



SBDM POLICIES

HART COUNTY HIGH SCHOOL



AUGUST 9, 2016

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POLICY TITLE: Advanced Placement Courses

First Reading: August 11, 2015

Second Reading: September 8, 2015

Adopted: September 8, 2015

Curriculum and Availability

During each school year, we will offer students Advanced Placement or Dual Credit courses at our school in at least four of the following five areas:

1. English
2. Science
3. Math
4. Social Studies
5. Foreign Language

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

1. Be identified as an Advanced Placement course by the College Board.
2. Include the content as described in the College Board overview, description, and recommended course syllabus for the appropriate course.
3. Prepare a student to take and be successful on the appropriate Advanced Placement examination administered by the College Board.
4. Be taught by staff with appropriate content certification and professional development preparation to teach the Advanced Placement Course.

If the course is designated as a Dual Credit course, it must:

1. Be endorsed and offered for credit by an accredited college or university.
2. Be taught by staff with appropriate content certification and professional development to teach the Dual Credit course.
3. Taught by a representative from a college or university in person or online.

The principal will make appropriate arrangements for these courses to be offered.

Student Assignment and Recruitment

We will encourage all students to prepare for and take one or more AP/Dual Credit courses. We will do that in the following ways:

1. Counselors/designees will advise students of these options when they meet with students to discuss college and career pathways.
2. Teachers will encourage all students to take challenging courses each term.
3. The council may amend its Comprehensive School Improvement Plan to add additional steps to ensure equitable participation in future terms.

All students may take Advanced Placement/Dual Credit courses if they have the skills they need to be ready for that work. They may establish that they have that level of skill by meeting all of the following requirements:

1. Successfully completing the prerequisite courses listed in the Student Handbook.
2. Completing and turning in a summer assignment or project the first day of school if required for the class.

Students taking Advanced Placement classes cannot drop the class after the regular drop/add date without a conference involving a parent, the student, the principal, the teacher, and the counselor.

Students taking dual credit classes cannot drop the class for high school credit after the regular drop/add date without a conference involving the parent, the student, the principal, the teacher and the counselor. Students may drop the college credit by the designated drop date set by the college.

Students taking Advanced Placement/Dual Credit classes should realize that attendance is extremely important. Students will be encouraged to arrange the rest of their schedule so as not to let field trips, sports, and extra-curricular activities interfere with their AP/Dual Credit study time.

POLICY TITLE: Analysis of Test Data and Comprehensive School Improvement Plan

First Reading:	August 11, 2015
Second Reading:	September 8, 2015
Adoption:	September 8, 2015

Test data is defined as the result of student assessments from local, state, and federal mandated testing programs.

Procedures

Hart County High School shall annually review and analyze the state and local testing data between the arrival of the results and December of each school year. The data review shall include, but not limited to, information on performance levels of students tested, the performance of students disaggregated by race, gender, disability, and participation in federal free and reduced lunch programs. The council designates the Assessment Committee as the primary group for conducting this review and analysis.

A written and verbal report shall be presented to the SBDM Council, by the assessment committee chairperson or designee, to support the documents. A full report shall be presented to the faculty at a meeting, organized for the purpose of reviewing the test data.

The SBDM council directs the Comprehensive School Improvement Plan committee to review and revise the school Comprehensive School Improvement Plan to ensure that each student makes progress toward meeting goals set forth in KRS 158.645 and 158.6451 (1) (B). The Comprehensive School Improvement Plan committee will periodically update the SBDM council of progress on the plan. A revised Comprehensive School Improvement Plan shall be presented to the SBDM council in time to review before approval.

Communication

The review of student test data shall be made available to all stakeholders through a variety of means. Teachers shall receive a report during a called faculty meeting. Parents will be informed of the test results through the school report card and through other open forums. Test results will be available to individual students.

POLICY TITLE: Assignment of Students to Classes and Programs

First Reading: August 11, 2015

Second Reading: September 8, 2015

Adoption: September 8, 2015

The assignment of students to classes and programs is defined as the placement of students in programs and the related individual student class schedule. Students at Hart County High School will be assigned to classes aligned with the state core curriculum.

Students will be placed and scheduled within the following guidelines:

- The instructional needs of the student based on college and career pathways and the Gifted Student Service Plan, and/or IEP
- Graduation requirements as defined by the district and state
- Academic performance of the student
- Class size
- The core curriculum will be accessible to all students
- Electives shall be available to all students and reflective of student seniority
- Assignment to AP/Dual Credit classes

Implementation of Student Schedule Plan

The principal will work with the counseling and teaching staff to publish a program of studies. Any new class offerings for the following school year will require curriculum committee and SBDM council approval by the council's December meeting. Student preferences shall be processed and analyzed by the end of February. The council will review and approve a draft of the course offerings and approve staffing for the following year at the May meeting. The master schedule will be reviewed for approval on or before the council's June meeting. The master schedule must have final approval by August 1.

Students will be provided a copy of their schedule prior to the beginning of each semester and revisions will be permitted at times convenient to the counseling office and principal.

POLICY TITLE: Budget and Budget Administration Policy

First Reading: August 11, 2015

Second Reading: September 8, 2015

Adoption: September 8, 2015

Resource allocation, integration, and administration of funds are the responsibility of the School Based Decision Making Council. The budget shall be student focused with emphasis on materials and programs that support student achievement. Expenditures of discretionary funds shall support the mission and belief statement of HCHS. The principal will receive by March 1st the tentative allocation, and will report the total allocation to the council. This report will include all funds known to be available to the school from local, state, federal governments, and any national grants will be reported to the council by the principal. The council shall approve a budget for all funds available to the school including instructional material, professional development, library material, council operation, technology, section seven funding, and school activity funds. A tentative budget will be completed by March 25th. The final budget will be completed and approved by the SBDM council by April 30th.

Procedures

The council will establish a budget planning committee with the principal as a member, for the purpose of designing an expenditure/disbursement plan for all funds allocated to the school including discretionary funds. The committee shall consist of teachers, parents, and school administrators as per council guidelines. The budget committee makes recommendations to the council to fund the priorities of the school as listed in the school improvement plan. Allocation is predicated on data based needs, is aligned with the Comprehensive School Improvement Plan, is equitable, and is based on a needs assessment that involves all staff members. The budget committee shall have the responsibility for planning all budgets as directed by the SBDM council. The budget shall be student-focused with emphasis on materials and programs that support student achievement. Expenditures of discretionary funds shall support the mission and belief statements of HCHS. Any class upon graduation that has money left in their class account shall forfeit the total amount of remaining funds to the HCHS general account. Department chairs will review annually their respective instructional budgets with department staff members to ensure accuracy, identity specific needs, and ensure alignment with the Comprehensive School Improvement Plan, and that it focuses on student achievement. The department chairs will submit to the budget committee any changes or corrections with justification. The budget committee will review requests to ensure that they are consistent with goals in the Comprehensive School Improvement Plan, and establish the priority of the requests based on the goals state in this policy by January 15. Department chairs and fund managers will, upon the request of the budget committee, provide detailed information concerning the budgetary needs of their respective departments.

The budget committee will submit a preliminary budget and report the process and the findings for the allocation of instructional funds to the SBDM council at the February regularly scheduled meeting. The SBDM council will approve a budget by April 30. The SBDM will prioritize requests for section seven monies, as made available, consistent with those guidelines outlined in this policy. The SBDM council will also approve fund allocation for athletics as well as for all school activities at the time of submission or no later than the June regularly scheduled meeting.

Monitoring

The SBDM council will review a budget report at each regularly scheduled monthly meeting.

POLICY TITLE: Class Withdrawal

First Reading: August 11, 2015

Second Reading: September 8, 2015

Adoption: September 8, 2015

Student initiated schedule changes must be completed by the *third day* of each semester. All schedule change requests made after said time period must be approved by a team consisting of, but not limited to, a school counselor/administrator, the teacher, the parents, or the student. Those students withdrawing must be enrolled in an alternative course. Credit will not be granted for a course if enrollment in that course occurs after grade reports are issued.

POLICY TITLE: Committees

First Reading: August 11, 2015

Second Reading: September 8, 2015

Adoption: September 8, 2015

COMMITTEE MEMBERSHIP AND OFFICERS

Service Requirement

Each certified staff member shall serve on at least one standing SBDM Committee. If a certified staff member is unable to serve, he or she may submit a request for exemption in writing to the school Council. The Council will notify the certified staff member of approval or denial within 30 days.

Parent members of the school Council may also serve on at least one Committee.

Students may serve on committees. Each committee will determine the process by which student members are selected.

Classified staff, other parents, and all interested parties are encouraged to serve on Committees.

Chairperson Duties

The chairperson shall:

- Prepare and distribute a preliminary agenda for approval or revision by the Committee in accordance with open meeting provisions.
- Facilitate the meeting.
- Present minutes/reports and recommendations from the Committee to the Council or designate another member to do so.
- Communicate Council requests back to the Committee.
- Monitor completion of Committee actions.

Recording Secretary Duties

The recording secretary shall:

- Take attendance.
- Record the minutes of the meeting and distribute them as directed in this policy.
- File a copy of the minutes in the Committee notebook.

COMPOSITION AND MEMBERSHIP

Composition

Each standing Committee shall consist of a minimum of five members. Parents will be encouraged to serve on each committee. Administrative and classified staff would provide valuable insight on each Committee, and are invited, but not required to have representation on each standing Committee. Each Committee is encouraged to reflect appropriate minority representation of our school community.

Invitation to Join Committees/Forming Committees

The Council intends to create Committees that obtain broad-based input into its decisions. To ensure that sort of participation, the following steps shall be taken at the beginning of school:

- The Council chairperson shall notify all parents through a minimum of one available open forum (i.e., telephone, email, social media, newspaper, radio) of the opportunity to sign up for Committees for the next school year
- Certified-each teacher shall be a member of at least one committee
- Classified-voluntary
- Council members may serve on a committee

Committee Membership Opportunities

The opportunity to join standing committees will occur at the beginning of the school year in the following manner:

- The building Principal or designee shall provide sign-up sheets for parents, classified staff, and community members. Sign-up sheets shall be located in the school. Parents and community members may also indicate an interest in serving on committees in writing, by email or by telephone in which their names will be added to the sign-up sheets. These names shall be combined with the teacher lists in the formation of the committee.
- Students will be selected through a process determined by each committee.
- Parents, staff, and students may also join standing committees no later than the second committee meeting of the school year.

Determination of Membership

To the extent possible, teachers will be assigned the Committee(s) of their choice, but changes may be necessary to ensure adequate Committee membership and balance on each Committee for its first meeting. All committee members shall be notified of their assignments by the end of the third week of school.

Membership Terms

Committee membership will last one year, but consecutive service is recommended for continuity. Voting members shall attend all meetings unless notification of a necessary absence has been reported to the chair of the committee prior to the scheduled meeting.

COMMITTEE OPERATION

First Committee Meeting

The person designated to convene each Committee shall call a meeting within 20 school days after the Committee membership is decided. At the initial meeting, the Committee shall:

- Select a recording secretary
- Select a chairperson
- Determine a regular meeting schedule with dates, times, and places.
- Read Committee roles and responsibilities and any extra council directives and outline a timeline of goals/activities for the coming school year.
- Determine student selection process

After the meeting, the Committee chairperson, or designee shall report all the decisions to the council.

Special Meetings (Compliances with Open Meetings Law)

If the committee needs to meet before its next regular meeting, the chair or a majority of members may call a special meeting. Whoever calls the special meeting must take the following steps:

Written Notice and Required Contents

A written, signed notice must state the date, time, and place of the special meeting and the agenda for the meeting. Issues not listed on the special called meeting agenda cannot legally be discussed at the special meeting.

Delivery of Notice

Notice of the meeting must be delivered to every Committee member and to any media organization that has asked to be notified of the Committee's meetings. The delivery can be made by hand, facsimile machine, mail, email, or text message but the method must be one that allows the notice to arrive at least 24 hours before the time set for the meeting.

Posting of Notice

The notice must be posted conspicuously at the school and also at the building where the meeting will be held if the meeting will not be held at the school. These copies must be posted as soon as possible after the meeting is called, and definitely not less than 24 hours before the meeting will be held.

Agenda Items

Any person who wishes to place an item on the agenda of a committee shall present the item in writing to the Committee chairperson at least 48 hours prior to a scheduled meeting. Items not presented in this manner may be heard at the discretion of the Committee.

Agenda

Each Committee shall set an agenda for each meeting. The chairperson of the Committee shall prepare a tentative agenda for each meeting, distribute it to each Committee member, and post it on the school Council bulletin board at least 24 hours before the meeting. At the start of the meeting the Committee shall review the tentative agenda, adding or subtracting items if necessary. (At specially called meetings, items cannot be added to the agenda, but they may be subtracted.)

Participation in Discussion

Any employee of the school district, parent or community member may participate in the discussion of agenda topics, except for topics that the Committee discusses in a legally called closed executive session.

Minutes – Reporting To Council

The recording secretary shall take minutes of each meeting and submit those minutes to the school's office within three working days before the regularly schedule SBDM meeting. Minutes shall be kept in a Committee notebook that will be available upon request. Committees shall review, revise, and approve minutes from one meeting at the next meeting they hold.

Chairperson designates a system whereby a committee member reports to council as needed. At least one person from the reporting committee should attend the council meeting when a significant report is being made.

Decision Making

All Committees shall use consensus decision making as the primary method of making decisions. In the event that consensus cannot be reached, two Committee members may call for a majority vote. Everyone in attendance may contribute to the discussion, but only the Committee members may be a part of the consensus or vote.

Committee Meeting Requirements

Curriculum, Technology, Climate & Culture, Health and Wellness, Public Relations & Communication shall meet at least one time each grading period.

Assessment, Student Handbook, CSIP, Budget, Professional Development shall meet only as deemed necessary by the Principal, Committee Chairperson, or SBDM Council.

COMMITTEE RESPONSIBILITIES

Curriculum and Instruction Committee

The Curriculum Committee shall:

- Review new course offerings and report to Council by December 1
- Recommend curriculum/instruction needs/changes to the Comprehensive School Improvement Plan Committee
- Research best instructional practices

Technology Committee

The Technology Committee shall:

- Review technology utilization and report to Council by December 1

- Assess technology needs
- Develop, monitor, and oversee implementation of the technology master plan including budgeting of money allocated for technology

Assessment Committee

The Assessment Committee shall:

- Review and analyze state and local test data and report to SBDM by the December meeting
- Report analysis to faculty
- Review test preparation strategies and recommend improved practices

Student Handbook Committee

The Student Handbook Committee shall:

- Identify, design, and recommend policy changes in all areas of discipline and student management
- Review and recommend changes to the HCHS Student Handbook
- Review discipline referrals and report to Council as requested by the SBDM Council

Climate and Culture Committee

- Work to create a safe, friendly, and productive environment at Hart County High School.
- Recognize positive student behavior
- Promote regular attendance

Comprehensive School Improvement Plan Committee

The Comprehensive School Improvement Plan Committee shall:

- Review and report to Council on progress on current plan
- Revise or write new plan annually

Budget Committee

The Budget Committee shall:

- Follow procedures as outlined by SBDM Budget Policy

Health and Wellness Committee

The Health and Wellness committee shall serve as a resource to create, strengthen, and support school policy on the promotion of student health and wellness.

- Will report to the SBDM a minimum of one time per nine week grading period to provide updates on school progress and implementation of the health and wellness program.

Public Relations and Communications Committee

The Public Relations and Communications Committee shall:

- Work to create and foster understanding of the Hart County High School missions and goals within the school, district, and community
- Publicize achievements and honor students, faculty, staff, and the school through various media venues

Professional Development Plan Committee

The Professional Development Plan shall:

- Survey staff about their need for development activities
- Review school comprehensive plan components to identify needs for development activities
- Prepare a professional development plan based on the identified needs
- Implement the professional development plan by identifying and contracting with appropriate providers
- Assist in revising/writing comprehensive plan
- Develop strategies for monitoring the follow-through of PD into the classroom

POLICY TITLE: Curriculum

First Reading: August 11, 2015

Second Reading: September 8, 2015

Adoption: September 8, 2015

All students at Hart County High School will receive a standards based curriculum aligned with Kentucky's currently adopted curriculum. Vertical and horizontal curriculum alignment will be implemented.

The principals, through lesson plans, units of instruction, and student work samples, will monitor curriculum delivery. Lesson plans will incorporate integration for the various disciplines.

The school council shall annually review assessment data to identify curriculum gaps and address those gaps in the Comprehensive School Improvement Plan. The impact of the curriculum on student achievement will be assessed through state testing and nationally normed assessments and quality of student work. Assessment will be aligned with instruction and will address both knowledge and high-level thinking skills.

The Curriculum Committee will recommend new proposed elective courses to the SBDM Council by February 1 of each school year. All teachers must prepare a syllabus prior to the opening day of school for each semester. Every student shall be provided a copy of the syllabus, and it will be available to parents upon request.

POLICY TITLE: Early Graduation Proposed Policy

First Reading: August 11, 2015

Second Reading: September 8, 2015

Adoption: September 8, 2015

Beginning with the class of 2008, any student who plans to graduate from Hart County High School in three years must submit a plan to the guidance office no later than October 1 of his/her sophomore year. A team consisting of the student's counselor, a teacher, a principal, the secondary supervisor of instruction, and the director of pupil personnel will review submitted plans using the following criteria:

- Minimum overall GPA of 3.5
- Minimum final grade average of 90% in English I
- Acceptance of the student's written proposal, signed by the parent/guardian, detailing the rationale for graduating early
- Obtain college or career readiness as defined by the state
- Complete all required End of Course exams and score 70% or higher

POLICY TITLE: Instructional Practices

First Reading: August 11, 2015

Second Reading: September 8, 2015

Adoption: September 8, 2015

All students at Hart County High School will receive instruction that is guided by research-based practices that addresses multiple learning styles.

Procedures

Instructional practices shall include, but are not limited to, a variety of the following:

- Experimental, inductive, hands-on learning
- Active learning in the classroom and facilitated discussions
- Diverse roles for instructors, including coaching, demonstrating and modeling
- Instruction emphasizing a deeper study of a smaller number of topics
- Promoting reading of real texts, such as whole books, primary sources, and non-fiction materials
- Goal setting, record keeping, monitoring, sharing, exhibiting and evaluation by the student to promote responsibility and accountability
- Student choices such as writing topics, team partners, and research projects
- Instructional practices that enact and model the democratic principles in school
- Practices that focus on effective needs and varying learning styles of the individual student
- Cooperative, collaborative activities developing the classroom as an interdependent community
- Delivery of special help to students
- Varied and cooperative roles for teachers, parents, and administrators

Monitoring

Instructional practices will be monitored by the principals.

- There may be peer partnership for planning and implementing instructional practice and peer observation at the recommendation of principal or request of the teacher
- Principals will be in charge of formal and informal observation as stated by board policy
- A principal-approved lesson plan will be used and will include evidence of best practices stated above

POLICY TITLE: Schedule

First Reading: August 11, 2015

Second Reading: September 8, 2015

Adoption: September 8, 2015

The master schedule is a list of all class offerings, instructors, and times.

The master class schedule will reflect that all students who have met pre-requisites shall have access to the entire school curriculum.

Procedures

- The analysis of student demand shall be completed by March 1
- The principal and counselors working in collaboration with the department chairs shall develop a proposed master schedule using an analysis of student demand. This schedule shall be presented to the school council for approval by the regular June meeting
- The school council will approve the schedule by August 1 and copies will be made available for teachers at the time of completion
- If the school council has not approved a schedule by August 1, the principal shall develop and implement a schedule

Monitoring

The Curriculum Committee and department chairs will assess the success of the schedule prior to planning for the new school year.

POLICY TITLE: High School Credits Earned in Middle School

First Reading: August 11, 2015

Second Reading: September 8, 2015

Adoption: September 8, 2015

Students who successfully complete a high school level course during middle school *will* receive a high school credit for that course at Hart County High School. Courses eligible for credit must either be taught by a highly qualified teacher with secondary certification or be from an eligible online program. This credit will be reflected on the student's high school transcript once an official copy of final course grades are submitted to the guidance office by elementary schools. Grades should be submitted to the HCHS guidance office no later than July 1 of the calendar year in which the course was completed.

Students who complete a required course while in middle school must still earn the number of credits at the high school in the content area as specified by the Board-approved graduation requirements. **For example, a student who completes Algebra I as an eighth grader must still complete four (4) more units of math at the high school level.**

The final average (A, B, C, D) a student earns in the course will be calculated into the student's high school cumulative GPA. If the course is designated as an honors level course, the student will receive an honors level weight for the final grade. Weighting will be determined at the High School level and calculated by the HCHS guidance office prior to entry on student's transcript.

POLICY TITLE: Consultation Policy

First Reading: August 11, 2015

Second Reading: September 8, 2015

Adoption: September 8, 2015

1. The superintendent shall provide a list of applications for each position.
2. The principal shall interview a selection of applicants from the list provided by the superintendent.
3. At the discretion of the principal, he/she may ask one or more council members or current personnel related to the field/content area of the position to participate in interviews.
4. Once the position has been posted for 30 days (or a waiver has been requested as provided by the current regulations), the principal will conduct consultation with the council during closed session of a properly called SBDM meeting by presenting to the council a list of applicants under final consideration, overview of the applicants' strengths, and preference for filling the vacant position.
5. In limiting situations it may not be physically possible to obtain a quorum (such as in the summer months). If a quorum of the members of the school council is not available during a special called meeting for the purposes of consultation, the principal shall conduct consultation with the council members who can attend.
6. The council members may discuss this list and provide input, with the principal making the final hiring decision.
7. All council members present at the meeting will complete the consultation form.
8. The principal shall report the final choice of any employee to the superintendent in writing.

POLICY TITLE: Emergency Plan Policy

First Reading: August 11, 2015

Second Reading: September 8, 2015

Adoption: September 8, 2015

STATUTORY AUTHORITY – KRS 160.345(2)(i)9 and KRS 158.162

The principal, in consultation with parents, teachers, other school staff, and local first responders, will collaboratively develop the school's emergency management plan as a way to develop and document efforts to prevent, mitigate, prepare for, respond to and recover from emergencies. The emergency management plan will include procedures for fire, severe weather, earthquake, and building lockdown as specified in Kentucky statutes and regulations. The plan, which must be adopted by the council and implemented, will include, but not be limited to:

- Establishment of primary and secondary evacuation routes which must be poster in each room by each doorway used for evacuation.
- Identification of severe weather safe zones that have been reviewed by the fire marshal/fire chief, which must be posted in each room;
- Practices for students to follow in an earthquake;
- Development and adherence to access control measures for each school building, which may include (but not limited to):
 - Controlling access to exterior doors during the day
 - Controlling the front door access electronically or with a greeter
 - Controlling access to individual classrooms
 - Requiring visitor check-in with identification and purpose provided
 - Display of visitor's badge on outer clothing; and
- Practices for students to follow in case of fire that are consistent with administrative regulations of the department of housing, buildings and construction.
- Procedures for lockdown of the campus

Local law enforcement shall be invited to assist in establishing the lockdown procedures.

Following adoption, the emergency plan and diagrams of the facilities will be provided to appropriate first responders. First responders, for the purpose of this policy, include local fire

personnel, local, county, and/or state personnel, and emergency medical personnel. Due to the need to maintain student and staff safety and security, the emergency plan and diagram of the facility will not be disclosed in response to any Open Records requests.

Prior to the first instructional day of school, the principal, or designee, will present and review all emergency procedures with all staff. Documentation including the time and date of the review will be kept on file at the school with a copy sent to the district office to document completion. Documentation may include methods such as a sign-in sheet that includes the printed name of each staff member (all certified and classified staff), the signature of the staff member and the date and time of the review.

Within the first thirty (30) instructional days of the school year and again during the month of January, the school will conduct one (1) severe weather drill, one (1) earthquake drill, and one building lockdown. Fire drills will be conducted in accordance with timelines, procedures and requirements outlined in the DHBC regulations. Whenever possible, first responders shall be given notice of possible drills and invited to observe. The principal is responsible for insuring the implementation of these drills and reporting completion and problems noted during the drill to the school council and to the district central office for any remedial action needed.

At the end of each school year, the emergency procedures are to be reviewed by the school council (or designated school council committee with report to the school council) and first responders are revised as needed.

Annually, the principal is responsible for working with the central office to ensure that all local first responders have a current diagram of the school that notes the primary and secondary evacuation routes, the severe weather safe zones and safe zones of the exterior and front entrance access points. Completion will be reported to the council and documentation maintained in the principal's office.

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

Possible access control methods that may be included in council policies as desired are outlined below:

- All exterior doors must remain locked at all times.

- All visitors must enter through the posted front entrance.
- The principal is responsible to ensure that trained personnel monitor the front entrance at all times. At no time during the school day are students allowed to monitor the front entrance or the reception area.
- All visitors must report to the front office, provide photo identification, state the purpose of the visit, and wear a school- specific badge on the outermost garment of the visit. Upon leaving, all visitors must report back to the front office.
- The office must keep an accurate log of each visitor, the date and time of the visit, the purpose of the visit, and with whom they visited.
- The principal is responsible for ensuring classroom access in the event of a substitute teacher.

POLICY TITLE: Health and Wellness Policy

First Reading: **March 8, 2016**

Second Reading: **April 12, 2016**

Adoption: **April 12, 2016**

Hart County High School is committed to providing school environments that promote and protect the students' health, well-being, and ability to learn by supporting healthy eating and physical activity. The Board recognizes that schools contribute to the basic health status of students through education regarding positive lifestyle choices and through promotion of good nutrition and exercise. In order to implement overall wellness for students the plan below shall be followed by Hart County High School.

- All students in grades 9-12 will have opportunities, support, and encouragement to be physically active on a regular basis.
- Hart County High School will embrace and model healthy lifestyle habits.
- Schools will provide health/nutrition education and physical education to increase awareness of the risks of a sedentary lifestyle and to foster lifelong habits of healthy eating and physical activity.
- Schools will utilize business and community partners to access resources for enhancing wellness goals.
- Any changes or updates to the policy will be reviewed and implemented by the principal in collaboration with the Health and Wellness committee.
- The school will create and utilize a Health and Wellness Committee comprised of individuals representing the school system. These include students, school nutrition staff, teachers, school board members, administrators, or health professionals.

Health and Nutrition Education

The primary goal of health and nutrition education is to teach, encourage, and support healthy living. The following indicators apply to health and nutrition education:

- Schools should provide health and nutrition education that is offered as part of sequential, comprehensive, standards-based programs designed to provide students with the knowledge and skills necessary to promote and protect their health.
- Nutrition education should emphasize caloric balance between food intake and energy expenditure.
- Professional development opportunities will be available for school nutrition staff, teachers, and support staff that will provide basic knowledge skills, strategies, and activities designed to promote healthy habits.
- The school cafeteria will serve as a "learning laboratory" to allow students to apply critical thinking skills taught in the classroom.
- Schools should discourage sharing of foods and/or beverages, given concerns about allergies and other restrictions to some students' diets.

Nutrition Promotion

The primary goal of nutrition promotion is to make students, staff, and families aware of the benefits of nutritious choices. The following indicators apply to nutrition promotion:

- The School Nutrition Program will provide a variety of affordable, nutritious, and appealing foods, which meet the health and nutrition needs of students. Meals will meet the program requirements and nutrition standards for USDA reimbursable meals.
- Foods and beverages sold on campus during the school day will meet applicable federal, state, and local guidelines. Schools serving grades 9-12 will adhere to the “Minimum Nutritional Standards Law”² restricting food sales 45 minutes prior to school start through 30 minutes after school ends.
- In accordance with the Competitive Foods Policy the sale of food in Hart County High School during meal service periods shall be limited to those sold through the School Nutrition Program.
- The School Nutrition Program will provide information to students, staff, and families in a variety of ways including menus, school newsletters, and news articles.

Physical Activity

The primary goal of a physical activity component is to develop a physically active and healthy lifestyle. Schools will provide developmentally appropriate opportunities to learn and practice specific physical activities, maintain fitness, engage in regular exercise, and understand the benefits of a physically active lifestyle. The following indicators apply to physical activity:

- Physical activity will be reinforced by physical education instruction. Physical education programs will be taught by certified physical education instructors, will be standards-based and include developmentally appropriate curriculum, effective instructional strategies, and assessment of student learning.
- Students will have opportunities for physical activity before, during, and after school through a range of programs, including interscholastic athletics.
- The school district will provide professional development for all teachers who provide physical education instruction.
- Schools are encouraged to provide information to families that will promote integrating physical activity into their daily lives.
- Use of physical activity as a punishment for student behavior is prohibited.

Other School-Based Activities

The primary goal of this component is to create an environment that delivers consistent wellness messages and is conducive to healthy eating and physical activity. The following indicators apply to other school-based activities:

- Support for the health of students and staff will be provided by the formation of a Health and Wellness Committee, which will oversee all wellness related activities.
- Schools will provide a clean, safe, and pleasant eating environment.
- Adequate time will be allowed for students to enjoy eating a healthy meal.
- Schools will provide students access to hand washing or sanitizing before they eat meals or snacks.
- Local wellness objectives will be considered in planning all school-sponsored activities occurring during the school day, such as fundraising, concession stands, field trips, parties/celebrations, and snacks.
- Ideas for healthy snacks and fundraising alternatives will be provided by the school district.
- Schools will incorporate nutrition education, healthy snacks, physical education and/or physical activity into school sponsored after school programs.
- Schools will provide a safe interior and exterior physical activity environment.
- Use of food as a punishment for student behavior is prohibited.

POLICY TITLE: HART COUNTY HIGH SCHOOL GRADE WEIGHTING POLICY

First Reading: June 14, 2016

Second Reading: July 12, 2016

Adoption: July 12, 2016

The final grade in honors courses will be weighted 5%. The maximum numeric grade for these courses will be 105.

The final grade in AP and Dual Credit courses will be weighted 10%. The maximum numeric grade for these courses will be 110.

Because some colleges and universities only provide the final grade for coursework as a letter grade, it is the student's responsibility to provide official documentation from the postsecondary institution denoting the final numeric scores. If numeric scores are not provided for dual credit courses by January 15th for the fall semester and at least one week prior to graduation for the spring semester, the following numeric grades will be assigned, and the maximum possible numeric weighted score for these courses will be 100.

- A = 95
- B = 85
- C = 75
- D = 65
- F = 55