SITE BASE DECISION MAKING POLICY MANUAL

Mission Statement*: Boyle County High School strives to inspire and equip all students to be successful citizens through the self-disciplined pursuit of their unique abilities.*

Please note that policies are added throughout the course of the year after being voted on, and approved, by council. The BCHS Site Based Decision Making Council looked at every existing policy during the 2011-2012 school year for cohesiveness and amendments were made to some policies due to the wording of old policies. It is important to note that no old policies were omitted, just reworded. Policies *italicized* are required by law.

ALIGNMENT WITH STATE STANDARDS

(Adopted February 2014)

Under the direction of the Instructional Leadership Team (ILT) (including the administrative staff) at BCHS, the planning process will ensure:

- Sustained analysis of whether each of the programs is contributing adequately to helping all students meet state standards by reviewing the Unbridled Learning: College/Career Readiness for All Accountability System results and other formative assessment results.
- Systematic work to improve those programs in order to meet state standards for all students within the timetable set by the Kentucky Board of Education.
- Ongoing monitoring and evaluation of the implementation and impact of the programs.
- That continual improvements and revisions are made to program strategies based on the regular monitoring and evaluation of their effectiveness.

COLLEGE LEVEL & ADVANCED PLACEMENT COURSES

(Adopted February 2014)

- The principal will complete the assignment of staff to Advanced Placement (AP) courses after the SBDM Council has determined the number of positions needed in the areas of AP. Assignments will include the following:
    - Certification of staff in the content area
    - Acquired professional development (PD) to teach an AP course
    - Changes in student enrollment and courses offered
    - Changes in enrollment to a particular course requiring the abolishment of the course
    - Notification to staff involved is provided by the principal.
- All students wishing to enroll in an AP class must meet the prerequisites and complete the AP contract.

BUDGET AND SPENDING POLICY

(Updated March 2012)

SPENDING CATEGORIES AND MUNIS ACCOUNTING:

Whenever possible in budgets and financial reports, we will use spending categories that will make sense to most stakeholders in our school, even if those categories are not part of the state and district accounting system known as MUNIS.

FEBRUARY/MARCH ESTIMATES

During February and March the SBDM Council will estimate expenses (using categories that will make sense to most stakeholders) for the upcoming year needed to:

1. Implement our CSIP fully, including staffing, materials, professional development, and other needs.
2. Maintain other programs at the current level of quality including staffing, materials, professional development, another needs such as
    - Office expenses
    - Textbook purchases
    - Department allotments not directly linked to the CSIP
    - ESS

During February and March the SBDM Council will estimate funding for the coming year from:

1. Our allocation for certified and classified staff (Section 4 and 5 money).
2. Our allocation for instructional materials (Section 6 money).
3. Our allocation from student fees.
4. Our allocation from textbook rental fees.
5. Our allocation for professional development.
6. Any additional allocations that we have reason to believe are likely to continue.
7. Fundraising activities that will be paid directly into our activity fund but not designated for a specific student group.
8. Grants that seem reasonably likely from any source including ESS, Tech Prep, and Perkins.

At this time, the SBDM Council will estimate expenses and funding without the two matching. The SBDM Council will then discuss possible solutions for any shortfalls.

MARCH/APRIL DRAFT BUDGET

The SBDM Council will develop a draft budget that:

1. Includes a clear statement of the number of certified persons to be employed in each job classification.
2. Includes a clear statement of the number of classified persons to be employed in each job classification.
3. Lists the costs and fund sources to implement identified activities in our SIP.

4. Designates persons responsible for purchasing specific items and services outlined in the SIP.
5. Identifies any further expenses and/or needs that cannot be covered within the current funding estimates and draft budget.

The draft budget will be circulated to the school staff and all parents serving on school Council committees, and will be posted for public review.

The SBDM Council will:

1. Review the draft budget either in a regular or a special meeting.
2. Identify areas that may need adjustment to further reflect school priorities, new spending information, stakeholder input on the impact of the spending proposed plan, or other relevant information and revise the budget for adoption.
3. Discuss whether the Council needs to request Section 7 funding for additional expenses, and what needs would be designated for such funding, and write up the section 7 requests for adoption compatible with any district timelines.

After the SBDM Council adopts its budget and Section 7 requests the SBDM Council will:

1. Notify the Board/Superintendent of the Council's decision on the number of persons to be employed in each job classification.
2. Notify the Board/Superintendent of the Council's decision on any Section 7 requests with justification.
3. Ensure that the portion of the Council's budget that governs its general fund allocation is converted into a standardized budget using the MUNIS accounting codes and that it is sent to the district central office.

IMPLEMENTATION AND MONITORING

Each month, the Principal (or Principal's designee) will ensure that all spending records required by the state and district are maintained.

Each month, the Principal (or Principal's designee) will submit a report to the Council comparing planned expenditures, expenditures so far, outstanding purchase orders, and amount remaining available in each category.

During January, the SBDM Council will:

1. Notify each individual and group designated to select items for purchase of the amount they were authorized to spend, the amount spent so far, their outstanding purchase orders, and the amount remaining available in each category.
2. Ask each individual and group to check those figures and report anything that may need adjustment and report whether they will need the full remaining amount to address the needs in question.
3. From these responses, identify any amounts that will not be needed as budgeted and make budget adjustments to maximize the use of those funds.

The SBDM will repeat this process in March.

BUDGET CHANGES

Individuals or groups who identify spending needs that are not addressed in the current budget will submit a written explanation of the need and the amount to the Council. The Council will consider amending the budget to provide the funding only after considering the financial impact and how the change would affect the success of our CSIP.

The Principal (or Principal's designee) will inform the Council promptly of:

1. Any change in the Council's General Fund allocation received on March 1.
2. Any Section 7 funds to be allocated based on the Council requests and Board action and/or any allocation of Section 7 funds to the school based on ADA.
3. Any change in the school's professional development allocation.
4. Any decision regarding categorical funding for the school.
5. Any change in actual or expected activity fund resources.

The Council will consider amending the budget to respond to funding changes only after considering the financial impact and how the change would affect the success of our CSIP.

Note: Half of the budget must be used by December 31st each year or the remaining half not used will be rolled into the "Department Needs" section of the budget. Administration and bookkeeper must be alerted if there is an item you are saving for as we will make accommodations for this. All money must be spent by March 1st. Any Money not encumbered by March 1st will be rolled into the "Department Needs" section of the budget.

TEXTBOOK SELECTION

Each year, the Council will appoint a Textbook Committee for the subjects under adoption that year. The Textbook Committee will include representation of teachers responsible for that subject and parents.

The Textbook Committee will:

1. Review our SIP, curriculum and the state's Core Content for Assessment.
2. Develop criteria for textbooks and related items that will help the school move students to proficiency.
3. Review each textbook and related material and identify the textbooks and related materials that will best meet their criteria as well as any other criteria established by the Council.
4. Determine quantities of each item to be ordered within the school's textbook budget and fill out the paperwork needed to order those quantities.
5. Report to the Council on its choices.

The Principal (or Principal's designee) will check that each order fits the funds available and any requirements of existing bid lists. IF those requirements are met, the principal (or principal's designee) will take all steps needed to purchase the items listed, and no further Council approval will be needed.

SELECTION OF OTHER ITEMS FOR PURCHASE

Beginning each July 1, each group and individual designated in the SIP will select items for purchase and fill out purchase orders for those items.

The Principal (or Principal's designee) will check that each such order fits the funds available, any other criteria established by the Council, and any requirements of existing bid lists. If those requirements are met, the principal (or principal's designee) will take all steps needed to purchase the items listed, and no further Council approval will be needed.

COMMITTEE POLICY

(Updated March 2012)

There will be seven standing committees, known as "correlates" with the names and jurisdictions listed below. In addition, each correlate will report to the Council and carry out any other duties assigned by the Council.

Strong Instructional Leadership
Frequent Monitoring of Student Progress
Positive Home School Relations
Clear and Focused Mission
Safe and Orderly Environment
Opportunity to Learn/Time on Task
Climate of High Expectations

The Council will complete a Correlate Charge Form when delegating any charge to any correlate. The Correlate Charge Form will then be sent to the chairperson of the relevant correlate.

Committee/Correlate chairpersons:

1. will facilitate meetings.
2. will report committee work to site base council upon request
3. will be available to meet with administrators and other committee chairs periodically to review and discuss school concerns, overall committee structure and effectiveness.
4. will ensure that all operating rules are followed by the committee.
5. will ensure that the committee's work is aligned with the Boyle County High School Vision and Mission statement and the School Improvement Plan (SIP).

CONSULTATION POLICY

(Updated March 2012)

VACANCY COMMITTEE

For each vacancy at a school (except principal), an Interview Committee of no more than five people will interview candidates that were screened by Central Office. The Interview Committee membership will include the principal (or at Principal's discretion an Assistant Principal/Administrator), at least one parent, at least one certified staff member who will work directly with the person to be hired and reasonable representation of the ethnic diversity of our school community.

CRITERIA AND STANDARD QUESTIONS

The Interview Committee will:

1. Determine criteria for a strong candidate (being sure that those criteria do not discriminate based on gender, ethnicity, religion, political affiliation, or any other illegal grounds).
2. Develop interview questions that fit those criteria.
3. Identify any other methods they want to use to tell how well candidates meet the criteria beyond the application, references, and interview. For example, the Interview Committee may want to consider asking for writing samples, a chance to observe a candidate at work, a written response to a hypothetical work challenge, or some other activity to show a candidate's capacities.

APPLICATIONS AND INTERVIEW

After receiving a list of applicants from Central Office, the Interview Committee and/or Principal (and/or principal's designee) in closed session will:

1. Review applicants submitted by Central Office.
2. Decide if information in the written application leads to any specialized questions that should be asked of a particular applicant. (For example, an application that refers to participating in a special seminar might lead to a question about what the applicant learned, or one that shows a gap between leaving one job and taking another might lead to a question about what the person did during the interviewing period).
3. Agree on what, if any, specialized question will be asked.

The principal will schedule an interview with each selected applicant at a time when all Interview Committee members can attend.

Each interview will occur in a closed session of the Interview Committee. The Interview Committee will:

1. Ask all the standardized questions in the same order each time.
2. Ask the specialized questions after that.
3. Ask any follow-up questions after that.
4. Briefly discuss the merits of each candidate immediately following each interview.

SITE BASE CONSULTATION

After considering the Interview Committee's comments, the principal will select the person he or she believes will contribute most to the success of the school's students and notify the chosen applicant. Principal will notify the superintendent of his or her choice. The superintendent will complete the hiring process. Principal will consult Site Base Council at the next scheduled Site Base meeting and notify them of the applicant that was chosen.

EXTRA-DUTY ASSIGNMENTS AND POSITIONS

Extra-duty assignments include paid or unpaid duties beyond the instructional day and/or 187-day contract. When only persons currently working at our school will be considered, the principal will make the assignment following our policy on assignment of staff time. When persons currently not working at our school will be considered, this policy on consultation will be followed by the principal, the Council, and the ad hoc Hiring Committee for each position.

SITE BASE ELECTION POLICY

(Adopted June 2013)

In accordance with KRS.345 a school council, once elected, may adopt a policy setting different terms of office for parent and teacher representatives subsequently elected.

Policy: To ensure continuity for the BCHS site base council, the following was created: (6/2013)

Beginning in 2014-15: -1 current teacher representative will serve an additional one year term
-2 teacher representatives will be elected to a two year term

Beginning in 2015-16: -All teacher representatives will serve a two year term

In May of odd years, 1 teacher representative will be elected. In May of even years, 2 teacher representatives will be elected.

All parent representatives shall be elected for one year terms. This policy shall not limit the number of times a member may be re-elected.

CURRICULUM POLICY

(Updated March 2012)

Our current curriculum, as well as any future changes, will:

1. Be aligned with the Common Core Standards (I.E. Quality Core) and designed to help all students master those standards.
2. Implement the Common Core or a council-approved modification of that program.
3. Provide equitable access to a common academic core for all students.
4. Reflect the strategies adopted in our School Improvement Plan.
5. Provide opportunities for pre-college curriculum and promote college/career readiness.
6. Provide links to continuing education, life, and career options.

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 standards that are assigned for their particular area or areas.
3. Be prepared to contribute to discussions of needed changes in the curriculum.

ADMINISTRATOR ROLE

The administrator will:

1. Ensure that copies of the curriculum standards and expectations for the school are available for parent review.
2. Meet with each new teacher to review this policy and the sections of the curriculum that apply to that teacher's assignment.
3. At staff meetings as needed, hold discussions with the staff on possible curriculum revisions and report to the appropriate committee or correlate on the results of those discussions.

CURRICULUM REVISION

The Curriculum committee and/or appropriate correlate will be responsible for making any needed recommendations to the council on curriculum revisions when one or more of the following events occur:111

1. State officials modify the Academic Expectations or the Common Core Content for Assessment.
2. District leaders or working groups modify district curriculum documents.
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 demonstrates a need to do so.

DROP/ADD POLICY

(Updated March 2012)

Students may drop a course and add a new course within the first three (3) days of a semester by completing a drop/add form (available in the Guidance Office) and obtaining teacher signatures for each course. Students may switch between levels of a course (ex. Honors English I to English I) with teacher permission during the first two (2) weeks of a semester. No schedule changes will be allowed after the second week of a semester unless required by an ARC. **Students taking AP courses are required to sign an AP Contract. That contract states that schedule changes will not be allowed regardless of the circumstances after the first two weeks.**

GRADUATION LATIN HONOR SYSTEM

(Adopted September 2013)

Beginning with the Class of 2014, BCHS will use a Latin Based Honor System for recognizing honor students. The honor system will be as follows:

A student graduating with a cumulative GPA (weighted) of...

4.0+	will graduate Summa Cum Laude
3.80-3.99	will graduate Magna Cum Laude
3.50-3.79	will graduate Cum Laude
3.49 & below	no recognition

All honor students will be given cords and/or stoles as designated in the Graduation Regalia Policy. Summa Cum Laude graduates and their parents will be recognized at the graduation ceremony.

GRADUATION REGALIA POLICY Adopted Spring 2019

Seniors participating in the graduation ceremony may not add any decoration to the cap or gown. Names may be written on the inside of the cap. Regalia must meet the criteria and deadlines below.

Academic Regalia

- Students with a 3.5 and above GPA at the end of their senior year will be awarded a double gold honor cord, which is theirs to keep. These will be paid for by the school (senior/graduation account).
- In addition to the double gold cord, students with a 3.8 and above GPA at the end of their senior year will be awarded a gold stole. These must be purchased or returned at the conclusion of the graduation ceremony.
- No other cords/stoles/pins may be worn based solely on academic achievement (GPA)

Other Achievement Regalia

- Seniors participating in the graduation ceremony will be allowed to display up to 2 other achievements (not including the above stated academic regalia). These achievements must be approved and must meet the following criteria:

- Must be a school affiliated student organization
- The advisor/Coach must present in a timely fashion the type of regalia (cord, stole, sash, pin, earned competitive medal) and the color scheme to be approved by the Principal or designee. This will serve as a one-time approval unless the Advisor makes changes. Administration will keep these on file.

DISCIPLINE, CLASSROOM MANAGEMENT AND SAFETY

(Adopted February 2014)

The SBDM Council, when approving policies, shall adhere to the rights and responsibilities of students as found in the BCHS Student handbook. The purpose of these documents is to provide students with a safe, secure, and positive learning environment. In developing the Student Handbook, teachers, parents, and administrators provide input regarding techniques of management; cooperation; and responsibilities of students, parents, teachers, counselors, the principal, and other school staff. The Safe and Orderly Correlate will have the responsibility of reviewing this plan yearly and making amendments when necessary. The Safe and Orderly Correlate will report to the SBDM Council on the success of the climate within the school.

ARREST POLICY

(Updated March 2012)

In an effort to maintain and expect behavior standards for all student participants in any or all extra or co-curricular activities that are sponsored/endorsed by Boyle County High School, the following is the arrest policy:

1. If a student participating in extra or co-curricular activities is arrested during the school year (or from the first day of practice or meetings) the student is immediately suspended from participating until the student, a parent (guardian), Athletic Director, Principal and head coach/sponsor meet. At this Infractions Meeting, the rules and penalties imposed will be discussed and appropriate counseling/action will be required.
2. An arrest will result in the student being suspended from a minimum of 10% of their KHSAA season. If a student is a member of a non-athletic team (FFA, Band, etc.) the suspension will be determined during the Infraction Meeting.
3. Any student arrested a second time during the school year (or from the first day of practice or meetings) will be suspended from any further participation in any Boyle County High School extra or co-curricular activities for the remainder of the school year.

EMERGENCY RESPONSE

(Adopted Sept. 2013, Updated August 2024)

School Emergency Management Team:

David Christopher, Principal Steve Goggin, Assistant Principal Kyle Wynn, Assistant Principal

Travis Leffew, Assistant Principal Caitlin Adkins, Counselor Daylen Morris, SRO
Dana Stigall, Counselor Caitlen Daniels, Counselor Jennifer Acey, Attendance Tammy Williams, Bookkeeper Sandra Clark, Youth Service Center Director
Andrea Craig, Ad. Learning Specialist Jeff Lawhorn, Custodian Hannah Hollis, Custodian

As with any plan or program there are different levels of emergencies. This plan is designed for the maximum crisis situation and will be scaled down based on the situation. All teachers should read and maintain this plan in their emergency bag. The emergency bag will be located on the inside back of the classroom door or on the wall within a foot of door opening. Included in this bag should be the following: rolls/class rosters, sign out sheets, BCHS emergency management plan, classroom room phone lists, list of any student with special needs in your class (diabetic, etc.), small first aid kit, the teacher emergency procedures guide handout, basic emergency care steps handout, and a clipboard. The complete Emergency Plan is on file with the school's SRO.

EXTRACURRICULAR PROGRAMS

(Adopted February 2014)

Boyle County High School extracurricular programs shall be selected based on the following criteria:

- The program complements the school's mission statement.
- The program encourages students to develop self-confidence, self-esteem, and leadership skills.
- The program provides opportunities for students to participate in activities that encourage cooperation and team building with adults and peers.
- The program provides the opportunity for students to interact socially in a positive manner with students within our school, other schools, and other districts.

ENHANCING STUDENT ACHIEVEMENT POLICY

(Updated March 2012)

Boyle County High School will enhance achievement through the following plan:

1. Sustained analysis of whether each of our programs is contributing adequately to helping all our students meet state standards.
2. Systematic work to improve those programs so that we do meet state standards.
3. Ongoing monitoring and evaluation of the implementation and impact of our programs.

GRADING POLICY
(Adopted April 2013)
ALL EOC & A/B Year-long Classes (Carnegie Unit):

- 1st semester (A class) (40% 9 wks + 40% 9 wks + 20% cumulative final exam)
- 2nd semester (B class) (40% 9 wks + 40% 9 wks + 20% EOC/cumulative final at end of B class)
  *If a student fails one section but has a passing cumulative average at the end of the school year then the student will earn .5 credit for each section (A & B). The recovered .5 credit will be issued with a 70%.

ALL Other Year-long Classes (Carnegie Unit):

- 1st semester 50% (20% 9 wks + 20% 9 wks + 10% fall cumulative final exam)
- 2nd semester 50% (20% 9 wks + 20% 9 wks + 10% spring cumulative final exam)

ALL Semester-long Classes (Performance Based):

- Semester Class 100% (40% 9 wks + 40% 9 wks + 20% cumulative final exam

GRADING SCALE
(Adopted January 2011)

90-100 A 80-89 B 70-79 C 69 & Below F

INSTRUCTION & NON-INSTRUCTIONAL STAFF TIME ASSIGNMENT

(Adopted February 2014)

Each year, teachers will be surveyed by the administrative staff to determine their interest in teaching assignments and teams. Each year, the principal shall prepare an instructional and non-instructional staff assignment plan for the following school year. Intended assignments may be modified as needed based on:

- Changes in student enrollment.
- Programmatic needs.
- Changes in enrollment to a particular class or course requiring the abolishment of that class or course.

Extra-duty assignments will be made by the principal on a rotating basis and distributed equally, based on the needs of the building. All certified staff will supervise hallways, bathrooms and common areas between classes and before and after school as students are entering or leaving the instructional areas each day.

INSTRUCTIONAL PRACTICES POLICY

(Updated March 2012)

Teachers shall design instructional strategies that are congruent with the Boyle County Schools "Blueprint for Success."

PRINCIPAL SELECTION POLICY

(Updated March 2012)

When the Council learns that the school needs to hire a principal, the Council will:

1. Obtain training in recruitment and interviewing techniques from the trainer of its choice.
2. Hold at least one afternoon and one evening meeting to receive suggestions from parents, staff and other interested parties on what traits will make the best leader for this school.
3. Meet in open session to:

- Review the school's mission and Plan and discuss how the newly hired person will need to contribute to that work.
- Review the descriptors for the Standards and Indicators for School Improvement and discuss skills that may be needed to move the school toward higher performance.
- Determine criteria for a strong candidate (being sure that those criteria do not discriminate based on gender, ethnicity, religion, political affiliation, or any other illegal grounds).
- List "ability to strengthen our school-wide understanding of cultural diversity" as one of those criteria.
- Develop interview questions that fit those criteria.
- Identify any other methods they want to use to tell how well candidates meet the criteria beyond the application references and interview. For example, the Hiring Committee may want to consider asking for a writing sample, a chance to observe a candidate at work, a written response to a hypothetical work challenge, or some other activity to show a candidate's capacities.

4. Meet in open session with the superintendent to discuss the criteria and other steps in the hiring process.
5. Meet in closed session to:
    - Review all application and written references.
    - Select applicants to interview.
    - Decide if information in the written application leads to any specialized questions that should be asked of a particular applicant. (For example, an application that refers to participating in a special seminar might lead to a question about what the applicant learned, or one that shows a gap between leaving one job and taking another might lead to a question about what the person did during the intervening period.)
    - Agree on what, if any, specialized questions will be asked.
6. Schedule an interview with each selected applicant at a time when all Council members can attend.
7. Conduct each interview in a closed session during which the Council will:
        - Ask all the standardized questions in the same order each time.
        - Ask the specialized questions after that.
        - Ask any follow-up questions after that.
8. Meet in closed session to discuss how well each applicant meets the criteria.
9. If necessary, request additional applicants from the superintendent and repeat steps 5-8 above.
10. Meet in open session to make the final choice of principal.
11. Notify the superintendent immediately of their choice.

After receiving notice of the Council's choice, the superintendent will complete the hiring process.

PROGRAM APPRAISAL

(Adopted February 2014)

Under the direction of the Instructional Leadership Team (ILT) (including the administrative staff) at Boyle County High School, the planning process will ensure:

- Sustained analysis of whether each of the programs is contributing adequately to helping all students meet state standards by reviewing Unbridled Learning: College/Career Readiness for All Accountability System results and other formative assessment results.
- Systematic work to improve those programs in order to meet state standards for all students within the timetable set by the Kentucky Board of Education.
- Ongoing monitoring and evaluation of the implementation and impact of programs.
- That continual improvements and revisions are made to program strategies based on the regular monitoring and evaluation of their effectiveness.

SCHOOL DAY & WEEK SCHEDULE

(Adopted February 2014)

- Prior to the start of the new school year, the administrative staff will develop the master schedule for the school based on the needs of the students and instructional programs within the school. The number of classes, rotation of classes, coordination of a lunch schedule, and provision of equitable planning time for all teachers shall be factors in developing the schedule.

- The principal or designee will complete the schedule each year and present it to the SBDM Council for approval. The principal may change the schedule if the needs of the school change (e.g., enrollment or addition of special programs).

SCHOOL BELL SCHEDULE

(Adopted April 2011)

Regular Schedule

First Bell	7:55
Warning Bell	8:00
1st Period	8:05-9:05 (60 minutes)
2nd Period	9:10-10:10 (60 minutes)
Break	10:10-10:20 (10 minutes)
3rd Period	10:20-11:20 (60 minutes)
4th Period	11:25-12:55 (@60 minutes)
	A Wave 11:30-11:55
	B Wave 12:00-12:25
	C Wave 12:30-12:55
5th Period	1:00-2:00 (60 minutes)
Break	2:00-2:10 (10 minutes)
6th Period	2:10-3:10 (60 minutes)

Alternate Schedule (for special called AA)

First Bell	7:55
Warning Bell	8:00
1st Period	8:05-9:00 (55 minutes)
2nd Period	9:05-10:00 (55 minutes)
3rd Period	10:05-11:00 (55 minutes)
Special Called AA, **no clubs**	11:05-11:35 (30 minutes)
4th Period	11:40-1:10 (@60 minutes)
	A Wave 11:45-12:10
	B Wave 12:15-12:40
	C Wave 12:45-1:10
5th Period	1:15-2:10 (55 minutes)
6th Period	2:15-3:10 (55 minutes)

Club Schedule (meets once a month)

First Bell	7:55
Warning Bell	8:00
1st Period	8:05-8:30 (25 minutes)
A Clubs	**8:30-9:05**
2nd Period	9:10-9:35 (25 minutes)
B Clubs	**9:35-10:10**
Break	10:10-10:20 (10 minutes)
3rd Period	10:20-10:45 (25 minutes)
AA	**10:45-11:20**
4th Period	11:25-12:55 (@60 minutes)
	A Wave 11:30-11:55
	B Wave 12:00-12:25
	C Wave 12:30-12:55
5th Period	1:00:1:25 (25 minutes)
C Clubs	**1:25-2:00**
Break	2:00-2:10 (10 minutes)
6th Period	2:10-2:35 (25 minutes)
D Clubs	**2:35-3:10**

NOTE: Students not involved in clubs must stay in the class with the teacher…intervention, make-up work, etc. No new material can be introduced or assignments given during this time.

CLUB POLICY: Club sponsors must keep students during the entire club time. Each club must create a 'club card' that must be distributed to club members by the second club meeting. These will be used to leave class for clubs and students will not be allowed to leave class without showing these to the classroom teacher.

1 Hour Delay (weather)

First Bell	8:55
Warning Bell	9:00
1st Period	9:05-9:55 (50 minutes)
2nd Period	10:00-10:50 (50 minutes)
3rd Period	10:55-11:45 (50 minutes)
4th Period	11:50-1:20 (@60 minutes)
	A Wave 11:55-12:20
	B Wave 12:25-12:50
	C Wave 12:55-1:20
5th Period	1:25-2:15 (50 minutes)
6th Period	2:20-3:10 (50 minutes)

Afternoon Assembly Schedule

First Bell	7:55
Warning Bell	8:00
1st Period	8:05-9:00 (55 minutes)
2nd Period	9:05-10:00 (55 minutes)
3rd Period	10:05-11:00 (55 minutes)
4th Period	11:05-12:35 (@ 55 minutes)
	A Wave 11:10-11:35
	B Wave 11:40-12:05
	C Wave 12:10-12:35
5th Period	12:40-1:35 (55 minutes)
6th period	1:40-2:35 (55 minutes)
Release to gym for assembly	2:35-3:10

STAFF TIME ASSIGNMENT POLICY

(Updated March 2012)

CRITERIA

The principal (or principal's designee) shall assign staff members' time in a manner that:

1. Fully supports implementation of our student assignment policy.
2. Takes into account staff members' requests to vary their work, so that it is a factor in favor of a change if a teacher has made past requests for a change or has been in particular assignment for multiple years.

ASSIGNMENTS BASED ON CRITERIA

To complete assignments, the principal (or principal's designee) shall:

1. In March, invite all returning staff members to indicate their preference for continuing or changing assignments the next year, including classroom assignments, extra-duty assignments, and other responsibilities.
2. In April, meet with any individual staff members whose requests may be difficult to grant to discuss reasons for the staff member's interest, factors making it difficult to grant the requests, and possible solutions.
3. In May, assign staff members based on the criteria above.
4. In June, notify the Council of how each returning staff member has been assigned.
5. In September, notify the Council of how all staff members have been assigned.

ALTERING ASSIGNMENTS

After making assignments, the principal (or principal's designee) may alter them:

1. When necessary to respond to unanticipated enrollment or staffing changes.
2. When the principal (or principal's designee) and affected teachers agree that a change is needed.
3. When the Council changes other policies or the School Improvement Plan and recognized in the minutes that those changes may require staff time assignment changes that cannot be put off until next school year.

EVALUATION

Our School Improvement Planning process includes a regular cycle of reviewing data on student performance and data on our alignment with Kentucky's Standards and Indicators for School Improvement. By analyzing that data, we will be able to tell how well this policy is being implemented and having an impact, and therefore able to tell when changes are needed.

STAFFING POLICY

(Updated March 2012)

In accordance with KRS 160.345(2)(f), the superintendent will notify the school council by March 1st of each year of the school's staffing allocation for the next year based on the district staffing formula. The council will respond in writing to the superintendent by March 31st with a list of certified staff to be employed in each job classification at the school based on student/staff data available on that date. Student/Staff data that is subject to and subsequently may change after this date could affect the number of certified staff to be employed in each job classification for the following school year. The council shall determine which job classification(s) will be filled, based on the criteria listed, if certified vacancy/vacancies occur(s) after the March 31st date. Additionally, the principal will provide the superintendent with a list of requested staff positions above the allotment, prioritizing those additional positions.

SCHOOL SPACE POLICY

(Updated March 2012)

The principal shall determine, by taking into consideration the Mission Statement of Boyle County High School and keeping in mind student achievement, the use of school space within the limits set by this policy.

STUDENT ASSIGNMENT POLICY

(Updated March 2012)

Each student shall take the following courses:

1. English I, II, III, and IV.
2. US History, American Government, Global Issues, and World Civilization.
3. Algebra I, Algebra II, Geometry, and an elective math course.
4. Integrated Science, Biology, Chemistry or Integrated Science II
5. One half credit of Wellness.
6. One half credit Arts and Humanities course
7. Any additional work identified by our local board of education policy as required for graduation in our district.

The counselors shall ensure that each student's Individual Graduation Plan includes a list of the courses to be taken each term, including amendments made as the student's plans are refined. A counselor shall review each student's plan annually to make sure he or she is on track to complete all graduation requirements by the end of his or her senior year.

Staff members shall encourage students in earlier graduating classes to take these courses whenever feasible.

TECHNOLOGY USE

(Adopted February 2014)

Technology use in the twenty-first century has become a vital component of all aspects of life. For students to be contributing citizens, they must receive an education that incorporates technology into all aspects of learning. Students at Boyle County High School will be competent users of technology and use technology to support learning in core content subjects.

All teachers at Boyle County High School will implement technology as defined by Kentucky Teacher Standard 6. They will:

- Use appropriate technology to design and plan instruction.
- Use available technology to implement instruction that facilitates student learning.
- Integrate student use of available technology into instruction.
- Use available technology to assess and communicate student learning.
- Demonstrate ethical and legal use of technology.

The plan will set goals and address contributing technology issues and methods to improve technology use and to help students meet state standards according to the timetable established by the Kentucky Board of Education.

WRITING POLICY- Adopted Spring 2019

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:
   i) Opinion (Elementary)/Argumentative (Secondary) to support claims
   ii) Informative/explanatory texts
   iii) 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 writings.

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:
   i. Opinion (Elementary)/Argumentative (Secondary) to support claims
   ii. Informative/explanatory texts
   iii. 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. Provide 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 to:
- use critical thinking skills,
- seek a new or deeper understanding of a topic, and
- demonstrate new understanding through collaborating, creating and making global connections.

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. Date Adopted: _____
Date(s) Reviewed or Revised: