

Breckinridge County High School SBDM Council



**Breckinridge County High School
Policies and Procedures**

Table of Contents

P3 Council Officers Policy
P4 Council Quorum Policy
P5 Staffing Consultation
P6 Selection of Principal
P7-8 Determination of Curriculum Policy
P9 College Level Courses Policy
P10 Grading Scale Policy
P11 Grading Period Policy
P12 Credit Recovery Policy
P13-16 Writing Policy
P17 Earning High School Credit Outside of the BCHS Course Offerings
P18 Assignment of Students to Classes and Programs Within the School
P19 Determination of School Schedule
P20 Use of Space During the School Day
P21 Discipline and Classroom Management
P22-26 Committee Composition
P27 Committee Operation
P28-29 Extracurricular Programs
P30 Professional Development
P31 Alignment with State Standards
P32 End of Course Assessment Policy
P33 Program Appraisal
P34-36 Instructional Practices
P38 Dress Code
P39-40 Emergency Plan Policy
P41-42 Program Reviews Policy

Council Officers Policy

Policy Statement

The chairperson of the Breckinridge County High School SBDM Council shall be the Principal. The chairperson shall complete agendas which will be distributed to council members, appropriate media outlets, and others upon request. A council vice-chairperson shall be elected at a meeting in July and this person is responsible for conducting meetings if the principal is absent. A council secretary shall be appointed at the July meeting and this person will be responsible for keeping accurate minutes of council actions. All agendas and minutes shall be kept in a binder for the current school year (June-July).

Adopted: October 12th, 2005

Revised: July 6th, 2011

Council Quorum Policy
Policy Statement

No council decisions can be made unless a quorum is present. A quorum consists of at least three of the five council members being present.

In a catastrophic situation involving the principal's physical inability to serve, declared so by the five remaining members of the council or the principal, a meeting shall be called and held with all five remaining council members present. The vice chairperson will conduct the business legally while the principal is unable to serve.

Adopted: October 12th, 2005

Revised: July 6th, 2011

Staffing Consultation

Policy Statement

Prior to the employment of certified or classified staff in any vacancy at Breckinridge County High School, the following steps shall occur:

- Appropriate posting of the vacancy shall be made by the central office for positions specified by Certified Staffing Allocations and applications shall be received at the central office and forwarded to the Principal.
- The BCHS Principal shall determine which eligible candidates are to be consulted and interviewed and shall conduct appropriate interviews, consult references, and verify work history.
- The Principal shall schedule on the agenda of the next regular meeting an Executive Session to advise the Council of the person considered for the position available. A special meeting shall be called if the hiring timeline cannot be accommodated by the next scheduled regular meeting.
- The Council shall receive a report from the Principal describing the candidates.
- The Council shall have the opportunity to discuss the various strengths and weaknesses of each candidate. The Council recognizes it is the principal's responsibility to choose a candidate, but retains the right to state their individual or group dissent in the selection.

Adopted: October 12th, 2005.

Revised: April 11th, 2012

Selection of Principal
Policy Statement

The council members that are elected to serve at the time of the selection of a principal shall select a trainer and receive training in recruitment and interviewing techniques. The vice-chair (or designee) will arrange for this training on a date agreed upon by the council and call a special meeting for this purpose with “Principal Selection Training” as the agenda.

The council will 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 superintendent (or designee) will chair the council during the principal selection process.

The council will design and carry out processes to get stakeholder input on what traits will make the best leader of this school and call a special meeting in open session to develop a set of criteria and to develop interview questions.

The council shall review the applications and support materials of all candidates submitted to them by the superintendent at a special meeting in closed session.

The council shall determine which candidates will be considered finalists, conduct reference checks on these candidates, and select candidates to interview. Each interview shall be conducted at a special meeting in closed session.

After discussion and review in closed session, the principal shall be elected on a majority vote of the council membership in open session.

Adopted: October 12th, 2005
Revised: November 9th, 2011

Determination of Curriculum

CURRICULUM GUIDELINES

Our curriculum will:

1. Be aligned vertically and horizontally with Kentucky 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 assessments 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 equitable support for students seeking 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. Match the requirements of the university's program or College Board's AP program for college-credit eligible classes.

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 assigned curriculum for their classes.
3. Be prepared to contribute to discussions of needed changes in the curriculum.

PRINCIPAL ROLE

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. Hold discussions with the staff about curriculum at regular Professional Learning Communities (PLCs) meetings.

CURRICULUM REVISION

The Departmental Professional Learning Community (PLCs) leader will be responsible for making any needed recommendations for changes to curriculum revisions to the principal or the Site Based Decision Making (SBDM) Council when one or more of the following events occur:

1. State officials modify the KERA Goals, the Academic Expectations, and the Kentucky Academic Standards.
2. Our School Improvement Planning process identifies a need for adjustments.
3. Other schools in our district identify 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.
4. 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.
5. Other stakeholder input or data demonstrate a need to do so.

POLICY EVALUATION

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

College Level Courses

Policy Statement

CURRICULUM AND AVAILABILITY

Each year, we will offer 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 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.

If the class is designated as an Advanced Placement course, it must: 1. Be identified as an AP course by the College Board, 2. Include the content as described in the College Board overview, description, and recommended course syllabus for the appropriate course, 3. Prepare a student to take and be successful on the appropriate placement examination administered by the College Board, 4. Be taught by staff with appropriate content certification and professional development preparation to teach the AP course.

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.

We will encourage students to prepare for and take one or more 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. In September and January, 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.

Adopted: October 12th, 2005

Revised: March 17th, 2015

Grading Scale

Policy Statement

Based on the recommendation of the ad hoc Grading Scale Committee, the following scale shall be used at Breckinridge County High School:

A 100-90

B 89-80

C 79-70

D 69-60

F 60 & Below

Adopted: October 12th, 2005

Revised: June 9th, 2021

Grading Period

Policy Statement

The Breckinridge County High School shall adopt the following policy in regards to student grading periods. Student grading periods shall be nine weeks in length. Breckinridge County High School will make every attempt to ensure that all students receive a progress report four and a half weeks into each grading period.

Adopted: April 13th, 2011

Credit Recovery

Policy Statement

The Breckinridge County High School shall adopt the following policy in regards to students needing the opportunity to make up a class that is necessary for that student to graduate. This includes both required and elective classes.

Any student failing a class that is required for graduation shall have the opportunity to make up that credit in the following ways:

- In-school Credit Recovery (Placement in this program is at the discretion of the BCCHS administration.)
- Virtual Completion on student's own time
- Summer School
- Retake the Course

Exceptions to this policy will only be considered in cases where extenuating circumstances exist, and these shall be determined by the BCCHS administration with the help of the students' teachers, parents, and guidance office.

Adopted: October 12th, 2005

Revised: February 12th, 2014

Writing Policy
Policy Statement

Types of Writing

Writing instruction in all classrooms shall consist of all three types of writing: writing to learn, writing to demonstrate learning, and authentic writing. Writing to learn can take various forms (notes, exit/entry slips, foldables, journals, etc.) Writing to demonstrate learning generally takes forms of open response questions, essay questions, on-demand writing, or reports. The purpose of writing to demonstrate learning is to show the teacher what you have learned. Authentic writing is writing for various audiences in various formats. Four genres are included in authentic writing: reflective, personal expressive, literary, and transactive.

Writing Folders

Working folders are defined as folders that travel from year-to-year, school-to-school. For high school purposes, these folders shall contain a copy of the student's writing from 6th-8th grades and 9th-12th grade requirements as stated in High School Writing Map.

Students will maintain their writing folders electronically in their school provided and managed drive on the district servers.

Administrative Responsibilities

1. Provide appropriate training and professional development for writing needs.
2. Monitor writing instruction by *walk-throughs, observations, and lesson plans*.
3. Provide and support opportunities for teachers to meet together to discuss *curriculum alignment with Kentucky Core Academic standards*, instructional strategies, and analyze students' work.

Teacher Responsibilities

Good writing instruction is not an isolated event, but a product of immersion in reading and writing opportunities *in all content areas and all grade levels*.

1. Teachers are responsible for using all three types of writing in their classroom (writing to learn, writing to demonstrate learning, and authentic/real world writing).
2. Teachers are responsible for teaching students to use the writing process when writing for authentic/real world purposes.
3. Teachers are responsible for teaching students how to properly answer open response questions. The minimum requirement for open response is one modeled per month and

- one independent per month.
4. Teachers will provide opportunities for students to *practice communication skills through written work and oral communication.*
 5. *Teachers will provide multiple opportunities for students to use technology as they research draft, and publish their communications.*
 6. Teachers will provide *feedback and conference with students throughout* the writing process. Teacher/student conferences should be limited to no more than three per final submission.
 7. Teachers will promote good writing practices and quality writing instruction by various means and methods (KY Teacher's Writing Handbook):
 - a. Engaging students in the writing process.
 - b. Respond to student writing and provide opportunities for students to respond to other students' writing.
 - c. Involve students in reading a variety of materials, talking about what they have read, and making reading-writing connections.
 - d. Model writing and arrange for others to model.
 - e. Conduct mini-lessons on writing.
 - f. Help students apply and understand writing criteria.
 - g. *Meet departmentally to discuss curriculum alignment with Kentucky Core Academic Standards, instructional strategies, analyze student work, and cumulative writing folders.*

Student Responsibilities

1. Students will complete grade level *and* course requirements for communications.
2. Students will do their own writing. Plagiarism will **not** be tolerated.
3. Students will revise writing until teacher has determined that student has reached his/her potential.
4. Students will maintain the integrity of their work by keeping the school provided file password protected.
5. Students will exhibit personal choice in their topics and type of communications while maintaining the requirements of the assignments/projects.
6. Students will self-assess and reflect on their progress as writers using rubrics and scoring guides.
7. Students will learn to peer assess appropriately

On Demand Writing

Students will be tested in 12th grade on the following forms: editorial, persuasive letters, feature articles, or speeches.

High School Writing Map

9th-12th Grade Requirements for Working Folder:

Reflective: All students will complete a reflective self-assessment activity after writing each personal expressive, literary, or transactive piece. This reflection will assess personal growth as a writer throughout the course of the writing process for each piece. *They will also be responsible for peer assessing select pieces.*

Personal Expressive/Literary: After exposure to personal and literary genres in English, students will submit one per year to the working folder.

Transactive: (When completing persuasive letters, editorials, speeches, or feature articles, teachers should have students complete the pre-writing process using the “PAF TS3P” worksheets).

Science:

- Lab report for experiments completed in class (10th-12th and AP)
- Research paper over topics associated with content covered (12th and AP).

Social Studies:

- Persuasive letter about current event topics or community change (9th and 10th)
- Passage based prompts from sample on-demand (11)
- Research paper over topics associated with content covered (AP)

English:

- Book Review/Critique, Persuasive Letter, 1 Literary Analysis Paper (9th)
- Editorial, Speech, 1 Literary Analysis Paper (10th)
- Feature Article, 2 Literary Analysis Papers (11th)
- 2 Literary Analysis Papers, Passage Based Prompts, Resume (12th and AP)

Career Options:

- Resume

Health, Ag, FCS, IT, Foreign Language, Psych/Soc, History of Rock 'n Roll: ● Choice of Speech, Feature Article, Editorial, or Persuasive Letter that relates to topics covered in class.

Film as Literature:

- Film Review/Critique

Open Response: ALL core subjects (Math, Science, Social Studies, and English) will include at least 2 open response questions on each unit test.

Monitoring/ Scoring

Writing folders will be internally monitored to determine student strengths, areas for improvement, effectiveness of instruction, *and to guide future instructional practices. All teachers will score their pieces using a form specific scoring guide.*

Adopted: April 11th, 2007

Revised: March 7th, 2011

Earning High School Credit Outside of the BCHS Course Offerings

Policy Statement

Breckinridge County High School shall adopt the following policy in regards to students earning high school credit from an outside agency. Any BCHS student who wishes to earn high school credit outside of the BCHS course offerings must have prior approval from the BCHS Guidance Office and Administration.

Assignment of Students to Classes and Programs within the School
Policy Statement

STUDENT ASSIGNMENT: The assignment of students to classes will be completed by the Guidance Office and the BCHS Administration based upon the needs of students in completing their academic programs, and the availability of appropriate staff and schedules. Assignment of students qualifying for Special Services will be based upon the Individualized Education Plans developed in School Based Admissions and Release Committees.

Adopted: October 12th, 2005

Determination of School Schedule
Policy Statement

The principal shall establish a master schedule after input from the instructional staff which will then be submitted to the Council for approval. The principal will present the proposed schedule to the Council by the first Council meeting in August of each school year.

Adopted: October 12th, 2005

Use of Space During the School Day

Policy Statement

The principal shall present to the Council for approval, a plan for the use of the school space during the school day. This plan will be submitted by the July council meeting.

Assignment of school space shall be made based upon criteria that considers class size, program space need, accessibility for the disabled, supervision of students, safety and overall effective school management.

An ad hoc committee may be formed to assist the principal in this task.

Adopted: October 12th, 2005

Discipline & Classroom Management
Policy Statement

DISCIPLINE and CLASSROOM MANAGEMENT: The BCHS Council states that student discipline and classroom management shall be subject to the guidelines defined in the Code of Student Conduct in the BCHS Student Handbook, the operating guidelines of the BCHS Faculty Handbook, the policies of the Breckinridge County Board of Education, and Kentucky State Law.

Adopted: October 12th, 2005

Committee Composition
Policy Statement

Standing Committee Composition and Membership Selection

All members of the faculty will serve on at least one standing committee. SBDM teacher reps are exempt but may serve on a standing committee by choice. Each standing committee will have grade level (or department) representation and include at least (5) members. Committees will also make every effort to include at least one parent and to provide reasonable representation of ethnic diversity of our community.

Sign Up Opportunities

It will be possible to sign up for committees at the beginning of each school year. Sign-up sheets for parents and community members shall be available at the New Student Orientation and at the Fall Parent Teacher Conference. Parents and staff members may also indicate an interest in serving on committees throughout the year in writing or by telephone to the school office, in which case, their names will be added to the sign up sheet.

Determination of Membership

The council shall determine committee membership. To the extent possible, teachers will be assigned to the committees of their choice, but changes may be necessary to ensure adequate committee membership and balance on each committee. The Principal shall select committee chairs to be approved by the council.

First Committee Meeting

As soon as possible following the committee assignments, the principal will call a faculty meeting for the purpose of letting all committees hold their first meeting. At that meeting, all committees will:

- Chair will be appointed by council. The Chair will facilitate election or appointment of a recorder who will take minutes for this first meeting and all subsequent meetings and a vice-chair who will take over in the absence of the chair.
- Receive information from the principal about the council timeline for regular committee reports.
- Set up a meeting schedule for the rest of the year; there shall be at least one meeting per quarter.
- Individual meetings will have a time limit of one hour.
- Read and discuss this policy and ask the Chair of the council any questions regarding their role and duties.
- If necessary, discuss the active recruitment of parents and community members to serve on their committee.
- Discuss ongoing and any new changes from the council and develop a plan of action that

- includes a timeline.
- Discuss the Open Meetings Law.

Operating Rules for all Committees

All committees established by the SBDM council are public agencies subject to Kentucky's Open Meeting Law. To comply with that law, each committee will:

1. Establish a regular meeting schedule at its first meeting of each school year and make that schedule available to the public by posting it in a place convenient to the public.
2. Hold meetings that are not on the regular schedule only after following these special meeting procedures:
 - a. The committee chair or a majority of members decide the date, time, place, and agenda.
 - b. Those who make the decision to have the meeting put the date, time, place, and agenda in a written notice, which they will post in a place convenient to the public at least 24 hours before the meeting.
 - c. Notice of a special meeting will be hand delivered, faxed, emailed or sent by US mail to all members of the committee early enough so that they will receive it 24 hours before the meeting. The telephone cannot be used to deliver these notices.
 - d. If any media organization has asked for notice of special meetings, those calling the meeting will hand-deliver, fax, email, or send by US Mail copies of the written notice to the agency requesting the notice so that they will receive it 24 hours before the meeting. The telephone cannot be used to deliver these notices.
 - e. To receive email notification, a written request must be on file at the school. This amendment to the Open Meetings Law was passed in the 2008 General Assembly and effective beginning in mid-July 2008.
 - f. Take minutes of the actions and decisions made by the committee at every meeting.
 - g. Review the minutes of each meeting at the next meeting and make any needed corrections to approve those minutes.
 - h. Committee Chairs will present minutes for each meeting to the council at each SBDM council meeting following a committee meeting.
 - i. Ensure that the Principal receives an official copy to be kept with school records as required by Kentucky's Archive rules.

Ad Hoc Committees

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

- Analyze needs assessment for the School Improvement Plan.
- Draft components for and guide the implementation of the Plan.
- Select textbooks and materials for specific subjects.
- Participate in work to fill specific staff vacancies.
- 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.

Names and Jurisdiction of Standing Committees

Planning and PD Committee:

- Annually review and revise the SBDM policies on Technology Use and Improvement Planning. If necessary, draft revisions for council approval.
- Involving as many stakeholder ideas and opinions as possible, coordinate school needs assessments including necessary surveys and other data collection.
- Coordinate 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.
- Recommend plans for the best use of technology based on needs assessments. ● Ensure that the council is kept informed through Implementation and Impact Checks on the Plan.
- Recommend other changes, ideas, and strategies to assign policies based on annual needs assessments, data gathering, and research into best practices.
- Additional roles as assigned by the council.

Assessment Committee

- Annually review the SBDM policies on Enhancing Student Achievement and Classroom Assessment. If necessary, draft revisions for council approval.
- Organize the state testing data analysis every August, including reports to the council.
- Recommend school priority needs based on test analysis data.
- Develop the states testing prep and reward plan each year.
- Additional roles as assigned by the council.

School Culture and Resources Committee

- Annually review the SBDM policies on Discipline and Classroom Management and Safety Plan, Extracurricular Programs, Instructional and Non-Instructional Staff Time Assignment, School Space Use, Wellness, and Parent Involvement. If necessary, draft revisions for council approval.
- Recommend discipline, classroom management, and safety changes based on annual needs assessments and data gathering.
- Recommend extra-curricular program changes and ideas. Recommend use of school space ideas.

- Additional roles as assigned by the council.

**Curriculum & Instruction
Committee**

- Annually review the SBDM policies on Alignment with State Standards, College-Level Courses, Curriculum, Instructional Practices, School Day and Week Schedule, Student Assignment, and Homework. If necessary draft revisions for council approval.
- Analyze curriculum alignment with the Core Content and recommend changes. ● Research and recommend instructional best practice ideas and innovations. ● Research and recommend scheduling ideas based on the latest best practices and research.
- Recommend assignment of student procedures.
- Additional roles as assigned by the council.

Team Leader Committee

- Ensure effective and open communication within all departments.
- Analyze instructional practices.
- Discuss innovative practices.
- Address department/building issues.

Additional Roles/Charges Assigned by Council

To: _____ Committee

Topic: _____

Date: _____

The school council at Breckinridge County High School the committee to:

Please report on research finding at our _____ school council meeting with a draft ready by the _____ meeting. Ensure that you have gathered input from staff, students, and families during this time.

For questions, please contact School Council member, _____

Evaluation:

The school council shall annually review the standing committees, the committee chairpersons 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: _____

Date Reviewed/Revised: _____

Date Reviewed/Revised: _____

Adopted: October 12th, 2005

Revised: November 8th, 2017

Committee Operation
Policy Statement

Participation in Discussions

Any employee of the school district, parent, or community member may participate in the discussion of agenda topics, except for topics that the committee discusses in a legally closed session.

Minutes

The recording secretary shall take minutes of each meeting and distribute those minutes to each school council member and to each committee member. Minutes shall also be posted on the school bulletin board and kept in a Committee Notebook that will be available in the school office upon request. Committees shall review, revise, and approve minutes from one meeting at the next meeting they hold.

Decision Making

Two-thirds of the members of the Committee must be present for the Committee to decide on a recommendation to the council. All committees shall use consensus decision as the primary method of making decisions. If consensus cannot be reached, committees have the same option for decision making as the Council has.

Everyone in attendance may contribute to the discussion, but only the Committee members may be a part of the consensus decision.

Adopted: October 12th, 2005

Extracurricular Programs
Policy Statement

Criteria for Programs:

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 suitable adult sponsor and have appropriate adult supervision at all times.

Programs Currently Offered

Listed below are the extracurricular programs we currently provide. Additional programs will be approved and instituted based on their ability to meet the criteria listed in the first section of this policy.

1. Boys and Girls Golf
2. Boys and Girls Cross Country
3. Girls Volleyball
4. Football
5. Soccer
6. Archery
7. Cheerleading
8. Dance Team
9. Academic Team
10. Boys and Girls Basketball
11. Baseball
12. Softball
13. Track
14. Boys and Girls Tennis
15. Bass Fishing

Student Participation

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

1. Maintain academic eligibility based on the rules set forth by the Kentucky High School

2. Were in attendance on the day of the activity or on Friday for weekend activities. Students with an excused absence on one of these days will be allowed to participate.
3. Comply with rules established by the adult coach or sponsor for the activity.
4. When applicable, meet any requirements set by the appropriate sponsoring or governing organization.

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. The principal can select applicants who do not currently work at our school if deemed necessary.

Adopted: October 12th, 2005

Extracurricular Academic Requirements

Policy Statement

Policy Statement

Breckinridge County High School is committed to providing a well-rounded program of education-based student activities for high school students as a complement to the academic program already established. BCHS further recognizes that to best carry out the vision and mission of the high school, extracurricular activities will not, in any way, supersede academics as the primary focus of the school system.

Purpose

The purpose of the policy is to establish minimum academic criteria that must be met by high school student-athletes in order to be eligible to participate in school-sponsored extracurricular activities.

Standards

This policy governs minimum academic eligibility for high school, full-time student-athletes participating in an extracurricular activity.

1. Student-athletes must be passing:
 - a. 5 of 7 courses; consistent with KHSAA requirements
2. Student-athletes must be passing all core content classes required for graduation:
 - a. Math (algebra I, geometry, algebra II)
 - b. English (English I, English II, English III, English IV)
 - c. Science (integrated science, biology, and chemistry)
 - d. Social Studies (American studies, world civilization, US history)
3. Grades will be checked weekly on Friday at the conclusion of the school day.
4. Student-athletes not meeting minimum academic eligibility will be ineligible for competition for one week (Monday through Sunday).
 - a. Student-athletes must attend after-school tutoring while ineligible.
 - b. Eligibility is immediately reinstated once passing all core classes.
5. Students must be on graduation schedule in accordance with KHSAA to participate on any extracurricular team.
 - a. At least 4 of 7 credits by the 1st day of school for an incoming 10th grade student;

- b. At least 11 of 14 credits by the 1st day of school for an incoming 11th grade student;
- c. At least 18 of 21 credits by the 1st day of school for an incoming 12th grade student;

Professional Development
Policy Statement

The Professional Development Committee shall prepare a recommendation for a Professional Development Plan, pursuant to the needs identified in the annual School Consolidated Plan, subject to school Council review and approval. These recommendations shall be developed in coordination with the District Professional Development Committee and other school Professional Development Committees, in order to maximize professional development opportunities and resources.

In order to best utilize the school's PD funds, all staff members should make every effort to utilize the plan developed by the school's PD Committee. This plan will be given priority when allocating funds. If extra funds are available, individual PD requests will be considered and granted on an individual basis.

Individual teachers or departments may submit requests for professional development funds to the Professional Development Committee. If the request is under \$200.00, it may be approved by the committee chairperson. If a request is over \$200.00, approval from the principal is necessary. All requests should be submitted on the approved professional development form.

Professional Development requests shall be submitted to the PD Committee Chair for initial approval. After receiving approval from the PD Chair, the principal will review the request for approval before submitting to the District PD Coordinator for approval.

The PD Committee shall prepare the school's Professional Development Plan by the May meeting of the Council. All reports of the PD Committee shall become an agenda item.

Adopted: October 12th, 2005

Revised: August 10th, 2016

Alignment with State Standards
Policy Statement

Breckinridge County High School adheres to the district guidelines and policies for Alignment with State Standards.

The Council may adopt separate or additional policies in this area when and if the need arises in the future.

Adopted: October 12th, 2005

End of Course Assessment Policy
Policy Statement

Criteria:

Each year, Breckinridge County High School will:

- Include constructed response items in End-of-Course (EOC) assessment items. ● Communicate to staff, parents, and students how the EOC assessments will count towards their grade.

Guidelines:

The following procedures and guidelines will be used to develop EOC items that ensure students are being prepared for success in college and careers:

- Communicate to staff, students, and parents via instruction and home-to-school communication that: (a) being able to communicate thoughts and explain information and ideas is vital for success in college and in many careers and (b) quality writing is a way to demonstrate quality thinking.
- Make sure that the council and staff understand the district's role and the school's role in deciding the make-up of the EOC exam and percentage it will count towards the student grade.
- Confirm that the percentage of a student's final grade that will be determined by the EOC exam has been clearly communicated to staff, parents, and students.
- Make sure that teachers are analyzing constructed responses and that they have had training to do so.
- Work with the school district personnel to assure constructed response items in the EOC testing subjects, and in all subjects, are high quality and that teachers are aware of resources to accomplish this.
- Investigate options of teaming with other schools and districts to develop, review, and refine EOC assessment instructional strategies.
- Ensure that students, teachers, and parents receive specific, detailed feedback that can be used to improve student learning and enhance student achievement.

Adopted: September 10th, 2014

Program Appraisal
Policy Statement

The Breckinridge County High School Council adheres to the district guidelines and policies for the appraisal of all programs within the school curriculum.

The Council may adopt separate or additional policies in this area when and if the need arises in the future.

Adopted: October 12th, 2005

Instructional Practices
Policy Statement

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.
- 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, **instructors should provide opportunities for students to:**

- Read and write in all content areas.
- Read textbooks, books, novels, short stories, and/or poems, on their own or with a partner.
- Discuss or read about current events, issues, or topics in newspaper articles, magazine articles, or online articles.
- Listen to an adult read aloud.
- Participate in a one-on-one reading or writing conference with a teacher.
- Participate in a peer reading or writing conference.
- Do short answer, extended response, and on-demand items.
- Use resources other than a textbook or worksheet.
- Use manipulatives or equipment to solve problems.
- Use technology as a tool for learning and research.
- Use a scoring guide.
- Work with other students in pairs, small groups, or teams.
- Do hands-on activities.
- Communicate with pictures, charts, graphs, or a web.
- Be exposed to real-life examples that relate to content areas and do real-life activities or projects.
- Discuss different ways to solve problems.

- Design and/or do projects and investigations based on their interests.
- Perform or create in an area of the arts and humanities.
- Speak in front of a group.
- Watch the teacher do a demonstration.
- Receive appropriate and meaningful feedback.

Teacher Role:

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. Use activities where all students use higher-order thinking and problem-solving skills.
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:

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.

For Arts and Humanities – Teachers of the arts are provided professional development to improve their content knowledge and teaching skills specific to instruction in their arts discipline.

For Practical Living/Career Studies - Practical living and career studies teachers have access to professional development that supports research based effective instructional strategies specific to their discipline.

Adopted: October 12th, 2005

Revised: September 10th, 2014

Student Dress Code
Policy Statement

BRECKINRIDGE COUNTY HIGH SCHOOL UNIFORM CODE OF STUDENT DRESS

- GENERAL STATEMENT OF PROHIBITED WEAR:
 1. Any logos, brands, symbols, pictures, etc. promoting or implying the promotion of alcohol, tobacco, illegal drugs, lewd or suggestive behavior, profanity, indecency or vulgarity or the name of establishments/organizations that promote the sale of such shall be prohibited from display or wear by all students at all times.
 2. Any article of clothing, accessory, tattoo, symbol, and/or makeup that are affiliated with an organized gang is prohibited.
 3. Hats, caps, and other head coverings are allowed with the following exceptions:
 - a. No jacket, coat, or other hoods may be worn inside the building
 - b. No fish hooks can be worn on headwear
 - c. No other head covering that obscures the face or head in a way that makes it difficult to identify the student or is deemed a distraction by staff.
 - d. If a teacher asks a student to remove his/her head covering while in class, students must comply by removing it until the class is over.
 4. No clothing may be worn that exposes an improper or unprofessional amount of skin.
 - a. This includes exposure (even through holes in clothing) of the cleavage, chest, midriff, the area between the waist and mid-thigh, and any other area that is deemed to be too revealing when shown.
 - b. Undergarments shall not be visible through or with any approved clothing.
 - c. All clothing must fit properly and not have to be adjusted to cover areas that are improper.
 - d. All tops must have sleeves or straps of some kind.
 5. Shorts are permitted as long as they are mid-thigh length or longer and do not violate other dress code specifications.
 6. Skirts and dresses are permitted as long as they are knee length or longer and do not violate other dress code specifications.
 7. No sunglasses will be permitted to be worn by students in the BCHS facility unless complying with doctor's orders.

- NOTES
 1. A list of all prohibited items will be on file in the principal's office and may be obtained at any time.
 2. Any item of wear or accessory deemed by the administration to be a distraction to the educational process or inconsistent with the SBDM council philosophy on student dress shall be prohibited.
 3. This dress code policy or parts of the policy may be lifted by an administrator for special days and events during the school year. School administration will be responsible for determining the criteria for allowable clothing on that day or event and shall publicize that criteria before the day or event.

Adopted: October 12th, 2005

Revised: July 23, 2021

Emergency Plan Policy
Policy Statement

The principal, in consultation with parents, teachers, other school staff, and local first responders, will collaboratively develop the school's emergency management plan as a way to develop and document efforts to prevent, mitigate, prepare for, respond to, and recover from emergencies. The emergency management plan will include procedures for fire, severe weather, earthquakes, and building lockdown as specified in Kentucky statutes and regulations. The plan, which must be adopted by the council and implemented, will include, but not be limited to:

- Establishment of primary and secondary evacuation routes which must 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 must be posted in each room.
- Practices for students to follow in an earthquake.
- Development and adherence to access control measures for each school building, which may include, but not be limited to:
 - Controlling access to exterior doors during the day.
 - Controlling front door access electronically or with a greeter.
 - Controlling access to individual classrooms.
 - Requiring visitor check-in with identification and purpose provided.
 - Display of visitor's badge on outer clothing.
- Practices for students to follow in case of fire that are consistent with administrative regulations of the Department of Housing, Buildings, and Construction.
- Procedures for lockdown of the campus.

Local law enforcement may be invited to assist in establishing lockdown procedures.

Following adoption, the emergency plan and diagrams of the facilities will be provided to appropriate first responders. First responders, for the purpose of this policy, include local fire personnel, local, county, and/or state police personnel, and emergency medical personnel. Due to the need to maintain student and staff safety and security, the emergency plan and diagram of the facility will not be disclosed in response to any Open Records request.

Prior to the first instructional day of school, the principal, or designee, will present and review all emergency procedures with all staff. Documentation including the time and date of the review will be kept on file at the school with a copy sent to the district office to document completion. Documentation may include methods such as sign-in sheet that includes all certified and classified staff signatures and the date and time of the review.

Within the first thirty (30) instructional days of the school year and again during the month of

January, the school will conduct one (1) severe weather drill, one (1) earthquake drill, and

40

one building lockdown. Fire drills will be conducted in accordance with timelines, procedures, and requirements outlined in the DHBC regulations. Whenever possible, first responders shall be given notice of possible drills and invited to observe. The principal is responsible for ensuring the implementation of these drills and reporting completion and problems noted during the drill to the school council and do the district central office for any remedial action needed.

At the end of each school year, the emergency procedures are to be reviewed by the school council (or designated school council committee with report to the school council) and first responders and revised as needed.

Annually, the principal is responsible for working with the central office to ensure that all 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. Completion will be reported to the council and documentation maintained in the principal's office.

A diagram of the school indicating primary and secondary evacuation routes will be posted at each school doorway prior to the first instructional day of school, identified severe weather safe zones which have been identified and reviewed by the local fire marshal or fire chief will be posted at each school doorway prior to the first instructional day of school.

Access control methods to be used are outlined below:

- All exterior doors must remain locked at all times.
- All visitors must enter through the posted entrance.
- The front entrance must remain secure with electronic access only.
- All visitors must use the "buzzer" and be recognized prior to gaining access to the reception area.
- The principal is responsible to ensure that trained personnel monitor the front entrance at all times. At no time during the school day are students allowed to monitor the front entrance or the reception area.
- All visitors must report to the front office, provide photo identification upon request, state the purpose of the visit, wear a school-specific badge on the outermost garment during the entire visit. Upon leaving, all visitors must report back to the front office to sign out.
- The office must keep an accurate log of each visitor, the date and time of the visit, the purpose of the visit, and with whom they visited.
- All classrooms must remain locked during instruction time.
- During class changes, teachers must stand by their classroom door & monitor hallways.
- The principal is responsible for ensuring classroom access in the event of a substitute.

Program Reviews Policy
Policy Statement

Program Review Process

- The Program Review Committee will be made up of: representatives from each department or team, the school media specialist, and the principal.
- Each Program Review Committee member will participate in an in-depth review of at least one Program Review area (Arts & Humanities, Practical Living, Writing, or World Language).
 - First in-depth review: September/October
 - Second in-depth review: November/December
 - Third in-depth review: March/April
- The Program Review Committee will be responsible for identifying and/or collecting evidence, analyzing data, and evaluating Program Review Standards.
- The council may choose to only do one in-depth program review in a year. For the areas in which the council chooses not to do an in-depth review, the Program Review Committee will be responsible for reporting progress on how the identified needs have been addressed since the previous years' ratings. Based on the new evidence the committee can recommend a change in the rating for that program review area.
- Members of the Program Review Committee shall report results and recommendations to the council annually in May.
- The council will analyze Program Review data periodically throughout the school year, decide action steps to strengthen the programs, including but not limited to: adjusting staffing, course offerings, and schedule. Pertinent goals, strategies, etc. will be included in the School Improvement Plan. (This is based on the recommendations from the Program Review Committee.)
- The council will develop a professional development action plan taking into account the recommendations from the Program Review Committee. *The plan will be communicated to stakeholders.*
- The Program Review Committee will monitor, and staff will implement the steps to strengthen the programs.

Program Monitoring

The principal will:

- Ensure curriculum is aligned to Kentucky Core Academic Standards.
- Ensure the implementation of the program review policy.
- Ensure that the council annually reviews, revises (if necessary), the Program Review Policy by August each year.

The council will:

- Ensure teachers receive embedded professional development needed to improve

instruction in the program review areas.

42

- Ensure staffing allocation decisions are made to support all the school's instruction programs, including the program review areas. Each year the council will review the effectiveness of the staffing allocation for supporting the school's programs.
- Receive regular reports from the principal on the availability of resources for supporting the school's program review areas when it makes budget decisions.
- Receive regular reports from the principal on the use of instructional time for supporting the school's program review areas.

Policy Evaluation

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

Adopted: November 12th, 2014