

Advanced Coursework Policy



Purpose:

The Advanced Coursework Policy of Beechwood High School ensures that all students are provided an opportunity to participate in a rigorous and academically challenging curriculum.

Procedures:

All students at Beechwood High School have the right to participate in a rigorous and academically challenging curriculum. Advanced coursework means educational programs or opportunities designed to challenge students with more rigorous content beyond the standard curriculum, including but not limited to Advanced Placement, gifted and talented opportunities, personalized learning, and honors courses. This is in line with the Beechwood Board Of Education Advanced Coursework Policy 08.1122.

Beechwood High School must notify all students, parents and guardians of the long-term benefits of student participation in advanced coursework and advanced coursework opportunities available at the school.

Evaluation:

The school council must review data on student participation in advanced placement, dual enrollment, dual credit courses and advanced coursework. This data must be used during the planning process for course offerings in the upcoming school year.

Date Adopted: _____ 9/3/2025 _____

Date Reviewed/Revised: _____



Alignment with State Standards, Technology Utilization, and Program Appraisal Policy

[KRS 160.345(2)(i)10]

Purpose:

The *Procedures for Determining Alignment with State Standards, Technology Utilization, and Program Appraisal Policy* for Beechwood High School ensures that all students have equitable opportunity to highly effective teaching practices at all levels and with all classes.

Procedures:

Alignment with State Standards: Annually, the school council shall charge the Curriculum and Instruction Committee with reviewing the curriculum of the core instructional areas (i.e., English/Language Arts, Mathematics, Science, and Social Studies) to ensure that each area is aligned with the Kentucky Academic Standards.

Program Appraisal: Annually, the school council shall charge the Culture and Climate Committee with determining the barriers in student achievement. The committee may review state assessment data, non-academic data, survey data (i.e., parent, teacher and student), and behavior summaries, as well as any other data needed for their review.

Technology Utilization: Technology shall be utilized in the classroom by students, as a means to enhance the curriculum and as a learning tool. Teachers will plan lessons that encourage the use of technology by students. All staff and students will adhere to the Beechwood High School Acceptable Use Policy.

Staff will...

- Use technology to improve communications, enhance thinking skills, make instruction more efficient and effective, and develop critical life skills.
- Implement technology to meet state and national standards.
- Research and use up-to-date programs and/or apps as part of the instructional program.
- Encourage and monitor student use of technology.
- Use adaptive or assistive technology for students as required in IEPs.

The principal will evaluate the student use of technology as part of the instructional process.

Evaluation:

Annually, staff will inventory the school's technology and notify the school council on any needs of the school in relation to technology. The school council will prioritize the needs and work with the district technology coordinator to address these needs.

The reviews from the committees may be used as part of the school improvement planning process.

Date Adopted:

_____1/8/2020_____

Date Reviewed/Revised:

Date Reviewed/Revised:



College-Level Courses Policy

[KRS 160.348(2)]

Purpose:

The *College Level Courses Policy* of Beechwood High School ensures that all students are provided the opportunity to participate in a rigorous and academically challenging curriculum.

Procedures:

All students at Beechwood High School who are willing to accept the challenge of a rigorous academic curriculum and meet the requirements, shall be admitted to college-level courses. Students must have successfully completed the prerequisite course work or have otherwise demonstrated mastery of the prerequisite content knowledge and skills and have permission from the course instructor to participate.

Annually, Beechwood High School shall offer advanced placement courses in English, mathematics, science and history. Specific courses will be determined based on student interest and an identified need annually. If a course is not offered as part of the regular master schedule and is a course needed for a student's learning plan, the student shall be permitted to take the course online or at a local university if the course fits in their schedule. The student must request the course through the guidance counselor.

Guidance counselors shall advise students and parents of the opportunity for college-level course options, encouraging students to take appropriate preparatory courses. Teachers shall encourage students to take challenging courses. Guidance counselors shall maintain resources and information for college-level course options.

Evaluation:

The school council shall review data on student participation in college-level courses. This data shall be used during the planning process for course offerings in the upcoming school year.

Date Adopted:

_____ 1/8/2020 _____

Date Reviewed/Revised:

Date Reviewed/Revised:



COMMITTEES POLICY

NAMES AND JURISDICTIONS OF STANDING COMMITTEES

The SBDM does not see the need for any standing committees at this time.

AD HOC COMMITTEES

Ad hoc committees shall be established as needed by the school council.

SBDM council will identify the specific topic to be addressed by the committee 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. The school council shall ensure that ad hoc committees have reasonable representation of the community. Ad hoc committees automatically dissolve at the completion of the assigned task.

All school council committees established under this policy are public agencies and are subject to Kentucky's Open Meetings/Open Records statutes.

COMMITTEE REPORTS

All committees shall post agenda and submit minutes to council for

approval. **POLICY EVALUATION**

Evaluation:

The school council shall annually review the standing committees and the work provided to the school council from each committee. Any revisions to the committee policy based on this information will be completed by the school council.

Date Adopted: August 2024

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Date Reviewed or Revised: August 2024

Date Reviewed or Revised: September 2019

CONSULTATION POLICY



INTERVIEW COMMITTEE

For each vacancy that occurs at our school (*except principal), the principal will appoint an ad hoc interview committee. This committee's membership may include the principal, at least one parent (if available), 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

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

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 the interview(s), committee members will discuss each candidate.

CONSULTATION WITH THE COUNCIL

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.

Committee members will be invited to attend all interviews. For timeline purposes and difficulty to get quorum in the summer months, those committee members (not principal) who attend interviews may be asked for consultation regarding hires at the conclusion of interviews. This will provide adequate

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consultation for a new hire. When post interview consultation occurs, it will be in a closed session and recorded.

SELECTION OF THE PERSON TO BE HIRED

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

Extra-duty assignments and positions include paid or unpaid duties beyond the instructional day or beyond the contract days of a teacher. The principal will be responsible for appointing people to those positions, and will consult with SBDM and/or the athletic director prior to the appointment.

POLICY EVALUATION

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

Date Adopted: 6/6/18

Date Reviewed or Revised: 11/1/23

Date Reviewed or Revised: _____

CURRICULUM POLICY



CURRICULUM GUIDELINES

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

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

The principal will:

STUDENT RESPONSIBILITIES

With support from parents, students are asked to:

Secondary

1. Attend school as regularly as possible.
2. Follow the school and classroom behavior standards as outlined in the Student Code of Conduct.
3. Bring necessary learning materials to school and to class.
4. Complete and turn in all assigned homework and ask for help when they do not understand the assignment or skills necessary to complete it.
5. Give parents or the adult who is responsible for them all notices and information received from the school.

POLICY EVALUATION

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

Date Adopted: March 6, 2024

Date(s) 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.

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

1. Notify families that the Student-Parent Handbook, which includes the Beechwood High School Code of Conduct, is available online. Parents and students are welcome to pick up a hard copy in the high school office.
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 of Conduct.
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 will be posted at the school, referenced in our Student- Parent Handbook, and made available 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 updated information to the staff, students, and parents concerning this Code. Professional development will be set aside in order to review Staff Handbook and Code of Conduct.

SAFETY/CRISIS MANUAL

Our school will maintain a Safety/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.

SAFETY/CRISIS MANUAL REVIEW

Our Safety/Crisis Manual will be reviewed annually by the District Safety Committee 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

Student behavior data 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.
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 disciplinary referrals and consequences data.
 - ii. Recommended adjustments
4. Develop and produce expectation presentations for staff and students throughout the year.

RESPONSIBILITIES

All stakeholders will be responsible for expectations outlined in the Code of Conduct.

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 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.

HANDBOOK, CODE OF CONDUCT, and MANUAL

Is available for reference on the school website.

Date Adopted: March 1, 2017

Date Reviewed or Revised: __11/6/19__

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

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

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

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

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

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

Date Adopted: February 3, 2016

Date Reviewed or Revised: May 6th, 2020

ENHANCING STUDENT ACHIEVEMENT POLICY



SCHOOL VISION, MISSION AND BELIEFS STATEMENT

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

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.

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

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

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

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



EXTRACURRICULAR PROGRAMS POLICY

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.
 5. Build and enhance the school community.

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

STUDENT PARTICIPATION Students will be eligible to participate in extracurricular activities if they meet the requirements as outlined in the Parent/Student Handbook.”

COACHES AND SPONSORS

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.

Each coach/sponsor will be responsible for submitting a roster to their supervisor for entry into

databases.

Finally, all coaches/sponsors will be required to submit a calendar of events to their supervisor prior to the season/school year. Any substantive changes or additions to the calendar will be submitted to their supervisor for approval. All meetings/events that occur before, during, and after school will be approved by administration. Coaches/Sponsors will be responsible for a schedule to be logged into Eventlink (school calendar) at the beginning of each school year.

PROGRAM EVALUATION

Each program will be evaluated with a supervisor at the end of each school year or season. Evaluations will address membership, budget, etc. Supervisors will determine the viability of the program for continuation.

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

Date Adopted: __12/7/2016__

Date Reviewed or Revised: 7/11/22
(Approved July 11, 2022)

Date Reviewed or Revised: 12/5/24
(Approved January 8, 2025)

INSTRUCTIONAL PRACTICES POLICY



INSTRUCTIONAL BEST-PRACTICE PRINCIPLES

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

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.

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

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

POLICY EVALUATION

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: _____



PARENT AND FAMILY ENGAGEMENT POLICY

DEFINITION OF PARENT

The legal definition of a "parent" is a parent, step-parent, or foster parent of a student or a person who has legal custody of a student pursuant to a court order and with whom the student resides.

For the purposes of this policy, we will use the term "parent" to encompass all diverse family situations.

COMMITMENTS

We commit to:

1. Sharing clear information about each student's progress with parents.
2. Offering practical suggestions to parents on how they can support student learning at home.
3. Providing activities designed to successfully engage families in their children's learning, as appropriate.
4. Making representative parents and community members full partners through our SBDM decision-making process.
5. Facilitating the involvement of our military families, parents with limited English proficiency, parents with disabilities, and parents of migratory children.
6. Seeking and supporting adult volunteers to work with and inspire our students, as well as making every effort, when legally appropriate, to accommodate the involvement of adults other than parents who are already involved in a student's life.

We will honor these commitments through a school-parent contract. During an annual meeting with parents, we will review the contract with parents, ask for input and then revise, if necessary, the contract.

SCHOOL-PARENT CONTRACT

Our students' parents, families, extended families, students themselves, as well as our local community, are all considered partners who share responsibilities for high student academic achievement. Following are the responsibilities for the school, the parents, and the students:

SCHOOL RESPONSIBILITIES

Beechwood High School will:

1. Provide high-quality curriculum and instruction in an effective, supportive, and safe learning environment that enables the students to meet or exceed Kentucky's academic standards.
2. Make available on a regular basis information on our programs and the content students will learn each year.
3. Send home information on student progress on a regular basis. This can be found through Infinite Campus.
4. Hold parent-teacher conferences during which this contract will be discussed as it relates to the individual student's achievement.
5. Provide parents reasonable access to staff. The email addresses and telephone extensions of their child's teachers will be provided to parents to promote communication. Staff will always be available to parents by appointment for face-to-face conferences.
6. Send home weekly communication that includes information on ways families can help students learn and keep them informed.
7. Support an active PTSA Organization.
8. Provide a variety of opportunities for parent and family involvement in school activities, including but not limited to:
 - Serving on one of our decision-making committees
 - Joining our parent teacher organization and participating in its efforts to strengthen our school.
 - Volunteering along with other concerned members of our community in other areas as needed.
9. Ensure that all adult volunteers working in our school and with our students are subject to board policy and state law regarding criminal record checks, as applicable.
10. Follow the Beechwood Way

The **B**eechwood Way

We design teaching and learning focused on students.

We build resilient learners and leaders who are fearless in the pursuit of excellence.

We are a uniquely intimate community developing globally competent students.

we are **bee**chwood.

We are Learners

We are fearless.

We pursue excellence.

We are resilient.

We reflect and grow.

We are Leaders

We are safe.

We are respectful.

We are responsible.

We are proud.

PARENT RESPONSIBILITIES

Parents are asked to:

1. Monitor attendance.
2. Become familiar with and support the school and individual classrooms' homework policies and show interest with questions about and comments on the schoolwork their children bring home.
3. Make sure homework is completed.
4. Assist their child with time management.
5. Participate, as appropriate, in decisions relating to their child's education.
6. Stay in close communication with teachers and the school about their child's education by promptly reading all notices and surveys from the school district and responding, if necessary.
7. To the extent possible, volunteer, serve on the school council or a committee, attend School-Based Decision-Making Council meetings, and comment on draft policies and plans as they are made available.

STUDENT RESPONSIBILITIES

With support from parents, students are asked to:

Secondary

1. Attend school as regularly as possible.
2. Follow the school and classroom behavior standards as outlined in the Student Code of Conduct.
3. Bring necessary learning materials to school and to class.
4. Complete and turn in all assigned homework and ask for help when they do not understand the assignment or skills necessary to complete it.
5. Give parents or the adult who is responsible for them all notices and information received from the school.

POLICY EVALUATION

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

Date Adopted: March 6, 2024

Date(s) Reviewed or Revised:

PRINCIPAL SELECTION POLICY



SELECTION PROCESS

When there is a principal vacancy, the council will be available for consultation with the Superintendent in accordance with Beechwood Board of Education Policy 02.4244.

POLICY EVALUATION

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

Date Adopted: __6/3/2015__

Date Reviewed or Revised: __9/7/22__

Date Reviewed or Revised: _____

PROGRAM APPRAISAL POLICY



PROGRAM APPRAISAL NEEDS ASSESSMENT

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

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

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.
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 align with our school improvement plan, our schedule will also help meet the Program Review proficiency characteristics.

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

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. 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.
3. By the 1st of June, the principal (and/or designees) will prepare a schedule for the coming school year including changes (if any) and notify the staff.
4. No later than June 30th the principal will report as an FYI item to the council on the schedule for the coming year.

POLICY EVALUATION

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

Date Adopted: 2/1/2017

Date Reviewed or Revised: 1/7/2026

Date Reviewed or Revised: _____

School Space Use



Purpose:

The School Space Policy of Kentucky High School ensures that the classrooms and non-classroom space use is maximized to provide opportunities for sharing resources, mentoring, and collaboration among the staff and students. The school's space will be utilized to maximize the teaching and learning environments to ensure all students are achieving at high levels.

Procedures:

Annually, the principal shall develop a school space plan. Criteria for space use include the following: · Core subjects (i.e., English Language Arts, Mathematics, the Sciences and the Social Studies) classes shall maintain close proximity to facilitate cross-subject planning.

· The Arts (i.e., music and visual arts) shall be in classrooms designed for that use. The Library Media Center shall be maintained to provide flexible and equitable access to the school's resources.

· Subjects that require specific classroom configuration shall be given priority (e.g., career technical courses, physical education courses).

· Special Education class assignments shall meet federal guidance (e.g., FMD class). By June 1 of each year, the principal shall present the school space plan to the school council for consultation.

Evaluation:

Course enrollment and behavior data from class transitions shall be analyzed annually to determine the effectiveness of the traffic flow and class transitions. Additionally, the council will evaluate how the current school space arrangement compliments the teaching and learning environment.

Date Adopted: _____11/1/17_____

Date Reviewed/Revised: _____

Date Reviewed/Revised: _____



Beechwood High School Instructional and Non-Instructional Staff time assignment policy

[KRS 160.345(2)(i)2]

Criteria for Assignment:

The principal will assign staff members' time in a manner that will:

1. Fully support implementation of our school improvement plan.
2. Take into account student needs based on student performance data and course requests.
3. Respect state certification requirements and the parameters of district job classifications.

Assignments based on criteria:

To complete assignments, the principal will:

1. By March/April, invite all returning staff members to indicate their preference for continuing or changing assignments the next year, including classroom assignments, extra duty assignments, and other responsibilities.
2. By April/May, meet with any individual staff members whose request may be difficult to grant, to discuss reasons for the staff member's interest, factors making it difficult to grant the requests, and possible solutions.
3. By May/June, assign staff members based on the criteria in the first section of this policy.
4. By August, notify the council of how all staff members have been assigned.

Altering Assignments:

After making assignments, the principal may alter them:

1. When necessary to respond to unanticipated enrollment or staffing changes.
2. When a change is needed to best affect student achievement and success.
3. When the principal and the affected teachers agree that a change is needed.

Supervision of students:

While on school property, students at Beechwood High School during school hours or a school sponsored event will be under the supervision of a qualified adult who will hold them accountable for their conduct.

Daily Supervision Plans

Prior to the opening of each school year, the principal (or designee) will have in place a plan of

daily student supervision for the following areas:

- Cafeteria
- Restrooms
- Hallways
- Parent drop off/pick up zones
- Before and after school areas

Supervision of events and activities

The principal (or designee) will ensure that all school sponsored events and activities are supervised and chaperoned with a suitable number of qualified adults who will hold students to appropriate standards of conduct.

Date Adopted: _____ 6/5/24 _____

Date Reviewed/Revised: _____ 6/5/24 _____

Date Reviewed/Revised:



Assignment of Students to Classes and Programs Policy
[KRS 160.345(2)(i)3]

Purpose:

The Assignment of Students to Classes and Programs Policy for Beechwood High School ensures that all students are provided equitable access to the core curriculum through the class assignment process.

Procedures:

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 and/or career level work during their high school course of study.
4. Implement each student's Individual Learning Plan.
5. Provide opportunities for students in elective course(s).
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.

Evaluation:

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

Date Adopted: _____ 3/4/2020 _____

Date Reviewed/Revised: _____

Date Reviewed/Revised: _____

