Dayton High School
SBDM Minutes
July 25, 2017

Principal Ryan Kellinghaus called the July 25th SBDM meeting to order at 4:10 pm in Mr. Martin's classroom. Members present included Ryan Kellinghaus, Angela Gonzalez, Julie Rubemeyer, and Angie Buschle. Members not present are Erin Goetz and Steve Watson. Also present was Rick Wolf.

Angie Buschle made a motion to accept the agenda. Angela Gonzalez seconded the motion. The motion carried.

Angie Buschle made a motion to accept the June 21st minutes with the exception of adding "c" to the word "Dane" to make the word "Dance". (See first line under old business, page 2). Julie Rubemeyer seconded the motion. The motion carried.

Good News Items

- We welcome our new SBDM parent member, Steve Watson, as well as new teachers and staff.... Rian Embry, Angie Boyers, Alex Laufmann, Megan Erdman and Karissa Johnstone
- Just hired Ed Crutchleo as our new high school business teacher
- Curriculum Timelines and Documents have proven to support new teachers requesting curriculum documents
- Readifest August 9th 1-3 and 8-12 grade students pick up schedules at Lincoln Elementary School
- Seventh grade orientation is August 8, 6-7 pm

Public Comment

- No public comment

Student Achievement Report/Data

- Summer Learning Program started with enrollment of 30 students, but attendance has decreased.

Bylaw or Policy Review/ Readings/ Adoption

- Second reading of dance policy regarding students leaving early. After "Stay until 1 hour before the end time", add "if in high school. Middle school students must stay until the end time. A student may be signed out before the end time in person by a legal guardian." 8.03 - Eligibility Requirements to Attend a School Dance and/or Prom Policy: http://www.dayton.kyschools.us/userfiles/155/my%20files/policy%208.03%20dance%20attendance.pdf?id=4053

Julie Rubemeyer made a motion to accept the change to the dance policy (above). Angela Gonzalez seconded the motion. The motion carried.

- Second reading of addition/change to EOP policy 8.02... "coaches may still require athletes to attend practice or games but athletes may not participate in games." http://www.dayton.kyschools.us/userfiles/139/SBDM%20Policies/08.02%20-%20Eligibility%20of%20Privilege%20(EOP)%20to%20Participate%20in%20Extra-Curricular%20Activities%20Policy.pdf

Angie Buschle made a motion to accept the change to the addition/change to EOP policy change (above). Angela Gonzalez seconded the motion. The motion carried.

- Policy revision questions from previous April SBDM meeting. Rick Wolf will attend this meeting to discuss his email reply to all members on 4/13/17.

Rick Wolf provided SBDM Required Policies & Decisions Checklist to each member and the following policies were discussed:

1.01 This is a required curriculum policy (see page 2 of SBDM Required Policies & Decisions Checklist) Angie Buschle asked what to do with our current 1.01 policy, since our policy currently reads that DMS/DHS has a curriculum committee that reports to SBDM. DMS/DHS does not currently have this committee in place. Rick Wolf suggests SBDM look at sample KASC and change the wording. Mr. K discussed that almost all classes have completed curriculum documents and pointed out that departments have completed curriculum planning throughout the summer and school year.

1.03 A KRS statue that reads students in 8th grade have to score a specific score in Algebra. It is an elective credit. Mr. K asked for a rationale...Mr. Wolf said every year in high school students have to have a year of math. Mr. Wolf shared KDE document that says students have to take math every year, but they only have to pass three of the math classes. Mr. K and Mr. Wolf will look into, investigate the statue, and recommend a change in August 2017.

1.05 Wait to review in August because concerns were raised at Board Meeting on Monday, 7/24/2017 regarding GPA/ Class Rank. Review 1.05 in conjunctions with 8.07.

1.04 Senate Bill 1 continues to be revised and has just recently been revised again. May need to be reworded and suggestions will be made at our August meeting. Julie Rubemeyer will review and make suggestions.

3.01 SBDM is considering removing the second paragraph. Mr. Wolf suggested keeping at least the first sentence of the second paragraph although it is not a requirement. Discussed how to get parent and student feedback in scheduling process. Mr. K will invite Mrs. Embry to discuss ideas to replace language in second paragraph. Review KASC sample to review wording of policy.

Old Business

- Mr. K will follow up with Erin regarding this letter. Erin was unable to attend SBDM meeting today. Mr. K will meet with Erin and Rian on this issue.
  a. Erin G. - Letters for Spanish and Alg for middle schoolers – During our May meeting, Erin mentioned getting with Anna Muennich to create a consistent parent letter/agreement that includes/explains the policy and criteria for middle school students taking high school classes (Spanish and Algebra). Ask Erin if she would be so kind to coordinate these letters with Rian Embry.
- During our May meeting, Rick mentioned that he'd investigate the possibility of adding language to board policy that requires booster members to have background checks to work games (like chaperones are required). Mr. Wolf reported that Mr. Brewer agrees that boosters should have background checks. Angela Gonzalez asked whom the Boosters report. There is not currently one single person to report to that is in charge of the Boosters. Mrs. Brandenburg does handle the accounting side. Angela Gonzalez reminded that there is a Booster's Meeting this evening called "Reboot the Boosters" and that we could ask Mrs. Lukens to provide background check

forms during the meeting. The existing board policy on volunteers needing background checks covers this situation. Rick said the board pays for all background checks.

- Update on the $1.9 million SIG grant submitted. Mr. K reported that we got the grant. We received just under 700,000 for the middle and high school together. Mr. K has to make revisions based on the recommendations sent to him. Mr. K plans to meet with Mr. Ryan Montgomery to work through the revisions.

- Motion made by Angie Buschle to extend meeting at 5:30. Angela Gonzalez seconded the motion. Motion was carried.

New Business

- Complete the KASC membership form. Mr. K, Julie Rubemeyer, Angela Gonzalez, and Angie Buschle signed the form.
- Mr. K gave all members a Senate Bill 1 information sheet that briefly describes overall changes.
- Teachers must spend SBDM money by September 29, 2017.
- Departments must spend SBDM money by March 2, 2018.
- Confirmed SBDM meetings will be set same as board meeting dates– Aug 23rd, Sept 27th, Oct 25th, Nov 15th and Dec 13th

Budget Report

- Accounting Secretary, Linda Brandenburg, is away on vacation this month. We reviewed the Budget Report.

Upcoming Deadlines

- Reminded members of SBDM training - Rick Wolf is offering our members training on August 1st from 4:30 – 7:30 and/or August 24 from 3:15 – 6:15.

Other Mentions

- One-to-One Reading Training for students attending Gateway.
- Room Switches

Adjournment

Julie Rubemeyer made a motion to adjourn the meeting. Angie Buschle seconded the motion. The motion carried. Mr. Kellinghaus adjourned the meeting at 6:00 pm.

SCHOOL COUNCIL POLICY

Dayton Independent Schools   Dayton Middle School/High School

Policy Type (Check One)
☐ Council Operations
☒ School Operations

POLICY TOPIC DESCRIPTION
Determination of Curriculum Policy – KRS 160.345 (2) (i) 1

POLICY STATEMENT
The chairperson of the Curriculum Committee shall, by February 28, report to the school council a recommendation from the Curriculum Committee that includes a curriculum that is aligned with state standards for the school. The curriculum shall become effective immediately upon approval by the school council. The Curriculum Committee is charged with bringing any subsequent amendments to the adopted curriculum to the council for consideration and possible approval. All issues related to the curriculum of the school shall, be referred to the Curriculum Committee for discussion that leads to a recommendation on the issue to the school council for consideration and possible adoption.

Date Adopted: <u>July 6, 2005</u>
Date(s) Amended: <u>October 26, 2011</u>

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<u>Rick Wolf</u>
Council Chairperson

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SCHOOL COUNCIL POLICY

Dayton Independent Schools   Dayton Middle School/High School

Policy Type (Check One)
☐ Council Operations
☒ School Operations

POLICY TOPIC DESCRIPTION
High School Credits Earned During 8th Grade Policy - KRS 160.345 (2) (i) 1

POLICY STATEMENT

1. Students in the eighth grade, who demonstrate the capability to take Algebra I deemed by their MAP data and teacher recommendation, will receive a high school math credit as long as they receive a 76% or above. Failing to receive a 76% or higher will result in the student having to take Algebra I as a freshmen.
2. Beginning with the graduating class of 2015, Spanish I will be offered to a select group of 8th grade students. This class will count as a high school Spanish 1 credit. Students will be placed in this class based upon MAP scores, English grades, and teacher recommendations.

**Policy 1.03 was revised to include policy 1.05

Date Adopted: <u>July 14, 2010</u>
Date(s) Amended: <u>September 15, 2010; August 22, 2012</u>

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<u>Rick Wolf</u>
Council Chairperson

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SCHOOL COUNCIL POLICY

Dayton Independent Schools   Dayton Middle School/High School

Policy Type (Check One)
☐ Council Operations
☒ School Operations

POLICY TOPIC DESCRIPTION
Writing / Communications Program Policy – KRS 158.6453(7)(c)

POLICY STATEMENT

(Senate Bill 1) requires that all public schools develop a school-wide writing program and submit policies for that program to the Kentucky Department of Education (KDE) for review and comment. Policies will be formed and revised over time and used in ongoing planning, implementing, and monitoring the program.

In the school's writing/communication program, "writing" is defined broadly to include oral and written texts, multi-media communications, and communications through technology. The program shall provide opportunities for students in all grades and across the curriculum to develop complex communication skills for a variety of purposes and contexts. The focus of the program is helping all students develop communication skills that will serve them in their lives.

With school leaders and the school's writing/communication team, the SBDM Council shall determine policies for the school's writing/communication program and shall monitor and annually assess the program to ensure its ongoing development and ensure that it meets state requirements/standards/program guidelines and students' needs.

I. 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, and writing for publication.
- Experience authentic, meaningful writing at all levels:
  - Writing for a variety of purposes:
    - Argumentative writing to support claims.
    - Informative/explanatory writing
    - Narrative to develop real or imagined experiences or events.
  - Writing for a variety of audiences.
  - Experiences that reveal ownership and independent thinking.
  - Writing in which students draw on their own experiences, learning, reading, and inquiry to complete writing tasks.
- 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 experiences.
- 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 3D), photographs, electronic text, graphics, illustrations, web images, maps, multimedia) including persuasive, literary, 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.

- Apply appropriate writing skills to oral communication and engage in real world and creative communication appropriate for meeting the Kentucky Core Academic Standards.

II. Use of Technological Tools

The DHS/DMS Writing Program must ensure teachers use technology to differentiate instruction and engage all students in learning using technological tools in the following instructional goals:

- Use technology as a tool to research, organize, evaluate and communicate information.

- Create, analyze and evaluate multi-media texts (rubrics, etc.)

- Provide professional development to help teachers use digital technologies, communication/networking tools and school sanctioned social networks appropriate to access, manage, evaluate and create information.

- Create products for electronic portfolios.

- Make their writing public beyond the classroom (school sanctioned blogs, websites, Edmodo, etc.)

III. Instructional Writing Strategies Guidelines

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

- Teach higher-order thinking skills.
- Assign three categories of writing: writing to learn, writing to demonstrate learning, and writing for publication.
- Provide authentic, meaningful writing at all grade levels:
  - Writing for a variety of purposes:
    - Argumentative writing to support claims.
    - Informative/explanatory texts.
    - Narrative to develop real or imagined experiences or events.
  - Writing for a variety of audiences.
  - Writing about experiences that reveal ownership and independent thinking.
  - Writing in which students draw on their own experiences, learning, reading, and inquiry to complete writing tasks.
- Develop and teach the writing process at all grade levels: planning, drafting, revising, editing, publishing, and reflecting upon writing.
- Provide both on-demand and writing over time assignments.
- Incorporate writing as a natural outcome of the content being studied in all curriculum areas.
- Explicitly instruct and develop communication skills by integrating the strands of literacy (reading, writing, speaking, listening, and language use) across content areas.
- Assign students to read and analyze a variety of print and non-print materials (e.g. artwork (2D and 3D), photographs, electronic text, graphics, illustrations, web images, maps, multimedia) including persuasive, literary, informational, and practical/workplace materials. Use readings as models for student writing.
- Provide 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.
- Allow student choice and exploration.
- Provide experiences for students to apply appropriate writing skills to oral communication skills.
- Provide real world and creative communication experiences appropriate for meeting Kentucky Core Academic Standards.

IV. School-Wide Structures and Monitoring

To ensure every student has a ***writing portfolio that includes samples of work that show interests and growth over time, follows the student from grade to grade, and follows the student to any school he/she attends***, the principal will:

- Ensure curriculum is aligned to Kentucky Core Academic Standards.

- Assign a literacy team to develop a written plan for implementing and monitoring writing portfolios as well as overseeing the Writing Program Review. Members shall include the principal or the designee. Others appointed as appropriate, which may include any of the following: school curriculum supervisor, a writing/communication lead teacher, a collaborating special education teacher, a teacher from each grade level, and, as appropriate, at least one content area teacher. Responsibilities of the literacy team shall include the following:

  o Reviewing current documents, especially relevant Kentucky regulations, KDE guidelines for program reviews, Kentucky core standards, and Kentucky assessments.
  o Planning a program that meets state regulations and guidelines and local needs.
  o Communicating with the council, the faculty, parents, and others in the community about the program and about state requirements and guidelines for writing/communications programs.
  o Developing with other teachers, a school writing/communications plan/chart to use, along with other evidence, in aligning curriculum, instruction and assessment with regulations and standards; analyzing the program; forming plans for its continued development; and communicating with others about it. Over time, the team working with the principal and teachers shall form recommendations to revise the program.
  o Analyzing/reviewing the program at least three times a year and submitting annually an action plan for the program to the principal and council.
  o Submitting recommendations for professional development to the principal prior to the beginning of the school year based on needs assessment data, state and local reviews of the program, including evidence of students' performance.

- Ensure the plan includes guidelines for incorporating student and teacher ***use of technology tools.***

- Ensure the implementation of the writing policy and plan.

- Ensure that the council annually reviews, revises (if necessary), and approves the writing policy and plan by April each year.

- Ensure teachers receive embedded professional development needed to improve writing instruction.

V. Reflection, Assessment, and Feedback

To ensure the writing process includes reflection, assessment, and feedback, the writing plan will incorporate:

- Active participation of students in decision making about contents of the writing portfolio.

- The ***use of the writing portfolio for determining student performance in communication.***

- The ***procedures for reviewing the writing portfolio*** in order to determine strengths and weaknesses in student writing and the overall writing program**.**

- The ***procedures for grading the writing portfolio*** including feedback to inform instruction *based on rubrics.*

- Guidelines for ***providing students*** descriptive ***feedback*** on the writing portfolio.

- Opportunities for ***students to improve their writing and communication skills*** based on writing process feedback.

VI. Policy Evaluation

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

Senate Bill 1 writing program and policy requirements are in bold italics

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Date Adopted: January 23, 2013
Date(s) Reviewed: January 23, 2013
Date(s) Amended: February 12, 2013; March 3, 2013, March 8, 2013

Rick Wolf
Council Chairperson

SCHOOL COUNCIL POLICY

Dayton Independent Schools   Dayton Middle School/High School

Policy Type (Check One)
☐ Council Operations
☒ School Operations

POLICY TOPIC DESCRIPTION

Weighing of Classes Policy - KRS 160.345 (I) 6

POLICY STATEMENT

Beginning with the graduating class of 2014, honors and advanced classes will be weighted. Students taking honors courses will have 2 percentage points added to each quarter grade. Honors courses will consist of:

Language Arts	Honors English I, Honors English II, Honors English III
Mathematics	Pre-Calculus
Social Studies	Psychology/Sociology
Science	Anatomy/Physiology, Physics, Advanced Chemistry
Language	Spanish III, Spanish IV

Students taking Advanced Placement courses will have 3 percentage points added to each quarter grade. Advanced Placement courses consist of:

Language Arts	AP Language, AP Literature
Mathematics	AP Calculus, AP Statistics

- *or any other Advanced Placement class that a student may take.*

Date Adopted: <u>September 15, 2010</u>
Date(s) Amended:

<u>Rick Wolf</u>
Council Chairperson

SCHOOL COUNCIL POLICY

Dayton Independent Schools   Dayton Middle School/High School

Policy Type (Check One)
☐ Council Operations
☒ School Operations

POLICY TOPIC DESCRIPTION
Student Assignment Policy – KRS 160.345(2)(i)3

POLICY STATEMENT

The principal shall prepare a student assignment plan and present said plan to the school council for approval by its June meeting. Additions or amendments to the student assignment plan shall be reported to the school council by the July meeting. Additions or amendments to the student assignment plan shall be reported to each subsequent school council meeting for the month in which one occurs. If the school council has not approved a student assignment plan prior to the first day of the school year, the principal's plan shall be implemented as if approved by the council.

Assignments shall include, at a minimum, the middle school and high school master schedules and homeroom assignments.   These assignments shall be posted in the entrance foyer of the school for public viewing in conjunction with the school council meeting agenda. Parents who wish to seek a change in the assignment of their child shall confer with the principal who shall have the authority to consider the request.

Date Adopted: April 18, 2001
Date(s) Reviewed: February 8, 2006; September 15, 2010
Date(s) Amended: December 12, 2007

Rick Wolf
Council Chairperson

SCHOOL COUNCIL POLICY

District <u>Dayton Independent</u>   School <u>Dayton High</u>

Council Policy Type (Check One)
☐ By-Laws
(Council Operational Policies)
☒ Function
(School Operational Policies)

Policy Number
08.02

Policy Topic Description
<u>Eligibility of Privilege to Participate in Extra-Curricular Activities</u>

Policy Statement

It is the policy of Dayton High School to hold students accountable to high standards in the areas of academics, attendance, and behavior. Therefore to be eligible to participate in any school organized, non-educational activity before, during, or after school hours, students must meet the following standards:

1. **Academic Requirements**

   - Grades will be checked at the beginning of each week.

   - At the beginning of each quarter the EOP grade check will be run after the first two weeks of the quarter. EOP for attendance and behavior will still be in effect.

   - Any student with failing grades in more than **one** class/credit will be ineligible to participate that week. Coaches may still require athletes to attend practice or games but athletes may not participate in games.

2. **Attendance Requirements**

   Attendance will be checked throughout the school year. Any student with more than 5% **unexcused** absences of the amount of days school has been in session will be ineligible to participate for one week.

3. **Behavior Requirements**

   The following situations will result in a student being ineligible for one week:

   - Currently serving an out-of-school suspension or placed in in-school discipline as a disposition from a principal will result in ineligibility for remainder of the day(s) suspended or spent in in-school discipline.

   - Any other actions considered inappropriate or incorrigible at the discretion of the school administration.

Date Revised: March 16, 2011
Date Revised: July 20, 2011
Date Revised: April 25, 2012
Date Revised: July 25, 2017

Signature: _____
Council Chairperson

SCHOOL COUNCIL POLICY

District: <u>Dayton Independent</u>   School: <u>Dayton High</u>

Council Policy Type (Check One)
☐ By-Laws
(Council Operational Policies)
☒ Function
(School Operational Policies)

Policy Number
08.03

Policy Topic Description
Eligibility Requirements to Attend a School Dance and/or Prom- KRS 160.345 (2) (i) 8

Policy Statement

DANCE STIPULATIONS

1. Only DHS students (not on EOP for grades, attendance, and behavior) and their dates may attend.
2. Only students in grade 9-12 may attend. No middle school students may attend high school dances.
3. DHS graduates may attend as long as they are under the age of 21.
4. Any non-high school graduate and/or "drop out" may not attend.
5. Any date from outside of DHS that is enrolled in high school must have the "Student in Good Standing" form completed by their respective school 1 week in advance of the dance.
6. Decisions regarding attendance for high school graduates from another school are at the discretion of Dayton High School administration.
7. All school rules apply including rules on alcohol, tobacco, and drug usage.
8. No risqué/sexual dancing/activity while at the dance.
9. Students must:
   - Arrive within 1 hour of the dance start time
   - Stay until 1 hour before the end time if in high school. Middle school students must stay until the end time. A student may be signed out before the end time in person by a legal guardian.
   - Dress appropriately: Dresses, shirt and tie
10. Any student that is determined under the influence of drugs or alcohol will have their parents called to pick them up. If no parent can be reached, police authorities will be contacted.
11. All final decisions regarding attendance at high school dances is at the discretion of the Dayton High School administration.

DHS HOMECOMING COURT STIPULATIONS

In order to be eligible to serve on the homecoming court, students must meet the following stipulations:

1. Student can have no more than 2 behavioral referrals in the fall semester and no more than 2 behavioral referrals in the spring semester.
2. Student must have at least a 95% attendance rate.
3. Student must have at least a 2.5 grade point average (GPA) throughout the election process.
4. Administration has the final decision of allowing students to serve on homecoming court.

DHS PROM STIPULATIONS

1. Only Junior and Senior DHS students may buy tickets.
2. All Prom tickets must be purchased in advance
3. Only students in grade 9-12 may attend. No middle school students may attend the prom.
4. DHS graduates may attend as long as they are under the age of 21
5. Any non-high school graduate and/or "drop out" may not attend.
6. Decisions regarding attendance for high school graduates from another school are at the discretion of Dayton High School administration.
7. If Prom falls on a school day, students who are 18 years of age may sign out as long as they have a note from their parent. Any student under the age of 18 must have their parent sign them out. Students must stay in school until 12:00 or they forfeit their ability to attend prom.
8. Any high school student from outside of DHS must have the "Student in Good Standing" form completed by their respective school 1 week in advance of the Prom.
9. No risqué/sexual dancing/activity while at the dance.
10. Students must:
    a. Arrive by 8:00. Not doing so will result in the loss of hors d'oeuvres and dinner
    b. Stay at prom until ½ hour before end time
    c. Be at after prom a ½ hour after the end of prom
    d. Dress appropriately: Prom dress, tuxedo, etc.
11. Any student that is determined under the influence of drugs or alcohol will have their parents called to pick them up. If not parent can be reached, police authorities will be contacted.
12. All final decisions regarding attendance at prom is at the discretion of the Dayton High School administration

DHS PROM COURT STIPULATIONS

In order to be eligible to serve on prom court, students must meet the following stipulations:

5. Student can have no more than 5 behavioral referrals prior to prom.
6. Student must have at least a 95% attendance rate.
7. Student must have at least a 2.5 grade point average (GPA) throughout the election process.
8. Administration has the final decision of allowing students to serve on prom court.

Date Adopted: January 20, 2010	Signature _[signature]_
Date Reviewed: February 16, 2011	Council Chairperson
Date Revised: October 15, 2014	
Date Revised: November 12, 2014	
Date Revised: November 18, 2015	
Date Revised: July 25, 2017	