWS & POLICY MANUAL**

Dress Code Policy

The purpose of the Paris Middle School Student Dress Code Policy is to clearly define acceptable student attire. The objective of the policy is to promote an atmosphere for academic success while preparing students for the demands of the future, including expectations of appropriate attire. This policy follows the Paris Independent Schools District Dress Code Policy and includes some specific building rules as well.

Pants/Shorts/Skirts:

- No holes above mid-thigh or “finger-tip length” - if so they must have tights or shorts under them to cover up skin.
- No running or soccer shorts (read short shorts).
- Students are allowed to wear shorts (basketball, khakis, or denim) but they must reach mid-thigh in length or be “finger-tip length.”
- No pajama pants.
- No sagging pants or exposed undergarments are allowed.

Shirts/Tops/Dresses:

- No bare midriffs, barebacks, or low-cut necklines are allowed. This includes but is not limited to spaghetti straps, strapless shirts, halter tops, tank tops, crop tops, or off-the-shoulder shirts/tops.
- Cold shoulder shirts should be at least 1 inch.
- No shirts with profanity or inappropriate pictures are allowed.
- Dresses must reach mid-thigh in length or be “finger-tip length.”

Hats/Head Coverings:

- No head coverings or wraps including but not limited to - hats, caps, bandanas, bonnets, or ear warmers.
- Hoodies can be worn, but students should not have a hood on their heads at any time.

Miscellaneous:

- No blankets should be worn or brought into the building.
- Students are required to put backpacks and bulky coats/winter gear in their lockers.
- All garments must be of a type of material that will prevent exposure of undergarments or body (no see-through material, mesh, etc.).
- Any clothing, tattoos, make-up, or accessories that are or have patches, images, emblems, slogans, or words deemed unusual, disrespectful, prejudicial, profane, shocking, vulgar, or drug/alcohol, tobacco, sex, gang, cult-related are prohibited.
- Sunglasses are not to be worn in the school building unless approved by the Principal for verified medical reasons.
- Appropriate shoes and sandals must be worn at all times.

During the course of the year, there may be special days when some departure from the dress code will be allowed by school administration. These will be announced to all students.

The school administration has the final decision regarding violations of the dress code.

Students found to be out of compliance with the dress code have the following options:

- Call home for a change of clothes.
- Borrow a change of clothes from the Family Resource Youth Service Center.

Repeated failure to comply with the dress code may result in consequences deemed appropriate by the school administration.

Policy Evaluation: We will evaluate the effectiveness of this policy through our school improvement planning process.

Date Reviewed or Revised:	02/07/2022	Council Chairperson's Initials:	
Date Reviewed or Revised:		Council Chairperson's Initials:	
Date Reviewed or Revised:		Council Chairperson's Initials:	

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**PARIS MIDDLE SCHOOL
SCHOOL BASED DECISION MAKING COUNCIL
BY-LAWS & POLICY MANUAL**

School Based Decisions

(Policies in these areas are NOT required)

In addition to the areas where school councils are required to have adopted policies, the same statute creates areas where school councils must make decisions. Implied with the charge to make the decision is the responsibility to establish procedures on how that decision will be made. However, development of a school council policy in these areas is not required.

- Principal selection – KRS 160.345(2)(h)
- Number of persons in each job classification – KRS 160.345(2)(f)
- Determining textbooks, instructional materials, and student support services – KRS 160.345(2)(g)
- School budget and administration – KRS 160.345(2)(g),
- Annually review data as shown on state and local student assessments and program assessments – KRS 160.345(2)(j),
- Professional development plans – KRS 160.345(8), and
- Completion of additional responsibility granted from the local board – KRS 160.345(4).
- Configuration of flexible grouping – KRS 158.031
- Assessment of individual student progress – KRS 160.345(3)(b)
- School improvement planning process – KRS 160.345(3)(c)
- Religious liberty for students – KRS 158.181

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