

Kentucky School for the Blind SBDM Policies

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**SCHOOL BASED DECISION MAKING COUNCIL (SBDM)
GUIDELINES FOR SCHOOL COUNCIL AT THE
KENTUCKY SCHOOL FOR THE BLIND**

These guidelines shall serve as policy direction for the Kentucky School for the Blind (KSB) and the Kentucky School for the Deaf (KSD) School Councils that may be established at these two schools. Such school councils shall be comprised of six members, three teachers duly elected by their peers, two parents duly elected selected by the appropriate parent association, and the school principal. Parent representatives shall not be an employee of the school. Terms of office shall be for one year with successive terms permitted.

The State Board shall provide, through the school's budget, liability insurance coverage for the members of the Council.

The School Councils shall make use of the appeals process promulgated by the State Board for appeals of School council decisions.

School Councils shall:

- Conduct meetings that are open to the public except as provided by KRS 61.810.
- Provide for participation in school based decision for all school staff through committee established by the School Council
- Select textbooks, instructional materials and assign student support services within allocations
- Consult with the school principal when vacancies are filled in the instructional staff of the school
- Follow state procedures for purchasing, travel, reimbursement for training expenses, and other administrative matters
- Select the principal from a list provided by Associate Commissioner Office of Special Instructional Services.

School Councils shall adopt policies to be implemented by the principal.

These are:

1. Determination of curriculum, including needs assessment and curriculum development
2. Assignment of all instructional and non-instructional staff within the instructional area
3. Assignment of students to classes and programs within the instructional area
4. Determination of the schedule of the school by day and week, subject to the beginning and ending times of the school day and school calendar year
5. Determination of use of instructional space during the school day
6. Planning and resolution of issues regarding instructional practices

7. Selection and implementation of discipline and classroom management techniques, including the responsibilities of students, parents, teachers, counselors, and principals
8. Selection of extracurricular programs and determination of policies relating to student participation based on academic qualifications and attendance requirements, program evaluation, and supervision
9. State standards, technology utilization, and program appraisal.
10. Consultation in filling vacancies.
11. Committee participation.

The Council shall not:

1. Recommend the transfer or dismissal of any member of the school staff
2. Violate any federal or state law or regulations
3. Take any action that risks the health or safety of students, staff, or others
4. Take any action that exposes the Council or the district to unreasonable risk of legal liability.
5. Authorize any purchase that exceeds the financial resources available to do it
6. Take any action that violates contractual obligations already made by the district or the council to personnel and other providers of goods and services
7. Exceed the functions allowed by law

*Adopted 01/05/1993
Revised 07/01/2003
Reviewed 08/06/2009*

POLICY DEVELOPMENT AND REVIEW

Council Governance All activities and decisions of the council shall be governed by policies set by the council. Policies shall include both operational procedures and management functions chosen by the council. All policies set by the council shall be consistent with state statutes and board policies.

Adoption All policies shall require two readings before they are adopted. No policy shall be adopted by the council at the meeting in which the policy is introduced.

Policy Manual Each council shall maintain a policy manual and shall make it available to staff, the public.

Review The council shall annually review all policies. Revisions shall be made as needed in order to more effectively serve the school.

Reviewed 08/06/2009

**AGENDA INCLUSION FORM
SCHOOL BASED DECISION MAKING COUNCIL**

Instructions:

In order to include an item on the agenda of the SBDM meeting, please complete this form, sign, and return it to the SBDM box in the staff workroom five working days before the meeting.

1. Below is a listing of areas of SBDM responsibility. Please check the area to which your agenda item relates.

- Curriculum
- School Climate
- Discipline
- Budget
- Professional Development
- Technology
- Textbooks
- Other (be specific)

2. Concern Please write a sentence or two describing the concern you wish express.

3. Recommendations What can be done to remedy the concern?

4. Do you wish to address the council in person or in writing? _____

Please note that each agenda item is limited to 15 minutes.

Date: _____

Signature: _____

Required Policies

1. ALIGNMENT WITH STATE STANDARDS (Assessment Committee)

ALIGNMENT NEEDS ASSESSMENT

Our yearly School Improvement Planning process will include:

1. An analysis of our state testing data and other school data as necessary to discover the extent to which our students are meeting state standards and our programs are aligned with state standards.
2. Systemic work to discover and correct the causes of and barriers to high performances by all students and the movement of students toward our goals.
3. A revision of our School Improvement Plan based on our needs assessment data for that year. Our plan will set goals and address any indicated alignment issues to help move our students to state standards according to the timetable established by the Kentucky Board of Education.

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

POLICY EVALUATION

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

Reviewed 11/13/2012

2. COLLEGE LEVEL COURSES (Curriculum and Instruction Committee)

CURRICULUM AND AVAILABILITY

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

- English
- Science
- Mathematics
- Social Studies
- Foreign language
- Arts and Humanities

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

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

- Be identified as an advanced placement course by the College Board.
- Include the content as described in the College Board overview, description, and recommended course syllabus for the appropriate course.
- Be aligned with the required Kentucky Department of Education curriculum.
- Prepare a student to take and be successful on the appropriate advanced placement examination administered by the College Board.
- Be taught by staff with appropriate content certification and professional development preparation to teach the advanced placement course.

The principal, in consultation with the school guidance counselor, will make appropriate arrangements for students to be enrolled in an Advanced Placement course, including any arrangements for district payment of KVHS fees for classes that are part of the student's regular coursework.

RECRUITMENT

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

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

- Teachers will encourage all students to take challenging courses each term.
- In September and January, the principal (or principal designee) will report to the council on enrollment in these courses.
- Based on that data, the council may amend its School Improvement Plan to add additional steps to ensure equitable participation in future years.

STUDENT ASSIGNMENT

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

- 1) Completing prerequisite courses listed in the Student Handbook.
- 2) Taking and passing the examinations for those prerequisite courses.
- 3) Receiving permission of the teacher.

Reviewed 12/03/2013

3. COMMITTEES

NAMES AND JURISDICTION OF STANDING COMMITTEES

There will be four (4) SBDM standing committees with the following names and jurisdiction:

1. Planning and Budget Committee

- Annually review the SBDM policies on Technology Use and Improvement Planning. If necessary draft revisions for council approval.
- Involving as many stakeholder ideas and opinions as possible, coordinate school needs assessments including necessary surveys and other data collection.
- Coordinate the development and implementation of the School Improvement Plan including working with component teams and overseeing the development and implementation of the Professional Development Plan.
- Recommend plans for the best use of technology based on needs assessments.
- Ensure that the council is kept informed through Implementation and Impact Checks on the Plan.
- Additional roles as assigned by the council.

Budget

- Annually review the SBDM policies on Program Appraisal and Budget and Spending. If necessary draft revisions for council approval.
- Develop, recommend, and monitor the annual budget and allocation of resources according to identified needs of the school.
- Recommend budget adjustments.
- Ensure that the council is kept informed with monthly budget reports.
- Additional roles as assigned by the council.

2. Assessment Committee

- Annually review the SBDM policies on Enhancing Student Achievement, and Classroom Assessment. If necessary draft revisions for council approval.
- Organize the state testing data analysis every August including reports to the Council.
- Recommend school priority needs based on test analysis data.
- Develop the state testing prep and reward plan each year.
- Additional roles as assigned by the council.

3. School Culture & Resources Committee

- Annually review the SBDM policies on Discipline and Classroom Management and Safety Plan, Extracurricular Programs, Instructional and Non-Instructional Staff Time Assignment, School Space Use, Wellness (Primary to Grade 5), and Parental Involvement (required by NCLB for Title I Schools). If necessary draft revisions for council approval.
- Recommend discipline, classroom management, and safety changes based on annual needs assessments and data gathering.
- Recommend extra curricular program changes and ideas.
- Recommend use of school space ideas.
- Additional roles as assigned by the council

4. Curriculum & Instruction Committee

- Annually review the SBDM policies on Alignment with State Standards, College-Level Courses, Curriculum, Instructional Practices, School Day and Week Schedule, Student Assignment, and Homework. If necessary draft revisions for council approval.
- Analyze curriculum alignment with the Core Content and recommend changes.
- Research and recommend instructional best practice ideas and innovations.
- Research and recommend scheduling ideas based on the latest best practices and research.
- Recommend assignment of student procedures.
- Additional roles as assigned by the council

STANDING COMMITTEE COMPOSITION AND MEMBERSHIP SELECTION

All members of the faculty will serve on at least one standing committee. SBDM teacher reps are exempt but may serve on a standing committee by choice. Each standing committee will have a cross section of members (e.g., elementary, middle, high) and include at least 5 members. Committees will also make every effort to include at least one parent and to provide reasonable representation of the ethnic diversity of our community.

Beginning in April, the following steps will be taken to recruit members for next year's committees:

APRIL

1. The principal (or principal's designee) will invite all parents in writing to sign up for committees via the PSSO Newsletter (or attachment to report card, letter home to parents, etc.).

2. Current committee chairs (or their designees) will describe their committees' work at a PSSO meeting and a meeting of certified and classified staff called by the principal.
3. Council and committee members will individually and actively seek out parents and other interested community members who are representative of the diversity of our community and encourage their active participation on school council committees.

AUGUST

4. The principal (or principal's designee) will place committee sign-up sheets in a designated place that is convenient to staff and parents. These sign-up sheets will include the name of each committee, the name of the current chair and a brief description of each committee's jurisdiction as outlined in the first section of this policy. Parents and community members may also sign up by telephone or letter. The person who takes the message or opens the letter will add the parent name to the sign-up sheet.
5. The council will appoint committee members using the sign-up sheets as a basis. The council may need to assign some people to committees that are not their first choice to give each committee adequate and balanced membership.
6. The principal will notify committee members of their appointments.
7. The principal (or principal's designee) will provide an additional, well-publicized opportunity to sign up for committees for both new staff and all parents.
8. The council will make appointments from those additional August sign-ups and set up a timeline for regular committee reports to the council for the coming school year.
9. As soon as possible following the August council meeting, the principal will call a faculty meeting for the purpose of letting all committees hold their first meeting. At that meeting all committees will:
 - Elect a chair. They will also elect or appoint a recorder who will take minutes for this first meeting and all subsequent meetings and a vice-chair who will take over in the absence of the chair.
 - Receive information from the principal about the council timeline for regular committee reports.
 - Set up a meeting schedule for the rest of the year.
 - Read and discuss this policy and ask the Chair of the council any questions regarding their role and duties.
 - If necessary, discuss the active recruitment of parents and community members to serve on their committee.
 - Discuss ongoing and any new charges from the council and develop a plan of action that includes a timeline.

AD HOC COMMITTEES

As needed, the council may also approve ad hoc committees for the following tasks:

1. Analyze needs assessment for the School Improvement Plan.
2. Draft components for and guide the implementation of the Plan.
3. Select textbooks and materials for specific subjects.
4. Participate in work to fill specific staff vacancies.
5. Address other needs as identified by the council.

For these ad hoc committees, the council will identify the specific topic to be addressed in a written charge.

The principal will invite persons to serve on the ad hoc committee and will also designate a committee member to convene the committee for its first meeting.

Ad hoc committees automatically dissolve at the completion of the assigned task.

OPERATING RULES FOR ALL COMMITTEES

All committees established by the SBDM council are public agencies subject to Kentucky's Open Meetings Law. To comply with that law, each committee will:

1. Establish a regular meeting schedule at its first meeting of each school year and make that schedule available to the public by posting it in a place convenient to the public.
2. Hold meetings that are not on the regular schedule only after following these special meeting procedures:
 - a. The committee chair or a majority of members decide the date, time, place, and agenda.
 - b. Those who make the decision to have the meeting put the date, time, place, and agenda in a written notice, which they will post in a place convenient to the public at least 24 hours before the meeting.
 - c. Notice of a special meeting will be hand-delivered, faxed, or sent by US mail to all members of the committee early enough so that they will receive it 24 hours before the meeting. Neither e-mail nor the telephone can be used to deliver these notices.
 - d. If any media organization has asked for notice of special meetings, those calling the meeting will hand-deliver, fax, or send by US mail copies of the written notice to the agency requesting the notice so that they will receive it 24 hours before the meeting. Neither e-mail nor the telephone can be used to deliver these notices.

3. Take minutes of the actions and decisions made by the committee at every meeting.
4. Review the minutes of each meeting at the next meeting and, after making any needed corrections, approve those minutes.
5. Make committee minutes for each meeting available to the council and to any interested party after final approval.
6. Ensure that the principal receives an official copy to be kept with school records as required by Kentucky's Archive rules.

POLICY EVALUATION

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

Reviewed or Revised: 09/04/2012

4. CONSULTATION

INTERVIEW COMMITTEE

For each vacancy that occurs at our school (*except principal), the council will appoint an ad hoc interview committee of no more than seven people and no fewer than three people. This committee's membership will include the principal, at least one parent, and at least one certified staff member who will work directly with the person to be hired. Council members other than the principal may or may not be on the committee. The principal will chair the Interview Committee.

* See the Principal Selection Policy for procedures for this vacancy.

CRITERIA AND INTERVIEW QUESTIONS

Within ten (10) school days of the Interview Committee being appointed, the principal or designee(s) will:

1. Develop a set of criteria for a strong candidate. These criteria will not discriminate based on gender, ethnicity/race, marriage or family status, religion, political affiliation, disability, age, or other illegal grounds.
2. Use the criteria they have developed to write standard interview questions that fit those criteria. These questions will be asked of all candidates in an in-person interview.
3. Decide on other methods to use to gather information about how well the candidates meet the criteria. The methods may include (but not be limited to) some or all of the following: applications and résumés, references, written interviews, portfolios, and written responses to hypothetical work-related challenges.

APPLICATIONS AND REFERENCES

Within five (5) school days after receiving a register of applicants from the Kentucky Department of Education, the principal will:

1. Review all applications and written references and select applicants to interview. There must be more than one applicant selected to be interviewed except in the case where there is only one applicant.
2. Determine if information in the written application or résumé points to any specialized questions that should be asked of a particular applicant and develop those questions if they are necessary.

INTERVIEWS

Within 10 (ten) school days of the selection of candidates to interview, the principal (or designee) will contact KDE Personnel to schedule the interviews with each selected applicant at a time when all Interview Committee members can attend and call special meetings of the Interview Committee for each of those scheduled interview times.

The following procedures will be followed during scheduled interviews:

1. Each interview will occur in a **CLOSED SESSION** of the Interview Committee.
2. All the standardized questions will be asked of each candidate in the same order.
3. Following the standardized questions, specialized questions (if any) and follow-up questions (if any) will be asked.
4. Committee members will briefly discuss the merits of each candidate following the interview.

CONSULTATION WITH THE COUNCIL

On the same day after the final interview is complete, the Interview Committee will meet in **CLOSED SESSION** to discuss how well each applicant meets the criteria, offer comments on the contributions each could make, and provide any additional input requested by the principal. This is typically done immediately following the interviews.

Within five (5) days after interviews are complete, the council, or a quorum of the council, will meet in **CLOSED SESSION** to receive the Interview Committee's report, discuss the applicants, offer comments on the contributions each could make, and provide any additional input requested by the principal. This may occur immediately following the interview providing that there is a quorum of SBDM members on the Interview Committee.

If a quorum of the council fails to attend this meeting, the principal may either call another meeting or declare an emergency and conduct the required consultation with the council members present so the hiring process can continue.

SELECTION OF THE PERSON TO BE HIRED

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

EXTRA-DUTY ASSIGNMENTS AND POSITIONS

Extra-duty assignments and positions include paid or unpaid duties beyond the instructional day or beyond the contract days of a teacher. When only persons currently working at our school will be considered, the principal will make the assignment following our policy on Instructional and Non-Instructional Staff Time Assignment. When persons currently not working at our school will be considered, this policy on consultation will be followed by the principal, the council, and the ad hoc Interview Committee appointed by the council.

POLICY EVALUATION

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

Reviewed or Revised:09/04/2012

5. CURRICULUM (Curriculum and Instruction Committee)

CURRICULUM GUIDELINES

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

1. Be aligned with the current core academic standards from the Department of Education.
2. Reflect the required Kentucky Department of Education, Kentucky/federal legislative mandates for education or a council-approved modification of that program.
3. Provide equitable access to a common academic core and expanded core content for all students.
4. Provide links to continuing education, life, and career options.
5. Reflect the strategies adopted in our School Improvement Plan.
6. Make available to high school students the legally required core curriculum of college-level courses.

TEACHER ROLE

All teachers will:

1. Disseminate the curriculum expectations for their classes to students in an age-appropriate way and to all parents.
2. Teach the aligned curriculum that is relevant to their particular area or areas with vision specific modifications and content embedded throughout.
3. Be prepared to contribute to discussions of needed changes in the curriculum.

DIRECTOR OF INSTRUCTION/PRINCIPAL ROLE

This individual will:

1. Ensure that copies of the curriculum standards and expectations for the school are available for parent review.
2. Meet with each new teacher to review this policy and the sections of the curriculum that apply to that teacher's assignment.
3. At staff meetings twice a year, hold discussions with the staff on possible curriculum revisions and report to the Curriculum Committee on the results of those discussions.

CURRICULUM REVISION

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

1. State officials modify the curriculum expectations.

2. Our School Improvement Planning process identifies a need for adjustments.
3. Other schools attended by our students identify a need for changes in their curriculum or in ours that could alter our vertical articulation, create curriculum gaps, or allow unintended overlaps and redundancy.
4. Other stakeholder input or data demonstrate a need to do so.

Revised 12/03/2013

6. DISCIPLINE AND CLASSROOM MANAGEMENT (Culture and Resources Committee)

The faculty, staff and principal shall implement the Kentucky School for the Blind Code of Acceptable Student Behavior and Discipline. Copies of the Kentucky School for the Blind's code shall be distributed to all staff prior to the beginning of each school year and to all parents upon enrollment of their child each year.

The principal shall work with the residential branch manager or designee in order to insure cohesion and consistency in the handling of disciplinary matters at the Kentucky School for the Blind.

Reviewed 01/08/2013

7. ENHANCING STUDENT ACHIEVEMENT (Assessment Committee)

SCHOOL MISSION AND BELIEFS STATEMENT

The mission of the Kentucky School for the Blind is to provide comprehensive educational services to all Kentucky students who are blind and visually impaired, birth to 21.

We believe students who are blind and visually impaired:

1. Can progress in school and achieve at high levels.
2. Have changing educational needs that must be addressed individually.
3. Have a right to be provided with the knowledge, tools and relationships necessary to build successful lives.
4. Can make successful transitions to post secondary education and/or work.
5. Deserve to be taught in a safe, comfortable, productive and positive learning environment by caring, competent professionals.
6. Are a part of a larger community of family, friends, school and community and that these entities are integrally entwined.
7. Are important and positive contributors to society.

PROCEDURES

In order to carry out our school's mission and to accomplish Kentucky's Learning Goals, we will:

- Develop SBDM policies, which contribute either directly or indirectly to accomplishing this mission.
- Develop SBDM policies, which contribute either directly or indirectly to enhancing student achievement by improving teaching and learning at our school for each and every student.

- Complete an annual needs assessment including but not limited to analyzing student performance on the state testing.
- Annually revise our School Improvement Plan to address identified needs. The council will be responsible for adopting The Plan and conducting Implementation and Impact checks to monitor it.
- Budget and hire to support our School Improvement Plan.

POLICY EVALUATION

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

Reviewed 11/13/2012

8. EXTRACURRICULAR PROGRAMS (Culture and Resources Committee)

CRITERIA FOR PROGRAMS

For an extracurricular program to be continued or to institute a new program, the program must:

1. Contribute to the following Kentucky Learning Goals:
 - Becoming a self-sufficient individual
 - Becoming responsible members of a family, work group, or community, including demonstrating effectiveness in community service
2. Generate and maintain student interest as well as attract students currently not involved in extracurricular or service projects.
3. Encourage, enhance, and maintain equity including but not limited to a wide range of opportunities for both male and female students.
4. Have a suitable adult sponsor and have appropriate adult supervision at all times.

PROGRAMS CURRENTLY OFFERED

Listed below are the extracurricular programs KSB currently provides. Additional programs will be approved and instituted based on their ability to meet the criteria listed in the "Criteria For Programs" section within this policy.

1. Athletics and Forensics
2. After School Work Program
3. Choir
4. Fitness Club
5. Music Instruction
6. Radio Broadcasting Program
7. Scouting Programs
8. Weightlifting Club
9. Yearbook Club

STUDENT ELIGIBILITY

The following list is the criteria for student participation in extracurricular activities:

1. During a sports or activity's season, grades will be reported on each Monday from both KSB and JCPS schools.
2. Students must maintain a passing grade cumulatively; an F in a course makes the student ineligible for participation in any practice or competition beginning that Monday for the following week, until grades are reviewed the next Monday. Also, any student having two D's or more is likewise ineligible for any participation that week for practice and/or competition. It is

strongly recommended that ineligible students use the time when they would have practiced to study to re-establish their eligibility. (KHSAA Policy)

3. Any unacceptable behavior(s) which results in a formal discipline referral and an administrative consequence will result in the student being immediately ineligible for the following 7 days.
4. Students shall not be allowed to participate in practices on days that the student has an unexcused absence from school.
5. Students who had 3 or more unexcused absences in the week prior of a scheduled event or have an excused absence the day of an event or the traveling day before the scheduled event shall not be allowed to participate in that event.

ATHLETIC GUIDELINES FOR LEA STUDENTS

Students are permitted to participate in athletics/activities through a written agreement between KSB, the family and the student's local education agency (LEA).

1. LEA students are required to follow the same team practice rules and guidelines as KSB students including number of excused and unexcused practices and guidelines of the NCASB and KHSAA. Individual team sport guidelines will be developed and must be signed by a parent/guardian prior to participation in meet or tournaments annually.
2. LEA students are required to practice on KSB's campus with KSB coaches.
3. LEA and KSB students who have a teacher assistant (who are responsible for behavior management and other personal care needs) during the normal school day must have a teacher assistant accompany them to practice and competition. This will be provided at the expense of the district. The teacher assistant will be responsible for behavior management and other personal care needs of students during competition and practice.
4. KSB will provide for transportation and housing of students during competition.
5. KSB is not responsible for transportation to and from athletic practices or for the arrival or departure of students arrival/departure to KSB's campus for any athletic competition.

COACHES AND SPONSORS

Each extracurricular activity will be led by an adult coach or sponsor who meets any applicable requirements set in law, or by sponsoring or governing organizations. The coach or sponsor will be responsible for personally supervising or ensuring that all students are supervised by an adult while they are participating in an activity, including practice time and travel time where applicable.

PROGRAM EVALUATION

All extracurricular programs will be evaluated annually by the Director of Instruction/Principal.

Revised 3/5/13

9. INSTRUCTIONAL AND NON-INSTRUCTIONAL STAFF TIME ASSIGNMENT (Culture and Resources Committee)

CRITERIA FOR ASSIGNMENT

The principal will assign staff members' time after the SBDM has determined the number of positions in each job classification. Assigning will be completed in a manner that will:

1. Fully support implementation of our School Improvement Plan and our Student Assignment policy.
2. Take into account staff member's requests to vary their work particularly if a teacher has made past requests for a change or has been in a particular assignment for multiple years.
3. Take into account different teacher's strengths and in-depth knowledge of specific topics.
4. Take into account specific student needs based on student performance data.
5. Respect state certification and the parameters of job classifications.

ASSIGNMENTS BASED ON CRITERIA

To complete assignments, the principal will:

1. In March, invite all returning staff members to indicate their preference for continuing or changing assignments the next year, including classroom assignments, extra duty assignments, and other responsibilities.
2. In April, meet with any individual staff members whose requests may be difficult to grant to discuss reasons for the staff member's interest, factors making it difficult to grant the requests, and possible solutions.
3. At May SBDM meeting, tentatively assign instructional staff and support staff based on the master schedule and on criteria in the first section of this policy.
4. At June SBDM meeting, finalize staff assignments for instructional staff and support staff.
5. At July or August SBDM meeting, make any changes necessary for assignments based on criteria for altering assignments (see #6 on next page).
6. By July 1, principal will notify staff in writing as to their specific job assignment for the coming year.

ALTERING ASSIGNMENTS

After making assignments, the principal may alter them:

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

Revised 01/08/2013

10. INSTRUCTIONAL PRACTICES (Curriculum and Instruction Committee)

INSTRUCTIONAL PRACTICE PRINCIPLES

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

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

INSTRUCTIONAL PRACTICE GUIDELINES

To help ensure best instructional practice and principles are implemented:

Each week, students will have the opportunity to:

- Receive appropriate and meaningful feedback.
- Work with other students in pairs, small groups, or teams if group size allows.
- Do hands-on activities.
- Use technology and needed accommodations, as appropriate (e.g., computers, calculators, manipulatives, etc.)
- Read books or materials on their own or with a partner.
- Listen to an adult read aloud.
- Discuss different ways to solve problems.

Each month, students will have the opportunity to:

- Read and write in all content areas.
- Do open-response and on-demand items.
- Communicate through creation and/or interpretation of pictures, charts, graphs, webs, or tactual diagrams.
- Use a scoring guide.
- Use resources other than a textbook or worksheet.

- Be exposed to real-life examples that relate to content areas.
- Discuss or read about current events, issues, or topics.
- Participate hands-on as teacher conducts a demonstration.
- Perform or create in an area of the arts and humanities.

Each grading period, students will have the opportunity to:

- Participate in a one-on-one reading or writing conference with a teacher.
- Do projects and investigations.
- Participate in a peer reading or writing conference.
- Read novels, short stories, and poems.
- Read newspapers and magazines.
- Use a computer for research when appropriate.
- Do real-life activities or projects.
- Design or investigate projects based on their interests.
- Speak in front of a group.

TEACHER ROLE

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

1. Use a wide variety of student-centered, culturally responsive instructional strategies to address various learning styles which also address student IEP requirements.
2. Use activities where all students use higher-order thinking and problem-solving skills.
3. Assign tasks similar to those used for state assessments.
4. Provide opportunities for students to connect their learning to other topics and subjects and real-life experiences.
5. Use technology for appropriate and varied learning activities and to extend the classroom into the community and the world.
6. Use instructional resources that are developmentally appropriate, culturally diverse, varied, and accessible based on vision needs.
7. Follow the procedures outlined in our Homework Policy.
8. Provide students with opportunities to evaluate their performance and use the feedback to reflect on and improve classroom practice as needed.

PRINCIPAL ROLE

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

1. Make sure that these instructional practice principles and guidelines are taken

into account in the interview process, in the final selection of all teachers, and through the evaluation process.

2. Encourage and support teachers in their role.
3. Encourage professional development that supports the implementation of this policy.

Reviewed 12/03/2013

11. PROGRAM APPRAISAL (Assessment Committee)

PROGRAM APPRAISAL NEEDS ASSESSMENT

The Kentucky School for the Blind's (KSB) yearly School Improvement Planning process will include:

- An analysis of KSB's state testing data and other school data as necessary to discover the extent to which KSB students are meeting state standards and KSB programs are proving effective.
- Systematic work to discover and correct the causes of and barriers to high performance by all students and the movement of students toward KSB goals.
- A revision of KSB's School Improvement Plan based on our needs assessment data for that year. The Plan will set goals, address causes, and make indicated changes to programs to help move KSB students to state standards according to the timetable established by the Kentucky Board of Education.

KSB will implement this process to address the effectiveness of all KSB programs and the resulting Plan will be monitored by the council through ongoing Implementation and Impact checks.

POLICY EVALUATION

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

Reviewed 11/13/2012

12. SCHOOL DAY AND WEEK SCHEDULE POLICY (Curriculum and Instruction Committee)

SCHOOL SCHEDULE

CRITERIA FOR DEVELOPING THE SCHOOL SCHEDULE

Our schedule will:

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

PROCESS FOR DEVELOPING THE SCHOOL DAY SCHEDULE

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

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

1. In January, the council will appoint an Ad Hoc Scheduling Committee consisting of at least one elementary, middle, and high school teacher representative to complete the following tasks:
 - Review student performance data and survey data (if available) from students, parents, and staff on how well instructional time is being used
 - Meet with the teaching staff for their recommendations.
 - Brainstorm current time barriers to implementing needed practices and meeting student needs and ways the schedule might be changed to remove those barriers.
 - Discuss advantages and disadvantages of various changes, focusing on the criteria listed in the first section of this policy.
2. In February, the committee will meet with staff for their recommendations regarding scheduling needs for the upcoming year.
3. By the end of February, the committee will consult with the principal and guidance counselor to make recommendations concerning schedule changes for the coming school year.
4. In March and April, the guidance counselor, in collaboration with the principal, will draft the upcoming year's schedule and meet with each teacher individually to discuss the schedule.
5. At the May SBDM meeting, the principal or counselor will make a recommendation to the council of the draft schedule.
6. The council will consider the principal's recommendations and adopt a schedule in time to implement our Staff and Student Assignment Policies.
7. Any subsequent changes to this schedule would be presented to the school council for approval at the June or July council meeting. The school council shall either approve or submit recommended amendments to the curriculum committee, principal, and counselor.
8. If the school council has not approved a schedule by the conclusion of the July meeting, the principal shall develop and implement a schedule. Changes to the schedule in terms of length and number of class periods and grading periods will be determined through the SBDM committee process.

POLICY EVALUATION

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

Reviewed 12/03/2013

13. SCHOOL INSTRUCTIONAL SPACE USE (Culture and Resources Committee)

The following locations on the KSB campus will be considered instructional space:

- McDaniel Classroom building - all times
- Scoggan Classroom Building - all times
- Richie Hall: Choral Room, Band Room, Practice Rooms
- Music Library and Media Room - school hours
- Auditorium - school hours
- Langan Gymnasium - school hours

The use of other spaces on the KSB campus will be subject to negotiation and consultation with other programs (e.g., residential, outreach, operations) on campus.

CRITERIA FOR ASSIGNING SCHOOL SPACE

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

1. Take each student's developmental needs into account.
2. Facilitate the implementation of our School Improvement Plan.
3. Maximize staff opportunities for sharing resources, mentoring, and collaborating with teachers and students of similar grade levels, subject areas, or collaborative groups for consecutive years.

CLASSROOM SPACE ASSIGNMENTS

To assign classroom space, the principal will:

1. In March, invite all returning staff members to indicate their preference for continuing or changing classroom space assignments the next year.
2. In April, meet with any staff members whose requests may be difficult to grant to discuss reasons for the staff member's interest, factors making it difficult to grant the requests, and possible solutions.
3. In May, assign classroom space based on the criteria in the first section of this policy and notify all staff members of their individual assignments.
4. In June, notify the council of how classroom space has been assigned.

ASSIGNMENTS OF NON-CLASSROOM SPACE

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

ALTERING CLASSROOM SPACE ASSIGNMENTS

After assigning classroom space, the principal may alter those assignments:

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

Revised 01/08/2013

14. SELECTING A PRINCIPAL (SBDM)

PREPARATION

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

1. Meet in open session and decide who in addition to the SBDM members will be selected for the interview committee, if sought.
2. Choose a trainer and receive training in recruitment and interviewing techniques. In an **open session** council will select the trainer (must appear in the meeting minutes). After consulting with the committee on an appropriate date, the Vice Chair of the council will make arrangements for the training and call a special meeting of the council. The selected interview committee will complete the required training to select the principal.
3. Distribute copies of this policy to all members of the interview committee before the scheduled training and send a copy to the selected trainer.

SELECTION PROCESS

The interview committee will:

1. Choose a chair for the interview committee
2. Send a request to parents/guardians, teachers, staff, and students for suggestions on what traits will make the best leader for this school. The committee will also hold a meeting on campus for any interested stakeholders requesting to provide the same information.
3. Meet in **open session** to agree on criteria and develop interview questions that fit those criteria. Those criteria shall not in any way discriminate based on gender, ethnicity, religion, political affiliation or any other illegal grounds.
4. Meet in a **closed session** to review applications and references of candidates recommended by the Kentucky Department of Education and select persons to be interviewed based on the established criteria. If applicant specific questions are needed, council will generate at this time.
5. Schedule an interview with each selected applicant at a time when all members of the interview committee can attend.
6. Conduct each interview in a **closed session**, using the general interview questions first and any applicant specific questions last.
7. Meet in **closed session** to discuss how well each applicant meets the criteria. If two or more applicants are close, applicants will be invited to a school forum to meet other interested stakeholders. At the meeting,

questions will be in written form and submitted to the council for approval. The chair of the interview committee will facilitate the forum.

8. In a **closed session**, meet to discuss all information and to make a recommendation to the council.
9. If necessary, request additional applicants from the Kentucky Department of Education and repeat steps 4-8.

SELECTION OF THE NEW PRINCIPAL

The council will:

1. Meet in **closed session** to make the final choice of principal. A consensus must be reached by the council.
2. Notify the commissioner of education of their recommendation.
3. If the commissioner of education does not approve the recommendation, request additional applicants from the Kentucky Department of Education and repeat steps 4-8.
4. In an **open meeting**, announce the name of the successful candidate who has been approved by the Commissioner of Education (this will be reflected in the meeting minutes).

Reviewed or Revised: 09/04/2012

15. STUDENT ASSIGNMENT (Curriculum and Instruction Committee)

CRITERIA FOR STUDENT ASSIGNMENT TO CLASSES AND PROGRAMS

The principal (or principal's designee) will assign students to classes and programs in a manner that will:

1. Take each student's developmental, academic, education and IEP needs into account.
2. Facilitate the Implementation of our School Improvement Plan.
3. Prepare all students to be ready for college level work or employment during their high school careers.
4. Implement each student's Individual Graduation Plan or transition/vocational needs. (Secondary)
5. Support the goal of not exceeding the state class size cap except under the following circumstances:
 - Temporary exceptions in order to provide an appropriate assignment to a student newly enrolled in the school.
 - 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.

Any additions or amendments to the student assignment plan shall be reported to the school council no later than the June meeting. Additions or amendments to the student assignment plan shall be reported at each subsequent school council meeting for the month in which it occurs.

PRIMARY ASSIGNMENTS

In April, the primary teachers will meet together to develop recommended class groupings for the next year using classroom observations of current students and any available data on pre-registered new students. Each grouping will include students performing at a variety of levels. Individual students will be placed to help each one make continuous progress.

In May, the principal (or principal's designee) will consider those recommendations before making final assignments of current students and will also assign students who enter the school after the recommendations are complete.

INTERMEDIATE ASSIGNMENTS

In April, teachers in each grade will meet to recommend groups for their students for the next school year. The recommendations will fit the standards for student assignment listed in the first section of this policy and also ensure multi-ability classrooms. The principal (or principal's designee) will assign students who enter the school after the recommendations are complete.

By the last day of school, the principal (or principal's designee) will decide on final assignments for the next year and notify parents. The decisions will meet the criteria for student assignment listed in the first section of this policy, provide multi-ability classrooms, and give thoughtful consideration to the recommendations made by the teachers.

MIDDLE AND HIGH SCHOOL ASSIGNMENTS

Student assignments will be made by the criteria at the beginning of this policy or by ARC decision.

POLICY EVALUATION

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

Reviewed 12/03/2013

16. WELLNESS FOR K-5 SCHOOLS (Culture & Resources Committee)

The Kentucky School for the Blind is committed to the well-being and health of all of its students. In particular, it will promote wellness among students in grades K-5 in compliance with Federal guidelines, by the following means:

- Students in these grades will receive daily Physical Education for a full class period as planned by the KSB Physical Education teacher.
- Teachers will be encouraged to incorporate movement of students in their classrooms as part of regular instruction.
- Students will participate in other health related activities as determined by the Physical Education teacher.
- All such activities will be carried out in compliance with any requirements/restrictions of a student's Individual Education Program (IEP) which may include pull-out from Physical Education class for related services.
- Assessment of student fitness will be conducted annually by the Physical Education teacher using an instrument he/she recommends and approved by this Council.

Kentucky School for the Blind will also promote student nutrition in these grades through:

- the provision of healthy, nutritious meals in the Food Service and in the residential program for students living in the dorms
- encouraging students to eat a variety of foods at school meals
- instruction in making healthy choices in Daily Living Skills activities
- If needed, offering healthy snacks during the school day

Reviewed 12/03/2013

17. WRITING (Curriculum and Instruction Committee)

STUDENTS' WRITING EXPERIENCES

In order to provide multiple opportunities to develop complex communication skills for a variety of purposes and use a variety of language resources, we will make sure students:

- Engage in three categories of writing: writing to learn, writing to demonstrate learning to the teacher, and writing for publication.
- Maintain a collection of student work including samples from all three categories that demonstrate growth over time.
- Experience authentic, meaningful writing at all grade levels:
 - Writing for a variety of purposes and audiences.
 - Writing that reveals ownership and independent thinking.
 - Writing in which students draw on their own experiences, learning, reading, and inquiry.
- Experience the writing process at all grade levels: planning, drafting, revising, editing, publishing, and reflecting upon writing.
- Experience writing in both on-demand and writing over time situations.
- Write as a natural outcome of the content being studied in all curriculum areas.
- Read and analyze a variety of print and non-print materials (e.g., artwork (2D and 3 D), photographs, electronic text, graphics, illustrations, web images, maps, multimedia) including argumentation, literary, reflective, personal, informational, and practical/workplace materials.
- Use readings as models for student writing.
- Learn about and use appropriate resources for writing (e.g., personal interviews, observations, print materials, and technology) driven by different instructional purposes with different audiences for the student to consider.

INSTRUCTIONAL WRITING STRATEGIES GUIDELINES

In order to successfully facilitate implementation of the above, teachers will:

- Create learning situations and provide appropriate, and effective, instruction and feedback to assist students in their ability to do all of the above.

- Foster a supportive, yet critical, environment for the development of written communication skills.
- Allow and encourage student choice and exploration to the greatest extent reasonably possible.

SCHOOLWIDE STRUCTURES AND MONITORING

1. The principal will assign a literacy team to:
 - Develop guidelines, or a checklist, to be used for the writing program.
 - Ensure the implementation of the writing policy.
 - Ensure that the council annually reviews, revises (if necessary), and approves the writing policy by June, each year.
 - Ensures the plan is communicated with all stakeholders.
2. The Literacy Team will collaborate with the Writing Program Review Team to ensure that the writing policy is current and appropriate.

REFLECTION, FORMATIVE AND SUMMATIVE ASSESSMENT AND FEEDBACK

To ensure the writing process includes reflection, assessment, and feedback, guidelines will include:

- Procedures for reviewing and assessment of student writing using common rubrics.
- Suggestions for providing students feedback.
- Opportunities for students to improve their writing and communication skills.

Reviewed 12/03/2013

Additional Policies and Procedures

ATTENDANCE/TRUANCY (Culture and Resource Committee)

All students are required by law to attend school every day and to be on time for school and all classes. Tardiness is not just being late for school as traditionally interpreted; it is defined by law as “any amount of instructional time missed.” This includes being late to school or leaving school before classes are dismissed. If a student arrives up to sixty (60) minutes late to school, or if a student leaves school up to 60 minutes early, it is considered a tardy. If a student misses more than 60 minutes of school, it is considered an absence.

KSB records excused and unexcused absences daily to comply with Kentucky School Law, KRS 159.150. This law defines a truant as a child from the age of 6 to 21 who has been absent from school without a valid excuse for three or more days, or [who has been] tardy without a valid excuse on three or more days. A habitual truant is defined as a student who has been truant two or more times. Kentucky law holds accountable the following person(s) if a student fails to comply with school truancy laws:

- a public school student who has attained the age of 18, but not reached his or her 21st birthday
- the parent, guardian or custodian of a public school student who has not reached his or her 18th birthday
- the court appointed guardian of a public school student who has been identified as an exceptional child or youth and has not reached his or her 21st birthday.
- Any parent, guardian, or custodian who fails to comply with the requirements may face fines of \$100 for the first offense and \$250 for the second offense and may be charged with a Class B misdemeanor for each subsequent offense. Charges of educational neglect and/or unlawful transaction with a minor may also be filed.

Excused absences and tardies include such circumstances and occasions as a death or severe illness in the student’s immediate family, as an illness of the student, as religious holidays and practices and other valid reasons as determined by the Director of Instruction/Principal, including trips qualifying as educational enhancement experiences.

When Absent:

1. Parents must call the school stating the reason for an absence and the anticipated length of time the student will be absent.

2. Upon returning to school following an absence, the parent/guardian must provide a written explanation of the absence. If no written note is provided, a call will be made home to remind that a written explanation is needed. Written explanation must be given within 5 school days of the student's return to school, or the days will be recorded as unexcused. An unexcused absence may be considered excused upon receipt of a doctor's note
3. A parent has a maximum of six (6) parent excuse notes for a school year. When a student has accumulated six (6) full days of absences, the school (may) require a physician's statement or other credible proof of each subsequent absence.

Unexcused Absences

When a student has three unexcused absences, KSB will:

- Send a letter to the parent/guardian stating that the student is truant
- Send a copy of the letter to the student's local education agency Director of Special Education
- In School discipline measures will occur (e.g., detention, dorm restrictions, etc.)
- When a student has six or more unexcused absences, KSB will:
 - a. Send a letter to the parent/guardian stating the student is habitually truant
 - b. Send a copy of the letter to the student's local education agency Director of Special Education and Director of Pupil Personnel
 - c. Request that the Director of Pupil Personnel or School Social Worker from the student's local education agency visit the home of the student
 - d. Hold a conference with the parent/guardian after the sixth unexcused absence
 - e. The Director of Pupil Personnel may file an educational neglect report with Child Protective Services
 - f. A student may be referred to Family Court by the Director of Pupil Personnel and may be subject to legal action if absences continue to accumulate

Tardies

When a student has three unexcused tardies:

- a discipline referral is completed on the student indicating the days/times in which the student was tardy to class and/or school
- the student must serve one hour of detention after school

When a student is habitually tardy (six or more):

- a letter is sent to the parent/guardian stating that the student is truant
- the student must serve another one hour of detention after school
- if the habitual truancy continues, the Director of Instruction/Principal may impose more severe consequences

Make-Up Work

A student receiving an excused absence shall have the opportunity to make up missed school work and not have his/her grades adversely affected for lack of class attendance.

- A student returning to school after an excused absence must request make-up work within three days of his or her return to each class.
- The student will have the number of school days he/she was absent, plus one school day from the time he/she receives the make-up work to complete the work and submit it to the teacher. ("Request for work" is not calculated in these days. For example, if a student is absent Monday through Friday, this is 5 days. The student has 5 days +1 day to turn work in to the teacher. If they do not request work until Wednesday of that return week, it does not change the due date.)
- For planned excused absences (ex. surgery, doctor visit, out of town, etc.), request for make-up work must be made 48 hours in advance. Otherwise, make-up work will be given upon a student's return to school.

For any unexcused absence, summative evaluations will be made up upon the return to school, within two days, at a time best determined by teachers. In-School Consequences will also be implemented, coordinated by school administrator(s.) Student should also initiate contact with classroom teachers requesting make-up work. Non-Summative make-up work will be left to the discretion of the teacher. This make-up work may include the actual class work assigned during the student's absence, or an alternate assignment to cover the same material.

Unexcused absences may impact attendance to school trips and/or other school wide activities. (ie. – if work related to the trip or activity was covered while student was absent, attendance may be forfeited upon their return.)

CLASSROOM ASSESSMENT (Assessment Committee)

ONGOING ASSESSMENT (FORMATIVE)

Assessment activities will guide and allow students to demonstrate their learning and to ensure continuous student progress. Teachers are responsible for making sure that those activities:

1. Are aligned with:
 - Kentucky Core Academic Standards (KCAS)
 - Reflect Knowledge/Reasoning/Performance Skills/Product targets (KRSP) in reading, and math.
 - Core Content/Program of Studies in science and social studies.
2. Are valid and appropriate demonstrations of what students should know and be able to do.
3. Include high impact practices: clearly articulated learning targets, descriptive feedback, self- and peer-assessment, and collaboration.
4. Have clearly defined scoring guides that are shared with students prior to assessment.
5. Allow for learning to be demonstrated in a variety of ways, including preferred learning styles and specially designed instruction.
6. Reflect developmentally appropriate practices for the age of students or developmental stages of learners.
7. Include opportunities for student self-reflection and self-evaluation.

EVALUATION OF PERFORMANCE LEVELS (SUMMATIVE)

Grades K–2: In May of each school year, students' reading and math skills levels will be assessed by tests determined appropriate by the primary teachers. Results will be communicated to parents.

Grades 3–5: Learning checks will be administered to students in areas tested on the state assessment in October, December, and March. In addition to learning checks, other summative assessments will be administered throughout the school year. A minimum of nine summative assessments (including learning checks) per semester will be completed.

Grades 6–12: Mid-terms and finals will be administered in all students in all content areas during the fall and spring semesters to measure the cumulative learning progress of each student. End-of-Course (EOC) exams will suffice for the spring final in state designated content areas and count for 20% of the course grade. EOC teachers will have the option of additional final assessments (e.g., writing component) to determine final course grades. In addition, to mid-terms and finals, other summative assessments will be administered throughout the

school year. A minimum of nine summative assessments (including mid-terms and finals) per semester will be completed.

With the exception of EOC exams and Program review courses, all learning checks, mid-terms, and finals, shall:

- Be submitted to the Director of Instruction and returned to the teacher with feedback prior to being administered.
- Be aligned with the Kentucky Core Academic Standards (KCAS) including KRSP targets in reading, writing, and math; the Core Content/Program of Studies in science and social studies; or reflect appropriate components and KCAS of the alternate assessment.
- Have a minimum of 10 multiple choice questions AND a minimum of one extended response (previously known as open response) and one short answer question, although more are encouraged to more realistically and reliably measure content.
- Be a review of material covered in class up to the point of the assessment.
- Be composed of the following types of constructed response questions:
 - o Multiple choice
 - o Extended response (4-pt rubric)
 - o Short answer (2 pt rubric)
 - o Essay or on-demand writing (with rubric)
- A point value will be assigned to each question so that the student has a clear understanding of a question's worth.

Program Review Courses mid-term and finals can include products, projects, performance based assessments, and presentations.

Alternate Assessment documentation shall:

- Be submitted to the Director of Instruction at the end of each testing window including student work samples and other documentation required by the state. These will be filed in students' Alternate Assessment Accountability Folder (AAA F) which is located in the Classroom Office file room.

- Utilize the Alternate K-PREP standards that are aligned with the Kentucky Core Academic Standards (KCAS) including KRSP targets in reading, writing, and math; the Core Content/Program of Studies in science and social studies; and reflect appropriate components of the alternate assessment.
- Be a review of material covered in class up to the point of the assessment.

REPORTING OF PERFORMANCE LEVELS

Following summative evaluations, teachers will meet in learning teams to report and discuss student performance to the Director of Instruction to make determinations about student learning and progress.

MATH ASSESSMENT OF NEWLY ENROLLED STUDENTS

For all newly enrolled, non-alternate assessment students in grades 3–9, the KeyMath R or KeyMath III (regular or large print students) shall be administered by staff under the supervision of the School Psychologist. Results will be shared with students' math teachers and will help to determine additional services (e.g., ESS).

POLICY EVALUATION

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

Revised 12/03/2013

DRUG AND ALCOHOL (Culture and Resources Committee)

Chemical Abuse

Possessing, using or having evidence of prior use of illegal chemicals, alcohol, look-alike drugs and alcohol, anabolic steroids, inhalants, any drug not prescribed for the student by a physician, or any substance represented as a drug; or possession of drug paraphernalia is prohibited on or around school property, at any location of a school-sponsored activity or en route to or from a school sponsored activity.

CONSEQUENCES

First Offense:

- A six-to-ten-day out of school suspension with parent/guardian conference. All students at KSB have a disability; therefore, special education regulations must be followed. Removal beyond 10 days constitutes a change of placement requiring an ARC to conduct a manifestation determination. Suspension beyond 10 days also requires a functional behavior assessment and behavior intervention plan to be conducted. In coordination with the students' local school district, educational services must be provided for a student removed beyond 10 days consistent with special education regulations.
- Student must meet with a qualified alcohol/drug counselor (a list will be provided by KSB of suggested counselors or agencies) for an evaluation, paid for by the parent/guardian. The student must have completed the evaluation or have written confirmation of an appointment before returning to school. Student must agree to and complete any and all recommendations of the qualified counselor. If student misses the confirmed appointment then he/she is immediately suspended from school until the appointment is completed.
- 30-day exclusion from all extracurricular activities (includes campus job, athletics, practice of any school related activity, recreation, after school music)
- Law enforcement officials will be notified by school administrator.
- The administrator will arrange for a drug dog to come to school to inspect the classroom and dormitory buildings.
- An independent dorm student will be moved back to a supervised dorm

NOTE: *Under the influence* will be determined by having an administrator and another adult verify that the student's behavior(s) indicated drug or alcohol abuse and that the student should be removed from the school building (student will be sent to health center). A student will be considered "under the influence" when one or more of the following indicators are noted: vomiting, staggering,

emitting an indicative odor, exhibiting incoherence/disorientation, slurring speech, exhibiting dilated pupils, and/or displaying other physical evidence.

Subsequent Offenses:

- Any student violating the policy for the second time in any subsequent school year shall be removed to an interim alternative education placement for up to 45 days. This shall take place in coordination with the student's home school district.
- Law enforcement officials will be notified by school administrator
- The administrator will arrange for a drug dog to come to school to inspect the classroom and dormitory buildings.
- Before returning to school student will have met with a qualified drug/alcohol counselor (a list will be provided with suggested names and/or agencies from KSB) (paid for by the parent/guardian) and agreed to follow all of their recommendations. Student then must complete or follow all of the recommendations. If student misses the confirmed appointment then he/she is immediately suspended from school until the appointment is completed.
- Exclusion from all extracurricular activities (includes campus job, athletics, practice of any school related extra activity, recreation, after school music) for the remainder of the school year, or period of time equal to a school year.

Distribution or Attempted Distribution of Alcohol or Drugs (whether sale, gift or sharing), Bringing onto School Property or to a School Sponsored Activity

Sale or transfer of drug paraphernalia, alcohol, controlled substances or substances that "look like" controlled substances on or about school property, at any location of a school sponsored activity or en route to or from a school sponsored activity is forbidden.

CONSEQUENCES

First Offense:

- A ten day out of school suspension with parent/guardian conference and review of placement. Treatment options will be discussed at the parent/guardian conference. All students at KSB have a disability; therefore, special education regulations must be followed. Removal beyond 10 days constitutes a change of placement requiring an ARC to conduct a manifestation determination. Suspension beyond 10 days also requires a functional behavior assessment and behavior intervention plan to be conducted. In coordination with the students' local school district, educational services must be provided for a student removed beyond 10 days consistent with special education regulations.

- Student must meet with a qualified drug/alcohol counselor outside of school (KSB will provide a list of suggested names and/or agencies which the parent/guardian will pay for). Student must complete any and all recommendations of the qualified counselor. The student must have in writing the recommendations and the plan on how these will be accomplished. If student does not follow written recommendations then student is placed in an interim alternative education placement for up to 45 days.
- Law enforcement officials will be notified by administration
- 60-day exclusion from all extracurricular activities (includes campus job, athletics, practice of any school related activity, recreation, after school music)
- The administrator will arrange for a drug dog to come to school to inspect the classroom and dormitory buildings.
- An independent dorm student will be moved back to a supervised dorm.

Subsequent Offenses:

- Any student violating the policy for the second time in any subsequent school year shall be removed to an interim alternative education placement for up to 45 days. This shall take place in coordination with the student's home school district.
- Student must meet with a qualified drug/alcohol counselor outside of school (KSB will provide a list of suggested names and/or agencies which the parent/guardian will pay for). Student must complete any and all recommendations of the qualified counselor. The student must have in writing the recommendations and the plan on how these will be accomplished. If student does not follow written recommendations then student is placed in an interim alternative education placement for up to 45 days.
- Law enforcement officials will be notified by administration
- Exclusion from all extracurricular activities (includes campus job, athletics, practice of any school related activity, recreation, after school music) for the remainder of the school year, or period of time equal to a school year.

Reviewed 01/08/2013

GRADING (Assessment Committee)

Purpose of Grading

The purpose of grading is to communicate current and accurate student achievement and mastery of the state of Kentucky standards to interested stakeholders (students, parents/guardians, colleges/universities).

Purpose of Schoolwide Grading Policy

- A schoolwide grading policy implemented across all grade levels and content areas allows guidelines to ensure common understanding of grading practices and procedures used to evaluate student achievement fairly.
- A schoolwide grading policy communicates student achievement in a consistent, clear, and meaningful way to all stakeholders.

KSB Grading Policy

Primary Grades K - 3 (P1–P5):

Students in the primary program will be assessed on mastery of skills in the areas of social development and academic performance. Performance levels for academics in the areas of language arts, mathematical, science, and cultural and physical development will be noted by rapid progress, steady progress, progress with help, and little progress. Performance levels for social development will be noted by meets standards, showing progress, or improvement needed.

Grades 4 – 12:

- Teachers of students in grades 4–12 will keep a systematic record (grades) of student achievement. The grades will reflect the individual mastery of content by the student as defined by the current adopted standards of Kentucky.
- Grades will demonstrate what the student knows, understands, and can do as evidenced from an accurate and varied set of summative assessments (e.g., quizzes, tests, mid-terms, finals, projects, products, experiments, performance-based assessment, presentations).
- For students in grades 4–12 participating on alternate state assessment, grades will demonstrate what the student knows, understands, and can do.
- Grades will be based on mastery of basic concepts of the Kentucky standards for alternate assessment. Grades will be determined by a combination of content knowledge and/or level of independence and/or level of needed support. Grades shall be noted by: A=Rapid Progress; B=Steady Progress; C=Progress with Help; D=Little Progress.
- Grades shall not include student behavior and effort (e.g. effort, participation, adherence to class rules), homework, zeroes/reduced marks for late work, extra credit/bonus points, attendance, academic dishonesty (plagiarism, cheating), or group work.

The grading system will be reviewed with staff and students at the beginning of each school year and to all parents newly enrolling their child to KSB. Specifics of the grading policy, including content grading and effort rating systems, the alternate assessment grading system, Kentucky high school graduation requirements, and grading scale are outlined in the Student and Parent Handbook.

Modifications for Students with Special Circumstances (Grades 4– 12):

A student's instruction may be modified on an individual basis as determined by the student's IEP team. Modifications are directly related to a student's IEP goals and progress on those goals toward meeting regular, grade level content standards. Grades for modified instruction will be assigned

according to the KSB Grading Policy (Grades 4–12) defined above. Modifications are reflected in the student’s IEP and noted on progress reports and report cards. Modifications will apply for the period of one year, from one annual review to the next. At that time, the extent of student progress while receiving modified instruction shall be discussed, including the extent to which the levels of content standards have been modified during this period. Once content standards become significantly modified to the extent that they no longer reflect grade level standards, the IEP team is encouraged to consider alternatives to the student’s current instructional program.

“Exception: Students participating in the regular or Community Based Instruction Work Programs may have their grades impacted by attendance due to the performance-based nature of these work programs.”

Policy Evaluation

The effectiveness of this policy will be evaluated through the School Improvement Planning Process.

*Adopted 5/1/12
Revised 6/4/13*

HOMEWORK (Curriculum and Instruction Committee)

Purpose: This policy on assignment of homework to students has been developed to establish responsibilities and guidelines for minimum standards for the assignment, evaluation, and monitoring of homework assignments.

Scope: This policy is intended to guide teachers, houseparents and parents of all students at KSB.

Definition: Homework is defined as assignments to be completed outside the classroom to reinforce class instruction, increase understanding and retention, prepare for class discussion, and provide curriculum enrichment opportunities. Some homework should involve reading to parents (other adults) and vice versa, or in taking part in cultural and creative activities.

Policy: Upon adoption of this policy by the KSB School Council, the principal will see that copies are distributed to all students and their parents at the beginning of each school year. Teachers will assign homework "as appropriate" to all students in accordance with their individual needs and abilities and in support of the learning objectives of the particular curricular area.

APPROPRIATE AMOUNT OF HOMEWORK PER WEEK

Grade	Hours/Week
1-3	1-3
4-5	3-5
6-8	4-6
9-12	5-10

Teacher Responsibilities: Teachers shall evaluate and return homework assignments to students in a timely manner. Teachers shall provide clear, concise directions for the completion of homework assignments. In making assignments, teachers should consider assignments in other classes, school events, and other related factors.

Student Responsibilities: Appropriately keep track of assignments and due dates, ask questions, and select necessary books and supplies before leaving school. Keep homework in the same place at home or in the dorm. Plan the best time to complete work. Complete work so that it is neat and legible.

Parental Support: Parents and houseparents are urged to be actively involved with homework. Help can be given in the following ways:

- Show interest in assignments and provide support when needed
- Provide suitable time and place for study
- Supply needed materials for completing homework

- Check to see that work is completed
- Stay in communication with teachers. If there are problems (too much or not enough homework), call or make an appointment to discuss problems with the teacher

*Adopted 01/04/1996
Reviewed 12/03/2013*

INSTRUCTIONAL MATERIALS (Planning and Budget Committee)

The Council will ensure that instructional materials used at the Kentucky School for the Blind will remain up-to-date with the latest strategies to increase student achievement.

INSTRUCTIONAL MATERIALS ORDERING PROCEDURE

In the process of acquiring Instructional materials the Council will:

- Follow the textbook cycle adopted by Kentucky Department of Education as the schedule for the review, adoption, and purchase of textbooks and other instructional materials for KSB.
- Use Application for Waiver Request if adoption list of texts/materials are inadequate for use at KSB. Such materials must be accessible to all students.
- Establish teams of elementary, middle, and high school teachers and staff to evaluate materials. The team will:
 - o Request complimentary copies of pertinent materials.
 - o Receive and organize all evaluation materials.
 - o Evaluate each textbook/instructional material with the aligned KSB curriculum.
- Ensure that selected instructional material is accessible to all students at KSB being sure publishers follow the National Instructional Media Access Standard (NIMAS) and checking the following sources and services:
 - o Kentucky Accessible Materials Database (KAMD)
 - o National Instructional Media Access Center (NIMAC)
 - o Sources already produced in regular print, large, print, Braille, audio, or electronic formats.
- Make recommendations to SBDM for adoption of best suited texts and media.
- Determine funding source. Council will use allocated funds and request additional funds if needed.

Order SBDM adopted textbooks/instructional materials based on teacher recommendations and student needs.

Revised 05/07/2013

MUSIC EDUCATION (Curriculum and Instruction Committee)

The School Based Decision Making Council (SBDM) of KSB strives to insure the provision of educational programs of excellence for all blind and visually impaired children enrolled at the school. In lieu thereof, SBDM affirms its strong unwavering support for a full and complete music program at KSB, and sets forth the following policies and goals to achieve this end.

1. Every student at KSB shall have the opportunity to participate in the music program, as their schedule allows, and that participation shall begin as soon as the child enters school.
2. Every student at KSB shall be offered age appropriate choices of a full range of music programs to include: piano/keyboard, strings, voice, band and other instruments.
3. Appropriate staff, in numbers adequate to meet the instructional demands of the program, shall be assigned to teach music. All music teachers shall demonstrate competency in the areas to which they are assigned.
4. The music curriculum will seek to allow every KSB student to reach his/her potential.
5. Students may be pulled from classes with prior written approval from the classroom teacher and the principal.

*Adopted 09/04/1997
Reviewed 12/03/2013*

PARENTAL INVOLVEMENT (Culture and Resources Committee)

DEFINITION OF PARENT

The legal definition of a “parent” is a parent, stepparent, or 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 purposes of this policy we will use the term “parent” to encompass all diverse family situations.

COMMITMENTS

We commit to:

1. Sharing clear information about each student’s progress with parents.
2. Offering practical suggestions to parents on how they can support student learning at home.
3. Making representative parents full partners in our decision-making.
4. Facilitating the involvement of our parents with limited English proficiency, parents with disabilities, and parents of migratory children.
5. Seeking and supporting adult volunteers to work with and inspire our students, as well as making every effort when legally appropriate to accommodate the involvement of adults other than parents who are already involved in a student’s life.

We will honor these commitments through a school-parent compact.

SCHOOL-PARENT COMPACT

Our students’ parents, families, extended families, students themselves, as well as our local community are all considered partners who share responsibilities for high student academic achievement. Following are the responsibilities for the school, the parents, and the students:

SCHOOL RESPONSIBILITIES

Kentucky School for the Blind will:

1. Provide high-quality curriculum and instruction in an effective, supportive, and safe learning environment that enables the students to meet Kentucky’s academic standards.
2. Provide information on the content students will learn each year through the methods listed in our Curriculum Policy (see role of Director of Instruction in SBDM Curriculum Policy).

3. Assign homework in accordance with our Homework Policy (see SBDM Homework Policy).
4. Provide parents with frequent reports on their child's progress. Specifically we will provide formal reports every 9 weeks.
5. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual student's achievement. Opportunities (where appropriate) will be provided for the student to participate actively in sharing information on his or her progress with his or her parents during these conferences.
6. Provide parents reasonable access to staff. The email addresses and telephone extensions of their child's teachers will be provided to parents to promote communication. Staff will always be available to parents by appointment for face-to-face conferences.
7. Send home newsletters at least four times a year that include information on ways families can help students learn.
8. Support an active Parent Teacher Association or Organization
9. Provide parents opportunities including but not limited to:
 - Observing their child's classroom activities.
 - Tutoring.
 - Assisting with classroom activities that require more than one adult.
 - Preparing materials, mailings, refreshments, and other items needed for family and community involvement.
 - Serving on one of our decision-making committees.
 - Joining our parent teacher organization and participating in its efforts to strengthen our school.
 - Volunteering along with other concerned members of our community in other areas as needed.
10. Ensure that all adult volunteers working in our school and with our students are subject to board policy and state law regarding criminal record checks, as applicable.

PARENT RESPONSIBILITIES

Parents are asked to:

1. Monitor attendance.

2. Become familiar with and support the school and individual classrooms' homework policies and show interest with questions about and comments on the schoolwork their children bring home.
3. Make sure homework is completed.
4. Assist their child with time management.
5. Participate, as appropriate, in decisions relating to their child's education.
6. Stay in close communication with teachers and the school about their child's education by promptly reading all notices and surveys from the school or the school district and responding if necessary.
7. To the extent possible, volunteer, serve on the school council, or a committee, attend School-Based Decision Making Council meetings, and comment on draft policies and plans as they are made available.

STUDENT RESPONSIBILITIES

With support from parents, students are asked to:

PRIMARY (P1 – P5)

1. Attend school as regularly as possible.
2. Follow the school and classroom behavior standards.

INTERMEDIATE (GRADES 4 & 5)

1. Attend school as regularly as possible.
2. Follow the school and classroom behavior standards.
3. Bring necessary learning materials to school and to class.
4. Complete and turn in all assigned homework.
5. Give parents or the adult who is responsible for them, all notices and information received from the school.

MIDDLE/HIGH (GRADES 6 – 12)

1. Attend school as regularly as possible.
2. Follow the school and classroom behavior standards.

3. Bring necessary learning materials to school and to class.
4. Complete and turn in all assigned homework and ask for help when they do not understand the assignment or skills necessary to complete it.
5. Write down assignments and due dates and select necessary books and supplies before leaving school.
6. Give parents or the adult who is responsible for them, all notices and information received from the school.

Reviewed 11/13/2012

PERSONAL ELECTRONIC DEVICES TO NETWORK (Planning and Budget Committee)

The following items must be addressed when connecting a non-KETS standard device to the KSB network.

1. Security
2. Network stability
3. Liability for personal property
4. Virus protection
5. Repairs and upgrades

A student or staff member who brings privately owned computers/other technology devices to school is personally responsible for the equipment. Responsibility for the maintenance and repair of the equipment rests solely with the student/staff member. Any damage to the equipment is the responsibility of the individual. No privately owned computers, printers, or other devices may be attached to the district's network unless district technology department personnel have authorized the addition. Any device that runs Palm OS, Windows CE or Pocket PC or like products is considered a computer.

Software residing on privately owned computers must be personally owned. All devices must include anti-virus software as necessary. District technicians will not service or repair any computer not belonging to the district. No internal components belonging to the district shall be placed in any personal equipment, whether as enhancements, upgrades or replacements. No software that is deemed by the district technology department to be for personal use will be supported by district level personnel. If personal software interferes with the district network software or hardware, a technician may remove the personal software from the computer and any damage caused is the responsibility of the owner.

Technology peripherals (printers, scanners, projectors, etc.) purchased privately to be used in the school system must also be maintained by the owner. Purchasing perishable supplies to be used in equipment not owned by the district is the owner's responsibility.

The district retains the right to determine where and when privately owned equipment may connect to the network. The student/staff member is responsible for the security of the equipment when it is not being used. Kentucky School for the Blind does not guarantee the privacy or security of any item stored on or transmitted by any privately owned computers.

A privately owned computer can be connected to the district's network, including access to the Internet, under the following conditions:

1. The connection has been approved and performed by the district

technology department.

2. Use of the computer must adhere to the Kentucky School for the Blind's Acceptable Use Policy.
3. File storage on the network from privately owned computers is limited to schoolwork only.
4. The individual must supply all necessary hardware/software and cabling to connect to the network.
5. Privately owned computers must be running current virus detection software prior to accessing the network or Internet.

For privately owned computers being used in district facilities, the Kentucky School for the Blind reserves the right to:

1. Monitor all activity.
2. Make determinations on whether specific uses of the computer are consistent with the district's Acceptable Use Policy.
3. Log network use and to monitor storage disk space utilized by such users.
4. Remove the user's access to the network and suspend the right to use the privately owned computer in district facilities if at any time it is determined that the user is engaged in unauthorized activity or is violating the Acceptable Use Policy.

I have read and consent to the above information. I am requesting that my privately owned equipment described below be attached to the Kentucky School for the Blind's network.

Complete the information below and return this form to the Director of Technology and Information.

Date: _____

Brand Name: _____

Model Number: _____

Serial Number: _____

Description (computer, printer, scanner, etc.): _____

Staff Member/Student (Printed Name): _____

Staff Member/Student Signature: _____

DTC Signature & Additional Information: _____

STUDENT ACCEPTABLE USE

Computers and the network at the Kentucky School for the Blind (KSB) are provided for students to use for school activities. The computers, equipment and the network belong to KSB and the State of Kentucky. Because KSB wants to keep the computers in working order and also because the internet contains some inappropriate materials, KSB and the state have set rules that students must follow.

By signing this form, parents give permission for students to use KSB technology and students agree to follow the rules in order to be allowed to use KSB computers.

Access to the KSB Network is considered to be a privilege, not a right. If the student does not follow these rules, the student's privileges may be restricted, suspended or terminated.

*Students will **NOT**:*

- Use inappropriate or abusive language in emails
- Use technology to bully other students
- Use computers in a way that would violate federal or state laws
- Transmit or receive threatening, obscene or sexually explicit materials
- Break into or attempt to break into areas of the network for which they do not have permission
- Use the computers and the network for making money
- Use the computers and the network for political lobbying
- Damage or attempt to damage the computers, install or remove software and hardware
- Send and forward chain letters
- Use multi-user network games
- Purposely put viruses on a computer
- Share their account or use another person's account
- Purposely destroy other peoples' data
- Use internet chat rooms or instant messaging
- Use a mail system other than KSB
- Use the computers or the network in violation of the KSB code of conduct
- Visit inappropriate websites including those that are sexually explicit, hate crimes, illegal drugs and alcohol, hacking sites

Everything done on the network can be traced and viewed by KSB staff, including web browsing, e-mail, and any documents stored on school equipment. Violating the above rules could result in the loss of access to KSB technology. Violation of the law, including destruction of state property, could result in prosecution.

Adopted 05/30/2001
Reviewed 11/13/2012

**STUDENT ACCEPTABLE USE
USER AGREEMENT FORM**

Please complete this section to indicate that you agree with the terms and conditions outlined in the KSB Student Acceptable Use Policy. Return this portion to your child's school, where a copy will remain on file. The signatures of both the student and parent or guardian are required before access to KSB services is granted. This policy is to be signed annually.

As a student of the Kentucky School for the Blind and as a user of the district computer network, I have read and hereby agree to comply with the KSB Acceptable Use Policy.

Student Signature: _____

Student Name (please print): _____

School: Kentucky School for the Blind

Date: _____

As parent/legal guardian of this student, I grant permission for my child to access the Internet and electronic mail through network services provide by KSB and accept responsibility for conveying to my child the standards outlined above for use of these services at KSB.

Parent/Guardian Signature: _____

Parent/Guardian Name (please print): _____

*Adopted 05/30/2001
Reviewed 11/13/2012*

TECHNOLOGY LENDING (Planning and Budget Committee)

KSB students are eligible to be assigned laptop computers, braille notetakers, e-book readers and other technologies as indicated by their IEPs. Staff may also check out laptops providing students' needs have been met. Students and staff must have a signed Acceptable Use Policy Form on file.

Students assigned a piece of equipment or device must meet the following pre-conditions:

1. Students must be able to demonstrate knowledge of the proper care and handling of the technologies.
2. Students must have, on file, a permission letter from their parent or guardian for each piece of equipment or device, prior to lending.
3. Parents/guardian shall be held financially responsible for damage, loss or theft due to negligence.

The technology coordinator is responsible for:

- Seeing that both the Acceptable Use Policy form and the Permission form are on file before laptops are assigned.
- Ensuring that students demonstrate knowledge of the use and proper care of the laptop
- Notifying parents/guardians of any ensuing financial obligations
- Keeping current laptop inventory and records of laptop assignments

The librarian is responsible for:

- Keeping current inventory and records of notetakers, e-book readers and other assistive technologies assigned.
- Having a certified staff member ensure that the device is issued in accordance with the student's IEP.
- Having a certified staff member who is proficient in the use of the device ensure that the student demonstrates knowledge and efficiency in its use before receiving the device.

Reviewed 12/03/2013