Policy Number 1.0 Development and Adoption of Model Laboratory School Policies

1.01 Rationale: The Model Laboratory School-Based Decision-Making Council (Council) believes that, if school-based decision making is going to make an impact on the learning and achievement of students, it is very important to involve all stakeholders including teachers, support staff, the Dean of EKU’s College of Education, parents or legal guardians, extended family members, alumni community representatives, and students in the decision-making process of Model Laboratory School.

1.02 Policy Development Process: In alignment with this philosophy, the council believes that a policy development, review, and adoption process, which includes broad-based involvement and input from those affected by the policy, should be implemented.

1.03 Policy Development Implementation: Therefore, the Council will implement a process of policy development, review, and modification which includes the development of a policy; the review, to the greatest extent possible, of the policy by the people affected by it; review by the Council (first reading); further involvement of people affected by it; and review and adoption by the Council (second reading). If necessary, policy review and adoption may be extended to obtain additional information, data gathering, and for other important reasons (third reading).

Policies may be developed by any Council member, teacher, parent or legal guardian, student, or any other person affected by decisions made by the Council. Policies shall be placed on the agenda of a regular meeting for review or first reading through the agenda building process established in the Model Laboratory School-Based Decision-Making Council By-laws.

If a policy has been developed through extensive involvement and review by the stakeholders and has followed the preliminary involvement process outlined in this policy, the Council may adopt it on first reading.

1.04 Authorization: The Council authorizes the Model Laboratory School Director/designee to assist people, desiring to develop a policy for Council consideration, in the proper policy format and procedures for review and adoption.

1.05 Development of Operational Procedures: In support of this policy, the Model Laboratory School Director will develop operational procedures to implement this policy. The Director will keep the Council informed annually concerning the implementation of this policy.

1.06 Assessment and Evaluation: the Council will review, assess, and evaluate this policy annually and authorizes the Director/designee to establish procedures and guidelines for the review of this policy within operational procedures.

Date Approved: Nov. 13, 1997  Date Last Reviewed by Council: Oct. 25, 2012
Date(s) Modified:  
Replaces Policy Number:  
Legal Reference(s): KRS 160.345 (2)(C)1.  
University Policy References:  
Other References:
Policy Number 2.0  Discipline/Classroom Management

2.01 Rationale: The Model Laboratory School-Based Decision-Making Council (Council) believes that discipline and classroom management techniques are important for high student achievement; therefore, policies governing the responsibilities of the students, parents or legal guardians, teachers, counselors, and administrators are important.

2.02 Process: In alignment with this philosophy, the Council believes that a discipline code; which includes rules for behavior and statements of rights and responsibilities for educators, parents or legal guardians, and students, should be written to govern student behavior. Parents or legal guardians, students, faculty, and administrators should be involved in the development of the code and its revisions. The Council should approve the code and recommend it to EKU’s Dean of the College of Education, Vice President for Academic Affairs, President, and Board of Regents for approval.

2.03 Implementation: Therefore, the Council will implement a school Discipline Code that outlines student infractions and consequences, and provides a process addressing how students can report code violations to school personnel. The Discipline Code may be obtained from the school’s main office or by visiting the school’s web site. The Discipline Code shall apply to in-school as well as extracurricular and co-curricular activities. Students wishing to report a violation of the Discipline Code may report it to a faculty or staff member, who shall take appropriate action as defined by the Discipline Code. The faculty or staff member shall refer the report to the Director/designee for further action when the report involves an offense that may warrant suspension or expulsion of a student, any possible illegal actions, or a report that may be required by law, including reports to law enforcement. School employees and other students shall not retaliate against a student because he/she reports a violation of the code or assists or participates in any investigation, proceeding, or hearing regarding the violation. The Director/designee shall take measures needed to protect students from such retaliation. The Director/designee shall inform parents or legal guardians, students, and faculty of the provisions of the Discipline Code.

2.04 Authorization: The Council authorizes the Model Laboratory School Director/designee to oversee the operation of the Discipline Code and any revisions made.

2.05 Development of Operational Procedures: In support of this policy, the Model Laboratory School Director/designee will develop operational procedures to implement this policy. The Director will keep the Council informed annually concerning the implementation of this policy.

2.06 Assessment and Evaluation: The Council will review, assess, and evaluate this policy annually and authorizes the Director/designee to establish procedures and guidelines for the review of this policy within operational procedures.

Date Approved: Nov. 13, 1997  Date Last Reviewed by Council: Oct. 25, 2012
Date(s) Modified:
Replaces Policy Number:
Legal Reference(s): KRS 160.345(2)(i)7
University Policy References:
Other References: 704 KAR 7:050
Policy Number 3.0  Assignment of Students

3.01  Rationale: The Model Laboratory School-Based Decision-Making Council (Council) believes that the assignment of students within the school day to classes/activities that further their education is necessary for students to achieve at high levels.

3.02  Process: In alignment with this philosophy, the Council believes that students should be engaged in meaningful activities at all times during the course of the school day.

3.03  Implementation: Therefore, the Council will implement a policy requiring all students at Model Laboratory School to be scheduled in activities appropriate for the furthering of their education through the entire school day and year.

3.04  Authorization: The Council authorizes the Model Laboratory School Director/designee to assign students to classes and programs within the school for the purposes outlined above.

3.05  Development of Operational Procedures: In support of this policy, the Model Laboratory School Director will develop operational procedures to implement this policy. The Director will keep the council informed annually concerning the implementation of this policy.

3.06  Assessment and Evaluation: The Council will review, assess, and evaluate this policy annually and authorizes the Director to establish procedures and guidelines for the review of this policy within operational procedures.

Date Approved: Nov. 13, 1997  Date Last Reviewed by Council: Oct. 25, 2012
Date(s) Modified:
Replaces Policy Number:
Legal Reference(s): KRS 160.345(2)(i)3.
University Policy References:  Other References:
Policy Number 4.0  Scheduling

4.01  **Rationale:** The Model Laboratory School-Based Decision-Making Council (Council) believes that a sufficient amount of classroom instructional time is necessary for students to achieve at high levels.

4.02  **Process:** In alignment with this philosophy, the Council believes that the schedule of classes during the school day should be reviewed by the Director, acting upon the recommendations from appropriate committees of parents, students, faculty, and EKU administrators.

4.03  **Implementation:** Therefore, the Council will implement a policy to determine the school calendar, including its amendments, and the daily school schedule for the high school, middle school, and the elementary school.

4.04  **Authorization:** The Council authorizes the Model Laboratory School Director/designee to determine the school schedule.

4.05  **Development of Operational Procedures:** In support of this policy, the Model Laboratory School Director will develop operational procedures to implement this policy. The Director will keep the Council informed annually concerning the implementation of this policy.

4.06  **Assessment and Evaluation:** The Council will review, assess, and evaluate this policy annually and authorizes the Director to establish procedures and guidelines for the review of this policy within operational procedures.

Date Approved: Nov. 13, 1997    Date Last Reviewed by Council: Oct. 25, 2012
Date(s) Modified:  
Replaces Policy Number:  
Legal Reference(s): KRS 160.345(2)(i)4.  
University Policy References:  
Other References:
Policy Number 5.0  School Space

5.01  Rationale: The Model Laboratory School-Based Decision-Making Council (Council) believes that the allocation of school space for instructional and noninstructional purposes affects the quality of a school program.

5.02  Process: In alignment with this philosophy, the Council believes that a determination must be made regarding the allocation of space for teaching, offices, and extra-curricular activities.

5.03  Implementation: Therefore, the Council will implement a policy to determine the best use of school space for instructional and noninstructional purposes.

5.04  Authorization: The Council authorizes the Model Laboratory School Director/designee to assign school space for this purpose.

5.05  Development of Operational Procedures: In support of this policy, the Model Laboratory School Director will develop operational procedures to implement this policy. The Director will keep the Council informed annually concerning the implementation of this policy.

5.06  Assessment and Evaluation: The Council will review, assess, and evaluate this policy annually and authorizes the Director to establish procedures and guidelines for the review of this policy within operational procedures.

Date Approved: Nov. 13, 1997  Date Last Reviewed by Council: Oct. 25, 2012
Date(s) Modified:  
Replaces Policy Number:  
Legal Reference(s): KRS 160.345(2)(i)5.  
University Policy References:  
Other References:
Policy Number 6.0    Instructional Practices

6.01 Rationale: The Model Laboratory School-Based Decision-Making Council (Council) believes that the school should establish priorities regarding instructional practices that effectively enhance student achievement.

6.02 Process: In alignment with this philosophy, the Council believes that the determination of effective instructional practices is an on-going process that requires input from teachers, administrators, parents or legal guardians, and students.

6.03 Implementation: Therefore, the Council will implement a policy to periodically review instructional practices to determine which ones should be given priority in the teaching/learning process.

6.04 Authorization: The Council will adopt instructional practice for use in the school upon recommendation of the Director/designee and a committee of teachers, parents or legal guardians, and students.

6.05 Development of Operational Procedures: In support of this policy, the Model Laboratory School Director will develop operational procedures to implement this policy. The Director will keep the Council informed annually concerning the implementation of this policy.

6.06 Assessment and Evaluation: The Council will review, assess, and evaluate this policy annually and authorizes the Director to establish procedures and guidelines for the review of this policy within operational procedures.

Date Approved: Nov. 13, 1997
Date Last Reviewed by Council: Oct. 25, 2012
Date(s) Modified:
Replaces Policy Number:
Legal Reference(s): KRS 160.345(2)(i)6.
Policy Number 7.0  Staff Time

7.01  Rationale: The Model Laboratory School-Based Decision-Making Council (Council) believes that the time devoted to instruction by professional/nonprofessional staff is critical for the successful academic achievement of students.

7.02  Process: In alignment with this philosophy, the Council believes that it is necessary to assign instructional/noninstructional staff time in a way that is most conducive to the academic success of students and their conformity to state and national standards.

7.03  Implementation: Therefore, the Council will implement a policy that allows the director to assign all instructional and noninstructional staff time, keeping in mind the intent to create optimum learning conditions in the school.

7.04  Authorization: The Council authorizes the Model Laboratory School Director/designee to implement this policy and inform the Council on this issue.

7.05  Development of Operational Procedures: In support of this policy, the Model Laboratory School Director will develop operational procedures to implement this policy. The Director will keep the Council informed annually concerning the implementation of this policy.

7.06  Assessment and Evaluation: The Council will review, assess, and evaluate this policy annually and authorizes the Director to establish procedures and guidelines for the review of this policy within operational procedures.

Date Approved: Nov. 13, 1997  Date Last Reviewed by Council: Oct. 25, 2012
Date(s) Modified:
Replaces Policy Number:
Legal Reference(s): KRS 160.345(2)(i)2.
University Policy References:
Other References:
Policy Number 8.0  Extra-Curricular Programs

8.01  Rationale: The Model Laboratory School-Based Decision-Making Council (Council) believes that an extra-curricular program that supports school objectives/goals is an important part of the school in order for student to achieve at high levels.

8.02  Process: In alignment with this philosophy, the Council believes that the selection of extra-curricular programs and their policies are necessary and should involve the input of teachers, administrators, parents or legal guardians, and students.

8.03  Implementation: Therefore, the Council will implement an extra-curricular program that assists the school to achieve its mission and meet its goals and objectives.

8.04  Authorization: The Council will set policies regarding extra-curricular programs acting upon the advice of the school’s Director.

8.05  Development of Operational Procedures: In support of this policy, the Model Laboratory School Director will develop operational procedures to implement this policy. The Director will keep the Council informed annually concerning the implementation of this policy.

8.06  Assessment and Evaluation: The Council will review, assess, and evaluate this policy annually and authorizes the Director to establish procedures and guidelines for the review of this policy within operational procedures.

Date Approved: Nov. 13, 1997                  Date Last Reviewed by Council: Oct. 25, 2012
Date(s) Modified:
Replaces Policy Number:
Legal Reference(s): KRS 160.345 (2)(i)8.
University Policy References: Other References:
Policy Number 9.0  Alignment with State Standards, Technology, Utilization, and Program Appraisal

9.01  **Rationale:** The Model Laboratory School-Based Decision-Making Council (Council) believes that if students are to achieve at high levels, Model Laboratory School should have a policy regarding its alignment with state standards, technology utilization, and program appraisal.

9.02  **Process:** In alignment with this philosophy, the Council believes that all constituencies/stakeholders should be informed of Model Laboratory School’s adherence to state standards, technology utilization, and program appraisal. Stakeholders (i.e., parents or legal guardians, students, teachers, administrators) should have input regarding these issues.

9.03  **Implementation:** Therefore, the Council will implement a policy that requires the Director/designee to provide an annual assessment of the school’s level of competence with regard to the school’s alignment with state standards, technology utilization, and program assessments.

9.04  **Authorization:** The Council authorizes the Model Laboratory School Director/designee to put this policy into action.

9.05  **Development of Operational Procedures:** In support of this policy, the Model Laboratory School Director/designee will develop operational procedures to implement this policy.

9.06  **Assessment and Evaluation:** The Council will review, assess, and evaluate this policy annually and authorizes the Director/designee to establish procedures and guidelines for the review of this policy within operational procedures.

Date Approved: Nov. 13, 1997  Date Last Reviewed by Council: Oct. 25, 2012
Date(s) Modified:
Replaces Policy Number:
Legal Reference(s): KRS 160.345(2)(i)9.
University Policy References:  Other References:
Policy Number 10.0  Curriculum Determination/Development

10.01  Rationale: The Model Laboratory School-Based Decision-Making Council (Council) believes that if curriculum development is to have optimum impact on achievement of students, the Director of Model Laboratory School will involve stakeholders; including faculty, parents or legal guardians, and representatives from EKU in appropriate fields, in designing and adopting required curriculum.

10.02  Process: In alignment with this philosophy, the Council believes that an informed committee consisting of faculty, parents or legal guardians, and EKU colleagues, when appropriate, shall study and evaluate appropriate curricular options to assure articulation across grade levels and within the subject areas.

10.03  Implementation: Therefore, the Council will implement a curriculum aligned to national standards and state standards.

10.04  Authorization: In support of this policy, the Model Laboratory School Director/designee will develop operational procedures to implement this policy. The Director will keep the Council informed annually concerning the implementation of this policy.

10.05  Development of Operational Procedures: In support of this policy, the Model Laboratory School Director will develop operational procedures to implement this policy. The Director will keep the Council informed annually concerning the implementation of this policy.

10.06  Assessment and Evaluation: The Council will review, assess, and evaluate this policy annually and authorizes the Director to establish procedures and guidelines for the review of this policy within operational procedures.

Date Approved: Nov. 13, 1997                     Date Last Reviewed by Council: Oct. 25, 2012
Date(s) Modified:  
Replaces Policy Number:  
Legal Reference(s): KRS 160.345(2)(i)1.  
University Policy References:  
Other References:
Policy Number 11.0  Add/Drop Procedures

11.01  **Rationale:** The Model Laboratory School-Based Decision-Making Council (Council) believes that in order to reduce the disruption in the school program and provide an orderly way to drop and/or add courses, it is necessary to have a policy that clearly outlines such procedures and that is clearly understood by administrators, parents or legal guardians, students, and teachers.

11.02  **Process:** In alignment with this philosophy, the Council believes that a set of procedures governing the drop/add process should be in place for describing how a student will be allowed to drop or add a course. Students will meet with a guidance counselor during the last quarter of the Spring semester to plan a schedule for the following year. Any changes to the schedule will be processed through the drop/add policy. Any course dropped should be replaced by a corresponding credit course.

11.03  **Implementation:** Therefore, the Council will implement a policy which sets forth the following: (1) the first 5 days of the semester is the add/drop period. Students should make an appointment with a guidance counselor; and (2) the guidance counselor and/or Director/designee, with agreement from the two teachers whose classes are involved, will determine whether to allow the add/drop. Appeal of the decision by the student may be submitted in writing to the Council. Obtaining an unacceptable grade is not a legitimate reason for withdrawal from a course.

11.04  **Authorization:** The Council authorizes the Model Laboratory School Director/designee and high school guidance counselor to put this policy into action.

11.05  **Development of Operational Procedures:** In support of this policy, the Model Laboratory School Director/designee will develop operational procedures to implement this policy. The Director will keep the Council informed annually concerning the implementation of this policy.

11.06  **Assessment and Evaluation:** The Council will review, assess, and evaluate this policy annually and authorizes the Director/designee to establish procedures and guidelines for the review of this policy within operational procedures.
Policy Number 12.0  Replacement of Grades for Courses Repeated

12.01  Rationale: The Model Laboratory School-Based Decision-Making Council (Council) believes that students should be given opportunities to repeat courses if they have not received a grade that is acceptable to them or their grades indicate that repeating a course will prepare them for subsequent courses.

12.02  Process: In alignment with this philosophy, the Council believes that a decision to allow a student to repeat a course should involve the student’s parents or legal guardian, the student, and the high school guidance counselor, and should be based upon the following:

(1) A one-time repeat is allowed.
(2) Teacher written approval is necessary when a student has passed a course.
(3) A grade earned in a correspondence course will replace the original failing grade earned in the Model course and will be denoted on the student’s transcript as a correspondence course.
(4) A grade earned in a summer school course will replace the original failing grade earned in the Model course and will be denoted on the student’s transcript as a summer school course.
(5) Students may retake a course at Model to replace a failing grade. If the course is retaken at Model, the student’s transcript will not reflect the original failing grade or any other notations.

12.03  Implementation: Therefore, the Council will implement a policy on repeating courses according to the above. The high school guidance counselor will develop procedures for facilitating this policy.

12.04  Authorization: The Council authorizes the Model Laboratory High School Guidance Counselor to approve students to repeat courses based upon stipulations above.

12.05  Development of Operational Procedures: In support of this policy, the Model Laboratory School Director will develop operational procedures to implement this policy. The Director will keep the Council informed annually concerning the implementation of this policy.

12.06  Assessment and Evaluation: The Council will review, assess, and evaluate this policy annually and authorizes the Director to establish procedures and guidelines for the review of this policy within operational procedures.

Date Approved: Nov. 13, 1997  Date Last Reviewed by Council: Oct. 25, 2012
Date(s) Modified: April 27, 2001  
Replaces Policy Number:  
Legal Reference(s): KRS 160.345 (2)(i)1.  
University Policy References:  
Other References:
Policy Number 13.0  Correspondence Courses

13.01  Rationale: The Model Laboratory School-Based Decision-Making Council (Council) believes that it is necessary to provide a comprehensive educational program for all students that include a variety of opportunities for achievement and a recognition that all students do not learn in the same ways.

13.02  Process: In alignment with this philosophy, the Council believes that some students need to take correspondence courses in order to complete their educational program.

13.03  Implementation: Therefore, the Council will implement a policy regarding correspondence courses according to the following:
   (1) A student may not take a correspondence course in-lieu of a comparable course offered by Model unless the student has failed the Model course first.
   (2) Correspondence courses are to be completed independently.
   (3) Students may earn no more than two credits toward graduation from correspondence courses.
   (4) Students may be granted permission to take additional correspondence course(s) if there are circumstances related to a lengthy illness or pregnancy which result in an extended absence from school. Students must have a written individual graduation plan on file in the guidance office which outlines the approved correspondence course(s). This plan will be written with input from the guidance counselor, student’s parents or legal guardian, and the student.

13.04  Authorization: The Council authorizes the Model Laboratory School Director/designee to approve all correspondence courses upon recommendation of the high school guidance counselor.

13.05  Development of Operational Procedures: In support of this policy, the Model Laboratory School Director/designee will develop operational procedures to implement this policy. The Director will keep the Council informed annually concerning the implementation of this policy.

13.06  Assessment and Evaluation: The Council will review, assess, and evaluate this policy annually and authorizes the Director/designee to establish procedures and guidelines for the review of this policy within operational procedures.

Date Approved: Nov. 13, 1997          Date Last Reviewed by Council: Oct. 25, 2012
Date(s) Modified: April 27, 2001
Replaces Policy Number: 
Legal Reference(s): KRS 160.345 (2)(i)1.
University Policy References: Other References:
Policy Number 14.0  Auditing Courses

14.01  **Rationale:** The Model Laboratory School-Based Decision-Making Council (Council) believes that if students are to be given opportunities for achievement at high levels, then it is necessary to offer some alternative means for learning.

14.02  **Process:** In alignment with this philosophy, the Council believes that students should be allowed to audit courses if there is a clearly defined educational purpose to be achieved.

14.03  **Implementation:** Therefore, the Council will implement a policy on auditing courses by students that recognizes two conditions for auditing a course: (1) foreign exchange students who can benefit in a second language development; (2) any unusual circumstance, subject to Council approval.

14.04  **Authorization:** The Council authorizes the Model Laboratory School Director/designee to approve student request for auditing a course or send unusual requests to the Council for approval.

14.05  **Development of Operational Procedures:** In support of this policy, the Model Laboratory School Director/designee will develop operational procedures to implement this policy. The Director will keep the Council informed annually concerning the implementation of this policy.

14.06  **Assessment and Evaluation:** The Council will review, assess, and evaluate this policy annually and authorizes the Director/designee to establish procedures and guidelines for the review of this policy within operational procedures.

Date Approved: Nov. 13, 1997           Date Last Reviewed by Council: Oct. 25, 2012
Date(s) Modified:                     
Replaces Policy Number:               
Legal Reference(s): KRS 160.345 (2)(i)1.
University Policy References:        Other References:
Policy Number 15.0  Summer School for Credit

15.01  Rationale: The Model Laboratory School-Based Decision-Making Council (Council) believes that some students need to attend summer school in order to complete their education.

15.02  Process: In alignment with this philosophy, the Council believes that a policy should be in place that allows students to take courses that generate credits under the following stipulations; a student cannot repeat a course in summer school unless he/she failed the course at Model.

15.03  Implementation: Therefore, the Council will implement a policy for summer school that allows students to make-up credits that count toward graduation.

15.04  Authorization: The Council authorizes the Model Laboratory High School Counselor to oversee the implementation of this policy.

15.05  Development of Operational Procedures: In support of this policy, the Model Laboratory School Director/designee will develop operational procedures to implement this policy. The Director will keep the Council informed annually concerning the implementation of this policy.

15.06  Assessment and Evaluation: The Council will review, assess, and evaluate this policy annually and authorizes the Director/designee to establish procedures and guidelines for the review of this policy within operational procedures.

Date Approved: Nov. 13, 1997  Date Last Reviewed by Council: Oct. 25, 2012
Date(s) Modified:  
Replaces Policy Number:  
Legal Reference(s): KRS 160.345 (2)(i)1.
University Policy References: Other References:
Policy Number 16.0  College Classes for High School Students

16.01 Rationale: The Model Laboratory School-Based Decision-Making Council (Council) believes that students should be allowed to extend or enrich their curriculum by taking relevant college classes that meet their individual needs.

16.02 Process: In alignment with this philosophy, the Council believes that a policy should be in place for students to take college classes. College classes provide an opportunity for enrichment and expansion of skill levels which may not be available in the high school curriculum. A student should first consider offerings at Model and if a comparable class is not offered, a college class may be substituted. Generally, freshmen and sophomores will not be allowed to take a college class. Any exception to this would have to be addressed by the Gifted Student Service Plan (GSSP) and must have the approval of the Gifted/Talented Coordinator, high school counselor and Model director/designee.

Senior and Junior Qualifications:
1. Attain a 3.0 grade point average in high school.
2. Attain prerequisite ACT composite and content area scores.
3. Be recommended by the High School Counselor or Director. May require high school teacher recommendation.
4. Submit to an interview and/or testing by the EKU Counseling Center, if necessary.

Requirements:
1. Must have 16 credits.
2. Students must have a full schedule of classes that includes a combination of high school and/or college classes.
3. Up to two college classes in substitution of Model classes during two scheduled blocks/periods in combination with 3 (two college classes) or 4 (one college class) Model classes per semester.
4. Three college classes may be taken if two of the classes are scheduled on alternating days of the same Block / period.
5. Student will be assigned a monitor for unscheduled college class time (e.g. lab, student assistant, culminating project, library research, etc.).
6. Students who drop a college class must communicate this to the High School Counselor within two days.
8. Students who drop a college class will be re-scheduled at Model for the time that the college class meets. Model class placement and possible credit will depend on the time of class withdrawal and class availability.
9. Students should schedule college classes so that he/she misses no more than 15 minutes of ANY high school class.
10. Students may not substitute required Model courses with similar college courses.
11. Any exceptions to these guidelines are subject to review by the Council.

16.03 Implementation: Therefore, the Council will implement a policy regarding students taking college classes that attempts to set appropriate guidelines, with the Council as the final arbiter for requests that are exceptions to this policy.

16.04 Authorization: The Council authorizes the Model Laboratory High School Counselor to register students for college classes. The Council will decide requests by students that are not covered by this policy.
16.05 Development of Operational Procedures: In support of this policy, the Model Laboratory School Director/designee will develop operational procedures to implement this policy. The Director will keep the Council informed annually concerning the implementation of this policy.

16.06 Assessment and Evaluation: The Council will review, assess, and evaluate this policy annually and authorizes the Director/designee to establish procedures and guidelines for the review of this policy within operational procedures.

Date Approved: Nov. 13, 1997 Date Last Reviewed by Council: Oct. 25, 2012
Date(s) Modified: March 28, 2013
Replaces Policy Number:
Legal Reference(s): KRS 160.348(2)
University Policy References: Other References:
Policy Number 17.0  Acceleration of Students for Academic Purposes

17.01  Rationale: The Model Laboratory School-Based Decision-Making Council (Council) believes that students differ in their abilities and needs. Some students may benefit from acceleration to a higher grade, if the circumstances warrant such action.

17.02  Process: In alignment with this philosophy, the Council believes that acceleration should be based upon proven performance as evidence on standardized tests or by faculty recommendation. Another factor to consider is the social maturity of the student.

17.03  Implementation: Therefore, the Council will implement a policy whereby students may be accelerated with parent or legal guardian permission, when it appears that their academic progress will benefit from acceleration to a higher grade.

17.04  Authorization: The Council authorizes the Model Laboratory School Director/designee to approve any acceleration.

17.05  Development of Operational Procedures: In support of this policy, the Model Laboratory School Director/designee will develop operational procedures to implement this policy. The Director will keep the Council informed annually concerning the implementation of this policy.

17.06  Assessment and Evaluation: The Council will review, assess, and evaluate this policy annually and authorizes the Director/designee to establish procedures and guidelines for the review of this policy within operational procedures.

Date Approved: Nov. 13, 1997  Date Last Reviewed by Council: Oct. 25, 2012
Date(s) Modified:
Replaces Policy Number:
Legal Reference(s): KRS 160.348(2).
University Policy References:  Other References:
Policy Number 18.0  Independent Studies Program

18.01  **Rationale:** The Model Laboratory School-Based Decision-Making Council (Council) believes that students differ in their abilities and needs. Some students may benefit from completing course in an independent studies program directed by a faculty member.

18.02  **Process:** In alignment with this philosophy, the Council believes that students should be recommended for independent study if they meet any one of the following criteria:
(1) Show evidence that he/she is a good candidate for independent work.
(2) The course meets an identified interest or talent.
(3) The student has exhausted the curriculum offered.
(4) The student has an interest in a non-traditional area of study.
(5) Seniors who need a class to graduate that is precluded by a scheduling conflict.

18.03  **Implementation:** Therefore, the Council will implement a policy that requires students to apply for independent study through the High School Counselor and complete a contract including the permission of parents or legal guardians, the teacher, and the student.

18.04  **Authorization:** The Council authorizes the Model Laboratory School Director/designee to implement this policy.

18.05  **Development of Operational Procedures:** In support of this policy, the Model Laboratory School Director/designee will develop operational procedures to implement this policy. The Director will keep the Council informed annually concerning the implementation of this policy.

18.06  **Assessment and Evaluation:** The Council will review, assess, and evaluate this policy annually and authorizes the Director/designee to establish procedures and guidelines for the review of this policy within operational procedures.

Date Approved: Nov. 13, 1997  Date Last Reviewed by Council: Oct. 25, 2012
Date(s) Modified:
Replaces Policy Number:
Legal Reference(s): KRS 160.345 (2)(i)1.
University Policy References:  Other References:
Policy Number 19.0  Assistance for Students with Academic Problems

19.01 Rationale: The Model Laboratory School-Based Decision-Making Council (Council) believes that the school should assist students with academic problems to achieve at high levels.

19.02 Process: In alignment with this philosophy, the Council believes that an academic probation policy will provide students with assistance in completing their academic program. The following procedures will be in effect:

I. Criteria for referral/placement:
1. Students deemed “at risk” because of having failed one or more courses in a given semester.
2. Students earning grades significantly below levels (GPA 2.0) anticipated based on assessment of ability and/or achievement.
3. A high rate of absence from class(es), if the absences are deemed to be a contributing factor to the student’s lack of ability to achieve.
4. Classroom behaviors resulting in poor academic performance.

II. Referral may occur at any time during the year, not limited to specified grading periods. Students and parents or legal guardians, will be made aware of remediation options. These include, but are not limited to:
1. Extended school services.
2. Peer tutoring offered by school clubs or organizations.
3. Private tutoring, to be arranged by parent or legal guardian and student.
4. Mandatory school study periods with referring teacher.
5. Recommendations for vision, hearing, or other exam as indicated.
6. Other, i.e., career counseling sessions, personal counseling, academic counseling.

III. Current teachers will review student performance on an individual basis. Upon consensus of review, a referral will be made. Notification of parents or legal guardians, and student will occur.

IV. Upon referral a conference will be held, involving teachers, administrator(s), counselor(s), parent(s) or legal guardian(s), and student. The conference will review referral information, develop a remediation plan, and create a contract for specific activities and time period including consequences for failure to fulfill the contract.

19.03 Implementation: Therefore, the Council will implement a policy of academic probation designed to assist students who are “at risk”. This policy will depend upon teachers and parents or legal guardians, working through the appropriate school counselor to identify students who are eligible for this program.

19.04 Authorization: The Council authorizes the Model Laboratory School Director/designee to implement this policy.

19.05 Development of Operational Procedures: In support of this policy, the Model Laboratory School Director will develop operational procedures to implement this policy. The Director will keep the Council informed annually concerning the implementation of this policy.
**19.06 Assessment and Evaluation:** The Council will review, assess, and evaluate this policy annually and authorizes the Director to establish procedures and guidelines for the review of this policy within operational procedures.

<table>
<thead>
<tr>
<th>Date Approved: Nov. 13, 1997</th>
<th>Date Last Reviewed by Council: Oct. 25, 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date(s) Modified:</td>
<td></td>
</tr>
<tr>
<td>Replaces Policy Number:</td>
<td></td>
</tr>
<tr>
<td>Legal Reference(s): KRS 160.345 (2)(i)1.</td>
<td>Other References:</td>
</tr>
<tr>
<td>University Policy References:</td>
<td></td>
</tr>
</tbody>
</table>
Policy Number 20.0  Appeals to School Council Decisions

20.01 Rationale: The Model Laboratory School-Based Decision-Making Council (Council) believes that decisions made by the Council regarding student/parent or legal guardian requests for a waiver from existing policies should be subject to “Due Process” protections for students and parents or legal guardians.

20.02 Process: In alignment with this philosophy, the Council believes that students and parents or legal guardians should have the right to appeal decisions by the Council to a higher authority, when those decisions, in the opinion of the student/parents or legal guardians, do not conform to the best educational interests of the student.

20.03 Implementation: Therefore, the Council will implement a policy that allows students and parents to submit appeals to existing policies directly to the Council, provided that an administrative decision has been made upholding the existing policy. The appeal should be in the form of a letter submitted to the Director/designee for inclusion on the agenda of the next appropriate regularly scheduled council meeting. Emergency meetings of the Council to hear an appeal may be called, if, in the opinion of the Director/designee, not enough time is sufficient to render a fair decision. The student/parent or legal guardian is responsible for providing data which will assist the Council in making an informed decision. If, after the Council has made a final decision regarding their appeal, the student/parents or legal guardians feel the Council’s decision still does not conform to the best educational interests of the student and wish to appeal to a higher authority; the Director/designee will direct the student/parents or legal guardians to the Dean of Eastern Kentucky University’s College of Education or his/her designee.

20.04 Authorization: The Council authorizes the Model Laboratory School Director/designee to inform parents, in writing, of this appeal process and facilitate its application.

20.05 Development of Operational Procedures: In support of this policy, the Model Laboratory School Director/designee will develop operational procedures to implement this policy. The Director will keep the Council informed annually concerning the implementation of this policy.

20.06 Assessment and Evaluation: The Council will review, assess, and evaluate this policy annually and authorizes the Director/designee to establish procedures and guidelines for the review of this policy within operational procedures.

Date Approved:  Jan. 13, 2000  Date Last Reviewed by Council:  Oct. 25, 2012
Date(s) Modified:
Replaces Policy Number:
Legal Reference(s): KRS 158.645
University Policy References:  Other References:
Policy Number 21.0  High School Grading System

21.01 **Rationale:** The Model Laboratory School-Based Decision-Making Council (Council) believes that it is necessary to provide grades to students for courses taken during high school.

21.02 **Process:** In alignment with this philosophy, the Council believes that if all students are to receive grades for academic performance, then it is necessary to follow a specific grading system.

21.03 **Implementation:** Therefore, the Council will implement a policy regarding the grading system according to the following:

1. Model Laboratory High school Grading Scale: A = 92-100%; B = 83-91%; C = 74-82%; D = 65-73%; U = 0-64.9%.

2. Grades, which are represented by letters are given point values as indicated: A = 4 points; B = 3 points; C = 2 points; D = 1 point; U = 0 points.

3. Incomplete Grades: A teacher may assign a grade of “I” if the teacher believes that the student has been unable to complete the course on time because of unavoidable conditions. The student must complete the course work within two (2) weeks of receiving official grade notification. If the student does not do so, the “I” grade becomes a “U”.

4. Pass/fail Grades: Students may not take high school courses as Pass/Fail.

5. Grade Point Average (GPA): The GPA is calculated based on the number of credits attempted and the point value of the final grades earned. The total grade points are divided by the total credits attempted. For example: a student who has attempted eight (8) courses and earned the following grades (A,A,B,B,B,B,C,C) based on the unweighted grading scale would have a 3.0 GPA (24 points divided by 8 credits attempted equals 3.0).

6. Grade Appeals: If a student believes that the final grade assigned in a course is unjustified, the student should consult the teacher within two (2) weeks of receiving the official grade notification. If, after doing so, the student still feels the grade is unjustified, the student may appeal the grade IN WRITING to the Guidance Counselor within two (2) weeks of consulting the teacher. The Guidance Counselor in collaboration with the student, parent or legal guardian, and teacher will attempt to resolve the grade dispute. Further appeals can be made to the Director if submitted IN WRITING within two (2) weeks of consulting with the Guidance Counselor.

21.04 **Authorization:** The Council authorizes the Model Laboratory School Director/designee to implement this policy.

21.05 **Development of Operational Procedures:** In support of this policy, the Model Laboratory School Director/designee will develop operational procedures to implement this policy. The Director will keep the Council informed annually concerning the implementation of this policy.
21.06 **Assessment and Evaluation:** The Council will review, assess, and evaluate this policy annually and authorizes the Director/designee to establish procedures and guidelines for the review of this policy within operational procedures.
Policy Number 22.0  Field Trips

22.01 Rationale: The Model Laboratory School-Based Decision-Making Council (Council) believes that field trips are an integral part of the instructional program and may be provided to enrich or expand learning opportunities for students.

22.02 Process: In alignment with this philosophy, the Council believes that all field trips must adhere to established policies and regulations governing student safety, including means of transportation which meets Eastern Kentucky University (EKU) requirements for transporting students, parent or legal guardian permission for student participation, and an adequate number of qualified adult supervisors who have passed a criminal background check and received confidentiality training.

22.03 Implementation: Therefore, the Council will implement a procedures and guidelines regarding field trips which will address field trip planning and supervision, and chaperone and student participation and responsibilities.

22.04 Authorization: The Council authorizes the Model Laboratory School Director/designee to implement this policy.

22.05 Development of Operational Procedures: In support of this policy, the Model Laboratory School Director/designee will develop operational procedures to implement this policy. The Director/designee will keep the Council informed annually concerning the implementation of this policy.

22.06 Assessment and Evaluation: The Council will review, assess, and evaluate this policy annually and authorizes the Director/designee to establish procedures and guidelines for the review of this policy within operational procedures.

Date Approved: Feb. 2006  Date Last Reviewed by Council: Oct. 25, 2012
Date(s) Modified: Replaces Policy Number:
Legal Reference(s): KRS 158.645
University Policy References: Other References:
Policy Number 23.0  Wellness (K-12)

23.01  **Rationale:** The Model Laboratory School-Based Decision-Making Council (Council) believes that it is important to provide a school environment that promotes and protects children’s health, well-being, and ability to learn.

23.02  **Process:** In alignment with this philosophy, the Council will implement a policy which focuses on the benefits of good nutritional choices, healthy habits, and physical education/physical activity.

23.03  **Implementation:** Therefore, the Council will implement a policy requiring: (a) the school’s food service provider to meet the nutritional standards required by federal and state laws and regulations; and (b) the school to assess each child’s level of physical activity on an annual basis.

23.04  **Authorization:** The Council authorizes the Model Laboratory School Director/designee to implement this policy.

23.05  **Development of Operational Procedures:** In support of this policy, the Model Laboratory School Director/designee will develop operational procedures to implement this policy. The Director/designee will keep the Council informed annually concerning the implementation of this policy.

23.06  **Assessment and Evaluation:** The Council will review, assess, and evaluate this policy annually and authorizes the Director/designee to establish procedures and guidelines for the review of this policy within operational procedures.

Date Approved: Oct. 2006       Date Last Reviewed by Council: Oct. 25, 2012
Date(s) Modified:  
Replaces Policy Number:  
Legal Reference(s): KRS 160.345(11)  
University Policy References:  
Other References:
Policy Number 24.0  Attendance, Tardiness, and Checking Students Out of School

24.01  Rationale: The Model Laboratory School-Based Decision-Making Council (Council) believes that attending school regularly is an important component in student success.

24.02  Process: In alignment with this philosophy, the Council believes that a policy which addresses school attendance, tardiness, and checking students out of school should be implemented.

24.03  Implementation: Therefore, the Council will implement a policy which at a minimum will outline a procedure for checking students out of school, define what constitutes excused absences and the required documentation for an excused absence, and will address the following issues:

ATTENDANCE

A student who has accumulated 3 unexcused absences will have a letter sent to his/her parent/legal guardian informing of the student’s number of absences and containing the school’s attendance policy and requirements concerning truancy. A student who has accumulated 6 unexcused absences will not be permitted to attend or participate in any extra-curricular activities, e.g., sports, dances, clubs, etc.; and will result in a home visit by the director/designee and filing a truancy report with the local court system. If a student accumulates more than 6 unexcused absences, the Director/designee will determine appropriate consequences relevant to the needs of the student.

Procedures for Documenting Excused Absences

A student and/or parent have three school days following an excused absence to provide documentation to the Attendance Office. Students are to present their parent/legal guardian note or other form of excuse validation (e.g., doctor’s note, etc.) to the Attendance Office upon return to school. The parental/legal guardian note must contain the student’s name and grade, date of the absence, reason for absence, signature of parent/legal guardian (or electronic verification of the note’s author), and parent’s/legal guardian’s phone number(s). Use of a forged parental/legal guardian note, or a parent/legal guardian knowingly providing a false excuse, are violations of the school Discipline Code.

Types of Excused Absences

Illness: note from doctor’s office or note from parent/legal guardian (NOTE: a limit of 3 parental notes per 9 weeks will be accepted).
Death in the family/funeral: note from parent/legal guardian.
School Field Trips or Events: documentation provided by school staff.
Other Valid Reasons as determined by the Director/designee, e.g., court appearance, driver’s license exam (limit to one-half day), college visits (limit of 3 documented visits), religious holidays, absences related to a family member’s military deployment or return from military duty, etc.
Family trips are not an acceptable excuse for absence from school. The last day of school before a vacation period (i.e., Winter Break, Spring Break, etc.) or the first day of class after a vacation period are considered unexcused absences, unless extenuating circumstances warrant otherwise in the determination of the school’s Director.
Youth Salute and Senior Portraits/Pictures will not be considered excused absences.

Make-Up Work

Upon returning to school, students with an excused absence have the responsibility to contact teachers regarding missed assignments. The student shall have the amount of time specified in the class syllabus, or no more than five school days, to make up any work or exams missed. If the excused absences involve a number of days (e.g., prolonged illness), the time allocated for students to make-up missed work will be correspondingly extended.
TARDINESS

A student arriving at any class after the designated time is tardy. Students tardy to school or any class (without a note) will go directly to the Attendance Office or Main Office and obtain a tardy slip. This slip must be presented to the teacher to enter class. It will be at the discretion of the individual classroom teacher to allow work to be made up for the time the student was absent due to an unexcused tardy. The following consequences will result if tardiness continues during the semester: 1-3 tardies = written warnings; 4-6 tardies = one hour after school detention for each occurrence; 7+ tardies = assignment to Saturday School for each occurrence. In the case of inclement weather the Director/designee may exercise discretion in admitting tardy students to class. The faculty will be notified if a determination has been made to excuse tardiness due to inclement weather. Teachers will maintain a complete record of each student’s tardiness. A student tardy due to unavoidable circumstances, as determined by the attendance officer or director/designee, may be given consideration on an individual basis. Teachers will provide, as soon as possible, an opportunity for students who receive an excused tardy to make up any work missed.

CHECKING STUDENTS OUT OF SCHOOL

All students shall be provided a check-out sheet at the beginning of the school year. Parents/legal guardians are responsible for completing this sheet and seeing that it is returned to the school’s main office. If the parents/legal guardians have failed to file a check-out sheet with the school, the parent/legal guardian shall be required to come to school to check-out the student. In all check-outs, the school staff shall verify by means of personal identification that the individual checking the student out is authorized to do so.

Illness: When illness requires the student to leave school, school staff shall notify a parent/legal guardian of the student’s condition and arrange for the parent/legal guardian or other person listed on the check-out sheet to come for the student. In the event a parent/legal guardian cannot be notified, the staff shall notify any of the other individuals listed on the check-out sheet and arrange for the student’s pickup. If no one on the student’s check-out sheet can be contacted, the student shall remain at school until the parent/legal guardian or other authorized person listed on the check-out sheet is contacted. If the ill student has driven to school, the director or his/her designee shall decide whether the student is capable of driving home or to a medical treatment facility. In the event it is determined that the student is not well enough to drive, the student shall remain at school until he/she can be picked up.

Emergency: In the event of an emergency, written verification, either from a parent/legal guardian or an adult listed on the check-out sheet, shall be presented if a student is to be checked out by someone other than those individuals identified on the check-out sheet at the time when a student is checked out of school. Recognizing that emergency situations involve events that cannot always be planned in advance, parents/legal guardians are advised to consider the possibility of emergencies when completing the check-out sheet. When the student affected by the emergency has driven to school, the Director or his/her designee shall decide whether, under the circumstances, the student will be allowed to drive from school or whether the parent/legal guardian or an authorized adult shall come to school to pick up the student.

Written documentation signed by a parent/legal guardian is required for all check-outs by individuals not previously listed on the check-out sheet. No other forms of communication will be accepted for such check-outs. School staff will verify such written requirements to allow a student
to be checked out by someone other than those individuals identified on the check-out sheet by contacting the parents/legal guardians.

24.04 **Authorization:** The Council authorizes the Model Laboratory School Director/designee to implement this policy.

24.05 **Development of Operational Procedures:** In support of this policy, the Model Laboratory School Director/designee will develop operational procedures to implement this policy. The Director will keep the Council informed annually concerning the implementation of this policy.

24.06 **Assessment and Evaluation:** The Council will review, assess, and evaluate this policy annually and authorizes the Director/designee to establish procedures and guidelines for the review of this policy within operational procedures.

Date Approved: April 2007  Date Last Reviewed by Council: Oct. 25, 2012
Date(s) Modified:
Replaces Policy Number:
Legal Reference(s): KRS 158.645
University Policy References:  Other References:
Policy Number 25.0  Bullying/Hazing

25.01 Rationale: The Model Laboratory School-Based Decision-Making Council (Council) believes that in order to effectively participate in the democratic process as adults, students must learn to respect the rights of others and to interact with them in a civil manner. Therefore, students are required to speak and behave in a civil manner toward students, staff and visitors to the school.

25.02 Process: Model Laboratory School recognizes that a school that is physically and emotionally safe and secure for all students promotes good citizenship, increases student attendance and engagement, and supports academic achievement. To protect the rights of all students and groups for a safe and secure learning environment, Model Laboratory School prohibits acts of bullying, harassment, and other forms of aggression and violence. Bullying or harassment, like other forms of aggressive and violent behaviors, interferes with both a school’s ability to educate its students and a student’s ability to learn. All administrators, faculty, staff, parents, volunteers, and students are expected to refuse to tolerate bullying and harassment and to demonstrate behavior that is respectful and civil. It is especially important for adults to model appropriate behaviors (even when disciplining) in order to provide positive examples for student behavior.

“Bullying” or “harassment” is any gesture or written, verbal, graphic, or physical act (including electronically transmitted acts – i.e., cyberbullying, through the use of internet, cell phone, personal digital assistant (PDA), computer, or wireless handheld device, currently in use or later developed and used by students) that is reasonably perceived as being dehumanizing, intimidating, hostile, humiliating, threatening, or otherwise likely to evoke fear of physical harm or emotional distress and may be motivated either by bias or prejudice based upon any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression; or a mental, physical, or sensory disability or impairment; or by any other distinguishing characteristic, or is based upon association with another person who has or is perceived to have any distinguishing characteristic. Bullying and harassment also include forms of retaliation against individuals who report or cooperate in an investigation under this policy. Such behaviors are considered to be bullying or harassment whether they take place on or off school property, at any school-sponsored function, or in a school vehicle or at any time or place where a child’s imminent safety or over-all well-being may be at issue.

“Bullying” is conduct that meets all of the following criteria:

- is reasonably perceived as being dehumanizing, intimidating, hostile, humiliating, threatening, or otherwise likely to evoke fear of physical harm or emotional distress;
- is directed at one or more students;
- is conveyed through physical, verbal, technological or emotional means;
• substantially interferes with educational opportunities, benefits, or programs of one or more students;

• adversely affects the ability of a student to participate in or benefit from the school’s educational programs or activities by placing the student in reasonable fear of physical harm or by causing emotional distress; and,

• is based on a student’s actual or perceived distinguishing characteristic (see above), or is based on an association with another person who has or is perceived to have any of these characteristics.

“Harassment” is conduct that meets all of the following criteria:

• is reasonably perceived as being dehumanizing, intimidating, hostile, humiliating, threatening, or otherwise likely to evoke fear of physical harm or emotional distress;

• is directed at one or more students;

• is conveyed through physical, verbal, technological or emotional means;

• substantially interferes with educational opportunities, benefits, or programs of one or more students;

• adversely affects the ability of a student to participate in or benefit from the school district’s or public school’s educational programs or activities because the conduct, as reasonably perceived by the student, is so severe, pervasive, and objectively offensive as to have this effect; and,

• is based on a student’s actual or perceived distinguishing characteristic (see above), or is based on an association with another person who has or is perceived to have any of these characteristics.

The scope of this policy includes the prohibition of every form of bullying, harassment, and cyberbullying/harassment, whether in the classroom, on school premises, immediately adjacent to school premises, when a student is traveling to or from school (portal to portal), or at a school-sponsored event, whether or not held on school premises. Bullying or harassment, including cyberbullying/ harassment, that is not initiated at a location defined above is covered by this policy if the incident results in a potentially material or substantial disruption of the school learning environment for one or more students and/or the orderly day-to-day operations of any school or school program.

Model Laboratory School expects students to conduct themselves in a manner in keeping with their levels of development, maturity, and demonstrated capabilities with a proper regard for the rights and welfare of other students, school staff, volunteers, and contractors.
Model Laboratory School believes that a comprehensive health and guidance education curriculum, within a coordinated school health framework, helps students attain knowledge and skills vital to school success, a productive workforce and good citizenship. Critical skills include anticipating consequences of choices, making informed decisions, communicating effectively, resolving conflicts, and developing cultural competency.

Model Laboratory School recognizes that in order to have the maximum impact, it is critical to provide a minimum of annual training for school employees and volunteers who have significant contact with students on school policies and procedures regarding bullying and harassment. Training will provide school employees with a clear understanding of their roles and responsibilities and the necessary skills to fulfill them.

Model Laboratory School believes that standards for student behavior must be set through interaction among the students, parents and guardians, staff, and community members of the school, producing an atmosphere that encourages students to grow in self-discipline and their ability to respect the rights of others. The development of this atmosphere requires respect for self and others, as well as for school and community property on the part of students, staff, parents, and community members.

Model Laboratory School believes that the best discipline for aggressive behavior is designed to (1) support students in taking responsibility for their actions, (2) develop empathy, and (3) teach alternative ways to achieve the goals and the solve problems that motivated the aggressive behavior. Staff members who interact with students shall apply best practices designed to prevent discipline problems and encourage students’ abilities to develop self-discipline and make better choices in the future.

Since bystander support of bullying and harassment can encourage these behaviors, the school prohibits both active and passive support for acts of harassment or bullying. The staff should encourage students not to be part of the problem; not to pass on the rumor or derogatory message; to walk away from these acts when they see them; to constructively attempt to stop them; to report them to the designated authority; and to reach out in friendship to the target. Periodic classroom meetings should be conducted to teach bystanders how and when to respond to bullying and harassment incidents. Informal classroom discussions and activities designed to provide awareness and increase student connectedness promote a positive shift in peer norms that will support empowered bystanders. When bystanders do report or cooperate in an investigation, they must be protected from retaliation with the same type of procedures used to respond to bullying and harassment.

Model Laboratory School requires its school administrators to develop and implement procedures that ensure both the appropriate consequences and remedial responses to a student or staff member who commits one or more acts of bullying and harassment. The following factors, at a minimum, shall be given full consideration by school administrators in the development of the procedures for determining appropriate consequences and remedial measures for each act of harassment or bullying.
Factors for Determining Consequences
• Age, development, and maturity levels of the parties involved
• Degree of harm (physical and/or emotional distress)
• Surrounding circumstances
• Nature and severity of the behavior(s)
• Incidences of past or continuing pattern(s) of behavior
• Relationship between the parties involved
• Context in which the alleged incident(s) occurred

Note: In order to ensure students’ perception of fair and impartial treatment, a student’s academic or athletic status is not a legitimate factor for determining consequences. Consequences must be perceived as fair and impartial.

Factors for Determining Remedial Measures
Personal
• Life skill competencies
• Experiential deficiencies
• Social relationships
• Strengths
• Talents
• Traits
• Interests
• Hobbies
• Extra-curricular activities
• Classroom participation
• Academic performance

Environmental
• School culture
• School climate and lack of connectedness
• Student-staff relationships and staff behavior toward the student
• Level of consistency in staff responses to bullying or harassing behaviors
• Level of consistency in application or severity of consequences given to students
• Staff-staff relationships witnessed by students
• General staff management of classrooms and other educational environments
• Staff ability to prevent and de-escalate difficult or inflammatory situations
• Social-emotional and behavioral supports
• Social relationships
• Community activities
• Neighborhood culture
• Family situation
• Range and number of opportunities for student engagement, involvement, and recognition for achievement (beyond academics and athletics)
Consequences and appropriate remedial actions for a student or staff member who engages in one or more acts of bullying or harassment may range from positive behavioral interventions up to and including suspension or expulsion, in the case of a student, or suspension or termination in the case of an employee, as set forth in the school’s approved code of student conduct or employee handbook. School employees will also be held accountable for bullying or harassing behavior directed toward school employees, volunteers, parents, or students.

Consequences for a student who commits an act of bullying and harassment shall vary in method and severity according to the nature of the behavior, the developmental age of the student, and the student’s history of problem behaviors and performance, and must be consistent with the school’s approved code of student conduct. Remedial measures shall be designed to: correct the problem behavior; prevent another occurrence of the behavior; and protect the victim of the act. Effective discipline should employ a school-wide approach to adopt a rubric of bullying offenses and the associated consequences. The consequences and remedial measures may include, but are not limited to, the examples listed below:

**Examples of Consequences**
- Admonishment
- Participation in a guided reflection process designed to teach alternative behavior
- Temporary removal from the classroom
- Loss of privileges
- Classroom or administrative detention
- Referral to disciplinarian
- In-school suspension during the school week or the weekend, for students
- Out-of-school suspension
- Legal action
- Expulsion or termination

**Examples of Remedial Measures: Strategies for Individual Behavioral Change:**
- Framing the aggressive behavior as a failed attempt to solve a real problem or reach a goal. The adult assists the misbehaving student to find a better way to solve the problem or meet the goal.
- Restitution and restoration
- Transformative conferencing/restorative justice practices
- Supervised peer support group
- Corrective instruction or other relevant learning or service experience
- Supportive discipline to increase accountability for the bullying offense
- Supportive interventions, including participation of an Intervention and Referral Services team, peer mediation, etc.
- Behavioral assessment or evaluation, including, but not limited to, a referral for assessment, as appropriate
- Behavioral management plan, with benchmarks that are closely monitored
- Involvement of school disciplinarian
- Student counseling
- Parent conferences
- Student treatment
- Student therapy
Strategies for Environmental Change (Classroom, School Building, or School District):

- Activities or strategies designed to help the student who engaged in bullying or harassment reflect on the offending behavior, maintaining an emotionally-neutral and strength-based approach
- School and community surveys or other strategies for determining the conditions contributing to harassment, intimidation, or bullying
- Change process to improve school culture
- School climate improvement/improvement in conditions for learning and instructional pedagogy (incorporation of brain-compatible strategies)
- Adoption of research-based, systemic bullying prevention programs
- Modifications of schedules
- Adjustments in hallway traffic
- Modifications in student routes or patterns traveling to and from school
- Increased supervision and targeted use of monitors (e.g., hallway, cafeteria, bus)
- General professional development programs for certificated and non-certificated staff
- Professional development plans for staff in key disciplinary roles
- Parent conferences
- Referral to family counseling
- Increased involvement of parent-teacher organizations
- Increased involvement of community-based organizations
- Increased opportunities for parent input and engagement in school initiatives and activities
- Development of a general bullying/harassment response plan
- Peer support groups
- Increase communication with and involvement of law enforcement (e.g., school resource officer, juvenile officer)
- Engage in community awareness events and planning sessions

Model Laboratory School requires the director and/or the director’s designee at each school to be responsible for receiving complaints alleging violations of this policy. All school employees are required to report alleged violations of this policy to the director or the director’s designee. **All members** of the school community, including students, parents, volunteers, and visitors, are encouraged to report any act that may be a violation of this policy. Reports may be made anonymously, but formal disciplinary action **may not** be based solely on the basis of an anonymous report.

Model Laboratory School requires the director and/or the director’s designee to be responsible for determining whether an alleged act constitutes a violation of this policy. In so doing, the director and/or the director’s designee shall conduct a prompt, thorough, and complete investigation of each alleged incident. The investigation is to be completed within three school days after a report or complaint is made. The parents of the students involved shall receive written notice from the school on the outcome of the investigation (in compliance with current privacy laws and regulations). All reports on instances of bullying and/or harassment must be recorded by the school for annual data review.
Model Laboratory School prohibits reprisal or retaliation against any person who reports an act of bullying or harassment or cooperates in an investigation. The consequences and appropriate remedial action for a person who engages in reprisal or retaliation shall be determined by the administrator after consideration of the nature, severity, and circumstances of the act.

Model Laboratory School prohibits any person from falsely accusing another as a means of bullying or harassment. The consequences and appropriate remedial action for a person found to have falsely accused another as a means of bullying or harassment may range from positive behavioral interventions up to and including suspension or expulsion. Consequences and appropriate remedial action for a school employee found to have falsely accused another as a means of bullying or harassment shall be in accordance with Eastern Kentucky University and Model school policies, procedures, and agreements.

Model Laboratory School requires school officials to annually disseminate the policy to all school staff, students, and parents, along with a statement explaining that it applies to all applicable acts of harassment and bullying that occur on school property, at school-sponsored functions, or while students are being transported to and from events. The director shall develop an annual process for discussing the school district policy on harassment and bullying with students, faculty and staff. The school shall incorporate information regarding the policy against harassment or bullying into the faculty and student handbooks.

25.03 Implementation: Therefore, the Council will implement a policy which will educate students and parents or legal guardians regarding the issues of bullying/hazing, subject students who violate the policy to appropriate disciplinary action, and provide a process to enable students to report incidents of bully/hazing to school personnel.

25.04 Authorization: The Council authorizes the Model Laboratory School Director/designee to put this policy into action.

25.05 Development of Operational Procedures: In support of this policy, the Model Laboratory School Director/designee will develop operational procedures to implement this policy. The Director/designee will keep the Council informed annually concerning the implementation of this policy.

25.06 Assessment and Evaluation: The Council will review, assess, and evaluate this policy annually and authorizes the Director/designee to establish procedures and guidelines for the review of this policy within operational procedures.

Date Approved: May 2009
Date(s) Modified:
Replaces Policy Number:
Legal Reference(s): KRS 160.345(2)(i)7
University Policy References: Other References:
Policy Number 26.0  Employee Reports of Criminal Activity

26.01  Rationale: The Model Laboratory School-Based Decision-Making Council (Council) believes that to promote the safety and well-being of students, employees of Model Laboratory School must make reports required by state law in a timely manner.

26.02  Process: In alignment with this philosophy, the Council will develop a policy outlining the responsibilities of Model personnel with regard to reporting incidents which may threaten the safety and well-being of Model students.

26.03  Implementation: Therefore, the Council will implement a policy regarding the reporting of criminal activity by school employees which will, at a minimum, address:

(A) When the Model Laboratory School Director/designee has a reasonable belief that an act has occurred on school property or at a school-sponsored function involving assault resulting in serious physical injury, a sexual offense, kidnapping, assault involving the use of a weapon, possession of a firearm in violation of the law, possession of a controlled substance in violation of the law, or damage to the property, the director shall immediately report the act to Eastern Kentucky University’s Division of Public Safety. For the purposes of this section, ‘school property’ means the Donovan Building and Annex, Kearns Gymnasium, school buses/vans, school grounds, recreational areas, or athletic fields, in the charge of the Director/designee.

(B) A Model school employee or supervisor shall promptly make a report to Eastern Kentucky University’s Division of Public Safety if:

1. The person knows or has reasonable cause to believe that a conduct has occurred which constitutes:
   a. A misdemeanor or violation offense under the laws of the Commonwealth and relates to (a) carrying, possession, or use of a deadly weapon; or (b) use, possession, or sale of controlled substances; or
   b. Any felony offense under the laws of the Commonwealth; and

2. The conduct occurred on the school premises or within one thousand (1,000) feet of school premises, on a school bus, or at a school-sponsored or sanctioned event.

(C) Any Model school employee or supervisor who knows or has reasonable cause to believe that a school student has been the victim of a violation of any felony offense committed by another student while on school premises, on school-sponsored transportation, or at a school-sponsored event shall immediately cause an oral or written report to be made to the Director/Principal of the school attended by the victim. The Director/designee shall notify the parents or legal guardians, or other persons exercising custodial control or supervision of the student when the student is involved in a felony offense. The Director/designee shall file a written report with the local school board, or appropriate Eastern Kentucky University personnel; and the local law enforcement agency or Eastern Kentucky University’s Division of Public Safety, within forty-eight (48) hours of the original report.
(D) Any Model school employee or supervisor who knows or has reasonable cause to believe that a child is dependent, neglected, or abused shall immediately cause an oral or written report to be made to a local law enforcement agency or Eastern Kentucky University’s Division of Public Safety.

26.04 **Authorization:** The Council authorizes the Model Laboratory School Director/designee to implement this policy.

26.05 **Development of Operational Procedures:** In support of this policy, the Model Laboratory School Director/designee will develop operational procedures to implement this policy. The Director/designee will keep the Council informed annually concerning the implementation of this policy.

26.06 **Assessment and Evaluation:** The Council will review, assess, and evaluate this policy annually and authorizes the Director/designee to establish procedures and guidelines for the review of this policy within operational procedures.

Date Approved: May 2009
Date Last Reviewed by Council: Oct. 25, 2012

Date(s) Modified:
Replaces Policy Number:
Legal Reference(s): KRS 158.154; 158.155; 158.156; KRS 620.030
University Policy References: Other References:
Policy Number 27.0 Religion, Religious Holidays, and Beliefs

27.01 Rationale: The Model Laboratory School-Based Decision-Making Council (Council) believes that no religious belief or nonbelief should be promoted by Model Laboratory School or its employees, and none should be disparaged.

27.02 Process: In alignment with this philosophy, the Council believes that religion in the curriculum should: (a) stem from an academic focus; (b) help advance students’ knowledge and awareness of religion, religious holidays and beliefs, and their role in world history and world cultures; and (c) help students become better informed about the variety of religion, religious holidays, and beliefs, and the diversity of view in order to be better global citizens.

27.03 Implementation: Therefore, the Council will implement a policy which addresses religion, religious holidays, and beliefs. At a minimum, the policy will incorporate the following:

1. Teachers are encouraged to teach about religious holidays as a natural extension of discussion on ethnic issues, history, or culture throughout the year. Activities associated with religious holidays will naturally emerge from the curriculum. However, the teaching or observance of any one religion to the exclusion of others is prohibited.

2. As long as presented in a prudent, balanced, and objective manner and as a traditional part of the cultural and religious heritage of the particular holiday; music, art, literature, or dramatic pieces having religious themes or bases are permitted as a part of the curriculum of, or any program engaged in, by the school. Music, art, literature, or drama pieces having religious themes or bases shall not be dominant in the curriculum or in any program engaged in by the school.

3. Teachers and other school staff associated with the school shall not require and shall not prohibit students from expressing their religious or nonreligious beliefs or positions, or request students to express their religion beliefs or positions during the school day or at any time when teachers are in the presence of students on school business.

Rights and Privileges of Students and Parents

The school shall observe and respect the rights, established by the United States Constitution and law, of students to voluntarily engage in religious activities or express religious viewpoints while at school or engaged in school activities, provided they do not: (1) infringe on the rights of the school to maintain order and discipline, prevent disruption of the educational process, and determine education curriculum; (2) harass other persons or coerce other persons to participate in the activity; or (3) otherwise infringe on the rights of other persons.

For children whose parents or legal guardians prefer their child not participate in a school program which includes religious matters and who communicate this in advance to the Director/designee, the Director/designee shall arrange an alternative learning experience that is educationally meaningful and that takes place in a manner that seeks to preclude feelings of isolation, embarrassment, or punishment.
Student complaints concerning possible violations of their religious rights shall be addressed. Complaints shall be in writing and directed to the Director/designee, who shall investigate and take appropriate action within thirty (30) days of receipt of the written notification.

27.04 **Authorization:** The Council authorizes the Model Laboratory School Director/designee to implement this policy.

27.05 **Development of Operational Procedures:** In support of this policy, the Model Laboratory School Director/designee will develop operational procedures to implement this policy. The Director/designee will keep the Council informed annually concerning the implementation of this policy.

27.06 **Assessment and Evaluation:** The Council will review, assess, and evaluate this policy annually and authorizes the Director/designee to establish procedures and guidelines for the review of this policy within operational procedures.

Date Approved: April 2010
Date Last Reviewed by Council: Oct. 25, 2012
Date(s) Modified:
Replaces Policy Number:
Legal Reference(s): KRS 158.181
University Policy References: Other References:
Policy Number 28.0 Arts and Humanities Program

28.01 Rationale: Pursuant to KRS 158.6453, an annual program review and audit of arts and humanities will be part of the state accountability. The Model Laboratory School-Based Decision-Making Council (Council) believes that a comprehensive, rich arts curriculum, which includes performance as well as history and appreciation of the arts, enhances student achievement and enriches the school environment. To ensure that Model’s arts and humanities program meets the expectations outlined in the Kentucky Department of Education’s Arts and Humanities Program Review process, it is necessary to have a policy that clearly outlines responsibilities and procedures for this review, and that it is clearly understood by administrators, parents or legal guardians, students and teachers.

28.02 Process: In alignment with this philosophy, the Council believes that teachers who are responsible for teaching the arts and humanities content must provide appropriate documentation of meeting the expectations of the Arts and Humanities Program Review and Audit. In addition to the arts specialists (music, visual art, drama) all other teachers should integrate the arts into their curriculum and should also provide documentation of integration. This documentation should address the four areas that the Kentucky Department of Education’s Arts and Humanities Review and Audit will address: Curriculum/Instruction, Formative/Summative Assessment, Professional Development, and Administrative Support.

28.03 Implementation: Therefore, the Council will implement a policy that supports the arts and humanities program as an integral part of the curriculum at all grade levels. The Council will oversee annual self-review as well as the bi-annual formal review by the Kentucky Department of Education.

28.04 Authorization: The Council authorizes the Model Laboratory School Director/designee to implement this policy.

28.05 Development of Operational Procedures: In support of this policy, the Model Laboratory School Director/designee will appoint a standing Arts and Humanities Committee that will develop, in consultation with the Director/designee, operational procedures to implement this policy. The Director/designee will keep the Council informed annually of the results of the Program Review and Audit.

28.06 Assessment and Evaluation: The Council will review, assess, and evaluate this policy annually and authorizes the Director/designee to establish procedures and guidelines for the review of this policy within operational procedures.
Policy Number 29.0  Practical Living / Career Studies

29.01 Rationale: Pursuant to KRS 158.6453, an annual program review and audit of practical living/career studies will be part of the state accountability. The Model Laboratory School-Based Decision-Making Council (Council) believes that a comprehensive practical living/career studies curriculum, which includes health, practical living, career studies and technology education, enhances student achievement and enriches the school environment. To ensure that Model’s practical living/career studies program meets the expectations outlined in the Kentucky Department of Education’s Practical Living/Career Studies Program Review process, it is necessary to have a policy that clearly outlines responsibilities and procedures for this review, and that it is clearly understood by administrators, parents or legal guardians, students and teachers.

29.02 Process: In alignment with this philosophy, the Council believes that the teachers who are responsible for teaching the practical living/career studies content must provide appropriate documentation of meeting the expectations of the Practical Living/Career Studies Review and Audit. In addition to the practical living/career studies specialists (business education, health education, family and consumer sciences, technology education), all other teachers should integrate the practical living/career studies into their curriculum and should also provide documentation of integration. This documentation should address the four areas that the Kentucky Department of Education’s Practical Living/Career Studies Audit will address: Curriculum/Instruction, Formative/Summative Assessment, Professional Development, and Administrative Support.

29.03 Implementation: Therefore, the Council will implement a policy that supports the practical living/career studies program as an integral part of the curriculum at all grade levels. The Council will oversee an annual self-review as well as the bi-annual formal review by the Kentucky Department of Education.

29.04 Authorization: The Council authorizes the Model Laboratory School Director/designee to implement this policy.

29.05 Development of Operational Procedures: In support of this policy, the Model Laboratory School Director/designee will appoint a standing Practical Living/Career Studies Committee that will develop, in consultation with the Director/designee, operational procedures to implement this policy. The Director/designee will keep the Council informed annually of the results of the program review and audit.

29.06 Assessment and Evaluation: The Council will review, assess, and evaluate this policy annually and authorizes the Director/designee to establish procedures and guidelines for the review of this policy within operational procedures.

Date Approved: August 4, 2011  Date Last Reviewed by Council: Oct. 25, 2012
Date(s) Modified:  Legal Reference(s): KRS 158.6453(7)(b)4
Replaces Policy Number:  Other References:
University Policy References:
Policy Number 30.0  Writing

30.01 Rationale: Pursuant to KRS 158.6453, an annual program review and audit of writing will be part of the state accountability. The Model Laboratory School-Based Decision-Making Council (Council) believes a strong writing program culminating in the development of students as critical thinkers and independent writers is essential to all students. The Council believes in the following statements:
1. All children can and should write.
2. Writing across the curriculum is expected.
3. Students also need to have a variety of purposes to write, such as writing to learn and writing to demonstrate learning.
4. Students need to take ownership and responsibility to look critically at their work.
5. Teachers must help children understand the steps of writing.
6. Teachers can help student writers gather and organize material for writing through pre-writing activities.
7. Teachers must help students draft and revise. Students must also learn to use their peers as editors; peer editing and revising is an interactive way for student to practice the writing process.
8. Grammar and mechanics are best learned in the context of actual writing.
9. Students need real audiences and a classroom of shared learning.
10. Writing to learn and writing to demonstrate learning, as well as authentic writing, should extend throughout the curriculum.
11. Effective teachers evaluate writing constructively and efficiently.
12. Students need immediate feedback on writing and communication skills.
13. Assessment of writing and communication skills should be formal (e.g., tests, on demand writing, writing portfolio) and informal (e.g., dialog journal entry, response journals, conferencing).
14. Students need to demonstrate content knowledge through writing as it connects to all literacy skills; writing, reading, speaking, listening, observing, completing inquiry projects, and using technology.
15. Curriculum across all grade levels needs to be designed through standards-based units of study. These units of study include reading and writing at all grade levels, and meaningful, authentic writing experiences that relate to students’ experiences, their lives and learning.

30.02 Process: In alignment with this philosophy, the Council believes that teachers who are responsible for teaching writing must provide appropriate documentation of meeting the expectation of the Kentucky Department of Education’s Writing Program Review and Audit.

Appropriate evidence/documentation from individual teachers may include, but is not limited to units of study and lesson plans, teacher created checklists of writing skills, teacher created checklists of completed writing pieces, authentic student writing, records of extended services provided to individual students as the result of special needs or giftedness, writing rubrics and evaluation tools for writing, student writing, rubrics for writing, student self-assessments, examples of written responses, individual/professional growth plans.
Other documentation may include, but is not limited to writing checklist for walkthrough observations; IEP/504 Plants/Gifted Service Plan/Individual Learning Plan/Limited English proficient; SBDM Council policies, meetings, agendas and minutes; school improvement plan includes writing; copy of school Writing Policy/Operational Procedures; School Report Card which includes achievement in writing; minutes from board meetings, recognition ceremonies, web sites; description of professional development provided by the school and district attended by classroom teachers; Implementation and Impact Checks by the SBDM Council; SBDM Council has meeting time that is designated to review the program review results and make plans for improvements; committee and professional learning community agendas and minutes; school technology plan includes current specific software and other supportive technology; displays of vision, mission, and belief statements that include writing; SBDM Council staffing policy; curriculum maps.

30.03 Implementation: Therefore, the Council will implement a policy that supports the writing program as an integral part of the curriculum at all grade levels. The Council will oversee an annual self-review as well as the bi-annual formal review by the Kentucky Department of Education.

30.04 Authorization: The Council authorizes the Model Laboratory School Director/designee to implement this policy.

30.05 Development of Operational Procedures: In support of this policy, the Model Laboratory School Director/designee will appoint a standing Writing Policy Committee that will develop, in consultation with the Director/designee, operational procedures to implement this policy. The Director/designee will keep the Council informed annually of the results of the program review and audit.

30.06 Assessment and Evaluation: The Council will review, assess, and evaluate this policy annually and authorizes the Director/designee to establish procedures and guidelines for the review of this policy within operational procedures.

Date Approved: Date Last Reviewed by Council: Oct. 25, 2012
Date(s) Modified: Replaces Policy Number:
Legal Reference(s): KRS 158.6453(7)(c).
University Policy References: Other Reference:
Policy Number 31                  Committees

31.01 Rationale: The Model Laboratory School-Based Decision-Making Council (Council) believes that occasions can arise when the formation of an ad hoc committee(s) may be in the best interest of the Council.

31.02 Process & Implementation: Ad hoc committees may be established by the Council with majority vote to accept specific assignments at the discretion of the Council. To ensure input from all stakeholders each committee shall seek input from teachers, administrators, staff, parents or legal guardians, students, and interested community members. Committee members may volunteer or be assigned by the Council. Each committee shall have a chairperson, vice chairperson, and secretary. The Council shall determine the makeup of each committee. Committees will adhere to guidelines established in the SBDM Council Bylaws. The committee, committee chairperson, or a committee representative may present committee minutes or proposals to the SBDM Council at a regular meeting. Proposals may be accepted, rejected, or sent back to the committee for further consideration. At the beginning of each academic year, the Council will determine if existing ad hoc committees should be retained or terminated.

31.06 Assessment and Evaluation: The Council will review, assess, and evaluate this policy annually and authorizes the Director to establish procedures and guidelines for the review of this policy within operational procedures.

Date Approved: Oct. 25, 2012
Date Last Reviewed by Council: Oct. 25, 2012
Date(s) Modified:
Replaces Policy Number:
Legal Reference(s): KRS 160.345(2)(c)2.
University Policy References: Other References:

Policy Number 32.0                  Electronic Resources Acceptable Use Policy

32.01 Rationale: The Model Laboratory School-Based Decision-Making Council (Council) believes that computers and other electronic means of storing and sharing information are valuable educational tools that must be used responsibly.

32.02 Process: In alignment with this philosophy, the Council believes that all Model faculty, staff, and students must be made aware of, and adhere to, Eastern Kentucky University’s (EKU) current policies regarding the use of computers. The Director/designee will ensure that all Model faculty and staff, whose duties require the use of computers, are provided with access to EKU’s Code of Ethics for Computing and Communications at the time of their initial employment.

The Director/designee will develop a set of Model Laboratory School Electronic Resources Acceptable Use Guidelines which will be distributed to every student and the parents/legal guardian of each student. The Guidelines will reflect the EKU Code of Ethics for Computing and Communications and highlight specific behaviors the Director/designee feels should be addressed. Part of the Guidelines distributed to every student and the parents/legal guardian of each student will consist of a permission
form requiring the student and parent/legal guardian to sign indicating they agree to comply with the Guidelines.

32.03 Assessment and Evaluation: The Council will review, assess, and evaluate this policy annually and authorizes the Director/designee to establish procedures and guidelines for the review of this policy within operational procedures.

Date Approved: Feb. 27, 2014   Date Last Reviewed by Council:
Date(s) Modified:             Replaces Policy Number:
Legal Reference(s): KRS 160.345
University Policy References: Other References:

Policy Number 33.0   Hiring Procedures

33.01 Rationale: The Model Laboratory School-Based Decision-Making Council (Council) believes that the involvement of parents/legal guardians in the hiring of faculty and staff is highly desirable.

33.02 Process: The hiring of Model Laboratory School’s Director and Assistant Director is conducted by the Dean of Eastern Kentucky University’s College of Education (COE). The final decision concerning the hiring of faculty and staff working within Model Laboratory School is made by the Dean of the COE. The advertisement of positions available at Model and the selection and interviewing of job candidates is the responsibility of Model’s Director. Model’s Director/designee will ensure that all hiring procedures conform to what is required by Eastern Kentucky University’s Office of Human Resources. When forming a committee to interview job candidates, the Director/designee will meet all of the Office of Human Resources requirements regarding committee composition and attempt to (a) include at least two faculty members from the school (i.e., Elementary, Middle, High School) in which the position being filled is located, and (b) include at least two different parents/legal guardians; preferably parents/legal guardians having children in the school in which the position being filled is located. After interviewing candidates for a position, the interview committee will make a recommendation to the Director/designee about which candidate should be recommended to the Dean of the COE to fill the vacant position.

33.03 Assessment and Evaluation: The Council will review, assess, and evaluate this policy annually and authorizes the Director/designee to establish procedures and guidelines for the review of this policy within operational procedures.

Date Approved: Feb. 27, 2014   Date Last Reviewed by Council:
Date(s) Modified:             Replaces Policy Number:
Legal Reference(s): KRS 160.345
University Policy References: Other References:
Policy Number 35.0 Early Graduation Option

35.01 Rationale: The Model Laboratory School-Based Decision-Making Council (Council) in supports the issuance of diplomas to those high school students who meet state requirements for early graduation.

35.02 Process: In alignment with this philosophy, the Council believes that students who have met all the state requirements for graduation should have the opportunity to pursue the early graduation option established by the Kentucky State Legislature.

35.03 Implementation: Therefore, the Council will implement a policy requiring all students at Model Laboratory School wishing to follow an early graduation pathway to notify the school’s Director/designee of their intent prior to the beginning of grade nine or as soon thereafter as the intent is known; but within the first 30 days of the academic year in which they wish to graduate. A letter of Intent to Apply shall be entered into the student information system by October 1 of the year the student declares intent to graduate early.

35.04 Authorization: The Council authorizes the Model Laboratory School Director/designee to implement this policy in accordance with the administrative regulations established by the Kentucky State Legislature.

35.05 Development of Operational Procedures: In support of this policy, the Model Laboratory School Director will appoint an Early Graduation Committee. The committee will review requests for early graduation taking into account the student’s characteristics related to academic ability, maturity level, independence, and post-secondary plans. The Committee must be in agreement before a student can enter the Early Graduation Option program. The Director/designee will keep the council informed annually concerning the implementation of this policy.

35.06 Assessment and Evaluation: The Council will review, assess, and evaluate this policy annually and authorizes the Director/designee to establish procedures and guidelines for the review of this policy within operational procedures.

Date Approved: Sept. 25, 2014
Date(s) Modified:
Replaces Policy Number:
Legal Reference(s): 704 KAR 3:305.
University Policy References: Other References: