

FLEMING COUNTY SCHOOLS



DISTRICT COMMUNICATION GUIDE

REVISED JANUARY 2017

Our vision is to become a District of Distinction!

Annual Notice of Non-Discrimination

Public Notice

Fleming County Board of Education

Students, their families, employees and potential employees of the Fleming County Schools are hereby notified that the Fleming County School System does not discriminate on the basis of race, color, national origin, age, religion, marital status, sex or disability in employment, vocational programs, or activities as set forth in compliance with federal and state statutes and regulations.

Any persons having inquiries concerning Fleming County Schools' compliance with Title II, Title VI, Title IX and/or Section 504 may contact:

Fleming County Schools
211 West Water Street
Flemingsburg KY 41041
(606) 845-5851

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The Fleming County School System offers the following career and technical education programs for all students regardless of race, color, national origin, including those with limited English proficiency, sex or disability in grade 9-12: Agriculture, Family and Consumer Sciences, Business and Office Technology, Health Sciences, Automotive Repair, Welding, and Engineering. Persons seeking further information concerning the vocational education offerings and specific pre-requisite criteria should contact:

Fleming County Schools
211 West Water Street
Flemingsburg KY 41041
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To obtain this information in a language other than English, call (606) 845-5851.

Vision of FCS

The vision of Fleming County Schools is to become a District of Distinction.

Our vision is communicated in everything we do. It appears on email messages at all levels, and is printed on all correspondence that is sent from the district level. Furthermore, the district vision is communicated through the district's five areas of focus:

- ~Engagement of all students to ensure success
- ~Development of a common curriculum with common assessments
- ~Analysis of data and student work through professional learning communities and collaboration
- ~Empowerment of all stakeholders through collaborative leadership structures
- ~Connecting all of the district's systems

Mission of FCS

The mission of Fleming County Schools is to unite with family and community to provide an equitable, high quality education that meets the needs of each student in a caring and safe learning environment, which will ensure that students become successful throughout life.

Core Beliefs of FCS

We Believe....

- ~Continuous improvement is essential to stakeholder empowerment.
- ~A world-class education is essential to college and career readiness.
- ~Connected & efficient systems are essential for 21st century teaching & learning.
- ~Parent & community engagement is essential for student success.

Purpose

The FCS Communication Guide is intended to present a clear and concise framework for communication with our school community, internal and external, that will both inform and support our district vision and mission.

This plan will provide public understanding and awareness of the learning opportunities provided for students and learners of all ages in the FCS district.

Target Audiences

Internal

1. Students – All levels
2. Staff
 - a. District Level
 - i. Classified
 - ii. Certified
 - iii. Leadership
 - b. Site Level
 - i. Classified
 - ii. Certified
 - iii. Leadership
3. Board of Education

External

1. Parents
2. Parent Organizations
3. Key Communicators
4. Community
 - a. Fleming Co. Citizens
 - b. Business Leaders
 - c. Chamber of Commerce
 - d. Civic Groups
 - e. Senior Citizen Groups
 - f. Elected City/County Officials
 - g. Religious Groups
 - h. Community Groups
 - i. Non-Profit/Service Groups
5. Elected State & Federal Legislators
6. Educational Entities
 - a. School Districts
 - b. Local Colleges
 - c. Libraries
7. Electronic Media
 - a. School & District Web Sites
 - b. E-mail
 - c. Bright Arrow
 - d. IC Parent Portal
 - e. Social Media – Facebook & Twitter
 - f. Listservs
8. Print media
 - a. Newspapers
 - b. Newsletters
9. Informational Flyers for Special Events

Goal

Our goal is to develop and implement a district-wide communication guide that will enhance the quality of the educational program provided to our students by developing ownership, commitment and partnership, of all district stakeholders, through transparent and timely communication systems.

Objective

Our objective is to improve internal and external communication systems with the specific goal of creating open, two-way communication between the Board of Education, administration, staff, students, parents and the FC community.

Strategies

1. **Transparency in all district information.**
 - Be transparent in all communication.
 - Post minutes from all committee meetings and school board meetings online.
2. **Clarify district flow of information**
 - Develop and post on district website organizational charts showing decision-making process, reporting, and accountability structure.
3. **Provide ongoing training and support for administrators in effective communication with staff and the public.**
 - Provide continuing training sessions as part of district leadership meeting on how to train teachers and staff to communicate their school's message.
 - Supply administrators with public relations fact sheets and other easy-to-use communications tools, as needed, when issues arise and must be preapproved by Superintendent or his/her designee.
 - Provide communication training sessions to site-level staff. Schools will manage upcoming events through the online school calendar posted on school websites.
4. **Provide regular information on district-wide issues and events.**
 - Information and minutes from all meetings will be posted on district website.
 - Distribute external publications, news releases, and monthly calendar of district events to all employees via email, websites, newsletters, postings, and/or via the district's Bright Arrow notification system.
 - Issue short, bulleted FYI sheets to staff and parents on issues of immediate concern.
 - Formalize a policy for district communication with teachers and site staff.

- Use Remind app to convey important reminders to all staff at all levels- district, school, teacher/class, curricular groups, extra-curricular groups
5. **Create a system to encourage flow of information from parents/community to the district.**
 - Encourage parents and community members to sign up for district-wide and school-wide internet listservs (automatic mailing lists from the internet, Open Houses, orientations, academic/athletic events, and email logs at each school).
 - Conduct electronic surveys (Digital School Network or Survey Monkey) at district and school levels to provide feedback on flow of information.
 - Offer Parent Voice meeting opportunities to receive input.
 - Expand use of the Parent Portal to facilitate communication between parents and schools by placing an icon on district website and advertise through Bright Arrow and newspaper.
 6. **Publish and distribute informational pieces via:**
 - District/school information brochures and monthly calendar of events;
 - Newsletters
 - Press releases, as needed
 7. **Communicate with civic, community and religious groups**
 - Include groups in mailings and provide opportunities for them to sign up for our community listserv.
 - District staff will attend community meetings, as needed, to provide information.
 - Provide district communication materials to key leaders. A representative will attend Chamber of Commerce meetings. A Chamber representative will serve on the Superintendent's Council.
 - Develop partnerships with civic groups and businesses.
 8. **Be visible in the community**
 - Attend community organization meetings.
 - Encourage participation in local service clubs.
 - FCS will be available, if needed, to host city council, fiscal court, and retired teacher meeting at any of our buildings.
 - Encourage school staff to talk positively about the Fleming County School District to friends, neighbors, and community acquaintances.
 9. **Involve stakeholders in decision making (see Appendix D)**
 - Invite stakeholders to serve on committees
 - Invite stakeholders to give input via surveys
 - Share findings of surveys with stakeholders
 10. **Promote the success of Fleming County personnel**
 - Initiate a weekly staff recognition program, Teacher-Staff Spotlight.

- Teacher-staff member will be spotlighted weekly. He/she will receive a certificate/plaque and be recognized on social media, district website, and in the Weekly Leadership Connection newsletter.
- Highlight staff accomplishments with articles in district communication pieces, outside media, and through recognition at various events.

11. Recognize the accomplishments of Fleming County students.

- Initiate a weekly student recognition program, Student Spotlight, One student in the district will be recognized weekly for their accomplishments based on teacher recommendation. He/she will receive a framed certificate and have his/her picture posted on social media, the district's website, and in the Weekly Leadership Connection
- Recognize "Students of the Month" at school level.

12. Showcase classroom and school activities

- School level staff are encouraged to document great things occurring in the classroom/school/community by posting to social media using #FCSOurStory
- Weekly Pic Cloud, a collage of pics from #FCSOurStory, is shared in the Weekly Leadership Connection and local newspaper

13. Present facilities in ways that welcome students, parents, and visitors

- Provide attractive, comfortable and functional classrooms.
- Create displays in entry ways, hallways, and classrooms that show student work, school programs, and student opportunities.
- Provide signage to help parents and visitors navigate the facilities with ease.
- Display the mission statement prominently.
- Create an atmosphere of student success and college/career readiness.
- Where possible, provide parents with work space in the schools.
- Greet, welcome and assist all visitors with genuineness.

Communication Venues

We will identify the communication tools that are most widely accepted and preferred by the community through annual assessment of stakeholder feedback and adjust accordingly. Our current communication methods are:

Printed materials

- Electronic Newsletters – sent to employees, parents, businesses and media contacts
- Memos from the superintendent, as needed, communicated in print or electronically
- Monthly newsletter to staff with superintendent message

Publications/Services posted online

The majority of our printed materials are posted on our district’s website. Online archives include:

- Board agendas/notes/minutes
- Student and Master events calendars
- Link to school websites
- District newsletters
- Weekly Leadership Connection
- Current district news highlights
- Infinite Campus links

Email Communication

Fleming County School District has a community listserv that individuals can sign up for on the district website. This gives us the ability to send periodic notices, including links to the latest information, and alerts when the website has been updated or items added, such as publications, board minutes, agendas and notes; and press releases.

Email Communication generally falls into two priority levels: “Urgent” and “Timely.” Carefully consider which category your email message belongs to:

- Urgent messages should be sent right away.
- Timely messages are those that are not urgent. Examples are details on upcoming training opportunities or curriculum reviews.

Best Practices re: Email

DO: Get to the point right away.

If your email must be longer than what fits on a typical screen, provide a brief summary at the top.

DO: Err on the side of brevity and keep it simple.

Stick to the facts, aiming for the same clarity you would in a face-to-face conversation in 25-50 percent fewer words. Use an easy-to-read font. Refrain from including background images in your emails and avoid unnecessary attachments.

DON'T: Mix multiple topics into one email.

Keep to one subject per email. Combining more than one message cause confusion and limits the ability to take action.

DO: Write meaningful subject lines.

Make sure they reflect the body of your email. Update the subject line if the topic changes through a series of replies.

DO: Limit the number of recipients in the "To" field.

If you include more than one person in the "To" field, indicate who you expect to respond. If you want keep others "in the loop," but don't expect them to reply, include them in the "CC" field.

DO: Let your recipient(s) know if you need a response.

Be clear with your "call to action." Let recipient(s) know if you need a response by a certain time.

DO: Forward judiciously, and provide context for forwarded emails.

Only forward email that is truly relevant to the recipient, and be sure to tell the recipient why you are forwarding the message to him or her. Do not forward long emails with historical text from back and forth circulation. Begin long emails with a concise summary of the conversation to date.

DON'T: Escalate a conflict by email or use email to try to reach consensus.

If you receive a rude or angry message, resist the temptation to respond in kind. Pick up the phone or arrange an in-person meeting to resolve any conflict. Likewise, if an issue isn't resolved in three emails, pick up the phone.

DON'T: Send acknowledgement replies to every email you receive.

Replies such as "Thanks," "Okay," and "got it" frequently are not necessary.

DON'T: Hit 'Reply All' unless specifically requested.

Reply instead only to the originator, who can consolidate all replies and circulate if relevant.

DON'T: Write anything in an email that could come back to haunt you.

Nearly all district-related email is subject to public records requests. Before hitting send, ask yourself if you would be comfortable with a school board member reading your email or if you would be embarrassed reading your message on the front page of the newspaper.

DON'T: Include confidential student information in an email.

If a parent asks for information to be shared with them about their child via email, obtain written parent permission before sharing that information in any email with the parent.

Adhering to School Board Policies & Guidelines re: Email

Under the Kentucky Public Records Law, email messages exchanged on the Fleming County Schools server are public records. Never include anything in an email message that you would be embarrassed to have everyone see.

Other important policies and guidelines:

- Never share your password with others. Doing so enables them to have access to your email and other files.
- FCS email should be used for school-related purposes and job-related duties. Employees can use the email system for occasional personal communication but the system should never be used to advertise or promote personal businesses.
- Include your name, title, department/location and phone number in your email signature.
- All email correspondence shall include the vision of FCS and/or the school's vision.
- Routinely delete unwanted messages and ones you no longer need. All emails received and sent are archived according to district policy.
- Send attachments only if you know that your recipients will be able to read them. Avoid sending large attachments. Instead, consider placing them in a public folder and provide a link.
- Keep the content and tone of your messages professional.
- When using distribution lists, make sure the message content matches the interests and needs of the list members.
- Never send chain letters via email. If you receive a virus warning, forward it to Tech Support and personnel there will handle it.
- All email correspondence should include a disclaimer such as:

NOTICE: This email message, including any attachments, is for the sole use of the intended recipient(s) and may contain confidential and privileged information. Any unauthorized review, use, disclosure or distribution is prohibited. If you are not the intended recipient and have received this communication in error, please destroy all copies of the original message, delete it from your system without copying or forwarding it, and notify the sender by reply e-mail so the address record can be corrected. Thank you.

Web Pages/Internet

District Webmaster

The district webmaster is responsible for maintaining the official Fleming County Schools website. The district supports websites for schools and web pages for departments, programs and teachers.

All websites sponsored and maintained by FCS – including all district, school, teacher or classroom web pages for educational purposes – must be hosted via the District approved web hosting provider. and must adhere to school board policy as well as other applicable guidelines, policies and general law.

Any department, program or school that sets up a home page must have its own content manager appointed by the department, program or school supervisor. The content manager should communicate with the district’s webmaster, who will help content managers become familiar with applicable procedures and guidelines. The district webmaster reserves the right to revoke or disable access to web pages or websites at any time he/she determines the content to be in violation of district guidelines or in any other way poses a risk to the district’s network, personnel or technological resources.

Teacher Web Pages

In addition to following the guidelines and policies for web content covered in this guide, teachers must be the only individual authorized to upload files to the district or school server for their pages. They will be held responsible for all content placed on their web pages or linked from them. They should not share their user names or passwords with others. All subject matter on classroom web pages and related links must relate to curriculum and instruction or school-oriented activities. Since teacher web pages and websites are not secure, no student attendance, grades or discipline information may be posted.

E-Communication

Visitors to the FCS website can register for E-Communication. Those who register for service may receive email or text alerts when information is added to the website. They may register for district or any/all school updates.

Student Internet Usage

Prior to a student being allowed access to the Internet, the student and the student’s parents or guardian are required to sign Acceptable Use Agreement. (see Appendix A)

- As part of class/course projects, students may create and publish web content. Student work published on a classroom or school web page or website cannot contain personal information that can be linked to any individual student. A student’s initials may be used as long as the class size is not so small that the characters alone may be sufficient to identify an individual.
- Students may create content web pages, under their teachers’ supervision, and if activities are related to the classes/courses.
- When students are using district equipment or personally owned electronic devices on school property or during any school-sponsored activity or event, they are not

authorized to share or post personal photos and other profile information to web pages or websites.

Network Etiquette for Students

Students are expected to abide by the generally accepted rules of network etiquette and should:

- Not reveal personal addresses, phone numbers, or their personal information about themselves or classmates.
- Be polite and not be abusive in messages to others.
- Use appropriate language and avoid any swearing or vulgarities.
- Not access inappropriate material or engage in activities that are prohibited under local, State, or Federal law or school board policy.
- Have no expectation of privacy in any communication sent or received by email, or in regard to the internet or network access.
- Not use the network in such a way that would disrupt the use of the network by other users.

The district webmaster does not warrant nor guarantee access to or data integrity of student-created web content. FCS is not responsible for student web pages or websites or any content posted thereon, except as part of the established curriculum and instruction.

Respecting copyright

United States copyright laws must be followed. Keep in mind that federal “fair use” classroom guidelines for teachers do not extend to the reposting of copyrighted material on publically available web pages or websites.

External Links

All external web links must be consistent with the district’s strategic plan, vision, mission, goals and objectives. All links are ultimately subject to review by the district’s webmaster.

Social Media

The following guidelines have been created in support of FCS’ use of Facebook and Twitter as a district-wide, one-way communication tool for messaging that does not call for a response. In addition to this document, employees who use Facebook and Twitter for school purposes are subject to the rules outlined in FCS Board policy, Network Acceptable Use Guidelines, FCS Communication Plan and Student Code of Conduct.

Social media pages are school level accounts, not classroom level or groups. Person responsible for creating and maintaining school social media accounts should be administrators and his/her designee. If teachers or departments have information to post on social media pages, that

information should be forwarded to an administrator for posting on the school website. DO NOT POST school/class pictures on personal social media pages.

Social media usage at FCS is governed by the same policies that govern all other electronic communications. Read and understand these policies before engaging in any social media as part of your official duties at FCS. Using the outlined best practices effectively can help you protect your personal and professional reputation, as well as comply with FCS guidelines.

What is Social Media?

Social media refers to online tools and services that facilitate interactions among people. People can create, share, and/or exchange information and ideas in virtual communities and networks.

Posts involving students, including photos, videos, news about individual students and displays of student work, are subject to the rules outlined in school board policy and the FCS Media Release Form (Appendix B), which gives parents and students the ability to sign an affirmative consent for inclusion in district media releases.

Like other forms of communication in the district, social media posts are public records. Social media posts that occur on district social media sites must be archived to comply with state and federal public records laws.

Best practices re: Social Media

When using social media on behalf of FCS, faculty and staff should follow these best practices:

- **Honesty is the best policy.**
Always be transparent about who you are and whom you represent. How you represent yourself online is an extension of yourself and, with district accounts, the district. Do not misrepresent yourself by using someone else's identity.
- **Confidentiality is of the utmost importance.**
Do not post any confidential or proprietary information in regard to yourself and/or others. Never offer any confidential information (residence, phone number, discretely identifiable information, common 'hang-out' locations).
- **It's public record.**
District social media posts are public record and subject to public record requests. When using social media for school use, never use it to air political views, religious beliefs, or frustrations.
- **Respect copyright and fair use guidelines.**
Copyright laws pertain to social media and the internet, just as they do to other media. Do not post materials for which the District does not own the copyright. Social media postings are covered by the same copyright considerations as any other form of publication. Posting links to those copyrighted online resources is usually acceptable.
- **Be careful what you type.**
Remember you are accountable for the words you write on the web. You cannot retract a post once it's made. Posts can easily be traced back to their author.
- **Double-check linked content.**

When adding a hyperlink to a post, check the link. Make sure it works and that the content is student appropriate. You are not in control of the content on those links, so be sure it is not offensive, harassing or indecent.

Examples of school submissions that would be appropriate for school level social media:

- Two Simons Middle School students are among the finalists in a statewide video contest to raise public awareness of.....
- Three juniors from Fleming County High School have been selected to participate in the Governor's Scholar Program during the summer of 2017.....
- Students and staff at Hillsboro Elementary School are preparing to celebrate the Community members and former students are invited to attend.

Radio Announcements

Local radio station will be used to convey information concerning:

- Emergency situations
- Inclement weather schedule and dismissals
- Back-to-school announcements, special events

District Facilities Accommodations, Signage, and Displays

We communicate our district vision, mission and goals, as well as our intent to partner with stakeholders, by the way we present those messages of communication in our buildings and facilities.

- Signage that assists visitors in finding their way around our facilities.
- Messages presented in hallways and offices that exemplify our mission and educational programs.
- Welcoming assistance to all visitors in our schools and central office.
- Prominent display of our vision, mission and beliefs

Greeting the Public

The front or central office staff is responsible for setting a positive tone for the rest of the building. These employees are often the first people a parent or visitor meets.

- A warm smile and polite greeting are a good start to welcoming all visitors. This is a great opportunity to strengthen communication with the community.
- Know the layout of the building and locations of any scheduled conference/meeting.
- Maintain a high level of professionalism.
- Think about what would make you feel welcome when coming into a school building or district office.
- Remember, you are responsible for creating a welcoming environment.

Media

Every contact with the media should be viewed as an opportunity to advocate for students, schools and the district. Responses to the media should be timely, honest and professional.

While not all media requests and inquiries warrant notifying the Central Office, there are occasions the office should be notified after considering a few questions:

- Are you comfortable delivering a message to the media? If not, contact FCS CO.
- Do you have time to respond? If not, contact FCS CO.
- Is the media request controversial or have the potential for controversy? If so, contact FCS CO.
- Is the request complex? If so, contact FCS CO.
- Are public records involved? If so, contact FCS CO.

The office will work with you to develop a strategy to best fulfill the request.

In addition, FCS CO provides media briefings and press releases to reporters to highlight positive stories and newsworthy events throughout the district.

*Remember, before the media begins taking pictures, whether for print, broadcast or online, a completed FCS Media Release Form (Appendix B) for each student must be on file at the school.

Outside Organizations

When outside organizations contact schools with various requests to work with the school, for example, partnerships, advertising opportunities or a photo shoot, the following protocol should be followed:

- The superintendent should be notified to give approval from the district;
- All students who will be shown or interviewed must have a signed media release form on file;
- Ensure that the video will not be used for any for-profit purposes.

Incoming Telephone Calls

- Before answering a phone call, discontinue any other conversation or activity that can be heard by the calling party.
- Speak clearly and distinctly in a pleasant tone of voice.
- Use the hold button when leaving the line so the caller does not accidentally hear conversations being held nearby.
- When transferring a call, be sure to explain to the caller to whom, if possible, and where you are transferring the call.

- If the caller has reached the wrong department/school, be courteous. Sometimes he or she has been transferred several times with a simple question.
- If you are unsure of whom or where to transfer the call, take down the person's contact information and follow up later. The caller will greatly appreciate your efforts.

Bright Arrow Services

An automated phone message service, Bright Arrow, may be used at the district and school level to send notifications to students, staff and families via phone or text concerning:

- Parent notification of schedule changes due to weather or emergency
- Parent notification of pending emergency situations
- Notification of significant events, policy changes, "need to know" information

Bright Arrow, when used effectively, can be a great way for schools to communicate. To ensure that your messages are as effective as possible, please review this list of recommended best practices, which have been compiled as a guide for you and your staff.

Before the call:

- Write a script of what you would like to say. Consider having other members of your staff review the message for clarity.
- Keep your message between 30-45 seconds. Use your school's website or newsletter for a longer communication. Include direction in your Bright Arrow message for where parents can go for additional information on your topic.
- When scripting your message identify:
 - ❖ Who you are
 - ❖ School you are representing
 - ❖ Purpose of the message right away
- Mention key information first and make sure to repeat it so parents have a chance to absorb the information or write it down.
- Practice reading the message aloud to become more comfortable with what you have written.

During the call:

- Match the tone of your message. If you are relaying serious information, you should use a serious tone, but feel free to sound friendly and warm when appropriate.
- Vary the time and day of week you send out calls. This will prevent your messages from becoming predictable or avoidable.
- Include a way for parents to contact you if they need more information, whether this is a school phone number or an email address.

After the call:

- Monitor the call reports for failed calls.
- Be open to feedback from families regarding the call and consider adjusting future message accordingly.

Best Practices re: Bright Arrow

- When in doubt about sending a Bright Arrow message, ask your Central Office liaison for guidance.
- When you have dire news to communicate, such as lock-down or evacuation, discuss your message with your Superintendent.
- Consider working with the district's Central Office when drafting a Bright Arrow message, especially if the message concerns a sensitive issue.
- Update your call list to ensure that families who have left the district or have moved and are longer on the list. Determine if call failures were due to a change in a phone number and update your list accordingly.
- Educate families about Bright Arrow. Send out some form of communication letting parents know you will occasionally use Bright Arrow to contact them with important information.
- Encourage your families to let you know the frequency of Bright Arrow communication they prefer. While there is no overall guidelines for how many messages should be sent in a particular period of time, it's always best to tailor the frequency of your message to what your audience will tolerate.

Public Records

In accordance with the KY Open Records Law and FCBOE policy, public records identified in KRS 61.872 shall be made available for public inspection. Inspection may be made during regular office hours. Citizens may, upon written application as specified in KRS 61.812-KRS 61.844, make abstracts, memoranda, and obtain copies of records which are available to the public. Fees may be charged and paid in advance in cash or by money order to cover the cost of making copies and postage, if any; such fees shall not exceed the actual copying and mailing costs. Inspection of records shall be made under the supervision of the custodian of the records or his/her delegate, and copies shall be made only by properly authorized district employees.

Internal Communication

- Weekly district leadership meetings will be held to communicate new programs, ideas, concerns, policies, procedures, staff development, and announcements.
- Encourage the use of e-mail to convey information and to communicate with principals, teachers, and staff.
- Continue to hold new staff member orientation and follow-up sessions throughout the year.
- Provide information of effective communication to district and school staff.
- Provide student handbooks to all parents at the beginning of the school year.

External Communication

- Use newspaper articles to promote the district's mission.
- Arrange interviews and media coverage to promote the district's mission.
- Honor volunteers and community partnerships at the district level.
- Continue the development and update of the district website and individual school sites.
- Develop and distribute packets of school information upon request to parents and businesses.
- Communicate significant dates and upcoming events through local newspapers, radio announcements, school snow assignments and website.
- Provide the public with the opportunity to provide written or oral concerns/statements to the board by making board member and staff contact information easily accessible and submit news on the district website.
- Encourage district and school staff to become involved in civic opportunities and community events.

Best Practices In All Communications

1. **Keep Communications Simple**

- Use clear, concise and non-educational style for all general publications.
- Vary the types and level of communication to target diverse audiences.
- Translate communication pieces, when appropriate, for various language groups.

2. **Communicate Early and Often**

- Prepare information sheets when appropriate to send out to principals, office managers, and other staff as needed.
- Follow-up with memos or communications to all staff, if necessary.
- Make telephone calls if in doubt.

3. **Communicate face-to-face**

- The more difficult the situation, the more important it is to communicate face-to-face.
- Encourage staff to relay messages through personal interactions when appropriate.

4. **Keep communications Brief and to the Point**

- In order to keep a person's attention, be brief and to the point.
- Use bullet points in written communication, when appropriate.
- Highlight message in the title.
- Proofread all documents for errors.

5. **Emphasize Friendly Communication with all stakeholders**

- Stakeholder must leave with an answer to their concerns or questions.
- Never be dismissive.
- Actively listen to understand the message beyond the words.

6. **Train Staff**

- Train staff to understand that what they say to friends, neighbors, and people in the community has an impact on how Fleming County Schools are perceived.
- Engage office staff in the conversation, and make sure they have access to information immediately. They are the best link to the parents and community.

7. **Develop Relationships with our community**

- Develop relationships with local businesses by keeping them informed.
- Ask for input on areas of concern through surveys and publication of board member, district and school level staff contact information.
- Maintain a high level of visibility for the district through staff participation in various professional and community activities.

8. **Study the media**

- Pay attention to the type of stories aired or published.
- Note who is generally used as a source of information.
- Develop relationships with editors and education reporters.

9. **Prepare our messages**

- Study issues facing education and be prepared to respond with information sheets.
- Develop responses that represent our district or school message.
- Avoid technical jargon by keeping it simple and using quotable sound bites when appropriate.

10. In ALL communications, adhere to the Family Educational Rights & Privacy Act and Media Release form.

- FERPA, a Federal law, requires that districts and schools obtain written parental consent prior to disclosure of personally identifiable information from educational records. However, information designated as “directory information” may be disclosed without written consent. This may include:
 - A playbill, showing a child’s role in a productions;
 - A yearbook;
 - Honor roll or other recognition lists;
 - Graduation programs;
 - Sports activity sheets, showing name, weight, height of team members
 - Military recruiters
 - Other

Parents DO have the right to request in writing that information of any type not be released. Stay informed of these individuals.

- Know who does not have a signed media release.
- Do not allow parents to take group pictures in a classroom or school activity for posting to Facebook or other social media sites. Someone in that group may not have the signed media release.

The FCS Communication Guide will be evaluated annually to ensure the procedures set forth in this guide are effective for all stakeholders. Input will be collected from students, staff members, administrators, parents, and community members to measure communication effectiveness. Revisions to this guide will be made accordingly to ensure communication effectiveness.

FLEMING COUNTY SCHOOLS

OUTGOING CORRESPONDENCE & PUBLICATIONS

*All outgoing communications include the school and/or district vision statement.

LOCATION	TYPE OF PUBLICATION	FREQUENCY	PERSON RESPONSIBLE
Central Office	District Website	Updated daily/ weekly/as needed	Denise Brown
	District Newsletter	Monthly	Angela Hughes
	Leadership Connection	Weekly - every Friday	Brian Creasman; Sr. Leadership Team
	Bright Arrow messages	As needed	Denise Brown
	E-Communication	As updates are added to website	Denise Brown
	E-mails	As needed	
	E-Stub – payroll alert – text or email option	Monthly	Beverly McDonald
	District Calendar of Events	Monthly	Angela Hughes, school submission
	Discipline Code/Attendance Policy calendar	Annually	Carol Thompson, Denise Earlywine

Board of Education	<p>Board Agendas (for work sessions & regular session posted online</p> <p>Minutes & exhibits from board meeting (work session & regular session) posted online and archived</p> <p>Board Briefs posted online</p>	<p>Monthly</p> <p>Monthly</p> <p>Monthly</p>	<p>Angie Stephens</p> <p>Angie Stephens</p> <p>Angie Stephens</p>
Fleming Co. High	<p>School Website</p> <p>Bright Arrow messages</p> <p>E-mail announcements</p> <p>Social Media</p> <p>Intercom Announcements</p> <p>Counselor's Corner</p> <p>Teacher/Dept. Webpages</p> <p>Course Syllabi- Expectations/grading</p> <p>Weekly email memo (Weekly Agenda)</p> <p>REMIND app</p>	<p>Update as needed</p> <p>As needed</p> <p>Daily to all stakeholders & as needed</p> <p>Twitter; Facebook</p> <p>Mornings/Afternoons, daily</p> <p>Published as needed in local newspaper</p> <p>Update as needed</p> <p>Beginning of each semester</p> <p>Sunday email to staff</p> <p>As needed</p>	<p>Stephanie Emmons</p> <p>Stephanie Emmons</p> <p>All Admin.</p> <p>All Admin.</p> <p>Stephanie Emmons, Todd Watts</p> <p>Ashley Fritz, Sandra Cornette</p> <p>Teachers/Dept. chairs</p> <p>Teachers</p> <p>Stephanie Emmons</p> <p>All admin, coaches, teachers</p>

	Electronic Sign Entrance – road front Hallway by Guidance Office	Advertise important events & school's vision Advertise important events, scholarships, deadlines, etc.	Stephanie Emmons Guidance Counselors
Simons Middle	School Website Bright Arrow messages E-mails Social Media Cougar Prints Weekly Update Wednesday Memo printed Intercom Announcements	Update as needed As needed Weekly agenda to staff and as needed Facebook; Twitter Monthly to students/parents Weekly email to staff Weekly to staff Twice Daily	Jesse Bacon Jesse Bacon Jesse Bacon. All Admin. Jesse Bacon, Mendy High Cara Ryver Jesse Bacon Whitney Wilson Jesse Bacon, Whitney Wilson, Pauletta Lawson
E.P. Ward Elem.	School Website Bright Arrow messages E-mails	Update as needed As needed As needed	Terra Greer Terra Greer, Teachers All

	Social Media	Facebook	Terra Greer
	Teacher Webpages	Weekly	Teachers
	Intercom Announcements	Daily, morning/afternoon	Lisa Newsom, Terra Greer
	Newsletters	Monthly	Teachers
	REMIND app	As needed	Teachers
	Communication Folders	Daily	Teachers
Ewing Elem.	School Website	Updated as needed	Michelle Hunt
	Teacher Webpages	Update as needed	Teachers
	Student Agendas (teacher preference)	Daily	Teachers
	Bright Arrow messages (school/class)	As needed	Michelle Hunt, Teachers
	E-mails	As needed	Michelle Hunt, all
	Social Media	Facebook, update as needed	Michelle Hunt, all
	Intercom Announcements	Daily, as needed	Michelle Hunt, Anne Deatley
	Class level Newsletters	Weekly	All Teachers
	Electronic Sign	Update as needed	Michelle Hunt
	REMIND app	As needed	Teachers

Flemingsburg Elem.	School Website	Update as needed	Kristen Manning
	Bright Arrow messages	As needed	Kristen Manning
	E-mails, Weekly Agenda	Every Sunday to staff Facebook	Kristen Manning
	Social Media		Kristen Manning, Johna Bacon, Teachers
	Intercom Announcements	Twice daily	Kristen Manning, Kevin Sanders, Johna Bacon, Tammy Cowan
Teacher/Classroom newsletters	Weekly	Classroom teachers	
Hillsboro Elem.	School Website	Update as needed	Carol Thompson, Denise Brown
	Bright Arrow messages (school/class)	As needed	Carol Thompson, Teachers
	E-mails	As needed	All staff
	Social Media	Facebook, weekly updates	Carol Thompson
	Intercom Announcements	As needed	Carol Thompson, Pam Trent
	Daily Announcements	Daily email to staff	Pam Trent
	REMIND app	As needed	Teachers
	Student agendas	Daily	Teachers
Class Newsletters	Weekly	Teachers	

Appendix A: Acceptable Use Policy

<http://www.fleming.kyschools.us/docs/AUP-1.pdf>

Fleming County Schools



Access to Electronic Media

Fleming County School District

Acceptable Use Policy

The Fleming County School District provides students and staff with a service called the Network. The Network is a computer service, which includes the use of computers, servers, software, Internet and E-mail. This Policy addresses the acceptable use of the Network. It also addresses the use of stand-alone computers, peripherals, telephone usage and other instructional technology equipment. All employees, students, parents/guardians or any other persons accessing the Network must sign the Acceptable Use Policy before direct access is provided.

In addition to providing students with the understanding and skills needed to use the Network and telephone services in an appropriate manner, the Fleming County School District:

- Reserves the right to monitor all activity on the Network.
- Reserves the right to monitor computer use or lack of use.
- Reserves the right to deny access of the Network to any individual.
- Shall establish procedures that will maximize the Network system security.
- Shall supervise student use of the Network and Telephones.

The following standards for student and staff access to the Network will be as follows:

- Network access throughout the district is to be used only for instruction, research, school administration, and work related communications. District access is not to be used for private business.
- Instructional staff will select and guide students on the appropriate use of Internet and instructional software on the Network.
- The district will be responsible for supervising network use. Auditing procedures are in place to monitor access to the network. School and district proxy servers will be continually monitored and updated in accordance with the federal legislation, [Children's Internet Protection Act](#) (CIPA: 47 U.S.C. 254), KY Senate Bill 230, and KY KAR 5:120.
- However, the district cannot continually monitor every communication and network session for every student and staff member beyond the scope of supervision defined in the user agreement.
- Internet access and supervision from outside the district premises is the responsibility of the parents or guardians.
- Users should not reveal their full name and personal information (address, phone number, financial information, social security number, etc.) or establish relationships with "strangers" on the network, unless instructional staff have coordinated the communication.
- Staff will not reveal a student's full name or post a picture of the student or the student's work on the Network with personally identifiable information unless the parent has given written consent.
- The content of any district web page is the responsibility of the sponsoring staff member who hosts the page.
- School-related clubs and organizations that wish to establish a web site must be a part of the school's web account.
- Non-instructional chat rooms may not be included on any school web account.
- Be polite. The use of appropriate language shall not include vulgar or abusive messages.
- Attempting to disrupt communication on the network by creating or downloading computer viruses or destroying data of other users is a form of vandalism.
- Passwords are private. You are responsible for your password. Do not allow others to use your password. Do not use another user's password or trespass in folders, work or files of others.
- Use of the Network that offends or tends to degrade others will not be allowed.
- Do not attempt to gain unauthorized access to resources and entities.
- Do not install or use any unauthorized software or hardware to any district computer system or Network. This includes down loading games, music, videos, etc. Copyrights must be respected
- Do not use the Network for any illegal activity, including violation of copyright or other contracts.

- Do not attempt to modify or remove computer equipment, software, or peripherals without proper authorization.
- Do not take actions, without authorization, which interfere with the access of others to information systems.
- Do not circumvent logon or other security measures. (McAfee, etc.)
- Do not use proxy anonymizer (proxy bypass) sites to circumvent network restrictions.
- Streaming or downloading video or audio for non-educational purposes is strictly prohibited.
- Do not use MUD (multi-user games) via the network.
- Do not purposefully annoy other Internet users, on or off the Fleming County Network. This includes such things as continuous talk, requests, chat lines, etc.
- Do not establish or access e-mail accounts through third party providers. Only Kentucky Education Technology Systems can be used.
- Use of pen drives (USB flash drives) is limited to educational purposes. Pen drives may not be used to transfer software, inappropriate material, or downloaded music, games, or videos to the district network. Pen drives must be scanned for viruses upon connecting to a network workstation.

Telephone Usage

- Students may use telephones under staff supervision when there is a legitimate need such as: calling parents to arrange transportation, delivery of medication clothing, or other services in similar rare circumstances;
- Students may use phones as instructional devices as authorized by a certified employee;
- Students may use cell phones before school, after school, and during lunch break;
- Instructional time will not be interrupted to transfer calls except in emergencies; and
- The non-instructional use of cellular devices by staff during the school day is prohibited except in emergency situations. (See Policy 09.4261 for limitations on student use.)

All guidelines contained within this AUP governing inappropriate language, cyber security, Internet safety, cyber bullying, and digital citizenship apply to telephone and other personal owned devices. The procedures in this AUP governing telephone usage also apply to District cellular phones and other wireless telecommunication systems.

Staff and Student Owned Computing Devices

The Fleming County School District continues to improve Network services. Where wireless network access is available, students and staff may be permitted use personally owned devices, when appropriate. The following conditions must be addressed prior to the district allowing access to any student or staff member.

- Security, including virus protection
- Network stability
- Liability for personal property
- Repairs and upgrades

Any student or staff member who brings a personally owned computer or other technology device to school shall be personally responsible for the safety and security of the equipment, and shall therefore be responsible for any damages to those devices. No privately owned device shall be granted access to the Network without authorization of the district technology staff. Any device that connects to the Internet via wireless connection (802.11 a/b/g/n) is considered a technology device. Any device that operates via the following operating systems is considered a computing device: Palm OS, Windows, Pocket PC, Mac, or other like system. Student-owned devices connecting to the Fleming County Schools network wirelessly may be granted Internet access only. All Internet traffic shall be logged and filtered through the district proxy (Senate Bill 230; 701 KAR 5:120)

Any software residing on privately owned computing or technology devices is the sole responsibility of the owner and must be personally owned and legally obtained. The District shall not be responsible for determining whether software residing on privately owned devices is legal. Anti-virus software is the responsibility of the owner and must be updated to meet the minimum requirements of the district. Any device failing to meet anti-virus standards will be denied access to the District Network. Any personal software residing on student or staff owned devices that interfere with the Fleming County Schools Network may be removed by District technology staff; alternately, the technology staff may remove the device from the network until such software is removed.

Repair and maintenance of student and staff owned devices is the sole responsibility of the owner. District owned internal components may not be added to personally owned devices. Any damages incurred to personally owned devices

as a result of use on the Fleming County Schools Network are the responsibility of the owner. The privacy and security of any item stored on or transmitted by personally owned devices is the responsibility of the owner.

For all privately owned computing or technology devices in Fleming County Schools, the District reserves the right to:

- Monitor and log all activity.
- Determine when and where the use of such devices is permissible.
- Determine whether specific uses of these devices are consistent with the Acceptable Use Policy and Discipline Handbook.
- Determine whether use of these devices or network resources is appropriate.
- Install additional management software and/or apply permission or security policies to such devices.
- Remove the user's access to the network and/or terminate the right to use personally owned equipment in district facilities if it is determined that the user has engaged in unauthorized activity or has violated the Acceptable Use Policy.

Please complete the information below and return a copy to the District Technology Coordinator to request permission to use a privately owned computing or technology device on the Fleming County Schools Network.

Brand Name: _____ Model #: _____ Serial #: _____

Description: _____

Equipment Location: _____

Student Signature: _____ Date: _____

Parent Signature: _____ Date: _____

Disciplinary Action

- Student discipline for violation of any part of these procedures shall be based on the severity of the infraction.
- Student disciplinary action includes, but is not limited to, the loss of any or all computer privileges, termination of the user's account, removal from the class with a failing grade and/or suspension/expulsion. Privileges will be reinstated at the discretion of the district administrators.
- Discipline of staff may involve actions up to and including termination of employment.
- Parents, guardians and/or perpetrators may be billed for damages to technology resources.
- Illegal/criminal activities will be referred to the appropriate law enforcement agency.
- Students or staff members who deface a District web site or otherwise make unauthorized changes to a web site shall be subject to disciplinary action, up to and including expulsion and termination, as appropriate.

Outlook Live

The Outlook Live e-mail solution is provided to your child by the District as part of the Live@edu service from Microsoft. By signing this form, you hereby accept and agree that your child's rights to use the Outlook Live e-mail service, and other Live@edu services as the Kentucky Department of Education may provide over time, are subject to the terms and conditions set forth in District policy/procedure as provided, and that the data stored in such Live@edu services, including the Outlook Live e-mail service, is managed by the district pursuant to policy 08.2323 and accompanying procedures. You also understand that the Windows Live ID provided to your child can also be used to access other electronic services that provide features such as online storage and instant messaging. Use of those Microsoft services is subject to Microsoft's standard consumer terms of use (the Windows Live Service Agreement), and data stored in those systems is managed pursuant to the Windows Live Service Agreement and the Microsoft Online Privacy Statement. Before your child can use those Microsoft services, he/she must accept the Windows Live Service Agreement and, in certain cases, obtain your consent.

Electronic Access/User Agreement Form

STUDENT NAME: _____ **PARENT NAME:** _____ **SCHOOL:** _____

I have read the District's Acceptable Use Policy, understand the policy, and agree to comply with the policy as stated.
Should

I violate the policy, I understand that I may lose network privileges.

Student Signature

Date

As the parent or legal guardian of the student signed above, I grant permission for the student to access networked services such as e-mail and the Internet. The District uses software to control access to objectionable material on the Internet and provides supervision of student computer use. However, I understand that some material accessed on the Internet may be objectionable. I accept responsibility for providing the student guidance on Internet access.

Parent/Guardian Signature

Date

Parent Permission for World Wide Web Publishing of Student Work

We understand that our daughter's/son's work (art, writing, etc.) may be considered for publication on the World Wide Web, a part of the Internet. No home address or telephone number will appear with such work.

We grant permission for publishing on the World Wide Web as described above. A copy of all work published on the World Wide Web will be printed out and sent home with the student.

Parent/Guardian Signature

Date

I, the student, give permission for publishing my work on the World Wide Web.

Student Signature

Date

NOTE: Federal law requires the District to monitor online activities of minors.

Staff Agreement and Responsibility – (Must be signed if working with students & the network.)

I understand and will abide by the Fleming County School District's Acceptable Use Procedures for Network Access and Telephone Usage. I further understand that any violation of the regulations stated in this policy is unethical and may constitute a criminal offense. Should I commit any violation, my access privileges may be revoked, disciplinary action up to and including termination may be taken, and/or appropriate legal action may be pursued.

I agree to promote the Acceptable Use Procedures with each of my students. I agree to instruct students on acceptable use of the network and proper network/telephone etiquette. During the times students are assigned to my care, I agree to direct students to acceptable network/telephone resources and monitor their use at all times. Neglect in my responsibility as an instructor could result in disciplinary action.

Personnel Name (Please Print): _____ School Assignment: _____

Job Title: _____

Date: _____

Appendix B: Media Release

Corporal Punishment
<p>State regulations require parental permission to be on file if it becomes necessary for school personnel to administer corporal punishment (padding.) Please check below. In the event that school personnel have tried various forms of discipline, which have been unsuccessful, I do _____, do not _____ give permission for school personnel to administer corporal punishment. (Full Parent signature required below.) Parent Initial here _____</p>
Family Resource and Youth Service Centers
<p>I give _____, do not give _____ permission for _____ to participate in Family Resource and Youth Service Centers' related activities. Please read _____ material of listed centers' activities included with school forms. (Full Parent signature required below.) Parent initial here: _____</p>
Video/Media Release
<p>I give _____, do not give _____ permission for Fleming County School Personnel to use/take pictures of my child, _____ for any school function – newspapers, school web pages, yearbooks, awards banquets, school dances, prom, etc. I hereby assign and authorize the producer, without limitation, the right to reproduce, copy, exhibit, publish or distribute any pictures/videos and expressively waive any rights or claims I may have against the producer or Fleming County Schools and/or of its affiliates except as outlined in this contract. (Parent signature required below.) Parent Initial Here: _____</p>
Consent for Emergency Medical Care
<p>I, the undersigned, am the parent/legal guardian of _____. In case of an emergency requiring medical attention, I request that the school try to contact me. If contact cannot be made, school personnel may make whatever arrangements are necessary. In case of an emergency, I extend the power of attorney for authorizing the emergency medical care of the above named child to an emergency healthcare facility or provider. Parent signature required here: _____</p>
Acceptable Use Policy
<p>I will read and abide by the Fleming County School District's Acceptable Use Policy for Network (Internet, email, etc.) and Telephone Usage as described in school forms. (Parent & student signature required below.) Parent Initial Here: _____</p>
Discipline Code / Attendance Policy
<p>I have received the Discipline Code & Attendance Policy handbook/calendar, and will read and discuss with my child. (Parent & student signature required below.) Parent Initial here: _____</p>
Parent / Student Signatures
<ul style="list-style-type: none"> • I verify that the information supplied is correct and current. • I will inform the school of any changes to this information. • I have authorized appropriate permission for the above items.
<p>Parent Signature: _____ Date: _____</p> <p>Parent Signature: _____ Date: _____</p>
<p>Student Signature: _____ Date: _____</p>

Appendix C: Commonly Used Acronyms/Phrases in Education

Education Lingo – Cheat Sheet

Term	Definition/Explanation
30-60-90 Day Plan	Extension of the CSIP or CDIP to focus on action components of the improvement plan on a timeline
504 Plan	Individual education plan for students with special needs, who may not qualify for an IEP (state regulations)
ACCESS	Assessment administered to students who are identified as Limited English Proficient to measure growth in English language ability
ACP	Alternative Classroom Placement (FCHS)
ACT	College entrance exam; the ACT program is a comprehensive system for collecting and reporting information about students planning to enter postsecondary education; all 11 th grade students are required to take ACT in KY for accountability purposes.
ADA	Americans with Disabilities Act
ADA	Average Daily Attendance
AdvancED	A non-profit, non-partisan organization that conducts rigorous, on-site external reviews of PreK-12 schools and school systems. This is the agency that KDE partners with to do Diagnostic Reviews of priority schools/districts and the agency that provides school/district accreditation.
Advisory Council	Similar to SBDM council; however holds no governing power at the school level. FCHS has an advisory council rather than an SBDM.
Alternate KPREP	State-required assessment administered to students who qualify for alternate assessment (usually FMD) and is administered in two windows – fall and spring
AMO	Annual Measurable Objective; each school and district has an annual measurable objective (AMO) to meet. That AMO is a number from 0 to 100, and a school's/district's overall score will determine whether it makes its AMO.
AP	Advanced Placement; AP is a rigorous academic program built on the commitment, passion, and hard work of students and educators from both secondary schools and higher education. Since 1955, the AP Program has enabled millions of students to take college-level courses and exams, and to earn college credit or placement while still in high school.
AP	Accounts Payable
AP	Assistant Principal
ARC	Admissions and Release Committee; What services a student with special needs will receive and where they will be received are determined at an Admissions and Release Committee (ARC) Meeting.
ASSIST	System provided by AdvancED for administration of diagnostics and development of plans such as the CSIP/CSIP
ASVAB	The ASVAB is a multiple-aptitude battery that measures developed abilities and helps predict future academic and occupational success

	in the military. It is administered annually to more than one million military applicants, high school, and post-secondary students. In KY, is one of the college/career readiness assessments.
AUP	Acceptable Use Policy (refers to district technology systems use)
AYP	AYP, or adequate yearly progress, was the measure used under NCLB to determine whether schools were doing well. If a school made AYP, it was not subject to consequences. Now use AMO to report progress in KY.
BAC	Building Assessment Coordinator
Benchmark	Assessments given at pre-determined intervals to check for student learning based on standards and to evaluate teaching and learning
BOE	Board of Education
Case21/TE21/Score21	Benchmark company currently providing our benchmark system in Fleming Co. Schools; (Score21 is the online test bank teachers may use to create classroom/common assessments, aligned to common core standards)
C3 Framework	New social studies framework (national) to be used to guide states and districts in planning social studies curriculum standards and instruction
CCR	College/Career Readiness
CCSS	Common Core State Standards
CDIP	Comprehensive District Improvement Plan – required by all districts annually
CDT	Curriculum Design Team
CEP	Certified Evaluation Plan
CDW	Court Designated Worker
CEP	Certified or Classified Evaluation Plan
CEP	Community Eligibility Provision – provides free lunch for all students
CEP	Community Engagement Plan
CHETL	Characteristics of Highly Effective Teaching & Learning
CIA	Curriculum, Instruction, & Assessment
CIITS	Continuous Instructional Improvement Technology
CIO	Chief Information Officer (Denise Brown)
COMPASS	Compass is an untimed, computer-adaptive college placement test given at Kentucky high schools to grade 12 students that have not met the Council on Postsecondary Education's (CPE) benchmarks on the ACT.
CSIP	Comprehensive School Improvement Plan – required by all schools annually
CTE	Career & Technical Education
DAC	District Assessment Coordinator (Lesia Eldridge)
DCBS	Department of Community Based Services (Social Workers)
DDT	District Data Team
Diagnostic Review	School or district audit process conducted by the Kentucky Department of Education and AdvancED around the 5 standards of quality

DJJ	Division of Juvenile Justice
DOK	Depth of Knowledge; model employed to analyze the cognitive expectation demanded by standards, curricular activities and assessment tasks (Webb, 1997). The model is based upon the assumption that curricular elements may all be categorized based upon the cognitive demands required to produce an acceptable response. Each grouping of tasks reflects a different level of cognitive expectation, or depth of knowledge, required to complete the task.
DoSE	Director of Special Education (Melissa James)
DPP	Director of Pupil Personnel (Karen Kirby)
DTC	District Technology Coordinator
EEOC	Equal Employment Opportunity Act
ELA	English/Language Arts
eleot	Effective Learning Environments Observation Tool – district walkthrough instrument from AdvancED
Engage NY	New York curriculum, K-12 for reading and math, currently being used in Fleming Co. Schools
EOC	End of Course Assessments for English II, Algebra II, Biology and US History have been purchased as part of ACT’s QualityCore® program. The program is syllabus-driven and will include curriculum and instruction support materials. QualityCore® has been developed based on research in high-performing classrooms that focus on the essential standards for college and career readiness. These assessments are administered at the end of the course – In FC, in the spring, same time as KPREP testing.
EPSB	Education Professional Standards Board
ERATE	Commonly used name for the Schools and Libraries Program of the Universal Service Fund, which is administered by the Universal Service Administrative Company (USAC) under the direction of the Federal Communications Commission (FCC). The program provides discounts to assist schools and libraries in the United States to obtain affordable telecommunications and Internet access. It is one of four support programs funded through a Universal Service fee charged to companies that provide interstate and/or international telecommunications services.
ERD	Education Recovery Director (Julia Rawlings – East KY)
ERL	Education Recovery Leader (?? – FCHS)
ERS	Education Recovery Specialist (Charlotte Jones & Felicia Bond – FCHS)
ESEA	Elementary and Secondary Education Act; In an effort to support local and state education reform across America, the federal government outlined how states can get relief from provisions of the Elementary and Secondary Education Act—or No Child Left Behind (NCLB)—in exchange for serious state-led efforts to close achievement gaps, promote rigorous accountability, and ensure that all students are on track to graduate college- and career-ready through a waiver process.

ESS	Extended School Services
EXPLORE	The ACT Explore program is a curriculum-based assessment program designed to help 8th grade students gain an understanding of their academic development in terms of preparation for college, make the most of their opportunities in high school and beyond, and guide them as they start thinking about future educational and career planning. ACT Explore assesses academic progress, provides an early indicator of college readiness, helps students understand and begin to explore the wide range of career options open to them, and assist them in developing a high school coursework plan that prepares them to achieve their post-high school goals. In KY 8 th grade students take this assessment in September.
FAFSA	Free Application for Federal Student Aid is the form used by the U.S. Department of Education to determine your Expected Family Contribution by conducting a “need analysis” based on financial information, such as income, assets and other household information
FAPE	Free and Appropriate Public Education; The part of IDEA that allows all children a public education at no cost to the family is called FAPE. Services must be provided for qualifying students as early as age 3 and up to age 21.
FBLA	Future Business Leaders of America
FCCLA	Family, Career and Community Leaders of America is a national Career and Technical Student Organization that provides personal growth, leadership development, and career preparation opportunities for students in Family and Consumer Sciences education.
FCEA	Fleming County Education Association
FCSIS	Fleming County Student Intervention System
FERPA	The Family Educational Rights and Privacy Act is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level.
FFA	Future Farmers of America
FLEET Card	Credit card system currently in use for transportation department in Fleming Co. Schools
FMLA	Family Medical Leave Act
FRYSC	Family Resource Youth Service Center
FTO	Finance, Technology & Operations committee
FY	Fiscal Year
GEAR UP	GEAR UP Kentucky 3.0 (GUK 3.0) is a six-year grant program that is funded by the U.S. Department of Education 2011-2017. GEAR UP stands for Gaining Early Awareness and Readiness for Undergraduate Programs. The GUK 3.0 program serves 30 middle schools and their

	corresponding high schools in 22 counties in Kentucky. Kentucky has received two previous grants (2000-2006 and 2006-2012), which is why the current program is identified as GUK 3.0. The program uses a cohort approach. This means that students who attend a GUK 3.0 school and enter the seventh grade in Fall 2011, Fall 2012, or Fall 2013 will receive GUK services beginning in seventh grade continuing until at least 2017.
GED	General Educational Development tests are a group of five subject tests which, when passed, certify that the test taker has American or Canadian high school-level academic skills.
GPA	Grade Point Average
GSA	Graduate Success Academy – alternate education program (FCHS)
GSSP	Gifted Student Service Plan
GT	Gifted & Talented
HQT	Highly Qualified Teacher
HOSA	HOSA is a national student organization recognized by the U.S. Department of Education and the Health Science Education (HSE) Division of ACTE. HOSA's two-fold mission is to promote career opportunities in the health care industry and to enhance the delivery of quality health care to all people.
IC	Infinite Campus – state required information technology system (grades, attendance, etc.)
IDEA	Individuals with Disabilities Education Improvement Act; All children, even those with disabilities or special needs, have the right to go to public schools. Disabilities can either be physical, mental, emotional, learning, or health related. Children with disabilities or special needs have the right to receive needed educational services. Special Education means the child's education will meet the unique needs of the child with a disability or special needs. This may mean adapting the content of what is taught to adjust to the student's ability, the methods used to teach, and the location. It may also include related services like speech and audiology services, physical and occupational therapy.
IEP	Individual Education Plan – plan to address special education needs as identified by ARC (federal regulations)
IHE	Institution of Higher Education
ILP	Individual Learning Plan – college/career planning tool, online, required for grades 6-12
ISLN	Instructional Support Leadership Network
IT	Instructional Technology – technology used in the classroom for instructional purposes
KAR	Kentucky Administrative Regulations
KASA	Kentucky Association of School Administrators
KASS	Kentucky Association of School Superintendents
KBE	Kentucky Board of Education
KCAS	Kentucky Core Academic Standards – KY version of the common core for English/Language Arts and Math, as well as other standards for

	other subjects
KDE	Kentucky Department of Education
KEA	Kentucky Education Association
KEDC	Kentucky Education Development Corporation
KEES	Kentucky Educational Excellence Scholarship; The KEES program provides scholarships to students who earn at least a 2.5 GPA each year they attend a certified Kentucky high school. The better they do in high school, the more they earn toward college. They may also earn awards for ACT/SAT scores and Advanced Placement (AP) or International Baccalaureate (IB) test scores. Home school and GED graduates may earn awards based on their ACT scores.
KHEAA	Kentucky Higher Education Assistance Authority
KHSAA	Kentucky High School Athletic Association
KLA	Kentucky Leadership Academy (currently 5 principals participating)
KOSSA	KOSSA is a component of the Kentucky Unbridled Learning Accountability System as a measure of career readiness for senior preparatory students. Kentucky has in place Skill Standards and Assessments in the areas of agriculture, business and marketing, health science, human services, information technology, communications, construction, transportation, technology and engineering, and manufacturing. All high schools and technical centers are required to integrate these standards into their instructional programs.
KPREP	State-required summative assessment, administered in last 14 days of the school year
KRS	Kentucky Revised Statutes
KTIP	Kentucky Teacher Internship Program
KYOTE	The Kentucky Online Testing (KYOTE) placement testing system provides free online placement exams that measure preparedness for college level learning in mathematics, reading and writing. Kentucky high school seniors who have not met ACT benchmarks in mathematics, reading or English should take the college readiness math exam, reading exam or writing exam, respectively, following the completion of a transitional course or some other targeted intervention in each area. Students who meet the benchmarks are considered college ready in that subject area by the KDE and are guaranteed placement into a credit-bearing course in that area without the need for remediation at any public college or university in Kentucky.
LEA	Local Education Agency is a commonly used synonym for a school district, an entity which operates local public primary and secondary schools.
LEP (ESL / ELL)	Limited English Proficient / English as a Second Language / English Language Learners
LRE	Least Restrictive Environment means that a student who has a disability should have the opportunity to be educated with non-disabled peers, to the greatest extent appropriate.

LT	Learning Target
MAP	Measures of Academic Progress; assessment administered in our district K-12 in Math, Reading, Language, Science 2-3 times per year.
MUNIS	MUNIS is the financial software package used in all 173 Kentucky School Districts. Instructions and explanations to allow for consistent reporting of required school district financial information are provided.
NAEP	The National Assessment of Educational Progress is the largest nationally representative and continuing assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, U.S. history, and beginning in 2014, in Technology and Engineering Literacy (TEL). Reports generated from NAEP are commonly called "the nation's report card".
NBCT	National Board Certified Teacher
NCLB	No Child Left Behind
NGSS	Next Generation Science Standards
NISL	National Institute for School Leadership (currently 1 principal and 1 CO administrator participating)
NRT	Norm-Referenced Test
NWEA	Northwest Evaluation Association is a not-for-profit organization committed to helping school districts throughout the nation improve learning for all students. NWEA partners with more than 2,200 school districts representing more than three million students. This group provides the MAP assessment.
OT / PT	Occupational Therapy / Physical Therapy
PBIS	Positive Behavior Interventions and Supports is a proactive systems approach to establishing the behavioral supports and social culture and needed for all students in a school to achieve social, emotional, and academic success. As a Response to Intervention model, PBIS applies a three-tiered system of support, and a problem-solving process to enhance the capacity of schools to effectively educate all students.
PD / PL	Professional Development / Professional Learning
PDSA	Plan, Do, Study, Act – process for analyzing a problem/issue and implementing a plan for improvement
PGES	Professional Growth & Effectiveness System – new, state-wide certified effectiveness/evaluation system, based on the Charlotte Danielson framework for effective teaching TPGES – Teacher PGES OPGES – Other Professionals PGES (i.e., speech therapist, counselor, librarian) PPGES – Principal PGES SPGES – Superintendent PGES
PGP	Professional Growth Plan
PLAN	The ACT Plan program helps 10th grade students build a solid

	<p>foundation for future academic and career success and provides information needed to address school districts' high-priority issues. It is a comprehensive guidance resource that helps students measure their current academic development, explore career/training options, and make plans for the remaining years of high school and post-graduation years. ACT Plan can help all students - those who are college-bound as well as those who are likely to enter the workforce directly after high school. As a "pre-ACT" test, ACT Plan is a powerful predictor of success on the ACT. At the same time, many schools recognize the importance of ACT Plan testing for all students, as it focuses attention on both career preparation and improving academic achievement. The ACT Plan assessment is administered each fall to all Kentucky public school students enrolled in the 10th grade.</p>
PLC	Professional Learning Community – groups of teachers/leaders who meet regularly to address a defined purpose and examine data for school improvement
PO	Purchase Order
PO	Peer Observer
PR	Public Relations
PR	Program Review
PREP	Parents Reinforcing Educational Priorities – parent involvement initiative in FCS
PSAT	The PSAT/NMSQT is an assessment that helps educators at every level promote college readiness. It is a standardized test cosponsored by the College Board and National Merit Scholarship Corporation
PTA/PTO/PTC/PATS	School parent organizations
Quarterly Report	Report submitted by the district to the Education Recovery Director as a quarterly update on the improvement priorities and deficiencies from previous diagnostic review or management audit
Race to Excellence	Formerly known as the SBDM allocation – state funding provided to schools based on enrollment. Schools now submit budgets based on needs identified to help that school become a school of distinction.
Redbook	Accounting procedures for Kentucky school activity funds
RTI	Response to Intervention
SACS	Southern Association of Colleges and Schools™ ; The mission is the improvement of education in the South through accreditation.
SBDM	Site-Based Decision Making Council
SBG	Standards-Based Grading
School Report Card	State-produced (with school/district input) report on the status of the school/district, required annually, public reporting
SDRR	Student Data Review and Rosters; SDRR is a web application designed to assist district personnel in reviewing the accuracy of student assessment information in a timely fashion so that accurate results may be shared with the public as quickly as possible. This application enables district personnel to locate errors in student

	data, submit change requests, and track the progress of each request online. SDRR is used to conduct web-based data reviews for all state required assessments, including the Kentucky Performance Rating for Educational Progress (K-PREP), ACT Explore, ACT Plan, ACCESS for ELLs, The ACT, and other tests.
SDT	School Data Team
SEA	State Education Agency or state department of education, is a formal governmental label for the state-level government agencies within each U.S. state responsible for providing information, resources, and technical assistance on educational matters to schools and residents.
SEEK	Support Educational Excellence
SGG	Student Growth Goal
SRD	Student Registration Database; database where alternate KPREP students are registered and scores reported
SRO	School Resource Officer (Robert Orem)
STARS	FCS recognition system; Staff & Teachers Achieving Results with Students
STEAM	Science, Technology, Engineering, Arts, & Mathematics
STEAM*	Science, Technology, Engineering, Agriculture*& Mathematics
STEM	Science, Technology, Engineering & Mathematics
StemScopes	K-12 Science curriculum aligned to Next Generation Science Standards (inquiry-based), currently being used in Fleming Co. Schools
Strategic Plan	The district's process of defining its direction and making decisions on allocating its resources to pursue this direction.
T & L	Teaching and Learning
TDP	Truancy Diversion Program (Middle School & High School)
TEDS	Technical Education Database System; web browser-based data system to collect enrollment, completion and placement data for technical education students. The Technical Education Database System (TEDS) is the official repository of data for accountability reporting for all schools receiving Perkins funds.
TELL	Teaching, Empowering, Leading and Learning; The TELL Kentucky Survey provides educators with data, tools and direct support to facilitate school improvement.
Title I	Title I, Part A (Title I) of the Elementary and Secondary Education Act, as amended (ESEA) provides financial assistance to local educational agencies (LEAs) and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards. Federal funds are currently allocated through four statutory formulas that are based primarily on census poverty estimates and the cost of education in each state.
Title II	The purpose of this part is to provide grants to State educational agencies, local educational agencies, State agencies for higher education, and eligible partnerships in order to —

	<p>(1) increase student academic achievement through strategies such as improving teacher and principal quality and increasing the number of highly qualified teachers in the classroom and highly qualified principals and assistant principals in schools; and</p> <p>(2) hold local educational agencies and schools accountable for improvements in student academic achievement.</p>
Title III	<p>No Child Left Behind (NCLB) Title III: Language Instruction for Limited English Proficient and Immigrant Students is a federal program that assists immigrant and limited English proficient (LEP) students in achieving grade-level and graduation standards, as well as acquiring the English language. The purpose of the Language Instruction for Limited English Proficient and Immigrant Students Title III Program is to assist school districts in teaching English to limited English proficient students. Additionally, the Title III funds are to be used in helping these students meet the same challenging state standards required of all students.</p>
Title IX	<p>Title IX is a portion of the United States Education Amendments of 1972, Public Law No. 92-318, 86 Stat. 235 (June 23, 1972), codified at 20 U.S.C. sections 1681 through 1688, co-authored and introduced by Senator Birch Bayh; it was renamed the Patsy Mink Equal Opportunity in Education Act in 2002, after its House co-author and sponsor. It states (in part) that: No person in the United States shall, on the basis of gender, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance.</p>
WorkKeys	<p>ACT WorkKeys is a job skills assessment system that helps employers select, hire, train, develop, and retain a high-performance workforce. This series of tests measures foundational and soft skills and offers specialized assessments to target institutional needs. As part of ACT's Work Readiness System, ACT WorkKeys has helped millions of people in high schools, colleges, professional associations, businesses, and government agencies build their skills to increase global competitiveness and develop successful career pathways.</p>
YoYo	<p>Youth One Year Out – one year follow up transition survey for special needs students</p>

APPENDIX D: Stakeholders and Surveys in Education

In education, the term stakeholder typically refers to anyone who is invested in the welfare and success of a school and its students. These stakeholders may include:

- administrators,
- teachers,
- staff members,
- students,
- parents & families,
- community members,
- local business leaders, and

- elected officials
- organizations,
- advocacy groups,
- committees,
- media outlets
- parent-teacher organizations,
- associations representing superintendents, principals, school boards, or teachers.

In a word, stakeholders have a “stake” in the school and its students, meaning that they have personal, professional, civic, or financial interest or concern. Therefore, it is important that they are given the opportunity to have input into the important decisions related to the governance, operation, or improvement of the school. In order to include stakeholder input, surveys are often used to collect stakeholder perception data and opinions, and stakeholders are invited to serve on committees at the district and school level. These surveys provide an opportunity for the stakeholders to be heard and the results will assist the schools in identifying strengths, gaps in resources and services, and highlight successes.