

Breckinridge
County Middle
School
SBDM Council
Policies and
Procedures

**Breckinridge County Middle School
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Athletic and Extracurricular Eligibility Policy

Policy Statement

BCMS tries to provide an opportunity for as many students to participate in athletics as possible. We attempt to help these students have a positive experience by giving them opportunities to be successful. The BCMS staff promotes the participation in extra-curricular activities by all students, but stresses the importance of schoolwork as the primary focus of our school.

Eligibility

At designated times grades will be checked of all participants. The athletic director and/or coach or sponsor will check grades at midterms and at the end of each nine weeks. Other times may be checked by the administration or coaches as warranted by the staff.

Any student not maintaining an overall “C” average or having an “F” in any subject will be placed on probation. The probationary period will last for ten school days. During this period students are required to attend after-school ESS. Participants may attend practice during this period as long as they fulfill their ESS requirement. Participants may attend home games and sit with the team but not participate. Players will not be permitted to travel to away games while on probation.

Students whose overall average fall below a “C” average or have an “F” in any subject will not be allowed to participate in any extra-curricular activity until the grades show a marked improvement. Students will be given two weeks to remain in the extra-curricular activity, at which time grades will be reviewed. Students are not allowed to compete or attend activities unless their grades show improvement and the administration/sponsor have approved the student’s progress. If the grades do not improve the student may be removed from the activity or club.

Without prior approval from the coach and/or principal, any student who is tardy, checked out, or absent from school on game day may not be allowed to participate at that night’s game or any other after-school event.

Any student serving a school suspension (out of school or in school-IA) will not be eligible for participation during the suspension time. Students’ eligibility after this time will be up to the coach or sponsor’s discretion. All sports will present a contract for student athletes and parents to sign at the beginning of the season.

Committee Participation

Policy Statement

The school council shall establish standing and ad-hoc committees to accept specific assignments as needed. Standing committees, if appointed, for the Breckinridge County Middle School may include: Curriculum, Instruction, and Professional Development, Achievement Gaps and Assessment, School Culture/Public Relations, School Culture/Student Rewards, School Safety/Health/Wellness, CCR/Global Competency, Planning, Budget, Staffing and Hiring, Governance, Technology, Discipline, and Scheduling. Every effort shall be made to allow all interested shareholders to participate in committee work so as to have representatives from the faculty, support staff, students, and parents.

Membership

- Each committee member will have membership between 4 to 15 persons and may consist of teachers, classified staff, parents, and/or students. The principal shall be allowed to be a member of all committees for which he/she volunteers.
- Membership shall be for terms lasting two years for all teachers
- SBDM Teacher members shall not be the committee chairperson

Responsibilities

- The appointed committee will elect a chairperson from their membership if the BCMS council has not appointed one who shall serve for a term of no longer than one year.
- The committee members shall accept the challenges, tasks, and charges assigned by the Council and shall operate within these parameters.
- Each committee shall determine the agenda and the frequency of meetings. A calendar of meetings will be made available to the principal.
- Detailed minutes shall be produced at each committee meeting identifying items discussed and action taken and these minutes shall be presented to the Council chairperson no later than one week following the committee meeting.

Faculty Assignment

- Committee membership shall be considered a professional responsibility of the Breckinridge County Middle School. Collaboration and collegiality are promoted school wide with council and committees. Every effort shall be made for each faculty member to receive a committee assignment commensurate with his/her interest and expertise.

Consultation in Filling Vacancies

Policy Statement

The school council shall determine the job classification for any non-principal vacancy once a certified or classified position under the responsibility of the SBDM council has been identified as vacant or a future vacancy will occur. The Principal shall then notify the Superintendent of the council's decision in classifying the current or future vacancy.

Responsibilities of the principal

- Request a list of qualified applicants from the board of education.
- Review applications, schedule interviews, and communicate timelines to the Board of Education.
- Allow council members to review references, if so desired
- As necessary, seek assistance from the council during this process.
- Consult with the council prior to filling a vacancy.
- Inform the Superintendent's Office, in writing, of the candidate selected to fill the vacancy.

In the event a quorum cannot be present for a meeting/consultation, every effort will be made to contact absent members to discuss vacancies (email, phone call, text, etc.)

Curriculum Policy

Curriculum Maps

BCMS curriculum maps are a guide for school leaders, students, families, and communities for how to help students master Kentucky's Academic Standards. These curriculum documents can be reviewed in the school office upon request.

Curriculum Recommendations

Responsibilities of the Curriculum Committee

The Curriculum Committee will be responsible for making an annual recommendation to the council. The recommendation may include changes, if needed, based on one or more of the following:

1. State laws, regulations, or the Kentucky Academic Standards revisions.
2. Kentucky Uniform Academic Course Codes
3. District working groups modification of district curriculum documents.
4. Our school improvement planning process identifies a need for adjustments.
5. Other school levels in our district identify a need for changes that could alter our vertical articulation, create curriculum gaps, or allow unintended overlaps and redundancy. (Ex: middle school makes a change that would impact the elementary)
6. 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.
7. Other shareholder input or data demonstrate a need to do so.

The Curriculum Committee will be sure the process for creating the recommendation addresses all the details and criteria in this policy.

Determination of Curriculum

Responsibilities of the SBDM Council

The SBDM Council is responsible for determining the curriculum and ensuring its quality by:

1. overseeing the work of the Curriculum Committee's curriculum development process
2. ensuring students, families, school staff, district leaders, and community members have opportunities to provide feedback on curriculum strengths and areas of need
3. using the following criteria as part of an annual needs assessment —
 - Does the curriculum:
 - align vertically and horizontally in order to help students master the content of all the Kentucky Academic Standards?
 - include all legally required content beyond the state standards?
 - allow for advanced and/or college-level courses to meet student needs

- provide opportunities for continuing education, real-life experience, and career options?
- reflect the strategies adopted in our school improvement plan?
- What needs are identified through:
 - quantitative and qualitative student achievement data?
 - analysis of state testing results?
 - student, family, staff surveys?
- 4. Receiving and discussing principal reports on implementation and monitoring at least once per semester
- 5. Using any applicable area of decision-making, the SBDM Council is responsible for ensuring that each student has:
 - an equitable opportunity to master the state standards
 - grade-appropriate assignments aligned to the standards
 - additional time and support to master the state standards
 - a learning environment where educators and staff have high expectations and believe students can master grade-level standards
 - digital learning tools, resources, and apps (subject to available funds) needed to maximize learning

Teacher Role

All teachers will:

1. Disseminate the curriculum expectations for their classes to families and to students in an age-appropriate way.
2. Teach toward mastery of 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 (or designee) will:

1. Ensure that copies of the curriculum, standards, and expectations for the school are available for student, family, and community review.
2. Meet with each new teacher to review this policy and the sections of the curriculum that apply to that teacher's assignment.
3. At staff meetings in January and May, hold discussions with the staff on possible curriculum revisions and report to the Curriculum Committee on the results of those discussions.
4. Coordinate resources and support for the Curriculum Committee and others involved in the development and/or updating of the curriculum. That may include, but is not limited to, curriculum coaches, district instructional leaders, educators in other district schools, other educators with desired expertise, sources for evaluating the evidence of effectiveness, etc.

DEFINITIONS

Standards are what students need to know and be able to do with the expected level of performance. (Standards define the destination students need to reach.)

Curriculum identifies the specific content, skills, and learning experiences students will need to master the standards. (The curriculum is the map for how to get to the standards/destination.)

Instructional Resources include the computer applications, books, materials, etc. (Those resources are the vehicles for learning the curriculum and moving toward the standards/destination.)

Discipline Policy

Policy Statement

The BCMS discipline policy and procedures focus on increasing student responsibility for his/her actions and encouraging self-respect and consideration for the rights, feelings, and property of others. Each leader at BCMS accepts responsibility for setting high expectations and maintaining discipline, as well as, developing a respectful learning environment. School discipline requires the partnership of parents, students, and leaders to work together.

Awareness of the school's expectations for student behavior, rights, responsibilities and consequences (if expectations are not met) will help in maintaining a positive learning environment that provides students three basic rights: the right to be safe, the right to feel safe, and the right to learn. To ensure that all students enjoy these rights, each student must expect the best of oneself, challenge his/her mind, accept responsibility for his/her actions, and respect all staff, peers, and the environment.

These rules apply on the school grounds or at any event or location where BCMS is represented. All students are expected to:

- B-** Be Your Best.
- C-** Care For One Another.
- M-** Make Something Positive Happen.
- S-** Show Pride in Yourself and Your School.

General Disciplinary Infractions (4 Types)

TYPE 1--Behavior that interrupts the instructional program, including: failure to bring the necessary materials for class such as books, paper, pen/pencils, and the P.E. uniform; bullying, clowning, excessive attention-getting and off-task behaviors, flagrant tardiness, speech that contains profanity or obscenities, play fighting, or inciting a fight.

TYPE 2--Behaviors that hurt another person's feelings (psychological hurt) including: name calling, put downs, intimidation, bullying, group isolation, sexual harassment, and other behaviors that are designed to devalue or hurt another person

TYPE 3--Behavior that damages, destroys, or causes the loss of personal or school property including the following examples: the irresponsible use of instructional materials (as well as use of computers and the Internet), theft, malicious destruction or defacement, and manipulating locks or lockers other than your own.

TYPE 4--Behavior that will physically hurt anyone, including self, such as fighting, pushing, shoving, running in the school halls, throwing objects, carrying dangerous objects, and inappropriately using materials or equipment.

At all times, cooperative and appropriate behavior is expected in both classroom and non-classroom activities such as assemblies, athletic events, cafeteria, and other activities.

The following procedures are typically followed when inappropriate behavior is observed:

- Student's first behavioral incident in the classroom results in a teacher-student conference.
- A 2nd incident may result in a teacher-student conference, resulting in a consequence such as IA, before school, lunch, or after-school detention. Administrators will notify parents whenever students are retained after school. Teachers will document inappropriate behaviors in writing and when necessary notify other staff members. A conference with the counselor may be scheduled.
- Serious or repeated behavior problems will be referred to an administrator. Written documentation and/or a student referral form will accompany students who are sent to the office. The administrator will determine consequences, which could include lunch detention, after-school detention, and in or out of school suspension. The administrator will notify parents by telephone, and a parent conference may be necessary. The teacher will be notified of the action taken.
- When in-school alternatives are not successful, a conference will be arranged that usually involve the student, parents, counselor, and a school administrator. During the conference, parents will be made aware of the resources available through the school system as well as outside agencies that might be called upon for assistance. Specific infractions and the assigned consequences for each infraction follow.

Sexual Harassment and Bullying Policy: Sexual harassment is repeated unwelcome behavior of a sexual nature, requests for sexual activities, and/or other inappropriate verbal, written, or physical conduct of a sexual nature. Examples of these behaviors include inappropriate touching, grabbing, pinching, displaying of sexual pictures or objects, spreading sexual rumors or commenting about sexual behavior. Bullying is intentional and repeated verbal, physical, or written conduct that creates a hostile environment and substantially interferes with educational benefits, opportunities, or performance, or with a student's physical or psychological well-being and is motivated by an actual or perceived personal characteristic, or is threatening or seriously intimidating. Breckinridge County Middle School has zero tolerance for sexual harassment and bullying. Parents will automatically be notified about student administrative detentions and suspensions, as well as expulsion requests.

NOTICE: This policy has been approved by the BCMS Site-Based Decision Making Council and the Breckinridge County Board of Education and complies with the Breckinridge County District Code of Acceptable Behavior and discipline.

Infraction	Description	Minimum Including Parent Notification	Maximum Including Parent Notification
Bullying/Harassment	Repeated unwelcome statements or threats that create a hostile environment, including harmful gossip and rumors	Staff Intervention, and/or administrative intervention	Administrative action, and/or possible harassment charges
Cell Phones/Electronic Communication Devices, and other inappropriate items	Improper use during the instructional school day of devices including, but not limited to pagers, cell phones, iPods, CD players, radios, electronic games, toys	Warning, and/or confiscation of device, and/or return to parent	Detention
Cheating or plagiarism	Taking/using another's work and presenting it as one's own without proper attribution;	Possible 0% for the task and re-do the task.	Administrative action
Computer Abuse	Inappropriate use of computer facilities, violates district network contract	Loss of computer network use	Administrative action, and/or replacement or payment of damaged items
Dangerous Weapons	Carrying or storing, possessing firearms, knives, or any other implement which could be used in a lethal way (to self or others). Toy or look-alike weapons are included in this policy.	Administrative action, and/or short term suspension.	Expulsion with police notification, and/or long term suspension
Disruptive Behavior	Any behavior that interferes with the education or safety of others, or distracts or disrupts	Staff intervention, and/or refer to guidance	Suspension

Dress	Any style of clothing that causes a distraction or disruption of school activities, endangers health or safety, is associated with weapons, is sexual, or promotes the use of tobacco, alcohol, or drugs.	Staff intervention, and/or alternative clothing	Administrative action
Extortion	Any act or attempt to secure money, property, or other gain through threat or physical harm	Administrative action	Administrative action
Failure to report to detention	Failure to serve assigned detention	Administrative action	In-School Suspension
Fighting	Students punching, shoving, or hitting others	In-school Suspension	Suspension, and/or alternate placement
Gum Chewing	Not permitted in common areas (i.e., gym, cafeteria, labs, etc.), Permitted only in classroom according to each teacher's discretion,	Staff intervention	Administrative action
Horseplay	Actions that could cause physical harm (i.e., tripping, pushing, running, not keeping hands to themselves, etc.)	Staff intervention, and/or administrative referral	Administrative action
Insubordination	Refusing to carry out a reasonable request of a staff member	Staff intervention, and/or administrative referral	Administrative action
Intoxicants, Possession, or Use	Possession of any alcohol, illegal drugs, unauthorized medication	Suspension	Expulsion and/or police notification
Leaving School, unauthorized	Leaving school grounds without express permission	Administrative action	Administrative action
Locker Infractions	Unauthorized sharing of a locker, tampering with or entering any locker other than one's own assigned locker	Staff intervention, and/or administrative referral	Administrative action

Physical Attack	Physical assault of a staff member or student with intent to do bodily harm on school grounds or in conjunction with any school-related activity	Administrative action, and/or short term suspension	Expulsion with police notification, and/or long term suspension
Profanity, obscenity	Using profane, obscene, or vulgar language, drawings, gestures, etc...	Staff intervention, and/or detention	Suspension
Public Display of Affection (PDA)	Kissing, holding hands, embracing	Staff/counselor intervention	Administrative action
Sexual Harassment	Repeated unwelcome sexual advances, request for sexual favors, and/or any other inappropriate verbal, written, or physical conduct of a sexual nature	Staff Intervention, and/or administrative intervention	Administrative action, and/or possible harassment charges
Skipping Class	Failure to report to class or assigned area	Staff intervention and/or administrative referral	Administrative action
Tardiness	Arriving to class or detention after the assigned time	Staff intervention	Administrative action
Theft/Burglary	Taking of individual/school property that belongs to someone else	Administrative action, and/or restitution	Suspension, and/or police referral, and/or restitution
Tobacco	Smoking, possession or use of any tobacco substance or e-cigarette/liquid nicotine on school grounds or in conjunction with a school related activity. Look alike tobacco products are included.	Administrative action and Health Department Tobacco Education Course	Suspension, and/or police notification
Truancy	Illegal absence from school	Administrative action, and/or home visit, and/or truancy letters	Referral to Director of Pupil Personnel
Vandalism/Graffiti	Destruction or defacement of school property; writing or	Detention, and/or restitution	Suspension, and/or restitution, and/or police notification

	drawing on anything that belongs to another		
Verbal Abuse	Insulting or verbally abusing another; racial, ethnic, gender, and religious slurs are included in this policy	Administrative action	Administrative action

Special Note: Inappropriate items brought to school will be confiscated and given to school administration, and items will be returned at the administration’s discretion. Any item not picked up by the end of the school year will be properly disposed of.

Dress Code

Policy Statement

Students shall come to school dressed appropriately for the professional learning environment.

Guidelines for Attire:

- Shirts must have sleeves, cover the chest, back, and torso and cannot be see-through.
- Pants must be worn at the waist. Pants cannot have holes, through which skin can be seen, above the knee. Shorts, skirts, dresses, and the like must be knee-length, or worn with leggings.
- Clothing must cover undergarments.
- Clothing or accessories with logos, slogans, emblems, signs, pictures, or text that promote alcohol, tobacco, illegal drugs, or weapons, are not prohibited.
- Any article of clothing or accessories including, but not limited to, tattoos, symbols, and/or makeup that is affiliated with an organized gang is prohibited.

Guidelines for Accessories & General Appearance :

- Only ear piercings and one additional facial piercing may be visible.
- Hair must be worn in a fashion where the student's own vision is not obstructed.
- Sunglasses, wallet chains, or similar items will not be permitted. (Exception for hats/sunglasses on sponsored days or when worn as an expression of religious beliefs).
- Coveralls/overalls worn as outerwear are not allowed.
- Heavy coats, backpacks, and purses will be kept in lockers (due to safety and space concerns)

School-directed changes to a student's attire or grooming should be the least restrictive and disruptive to the student's school day. Any dress code enforcement actions should minimize the potential loss of educational time. If a student is determined to be wearing inappropriate clothing, the student will be given an opportunity to correct the issue. If unresolved, parents will be contacted to bring appropriate clothing to school. He/she will be provided clothing from the Family Resource Clothes Closet during an emergency.

The SBDM council delegates the authority to the school administration to make changes and additions to the list as administration feels necessary.

Enhancing Student Achievement Policy

Breckinridge County Middle School Mission Statement:

The mission of Breckinridge County Middle School is Building Confident, Motivated, Successful Students, That's BCMS.

Breckinridge County Middle School Vision Statement:

The vision of the Breckinridge County Middle School is for lifetime performance to be "Proficient and Beyond for each Student."

Procedures

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

- Develop/monitor SBDM policies that contribute either directly or indirectly to:
 - accomplishing this mission
 - enhancing student achievement by improving teaching and learning at our school for each and every student
- Use the district improvement planning process.
- Complete an annual needs assessment including but not limited to analyzing student performance on the state testing.
- Annually revise our school improvement plan to address identified needs. The council will be responsible for adopting the plan and monitoring it regularly for impact on student learning.
- Budget and hire to support our school improvement plan.

BCMS Exit Criteria Policy

Breckinridge County Middle School scholars should exhibit academic achievement, build a foundation for lifelong learning, and move toward the acquisition of high school graduation requirements. As a staff, we will work collaboratively to find appropriate and early interventions (academic, behavior, or social) when students are not demonstrating success.

Teacher Responsibilities: At each midterm and at the end of each grading period, teachers will make phone calls to parents of all scholars who have a grade below a D (1.0) in their class. Teachers will offer a parent/teacher conference, Extended School Services, any other resources available, and remind parents about the Infinite Campus Parent Portal.

Administration Responsibilities:

1. At the end of each grading period, administration conferences will occur with every student who is failing one or more classes. Students will be encouraged to attend Extended School Services and notified of credit recovery requirements.
2. Loss of Related Arts/CCR – Students may lose related arts or CCR on their schedule until a passing grade is achieved during Credit Recovery. This will be on a case by case basis in collaboration with Related Arts and CCR instructors and administration.

Parent/Guardian Responsibilities:

1. Effective communication between the school and home is vital to the successful academic, emotional, and social well-being of scholars. The school communicates often with parents through weekly newsletters, telephone calls, and individual and group meetings. Parents are encouraged to sign up and participate in these.
2. Parents are encouraged to inquire about their child's performance any time. Additionally, parent-teacher conferences are conducted twice each school year and parents are encouraged to attend. We believe that by continually monitoring your child's progress, there will be many opportunities for review of their performance.

At the end of the school year, the following will be in place for scholars:

1. A middle school scholar who obtains a minimum yearly average of a D (1.0) in all but one course will be promoted to the next grade level. The scholar shall receive an Incomplete (I) in the course they received below a D average and will be required to complete the course by either passing a mandatory summer program or repeating the course in place of an elective course during the next school year.
2. A middle school scholar who fails to obtain a minimum yearly average of a D (1.0) in two or more courses may be retained at that grade level. A scholar may enroll in a summer program provided by Breckinridge County Middle School for all courses

receiving an Incomplete. If the scholar has received an Incomplete in two or more courses and satisfies the requirements of the summer program with a maximum of one (1) Incomplete, the scholar will be promoted to the next grade level.

3. At the middle school, no scholar will be retained so as to require him/her to spend more than four years at the middle school or more than two years at one grade level. Further, scholars who turn 14, 15, 16 years of age in the 6th, 7th and 8th grades, respectively, may be socially promoted by the principal.
4. Scholars who receive an Incomplete in two or more classes may be promoted based on individual circumstances as determined by the principal or the principal and the Exit Criteria Review Committee.

Exit Criteria Review and Appeal Procedure

Parents/guardians may request a review and/or appeal of an extra year in a child's current setting if there were extraordinary circumstances that interfered with their child's ability to meet the exit criteria. The following procedure is required:

1. A letter of request to review the scholar's circumstances must be submitted to the principal within ten (10) school days of notification that their child will spend an extra year in his/her current educational setting.
2. The parent/guardian must submit documentation as to the extraordinary circumstances leading to the request (e.g. sickness, trauma, death in the family, etc.).
3. The parent/guardian must meet with the Exit Criteria Review Committee to review the scholar's academic progress and to present the circumstances for appeal. The Exit Criteria Review Committee shall be made up of the Principal, Guidance Counselor, Curriculum Specialist, and any other educational professionals directly involved with the scholar. The educational professionals may include, but are not limited to classroom teachers, resource teachers, response to intervention teachers, and family resource coordinators.
4. The Exit Criteria Review Committee must review the appeal, determine if the circumstances warrant a decision reversal, and notify the parent/guardian within three (3) school days of the determination.
5. A parent/guardian may appeal the decision of the Exit Criteria Review Committee by submitting a second letter of request to review the scholar's circumstances to the Exit Criteria Review Committee prior to the last week of school. The parent/guardian must submit additional documentation supporting the extraordinary circumstances leading to the request.
6. The Exit Criteria Review Committee must review the appeal, determine if the circumstances warrant a reversal of the Exit Criteria Review Committee's original decision, and notify the parent/guardian accordingly within three (3) school days.
7. The decision of the Exit Criteria Review Committee following the second appeal is final.

Homework Policy

Definition

Homework will be used to increase scholars' opportunities to learn. It is completed outside the classroom and is intended to provide added opportunity to practice skills, engage information, and explore topics using varied learning styles and interests. Homework assignments may include not only written assignments but also opportunities to take part in cultural and creative activities and real-world applications of learning.

Purpose

This policy is intended to guide all leaders, parents, and scholars and to establish responsibilities and guidelines for standards for the assignment, evaluation, and monitoring of homework assignments.

The policy does not apply to scholars receiving homebound instruction or whose Individualized Education Plans require that homework be addressed in a different way.

Teacher Responsibilities

All teachers will:

1. In an age-appropriate manner, make sure that scholars understand this policy.
2. Make sure that scholars understand any individual classroom homework standards that a teacher may have.
3. Assign appropriate homework that is designed to support instructional goals, and that does one or more of the following:
 - Reinforces class instruction and skills that have been taught by transferring and extending classroom instruction.
 - Increases understanding and retention.
 - Prepares for class discussion.
 - Provides opportunities for curriculum enrichment and real-world applications.
4. Assign appropriate amounts of homework per week, which may vary depending on the subject matter and scholars' needs.
5. Make an effort to correlate the amount of homework given with other teachers so as not to overload students on any given night.
6. Provide instructional follow-up and feedback that focuses on content and performance standards.
7. Keep accurate records of homework assignments.

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Principal Responsibilities

The principal will ensure that:

1. All leaders, parents, and scholars receive a copy of this policy at the beginning of each year.
2. Ensure that homework is not used as a punishment or reward.

Scholar Responsibilities

Scholars are responsible for completing and turning in their homework and, with support from their parents, will be encouraged to:

1. Write down assignments and due dates, ask questions, and select necessary books and supplies before leaving school.
2. Keep homework in the same place at home each day and take books and materials directly to that study area.
3. Plan the best time to complete work.
4. Complete work so that it is neat and legible.

Parental Support

Parents will be urged to actively involve themselves with their children's schoolwork by doing the following:

1. Showing interest with questions about and comments on the schoolwork children bring home.
2. Providing a suitable place to study that is free from disturbances and by supplying needed materials for completing homework.
3. Prompting and offering to clarify instructions and answer questions, but not sitting with the child.
4. Assisting their child with time management including monitoring cell phone, TV/computer/video game use.
5. Checking to see that work is complete.
6. Encouraging children to do their best work and praising a job well done including rewarding children in appropriate ways for completed work.
7. Staying in close communication with teachers.

Instructional Policy

Policy Statement

Faculty, in collaboration with the principal, shall select the appropriate research-based instructional practices to be utilized in their classrooms to ensure that the school's curriculum is fully implemented. Best practice instructional strategies will be continuously monitored by the principal.

Teacher Implementation

- Teachers will demonstrate a belief in the ability of every student to learn and achieve
- Teachers will encourage an environment of respect and rapport: teacher-student and student-student.
- Teachers will use research-based instructional practices to inform teaching and learning.
- Teachers will communicate the expectations for learning to students and families.
- Teachers will utilize information about the child's strengths and areas for growth to provide learning opportunities and support needed for each student to learn.
- Teachers will assign tasks similar to those used on state assessments.
- Teachers will provide feedback to students.
- Teachers will modify instruction in recognition of and response to individual needs, interests, and cultural heritage.
- Teachers will use technology for appropriate and varied learning activities.
- Teachers will use instructional activities, lessons, and assessments that are congruent with the *Kentucky Academic Standards*.
- Teachers will ensure students are actively and intellectually engaged in learning.
- Teachers will use a variety of electronic and printed instructional resources.
- Teachers will monitor student learning with formative, summative, and self-assessment.
- Teachers will use questioning and discussion techniques to engage students

Collaborative Practices: Teachers will meet in Professional Learning Communities (PLCs) at least twice monthly. Topics covered may include, but aren't limited to:

- Review student work to improve instruction.
- Social emotional needs of students.
- Discuss successes and challenges.
- Share possible solutions to challenges.
- Identify areas needing further work and support.
- Discuss curriculum alignment issues.

Agendas will be developed and submitted for instructional planning team meetings.

The Principal's Role: The principal will be responsible for the following:

- Check for success in implementing this policy as part of regular classroom observation, monitoring of documents, and evaluations of each teacher.

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- Give feedback to include areas needing added work under this policy in recommendations for individual professional growth plans.
- Review planning team minutes for indications of trends and school-wide needs.
- Report to the Council on trends and needs emerging from the teachers' small group reflections.
- If needed, make recommendations to provide for additional professional development or other changes to address those trends and needs.

Our schedule will provide the required 1,050 hours of instructional time or more, and students will be actively involved in learning throughout those instructional hours. To ensure this, BCMS will adhere to the following:

1. Student announcements will be made in the morning and interruptions from school offices will be limited to late afternoon and emergencies.
2. Students arriving in each classroom will be prepared to begin work. Instruction will begin immediately upon student arrival in the classroom.
3. Activities that reward student behavior will be limited during instructional time unless those activities are strongly supported by the curriculum and instructional practices established by the school council.
4. When a scheduled activity is unexpectedly delayed or canceled, students will be given alternative substantive learning activities to complete.
5. Digital media will only be used when they efficiently convey knowledge and skills called for in the curriculum and are integrated into other activities that require the students to process and apply the information the video provides.
6. Our school safety plan and discipline policy will contribute to ensuring that behavioral problems do not deduct from learning time.

The Principal will do the following:

1. Ensure that each new staff member learns about the requirements.
2. Check for success in implementing this policy as part of regular classroom observations and evaluation of each teacher.
3. Include areas needing added work under this policy in recommendations for individual professional growth plans.

Parent & Family Engagement Policy

Policy Statement

Breckinridge County Middle School submits the following parent and family engagement policy and plan. Parents and leaders will jointly review the policy annually to revise/review the policy and implementation plan. The policy will be available to all parents at BCMS.

Breckinridge County Middle School shall convene an annual meeting, at a time convenient for parents, to which all parents in the school wide programs are invited and encouraged to attend. At this meeting, parents will be informed of the school wide parent involvement plan, the purpose and requirements of a parent involvement plan, and their right to be involved. We will attempt to meet the needs of all parents in providing this information.

Breckinridge County Middle School shall host three meetings for parents. At these meetings, parents will be informed of the school wide program, the purpose and requirements of the school wide initiative, and their right to be involved. Every attempt will be made to meet the needs of all parents in providing this information. Contact the school if you require additional information concerning our program.

Breckinridge County Middle School shall invite parents by seeking parent involvement on working committees in the school. Our goal is to involve parents in an organized, ongoing, and timely manner, to review the needs and improvement of our school programs. We will involve parents in the development of the school parent and family engagement policy and plan.

All participating parents shall be provided:

- **Timely information and opportunities to meet with leaders
- **An interpretation of their child's assessment results
- **A description/explanation of the school's improvement plan, curriculum, assessment, and discipline policies
- **An opportunity to sign the School Learning Compact

Parents, students, leaders, and administration will have the opportunity to participate in pledging to follow the Breckinridge County Middle School's Learning Compact. The Learning Compact participants' responsibilities include the following descriptions and definitions:

- **The school's responsibility is to provide high quality curriculum and instruction in a supportive and effective learning environment that will enable students to meet the state's academic expectation
- **Defines the ways in which each parent will be responsible for supporting his/her child's learning

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Breckinridge County Middle School shall build the capacity for strong parent and family engagement by

- **Providing materials and training to parents such as needed literacy training, not otherwise available, to help parents improve their child's achievement
 - **Educating school leaders in effective use of parent volunteers in the classroom
 - **Educating parents to be effective volunteers in the classroom
- **Ensuring to the extent possible, that information sent home is in a language and form parents can understand
- **Involve parents, where appropriate, in the development of training for teachers and other leaders that improves instruction
- **Training and supporting parents to enhance involvement of other parents, where appropriate

Principal Selection Policy

Policy Statement

Legal parameters

If the vacancy to be filled is the position of principal, the superintendent shall fill the vacancy after consultation with the school council.

Consultation is a discussion between the council and the superintendent and must occur ***in a regular or special council meeting***. This process may involve advice, opinions, prioritizing candidates, etc. ***After consultation, the superintendent has the final decision on principal selection.***

Selection Process

When a principal vacancy occurs, the council and the superintendent/designee will meet to:

1. Establish that the superintendent/designee will serve as chair of the council
 - It is best practice for the outgoing principal to excuse him/herself from the council for the principal selection process.
 - The council may elect a Vice-Chairperson (if none exists) to act as a liaison and contact person with the superintendent during this process.
2. Review this Principal Selection — Consultation Policy and the *Best Practices for Principal Selection* document available on the Kentucky Association of School Councils website.
3. Discuss the needs for training and/or facilitation for the selection process; including, but not limited to: recruitment, non-discrimination, legal requirements, surveys of the school community, criteria and question development, interviewing techniques, open meetings and record laws, and confidentiality.
4. ***Each council member must sign a nondisclosure agreement forbidding sharing of information shared and discussions held during consultation.*** Council members still retain the right to share information that is publicly known at the time of disclosure or publicly shared by the superintendent.
5. ***Establish a timeline for completing each step of the principal selection process.***
6. Decide the process for ***reviewing and screening applications and references.***

7. Design and carry out processes to get shareholder input on what traits will make the best leader for this school. Shareholder input will involve, but not be limited to: faculty and staff, families, and students.
8. Develop a set of criteria for a strong candidate using the shareholder input plus council members' ideas. ***These criteria will not discriminate based on race, ethnicity, gender, marriage or family status, religion, political affiliation, disability, or age.***
9. Use the criteria to develop/select questions that will be asked of all candidates during in-person interviews.
10. Decide additional methods to gather information about the candidates. The methods may include, but not be limited to: applications and résumés, checking off-list references, applicant portfolios, open forums, and written responses to hypothetical work-related challenges.
11. ***Review and screen applications and references.***
12. ***Select applicants to interview.***
13. Schedule interviews with selected applicants.
14. ***Conduct each interview in a special called meeting in closed session*** during which:
 - a. The same questions will be asked in the same order for every candidate.
 - b. Any specialized or follow-up questions will be asked after the standard questions.
 - c. A discussion will be held immediately following each interview about how well the applicant meets the criteria.

Consultation and Principal Selection

1. After all information is gathered, the superintendent/designee and the council will meet in ***closed session*** for consultation on principal selection:
 - a. discuss of the merits of the candidates
 - b. work toward consensus on the principal selection

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

2. After consultation, the superintendent shall select the principal.

3. As soon as possible, the council will announce the decision to shareholders.

Scheduling Policy

Policy Statement

To ensure that BCMS makes continuous progress, the administrative team will decide each year on scheduling changes. Set criteria will be used as a process for scheduling each year.

Criteria may include the following:

- Student needs
- Resources
- Allocations
- Population
- Student Elective choices
- Any other relevant factors/data

A draft school schedule will be presented to the SBDM council by the June meeting each school year.

School Space Use

Policy Statement

School and District Leadership

School and district leadership collaborate to ensure that the design of the building and/or renovations specifically facilitates resource sharing, mentoring, and collaboration among teachers and students of the similar grade levels or core content areas.

BCMS School Council Involvement

By the June SBDM meeting, the principal shall prepare a school space use plan and present it to the school council for approval. The school council may amend the policy prior to approval. After the approval by the school council, the principal will implement the plan. If the school council has not approved a plan prior to August 1, the principal shall develop and implement a school space use plan.

Staff Time Assignment

Policy Statement

By the June SBDM meeting, the principal shall prepare an instructional and non-instructional staff assignment plan for the following school year and shall present the plan to the school council. The criteria that will be used in making staff assignments will include, but not be limited to certifications, experience, specialized training, and student needs. A follow up plan that reflects amendments to the original plan shall be prepared by the principal and submitted to the school council for approval by the August SBDM meeting. The plan will be discussed concerning school wide priorities.

Vacancies

- All vacant positions, new or existing, shall be posted at the entrance foyer within one working day of the vacancy so that existing teachers shall be aware of the position.
- Teachers, within five working days from the time of the posting, can request in writing their interest in the position. The reassignment of staff is at the discretion of the principal.

State Standards, Technology Utilization, and Program Appraisal**Policy Statement**

The school shall organize all instructional technology and other technological activities to be aligned with standards established in state laws and regulations in accordance with local board policy. Technology will be utilized in accordance with policy set forth by the local board and state laws and regulations.

All programs at the school must contribute to increased student performance, rather it be directly or indirectly. By request of the school council, the principal or his/her designee shall report to the school council the degree of increased student performance as a result of the technology.

Technology Usage and Utilization

Students will adhere to all school and *district rules and policies* regarding the use of any and all electronic devices at school. Specific details about using electronic devices, as well as consequences for misuse, can be found in the Parent/Student and Teachers' Handbooks.

In order to help prepare students for life in a digital world, students will:

- Be taught ethical practices, appropriate etiquette, and online safety.
- Be taught to use critical evaluation of Internet sites used for research and study.
- Use technology in the classroom for real-world purposes.
- Master the Kentucky Academic Standards for Technology.

Electronic Media Access

All students and parents will be required to *sign and date an Acceptable Use Policy/Form* in order to have access to school/district technology.

Training

Training on innovative teaching methods that incorporate technology into curriculum shall be made available to staff as administration deems necessary

Policy Evaluation

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

Student Assignment

Policy Statement

Grade level teachers, working in collaboration, shall prepare assignment recommendations for current students to classes for the following year by the last day of the school year. The student assignment plan shall be prepared by the administrative team who in turn will present the information to the school council for approval by the July SBDM meeting. Subsequent amendments to student assignment lists shall be the responsibility of the principal and will be presented to the school council by the August meeting.

Notice to the Public

- The principal will ensure that all assignments will be posted in the entrance foyer of the Breckinridge County Middle School for public viewing by Open House.
- Parents who would like a change in the assignment of their child must confer with the principal who shall have the authority to make any changes.

Decisions about Student Assignment

Criteria to be used by teachers and the principal in making decisions about student assignments shall include:

- Academic performance of the student.
- Learning style of the student.
- Student behavior.
- Instructional needs of the student.
- Class size.
- School schedule.
- Teacher recommendations.
- Previous test scores.

Wellness Policy

Policy Statement

Breckinridge County Middle School is committed to providing an environment that enhances learning and development of lifelong wellness practices.

To accomplish these goals:

1. **Child Nutrition Program-** BCMS must adhere to federal, state, and local district requirements. The Child Nutrition Programs must be all-inclusive for the student population.
2. **Wellness Committee (School Health Committee)-** The school health committee will consist of the SBDM council and include any stakeholders.
3. **Nutrition Education** will be integrated into the curriculum.
4. **Physical Activity-** Patterns of appropriate physical activity will be encouraged and linked to activities outside of school.
 - During physical education class, students will learn, practice and will be assessed on developmentally appropriate motor skills, social skills, and knowledge.
 - Physical activity facilities on school grounds adhere to safety requirements.
 - Teachers will be encouraged to incorporate physical activity into subject areas.
 - Schools will provide a safe, physical, and social environment that encourages safe and enjoyable appropriate activities for all students, including those that are not athletically gifted.
 - Students will not be deprived of physical activity based on inappropriate behavior and academic performance.
 - All school-based activities will adhere to the local wellness policy goals.
5. **School Food Environment-** The Dietary Guidelines for Americans will be followed for all foods and beverages on the school campus (including vending, concessions, a la carte, student stores, and parties).
 - Snacks may be served 30 minutes after the last lunch period during the school day but adhere to the Guidelines for Competitive Food and Beverage Sales.
 - Schools should limit celebrations that involve food during the school day. Each party must be held 30 minutes after the last lunch period.

- All foods made available to students must adhere to food safety and security guidelines.
 - The school environment is safe, comfortable, pleasing, and allows ample time and space for eating meals. Food and/or physical activity are not used as punishment. Schools will make efforts to use non-food items as reward for academic performance or good behavior.
 - Students are not allowed to have fast food lunches or soft drinks delivered to the school.
 - For those students that bring lunch from home, parents will be encouraged to send healthy lunches with their children.
6. **Classroom Parties-** Any snacks or beverages provided for classroom parties must be store bought.

Writing Policy

Criteria for the writing program

In order to provide multiple opportunities to develop complex communication skills for a variety of purposes and use a variety of language resources, we will make sure students:

1. Engage in three categories of writing: writing to learn, writing to demonstrate learning to the teacher, and writing for publication.
2. Experience authentic, meaningful writing at all grade levels:
 - a. Writing for a variety of purposes:
 - Argumentative to support claims
 - Informative/explanatory texts
 - Narrative to develop real or imagined experiences or events
 - b. Writing for a variety of audiences
 - c. Experiences that reveal ownership and independent thinking
 - d. Writing in which students draw on their own experiences, learning, reading, and inquiry to complete writing tasks
3. Experience the writing process at all grade levels: planning, drafting, revising, editing, publishing, and reflecting upon writing.
4. Be provided consistent and timely feedback throughout the writing process to guide and improve writing skills.
5. Experience writing in both on-demand and writing-over-time situations.
6. Write as a natural outcome of the content being studied in all curriculum areas.
7. Read and analyze a variety of print and non-print materials (e.g., artwork (2D and 3D), photographs, electronic text, graphics, illustrations, web images, maps, multimedia) including persuasive, literary, informational, and practical/workplace materials. Use readings as models for student writing.
8. Learn about and use appropriate resources for writing (e.g., personal interviews, observations, print materials, and technology) driven by different instructional purposes with different audiences for the student to consider.
9. Intentionally schedule time within the instructional day for writing instruction and experiences while also providing learning opportunities that occur naturally across content areas to explore ideas and design products.
10. Relevant learning opportunities include contact with community members, postsecondary partners, and businesses.
11. Apply appropriate writing skills to oral communication.
12. Engage in real world and creative communication appropriate for meeting Kentucky Academic Standards.

Writing guidelines for teachers

To provide multiple opportunities for students to develop complex communication skills for a variety of purposes, teachers will:

1. Teach and require students to use higher-order thinking skills whenever possible. 2. Assign three categories of writing: writing to learn, writing to demonstrate learning, and writing for publication in order to provide authentic, meaningful writing at all grade levels that includes:
 - a. Writing for a variety of purposes:
 - Argumentative to support claims
 - Informative/explanatory texts
 - Narrative to develop real or imagined experiences or events
 - b. Writing for a variety of audiences
 - c. Writing about experiences that reveal ownership and independent thinking
 - d. Writing in which students draw on their own experiences, learning, reading, and inquiry to complete writing tasks
3. Teach the writing process at all grade levels: planning, drafting, revising, editing, publishing, and reflecting upon writing including, but not limited, to on-demand and writing-over-time assignments.
4. Provide consistent and timely feedback throughout the writing process to guide and improve students' writing skills.
5. Incorporate writing as a natural outcome of the content being studied in all curriculum areas.
6. Instruction includes the complex processes, concepts, and principles of literacy using differentiated strategies to make instruction accessible.
7. Assign students to read and analyze a variety of print and non-print materials including persuasive, literary, informational, and practical/workplace materials using these readings and materials as models for student writing.
8. Provide appropriate resources for writing driven by different instructional purposes with different audiences for the student to consider.
9. Demonstrate, through strands of literacy, an understanding of cultural differences and work effectively with people from a range of social and cultural backgrounds to build on and articulate ideas.
10. Students apply technology as a tool throughout the writing process.
11. Allow student choice and exploration.
12. Provide experiences for students to apply appropriate writing skills to oral communication skills and real world and creative communication experiences appropriate for meeting Kentucky Academic Standards.

School-wide structures and monitoring guidelines

To ensure every student has a writing/communications portfolio that demonstrates student interests, the integration of writing and communication skills across the content areas, includes samples of work that show interests and growth over time, follows the student from grade to grade, and follows the student to any school he/she attends, the principal will:

1. Ensure curriculum is vertically and horizontally aligned to Kentucky Academic Standards.
2. Assign a literacy team to develop a written plan for implementing and monitoring writing portfolios.
3. Ensure the plan includes guidelines for incorporating student and teacher use of technology tools.
4. Ensure the implementation of the Writing Policy and Writing Plan.
5. Ensure that the Writing Policy and the Writing Plan are reviewed annually and revised (if necessary).
6. Ensure teachers receive job-embedded professional learning opportunities integrated in the workday and provide regular and consistent time for teachers to collaborate on programmatic improvements and exchange ideas.

Criteria for the writing plans

Writing plans will be separate from this policy and will be specific for each level. These plans will reflect this policy and will be adjusted based on the testing data, classroom data, and program appraisal data. To ensure the writing process includes reflection, assessment, and feedback, the writing plan will incorporate:

1. Active participation of students in decision making about contents of the portfolio.
2. The use of the portfolio for determining student performance in communication.
3. The procedures for reviewing the portfolio in order to determine strengths and weaknesses in student writing and the overall writing program.
4. The procedures for grading the portfolio including feedback to inform instruction.
5. Guidelines for providing students descriptive feedback on the portfolio.
6. Opportunities for students to improve their writing and communication skills based on portfolio feedback.

Policy evaluation

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