

Bowen Elementary School Council Policies

Policy -Enhancing Student Achievement

The purpose of the Bowen Elementary school council is to give unwavering support and focus to enhancing the achievement of every student in our school. Priority number one will be to create a high-performing, child-centered environment. When facing every issue and making every decision, the council will first consider whether or the decision will advance the achievement and well-being of our students.

Adopted 5/20/09

Policy -Principal Selection Policy

Role of the Chairperson and Vice Chairperson

If the principal's position is vacant, the vice chairperson shall chair all meetings or portions of meetings necessary during the council training and principal selection process. If the principal's position is not vacant during the selection process, the principal/chairperson shall chair meetings or portions of meetings related to regular council business, however the vice-chairperson shall chair meetings or portions of meetings related to council training and principal selection.

Criteria

Once the superintendent has verified a vacancy, the council shall develop a set of criteria for selection of a principal and communicate in writing those criteria to the superintendent. The council shall obtain input from teachers, staff, and parents into development of the criteria.

Council Member Training

The school council vice-chairperson should schedule training in recruitment and interviewing techniques for council members prior to embarking upon the interview process.

Interview

The council shall review all written information and decide which applicants to interview for principal from those persons recommended by the superintendent. The council shall also develop a set of questions which will be asked of all candidates the council decides to interview.

Plan & Tentative Timeline

The council shall develop a written plan and tentative timeline for selecting a principal and shall disseminate the plan to teachers and leaders of the parent organization.

Selection

The council shall select a principal from among those persons or applicants recommended by the superintendent. The council may request additional applicants from the superintendent. When the council has filled the vacancy, the council vice-chairperson will contact the applicant. Vice-chairperson will arrange for letters to be sent to those applicants who were not selected thanking them for applying. The council shall report its choice of principal to the superintendent in writing within 24 hours of the decision.

Reporting

After the Superintendent has completed the hiring process, the chairperson will arrange for notification of faculty and parents.

Adopted 5/20/09

Policy - Consultation Policy for Hiring Other Than the Principal

When a certified or classified vacancy occurs, the council members shall appoint an advisory committee chaired by the principal. The committee shall consist of Site Base Council Members and may include other persons who are directly affected, such as teaching teammates or those requested by the principal who would be knowledgeable about the skills and work involved in the vacant position.

The committee will determine the criteria for a strong candidate and determine questions to ask candidates that will elicit whether or not the those qualities are present in the applicants. The committee will review applications, review references, and may be present when interviewing candidates. The committee may request additional applications from the superintendent if it deems necessary.

No person who is a candidate for the position being filled may serve on the screening committee or help select a person to serve on the screening committee. No person who is related to an applicant for the position may serve on a screening committee or help select a person to serve. Relative shall be the same as defined by law.

The council shall go into closed session interview candidates, discuss their merits, and provide opinions to the principal on the contributions different applicants could make.

After meeting with the council, the principal shall select the person he/she believes will contribute most to the success of the school's students and notify the Site Based Council and superintendent of his/her choice. The superintendent shall complete the hiring process.

Adopted 5/20/09

Policy - School Space Policy

For the June Council Meeting, the principal shall prepare a school space use plan and present the plan to the school council for approval. The school council may make suggestions for the principal to amend the plan prior to approval. The principal shall implement the plan subsequent to the approval of the school council. If the school council has not approved the plan prior to July 15th, the principal shall develop and implement a school space use plan.

Adopted 5/20/09

Policy - Committees

Bowen SBDM Council shall have three "Standing SBDM Committees". The committee structure is reflective of the Standard and Indicators for School Improvement (SISI) document. The three standing committees are Academic Performance, Learning Environment, and Efficiency.

Committees will meet as necessary, however most committee work will be completed through Ad Hoc Committees.

The charges for each committee are as follows:

1. Academic Performance

Curriculum, Assessment, and Instruction

2. Learning Environment

Culture, Family / Community

3. Efficiency

Professional Development, Budgeting / Operations, Planning

Adopted 5/20/09

Policy - Technology/Program Appraisal Policy

The school shall organize all instructional and other activity to be aligned with standards established in state laws and regulations, and in a manner consistent with local school board policy.

The school shall utilize technology in a manner consistent with local board policy and state laws and regulations.

The school shall appraise all programs in a manner that is consistent with local board policy. Programs shall be appraised upon the request of the school council by assigning the program appraisal to the appropriate committee for completion and recommendation to the council.

Adopted 5/20/09

Policy - School Schedule

The principal or principal's designee will develop a proposed school schedule by July 15th and shall present this schedule at the July meeting to the council for approval. This schedule shall be consistent with the applicable indicators from the Standards and Indicators for Schools Improvement. If the school council does not approve this schedule, it will be sent back to the principal for revision and present to the council at subsequent meetings until approved. If the school council has not approved a schedule by Opening Day, the principal shall develop and implement a schedule. It shall be the responsibility of the principal to ensure that interruptions during instructional time do not occur unless there is an emergency situation in the school as provided in the School Safety Plan.

Adopted 5/20/09

Policy - Protection of Instructional Time

COMMITMENT

Our schedule will provide the legally required hours of instructional time or more, and students will be actively involved in learning throughout those instructional hours. The administration and the teachers will take steps to help accomplish this commitment and help minimize disruptions of instructional time.

Our Discipline, Classroom Management and School Safety Policy will support and contribute to the minimizing of disruptions to instructional time.

TEACHER RESPONSIBILITY

All teachers will ensure that:

1. Students arriving in each classroom will immediately have work to begin.
2. When a scheduled activity is unexpectedly delayed or cancelled, students will be given alternative, substantive learning activities to undertake that are connected to lesson plans.
3. Videotapes, CDs, websites, and television broadcasts will be used only when they efficiently convey knowledge and skills called for in the curriculum and are combined with other activities that require the students to process and apply the information these types of resources provide.
4. When substitute teachers are necessary, teachers will provide lesson plans and materials necessary to conduct classroom instruction as normally as possible, and the name of at least one other nearby teacher for questions and support.

PRINCIPAL RESPONSIBILITY

The principal (or principal designee) will:

1. Make sure that interruptions from the office occur only at designated times or during emergencies.
2. Ensure that new staff members and substitute teachers are aware of the school's commitment to and the teachers' responsibility for minimizing disruptions to instructional time.
3. Instructional Staff is not to respond to and/or make personal calls (using classroom phones, cell phones, PDA, or any electronic communication device) during instructional time. Office staff will take necessary steps to ensure that instruction is not interrupted by phone calls. In the event of an emergency staff member should notify the office so appropriate arrangements for handling calls can be made.

4. Extracurricular: Reduce pullouts (family vacations, away games, all medical appointments, etc.).
5. Related Service providers, such as SLP, OT, and PT, will collaborate with teachers and to schedule services in accordance with the student's individual education plan.

Adopted 5/20/09

Policy -Extracurricular Programs

By September 1 of each year, the principal, in consultation with district athletic director and community education director, shall prepare a list of extra curricular programs to be implemented in the school for the council's approval. Additional extracurricular programs to be implemented shall be presented by the principal to the council for approval prior to their implementation. The chief extracurricular sponsor shall determine student participation standards, to be consistent with any criteria set by the local, state or national sponsor of the program and consistent with state and federal statutes and regulations. This school council policy shall also be consistent with the School Safety Plan and applicable indicators from the Standards and Indicators for School Improvement.

Adopted 5/20/09

Policy - Discipline and Classroom Management & Safety

The school shall consider discipline and classroom management as a means of causing acceptable behavior or as a means of changing unacceptable behavior. The school shall not consider discipline and classroom management as a means of punishment. The school council shall approve only those discipline and classroom management provisions that are consistent with this philosophy. Copies of the district code of acceptable student behavior and discipline shall be distributed to all staff and parents in a timely manner each year.

This school utilizes the Foundations and CHAMPs materials from Randy Sprick's Foundation for Safe and Civil Schools to guide implementation of behavioral expectations for students and staff.

Expectations for student behavior in common areas will be reviewed by the Foundations Universal Team each year. Revisions will be made this committee as needed based on input from staff, parents, and school council.

Classroom Behavioral expectations will be defined and taught using the CHAMPs manual. Teachers are expected to submit a classroom management plan to the principal and follow the written policies.

Students who have an excessive number of discipline referrals will be referred to the Problem Solving Team who will develop behavior management plan based upon individual student needs and professional resources such as the "Tough Kid Workbook."

Adopted 5/20/09

Policy - School Wellness

All students shall participate in moderate to vigorous physical activity each day, as follows:

- Each student shall engage in at least 15 minutes of planned moderate to vigorous physical activity each day. This 15 minutes activity shall be planned and implemented by the regular classroom teacher.
- Every student will have at least 15 minutes of supervised recess, preferably outdoors, during which the school staff shall encourage moderate to vigorous physical activity. The school shall provide space and equipment to make the activity possible and appealing to students.
- Each student will participate in a total of 150 minutes of moderate to vigorous physical activity each week.
- Teachers shall make all reasonable efforts to avoid periods of more than forty minutes when students are physically inactive. When possible, physical activity should be integrated into learning activities.
- Appropriate accommodations shall be made for students with special needs, as required by law and sound professional judgment.

Our school shall encourage healthy choices among students using the following methods:

- Our school shall implement the nutritional standards required by federal and state laws and regulations. Those rules apply to our food service program and to other food and beverages available during the school day.
- Our Practical Living curriculum shall address the state curricular requirements, including health, consumerism, and physical education.
- The rest of our curriculum shall reflect an integrated concern for wellness, including connections to science, social studies, and other subjects.

Our school shall encourage healthy choices among staff using the following methods:

- Our school values the health and well being of every staff member and will plan and implement activities and policies that support personal efforts by staff to maintain a healthy lifestyle. We encourage healthy eating, physical activity, and other elements of a healthy lifestyle among school staff.

Adopted 5/20/09

Policy - Student Assignment to Classes

Principal will make student assignments to classes. Efforts will be made to ensure that classes are heterogeneously mixed. Parents can voice concerns about student placement by filling out the parent concern form which will be available in the office at a designated time. Timeline for the turning in the Parent Concern Form will be advertised in the school newsletter. Once placement decisions are made, teachers will send letters notifying parents of their child's placement in their class and also will send the requested school

supply list. If parents have a need to request a change in placement they can notify the principal who may decide to change the student's placement.

Adopted 5/20/09

Policy - Textbook Adoption

Each year the standing Textbook Committee will make a report to the principal and school council in which they recommend which textbooks and instructional materials should be adopted for the current cycle. The Textbook Committee will consist of a chairperson appointed by the principal and representation from teachers of a variety of grade levels in the subject area of text to be adopted for the year. The Textbook Committee will seek input from district personnel and work with Textbook Committees at the other district elementary schools, middle and high school levels for the purpose of horizontally and vertically aligning curricula. Criteria for selection should also include the appropriate standards and indicators for school improvement and current research based materials. The council will approve the recommendation by majority vote or consensus and submit it to the Powell County Board of Education by the required date.

Adopted 5/20/09

Policy - Instructional Materials

Each year after March 1, the council will review the school improvement plan to anticipate the materials needed to support the goals and activities of the plan. The principal will present the site-based allocation and other funds under the council authority will be reviewed by council at the March meeting for the purpose of budget planning. Teacher surveys of classroom needs will be reviewed at the April council meeting for the coming year. Plans will be made to best meet the school planning needs and equitably distribute needed materials.

Library Materials Selection

- A. **Responsibility** - The library media specialist has primary responsibility for selecting materials with input from administration, staff, and students. The Bowen Site-based Council has ultimate authority over expenditures of all school funds and the council chairperson may request the media specialist to create a budget review or review of orders for materials for an upcoming council meeting.
- B. **Criteria for Selection** - Materials selected for inclusion in the collection of the Bowen Elementary Media Center shall satisfy the following:
 - Materials shall be chosen to enrich and support the curriculum and the educational, emotional, and recreational needs of the users.
 - Materials shall meet high standards of quality in
 - ☐ Physical format
 - ☐ Treatment of subject
 - ☐ Accuracy and currency of information
 - ☐ Arrangement and organization
 - ☐ Literary style
 - ☐ Materials shall be appropriate for the subject area and for the age, emotional development, ability level, learning styles and social development of Bowen Elementary students.

- ❑ Materials reflect sensitivity to the achievements, needs, and rights of men and women, various ethnic groups, and other cultures.

C. **Selection Aids** - The media specialist will consult resources such as Junior Literary Guild, Award Lists, and School Library Journal to guide selection. However these will not limit the selection of books. Consideration will also be given to gaps/weaknesses in the library collection. Teachers are encouraged to recommend books that match the curriculum; however, purchases will be prioritized based on curricular gaps and the aforementioned selection criteria to achieve a balance of resources in the library collection.

D. Professional Collection

In order to serve the needs of Bowen Elementary staff and other members of the school community, the Media Center maintains a small professional collection of materials relating to the fields of education and instructional support materials. These include copies of national standards for various subject areas, instructional videos, Big Books, book sets for literature circles, manipulatives, teacher guides, and units of study. These are currently housed in the back rooms of the library and may be accessed and checked out any time by staff.

De-selection/Weeding:

A. Guidelines

1. Weeding by Appearance

- Worn-out volumes: dirty, brittle, yellow pages; missing pages; tattered covers, etc.
- Badly bound volumes: soft, pulpy paper and/or shoddy binding
- Badly printed works
- Books of antiquated appearance which might discourage use
- Equipment/materials with missing or broken pieces, or which no longer works

2. Weeding of Superfluous or Duplicate Volumes

- Unneeded duplicate titles
- Older editions
- Highly specialized books
- Books on subjects of little or no interest to the local community
- Books which no longer relate to the curriculum

3. Weeding Based on Poor Content

- Information is dated
- Information is inaccurate
- Stereotypes are present
- Book is poorly written

4. Weeding According to Use

- Nonfiction: Book has not been checked out within last 5 years (folk/fairytales/poetry excluded)
- Fiction and Teacher Resources: Item has not been checked out within last 5 years (classics excluded)
- Categories of books which may quickly become outdated:
 - 000s—computer
 - 100s—psychology (especially popular literature)
 - 300s—college & career materials
 - 500s—astronomy, chemistry, physics, biology
 - 600s—electronics, engineering, health, technology
 - 900s—popular biographies
- Categories of books which are not quickly outdated and may be retained for use longer:
 - Dictionaries
 - Biographies
 - Classics of literature, cultural works such as folk/fairytales
 - Art books
 - Local history/geography
 - Books providing general principles of a subject or discipline

Review of Instructional Materials

Any faculty of Bowen Elementary or parent/guardian of an enrolled child may formally or informally challenge instructional materials used in the school's educational program on the basis of appropriateness.

PROCEDURE

A. Informal Reconsideration

- ☞ The school library media specialist shall explain to the complainant the school's selection procedure, criteria, and qualifications of those persons selecting the material(s).
- ☞ The school library media specialist or the classroom teacher shall explain the particular place the questioned material occupies in the educational program, its intended educational usefulness, and additional information regarding its use.
- ☞ In the case of materials that involve the library, the school library media specialist shall try to work directly with the complainant to resolve the issue. Resolutions may include: exchange of book, a computerized checkout alert on the challenged materials for the children in the legal custody of the complainant, or other options deemed appropriate. In the case of materials that involve the classroom, the classroom teacher will work directly with the complainant to resolve the issue. Resolution may include an assignment targeting the same skill but with a different book/passage, mediation with the principal, or other resolution

B. Formal Reconsideration

- ☞ If the complainant wishes to file a formal challenge, the complainant must personally obtain a copy of the school's "Request for Reconsideration of Instructional Materials" which is kept on hand in the school library media center.
- ☞ The form shall be fully completed, signed, and dated by the complainant and filed with with a copy to the library media specialist.
- ☞ The material in question will remain in circulation during the reconsideration time.

C. Guidelines for the Reconsideration Committee

- ☛ The library media specialist will alert the principal when a written complaint is submitted. A Reconsideration Committee, appointed by the principal, will include a school library media specialist, two classroom teachers, a parent, and an administrator.
- ☛ At the first organized meeting, the committee members will view a copy of the challenged material and coordinate the reading of the work up for review by members.
- ☛ Within thirty **working** days of the initial meeting, the Reconsideration Committee will convene and prepare a written recommendation for the disposition of the complaint.
- ☛ The administrator will notify the site-based school council, in writing, of the committee's decision with a copy to the media specialist and the principal.
- ☛ The Site-based Council will vote to accept or reject the decision of the Reconsideration Committee and will notify the complainant in writing of the Council's Decision.

REQUEST FOR RECONSIDERATION OF INSTRUCTIONAL MATERIAL

School _____ Date _____
Address _____ Phone _____
City _____ State _____ Zip _____

I. OBJECT OF CHALLENGE

Title _____ Copyright/Issue Date _____

Author/Performer(s) _____

Publisher/Producer/Webpage _____

Type of Work (check one):

Print: ☐ Book ☐ Textbook ☐ Magazine/Newspaper ☐ Pamphlet ☐ Play ☐ Student Pub.

Nonprint: ☐ Artwork ☐ Sound Recording ☐ Video ☐ Link on School Webpage

☐ Computer Software ☐ Exhibit ☐ Performance ☐ Speech ☐ Other

II. INITIATOR OF CHALLENGE

Request Initiated By:

Name _____

Address _____

City _____ State _____ Zip _____

Phone (____) _____

Do you represent yourself (Circle one)? Y N

If no, please name the organization or group you represent.

Organization/Group Name _____

III. COMPLAINT RESPONSE (Please comment on each question.)

1. Have you been able to discuss this work with the teacher or school library media specialist who ordered, used or assigned it? ☐ Yes ☐ No

Please explain:

2. How did you learn of this work?
3. What do you understand to be the general purpose for using this work?
4. Does the general purpose for the use of this work, as described by the teacher or school library media specialist, seem a suitable one to you? ____ Yes ____ No

Please explain:

5. What do you consider to be the general purpose of the author/producer of this work?
6. To what do you object? Please be specific. Cite pages, illustrations, audiovisual section, etc.
7. Did you read/view the entire work? ____ Yes ____ No

Please explain:

8. In what way do you think a work of this nature is not suitable in a learning situation?
9. What do you feel might be the result of exposure to this work?
10. Was there anything positive about the item?
11. Have you been able to determine the student response to this work? ____ Yes ____ No
What responses did the student(s) make?
12. Is there an age group for which you would accept this item?
13. Are you aware of the judgement of this item by reviewers or critics? ____ Yes ____ No
Please list the findings:
14. In its place, what work would you recommend that could convey as valuable a perspective of the subject?
15. Do you have other comments concerning this request?

Signature of Complainant

Date

Instructional Materials - LIBRARY MEDIA CENTER Policies

August 2007

Mission: Reading, Inquiry and Technology

The mission of the Bowen Library Media Center is to foster a life-long love of reading and to provide the resources, knowledge, skills, and technology to read and research for personal interests and educational needs.

This will be accomplished by providing a variety of high quality literary and nonfiction materials that appeal to the diverse reading interests of students. Library activities and materials will be provided that stimulate interest in reading and that help students learn about the variety of reading materials, including print and technology, available to them to choose from.

The library will also foster student curiosity and provide an environment and materials, including technology, to research questions students generate from regular classroom units of study, library experiences, or everyday life.

Checkout of Materials

Faculty/Staff: There is a one-month limit on the length of time a resource may be checked out. However, if you are finished with the item, return is encouraged so others may use it. There is no limit on the number of items checked out. The library is open to staff at any time. If the librarian is gone for the evening and the doors are locked, just ask the janitor or use a master key to open the doors. Please leave a note at the circulation desk with your name and the bar code numbers of the items you removed. THANKS!

Students: Books are due back within a week of checking them out in order to ensure that others have the opportunity to use them. Books may be brought back to be renewed once. A second renewal may be allowed as long as there is not a waiting list for the book.

- Grade K - During the first 4-5 weeks of school, kindergarten students will learn appropriate book care and checkout procedures. Once these are mastered to appropriate level, K students will be allowed to check out 1 book at a time from the media center. K students will check out from books placed either tables or a rolling bookshelf until they master use of shelf markers to keep the library collection organized.
- Grade 1 – During the first 4-5 weeks of school 1st graders will check out 1 book at a time from a cart until they master the use of shelf markers to keep the library collection organized. Thereafter (or once mastered), they may check out 1 book from the shelves that they have had library lessons concerning use (e.g. starting with the E section and moving to others as learn organization/use).
- Grades 2-3 - May check out 1 book at a time from any shelf in the library.

- Grades 4-5 – With a good checkout record (no lost books) - May check out 2 books.
- New students for whom there is no checkout history may be subject to a probationary period if their previous school librarian cannot be contacted to obtain a checkout reference.

Lost Materials

All text books/ library books are loaned to students free of charge. These books are the responsibility of the student to whom the book was issued or checked out to. If any of these books are damaged or lost, the student is expected to pay for the book replacement. (see Bowen Elementary School Student Handbook for further elaboration).

Adopted 5/20/09

Policy - Professional Development

Each certified staff member is required to attend 24 hours of professional development each school year. Staff members should turn in a professional development request form to the principal stating the training/conference that they are interested in attending.

The principal will approve or deny the professional development request based on available funds, need for professional development hours, or the appropriateness of the PD or conference based on the individual growth plan and the school CIP.

This form must be turned in to the principal with at least four weeks prior to the training/conference. All Central Office forms are to be submitted to the district PD coordinator. In the case that an unforeseen event causes a PD opportunity to be outside of timeline requirements, the principal may use his/her discretion to approve/deny the request.

Staff attending professional development sessions should be willing to share information with colleagues. Upon completion of professional development training or conference attendance, colleagues should be notified by e-mail of the participant's willingness to share information.

Professional Development Request Form

Request to attend professional development training or conference

Name: _____

Date: ____/____/____

Title of PD or conference _____

Location of event _____

Date of event _____

Cost _____

How does this PD training/conference support your professional growth plan ?

How does this PD training/conference support the CIP components in your area?

Would you be willing to share important information received from this conference with the rest of the faculty? (either at a collaboration meeting or in small informal groups)

Please provide the appropriate paperwork outlining the cost of the conference, travel expenses and lodging expenses (if required).

Adopted 5/20/09

Policy - Homework Policy

Homework is a valuable way to increase students' opportunities to learn. It can provide added opportunity to practice skills and knowledge, and explore topics using varied learning styles and interests.

Teacher responsibilities:

1. Give homework that is purposeful and that helps students progress academically.
2. Give homework frequently.
3. Make sure that students understand their homework assignment and how it relates to what they are learning in class
4. Ensure that students have access to all necessary materials and resources.
5. Homework should not be excessive. Homework should not cause student frustration.
6. Give homework that is related to classroom topics.
7. Allow for student choice when appropriate with homework assignments
8. Students should get feedback on their homework and performance should be included when reporting student progress within content areas.
9. Provide instructional follow-up on homework as needed
10. Communicate in a timely manner to parents when a student is missing assignments.

Parent Responsibilities:

1. Ensure that students have time and space to complete their homework.
2. Positively reinforce the importance of homework
3. If a problem develops with homework, communicate with the child's teacher positively so we come to a resolution.

Suggested Amount of Homework

K-1 students should have between 10 and 20 minutes of homework each night. 2-3 grades should have between 20 and 30 minutes of homework each night. Intermediate grades (4-5) should have between 30 and 45 minutes of homework each night.

Distribution of Homework

Intermediate partners should work together as team-mates to ensure that students are not exceeding the recommended time limits.

Consequences

Students who fail to turn in homework as assigned should make up the work during the day (when finished with other assignments, during a portion of recess). Students could be asked to make up assignments during ESS sessions. Students' grade-point average will suffer when graded homework assignments are incomplete or missing. Student skill and knowledge attainment will suffer when homework is incomplete. Therefore the school will take all reasonable steps to ensure students complete their homework. These steps include parent notes home, phone call to parents, additional time, and home visits when deemed necessary.

Adopted 5/20/09

Policy - Comprehensive Planning Policy

Needs Assessment

Planning and needs assessment committees are organized first by content areas. Representative teachers from across grade levels will work in small groups to review/analyze assessment data when scores are released. Teacher will either use the process provided by the district to noted strengths and concerns for each content area as they review the data. If there is no tool provided by the district, the school will use the KASC toolkit. Information obtained from the data analysis/achievement gaps study groups will be used to determine areas of focus for improvement.

Goals

Goals and strategies in the plan are to be based on priority needs determined using the Needs Assessment process outlined above.. Current information and publications from organizations such as the Kentucky Department of Education (SIS tool), National Council of Teachers of Mathematics, National Council of Teachers of English, International Reading are to be consulted for guidance on best practice.

Evaluation and Revisions to the Plan

Feedback and input on the plan are to be solicited from stakeholders including school staff, parents and community members. Implementation and Impact Check (I & I) from our CSIP is to be conducted and submitted to the Board of Education office at least twice a year. Data from assessment tools such as GMADE and GRADE tests are also to be used to monitor progress and revise school plans.

Adopted 5/20/09

Policy - Classroom Assessment

Classroom assessment should be purposeful and of the following types:

1. Formative assessment –Examining student work for strengths and needs. For example: listening to students read benchmark books from Reading A-Z and keeping a running reading record, student writings that demonstrate a need to learn certainly spelling rules, noticing patterns of error in solving certain types of math problems.
2. Summative Assessment – Assessments that show what students “know and can do” should be used to demonstrate growth and achievement. For example: GRADE, GMADE, Star tests, and teacher created criterion based tests

Grades are not the same as assessment. Grades are one type of summative assessment. Grades should reflect the academic performance of students. It is expected that grades be taken from a variety of assignments including homework. Grades should never be used to punish students. Teachers should inform students ahead of time how their work is graded.

Adopted 5/20/09

Policy - State Assessment Program Policy

Assessment Methods

Each state CATS assessment shall be conducted according to applicable statutes, regulations, and official state guidance and in compliance with local board policy. Assessment accommodations for individual students shall be in compliance with state policies, district policies, and Individual Education Plans.

Teacher Understanding

The principal shall ensure that:

- Each new staff member has an appropriate understanding of assessment practices, arranging training and other learning opportunities as needed and also as recommended by the district assessment coordinator.
- All staff members are briefed on assessment changes in a faculty meeting or other training session, as recommended by the district assessment coordinator.
- All staff members know about and have easy access to all written materials from the district assessment coordinator and the Kentucky Department of Education on assessment procedures.
- All teachers and the building assessment coordinator sign the code of ethics for the assessment program.

Parent Understanding:

- Parents shall receive clear, accurate, and useful information on the state assessment program at least twice each year:
 - Once in a public meeting such as a PTO meeting or open house
 - Once in material sent home to students such as a class or school newsletter, letter from the principal, or copies of publications for parents from KDE.

Student Understanding:

- Know from the beginning of the year what subjects will be assessed and what methods will be used.
- Have adequate opportunities to become familiar with open-response items, scoring methods for those items and sound strategies for answering them well.
- Have adequate opportunity to become familiar with multiple choice items and sound strategies for answering them well.
- Have adequate opportunity to become familiar with on-demand writing prompts, scoring methods for those prompts, and sound strategies for answering them well.

Adopted 5/20/09

Policy - Writing Policy

Bowen Elementary will follow the district writing policy for Powell County Schools.

Adopted 5/20/09

Policy - Primary Policy and Flexible Grouping

Until they are ready for fourth grade, all students will participate in the primary program. The primary program consists of homerooms with students whose academic performance clusters around a particular grade level, but within this homeroom there will exist students who perform at a variety of levels. During each school week, teachers may organize their students in a variety of large and small groups for different kinds of learning activities. For example, students within a homeroom may also be flexibly grouped with students performing at the same or similar level for targeted instruction within their homeroom. The teacher may also arrange for one or more students to work

part of the time with students assigned to another homeroom teacher, getting parent input if that arrangement will last more than a week.

The primary teachers at Bowen Elementary will work together as a team to ensure that the school curriculum is taught in a developmentally appropriate manner and that the needs of individual students are met.

Primary teachers will:

1. Use research-based teaching strategies that work for children this age.
2. Assess each child's progress by analyzing the actual work the student is doing and maintaining an orderly record of skills mastered and areas needing further work.
3. Communicate with each child's parents at the end of each six weeks to show parents the kinds of work their child is able to do and to discuss steps to help the child make further progress.

In April, the primary teachers will propose recommended class placement for their students for the next year, using results from a variety of assessments (observations, diagnostic test data, any available data on preregistered new students, also refer to classroom assessment policy for more ideas and information).

Exit from Primary: General Rule

Students will remain in the primary program until they are ready to be successful at fourth grade work.

Exit from Primary After More or Less than Four Years

It is the Council's intention that when a students complete the program in either more or less than four years, that student's parents will be active partners in planning to ensure that the student's full needs are well addressed.

In January, teachers will review their students' performance to identify those who appear likely to be ready for fourth grade at the end of the year. They will then identify:

1. Those students who are in their fourth or a later year of primary and do not appear likely to be ready, and
2. Those students who are not yet in their fourth year but may be ready.

The parents of each such student will be invited to meet with those teachers to discuss the student's readiness and to discuss how to prepare for the best learning opportunities for those students. The purpose of the meeting will be to develop a consensus plan of steps to do what is best overall for the student. The plan may include any combination of the following strategies:

1. Extended school services
2. Other kinds of tutoring.
3. Computer-based learning
4. Special strategies in the regular classroom
5. Special strategies for work at home.

6. Any other approach that appears likely to help that students succeed.

In the event that consensus is not possible, the group will schedule an additional meeting to discuss the issues. If consensus fails after that meeting, the principal (or principal's designee) will determine what steps will be taken. These steps will be completed by the end of February.

Once a plan is adopted, the principal (or principal's designee) will designate a teacher to communicate with the parent at least once every two weeks about how the plan is working.

If teachers come to identify additional students who may need this attention at the end of January, they will notify the principal (or principal's designee) and begin the process described above.

Exit from Primary: Official Decisions

In April, teachers will submit written recommendations to the principal (or principal's designee) as to which students should exit primary.

In May, the principal (or principal's designee) will:

1. Review each recommendation
2. Consult the relevant teachers about any concerns. This consultation is not needed if the principal (or principal's designee) is fully comfortable with the recommendation
3. Notify the student's parents of the recommendation and invite them to request a conference if they want to discuss the child's needs.
4. Meet with the parents who request a conference, the child's current teachers and at least one possible teacher for the next year to share thoughts on the student's needs and discuss ways to meet those needs, including the strategies listed earlier and summer service possibilities (if available and applicable)
5. Make decisions about each student.
6. If a student is staying in the primary for an additional year, meet with the parents and teachers to work out plans to ensure that the student has a successful and positive experience with the added year.

Adopted 5/20/09

Policy - Retention Policy for Grade Levels other than Primary

Identification:

In January, teachers will review their students' performance to identify any students who may be at risk of needing to be retained in a grade, and will notify the principal (or principal's designee). If teachers come to identify additional students who may need this attention after the end of January, they will notify the principal (or principal's designee) and begin the process described below.

Intervention:

The principal (or principal's designee) and the student's teachers will meet with the student's parents, the counselor, and other appropriate adults. The purpose of the meeting will be to develop a consensus plan of steps to help the student avoid retention, which may include any combination of the following strategies:

1. Extended school services.
2. Other forms of tutoring.
3. Computer-based learning.
4. Special strategies in the regular classroom.
5. Special strategies for work at home.
6. Any other approach that appears likely to assist that student to succeed.

In the event that consensus is not possible, the group will schedule an additional meeting to discuss the issues. If consensus fails after that meeting, the principal (or principal's designee) will determine what steps will be taken. This plan will be finalized by the end of February.

Once a plan is adopted, the principal (or principal's designee) will designate a teacher to communicate with the parent at least once every two weeks about how the plan is working.

Retention Decision

In April, teachers will submit written recommendations to the principal (or principal's designee) as to which students will need to be retained in the grade.

In May, the principal (or principal's designee) will:

1. Review each recommendation.
2. Consult the relevant teacher about any concerns. This consultation is not needed if the principal (or principal's designee) is fully comfortable with the recommendation.
3. Notify the student's parents that retention has been recommended and of the process below.

Additional Intervention:

Also in May, the principal (or principal's designee) will hold a meeting to develop a consensus plan of steps to ensure that the student succeeds during the next school year. The teachers responsible for that grade, the parents, and any other staff the principal (or principal's designee) considers relevant will also be invited to the meeting. The resulting plan may include any combination of the strategies listed above and may also include:

1. Summer Extended School Services.
2. Special strategies in the regular classroom this year.
3. Special strategies in the student's work while continuing in the same grade for all or part of the next year.
4. Special strategies for the student's work while moving to the next grade for next year.

In the event that consensus is not possible, the group will schedule an additional meeting to discuss the issues. If consensus fails after that meeting, the principal (or principal's designee) will determine what steps will be taken.

Adopted 5/20/09

Policy - Support Services

Purpose

Our regular classroom processes for curriculum, instruction, and classroom management are intentionally designed to respond to individual students and help each one progress, but we know that some student needs will require additional attention and strategies. This policy outlines the ways we will go beyond the regular classroom arrangements when a student needs us to do so.

Services Available

Our school offers the following support services for our students;

1. Guidance, including scheduled classes, groups for special student needs, and one-to-one sessions
2. Screen for disabilities and individual education plans for identified students.
3. Screening for gifted and talented students and individual education plans for identified students.
4. Family Resource Center to address home challenges that may impede learning and link families and students to support from other community organizations.
5. Extended school services for students who need additional learning time
6. Title I Reading Interventions for students who are performing below grade level.

Staff Awareness

Each teacher will have an up-to-date understanding of when to refer students for each of these kinds of services.

The principal (or principal's designee) will:

1. Ask each teacher to identify course, professional development, or other activities that have prepared him or her to make such referrals.
2. Determine whether each teacher's preparation is adequate.
3. Identify and provide appropriate learning opportunities for any teacher who needs additional preparation.

The principal will complete this review for all teachers in the year this policy is enacted and for all teachers new to our school during their first month of work.

The guidance counselor will provide each new teacher with an overview of these services and the procedures for referral in each case, and will provide the entire faculty with updates as needed.

Policy - Transitions Policy

Transitions Committee

Our students will face special challenges as they make the transition from:

1. Preschool to primary
2. Primary to Intermediate
3. Elementary to Middle School

In September, the Council will appoint members from our school to serve on a Transition Committee responsible for handling student transitions during the coming calendar year, including transitions into our school and from one level to another within our school. We will ask the schools below and above us to appoint members as well.

Plan

By January, the Transition Committee will submit a Transition Plan to the Council which will include:

1. Objectives, defining what students need to know and be able to do to succeed in their new setting. These objectives may include both preparation for the academic curriculum and practical issues like building layout, rules and other issues.
2. Activities designed to achieve those objectives, including classroom activities, family orientation activities, visits to the new setting, and other needed activities.
3. Persons responsible for each step
4. Start and end dates for each step.
5. Funding needed for each step.
6. Methods for measuring success, including whatever steps they will take to determine whether students have made a successful transition.

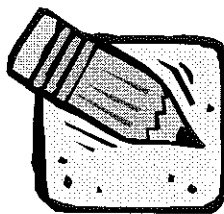
In February, the Council will review the proposed Transition Plan, identify any needed changes, and approve the plan after those changes are made.

Implementation

In March, the Transition Committee will begin implementation of the Transition Plan.

Adopted 5/20/09

Bowen Elementary PROGRAM REVIEW POLICY



PROGRAM REVIEW PROCESS

- The Program Review Committee will be made up of: *all certified staff in grades K-5, including special education teachers, librarian, counselor, physical education teacher and the principal.*
- Each Program Review Committee member will serve on the Curriculum and Instruction, Formative and Summative Assessment, Professional Development and Support Services for each review area.
- The Principal, Counselor and Librarian will serve on all of the above mentioned Standards and also the Administrative/Leadership Support and Monitoring Standard.
- The committee will be responsible for identifying and/or collecting evidence, analyzing data, and evaluating the standards for each program review area throughout the school year.
- A representative from the committee for each program review area will report program review results and recommendations to the council at the November SBDM council meeting and again at the May SBDM council meeting each school year.
- The council will analyze the data provided and decide on action steps to strengthen each program.
- The action steps to strengthen each program will be communicated to the staff by the principal in staff meetings as appropriate in order for implementation to begin immediately.
- By June 1 of each school year the program review information will be entered into ASSIST and forwarded to KDE for review.

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.
- ***Frequently provide communication with parents and the community about the school's programs.***

The council will:

- Ensure teachers receive embedded professional development needed to improve instruction in the program review areas (using PD 360 as a resource).
- ***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

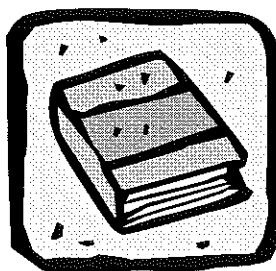
We will evaluate the effectiveness of this policy through our School Improvement Planning Process.

Date Adopted: 4/16/14

Date Reviewed or Revised: Council Chairperson's Initials

Date Reviewed or Revised: Council Chairperson's Initials

BES SBDM 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 links to continuing education, life, and career options.
5. Reflect the strategies adopted in our School Improvement Plan.

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:

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.

CURRICULUM REVISION

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

1. State officials modify the KERA Goals, the Academic Expectations, the *Kentucky Core Academic Standards*.
2. District leaders or working groups modify district curriculum documents. Powell County School District convenes Curriculum Committees (for elementary – these are grade level/content teams which meet in the Summer Break)
3. Our School Improvement Planning process identifies a need for adjustments.
4. 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.
5. During staff discussions, one or more teachers at our school identify a weakness or opportunity for improvement that needs to be addressed to ensure success for all students.
6. Other stakeholder input or data demonstrate a need to do so.

POLICY EVALUATION

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

Date Adopted: 9-17-2014

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

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

BES-SBDM EMERGENCY PLAN POLICY



The school council shall adopt an emergency management plan (emergency plan) by November 1, 2013 and will include procedures for fire, severe weather, earthquake, and building and campus lockdown as required by KRS 160.345(2)(i)9, KRS 158.162 and KRS 158.164. The emergency plan 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 Powell County District Emergency Coordinator will coordinate the work with the first responders.

CONTENTS OF PLAN

The emergency plan 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 emergency plan 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 December 22, 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 emergency plan and diagram of the facility shall not be disclosed in response to any Open Records request. KRS 158.162. The emergency plan 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 emergency plan with all school staff. Staff members will receive an outline of the emergency plan which includes their responsibilities during emergency situations. Documentation of completion, including the time and date of the discussion and staff member signatures, will be kept on file at the school with a copy sent to the district office.

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 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

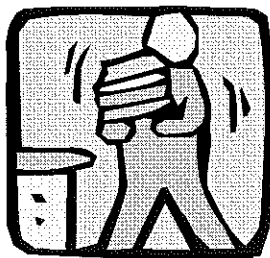
At the end of each school year, the emergency plan shall be reviewed by the school council and first responders and revised as needed.

Date Adopted: 10-16-13

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

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

BES-SBDM 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.
- 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 to:

- Receive appropriate and meaningful feedback.
- Work with other students in pairs, small groups, or teams.
- Do hands-on activities.
- Use technology as a tool for learning.
- Read books or materials on their own or with a partner.
- Listen to an adult read aloud.
- Discuss different ways to solve problems.

Each month, students will have the opportunity to:

- Read and write in all content areas.
- Do short answer, extended response, and on-demand items.
- Communicate with pictures, charts, graphs, or a web.
- Use a scoring guide.
- Use resources other than a textbook or worksheet.
- Use manipulatives or equipment to solve problems.
- Be exposed to real-life examples that relate to content areas.
- Discuss or read about current events, issues, or topics.
- Watch the teacher do a demonstration.
- Perform or create in an area of the arts and humanities.

Each grading period, students will have the opportunity to:

- Participate in a one-on-one reading or writing conference with a teacher.
- Do projects and investigations.
- Participate in a peer reading or writing conference.
- Read novels, short stories, and poems.
- Read examples of newspapers and/or magazines – may be examples in Coach or other supplemental resource.
- Use technology for research.
- Do real-life activities or projects.
- Design or investigate projects based on their interests.
- Speak in front of a group.

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.

Modified from: KASC SBDM Policy Kit

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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. Follow the procedures outlined in our Homework Policy.
9. 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.

POLICY EVALUATION

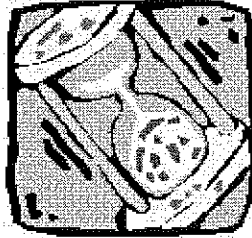
We will evaluate the effectiveness of this policy through our School Improvement Planning Process.

Date Adopted: 8-28-14

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

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

BOWEN ELEMENTARY INSTRUCTIONAL AND NON-INSTRUCTIONAL STAFF TIME ASSIGNMENT POLICY



CRITERIA FOR ASSIGNMENT

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

1. Fully support implementation of our School Improvement Plan and our Student Assignment Policy.
2. Take into account staff members' requests to vary their work, particularly if a teacher has made past requests for a change or has been in a particular assignment for multiple years.
3. Take into account different teachers' strengths and in-depth knowledge of specific topics and assigns highly-effective staff in a fair and equitable manner based on student and school needs, assessment data, and local and state requirements.
4. Take into account specific student needs based on student data and student interests when applicable.
5. Put a priority on manageable class loads for all teachers, including program review area teachers.
6. Include formal and informal assignment processes that support and assist all new personnel and provides mentoring for new instructional personnel.
7. Respect state certification requirements and the parameters of district job classifications.

ASSIGNMENTS BASED ON CRITERIA

To complete assignments, the principal will:

1. By the end of the current school year (May or June), assign staff members for the upcoming year based on the criteria in the first section of this policy. Notify all staff members of their assignments.
2. In 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 the principal and the affected teachers agree that a change is needed.

3. When the council changes other policies or the School Improvement Plan and recognizes in the minutes that those changes may require staff time assignment changes that cannot be put off until the next school year.

SUPERVISION OF STUDENTS

While on school property, students at (Name of School) 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
- Playground
- Halls
- Before and after school areas
- Bus loading and unloading zones

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.

POLICY EVALUATION

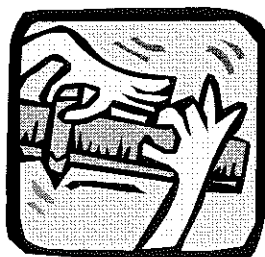
We will evaluate the effectiveness of this policy through our School Improvement Planning Process.

Date Adopted: 10-15-14

Date Reviewed or Revised: _____

Date Reviewed or Revised: _____

BES-SBDM ALIGNMENT WITH STATE STANDARDS POLICY



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

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

POLICY EVALUATION

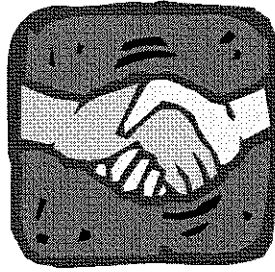
We will evaluate the effectiveness of this policy through our School Improvement Planning Process.

Date Adopted: 8-28-14

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

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

BES-SBDM 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.
- 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 Plan will be monitored by the council through ongoing Implementation and Impact checks.

POLICY EVALUATION

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

Date Adopted: 8-28-14

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

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