

# ALIGNMENT WITH STATE STANDARDS POLICY



## **ALIGNMENT NEEDS ASSESSMENT**

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Our yearly School Improvement Planning process will include:

- An analysis of our state testing data and other school data as necessary to discover the extent to which our students are meeting state standards and our programs are aligned with state standards.
- Systematic work to discover and correct the causes of and barriers to high performance by all students and the movement of students toward our goals.
- A revision of our School Improvement Plan based on our needs assessment data for that year. Our Plan will set Goals and address any indicated alignment issues to help move our students to state standards according to the timetable established by the Kentucky Board of Education.

We will implement this process to address our alignment with state standards and the resulting plan will be monitored by the council through ongoing implementation and impact checks.

## **POLICY EVALUATION**

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

Date Adopted: \_\_May 2015\_\_

Date Reviewed or Revised: \_\_\_\_\_

Date Reviewed or Revised: \_\_\_\_\_

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# COLLEGE-LEVEL COURSES (SECONDARY)



## **CURRICULUM AND AVAILABILITY**

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Each year, we will offer our students college-level courses in at least four of the following six areas:

1. English.
2. Science.
3. Mathematics.
4. Social studies.
5. Foreign language.
6. The arts.

Those courses will be offered as Advanced Placement, International Baccalaureate, or dual credit classes at our school, online, or through arrangements with nearby colleges or universities. They will be accessible to all students who have a reasonable chance of being successful in the class.

The principal (or principal designee) will make appropriate arrangements for these courses to be offered, including communicating to students and parents any costs associated with the courses.

## **RECRUITMENT**

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We will encourage all students to prepare for and take college-level courses. We will do that in the following ways:

1. Counselors will advise students and parents of these options when they prepare and revise their Individual Learning Plans and encourage each student to take appropriate preparatory courses.
2. Teachers will encourage all students to take challenging courses each term.
3. Regularly, the principal (or principal designee) will report to the council on enrollment in these courses by total numbers, gender, ethnicity, participation in the free and reduced lunch program, and disability status.
4. Based on that data, the council may amend its School Improvement Plan to add additional steps to ensure equitable participation in future years.

## **STUDENT ASSIGNMENT**

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All students have access to college-level courses. They may establish that they have an appropriate level of skill and be assigned to a college-level course by any one of the following means:

1. Completing prerequisite courses listed in the Program of Studies.
2. Taking and passing the examinations for those prerequisite courses.
3. Receiving permission of the teacher and/or the Principal.

**POLICY EVALUATION**

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

Date Adopted:   6/3/2015  

Date Reviewed or Revised:           

Date Reviewed or Revised:

# COMMITTEES POLICY



## **NAMES AND JURISDICTIONS OF STANDING COMMITTEES**

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There will be three SBDM standing committees with the following names and jurisdictions:

### **CULTURE, WELLNESS, & RESOURCES COMMITTEE**

- Annually review and revise (if necessary) the SBDM policies on Discipline, Classroom Management and Safety Plan, Emergency Management Plan, Extracurricular Programs, Instructional and Non-Instructional Staff Time Assignment, Parental Involvement and *Wellness*. Draft revisions for council approval/adoption.
- Select members to form a *Coordinated School Health sub committee to help increase the quality of the physical education program and to increase both physical activity opportunities and health education instruction throughout the school environment to ensure quality PLCS programs*. Recommend any changes to the school physical activities and healthy choice plans/programs.
- Develop a set of “non-negotiable” school rules consistent with district policies and directives.
- (Optional based on if a school-wide plan is used.) Review/revise the school-wide discipline plan as needed based on feedback and data.
- Recommend discipline and classroom management changes based on annual needs assessments and data gathering.
- Review the school Safety Plan every odd numbered year following the procedures outlined in the Discipline, Classroom Management, and School Safety Policy. Recommend any necessary changes based on needs assessments and data gathering.
- In consultation with the council and first responders, recommend changes in the Emergency Management Plan based on the annual review of the plan.
- Recommend extra curricular program changes and ideas.
- Recommend parental involvement activities and strategies.
- Recommend other changes, ideas, and strategies to assigned policies based on needs assessments, data gathering, and research into best practice.
- Additional roles/charges as assigned by the council.

### **CURRICULUM, INSTRUCTION, AND ASSESSMENT COMMITTEE**

- Annually review and revise (if necessary) the SBDM policies on Curriculum, Alignment with State Standards, College and Advanced Courses, End-of-Course Assessment (High school only), Instructional Practices, Homework, Improvement Planning, School Day and Week

Schedule, Student Assignment, and Technology Use and Classroom Assessment. Draft revisions for council approval/adoption.

- Analyze curriculum alignment with the state standards and recommend changes.
- (Secondary) Recommend advanced placement additions if appropriate based on data, research, and stakeholder input.
- Research and recommend instructional best practice ideas and innovations.
- Research homework best practices and recommend changes.
- Organize the testing data analysis every fall including reports to the Council.
- Recommend school priority needs to the Planning and PD Committee based on test analysis data.
- Recommend ideas and strategies concerning end-of-course assessment based on data gathering and input from stakeholders.
- Recommend classroom assessment ideas based on new research.
- Recommend other changes, ideas, and strategies to assigned policies based on needs assessments, data gathering, and research into best practice.
- Involve as many stakeholder ideas and opinions as possible; coordinate school needs assessments including necessary surveys and other data collection.
- Support the development and implementation of the School Improvement Plan including working with component teams and overseeing the development and implementation of the Professional Development Plan.
- Survey teachers to establish professional development needs (including technology needs) and use this data along with testing data, program review data, and any data from other committees to make PD recommendations to the various component teams.
- Develop master schedule plan ideas/changes to recommend to the principal based on data, barriers, meeting student needs, and the criteria listed in the School Day/Week Schedule Policy.
- Recommend assignment of student procedures.
- Recommend plans for the best use of technology based on needs assessments including acceptable use guidelines.
- Additional roles/charges as assigned by the council.

#### **PROGRAM REVIEW COMMITTEE**

- Carry out program reviews in the following areas: Arts/Humanities, Practical Living/Career Studies, Writing, and World Languages using sub-committees as needed.
- Review one area in depth each year including updates, changes, and reports to the council.
- Report to the council progress on how previously identified needs are being met in the areas NOT being addressed in-depth.
- Share timelines, standards, and examples of evidence with the faculty and staff and request evidence.
- Recommend program changes in reviewed areas.
- Follow the procedures outlined in the Program Review Policy.
- Recommend other changes, ideas, and strategies to assigned policies based on needs assessments, data gathering, and research into best practice.
- Additional roles/charges as assigned by the council.

#### **AD HOC COMMITTEES**

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As needed, the council may also approve ad hoc committees for the following tasks:

1. Analyze needs assessment for the School Improvement Plan.
2. Draft components for and guide the implementation of the Plan.
3. Select textbooks and materials for specific subjects.
4. Participate in work to fill specific staff vacancies.
5. Address other needs as identified by the council.

For these ad hoc committees, the council will identify the specific topic to be addressed in a written charge.

The principal will invite persons to serve on the ad hoc committee and will also designate a committee member to convene the committee for its first meeting. Ad hoc committees automatically dissolve at the completion of the assigned task.

## **POLICY EVALUATION**

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

Date Adopted: October 2014

Date Reviewed or Revised: \_\_\_\_\_

Date Reviewed or Revised: \_\_\_\_\_





# CONSULTATION POLICY



## **INTERVIEW COMMITTEE**

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For each vacancy that occurs at our school (\*except principal), the principal will appoint an ad hoc interview committee. This committee's membership will include the principal, at least one parent, and at least one certified staff member who will work directly with the person to be hired. Council members other than the principal may or may not be on the committee. The principal will chair the Interview Committee. For each new vacancy the principal and interview committee shall establish a timeline for the process.

\* See the Principal Selection Policy for procedures for this vacancy.

## **CRITERIA/INTERVIEW QUESTIONS and APPLICATIONS/REFERENCES**

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The Interview Committee will:

1. Develop a set of criteria for a strong candidate. These criteria will not discriminate based on gender, ethnicity/race, marriage or family status, religion, political affiliation, disability, age, or other illegal grounds.
2. Use the criteria developed to write standard interview questions that fit those criteria. These questions will be asked of all candidates in an in-person interview.
3. Review all applications and written references and select applicants to interview.
4. Determine if information in the written application or résumé points to any specialized questions that should be asked of a particular applicant and develop those questions if they are necessary.

## **INTERVIEWS**

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The following procedures will be followed during scheduled closed session interviews:

1. All the standardized questions will be asked of each candidate in the same order.
2. Following the standardized questions, specialized questions (if any) and follow-up questions (if any) will be asked and scored with a general rubric.
3. Following each interview committee members will discuss each candidate.

## **CONSULTATION WITH THE COUNCIL**

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After interviews are complete, in a closed session the council will meet to discuss with the principal the findings of the interview committee and offer comments on the contributions each applicant could make and provide any additional input requested by the principal.

If a quorum of the council fails to attend this meeting, the principal may either call another meeting or declare an emergency and conduct the required consultation with the council members present so the hiring process can continue.

## **SELECTION OF THE PERSON TO BE HIRED**

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After considering the input from all the closed session meetings, the principal will make the final selection of the person he or she believes will contribute most to the success of the school's students and notify the superintendent and council of his or her choice. The decision made by the principal is binding on the superintendent who will complete the hiring process.

## **EXTRA-DUTY ASSIGNMENTS AND POSITIONS**

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Extra-duty assignments and positions include paid or unpaid duties beyond the instructional day or beyond the contract days of a teacher. When only persons currently working at our school will be considered, the principal will make the assignment. When persons currently not working at our school will be considered for head coaching/director positions, this policy on consultation will be followed by the principal, the council, and the ad hoc Interview Committee appointed by the principal.

## **POLICY EVALUATION**

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

Date Adopted:   6/3/2015  

Date Reviewed or Revised:           

Date Reviewed or Revised:

# CURRICULUM POLICY



## CURRICULUM GUIDELINES

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Our curriculum will:

1. Be aligned vertically and horizontally with Kentucky Core Academic standards for all subjects — English/Language Arts (including Writing); Math; Science; Social Studies; Practical Living and Career Studies; and Arts and Humanities, and designed to help all students master that content.
2. Be revised, if needed, based on school needs assessment through the program review process, improvement planning process, professional learning communities, or analysis of student results.
3. Provide equitable access to a common academic core for all students.
4. Provide support for all students to be able to complete some college-level work while in high school.
5. Provide links to continuing education, life, and career options.
6. Reflect the strategies adopted in our School Improvement Plan.
7. Provide the legally required core curriculum of college-level courses. (High Schools)

## TEACHER ROLE

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All teachers will:

1. Disseminate the curriculum expectations for their classes to students in an age-appropriate way and to all parents.
2. Teach the *state standards* assigned for their particular area or areas.
3. Be prepared to contribute to discussions of needed changes in the curriculum.

## PRINCIPAL ROLE

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The principal will:

1. Ensure that copies of the curriculum standards and expectations for the school are available for parent review.
2. Meet with each new teacher to review this policy and the sections of the curriculum that apply to that teacher's assignment.
3. At staff meetings in January and May, hold discussions with the staff on possible curriculum revisions and report to the \_\_\_\_\_ Committee on the results of those discussions.

### **SCHOOL COUNSELOR ROLE**

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For the Practical Living and Career Studies content, the school counselor will ensure that all students begin ILP development in 6th grade and continue throughout middle and high school. ILP development will include input from students, teachers, and parents. Schoolcounselor will be sure parents receive access information for the ILP.

### **CURRICULUM REVISION**

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The Curriculum Committee will be responsible for making any needed recommendations to the council on curriculum revisions when one or more of the following events occur:

1. State officials modify the *Kentucky Core Academic Standards*.
2. District leaders or working groups modify district curriculum documents.
3. Our School Improvement Planning process identifies a need for adjustments.
4. The elementary school in our district identifies a need for changes in their curriculum or in ours that could alter our vertical articulation, create curriculum gaps, or allow unintended overlaps and redundancy.
5. During staff discussions, one or more teachers at our school identify a weakness or opportunity for improvement that needs to be addressed to ensure success for all students.
6. Other stakeholder input or data demonstrate a need to do so.

### **POLICY EVALUATION**

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

Date Adopted:   6/3/2015  

Date Reviewed or Revised:           

Date Reviewed or Revised:

## DISCIPLINE, CLASSROOM MANAGEMENT, AND SCHOOL SAFETY POLICY



### DISTRICT CODE OF CONDUCT

#### A. DISTRIBUTION TO STUDENTS

Beechwood High School will follow the Beechwood High School Student Code of Conduct Discipline Manual

During the first week of school, the principal (or principal's designee) will:

1. Provide each student with a copy of the Parent Student Handbook which includes Beechwood High School Student Code of Conduct Discipline Manual.
2. Require each student to return a signed Acknowledgement Form from his or her parent or guardian showing that the parent or guardian has seen and reviewed the Code.
3. Follow-up as needed with any student who has not returned the signed acceptance, or assign other staff members to do so.

The principal will follow steps 1 – 3 above for all students new to the school during the year.

#### B. COMMUNICATION WITH STAKEHOLDERS

By the end of the first week of school, the Beechwood High School Student Code of Conduct Discipline Manual will be posted at the school, referenced in our Student Parent school handbook, and provided to all school employees, parents, and legal guardians, or other persons exercising custodial control or supervision of students including those students who enroll during the school year.

Before the beginning of each school year, the principal will work with the district to develop a process to train employees, when necessary, in the use of the Code and/or to provide update information to the staff, students, and parents concerning this Code. A day of professional development will be set aside in order to review Staff Handbook and Code of Conduct.

### CRISIS MANUAL

Our school will maintain a Crisis Manual addressing procedures to provide a supportive, safe, healthy, orderly, and consistent plan during an emergency event. This plan will also address any issues identified by our stakeholders and issues required by state law. A copy of our current Crisis Manual is available.

### CRISIS MANUAL REVIEW

Our Crisis Manual will be reviewed every odd numbered school year by the Crisis Management Team using the following procedures:

1. A data review of incident reports from the prior school year.
2. An analysis of the implementation and impact of the activities in the plan.
3. A full report to the council including, but not limited to:
  - A report of the status of each activity that should be started or completed.
  - Recommended adjustments needed in the manual to ensure progress toward the school's safety goals.
4. The council will be responsible for approving and adopting any changes to the Crisis Manual

#### CULTURE AND CLIMATE COMMITTEE

Discipline and PBIS will be reviewed quarterly by the Culture and Climate Committee using the following procedures:

1. A data review of the overall trends in student disciplinary referrals and consequences for the previous year including trends disaggregated by gender, race, disability, and participation in free and reduced price lunch.
2. An analysis of the implementation and impact of the activities in the plan.
3. A full report to the council including, but not limited to:
  - i. An overview of the trends in the disciplinary referrals and consequences data.
  - ii. Recommended adjustments
4. Develop and produce expectation presentations for staff and students throughout the year.

#### RESPONSIBILITIES

Principals and assistant principals are responsible for:

1. Disseminating and interpreting the behavioral and discipline standards and guidelines of the district and school.
2. Ensuring that all staff and students adhere to the District Code of Conduct.
3. Providing support and guidance to teachers in the implementation of the district and school behavioral and discipline standards and guidelines.
4. Working with parents and guardians when issues arise that involve behavior and/or discipline of a student.

Teachers are responsible for:

1. Clearly establishing classroom standards of conduct that:
  - include clearly defined consequences when standards are not met
  - are communicated to parents
  - Expectations are reviewed several times per year (especially after breaks)
  - are taught to students during the first two weeks of school and explained to students who join the class during the year
2. Ensuring that:
  - teacher-student interactions demonstrate general caring and respect

- interactions among students are generally polite and respectful
  - students are held to the classroom standards and appropriate consequences are issued when the standards are not met
3. Frequently monitoring student behavior including effective responses to student misbehavior as well as acknowledgment of good behavior.
  4. Making sure the classroom is safe, that all students can see and hear, and that the room is arranged to support learning/instructional goals and activities.

Counselors are responsible for:

1. Providing support and guidance to help students and parents understand, correctly interpret, accept, and follow the behavioral standards and guidelines of the district, school, and classrooms.
2. Providing support and guidance to teachers in the implementation of classroom management techniques and strategies.

Students are responsible for:

1. Exhibiting respect for the teacher.
2. Interacting with peers in a polite and respectful way.
3. Accepting and following the behavioral standards of conduct expected by the district, school, and each classroom.
4. Asking for help when they do not understand the behavioral expectations or feel that they are unable to comply.

Parents and Guardians are asked to:

1. Become familiar with documents related to district and school standards of behavior and discipline and ask the school questions when they do not understand language or details in these documents.
2. Work with the school when issues arise involving their child's behavior or consequences given to their child by the school or teacher.

#### POLICY EVALUATION

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

#### ATTACHMENTS

- A. Parent Student Handbook and Code of Conduct
- B. Crisis Manual

Date Adopted: March 1, 2017

Date Reviewed or Revised: \_\_\_\_\_

Date Reviewed or Revised: \_\_\_\_\_





# EMERGENCY MANAGEMENT PLAN POLICY



The school council shall adopt an Emergency Management Plan (EMP) that will include procedures for fire, severe weather, earthquake, and building and campus lockdown as required by law. The EMP shall set forth steps to prevent, mitigate, prepare for, respond to and recover from emergencies. First responders, for the purpose of this policy, include local fire personnel, local, county and /or state police personnel, and emergency medical personnel. The district coordinator for the EMPs will arrange the work with the first responders.

## **CONTENTS OF PLAN**

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The EMP shall include procedures required by this policy and address the following:

- Establishment of primary and secondary evacuation routes which shall be posted in each room by each doorway used for evacuation
- Identification of severe weather safe zones that have been reviewed by the fire marshal/fire chief, which shall be posted in each room
- Practices for students to follow in an earthquake, fire, and severe weather
- Development and adherence to access control measures for each school building
- Procedures for lockdown of the building and campus; local law enforcement shall be invited to assist in establishing lockdown procedures

Policy development, review and revision will include using the resources from the Kentucky Center for School Safety and local board of education policy.

## **DISTRIBUTION OF THE PLAN**

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Following adoption and after any revisions, the EMP and diagrams of the facilities shall be provided to local first responders. Annually, the principal is responsible for working with the district office to ensure that local first responders have a current diagram of the school that notes the primary and secondary evacuation routes, the severe weather safe zones and notations of the exterior and front entrance access points. Documentation of this distribution to first responders will be reported to the school council by August 15 maintained in the principal's office, and a copy will be sent to the district office.

Due to the need to maintain student and staff safety and security, the EMP and diagram of the

facility does not have to be and shall not be disclosed in response to any Open Records request per the Kentucky Open Meetings Law. The EMP may be disclosed to necessary school personnel, local first responders, and to other persons with the permission of the principal.

### **TRAINING AND DRILLS**

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Prior to the first instructional day of school, the principal (or designee) shall discuss the EMP with all school staff. Staff members will receive an outline of the plan which includes their responsibilities during emergency situations. Documentation of completion will be in accordance with any district procedures and may include the time and date of the discussion and staff member signatures. This documentation will be kept on file at the school with a copy sent to the district office according to the district office if required.

The school shall conduct emergency response drills including the minimum below within the first thirty (30) instructional days of each school year AND during the month of January:

- one (1) severe weather drill
- one (1) earthquake drill
- one (1) building lockdown drill
- one (1) fire drill (Fire drills will be conducted in accordance with administrative regulations of the Department of Housing, Buildings and Construction.)

All drills shall follow, at a minimum, all local school board policies. Whenever possible, first responders shall be given notice of possible drills and invited to observe. The Principal, or designee, is responsible for ensuring the implementation of these drills and reporting completion and problems noted during the drill to the district office for any remedial action needed.

### **ANNUAL REVIEW OF EMP**

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At the end of each school year, the EMP shall be reviewed by the school council and first responders and revised as needed.

### **POLICY EVALUATION**

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

Date Adopted: February 3, 2016

Date Reviewed or Revised: January 6, 2016

# ENHANCING STUDENT ACHIEVEMENT POLICY



## SCHOOL VISION, MISSION AND BELIEFS STATEMENT

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### **WE ARE BEECHWOOD**

#### **OUR VISION**

*To inspire students to embrace responsibility, productivity and compassion as citizens of a global community*

#### **OUR MISSION**

*To provide innovative education grounded in tradition*

#### **Beechwood Independent Schools Core Values**

- *Challenging students to excellence through critical thinking, collaboration and creativity*
- *Fostering a culture of unity that inspires and empowers all students*
- *Providing a safe environment for learning*
- *Promoting open and respectful communication for all stakeholders*

#### **SCHOOL SLOGAN**

*Innovative education grounded in tradition*

## PROCEDURES

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In order to carry out our school's mission and to accomplish Kentucky's Learning Goals, we will:

- Develop SBDM policies, which contribute either directly or indirectly to accomplishing this mission.
- Develop SBDM policies, which contribute either directly or indirectly to enhancing student achievement by improving teaching and learning at our school for each and every student.
- Complete an annual needs assessment including but not limited to analyzing student performance on the state testing.
- Annually revise our School Improvement Plan to address identified needs. The council will be responsible for adopting the plan and conducting implementation and impact checks to monitor it.
- Budget and hire to support our School Improvement Plan.



**POLICY EVALUATION**

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

Date Adopted: \_\_August 2016\_\_

Date Reviewed or Revised: \_\_\_\_\_

Date Reviewed or Revised: \_\_\_\_\_

# EXTRACURRICULAR PROGRAMS POLICY



## **CRITERIA FOR PROGRAMS**

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For an extracurricular program to be continued or to institute a new program, the program must:

1. Contribute to the following Kentucky Learning Goals:
  - Becoming a self-sufficient individual.
  - Becoming responsible members of a family, work group, or community, including demonstrating effectiveness in community service.
2. Generate and maintain student interest as well as attract students currently not involved in extracurricular or service projects.
3. Encourage, enhance, and maintain equity including but not limited to a wide range of opportunities for both male and female students.
4. Have a qualified and suitable adult sponsor and have appropriate adult supervision at all times.

## **PROGRAMS CURRENTLY OFFERED**

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All programs are listed in the Parent Student Handbook which is updated annually.

## **STUDENT PARTICIPATION**

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Students will be eligible to participate in extracurricular activities if they:

1. Meet the eligibility requirements as listed in the Parent Student Handbook.
2. Were in attendance for a 1/2 day of the activity or on Friday for weekend activities.
3. Comply with rules established by the adult coach or sponsor for the activity.
4. Where applicable, meet any requirements set by the appropriate sponsoring or governing organization.

## **COACHES AND SPONSORS**

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Each extracurricular activity will be led by an adult coach or sponsor who meets any applicable requirements set in law, or by sponsoring or governing organizations. The coach or sponsor will be responsible for personally supervising or ensuring that all students are supervised by an adult while they are participating in an activity, including practice time and travel time where applicable.

The principal will assign coaches and sponsors from our school's current staff following our policy on Instructional and Non-Instructional Staff Time Assignment. If it is necessary to consider applicants who do not currently work at our school, our policy on Consultation will be followed.

## **PROGRAM EVALUATION**

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Our extracurricular program will be evaluated through the needs assessment process for updating our School Improvement Plan.

## **POLICY EVALUATION**

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

Date Adopted: \_\_12/7/2016\_\_

Date Reviewed or Revised: \_\_\_\_\_

Date Reviewed or Revised: \_\_\_\_\_

# INSTRUCTIONAL PRACTICES POLICY



## **INSTRUCTIONAL BEST-PRACTICE PRINCIPLES**

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In order to provide an environment where all students perform up to their potential and are prepared for the future, we will make sure that students:

- Are actively involved in their own learning.
- Use writing as a way to learn and demonstrate learning.
- Have some ownership over what is being learned.
- Communicate with peers about what they are learning.
- Use technology in meaningful ways.
- Study subjects in a way that shows them applications to real life.
- Are able to make connections among content areas.
- Are instructed in ways that help all students learn the Core Academic Standards, which Kentucky has determined are essential for all students to know and be able to do.

## **INSTRUCTIONAL PRACTICE GUIDELINES**

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To help ensure our instructional practice principles are implemented:

**Each week, students will have the opportunity**

1. Listen to an adult read.
2. Interact with new material.
3. Collaborate with other students.
4. Receive appropriate and meaningful feedback.
5. Complete authentic activities/projects.
6. Use technology as a tool for learning.



7. Read and write in all content areas.
8. Communicate with pictures, charts, graphs or graphic organizer.
9. Respond to short answer, extended response, and on-demand items.
10. Initiate learning.
11. Observe a teacher modeling within a content.
12. Read a variety of materials individually and in groups.
13. Utilize a diverse set of resources in addition to textbooks and worksheets.
14. Reflect on learning/metacognition.

**Each month, students will have the opportunity to:**

1. Read newspapers and magazines.
2. Learn in a lab environment.
3. Explore varying solutions to a problem.
4. Design or investigate topics based on their interests.
5. Participate in an enriching hands on activity.
6. Use a scoring guide.
7. Explore multiple perspectives on a topic.
8. Investigate topics based on their interests.
9. Use manipulatives or equipment to solve problems.
10. Reflect upon and analyze past performance and completed work with the goal of self-improvement.

**Each quarter, students will have the opportunity to:**

1. Conference with the teacher.
2. Speak in front of a group.
3. Conduct research using print or technology in the media center.
4. Participate in a peer reading and a writing conference.
5. Use technology as a primary tool for conducting research.

6. Perform or create in an area of arts and humanities.

**Annually, students will have the opportunity to:**

1. Engage in learning activities outside the classroom environment.

## **TEACHER ROLE**

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To ensure that the principles and guidelines above are implemented, every teacher shall:

1. Use a wide variety of student-centered, culturally responsive instructional strategies to address various learning styles.
2. Provide challenging opportunities that will require all students to use higher-order thinking.
3. Assign tasks similar to those used for state assessments.
4. Provide opportunities for students to connect their learning to other topics and subjects and real-life experiences.
5. Ensure integration of program review areas across the curriculum.
6. Use technology for appropriate and varied learning activities and to extend the classroom into the community and the world.
7. Use instructional resources that are developmentally appropriate, culturally diverse, and varied.
8. Provide students with opportunities to evaluate their performance and use the feedback to reflect on and improve classroom practice as needed.

## **PRINCIPAL ROLE**

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To ensure that these instructional practice principles and guidelines are implemented and teachers are able to fulfill their role, the principal will:

1. Make sure that these instructional practice principles and guidelines are taken into account in both the interview process and in the final selection of all teachers.
2. Ensure integration of program review areas throughout the school across the curriculum.
3. Encourage and support teachers in their role.
4. Encourage professional development that supports the implementation of this policy.
5. Work with council to provide multiple instructional resources.

## **POLICY EVALUATION**

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

Date Adopted:   10/19/2016

Date Reviewed or Revised: \_\_\_\_\_

Date Reviewed or Revised: \_\_\_\_\_

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# PRINCIPAL SELECTION POLICY



## PREPARATION

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

1. Meet with the superintendent, or designee, (who will replace the principal as chair of the council) and review the Best Practices for Principal Selection document available on the Kentucky Association of School Councils website.
2. Select a trainer of their choice to deliver training in recruitment and interviewing techniques. The council \*Vice-Chair (or designee) will arrange for this training on a date agreed upon by the council and call a special meeting of the council for this purpose with "Principal Selection Training" as the agenda.
3. Distribute copies of this policy to all members before the scheduled training and send a copy to the trainer who will be providing the selection training.

\*The council may want to elect a Vice-Chairperson (if none exists) to act as a liaison and contact person with the Chair (superintendent) during this process.

## SELECTION PROCESS

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The council will:

1. Design and carry out processes to get stakeholder input on what traits will make the best leader for this school. Stakeholder input will involve but not be limited to faculty and staff, parents, and students (where appropriate).
2. Call a special meeting of the council and meet in open session to:
  - a. Discuss the process and the timeline for receiving applications, and other steps in the hiring process.
  - b. Develop a set of criteria for a strong candidate using the stakeholder input plus council members' ideas. The council will aim for a list of about 10 criteria. These criteria will not discriminate based on race, ethnicity, gender, marriage or family status, religion, political affiliation, disability, or age.

- c. Use the criteria they have developed to write standard interview questions that fit those criteria and which will be asked of all candidates in in-person interviews.
  - d. Decide on other methods to use to gather information about the candidates. The methods may include (but not be limited to) some or all of the following: applications and résumés, references, applicant portfolios, open forums, and written responses to hypothetical work-related challenges.
3. Call a special meeting of the council and meet in closed session to:
    - a. Review all applications and written references and select applicants to interview.
    - b. Determine if information in the written applications and résumés points to any specialized questions that should be asked of a particular applicant and develop those questions if necessary.
  4. Schedule interviews with each applicant who has been selected to be interviewed.
  5. Conduct each interview in a special called meeting in closed session during which:
    - a. All the standardized questions will be asked in the same order for every candidate.
    - b. Any specialized or follow-up questions will be asked after the standardized questions.
    - c. A discussion will be held immediately following each interview about how well the applicant meets the criteria.
  6. Hold closed session discussion of the merits of all applicants and work toward consensus on the final selection.
  7. If the council is not satisfied with any of the candidates, the council should discuss the option of having an interim principal appointed by the superintendent until a suitable applicant is found.
  8. Keep all closed session discussion confidential.

## **SELECTION OF THE NEW PRINCIPAL**

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After all information is gathered, the council will:

1. Meet in open session to vote for the final selection of a new principal.
2. Ask the superintendent to complete the hiring process.

## **POLICY EVALUATION**

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

Date Adopted:   6/3/2015  

Date Reviewed or Revised:

Date Reviewed or Revised: \_\_\_\_\_


# PROGRAM APPRAISAL POLICY



## **PROGRAM APPRAISAL NEEDS ASSESSMENT**

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Our yearly School Improvement Planning process will include:

- An analysis of our state testing data and other school data as necessary to discover the extent to which our students are meeting state standards and our programs are proving effective, including but not limited to our categorical programs.
- Systematic work to discover and correct the causes of and barriers to high performance by all students and the movement of students toward our goals.
- Systematic program reviews for the following programs: Arts/Humanities, Practical Living/Career Studies, Writing, and World Languages.
- A revision of our School Improvement Plan based on our needs assessment data for that year. The Plan will set goals, address causes, and make indicated changes to programs to help move our students to state standards according to the timetable established by the Kentucky Board of Education.

We will implement this process to address the effectiveness of all our programs and the resulting plans for improvement will be monitored by the council.

## **POLICY EVALUATION**

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

Date Adopted:   August 2016  

Date Reviewed or Revised:           

Date Reviewed or Revised:

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# SCHOOL DAY AND WEEK SCHEDULE POLICY



## CRITERIA FOR DEVELOPING THE MASTER SCHEDULE

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Our schedule will:

1. Give all students access to all classes, avoiding conflicting schedules of specialized classes and preventing any exclusion related to cultural background, physical abilities, socio-economic status, and intellectual status.
2. Provide students with the learning time they need, including technology access to complete writing assignments and other learning activities.
3. Promote efficiency and effectiveness including protecting instructional time.
4. Facilitate decisions to give particular students expanded time and support for successful performance without sacrificing other key learning experiences in the arts/humanities and practical living/career studies areas.
5. Allow teachers equitable planning and time to collaborate on a regular basis (including collaboration among teachers in program review areas).
6. Provide equitable access to effective teachers for all students including opportunities for teachers to switch assignments to capitalize on in-depth knowledge of specific subjects.
7. Facilitate teacher opportunities to adjust the length of class periods when needed.
8. Promote reasonable and appropriate enrollments for all classes and appropriate numbers of pupils each teacher works with in the course of a day.
9. Respect the beginning and ending times of the school day and school calendar year as established by the Board of Education.

In order to help meet the Program Review proficiency characteristics our schedule will also:

10. *When possible provide all students access to the arts/humanities and provide and protect adequate time for students to be actively involved in creating, performing, and responding to the arts.*
11. *Provide and protect adequate time for all students to access the practical living/career studies areas of health education, physical education, consumerism, and career studies.*

12. *When possible provide all students access to at least one world language and multiple opportunities for all students to experience a range of global cultures, issues, connections, and instruction in global competency.*
13. **(Middle and High Schools 6-12)** *Provide time for students to get help and work on their Individual Learning Plan (ILP).*

## **PROCESS FOR DEVELOPING THE MASTER SCHEDULE**

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Annually, the principal, with input from committee members and help if necessary from designees, will develop a master schedule for the school day that includes any identified or needed changes. The following procedures will be used:

1. Review student performance data, survey data (if available) from students, parents, and staff, and other input from staff on how well instructional time is being used and what changes (if any) are needed.
  - Brainstorm current time barriers to implementing needed changes and meeting student needs and ways the schedule might be changed to remove those barriers.
  - Discuss advantages and disadvantages of various changes, focusing on the criteria listed in the first section of this policy.
2. **(Middle and High School)** The following issues will be taken into account:
  - **Arts and Humanities (A/H):** Revise class offerings as necessary based upon emerging student instructional needs as evidenced by student ILPs in the arts and Program Review data.
  - **Practical Living & Career Studies (PLCS):** Consider pertinent data from Program Reviews and data generated from student ILPs in determining PLCS courses offered.
  - **World Languages and Global Competencies:** Data from Program Reviews and student ILPs will be used to determine necessary course offerings.
  - **Writing:** Consider pertinent data from Program Reviews and student ILPs to determine necessary changes in or extra course offerings.
3. Based on the above work those involved will consult with the principal and make recommendations concerning schedule changes for the coming school year no later than the end of February. These changes will be submitted to council in the Program of Studies.
4. By the 1<sup>st</sup> of June, the principal (and/or designees) will prepare a schedule for the coming school year including changes (if any) and notify the staff.
5. No later than June 30<sup>th</sup> the principal will report as an FYI item to the council on the schedule for the coming year.

## **POLICY EVALUATION**

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We will evaluate the effectiveness of this policy through our school improvement planning process.

Date Adopted:   2/1/2017  

Date Reviewed or Revised: \_\_\_\_\_

Date Reviewed or Revised: \_\_\_\_\_



# STUDENT ASSIGNMENT POLICY



## CRITERIA FOR STUDENT ASSIGNMENT TO CLASSES AND PROGRAMS

The principal (or principal's designee) will assign students to classes and programs in a manner that will:

1. Take each student's developmental needs into account.
2. Facilitate the implementation of our School Improvement Plan.
3. Prepare all students to be ready for college level work during their high school careers.
4. Implement each student's Individual Graduation Plan.
5. Provide opportunities for students in music, dance, drama and/or visual arts.
6. Support the goal of not exceeding the state class size cap, except under the following circumstances:
  - Temporary exceptions in order to provide an appropriate assignment to a student newly enrolled in the school.
  - Permanent exceptions made after meeting with all the teachers for the appropriate student level and topics to discuss student needs and possible solutions and after determining that no reasonable alternative will meet the student's needs.

## POLICY EVALUATION

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

Date Adopted: \_11/2/16\_\_\_\_\_

Date Reviewed or Revised: \_\_\_\_\_

Date Reviewed or Revised: \_\_\_\_\_