

***Mercer County Senior High School  
School Based Decision Making Council  
Meeting Agenda***

**June 20, 2022**

**9:00 am**

**Members:**

*Spencer Tatum*, Principal & Chair  
*Ekambaram Elumalai*, Teacher Representative  
*Kendra Rowland*, Teacher Representative  
*Christina Emmanuel*, Teacher Representative  
*Jo Luthe*, Parent Representative  
*Julie Peavler*, Parent Representative  
*Mike Floro*, Council Secretary

**Opening Business**

- Welcome
- Agenda Approval
- May Minutes
- Good News Report

**Behavior/PBIS Report**

**Academic Progress Check**

**Budget Report**

**New Business**

- Job postings update
- 2022-23 SBDM meeting dates
- 2022-23 Writing Plan
- 2022-23 Emergency Management Plan
- 2022-23 Student Handbook (2nd reading)
- Principal Selection Policy (2nd reading)
- Program Appraisal Policy (2nd reading)
- Technology Use Policy (2nd reading)
- Academic Honors Policy (2nd reading)
- Department Grading Policy (2nd reading)
- Student Assignment Policy (2nd reading)
- Staff Time Assignment Policy (2nd reading)
- Advanced Placement/Dual Credit Courses Policy (2nd reading)
- Upcoming dates/events

**Public Comment**

**Set time & date for next meeting**

**Adjourn**

***Mercer County Senior High  
SBDM Council  
Regular Monthly Meeting  
May 16, 2022 – Draft Minutes***

The meeting was called to order by Mr. Tatum at 4:01 p.m. in the media center. The following members of the council were in attendance:

<b>Present :</b> Spencer Tatum, Principal Christina Emmanuel, Teacher Kendra Rowland, Teacher Julie Peavler, Parent Jo Luthe, Parent Mike Floro, SBDM Secretary	<b>Absent:</b> Ekambaram Elumalai
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**Agenda Approval**

*Motion to accept:* K. Rowland, second by J. Luthe  
Motion was approved by consensus.

**Minutes Approval**

April minutes were reviewed by the council.

*Motion to accept:* C. Emmanuel, second by J. Peavler  
Motion was approved by consensus.

**Good News Report**

- Laura Baskin and Amritha Ekambarium were chosen as an additional Class of 2023 Governor's Scholar.
- Kaleb Mitchell won 1st place at the State Drawing competition.
- Caitlyn Wake was the 11th grade winner of "Most Outstanding poster" by the Kentucky Department of Agriculture.
- Shelby Zammit was the 12th grade winner of "Most Outstanding poster" by the Kentucky Department of Agriculture.
- Shrek the Musical was a great success with 6 performances for elementary, middle and high school students along with 4 community performances.
- Mike Jones was honored with the Campbellsville University Excellence in Teaching award.
- Charles Aiden Mathews was elected to the Region 15 Executive Council of Family Career and Community Leaders of America. He will serve as the Vice President of Finance for the 2022-23 school year.
- The Spring Band Concert was held on May 12th.
- The boys track team won the AJ's Heart of the Bluegrass track meet.
- Jai Maria Piazza was named the AJ's Heart of the Bluegrass female outstanding performer.
- Matthew Mays was named the AJ's Heart of the Bluegrass male outstanding performer.
- The boys and girls track team will compete in the regional track meet on May 23rd.

- Baseball and softball teams will compete in their district tournaments the week of May 18 - 24.
- The archery team competed in the KHSAA state competition on May 13th.
- Emma Kiernan signed to play soccer at Transylvania University.
- Timberlynn Yeast was named to the girls basketball Kentucky Jr. All-Star team that will compete against Indiana in June.
- JC Howard signed to continue his bass fishing career at Campbellsville University.

### **Monthly Reports**

**Behavior:** Swiss data was discussed. There were 619 total referrals for the school year through 5/13/22. 126 of these referrals were from “tardy” which was the highest category next to 68 referrals from “disruption”. The total number of referrals (619) is down from last month because minor referrals became absolute and got adjusted to another category.

### **Academic:**

- KSA Testing ended on Friday 5/13. Makeup testing is going on today through next week.
- AP Testing concluded on Friday 5/13.
- Semester Exams begin next week.

### **Budget:**

Section 6 - \$5,980.50

District Activity Accounts - \$349,862.83

Student Activity Accounts - \$24,939.22

### **Old Business**

None

### **New Business**

- Council members asked about the Driver’s Ed Program and if we had any direction on its future
- Job Posting Update:
  - Chemistry, 9th grade Science, Counselor, and 2 English are unfilled.
  - Business, Ag, and Social Studies have all been filled.
- SBDM parent election results for the 22-23 school year were presented
  - John Huffman and Patrick Branham
- SBDM teacher election results for the 22-23 school year were presented
  - Kendra Rowland, Ekambarum Elumalai, and Andrew Ashford
- These SBDM members will start their term in July but will be invited to attend the June meeting.
- The bell schedule for the 22-23 school year was presented and is attached

### **Academic Honors Policy (1st Reading)**

- No Changes
- Motion to accept:* K. Rowland, second by C. Emmanuel



*Department Grading Policy (1st Reading)*

- No Changes  
*Motion to accept:* K. Rowland, second by C. Emmanuel

*Student Assignment Policy (1st Reading)*

- No Changes  
*Motion to accept:* C. Emmanuel, second by J. Luthe

*Staff Time Assignment Policy (1st Reading)*

- No Changes  
*Motion to accept:* K. Rowland, second by J. Peavler

*Advanced Placement / Dual Credit Policy (1st Reading)*

- No Changes  
*Motion to accept:* J. Luthe, second by C. Emmanuel

*Principal Selection Policy Review*

- No changes

*Program Appraisal Policy Review*

- Change KPREP to KSA in the 1st bullet.

*Technology Use Policy Review*

- No changes

*Upcoming dates/events:*

May 18	PBIS Rewards Cookout
May 19	8th Grade Tours
May 19	FFA Banquet 6:30 PM
May 19	Board Meeting 5:30
May 20	Senior Trip @ Holiday World
May 22	Baccalaureate 3:00 PM @ Carpenter's Christian Church
May 23-25	Senior Final Exams
May 25-27	Freshman, Sophomore, and Junior Final Exams
May 25	Underclassman Awards Program 8:15AM
May 26	Graduation Discussion in Gym with Seniors - 8:00AM
May 26	Senior Awards 9:00AM
May 26	Senior Picnic 11:00AM @ Anderson Dean Park
May 27	Graduation Practice 8:00AM
May 27	"Senior Walk" 10:30AM (MCES)
May 28	Graduation 2:00PM @ MCSHS gymnasium
May 28	Project Graduation @ Malibu Jacks 10:30PM
May 30	Memorial Day - No School
May 31	Staff Work Day - 8:00AM
June 1	Closing Day - 8:00AM
June 2	District PD Day - 8:00AM
June 2	SBDM Speical Called Meeting - 4:00PM
June 6-10	Summer School 8:30AM-3:00PM
June 11	ACT @ MCSHS - National Date
June 14-17	Titan Academy - 8:30AM - 11:30AM
June 20	SBDM
June 21-24	Titan Acadmey - 8:30AM - 11:30AM
June 25-July 9	KHSAA Dead Period



The list was reviewed and Mr. Tatum will continue to share dates with the staff weekly.

**Public Comments**

None

The next regular monthly meeting will be June 20 at 9:00 a.m. The SBDM council was adjourned at 5:15 p.m. The motion was made by K. Rowland and seconded by J. Luthe. Motion was approved by consensus.

*Submitted by Mike Floro, recording secretary*

**Mercer County Senior High**  
**SBDM Council**  
**Special Called Meeting**  
June 2nd, 2022 – Draft Minutes

The special called meeting was called to order by Mr. Tatum at 4:04 p.m. in office 106. The following members of the council were in attendance:

<b>Present :</b> Spencer Tatum, Principal & Chair Kendra Rowland, Teacher Rep & Co-Chair Christina Emmanuel, Teacher Rep Julie Peavler, Parent Rep Ekambaram Elumalai, Teacher Rep Mike Floro, Recording Secretary	<b>Absent:</b> Jo Luthe, Parent Rep
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**Agenda Approval**

*Motion to accept:* C. Emmanuel, second by: Eka.

Motion was approved by consensus.

**New Business**

- Department Grading Policy (2nd Reading)
  - Add portion to specify dual credit cannot follow 60/40 split due to college requirements..

*Motion to Accept:* K. Rowland, second by Dr. Eka

- Student Assignment Policy (2nd Reading)
  - It was asked if “completing a pathway” was a state requirement or a school requirement?

*Motion to Accept:* K. Rowland, second by Dr. Eka

- Staff Time Assignment Policy (2nd Reading)
  - No Changes

*Motion to Accept:* J. Peavler, second by C. Emmanuel

- AP/Dual Credit Course Policy (2nd Reading)
  - No Changes

*Motion to Accept:* K. Rowland, second by C. Emmanuel

- Principal Selection Policy (1st Reading)
  - No Changes

*Motion to Accept:* K. Rowland, second by J. Peavler

- Program Appraisal Policy (1st Reading)
  - No Changes

*Motion to Accept:* Dr. Eka, second by C. Emmanuel

- Technology Use Policy (1st Reading)
  - No Changes

*Motion to Accept:* Eka, second by J. Peavler

- 2023 Student Handbook (1st Reading)
    - Change section in Department Grading Policy to reflect dual credit classes cannot follow the 60/40 weight split.
- Motion to Accept:* Eka, second by C. Emmanuel

**Public Comments**

None

The next regular monthly meeting will be June 20th at 9:00 a.m. The SBDM council was adjourned at 5:16 p.m. The motion was made by Emmanuel and seconded by Peavler. Motion was approved by consensus.

*Submitted by Mike Floro, recording secretary*



## Good News Report – June 20, 2022

- Silas Moffitt was selected to attend the Governor's School for Entrepreneurs.
- The boys track team won the Central Kentucky Conference track meet.
- The boys track team won the Class AA, Region 5 track meet for the second year in a row.
- The girls track team won the Class AA, Region 5 track meet for the third year in a row.
- The boys track team won the Class AA State Track meet for the second year in a row.
- The girls track team won the Class AA State Track meet.
- Jai Maria Piazza won the state championship in the 100 meter hurdles.
- Jalen Lukitsch won the state championship in the 110 meter hurdles.
- Jalen Lukitsch won the state championship in the 300 meter hurdles.
- Timberlynn Yeast won the state championship in the 200 meters.
- Timberlynn Yeast won the state championship in the 400 meters.
- Matthew Mays won the state championship in the triple jump.
- Lleyton Penn won the state championship in the shot put.
- The boys team of Jalen Lukitsch, Beau Brown, Riley Peavler, and Jackson Peavler won the state championship in the 4x100 relay.
- The girls team of Katie Lewis, Teigh Yeast, Jai Maria Piazza, and Timberlynn Yeast won the state championship in 4x400 relay
- Beau Brown won the state championship in the 200 meters.
- The baseball team won the 46th District tournament for the 3rd year in a row.
- Aaron Caton, Sam Baughman, and Caleb Purdom were named to the baseball 46th District All-Tournament Team
- Isaac Beasley, Sam Baughman, Johnno Logdon, Aaron Caton, Caleb Purdom, Evan Hart, and Cayden Devine were named to the All-District baseball team.
- Evan Hart was named 3rd team All-State by the Kentucky High School Baseball Coaches Association.
- Cayden Devine signed to play baseball at Asbury University.
- Elle Prewitt signed to play softball at Georgetown College.
- Isaac Harder signed to join the cheerleading team at the University of Kentucky.
- The ACT 30+ Club included Madeline Angel, Laura Baskin, Sam Baughman, Lauren Bordeaux, Kate Carlton, Emily Curtsinger, Will Elam, Lauren Hayslett, Christian Lanham, Savannah Merriman, Addie Riley, Veronica Schroeder, Nathan Simpson, and Nathan Vittitoe.
- Taylor Mastin was chosen by the student body as "Teacher of the Month".

**Mercer County Senior High School**

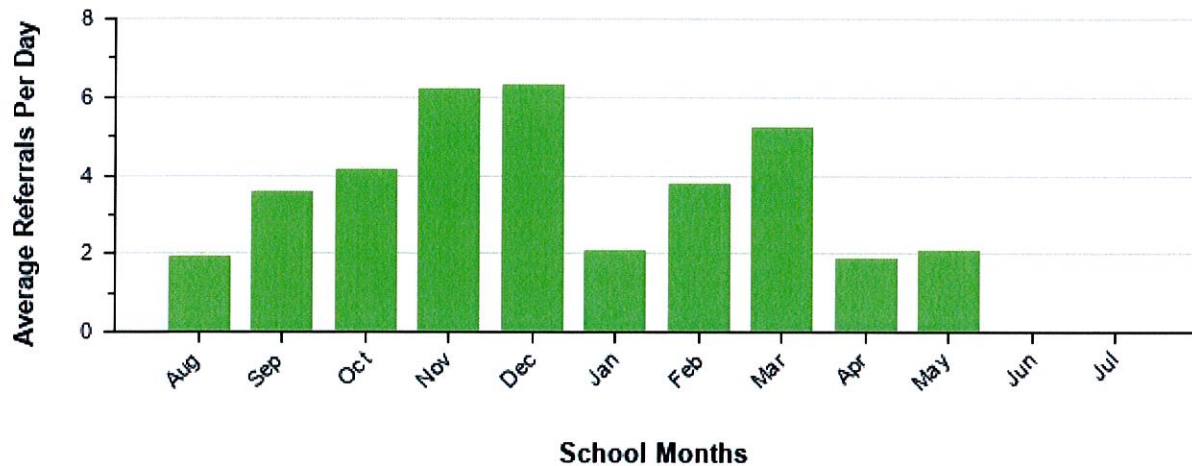
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**School Summary**  
2021-22

Outcome: Major

**Average Referrals Per Day Per Month**

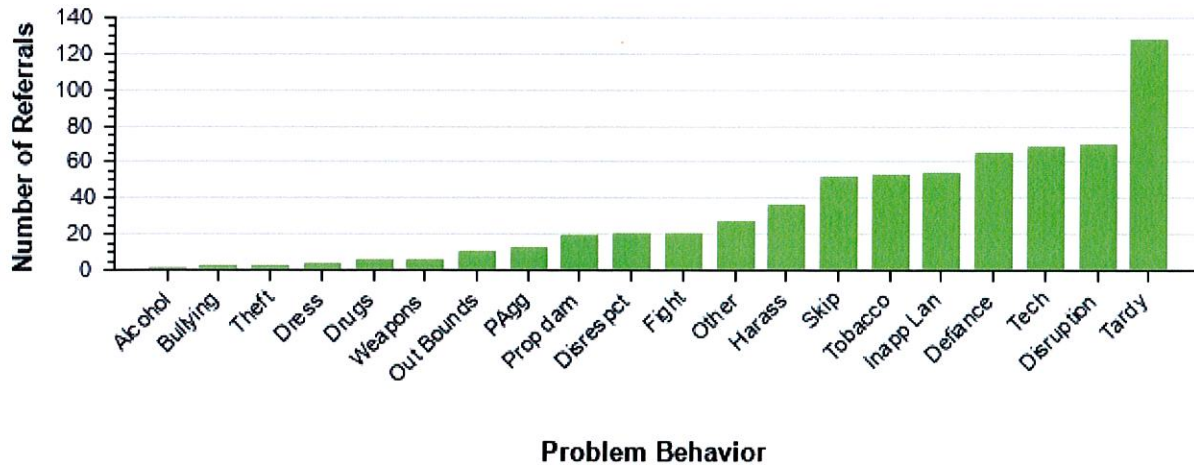
Major, 2021-22

**Data Table**

Year	Month	Days Count	Referral Count	ODR/School Day
2021	August	15	29	1.93
2021	September	21	75	3.57
2021	October	13	54	4.15
2021	November	19	118	6.21
2021	December	13	82	6.31
2022	January	16	33	2.06
2022	February	19	72	3.79
2022	March	23	120	5.22
2022	April	16	30	1.88
2022	May	19	39	2.05
2022	June	0	0	0.00
2022	July	0	0	0.00
<b>Totals:</b>		<b>174</b>	<b>652</b>	<b>3.10</b>

## Referrals by Problem Behavior

Major, Aug 1, 2021 - Jul 31, 2022



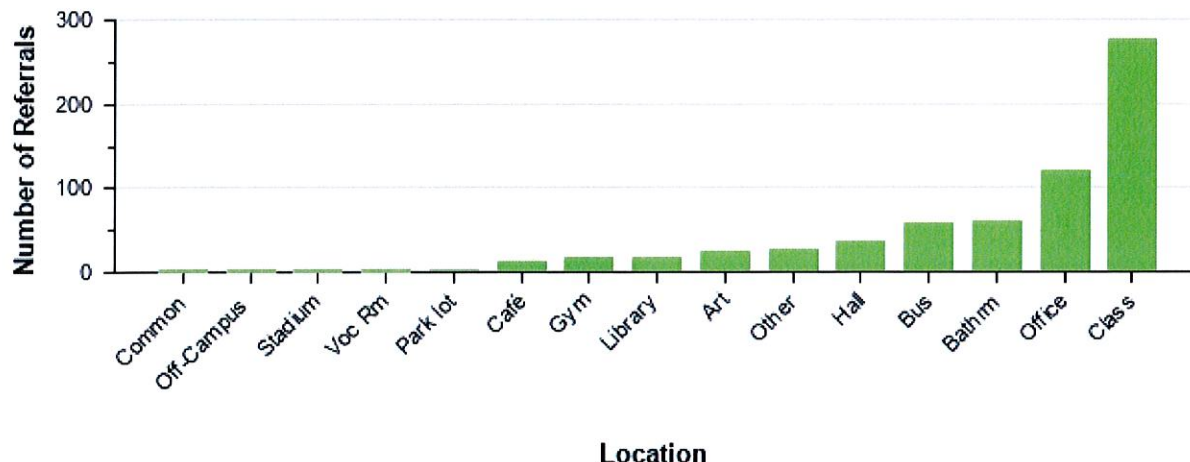
### Data Table

Problem Behavior	Frequency	Proportion	Additional Frequency
Use/Possession of Alcohol	1	0.15%	0
Bullying	2	0.31%	0
Forgery/Theft/Plagiarism	2	0.31%	0
Dress Code Violation	3	0.46%	0
Use/Possession of Drugs	6	0.92%	0
Use/Possession of Weapons	6	0.92%	0
Inappropriate Location/Out of Bounds Area	10	1.53%	0
Physical Aggression	12	1.84%	0
Property Damage/Vandalism	19	2.91%	0
Disrespect	20	3.07%	0
Fighting	20	3.07%	0
Other Behavior	27	4.14%	0
Harassment	36	5.52%	0
Skip class	51	7.82%	0
Use/Possession of Tobacco	53	8.13%	0
Abusive Language/Inappropriate Language/Profanity	54	8.28%	0
Defiance/Insubordination/Non-Compliance	65	9.97%	0
Technology Violation	68	10.43%	0
Disruption	69	10.58%	0
Tardy	128	19.63%	0
<b>Totals:</b>	<b>652</b>	<b>100%</b>	<b>0</b>



## Referrals by Location

Major, Aug 1, 2021 - Jul 31, 2022

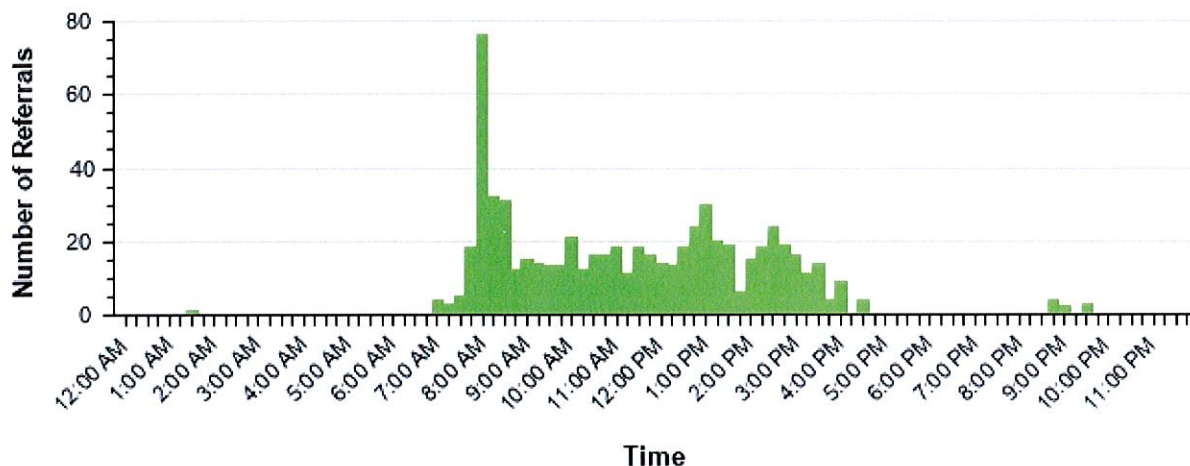


### Data Table

Location	Frequency	Proportion
Commons/Common Area	1	0.15%
Off-Campus	1	0.15%
Stadium	1	0.15%
Vocational Room	1	0.15%
Parking Lot	2	0.31%
Cafeteria	12	1.84%
Gym	18	2.76%
Library	18	2.76%
Art Room	23	3.53%
Other Location	27	4.14%
Hallway/Breezeway	36	5.52%
Bus	58	8.90%
Bathroom/Restroom	59	9.05%
Office	120	18.40%
Classroom	275	42.18%
<b>Totals:</b>	<b>652</b>	<b>100%</b>

## Referrals by Time

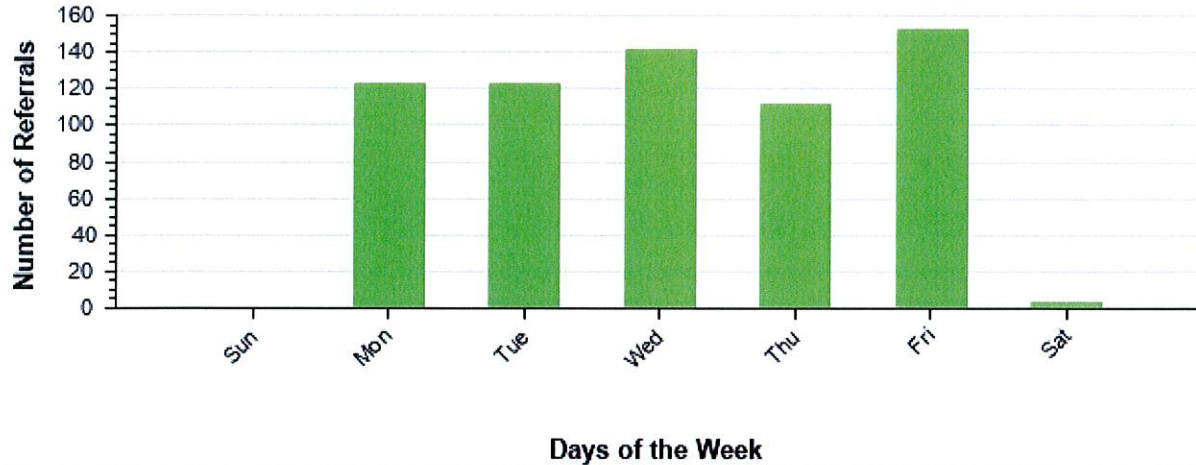
Major, Aug 1, 2021 - Jul 31, 2022



2120356089	12	2.51%
2120189957	19	3.97%
<b>Totals:</b>	<b>479</b>	<b>100%</b>

## Referrals by Day Of Week

Major, Aug 1, 2021 - Jul 31, 2022

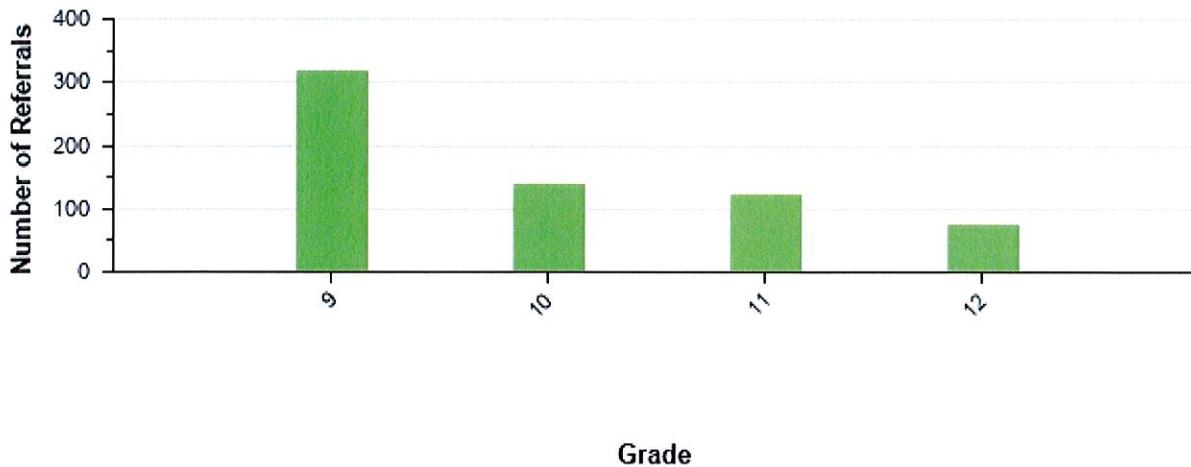


### Data Table

Day	Frequency	Proportion
Sunday	0	0.00%
Monday	122	18.71%
Tuesday	122	18.71%
Wednesday	141	21.63%
Thursday	112	17.18%
Friday	152	23.31%
Saturday	3	0.46%
<b>Totals:</b>	<b>652</b>	<b>100%</b>

## Referrals by Grade

Major, Aug 1, 2021 - Jul 31, 2022



### Data Table

<b>Totals:</b>	<b>652</b>	<b>100%</b>
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Grade	Frequency	Proportion
Pre K-A	0	0.00%
Pre K-B	0	0.00%
Pre K	0	0.00%
K	0	0.00%
1	0	0.00%
2	0	0.00%
3	0	0.00%
4	0	0.00%
5	0	0.00%
6	0	0.00%
7	0	0.00%
8	0	0.00%
9	316	48.47%
10	139	21.32%
11	123	18.87%
12	74	11.35%
Post 12	0	0.00%
<b>Totals:</b>	<b>652</b>	<b>100%</b>

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<b>Section 6 Accounts</b>	<b>2021-22 Budget</b>	<b>Balance as of June 13, 2022</b>
Certified Permanent Salary		
Extended Day		
Extra Service		
Other Certified	700	275.00
Certified Substitute Salary	1,000	476
Classified Regular Salary		
Classified Other Pay		
Classified Substitute Salary		
Employer FICA Contribution		
Employer Medicare Contribution	100	86.44
KTRS Employer Contribution	100	71.53
CERS Employer Contribution		
KSBA Unemployment Insurance	50	44.51
Workshop Consultant	250	250
Education Consultant	1,000	200
Registration Fees	12,000	3,368.00
Conference Registration		
Security Services		
Other Professional Services	1,000	570.00
Copier Rental	18,000	3,750.00
Other Rental	200	200.00
Postage & PO Box Rental	3,000	536.55
Telephone	3,000	1,440
Newspaper Advertising		
Travel	2,500	284
General Supplies	20,000.00	-18,763.05
General Supplies (Library)	500	338.84
Food Non Instructional	500	-334.44
Food Instructional Non Food Service	250	250.00
Library Books (Library)	2,000	30.61
Periodicals (Library)	1,000	-214.50
Supplemental Books/Study Guides		
Textbooks		
Audiovisual Materials (Library)	1,250	596.95
Tests	250	250
Reference Materials	250	-300
Computer Related Supplies	15,000	3,423
Awards	250	250
Health Supplies	1,000	269.66
Equipment Supplies		
Furniture/Fixtures		
Furniture/Fixture supplies		-3,631.01
Other Supplies & Materials		-3975
Tech Related Hardware	500	357.00
Computers (Library)		
Tech Software	500	500.00
Instructional Equipment	500	500
Dues & Fees	1,000	164.96
Graduation Expenses		
Instructional Field Trips		-3,382
Other Miscellaneous	40,372	15,501
Food Instructional Non Food Service		-2,684.98
General Supplies (School supplies)	39,571	10,646.93
Other Supplies & Materials		-4,873.50
Other Repairs and Maintenance	500	440.00
General Supplies (Custodial)	20,000	1,327.01
<b>TOTAL</b>	<b>188,093.09</b>	<b>8,239.73</b>

<b><i>District Activity Accounts @ Central Office</i></b>	<b><i>Balance as of June 13, 2022</i></b>
Destitute Senior	312.36
Class of 2023	8,124.32
Driver's Education	11,700.00
General Fund	39,622.97
Ag Shop	7,361.60
AP Exam	3,636.36
Art	293.68
Band	6,635.86
Chorus	406.95
Drama	12,483.48
English	7.65
Class of 2024	0
Foreign Language	579.21
Horticulture	84,726.85
Library Book Fair	703.52
Class of 2025	767.34
Mercer Foundation Grant	-1,330.34
Yearbook	5,330.83
Pictures	891.70
Science	-464.23
Senior Trip	160.38
Summer School	9,712.80
Technology	833.88
Class of 2022	10,553.34
Textbooks	16,903.36
College Tech Educational	903.83
Staff Fund	1,648.72
Col. Chinn Scholarship	500.00
Alvis Johnson Scholarship	2,190.00
School Store	140.35
General Athletics	7,249.89
Archery	1,391.80
Baseball	858.86
Boys Basketball	7,154.66
Girls Basketball	1,417.27
Cheerleading	1,090.02
Cross Country	1,011.13
Dance	1,385.97
Football	690.57
Football Bowl Game	23,870.92
Football Capital	6,092.80
Football Supplemental	17,599.91
Golf	3,396.02
Boys Soccer	1,037.57
Girls Soccer	6,367.29
Softball	3,856.25
Boys Tennis	1,527.93
Girls Tennis	2,215.85
Track	2,624.26
Volleyball	46.42
Bass Fishing	4,938.56
Heart of the Bluegrass	7,490.78
Athletics Supplemental	3,968.78
Gate Receipts	110,123.29
Athletics Training	0.00
<b>TOTAL</b>	<b>442,745.99</b>

**Student Activity Accounts @ Central Office****Balance as of June 13, 2022**

Thirst Club	24
KYA/KUNA	555.75
Fellowship of Christian Athletes	658.26
Republican Club	111
Unity Club	206.01
FCCLA	2,863.94
Engineering Club	674
Future Educators of America	129.81
National Honor Society	970.04
Spanish Club	1,185.12
Student Council	1534.55
Key Club	65.71
Film Club	121.31
Envirothon Team	75.03
Book Club	611.62
Beta Scholarship	170
Band	9,154.00
Project Graduation	-4,570.18
Beta Club	1,644.37
FFA	15,538.71
School Store	202
Student Vending	1,249.08
Pep Club	389.22
Weightlifting	552.34
Chess Club	676.55
<b>TOTAL</b>	<b>34,792.24</b>



## 2022-23 SBDM meeting dates

- July 25 – 4:00 pm
- August 15– 4:00 pm
- September 19 – 4:00 pm
- October 24 – 4:00 pm
- November 14 – 4:00 pm
- December 12 – 4:00 pm
- January 23 – 4:00 pm
- February 27 – 4:00 pm
- March 20 – 4:00 pm
- April 17 – 4:00 pm
- May 15 – 4:00 pm
- June 12 – 4:00 pm



## Mercer County Writing Plan: Ninth/Tenth Grades

*Mercer County Schools promote excellence in a positive academic, social, and extra-curricular environment, emphasizing equity, diversity, safety and respect.*

*All students have opportunities to participate in performances and display products. Ninth/tenth grade students will **INDEPENDENTLY**:*

- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- Use narrative strategies to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

Text Type and Purpose	Product Target	Minimum Requirement
<b>Narrative (use narrative strategies in the writing of your two other pieces)</b>  <b>Standards: C9-10.3</b>  <b>ELA</b>	<p>Use narrative strategies in other modes of writing which:</p> <ul style="list-style-type: none"><li>• produce clear and coherent writing in which the development, organization and style are appropriate to task and purpose.</li><li>• engage and orient the reader by setting out a problem, situation or observation, establishing one or multiple point(s) of view and introducing a narrator and/or characters; create a smooth progression of experiences or events.</li><li>• use narrative techniques, such as dialogue, pacing, description, reflection and multiple plot lines, to develop experiences, events and/or characters.</li><li>• use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</li><li>• use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting and/or characters.</li><li>• provide a conclusion that explicitly connects the narrative's relevance to the intended purpose of the writing.</li><li>• develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</li></ul>	<ul style="list-style-type: none"><li>• Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose, including but not limited to introducing an idea and/or supporting a claim.</li></ul>

<b>Informational/Explanatory:</b>  <b>ELA</b> <b>*Science, Social Studies</b> <b>**Practical Living &amp; Arts and Humanities</b>	<p>Write informative/explanatory texts which:</p> <ul style="list-style-type: none"> <li>examines/conveys complex ideas, concepts, information</li> <li>demonstrates clear and accurate information</li> </ul> <p>Uses:</p> <ul style="list-style-type: none"> <li>effective selection</li> <li>organization</li> <li>analysis of content</li> </ul> <p>Introduce a topic and:</p> <ul style="list-style-type: none"> <li>organize complex ideas, concepts, and information to make important connections and distinctions</li> <li>include formatting, graphics, and multimedia when useful to aiding comprehension</li> </ul>	<p><b>One published piece</b></p> <p>Instructional sequence includes all parts of the writing process (task, reading, prewriting, writing/revising)</p> <ul style="list-style-type: none"> <li>Submit high, medium, and low examples in Writing Google Drive.</li> <li>Score student work in PLCs using LDC Student Work Rubric</li> <li>For all science classes, this will be the Jim Claypool Conservation Essay to be completed in December</li> <li>For all social studies classes, this will be the Voice of Democracy Speech through the VFW in October</li> <li>Rotary Speech for 9th grade English classes (January-February completion). This is required for 9th grade; however, any student may enter</li> </ul>
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	<p>Develop a topic with:</p> <ul style="list-style-type: none"> <li>• well-chosen, relevant, and sufficient facts</li> <li>• extended definitions</li> <li>• concrete details</li> <li>• quotations</li> <li>• other information</li> <li>• examples appropriate to the audience's knowledge of the concept</li> </ul> <p>Organize ideas, concepts, and information using strategies such as:</p> <ul style="list-style-type: none"> <li>• definitions</li> <li>• classification</li> <li>• comparison/contrast</li> <li>• cause/effect</li> </ul> <p>Use appropriate and varied transitions to:</p> <ul style="list-style-type: none"> <li>• link the major sections of the text</li> <li>• create cohesion</li> <li>• clarify the relationships among complex ideas and concepts</li> </ul> <p>When useful in aiding comprehension:</p> <ul style="list-style-type: none"> <li>• use appropriate transitions to clarify the relationships among ideas and concepts</li> <li>• use precise language and domain-specific vocabulary to inform or explain the text</li> <li>• establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing</li> <li>• provide a concluding statement or section that follows from the information or explanation presented</li> </ul>	
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<p><b>Argumentative:</b></p> <p><b>ELA</b></p> <p><b>*Science, Social Studies</b></p> <p><b>**Practical Living &amp; Arts and Humanities</b></p>	<p>Write an argument to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence which :</p> <ul style="list-style-type: none"> <li>• introduces precise claim(s)</li> <li>• distinguishes claims from alternate or opposing claims</li> <li>• creates an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence</li> <li>• develops claims(s) and counterclaims fairly, with evidence</li> <li>• points out strengths and limitations of claims and counterclaims</li> <li>• anticipates the audience's knowledge level and concerns</li> <li>• uses words, phrases, and clauses to link sections of text, create cohesion, and clarify relationships</li> <li>• establishment &amp; consistency of a formal style and objective tone</li> <li>• attends to the norms and conventions of the discipline</li> <li>• provides a concluding statement or section that follows from the argument presented</li> </ul>	<p><b>One published piece</b></p> <ul style="list-style-type: none"> <li>• Instructional Sequence includes all parts of the writing process (task, reading, prewriting, writing/revising)</li> <li>• Submit a high, medium, and low example to Writing Google Drive</li> <li>• Score student work during PLCs using LDC Student Work Rubric</li> <li>• For all science classes, this will be a Through Course Task</li> </ul>
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Embedded Practices		<p>Literacy instruction to support the development of the following:</p> <ul style="list-style-type: none"> <li>• Curious readers who think like writers</li> <li>• Model-Practice-Reflect instruction</li> <li>• Use 3.8 paragraph structure as a way for idea elaboration (topic sentence, details, closing sentence)</li> <li>• Frequent quick writes and journaling tied to text studies, stories, etc</li> <li>• Emphasis on varied writing for multiple purposes &amp; audiences</li> <li>• Awareness of audience (hook, background information, voice/tone, sentence length, etc)</li> <li>• Varied sentence structure and length</li> <li>• Gain content understanding from text (e.g., text-dependent questions, Socratic Circle)</li> <li>• Use of RACE for short answer and ERQ questions</li> <li>• Use of WWW as tool for On Demand</li> </ul>
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## Mercer County Writing Plan: Eleventh/Twelfth Grades

*Mercer County Schools promote excellence in a positive academic, social, and extra-curricular environment, emphasizing equity, diversity, safety and respect.*

*All students have opportunities to participate in performances and display products. Eleventh/twelfth grade students will **INDEPENDENTLY**:*

- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- Use narrative strategies to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

Text Type and Purpose	Product Target	Minimum Requirement
<b>Narrative (use narrative strategies in the writing of your two other pieces)</b>  <b>Standards: C11-12.3</b>  <b>ELA</b>	Use narrative strategies in other modes of writing which: <ul style="list-style-type: none"><li>• produce clear and coherent writing in which the development, organization and style are appropriate to task and purpose</li><li>• engage and orient the reader by setting out a problem, situation or observation establishing one or multiple point(s) of view and introducing a narrator and/or characters; create a smooth progression of experiences or events</li><li>• use narrative techniques, such as dialogue, pacing, description, reflection and multiple plot lines, to develop experiences, events and/or characters</li><li>• use a variety of techniques to sequence events so that they build on one another to create a coherent whole</li><li>• use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting and/or characters</li><li>• provide a conclusion that explicitly connects the narrative's relevance to the intended purpose of the writing</li><li>• develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific</li></ul>	<ul style="list-style-type: none"><li>• Instructional sequence includes all parts of the writing process (task, reading, prewriting, writing/revising)</li><li>• Submit high, medium, and low examples to Writing Google Drive</li><li>• Score student work using PLCs using LDC Student Work Rubric</li></ul>

	purpose and audience	
<b>Informational/Explanatory:</b>  <b>ELA</b> <b>*Science, Social Studies</b> <b>**Practical Living &amp; Arts and Humanities</b>	<p>Write informative/explanatory texts which:</p> <ul style="list-style-type: none"> <li>examines/conveys complex ideas, concepts, information</li> <li>demonstrates clear and accurate information</li> </ul> <p>Uses:</p> <ul style="list-style-type: none"> <li>effective selection</li> <li>organization</li> <li>analysis of content</li> </ul> <p>Introduce a topic and:</p> <ul style="list-style-type: none"> <li>organize complex ideas, concepts, and information to make important connections and distinctions</li> <li>include formatting, graphics, and multimedia when useful to aiding comprehension</li> </ul>	<p><b>One published piece</b></p> <p>Instructional sequence includes all parts of the writing process (task, reading, prewriting, writing/revising)</p> <ul style="list-style-type: none"> <li>Submit high, medium, and low examples in Writing Google Drive.</li> <li>Score student work in PLCs using LDC Student Work Rubric</li> <li>For all science classes, this will be the Jim Claypool Conservation Essay to be completed in December</li> <li>For all social studies classes, this will be the Voice of Democracy Speech through the VFW in October</li> </ul>



	<p>Develop a topic with:</p> <ul style="list-style-type: none"> <li>• well-chosen, relevant, and sufficient facts</li> <li>• extended definitions</li> <li>• concrete details</li> <li>• quotations</li> <li>• other information</li> <li>• examples appropriate to the audience's knowledge of the concept</li> </ul> <p>Organize ideas, concepts, and information using strategies such as:</p> <ul style="list-style-type: none"> <li>• definitions</li> <li>• classification</li> <li>• comparison/contrast</li> <li>• cause/effect</li> </ul> <p>Use appropriate and varied transitions to:</p> <ul style="list-style-type: none"> <li>• link the major sections of the text</li> <li>• create cohesion</li> <li>• clarify the relationships among complex ideas and concepts</li> </ul> <p>When useful in aiding comprehension:</p> <ul style="list-style-type: none"> <li>• use appropriate transitions to clarify the relationships among ideas and concepts</li> <li>• use precise language and domain-specific vocabulary to inform or explain the text</li> <li>• establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing</li> <li>• provide a concluding statement or section that follows from the information or explanation presented</li> </ul>	
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<p><b>Argumentative:</b></p> <p><b>ELA</b></p> <p><b>*Science, Social Studies</b></p> <p><b>**Practical Living &amp; Arts and Humanities</b></p>	<p>Write an argument to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence which :</p> <ul style="list-style-type: none"> <li>• introduces precise claim(s)</li> <li>• distinguishes claims from alternate or opposing claims</li> <li>• creates an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence</li> <li>• develops claims(s) and counterclaims fairly, with evidence</li> <li>• points out strengths and limitations of claims and counterclaims</li> <li>• anticipates the audience's knowledge level and concerns</li> <li>• uses words, phrases, and clauses to link sections of text, create cohesion, and clarify relationships</li> <li>• establishment &amp; consistency of a formal style and objective tone</li> <li>• Attends to the norms and conventions of the discipline</li> <li>• provides a concluding statement or section that follows from the argument presented</li> </ul>	<p><b>One published piece</b></p> <ul style="list-style-type: none"> <li>• Instructional Sequence includes all parts of the writing process (task, reading, prewriting, writing/revising using detailed paragraphs.)</li> <li>• Submit a high, medium, and low example to the Writing Google Drive</li> <li>• Score student work in PLCs using LDC Student Work Rubric</li> <li>• For all science classes, this will be a Through Course Task</li> </ul>
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Embedded Practices		<p>Literacy instruction to support the development of the following:</p> <ul style="list-style-type: none"> <li>• Curious readers who think like writers</li> <li>• Model-Practice-Reflect instruction</li> <li>• Use 3.8 paragraph structure as a way for idea elaboration (topic sentence, details, closing sentence)</li> <li>• Frequent quick writes and journaling tied to text studies, stories, etc</li> <li>• Emphasis on varied writing for multiple purposes &amp; audiences</li> <li>• Awareness of audience (hook, background information, voice/tone, sentence length, etc)</li> <li>• Varied sentence structure and length</li> <li>• Gain content understanding from text (e.g., text-dependent questions, Socratic Circle)</li> <li>• Use of RACE for short answer and ERQ questions</li> <li>• Use of WWV as tool for On Demand</li> </ul>
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**\* Science and Social Studies must do both informative and opinion/argument. Informative must be for publication, but the opinion/argument can be published or on demand according to teacher discretion, unless otherwise stated.**

**\*\*Practical Living and Arts & Humanities courses will complete either 1 Informative or 1 Argumentative paper with each student.**



# PRINCIPAL SELECTION POLICY

## PREPARATION

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

- meets with the Superintendent, or designee, (who will serve as chair of the council and have voting rights for the purpose of the hiring process) to review the *Best Practices for Principal Selection* document available on the Kentucky Association of School Councils website. The outgoing principal shall not serve on the council during the principal selection process.
- selects a trainer of their choice to deliver training in recruitment and interviewing techniques the council Chair or Vice-Chair will arrange for this training on a date agreed upon by the council and call a special meeting of the council for this purpose with "Principal Selection Training" on the agenda.
- distributes copies of this policy to all members before the scheduled training and sends a copy to the trainer who will be providing the selection training.
- distributes informational materials regarding Kentucky Open Records and open meetings law and have all members sign a nondisclosure agreement forbidding sharing of information and discussions held in closed session.

## SELECTION PROCESS

The council will:

- design and carry out processes to get shareholder input on what traits will make the best leader for this school. Shareholder input will involve, but not be limited to faculty, staff, parents, and students.
- call a special meeting of the council and meet in open session to:
  - discuss the process and timeline for receiving applications, and other steps in the hiring process.
  - develop a set criteria for a strong candidate using the shareholder input plus council members' ideas. These criteria will not discriminate based on race, ethnicity, gender, marriage or family status, religion, political affiliation, disability, or age.
  - use the criteria to write questions that will be asked of all candidates during in-person interviews.
  - decide on other methods to gather information about the candidates. The methods may include, but not limited to: applications and resumes, references, applicant portfolios, open forums, and written responses to hypothetical work-related challenges.
- call a special meeting of the council and meet in closed session to:
  - review all applications and written references and select applicants to interview.
  - determine if information in the written applications and resumes points to any specialized questions that should be asked of a particular applicant and develop those questions if necessary,
- schedule interviews with each applicant.
- conduct each interview in a special called meeting in closed session during which:
  - the same questions will be asked in the same order for every candidate.
  - any specialized or follow-up questions will be asked after the standard questions.
  - a discussion will be held immediately following each interview about how well the applicant meets the criteria.
- after all interviews are completed, hold closed session discussion of the merits of all applicants and work toward consensus on the final selection.
- if the council is not satisfied with any of the candidates, the council should discuss the option of having an interim principal. The interim will be appointed by the superintendent until a suitable applicant is found.
- keep all closed session documents confidential.



## SELECTION OF THE NEW PRINCIPAL

After all information is gathered, the council will:

- meet in an open session to vote for the final selection of a new principal. The principal is elected on a majority vote of the council. Record the action in the meetings.
- ask the superintendent to complete the hiring process.
- communicate with shareholders the decision as soon as possible.

## POLICY EVALUATION

This policy will be evaluated by the council and revisions recommended as needed.

Approved: \_\_\_\_\_ Chairperson: \_\_\_\_\_

# **PROGRAM APPRAISAL POLICY**

## **PROGRAM APPRAISAL NEEDS ASSESSMENT**

Our improvement planning process will include:

- an analysis of our Kentucky Summative Assessment (KSA) data and other school data as necessary to discover the extent to which our students are meeting state standards.
- systematic work to discover and correct the causes of barriers to high performance by all students and the movement of students toward our goals.
- a complete and clear data-based improvement plan that sets goals and addresses causes to help move our students closer to state standards, according to the timetable established by the Kentucky Board of Education.
- ongoing monitoring and evaluation of the implementation and impact of our improvement plan.

We will implement this process, including appraisal of the effectiveness of all our programs, through our needs assessments and our implementation and impact checks.

## **PROGRAM APPRAISAL RESPONSIBILITY**

The Leadership Team will be responsible for program appraisal and will make recommendations concerning program changes/revisions to the council.

## **POLICY EVALUATION**

This policy will be evaluated by the Leadership Team in the fall of every new school year. Recommendations (if any) for revisions will be presented in writing to the council for consideration and adoption. Recommendations should be made as soon as possible in the school year but no later than the January council meeting.

Approved:\_\_\_\_\_Chairperson:\_\_\_\_\_

# **TECHNOLOGY USE POLICY**

## **TECHNOLOGY USE NEEDS ASSESSMENT**

Our improvement planning process will include:

- an analysis of our state assessment data and other school data as necessary to discover the extent to which our students are meeting state standards.
- systematic work to discover and correct the causes of barriers to high performance by all students and the movement of students toward our goals.
- a complete and clear data-based improvement plan that sets goals and addresses causes to help move our students closer to state standards according to the timetable established by the Kentucky Board of Education.
- ongoing monitoring and evaluation of the implementation and impact of our improvement plan.

We will implement this process, including a review of technology use and barriers to use, through our needs assessments and our implementation and impact checks.

## **ACCEPTABLE USE**

When students enter grades 9 through 12 for the first time in high school, they will be required to sign and date the Mercer County School District Acceptable Use Policy (Appendix A) in order to have access to school computers. This policy is Attachment D and considered part of this Technology Use Policy approved by the council. This document will be reviewed annually with students at the start of each year during orientation and handbook review.

## **POLICY EVALUATION**

This policy as well as the student Acceptable Use Policy will be evaluated by the Leadership Team in the fall of every new school year. Recommendations (if any) for revisions of either this policy and/or the Acceptable Use Policy will be presented in writing to the council for consideration and adoption. Recommendations should be made as soon as possible in the school year but no later than the January council meeting.

Approved: \_\_\_\_\_ Chairperson: \_\_\_\_\_

**Academic Honors****VALEDICTORIAN AND SALUTATORIAN**

Students who have earned at least 50% of their high school credits at Mercer County Senior High School and have been enrolled their entire senior year will be eligible for valedictorian and salutatorian. Based on scholastic achievement in the grades nine (9) through twelve (12), students in the senior class with the highest and second highest weighted numerical grade point average shall be designated respectively as valedictorian and salutatorian. Weighted numerical grade point average will be calculated and ranked as defined by SBDM council policy.

**HONOR ROLLS**

At the high school level, honor rolls will be published each semester.

Students qualifying for the "All A" Honor Roll shall make no grade lower than an A.

To make the "A and B" Honor Roll, students shall achieve a grade average no lower than a B.

**CLASS RANK**

Based on a weighted numerical grade point average, class rank will be calculated for all students with the exceptions of foreign exchange students and those students receiving an alternate diploma due to severe disabilities.

**ACADEMIC LETTERS**

Qualifying students in grades nine through twelve (9-12) shall be awarded an academic letter and, in subsequent years, an academic bar based on the following criteria:

1. Students must have attended the high school for at least one (1) full year.
2. Students shall have earned a grade point average of at least 3.50 from the previous academic year.

**OTHER AWARDS**

Special achievement awards shall be granted to students at the end of the school year.

**RESPONSIBILITY**

The Superintendent or the Superintendent's designee shall develop procedures to govern identification and announcement of student honors and award recipients.

**RELATED POLICY:**

08.221

Adopted/Amended:  
Order #:



Proposed High School SBDM Policy:

Students may earn the Latin academic honor of cum laude, magna cum laude and summa cum laude at graduation. These students will be recognized in the graduation program for these different levels of distinction. Students maintaining a 4.0 or higher cumulative weighted grade point average will receive white stoles to wear at graduation. Students with weighted grade point averages of 3.5 - 3.99 will receive gold cords to wear at graduation. The system of recognizing students at graduation is as follows:

**Summa Cum Laude 4.0 or higher**

**Magna Cum Laude 3.8 - 3.99**

**Cum Laude 3.5 - 3.79**

The following courses will have weighted grade point averages (Honors courses, Advanced Placement courses, and Dual Credit courses)

English

- Honors English I
- Honors English II
- AP English Language
- ENG 111
- ENG 112

Social Studies

- Honors Survey of Social Sciences
- AP U.S. Government
- AP Psychology
- AP Human Geography
- AP U.S. History
- AP World History
- HST 110
- HST 120
- SOC 110
- PSY 111

Math

- Honors Geometry
- Honors Algebra II
- AP Calculus AB
- AP Calculus BC
- AP Statistics
- MTH 111
- MTH 112
- MTH 123

### Science

- Honors Integrated Science I
- Honors Biology
- AP Biology
- AP Chemistry
- AP Environmental Science
- BIO 110
- BIO 103

### Electives

- AP 3 Dimensional Art
- AP 2 Dimensional Art
- AP Drawing
- AP Spanish
- EDU 220
- EDU 300
- AGR 182
- AGR 100
- AGR 140
- AGR 160
- NAA 100
- AHS 115
- MAC 120

### **Valedictorian & Salutatorian**

The student with the highest weighted numerical grade point average will be the valedictorian and the student with the second highest weighted numerical grade point average will be the salutatorian. Both valedictorian and salutatorian will be recognized during high school graduation. The rank will be averaged to the nearest one hundredth of a point. Ties for the highest rank will be recognized as Co-Valedictorians.

To be honored as valedictorian or salutatorian at Mercer County Senior High School, at least 50% of the student's credits must have been earned at Mercer County Senior High School, including being enrolled during the entire senior year. Weighted grades for transfer students will be weighted in our GPA calculations only if the sending school and receiving school weights that grade. Any course taken outside of the normal school day (6 periods) will not be posted to transcript or used for GPA calculations. Any course taken through the approved online school platform must be taken during the school day (6 periods). AP and honors courses added to the curriculum later will be added to the list of weighted courses for the purpose of determining valedictorian and salutatorian.

## **DEPARTMENT GRADING POLICY**

Departments from the core subject areas (English, Math, Science, and Social Studies) will follow a 60/40 weighted grading scale. Summative assignments (tests and quizzes) will account for 60% of the course grade for the semester and formative assignments (homework, bellringers, classwork, exit slips, etc.) will account for 40% of the course grade for the semester.

Departments from elective subject areas (fine arts, physical education, career and technical education, and foreign language) will follow a teacher-determined grading scale within those respective courses. These departments have the flexibility to use a total points system or a weighted points system to account for the course grade for the semester. The grading policy for dual credit classes will vary according to the university/college policies for those courses.

## **STUDENT ASSIGNMENT POLICY**

Students will be assigned courses according to the graduation requirements of the local board and the Kentucky Department of Education. Courses will be assigned to allow students to complete required curriculum in a timeline that is consistent with state assessments. Students will be placed in requested elective courses upon completion of required courses in recommended sequences and in accordance with their career paths.

Schedule Packets will be available for review in the guidance office and will be submitted annually to the School Based Decision Making Council for approval prior to being presented to the local board of education. This packet will include graduation requirements and career pathway information.

A counselor shall ensure that each student's Individual Graduation Plan includes a list of the courses to be taken each term, including amendments made as the student's plans are refined. A counselor shall review each student's plan annually to make sure he/she is on track to complete all graduation requirements by the end of his/her senior year.

Approved: \_\_\_\_\_ Chairperson: \_\_\_\_\_



## **STAFF TIME ASSIGNMENT**

The principal (or principal designee) shall assign staff members time in a manner that:

- Fully supports implementation of our student assignment policy.
- Takes into account staff members' requests regarding course assignments.

### **Assignments Based on Criteria**

To complete assignments, the principal or principal's designee shall:

- In April, discuss with current staff members their preference for continuing or changing assignments for the next year.
- In May, assign staff members based on the criteria above.
- In June, notify the Council of how each returning staff member has been assigned.
- In July, notify the new Council of staff assignments.

### **Altering Assignments**

After making assignments, the principal or principal's designee may alter the assignments to respond to unanticipated enrollment, staffing changes or policy changes.

### **Evaluation**

Our CSIP process includes a regular cycle of reviewing data on student performance and data on our alignment with Kentucky's Standards and Indicators for School Improvement. The analysis of this data may determine and impact staff assignments.

Approved: \_\_\_\_\_ Chairperson: \_\_\_\_\_

# **ADVANCED PLACEMENT/DUAL CREDIT COURSES**

## **Curriculum and Availability**

Each year, college-level courses will be offered. Currently the following areas offer Advanced Placement or Dual Credit courses:

- |                   |                            |
|-------------------|----------------------------|
| 1. English        | 5. Family Consumer Science |
| 2. Science        | 6. Foreign Language        |
| 3. Mathematics    | 7. Arts and Humanities     |
| 4. Social Studies | 8. Agriculture             |

Those courses will be offered as Advanced Placement or Dual Credit classes at Mercer County Senior High School, Trailblazer Academy, or through arrangements with nearby colleges or universities.

## **Student Assignment and Recruitment**

Students will be encouraged to prepare for and take college-level courses in the following ways:

- Counselors will advise students and parents/guardians of these options when they go through the scheduling process each year and encourage each student to take appropriate preparatory courses.
- Teachers will encourage all students to take challenging courses each term.

All students may take college-level courses if they meet the following requirements:

- Completing prerequisite courses listed in the Student Handbook/Course Description Book.
- Receiving permission from the teacher if applicable.
- Dual Credit courses require a 3.0 GPA
- Some colleges require a 19 on the Math section of the ACT in order to receive college credit
- Students must maintain a grade of C or better in the fall semester to be able to take Dual Credit courses in the spring semester of that academic year.
- If a Dual Credit course is offered at Mercer County Senior High School, students will not be permitted to take the same course off campus.

Approved: \_\_\_\_\_ Chairperson: \_\_\_\_\_

## **Upcoming Dates**

June 20	SBDM 9:00 am
June 21	Board meeting 5:30 pm
June 21-24	Titan Academy 8:30 am - 11:30 am
June 25 - July 9	KHSAA Dead Period
July 19	Board meeting 5:30 pm
July 19-22	Titan Academy 8:30 am - 11:30 am
July 25	SBDM 4:00 pm
August 2-5	Titan Academy 8:30 am - 11:30 am
August 8	MCSHS Open House 5:00 pm - 7:00 pm
August 10	First day of school