BOYD COUNTY MIDDLE SCHOOL

POLICY: Adoption of an Emergency Plan Policy [KRS 160.345(2)(i)9]

PURPOSE: The Adoption of an Emergency Plan Policy of Kentucky Elementary School ensures that students are provided a safe and secure learning environment.

PROCEDURES: The principal, in consultation with various stakeholders and local first responders, will collaboratively develop the school's emergency management plan as a way to document efforts to prevent, mitigate, prepare for, respond to, and recover from emergencies. The emergency management plan will include procedures for fire, severe weather, earthquake, and building lockdown as specified in Kentucky statutes and regulations. The plan will include, but not be limited to the following: 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 in case of fire that are consistent with administrative regulations of the Department of Housing, Buildings and Construction (DHBC); and Procedures for lockdown of the school. Local law enforcement shall 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 requests or discussed during Open Session of any school council meeting. The principal, or designee, will present and review all emergency procedures with all staff. Identified severe weather safe zones will be posted at each school doorway prior to the first instructional day of school. 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 one (1) 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 to the district central office for any remedial action needed. Possible access control methods that will be used at Boyd County Middle School are outlined below: All exterior doors must remain locked at all times. All visitors must enter through the posted front 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, state the purpose of the visit, and wear a school-specific badge on the outermost garment during the entire visit. Upon leaving, all visitors must report back to the front office. 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. Doors must remain closed during instruction time.

EVALUATION: At the end of each school year the emergency procedures are to be reviewed by the school council and first responders and revised as needed.

Date of First Reading: 5/10/17

Date of Second Reading: 6/7/17

Date Adopted: _____

Date Reviewed or Revised: _____ Council Chairperson's Initials _____

Date Reviewed or Revised: _____ Council Chairperson's Initials _____

Writing and Communication Policy

Boyd County Middle School

Aligned with Kentucky Department of Education
Writing Program Review

This policy is a guideline for implementation and will continue to be reviewed/modified throughout the upcoming year.

The overall goal of Boyd County Middle School's writing and communication program is to ensure that all students, across all grades, and within all content areas develop 21st century communication skills that will serve them in real-life situations. According to Senate Bill 1, "writing [is] a purposeful act of thinking and expression that uses language to explore ideas and communicate meaning to others. Writing is a complex, multifaceted act of communication." Accordingly, student work will include oral and written communication, multi-media communication, and communication through technology. Students at all grade levels will produce a variety of oral/written communications, including narrative, informative/explanatory, and argumentative texts, developed during writing-to-learn activities, writing-to-demonstrate-learning activities, and pieces created for authentic purposes and audiences in a variety of forms and modes. Boyd County Middle School's policies were developed collaboratively by teachers and school leaders, and are intended to address components of Senate Bill 1, Kentucky Common Core Standards, and state and federal guidelines.

Curriculum & Instruction

Demonstrator 1:	All BCMS teachers and administrators will collaborate in designing and implementing a rigorous communication curriculum that provides for all students to develop and refine 21st century communication skills.

A. All teachers will vertically and horizontally align the curriculum according to Common Core Standards.
B. All teachers will provide students with a curriculum that provides a variety of experiences for frequent, authentic communication, requiring the application of 21st century skills.
C. All teachers will provide students with opportunities to demonstrate competency with 21st century technology, applications, resources, communication skills, and tools.

Demonstrator 2:	All BCMS teachers will implement a rigorous communication curriculum where students demonstrate disciplinary understanding and interdisciplinary connections.

A. All teachers will integrate the five strands of literacy (reading, writing, speaking, listening, and observing) across the curriculum, in all content areas.
B. All teachers will use specific, explicit instruction to develop communication skills.
C. All teachers will provide students with opportunities to apply disciplinary understanding in real-world learning experiences which integrate communication skills.
D. All teachers will provide students with opportunities to communicate for multiple purposes and using a variety of forms and media, as appropriate to the given content area.
E. All teachers will provide students with opportunities to research questions from their own interests and to communicate their learning.
F. All teachers will provide students with opportunities to use a developmentally-appropriate research process, including the evaluation of resources, interpretation of data/findings, citation of sources, synthesis of multiple sources and points of view, and consideration of visuals and other data.

Demonstrator 3: All BCMS teachers will engage students across the curriculum in critical thinking and communicating.

A. All teachers will intentionally plan to foster students' use of critical thinking, writhing, and communication skills.
B. All teachers will scaffold instruction that is strategic and developmentally-appropriate.
C. All teachers will provide students with opportunities to use thinking and writing skills to learn and to demonstrate learning.
D. All teachers will provide opportunities for students to use a variety of communication models and other resources to improve communication skills.
E. All teachers will provide students opportunities to explore, plan, draft, revise, and edit in order to refine student ideas and products.
F. All teachers will provide multiple opportunities to publish for authentic and appropriate audiences.
G. School administrators will require that all teachers compile a writing and communications folder with every student, containing products that reflect student interest and the development of writing and communication skills over time and across content areas. (More specific requirements of this documentation of school-wide writing and communication can be found in the section, labeled "Portfolio.")

Demonstrator 4: All BCMS teachers and administrators will arrange for students to develop communication skills through collaboration and feedback.

A. All teachers will provide students opportunities to discuss and share ideas and work through conferences with teachers, peers, and others.
B. All teachers will provide opportunities for students to use feedback to make decisions about revisions to their work and to reflect on their learning.
C. All teachers will provide opportunities for students to collaborate with teachers, peers, and others to learn to problem-solve and generate products.

Demonstrator 5: All BCMS teachers and administrators will provide differentiated learning experiences in communication skills; that is, appropriate interventions and enrichments will be provided for students.

A. The BCMS curriculum will offer advanced (or accelerated) learning or enrichment opportunities that enhance writing and communication skills.

B. The BCMS curriculum will implement a system of interventions to meet individual students' needs in developing writing and communication skills.

C. All teachers will encourage students to publish or share their work.

D. All teachers will provide differentiated learning experiences during the course of classroom instruction to meet individual students' needs in developing writing and communication skills.

Formative & Summative Assessment

Demonstrator 1: All BCMS teachers and administrators will align writing and communication assessments with Common Core State Standards across all grade levels and all content areas.

A. All teachers will collaborate to review writing and communication assessments in order to comply with Common Core State Standards.
B. All teachers will collaborate to align writing and communication across grade levels quarterly.
C. All teachers will use writing and communication skills to formatively assess all content area learning.
D. All teachers will deconstruct standards to determine specific learning objectives and align both instruction and assessments with those objectives.

Demonstrator 2: All BCMS teachers will embed ongoing formative and summative assessments in their instruction for writing and other forms of communication.

A. All teachers will work collaboratively during common planning time to develop a variety of formative and summative assessments for writing and communication.
B. All teachers will present examples of content-appropriate written/oral materials to students that demonstrate specific learning objectives.
C. All teachers will instruct students on the revision process and provide opportunities to revise and apply learning during the writing process, before summative assessment of end products.
D. All teachers in all subjects will provide opportunities for students to reflect on their writing within content areas multiple times throughout the year.

Demonstrator 3: All BCMS teachers will assess students' writing and communication skills formatively and summatively to provide feedback and inform instruction across the curriculum.

A. BCMS will develop a plan to monitor student progress in developing writing and communication skills consistent with grade-level writing standards.

B. All teachers (in all grade levels and content areas) and administrators will meet twice yearly with progress evidence to evaluate the growth of students' writing and communication skills.

C. All teachers will formatively assess students' writing and communication processes and products in order to determine areas for improvement.

D. Teachers will provide feedback regarding students' writing and communication products to inform students of strengths and methods for future growth.

E. All teachers (in all grade levels and content areas) will provide opportunities for students to reflect on their writing and communication skills.

F. Teachers will assist students in setting goals that are appropriate for them and that meet writing and communication standards.

G. Teachers will provide students with opportunities to reflect on personal strengths and areas for future growth. Teachers will provide students with opportunities to give and receive feedback to one another in order to reflect on personal strengths and areas for future growth.

Demonstrator 4: Teachers will promote student ownership by requiring students to analyze and use feedback from formative and summative assessments of writing and communication skills.

A. Teachers will provide opportunities for students to analyze feedback and reflect on their writing and communication to set goals that are appropriate in meeting writing standards.

B. Teachers and students will use models to partner in developing scoring guides and rubrics to assess writing and communications.

C. Students will utilize scoring guides and rubrics to self-assess achievement of learning objectives.

Professional Development & Support Services

Demonstrator 1: A team appointed by the SBDM Council will review the writing and communication program to generate a professional development action plan.
A. The team will consist of a representative from every content area, BCMS Principal and/or administrators, one Strategic teacher, the Library/Media Specialist, and Central Office personnel.
B. The team will evaluate the findings of the Program Review and determine school-wide need for future professional development opportunities.
C. The team will communicate its findings and subsequent action plan through a variety of modes (e.g., team leader meetings, websites, and newsletters).

Demonstrator 2: The school principal will promote the professional development plan to ensure high quality writing and communication instruction.
A. The above team will collaboratively evaluate and reflect on the impact of the writing and communication instruction by distributing, collecting, and summarizing the needs of every teacher in the building. This should be completed immediately after the Program Review is conducted and before the end of the school year.
B. The above team will collaboratively evaluate and reflect on the impact of the writing and communication instruction by distributing, collecting, and summarizing the needs of every content area in the building. This should be completed immediately after the Program Review is conducted and before the end of the school year.
C. The principal will allocate equitable time and resources to implement the needed professional development action plan.

Demonstrator 3: Teachers and outside sources will be utilized to promote high quality writing and communication instruction.

A. Resources for completion should include District Office personnel, Library/Media Specialist, Guest Speakers/Authors, KEDC, and other resources as determined beneficial for the promotion of an efficient writing and communication program.

B. Resources for completion should also include emerging technology, including but not limited to resources such as Skype and ListServs that focus on writing and can be distributed school-wide.

Demonstrator 4: Teachers will participate in professional learning opportunities that enhance the delivery of high quality writing and communication instruction.

A. School administrators will identify teacher leaders to demonstrate exemplary instructional practices to pods of teachers (organized by content areas) in an authentic classroom setting. These teacher leaders will return throughout the school year to support those content area teachers as they use newly-learned instructional strategies in writing and communication. (This would be particularly useful as teachers include emerging instructional technology and could also be accomplished within the building, utilizing BCMS's own teacher leaders in a similar manner.)

B. School administration will provide opportunities (such as release days) for Language Arts teachers to go into content area classrooms to co-teach using exemplary instructional strategies in writing and communication, particularly on topics that the Program Review identifies as areas needing improvement.

C. School administration and/or District Office personnel will provide opportunities for all staff to engage in professional development opportunities in formative and summative assessment and in other specific areas as future need indicates.

Administrative Leadership Support & Monitoring

Demonstrator 1: The SBDM Council will monitor implementation of policies for the writing and communication program.
A. The SBDM council will review data two times per year (winter and spring) regarding the implementation of the school's writing and communication program and will make recommendations for improvements as needed based on data analysis.
B. The SBDM council will monitor effectiveness of staffing allocation decisions for supporting the writing and communication program.
C. The SBDM council will monitor instructional time and resources for supporting the writing and communication program.

Demonstrator 2: School leaders (Principal, Assistant Principals, Central Office Personnel, Curriculum Coordinators, and Content Leads) will guide implementation of the school-wide writing and communication program through a long-term, common vision for the program.
A. School leaders will communicate expectations for implementing the school writing and communication program to all BCMS teachers and give support to teachers and staff in developing, implementing, and monitoring a long-term plan for literacy.
B. School leaders will promote a building-wide culture that fosters student success as critical thinkers, problem solvers, and effective communicators by monitoring the implementation of the school-wide writing and communication policy.
C. School leaders will promote a building-wide culture in which teachers, staff, and students, alike, participate in writing and communicating within the school community.
D. School leaders will support teachers' efforts to implement research-based writing and communication instruction with sufficient funding and resources as deemed necessary for program efficiency.
E. School leaders will provide additional learning opportunities for teachers and support staff new to the school in implementing the school's writing and communication program.

Demonstrator 3: Teacher leaders will assist administration in implementing the school's writing and communications program.

A. School leaders will provide opportunities (such as but not limited to release days) in order for teacher leaders to collaborate with other BCMS teachers in efforts to efficiently implement the school writing and communication program

Portfolio & Content-Area Communication Folder

Senate Bill 1 and section one, "Curriculum and Instruction," of the Kentucky Department of Education's Writing Program Review guide both require an on-going collection of samples of student work covering the five strands of literacy: Writing, Reading, Listening, Speaking, and Observing. In compliance with both, the following requirements will be met by BCMS teachers in order to document students' writing and communication progress.

Demonstrator 1: All BCMS teachers will collect students' writing and communication samples in order to show progressive growth over time in content-area communication.

A. Content-area communication (CAC) folders will be maintained at all grade levels and will be passed on (electronically and or paper) via students' ILPs or other methods to each student's next grade or school.

B. Students will participate with teachers in decisions about what to include or purge from the CAC folder two times per school year (winter and spring).

C. Each PLC along with grade level teams will develop a plan for grade-level contents of CAC folders, which will reflect students' interests and work at various stages of development, with consideration given to relevant state regulations/standards of each content area.

D. CAC folders will indicate that some writing has been produced over time (with constructive revisions and feedback) and other writing has been done in a limited time frame.

E. The contents of the CAC folder will include communications for a variety of authentic purposes.

F. The contents of the CAC folder will include communications in a variety of forms: oral, written, and multi-media texts; communication through technology; and narrative, informative/explanatory, and argumentative texts, some based on research and some based on content learning. Other types of communication may also be included, e.g., products of writing-to-learn activities and writing-to-demonstrate learning activities.

G. Students and teachers will have opportunities to review collections of their work and determine plans for improvement.

BOYD COUNTY MIDDLE SCHOOL POLICY

School District: _____ Boyd _____ School: ___ Boyd County Middle School ___

☐ Operational Procedure: _____

☐ Function: ___ Determination of the School Schedule _____

TOPICS	STATEMENT
	The principal and instructional staff shall establish a master schedule to be submitted to the council for approval. The schedule will utilize time of school day and calendar year to meet needs and interest of students, curriculum, extra-curricula activities and school programs. Goals: 1. Review curriculum change and suggestions. 2. Obtain student requests based on curricula offerings. 3. Consider the staffing needs and recommendations. 4. Develop a master schedule. 5. Develop individual student schedules. Flexibility within a core team for alternative scheduling is acceptable upon approval by the principal.

Adopted: ___ 6-12-95 ___ Signature ___ Sue A. Davis ___
                                              Chairperson

References: _____

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BOYD COUNTY MIDDLE SCHOOL POLICY

School District: _____ Boyd _____ School: ___ Boyd County Middle School ___

☐ Operational Procedure: _____

☐ Function: ___ Discipline and Classroom Management ___

TOPICS	STATEMENT
	The council policy shall adhere to the rights and responsibilities of students in Board policy and provide a safe, secure, and positive learning environment. The discipline committee shall select appropriate discipline and classroom management techniques to be implemented in the school. The committee shall annually gather data from surveys of staff, parents and students and report to the council recommendations for improvement. At the beginning of each school year, every student, staff member, and substitute shall receive a copy of the adopted policies. Any new student, staff member or substitute shall receive a copy on their 1st day of school.

Adopted: __6 - 12 - 95__ Signature __Sue A. Davis__

Chairperson

References: _____

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BOYD COUNTY MIDDLE SCHOOL POLICY

School District: _____ Boyd _____ School: ___ Boyd County Middle School ___

☐ Operational Procedure: _____

☐ Function: ___ Technology Utilization ___

TOPICS	STATEMENT
	The principal shall establish school committees to determine alignment with state standards, technology utilization, and program appraisal and be responsible to make any information available to them. The School Planning committee shall be responsible for the inclusion of this policy into the school plan.

Adopted: ___ 6-12-95 ___ Signature ___ Sue A. Davis ___
Chairperson

References: _____

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School District: _____ **Boyd** _____ School: __**Boyd County Middle School**__
Operational Procedure: _____
Function: ____**Technology Resources Acceptable Use Policy**_____

TOPICS	STATEMENT
	It is a goal of BCMS to provide access to students, faculty, staff, administration, and community members to various forms of technology available at the school. Technology is defined here as including, but not necessarily limited to items such as: computers, monitors, printers, file servers, software, modems, telephones/telephone systems (including "Homework" Hotline), videocassette recorders/players, videocassettes, televisions, photocopy machines, projection devices, Internet, etc. It is believed that this access to school technology carries with it certain responsibilities to use that technology in an apppropriate and responsible manner. All users will be required to sign a User Contract (see Appendix A). In addition, the following standards serve as general guidelines for use of technology resources at BCMS. The two guidelines overseeing all uses include: 1. All technology must be used for school-related activities, including: instruction, administration, communication, etc. 2. Any user is obligated to report violations of the policy to the SYSOP or principal. ********Privacy Disclaimer************ There are no inherent rights to privacy in use of technology at BCMS. The SYSOP and principal have administrative rights to access information stored in any user directory. Users are advised not to place confidential documents in user files.

School District: _____ Boyd _____ School: ___ Boyd County Middle School ___
Operational Procedure: _____
Function: ___ Technology Resources Acceptable Use Policy _____

TOPICS	STATEMENT
Electronic Mail	(**Note:** The only E-Mail currently available at BCMS is voice mail through the "Homework Hotline".) 1. Appropriate language should be used at all times. Do not swear, use vulgarities, or send abusive or offensive messages to others. 2. Electronic mail should not be used to discuss illegal activities. 3. Personal information (name, address, phone number) should not be shared with unknown persons. 4. Students will be given e-mail access only when deemed appropriate by their instructors.
Internet	(**Note:** The Internet is not currently available at BCMS.) 1. Internet access will be granted to students, teachers, staff, administration, and community members only after completion of a training session. 2. Internet access by students must be under direct supervision of a teacher, staff member, administrator, or trained adult volunteer. 3. Students using Internet should not reveal their name and personal information to or establish relationships with "strangers" on the network. Users are prohibited from: 1. Altering or using anyone else's Internet account. 2. Offering Internet access through their account to any other individual. 3. Playing recreational games using Internet. 4. Using the Internet to obtain copyrighted material or to send out copyrighted material. 5. Using threatening, abusive, or obscene language or graphics on the Internet. 6. Discussing illegal activities using Internet. 7. Using Internet for advertisement or political lobbying.

School District: _____Boyd_____ School: ___Boyd County Middle School___

Operational Procedure: _____

Function: ____Technology Resources Acceptable Use Policy_____

TOPIC	STATEMENT
Hardware	1. Any form of theft or vandalism is forbidden. 2. No hardware should be used for a purpose other than for which it was designed. 3. No virus should be knowingly installed on a computer. 4. No threatening, abusive, or obscene language or graphics should be used.
Software	1. All copyrights must be respected. Any copyrighted materials must not be used, copied, or transferred to another except as provided under the copyright/license agreement. 2. Authorship of information in electronic form must be appropriately acknowledged through footnotes, bibliographies, etc. 3. No personal software should be brought in by students and installed on school equipment. 4. Theft or destruction of software will not be tolerated. 5. Any disk brought from the outside must be virus-scanned before using. This includes new software purchased, blank disks, student data disks, teacher data disks, etc. 6. No software containing threatening, abusive, or obscene language or graphics is to be used.
Network Resources	1. Passwords must not be shared. 2. Users may not use or alter anyone else's account. 3. Users may not break in or attempt to break into their accounts. 4. Users may not create or share viruses. 5. Users must not destroy other users' data. 6. Any user of the network has an obligation to report violations (anonymously if desired) to the SYSOP or principal. A. Students Use: 1. Students will be assigned "read-only" rights to network resources. 2. Students will be assigned their own network user account and log-on passcode by the SYSOP. This will include access to instructional software and data files as well as a private storage directory for student work. 3. Students will be allowed access to only their own account. 4. Students will be allowed only access to that instructional software selected by their individual teachers.

BOYD COUNTY MIDDLE SCHOOL POLICY

School District: _____ Boyd _____ School: __ Boyd County Middle School __
Operational Procedure: _____
Function: ___ Technology Resources Acceptable Use Policy _____

TOPICS	STATEMENT
Network Resources	**B. Teacher and Instructional Assistant Use:** 1. Teachers and instructional assistants will be assigned "read-only" rights to most network resources. Permission to "write" to software will be assigned by the SYSOP ~~where~~ appropriate. 2. Teachers and instructional assistants will ~own network user account and log-on~ SYSOP. This will include access to instru~~ctional~~ appropriate administrative software, data fil~e~ storage directory. 3. Teachers and instructional assistants will h~ave~ student accounts and when needed to monitor p~~ **C. Administration and Staff Use:** 1. Administration and other staff will be assigned "read-only" rights to most network resources. Permission to "write" to software will be assigned by the SYSOP where appropriate. 2. Administration and other staff will be assigned their own network user account and log-on passcode by the SYSOP. This will include access to instructional software, appropriate administrative software, data files, and a private storage directory. **D. Community Members Use:** 1. Community members may be assigned "read-only" network rights to most resources. 2. Community members use network resources using a guest log-in. They may be assigned their own network user account when deemed necessary by the SYSOP or principal.
Loss of Services	Loss of Services: The principal, SYSOP, or any faculty member may request suspension of technology usage if any user fails to adhere to the guidelines described in this document.

Have Elsworth Review.

Adopted: ___ 4-1-96 ___ Signature: ___ Sue A. Davis ___
Chairperson

References: ___ 1ST READING - MARCH 11, 1996 ___
___ 2ND READING - APRIL 1, 1996 (Agenda 5.b.1)) ___

Boyd County Middle School
Parent Involvement Policy

A certified staff member will be designated Parent Involvement Coordinator. The coordinator will meet with the District Parent Involvement Coordinator at regularly scheduled district meetings.

Parent/Teacher Conferences will be scheduled through the Counseling Offices. Each team at BCMS shall have a designated time and place for regular parent conferences. Alternate times shall be available for parents who are unable to meet during the regular designated times.

Parent/Teacher/Student Compacts shall be distributed to all students, and signed each fall.

An annual meeting shall be held each year to review and make revisions to the school's Parent Involvement Policy.

An annual Parent Involvement Evaluation will be distributed each spring to gather information on how well our school communicates with parents. Feedback will be used to improve parent involvement activities.

Parents will be involved and serve on school committees.

Professional Development will be offered through the district to provide training to staff in the value and usefulness of parent contributions, and how to communicate and work with parents as equal partners, and to build ties between parents and the school.

A Parent Volunteer program shall be available. Parents will be trained in confidentiality and a background check will be conducted. Volunteer hours will be recorded, and parent volunteers shall be offered complimentary lunches in the school cafeteria.

BCMS shall participate in the district's Spotlighting Our Families.

Planned Parent Involvement Activities for the school year shall include, but is not limited to, the following:

1. Parent/Teacher Conferences
2. Readifest
3. Parent University
4. New Student Open House at the beginning of the school year
5. Regular newsletters/calendar
6. Science Family Fun Night in the fall
7. Four Parent/Teacher/Friend meetings
8. Family Night in the spring
9. Booster Organizations

10. SBDM Council Parent Members/Elections
11. Breakfasts
12. Christmas/Thanksgiving baskets
13. Weekend/Backpack Food program
14. Parent and Community Volunteers
15. Internet Information on Demand
16. School Website
17. Homework Hotline
18. STI Caller (Now in process, should be available Spring 2005)
19. Wildcat Information Network (WIN), a parent email information service

The goal of the Parent Involvement Program is for every parent and community member to feel welcome and be knowledgeable about our mission for student achievement and student success at Boyd County Middle School.

Joette Ward
Parent Involvement Coordinator

BOYD COUNTY MIDDLE SCHOOL POLICY

School District: _____ Boyd _____ School: _ Boyd County Middle School _

☐ Operational Procedure: _____

☐ Function: _ Assignment of Students to Classes and Programs within the School _

TOPICS	STATEMENT
Student Assignment (defined)	Student assignment shall be defined as appropriate placement of individual students by the principal, based upon academic, behavioral, and special needs.
Process	The principal shall develop procedures for assignment of students to classes and programs within the school. Such assignments shall assist students in development of the 6 goals as established by the Kentucky Education Reform Act and Board of Education policy. The principal shall present a copy of the procedures to the council for approval. A copy of the approved procedures shall be presented to all staff.

Adopted: __6-12-95__   Signature _Sue A. Davis_
                                              Chairperson

References: _____

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BOYD COUNTY MIDDLE SCHOOL POLICY

School District: _____Boyd_____ School: ___Boyd County Middle School___

☐ Operational Procedure: _____

☐ Function: __Assignment of All Instructional and Non-Instructional Staff Time__

TOPICS	STATEMENT
	After receiving notification of the funds available for the school from the local board, the principal will determine the number of persons to be employed in each job class in the school. The principal shall assign all instructional and non-instructional staff time according to the needs of students, certification, interest and performance. Achievement of school council goals and effective management shall be the basis for assignments of staff time.

Adopted: ___6-12-95___ Signature ___Sue A. Davis___

Chairperson

References: _____

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BOYD COUNTY MIDDLE SCHOOL POLICY

School District: BOYD   **School:** BCMS

Operational procedure: Athletics

Function: Athletics probation

STATEMENT:

Athletics – an overall C average (2.0) is required for all students playing sports/extra curricular activities with the appropriate Coach/Athletic Director overseeing academic progress every grade period (mid-term and 9 weeks). If a C (2.0) average is not maintained and/or a child receives a letter grade of F, he/she will be placed on a two-week probation period. If there is no improvement (minimum 2.0 GPA) at end of the two weeks, the student will be suspended from athletic competition/practice for 2 weeks. If there is no improvement (minimum 2.0 GPA) at the end of the suspension, the student will be removed from the sport. It will be the responsibility of the coach/athletic director to give teachers a list of players and to send parents a letter of academic requirements.

1st Reading _5/28/02_   Adopted: _6/13/02_

Signature: _____

References:

Amended –