

**SBDM POLICIES**  
**BRYAN STATION HIGH SCHOOL**  
**FAYETTE COUNTY PUBLIC SCHOOLS**



**201 EASTIN RD.**  
**LEXINGTON, KY 40505**



## TABLE OF CONTENTS

1	<a href="#">Curriculum</a>	10	<a href="#">Parental Involvement</a>
2	<b>Budget</b> 2a. <a href="#">Spending Decisions</a> 2b. <a href="#">Procedures and Timelines</a> 2c. <a href="#">Professional Development &amp; Learning</a>	11	<a href="#">School Day and Week Schedule</a>
3	<a href="#">Consultation</a>	12	<a href="#">Discipline, Classroom Management, and School Safety</a>
4	<a href="#">Instructional and Non-Instructional Staff Time Assignment</a>	13	<a href="#">Principal Selection</a>
5	<a href="#">Student Assignment</a>	14	<a href="#">Emergency Management Plan</a>
6	<a href="#">School Space Use</a>	15	<a href="#">Committees</a>
7	<a href="#">Program Appraisal and Alignment with State Standards</a>	16	<a href="#">College Level Courses</a>
8	<a href="#">Extracurricular Programs</a>	17	<a href="#">Addendum</a>
9	<a href="#">Enhancing Student Achievement</a>		



# CURRICULUM POLICY #1

## CURRICULUM GUIDELINES

---

The Bryan Station High School Curriculum will:

1. Be aligned vertically and horizontally with Kentucky Core Academic standards for all subjects — English/Language Arts (including Writing); Math; Science; Social Studies; Practical Living and Career Studies; and Arts and Humanities, and designed to help all students master that content.
2. Be revised, if needed, based on school needs assessment through the program review process, improvement planning process, professional learning communities, or analysis of student results.
3. Provide equitable access to a common academic core for all students.
4. Provide support for all students to be able to complete some college-level work while in high school.
5. Provide links to continuing education, life, and career options.
6. Reflect the strategies adopted in our School Improvement Plan.
7. Provide the legally required core curriculum of college-level courses.

## TEACHER ROLE

---

All teachers at Bryan Station High School will:

1. Disseminate the curriculum expectations for their classes to students in an age-appropriate way and to all parents.
2. Teach the *state standards* assigned for their particular area or areas.
3. Be prepared to contribute to discussions of needed changes in the curriculum.

## PRINCIPAL ROLE

---

The principal of Bryan Station High School will:

1. Ensure that copies of the curriculum standards and expectations for the school are available for parent review.
2. Principal (or designee) will 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.



## **GUIDANCE COUNSELOR ROLE**

---

For the Practical Living and Career Studies content, the guidance counselors at Bryan Station High School will ensure that all students continue their ILP development throughout high school. ILP development will include input from students, teachers, and parents. Guidance counselors will be sure parents receive access information for the ILP.

## **CURRICULUM REVISION**

---

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

1. State officials modify the KERA Goals, the Academic Expectations, the *Kentucky Core Academic Standards*.
2. District leaders or working groups modify district curriculum documents.
3. Our School Improvement Planning process identifies a need for adjustments.
4. Other schools in our district identify a need for changes in their curriculum or in ours that could alter our vertical articulation, create curriculum gaps, or allow unintended overlaps and redundancy.
5. During staff discussions, one or more teachers at our school identify a weakness or opportunity for improvement that needs to be addressed to ensure success for all students.
6. Other stakeholder input or data demonstrate a need to do so.

## **POLICY EVALUATION**

---

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

Date Adopted: 7-20-15

Date Reviewed or Revised: 8-20-18

Date Reviewed or Revised: \_\_\_\_\_



## BUDGET POLICY#2A SPENDING DECISIONS

**Purpose:** This policy includes procedures used to make spending decisions in the areas listed below, where the SBDM statute authorizes the council responsibility for spending decisions

Activity Funds	Professional Development*
Number of Employees	Textbooks/ E-Textbooks
Student Support Services	Instructional Materials

\* Professional Development is in a separate policy.

### ACTIVITY FUNDS

---

Activity funds are subject to the Accounting Procedures for Kentucky School Activity Funds (Redbook) requirements. Pursuant to Kentucky Administrative Regulations SBDM allocations are not activity funds; these records should be recorded in MUNIS.

Activity funds procedures:

1. Each club, organization and activity account shall prepare a tentative budget for the next school year on the Individual Activity Account Budget Worksheet. These documents shall be presented to the principal on or before April 15.
  - a. The sponsor shall work with the officers of the club to assure continuity of programs.
  - b. The principal or designee shall prepare activity accounts budgets for SBDM approval.
2. The council, with input from the appropriate committee, club, or organization, will approve the school general activity fund budget and other office activity fund budgets.
3. In accordance with district policy, the SBDM council will determine the use of school general activity funds from bookstore sales, snack, beverage sales, and other office activity funds not raised by a school organization for a specific purpose. As these purchases are primarily made by students, the profits shall benefit students. This money is not for meeting the school's routine operating expenses, salaries/stipends, renovations or maintenance of school facilities. The funds are not to be added to the general account.
4. If the employee lounge has vending machines or other concessions, the profits are for employee purposes.
5. The SBDM council can approve other allowable expenditures for accounts that do not involve students. These expenditures shall be of benefit to all the students, not any specific student group. As an example, picture sales.
6. The council, with input from the appropriate committee, club, or organization, will also:
  - a. Determine the use of cash donations for general purposes.
  - b. Oversee the expenditure of instructional funds from school fees and dues and any other funds not raised for a specific purpose.
  - c. Participate in the creation of bid specifications and conditions, serve on bid evaluation committees, and participate in formulation of policies and procedures concerning activity funds if requested by the school board.
7. The Title IX report must include all expenditures for student athletics, including external support/booster organizations, school activity fund monies, SBDM allocations and grants.



8. The SBDM council or district, with approval of the local Board of education, may establish additional guidelines/requirements for the external support/booster organizations.
9. The School Activity Fund Fundraiser Approval Form requires signatures from the SBDM council, (Required IF council policy requires approval of fundraisers)

### **NUMBER OF EMPLOYEES**

All procedures involved in the determination of the number of employees hired will avoid discussions or actions intended to cause the transfer or dismissal of any specific individual staff member.

### **MARCH TO MAY**

1. The superintendent will notify the council by March 1<sup>st</sup> of its tentative allocation for the next school year, including staff funding.
2. With effective student /teacher ratio in mind a committee, working with the principal if requested, will review the school improvement plan and other indicators to determine the number of staff required in the various categories of employment.
3. After obtaining input from stakeholders, and making revisions if needed, the committee will present a tentative plan to the council for official action.
4. Upon receipt of the final allocation from the superintendent, the council will establish a staffing plan, sending it to the superintendent prior to the district-established deadline.

### **STUDENT SUPPORT SERVICES**

---

The SBDM council, through the adoption of the budget, will determine student support services annually.

### **TEXTBOOK/ E-TEXTBOOK/ CONTENT RESOURCE SELECTION**

---

The council will appoint an ad hoc committee to review instructional materials. The committee will include X number of teachers and be inclusive of other stakeholders. Efforts to include family and community members will be documented and kept with the meeting minutes. The committee will take the following steps:

1. Review the BSHS School Improvement Plan, curriculum, and the Kentucky Core Academic Standards.
2. Develop criteria for text/e-textbooks and related items that will move students to proficiency.
3. Review each text/e-book and related materials to identify resources that best meet the set criteria.
4. Report selections to the SBDM council for approval.
5. Respecting regulatory requirements governing textbook funds determine quantities to be purchased.
6. The principal (or principal designee) will ensure each purchase order aligns with available funds, respects existing contracts or bid lists, and complete the purchases.



## **INSTRUCTIONAL MATERIALS**

---

The following procedures determine the spending needs for instructional materials:

### **FEBRUARY TO JUNE**

1. The principal and/or a committee will review the Bryan Station High School Improvement Plan and other indicators of student needs to develop a tentative plan for purchasing instructional materials. The proposal will consider an estimate of available funds from all sources, designate who is to be responsible for the choices, and include the amount of allocations for:

- Items to implement the School Improvement Plan
- Shared supplies
- The library
- The computer lab
- Distinctive needs of teaching team
- Distinctive needs of teachers not assigned to a team
- Electronic materials
- The principal's discretionary fund
- Other categories as the principal or committee deems necessary.

2. By March 1, the superintendent will notify the council of tentative allocations, including instructional materials for the upcoming school year.

3. The tentative plan will align with the allocations, revised and presented to stakeholders for input.

4. Upon receipt of the superintendent's final allocation, the tentative plan, inclusive of stakeholder feedback, will be modified if necessary and organized by spending categories.

5. The plan will then be presented to the SBDM council for official action.

6. In accordance with district timeline and procedures, the council will submit a request for Section 7 money.

7. The principal (or principal designee) will reformat the spending plan to fit the MUNIS accounting system and submit it to the superintendent.

8. All groups or individuals in the council approved spending plan will make their selections and complete purchase orders.

9. The principal (or designee) will ensure purchase order funds are available, and respect existing contracts and/or bid lists. He or she will complete the purchase order with no need of further council approval.

### **POLICY EVALUATION**

---

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

Date Adopted: 7-20-15

Date Reviewed or Revised: 8-20-18

Date Reviewed or Revised: \_\_\_\_\_



## BUDGET POLICY #2B PROCEDURES AND TIMELINES

### SPENDING CATEGORIES AND MUNIS ACCOUNTING

---

In order to ensure that all stakeholders understand the budget and financial reports, BSH will designate spending categories that are clear to the majority, even though some categories do not align with the district's accounting system.

### DRAFT BUDGET

---

#### DECEMBER TO FEBRUARY

All *EXPENSES* needed to complete the following will be estimated for the upcoming year:

1. Fully implement the School Improvement Plan, including staffing, materials, professional development, and other needs.
2. Maintain other programs at the current level of quality including staffing, materials, professional development, and other needs.

The *FUNDING* will be estimated for the coming year from:

1. Our allocation for certified and classified staff (Section 4 & Section 5).
2. Our allocation for instructional materials (Section 6).
3. Any additional allocations that we have reason to believe are likely to continue.
4. Our allocation for professional development (Section 8).
5. Funds from any fundraising activities (activity funds) that are not designated for specific student group use and any fundraising activity money that we expect to carry over.
6. Grants that seem reasonably likely from any source.
7. Categorical (Title Programs, e.g. IDEA B, Title I, Title II, etc.) dollars from programs listed as sources in our School Improvement Plan based on past funding and consultation with the principal about what is being considered for next year.

Expenses and revenues will be estimated separately and no attempt will be made to match the two at this time. If necessary any *SHORTFALLS* will be shared with the council for a discussion on possible solutions.

A *DRAFT BUDGET* will be developed that:

1. Includes a clear statement of the number of persons (FTE or Full Time Equivalents) to be employed in each job classification.
2. Lists dollar amounts.
3. Addresses the expenses for fully implementing our School Improvement Plan and maintaining other programs at their current level.
4. Describes which sources will be used to cover each expense.





5. Designates the person or group responsible for selecting specific items to be purchased in each spending category, with the media librarian as the person or a member of the group responsible for items for the library media center.
6. Identifies any further expenses and needs that cannot be covered within currently expected funding or are not being met by the current budget.

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

## REVISING THE DRAFT BUDGET

---

### MARCH TO MAY

The council will:

1. Review the draft budget either in a regular or a special meeting.
2. Compare the draft budget to the tentative budget provided by the school board on March 1.
3. Identify areas that may need adjustment to further reflect school priorities, new spending information, stakeholder input on the impact of the proposed plan, or other relevant information.
4. If necessary, charge a committee or ask the principal to consider areas that may need adjustment and submit a revised budget for council adoption.
5. Discuss whether the council needs to request Section 7 funding for additional expenses, and what needs would be designated for such funding.
6. Charge a committee or ask the principal to write up the Section 7 requests for formal council adoption.
7. Set a timetable for adopting a revised budget and official Section 7 requests that is compatible with any district timetable.

### MAY and JUNE

After the council receives the final allocation from the superintendent on May 1 and adopts its budget and its Section 7 requests, the following procedures will be completed:

1. Notify the superintendent and local board in writing of the council's decision on the number of persons to be employed in each job classification and any Section 7 requests.
2. Ensure that the portion of the council's budget that governs its general fund allocations is converted into a standardized budget using the MUNIS accounting codes and that it is sent to the district central office.
3. Ensure that all relevant budget items are clearly reflected in the School Improvement Plan and that the person or group listed as responsible for selecting specific items has been notified of the dollar amounts.

## IMPLEMENTATION AND MONITORING

---

### EVERY MONTH

The principal (or principal designee) will:



1. Ensure that all spending records required by the state and district are maintained including but not limited to all Redbook Requirements.
2. Submit a report to the council comparing planned spending, spending so far, outstanding purchase orders, and amount remaining available in each category.

### **JULY TO SEPTEMBER**

The principal (or principal designee) will ensure that:

1. In accordance with Redbook procedures/requirements, all booster organizations (including PTA/PTOs) have submitted to the principal by July 25<sup>th</sup> their annual financial report for the previous year which ends June 30<sup>th</sup>.
2. All booster organizations (including PTA/PTOs) have completed all Redbook requirements including submitting to the principal the following documentation required in the Redbook:
  - Names of officers (due within the first 30 days of school)
  - Annual budget worksheets showing estimated revenues and expenditures for the coming year (due within the first 30 days of school or within thirty days of the first transaction for the group).

### **JANUARY AND APRIL**

The following procedures will be completed in January and then again in April:

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 recommendations to the council for budget adjustments to maximize the use of those funds.

### **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 both the council and the Budget Committee.

The principal will inform the council promptly of:

1. Any change in the council's General Fund allocations received on March 1<sup>st</sup>.
2. Any Section 7 funds to be allocated based on council requests and board action and 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 after receiving stakeholder input and advice from the principal on the financial impact and reviewing how the change would affect the success of our School Improvement Plan.



## POLICY EVALUATION

---

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

Date Adopted: 7-20-15

Date Reviewed or Revised: 8-20-18

Date Reviewed or Revised: \_\_\_\_\_



## **BUDGET POLICY# 2C**

# **PROFESSIONAL DEVELOPMENT AND LEARNING**

### **CRITERIA FOR PROFESSIONAL LEARNING**

---

1. Our school's plans for professional development (PD) and learning will be in alignment with state and national professional development standards.
2. Adequate time and resources for staff to participate in professional learning will be provided.
3. PD and other professional learning activities will be planned and carried out to meet the identified learning needs of:
  - The school as identified in the school improvement plan.
  - Individuals as identified in professional growth plans.

### **ORGANIZATION AND BUDGET CONSIDERATIONS**

---

1. Each year the school improvement plan, with council approval, will include PD activities for three of the four professional development days in the district calendar and other appropriate learning opportunities for teachers.
2. Where needed to achieve school improvement plan goals, the use of flexible PD time may be proposed in lieu of some or all of the three PD days. The council must submit such proposals to the board of education for approval.
3. PD funds not needed to implement the improvement plan may, with approval prior to the event, be used for: Flexible professional development/learning time to implement an individual growth plan (requires principal approval) or Professional development/learning opportunities that support the school improvement plan (requires either council or principal approval). In the event of conflicting approvals, priority shall go to individual growth plan needs approved by the principal.
4. The annual budget will identify resources available for all areas of need in the school improvement plan.
5. For needs identified in the improvement plan, the person the plan designated as responsible will make all arrangements for the activity and complete purchase orders for required expenditures.
6. For needs identified in an individual professional growth plan, the individual will make necessary arrangements and complete required purchase orders for required expenditures.
7. The principal (or principal designee) will ensure purchase orders funds are available, and respect existing contracts or bid lists. He or she will complete the purchase order with no need of further council approval

### **EVALUATION OF PROFESSIONAL LEARNING ACTIVITIES**

---

The following procedures will be followed to evaluate PD funds:

1. Any activity using PD funds will be evaluated by participants immediately following the activity, or in the case of ongoing activities, at the end of the year. Evaluations will be designed to establish:
  - What the participant now knows or is able to do as a result
  - The quality and effectiveness of the activity.
2. The principal (or principal designee) will report the results of all PD evaluations to the council at least once a year to aide in planning future PD activities.
3. The Bryan Station High School Improvement Plan will ensure an ongoing process that evaluates the impact of professional learning on the staff, school improvement, and on student academic progress.



## INDIVIDUAL PROFESSIONAL DEVELOPMENT, GROWTH, AND LEARNING

---

Teachers are encouraged to seek regular opportunities for continued PD and learning. Following are guideline for teachers to obtain pertinent PD and professional learning in the development skills based on their individual professional growth plan. Possible initiatives may include:

- Invite colleagues and supervisors into the classroom to gain insight from their feedback.
- Actively participate in professional organizations and professional learning communities
- Seek activities that will lead to growth including, but not limited to:
  - Addressing student needs and providing opportunities for student success by assessing the effectiveness of instructional activities and identifying ways to improve a lesson/activity.
  - Increasing the efficiency and functioning of a classroom with wise use and management of time and materials, smooth transitions, efficient routines, and physical arrangements that promote student learning.
  - Establishing rigorous instructional outcomes that:
    - related to the “big ideas” of the discipline
    - are written in terms of what students will learn rather than do
    - lend themselves to various forms of assessment
    - reflect several types of learning
    - are differentiated when necessary
    - are aligned with learning tasks and activities.
  - Developing high level questioning techniques and discussion skills to engage students and promote thought and understanding.
  - Increasing efficiency, maintaining accurate and effective student records to include: assignment completion, mastery of learning goals, progress checks, non-instructional records, and strategies used to provide students and families access to these records.
  - Interpreting and using student data to make instructional decisions that establish and monitor rigorous student growth goals.
  - Interpreting and using data to make instructional decisions, set and monitor rigorous goals
  - Incorporating student related information into lessons including but not limited to levels of cognitive development, cultural heritages, interests, and special needs.
  - Improve interpersonal communication skills with families and the community.
  - Use of resources in planning and preparation including but not limited to varied level texts, guest speakers, field experiences, the internet, multidisciplinary resources, professional learning communities (PLC), universities, and providing appropriate lists of resources for students.

## POLICY EVALUATION

---

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

Date Adopted: 7-20-15

Date Reviewed or Revised: 8-20-18



## CONSULTATION POLICY#3

### **INTERVIEW COMMITTEE**

---

For each vacancy that occurs at our school (\*except principal), the principal will appoint an ad hoc interview committee. This committee's membership will include the principal/designee, one SBDM parent if available, one SBDM teacher member, and one certified staff member who will work directly with the person to be hired (department chair or department chair's designee) and other identified stakeholders as deemed necessary. The principal/designee will chair the Interview Committee. For each new vacancy, the chair and interview committee shall establish a timeline for the interview process.

When vacancies occur all efforts will be made to ensure that the workforce within the school is diverse and reflects the demographic makeup of the student population served in the District.

The principal/designee shall ensure that the composition of the interview committee and all decision making bodies and committees within the school reflect diversity and inclusion of at least one minority representative within its membership/composition whenever reasonably possible. For this purpose, minority shall be defined as American Indian; Alaskan native; African-American; Hispanic, including persons of Mexican, Puerto Rican, Cuban, and Central or South American origin; Pacific Islander; or other ethnic group underrepresented in the school.

\* See the Principal Selection Policy for procedures for this vacancy.

### **CRITERIA/INTERVIEW QUESTIONS and APPLICATIONS/REFERENCES**

---

Members of the interview committee will:

1. Develop a set of criteria for a strong candidate. These criteria, the selection of applicants for interview, and the hiring of the applicant will not discriminate based on gender or gender identity, race, color, national or ethnic origin, marital or family status, sexual orientation, religion, political affiliation, disability, age, veteran status, or any other characteristic protected under applicable federal or state laws or district policies.
2. The principal/designee will provide a standard set of interview questions that will be asked of all candidates during their interview.
3. After review of their written application and references, the committee will determine which candidates to interview from the list of applicants provided by the principal/designee.

### **INTERVIEWS**

---

The following procedures will be followed during scheduled closed session interviews:

1. All the standardized questions selected by the committee will be asked of each candidate.
2. Following the standardized questions, follow-up (if any) will be asked.
3. The interview committee will have the opportunity to discuss how well each candidate meets the criteria and any other input requested by the principal prior to recommendation to the council.

### **CONSULTATION WITH THE COUNCIL**

---

After interviews are complete, in a closed session, the council will meet to discuss with the principal the findings of the interview committee and offer comments on the contributions the interviewed applicants could make and provide any additional input requested by the principal.



If a quorum of the council fails to attend this meeting, the principal may either call another meeting or declare an emergency and conduct the required consultation with at least two additional council members.

### **SELECTION OF THE PERSON TO BE HIRED**

---

After considering the input from all the closed session meetings with the council, the principal will make the final selection of the person he or she believes will contribute most to the success of the school's students and notify the superintendent and council of his or her choice. The decision made by the principal is binding on the superintendent who will complete the hiring process.

### **EXTRA-DUTY ASSIGNMENTS AND POSITIONS**

---

Extra-duty assignments and positions include paid or unpaid duties beyond the instructional day or beyond the contract days of a teacher. When only persons currently working at Bryan Station High School will be considered, the principal will make the assignment following the school policy on Instructional and Non-Instructional Staff Time Assignment. When persons currently not working at Bryan Station High School will be considered, this policy on consultation will be followed by the principal, the council, and an ad hoc interview committee appointed by the principal/designee.

### **POLICY EVALUATION**

---

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

Date Adopted: 7-20-15

Date Reviewed or Revised: 6-30-16

Date Reviewed or Revised: 7-16-18



# INSTRUCTIONAL AND NON-INSTRUCTIONAL STAFF TIME ASSIGNMENT POLICY#4

## CRITERIA FOR ASSIGNMENT

---

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

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

## ASSIGNMENTS BASED ON CRITERIA

---

To complete assignments, the principal (or designee) will:

1. By March, invite all returning staff members to indicate their preference for continuing or changing assignments the next year, including classroom assignments, supplemental and extra-duty assignments, and other responsibilities.
2. By April, consult with content leads and members of the leadership team to determine course assignments.
3. By May, 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.
4. By June, assign staff members based on the criteria in the first section of this policy. Notify all staff members of their assignments.
5. In August, notify the council of how all staff members have been assigned.





## **ALTERING ASSIGNMENTS**

---

After making assignments, the principal may alter them:

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

## **SUPERVISION OF STUDENTS**

---

While on school property, students at Bryan Station High School will be under the supervision of a qualified adult who will hold them accountable for their conduct.

## **DAILY SUPERVISION PLANS**

---

Prior to the opening of each school year, the principal (or designee) will distribute a plan of daily student supervision for the following areas:

- Cafeteria
- Restrooms
- Locker areas including the gym
- Halls and stairways
- Before and after school areas
- Bus loading and unloading zones
- Doorways that students have access to enter or exit

## **SUPERVISION OF EVENTS AND ACTIVITIES**

---

The Principal (or designee) will ensure that all school sponsored events and activities are supervised and chaperoned with a suitable number of qualified adults who will hold students to appropriate standards of conduct.

## **POLICY EVALUATION**

---

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

Date Adopted: 7-20-15

Date Reviewed or Revised: 8-20-18

Date Reviewed or Revised: \_\_\_\_\_



## STUDENT ASSIGNMENT POLICY#5

### CRITERIA FOR STUDENT ASSIGNMENT TO CLASSES AND PROGRAMS

---

The principal (or principal's designee) will assign students to classes and programs including advisory in a manner that will:

1. Take each student's developmental needs into account.
2. Facilitate the implementation of our School Improvement Plan.
3. Prepare all students to be college and career ready.
4. Implement each student's Individual Learning Plan.
5. Assure service offerings for students identified as gifted and talented in music, dance, drama and/or visual arts (e.g., high school specialization in the arts).
6. Support the goal of not exceeding the state class size cap, except under the following circumstances:
  - Temporary exceptions in order to provide an appropriate assignment to a student newly enrolled in the school.
  - Permanent exceptions made after meeting with all the teachers for the appropriate student level and topics to discuss student needs and possible solutions and after determining that no reasonable alternative will meet the student's needs

### SECONDARY HOMEROOM ASSIGNMENTS

---

The principal (or principal's designee) will assign students to homeroom or advisory periods based on student-selected career path interest, with exceptions being made only when necessary to address unusual physical needs, interpersonal difficulties, or noticeable disproportions by race or gender.

### POLICY EVALUATION

---

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

Date Adopted: 7-20-15

Date Reviewed or Revised: 8-20-18

Date Reviewed or Revised: \_\_\_\_\_



## SCHOOL SPACE USE POLICY#6

### CRITERIA FOR ASSIGNING SCHOOL SPACE

---

The principal will assign the use of school space during the school day in a manner that will:

1. Take each student's developmental needs into account.
2. Facilitate the implementation of our School Improvement Plan.
3. Maximize staff opportunities for sharing resources, mentoring, and collaborating with teachers and students of similar grade levels, subject areas, or collaborative groups for consecutive years.

### CLASSROOM SPACE ASSIGNMENTS

---

To assign classroom space, the principal will:

1. By March 31, invite all returning staff members to indicate their preference for continuing or changing classroom space assignments the next year.
2. By April 30, meet with any 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. By June 30, assign classroom space based on the criteria in the first section of this policy and notify all staff members of their individual assignments.
4. In August, notify the council of how classroom space has been assigned.

### ALTERING CLASSROOM SPACE ASSIGNMENTS

---

After assigning classroom space, the principal may alter those assignments:

1. When necessary to respond to unanticipated enrollment or staffing changes.
2. When the principal and affected teachers agree that a change is needed.
3. When the council changes other policies or the School Improvement Plan and recognizes in the minutes that those changes may require space use changes that cannot be put off until the next school year.

### ASSIGNMENTS OF NON-CLASSROOM SPACE

---

For non-classroom space, the principal will make decisions based on the criteria in the first section of this policy after consulting with staff members who work or will work in any space affected by change from existing arrangements.

### POLICY EVALUATION

---

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

Date Adopted: 7-20-15

Date Reviewed or Revised: 8-20-18

Date Reviewed or Revised: \_\_\_\_\_



## **PROGRAM APPRAISAL & ALIGNMENT WITH STATE STANDARDS POLICY #7**

### **PROGRAM APPRAISAL NEEDS ASSESSMENT**

---

Our yearly School Improvement Planning process will include:

- An analysis of our state testing data and other school data as necessary to discover the extent to which our students are meeting state standards and our programs are:
  - o aligned with state standards
  - o proving effective, including but not limited to our categorical programs
- Systematic work to discover and correct the causes of and barriers to high performance by all students and the movement of students toward our goals.
- A revision of our School Improvement Plan based on our needs assessment data for that year. The Plan will set goals and address any indicated alignment issues, address causes, and make indicated changes to programs to help move our students to state standards according to the timetable established by the Kentucky Board of Education.

We will implement this process to address the effectiveness of all our programs and the resulting plans for improvement will be monitored by the council.

### **POLICY EVALUATION**

---

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

Date Adopted: 7-20-15

Date Reviewed or Revised: 8-20-18

Date Reviewed or Revised: \_\_\_\_\_



## EXTRACURRICULAR PROGRAMS POLICY#8

### CRITERIA FOR PROGRAMS

---

*For an extracurricular program to be continued or to institute a new program, the program must:*

1. Contribute to the following Kentucky Learning Goals:
  - Becoming a self-sufficient individual.
  - Becoming responsible members of a family, work group, or community, including demonstrating effectiveness in community service.
2. Generate and maintain student interest as well as attract students currently not involved in extracurricular or service projects.
3. Encourage, enhance, and maintain equity including but not limited to a wide range of opportunities for all students.
4. Have a suitable adult sponsor and have appropriate adult supervision at all times.
5. Programs Currently Offered section will be updated twice a year in July and January. Programs will also be listed in the student and staff handbooks that are revised in July.

### PROGRAMS CURRENTLY OFFERED

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

- |  |                                     |
|--|-------------------------------------|
| 1. Academic Team                       | 19. Future Educators Association    |
| 2. Anime Club                          | 20. Gamer's Group                   |
| 3. ACT Club                            | 21. Gender and Sexualities Alliance |
| 4. Archery                             | 22. Golf Team                       |
| 5. Band                                | 23. Green Team                      |
| 6. Baseball                            | 24. Guitar Club                     |
| 7. Basketball                          | 25. Hispanic Honor Society          |
| 8. Bass Fishing                        | 26. HOSA                            |
| 9. Beta Club                           | 27. JROTC                           |
| 10. Black Lives Matter                 | 28. Key Club                        |
| 11. Choir                              | 29. Lacrosse                        |
| 12. Classic Film Club                  | 30. Latin Dance Team                |
| 13. Cross Country                      | 31. National Art Honor Society      |
| 14. Dance Team                         | 32. National Honor Society          |
| 15. Drama                              | 33. Newspaper                       |
| 16. FCCLA                              | 34. Orchestra                       |
| 17. Football                           | 35. Pep Club                        |
| 18. Future Business Leaders of America | 36. Prom Committee                  |
|  | 37. Rock Climbing Club              |



38. Soccer
  39. Society of Hispanic Professional Engineers
  40. Softball
  41. Speech and Debate
  42. Step Team
  43. Student Council
  44. Student Technology Leadership Program (STLP)
  45. Swimming
  46. Tennis
  47. Track and Field
  48. Tri-M
  49. Volleyball
  50. World Language Club
  51. Wrestling
  52. Y-Club
  53. Yearbook
  54. Yoga Club
  55. Young Democrats
  56. Young Publishers
-



## **STUDENT PARTICIPATION**

---

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

1. Maintain passing grades in at least 75% of their classes.
2. Were in attendance on the day of the activity.
3. Comply with rules established by the adult coach or sponsor for the activity.
4. Where applicable, meet any requirements set by the appropriate sponsoring or governing organization.

## **COACHES AND SPONSORS**

---

Each extracurricular activity will be led by an adult coach or sponsor who meets any applicable requirements set in law, or by sponsoring or governing organizations. The coach or sponsor will be responsible for personally supervising or ensuring that all students are supervised by an adult while they are participating in an activity, including practice time and travel time where applicable.

The principal assign coaches and sponsors from our school's current staff following our policy on Instructional and Non-Instructional Staff Time Assignment. If it is necessary to consider applicants who do not currently work at our school, our policy on Consultation will be followed.

## **PROGRAM EVALUATION**

---

Our extracurricular program will be evaluated through the needs assessment process for updating our School Improvement Plan.

## **POLICY EVALUATION**

---

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

Date Adopted: 7-20-15

Date Reviewed or Revised: 8-20-18

Date Reviewed or Revised: \_\_\_\_\_



# ENHANCING STUDENT ACHIEVEMENT POLICY#9

## SCHOOL MISSION AND BELIEFS STATEMENT

---

Bryan Station High School faculty, staff, and community partners will be RELENTLESS in ensuring ALL students graduate career and college ready.

We believe that all of our students should:

DEFEND STATION

- Make Good Choices
- Focus and Engage
- Be RELENTLESS

How are you #defendingstation?

## PROCEDURES

---

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

- Develop SBDM policies, which contribute either directly or indirectly to accomplishing this mission.
- Develop SBDM policies, which contribute either directly or indirectly to enhancing student achievement by improving teaching and learning at our school for each and every student.
- 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 conducting Implementation and Impact checks to monitor it.
- Budget and hire to support our School Improvement Plan.

## POLICY EVALUATION

---

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

Date Adopted: 7-20-15

Date Reviewed or Revised: 8-20-18

Date Reviewed or Revised: \_\_\_\_\_





# PARENTAL INVOLVEMENT POLICY#10

(Legally Required for Title I Schools and Best Practice for Non-Title I Schools)

## DEFINITION OF PARENT

The legal definition of a "parent" is a parent, stepparent, or foster parent of a student or a person who has legal custody of a student pursuant to a court order and with whom the student resides.

For the purposes of this policy we will use the term "parent" to encompass all diverse family situations.

## COMMITMENTS

We commit to:

1. Sharing clear information about each student's progress with parents.
2. Offering practical suggestions to parents on how they can support student learning at home and providing activities designed to successfully engage families in their children's learning, as appropriate.
3. Making representative parents and community members full partners in our decision-making.
4. Facilitating the involvement of our military families, parents with limited English proficiency, parents with disabilities, and parents of migratory children.
5. Seeking and supporting adult volunteers to work with and inspire our students, as well as making every effort when legally appropriate to accommodate the involvement of adults other than parents who are already involved in a student's life.

We will honor these commitments through a school-parent compact. During an annual meeting with parents, we will review the compact with parents, ask for input and then revise, if necessary, the compact.

## SCHOOL-PARENT COMPACT

Our students' parents, families, extended families, students themselves, as well as our local community are all considered partners who share responsibilities for high student academic achievement. Following are the responsibilities for the school, the parents, and the students:

## SCHOOL RESPONSIBILITIES

Bryan Station High School will:

1. Provide high-quality curriculum and instruction in an effective, supportive, and safe learning environment that enables the students to meet Kentucky's academic standards.
2. Make available on a regular basis information on our programs and the content students will learn each year.
3. Assign homework in accordance with our Homework Policy.
4. Send home information on student progress on a regular basis. Specifically we will provide formal reports every 4 weeks.
5. Hold parent-teacher conferences, or open houses, during which this compact will be discussed as it relates to student achievement. Opportunities (where appropriate) will be provided for the student to participate actively in sharing information on his or her progress with his or her parents during these conferences.
6. Provide parents reasonable access to staff. The email addresses and telephone extensions of their child's teachers will be provided to parents to promote communication. Staff will always be available to parents by appointment for face-to-face conferences.
7. Send home communication that includes information on ways families can help students learn. The policy will be distributed to families at the start of the school year.
8. Support an active Parent Teacher Association or Organization.
9. Provides a variety of opportunities for parents and family involvement in school activities including but not limited to:
  - Observing their child's classroom activities.



- Tutoring.
  - Assisting with classroom activities that require more than one adult.
  - Preparing materials, mailings, refreshments, and other items needed for family and community involvement.
  - Serving on one of our decision-making committees.
  - Joining our parent teacher organization and participating in its efforts to strengthen our school.
  - Volunteering along with other concerned members of our community in other areas as needed.
10. All volunteers and visitors must follow board and school policies and procedures.
  11. Additional information will be available in the Defender Handbook for families, students, and staff.

The Family Resource/Youth Service Center will share responsibility for student achievement by:

- Surveying families at least once a year to learn what services and activities would most help them support their children as learners.
- Offering a well-planned, well-publicized menu of activities and programs to meet those needs.

### **PARENT RESPONSIBILITIES**

Parents are asked to:

1. Monitor attendance.
2. Become familiar with and support the school and individual classrooms' expectations and show interest with questions about and comments on the schoolwork their children bring home.
3. Make sure assignments are completed.
4. Assist their child with time management.
5. Participate, as appropriate, in decisions relating to their child's education.
6. Stay in close communication with teachers and the school about their child's education by promptly reading all notices and surveys from the school or the school district and responding if necessary.
7. To the extent possible, volunteer, serve on the school council or a committee, attend School-Based Decision Making Council meetings, and comment on draft policies and plans as they are made available.

### **STUDENT RESPONSIBILITIES**

With support from parents, students are asked to:

1. Attend school as regularly as possible.
2. Follow the school and classroom behavior standards.
3. Bring necessary learning materials to school and to class.
4. Complete and turn in all assigned homework and ask for help when they do not understand the assignment or skills necessary to complete it.
5. Write down assignments and due dates and select necessary books and supplies before leaving school.
6. Give parents or the adult who is responsible for them, all notices and information received from the school.

### **POLICY EVALUATION**

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

Date Adopted: 7-20-15

Date Reviewed or Revised: 8-20-18

Date Reviewed or Revised: \_\_\_\_\_



# SCHOOL DAY AND WEEK SCHEDULE POLICY#11

## CRITERIA FOR DEVELOPING THE SCHOOL SCHEDULE

---

Our schedule will:

1. Reflect our mission and belief statements.
2. Give all students access to all classes, avoiding conflicting schedules of specialized classes and preventing any exclusion related to cultural background, physical abilities, socio-economic status, and intellectual status.
3. Provide students with the learning time they need, including technology access to complete writing assignments and other learning activities.
4. Facilitate appropriate decisions to give particular students expanded time and support for successful performance (such as independent study, additional time to work on a project or assignment, or other appropriate methods for the situation).
5. Support our Curriculum Policy, our Instructional Practices Policy, our equity and diversity commitments, and the Goals and Strategies in our School Improvement Plan.
6. Allow teachers shared time to collaborate and plan on a regular basis (including collaboration among teachers in program review areas and other teaching areas).
7. Promote reasonable and appropriate enrollments for all classes and appropriate numbers of pupils each teacher works with in the course of a day.
8. Respect the beginning and ending times of the school day and school calendar year as established by the Board of Education.

### Arts and Humanities

Our schedule will:

1. Provide (when possible) all students access to all five arts disciplines— dance, drama, music, visual arts, and media arts.
2. Provide and protect adequate time for students to be actively involved in creating, performing, responding, and connecting to the arts.
3. Avoid (when possible) scheduling single-section courses in the arts against single-section courses in required subjects.
4. Allow students to fulfill the Arts and Humanities credit requirement by successful completion of one of two options:
  - Successful completion of one year of Visual and Performing Arts course at the Junior or Senior level.



- Successful completion of two years of any combination of the Visual and Performing Arts (ie: visual arts, vocal music, instrumental music, or drama, etc.). Please see Attachment: Overview of Arts and Humanities College and Careers Education.

### **Practical Living and Career Studies:**

Our schedule will:

Provide and protect adequate time for all students to access to the practical living/career studies areas —health education, physical education, consumerism, and career studies (including time for work on the Individual Learning Plan (ILP)).

### **PROCESS FOR DEVELOPING THE SCHOOL DAY SCHEDULE**

---

Annually, the principal, with direct input from department chairs and leadership team, will implement a school day schedule that includes any changes that have been adopted by the council.

The school day schedule will be reviewed each year using the following procedures:

- In August, the council will appoint an Ad Hoc Scheduling Committee made up of representatives from each department or team (or charge a standing committee) to complete the following tasks:
  - Review student performance data and survey data (if available) from students, parents, and staff on how well instructional time is being used.
    - **Practical Living & Career Studies:** Before approval of the master schedule, SBDM Councils should ensure use of pertinent data generated from Individual Learning Plan reports in determining Practical Living / Career Studies courses offered. An attempt will be made to include a variety of offerings related to PL/CS.
    - **Arts and Humanities:** SBDM councils revise their policy on staffing/class offerings as necessary based upon emerging student instructional needs in the arts, analysis of student performance in the arts, the program review information in the arts (e.g., inclusion of more advanced and/or intro arts courses, changes in student interests, career pathway programs, ILPs for specialization in the arts, etc.).
  - Brainstorm current time barriers to implementing needed practices and meeting student needs and ways the schedule might be changed to remove those barriers.
  - Discuss advantages and disadvantages of various changes, focusing on the criteria listed in the first section of this policy.
- In September, committees will notify the group charged with scheduling if recommendations they have made or are considering would have schedule implications.
- Based on the above work the committee will consult with the principal and make recommendations concerning schedule changes for the coming school year no later than the end of October.



- No later than the 1<sup>st</sup> of November, the principal (and/or designees) will prepare a schedule for the coming school year including changes (if any).
- No later than January 1<sup>st</sup> the principal will report as an FYI item to the council on the schedule for the coming year.

### **POLICY EVALUATION**

---

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

Date Adopted: 7-20-15

Date Reviewed or Revised: 8-20-18

Date Reviewed or Revised: \_\_\_\_\_



# DISCIPLINE, CLASSROOM MANAGEMENT, AND SCHOOL SAFETY POLICY#12

## DISTRICT CODE OF ACCEPTABLE BEHAVIOR AND DISCIPLINE

---

### DISTRIBUTION TO STUDENTS

Bryan Station High School will follow the Fayette County Code of Acceptable Behavior and Discipline

By the first week of school, the principal (or principal's designee) will provide each student with a copy of the District Code of Conduct.

The principal (or principal's designee) will provide all new enrollees with a District Code of Conduct during the school year.

### COMMUNICATION WITH STAKEHOLDERS

By the end of the first week of school, the Fayette County Code of Acceptable Behavior and Discipline will be referenced in our school handbook, and provided to all school employees, parents, and legal guardians, or other persons exercising custodial control or supervision of students including those students who enroll during the school year.

### SCHOOL SAFETY PLAN

Our school will maintain plans and documentation addressing procedures to provide a supportive, safe, healthy, orderly, and equitable learning environment for both students and staff. The plans and procedures will include:

- Our Emergency Management Plan (EMP)
- Documentation of monthly building and grounds safety inspections
- A faculty handbook
- A student code of conduct
- Supervision plans
- A school discipline plan
- Related Board of Education policies

### SCHOOL SAFETY PLAN REVIEW

Our School Safety Plan will be reviewed every odd numbered school year by the PBIS Committee using the following procedures:

1. A data review of the overall trends in student disciplinary referrals and consequences for the previous year including trends disaggregated by gender, race, disability, and participation in free and reduced price lunch.
2. An analysis of the implementation and impact of the activities in the plan.
3. A full report to the council including, but not limited to:
  - An overview of the trends in the disciplinary referrals and consequences data.



- A report of the status of each activity that should be started or completed.
  - Recommended adjustments needed in the plan to ensure progress toward the school's safety goals.
4. The council will be responsible for approving and adopting any changes to the School Safety Plan.

**SCHOOL-WIDE DISCIPLINE RULES**

In addition to the District Code of Conduct and our School Safety Plan, we have adopted the following school-wide PBIS Expectations:

**Level 1 (Classroom/Staff managed)**

PBIS/TIER 1 Interventions we will use to prevent/reduce problem behaviors:

- Have clear rules and expectations.
- Give positive interaction with a goal of 4:1 (positive: corrective).
- Modify the environment
- Recognize students when they do meet expectations and praise.
- Provide incentives and group rewards.
- Reflect on teaching skills, and relationship building.
- Utilize the EOS System.

Definition Level 1- Mild	Level 1-Misbehaviors	Corrective Consequences/Responses
<ul style="list-style-type: none"> <li>● These behaviors are minor misbehaviors.</li> <li>● The behaviors can be adequately corrected by the supervising staff member, at the immediate time and in the setting in which they occur.</li> <li>● Students will NEVER be sent to the office for these behaviors.</li> <li>● Staff members may utilize a correction and/or a response from the acceptable school wide list.</li> <li>● If a student begins to chronically exhibit the SAME level 1 behavior, the staff member should begin to document occurrences (icon or another form of documentation). After 5 occurrences in a week, the behavior can be moved to a Level 2.</li> </ul>	<ul style="list-style-type: none"> <li>Arguing with staff</li> <li>Chewing gum</li> <li>Cursing to self/not directed at person</li> <li>Horseplay</li> <li>Inappropriate voice level/talk</li> <li>Minor disrespect (eye rolling, mumbling)</li> <li>Name calling</li> <li>Off task (after verbal reminding)</li> <li>Lying</li> <li>Not following classroom rules (safety not an issue)</li> <li>Cheating</li> <li>Disruptive noise making</li> <li>Failure to complete classwork/homework</li> <li>Out of area/seat</li> <li>Cutting/pushing in line</li> </ul>	<ul style="list-style-type: none"> <li>● Clarify, teach, and practice expectations</li> <li>● Proximity to student</li> <li>● Change seat/area</li> <li>● Brief delay in next activity (1 minute)</li> <li>● Restitution</li> <li>● Additional review of expectations throughout the day</li> <li>● Gentle reprimand</li> <li>● Planned ignoring (if appropriate)</li> <li>● Removal from the activity for a brief time period</li> <li>● Appropriate to notify parent if consistently an issue and want to document</li> </ul> <p>**1<sup>st</sup> offenses in a day are warned, others are disciplined, and the 5<sup>th</sup> offense in a day would bump a child to a level 2 and needs an office referral.</p>





**Level 2 (Classroom/Administrator)**

PBIS Interventions we will use to prevent/reduce problem behaviors:

- Further develop student/teacher relationship (if persistent refer to MTSS)
- Consult with other teachers/administrators
- Conduct a family/student/teacher conference
- Refer to FRC/CGS if appropriate
- Continue level 1 interventions

Definition Level 2	Level 2-Misbehaviors	Corrective Consequences/Responses
<ul style="list-style-type: none"> <li>● These behaviors are moderate misbehaviors.</li> <li>● The behaviors do not require IMMEDIATE administration involvement.</li> <li>● Notify the appropriate administrator, and when available they will contact you/the student.</li> <li>● These behaviors do require administrative awareness and documentation using the online referral icon on your desktop.</li> <li>● Remember: Level 2 behaviors should be clearly documented. In addition, staff will need to document the level one MTSS interventions offered to the student.</li> <li>● Staff members may utilize a correction and/or a response from the acceptable school wide list.</li> </ul>	<ul style="list-style-type: none"> <li>● Forgery</li> <li>● Plagiarism</li> <li>● Theft</li> <li>● Threatening (no intent to harm)</li> <li>● Inappropriate drawings/gestures/body language/language</li> <li>● Throwing objects/food</li> <li>● Vandalism (repairable)</li> <li>● Inappropriate use of internet/computer</li> <li>● Bullying (minor or first offense)</li> <li>● Cutting hair/clothing</li> </ul>	<p>Staff should correct student and complete an online office referral to notify administration.</p> <p>Staff correction (immediate) in class:</p> <ul style="list-style-type: none"> <li>● 5-10 minute loss of privilege (up to 3 times/semester)</li> <li>● Teams or school-wide detention (teams may run their own)</li> <li>● Parent contact</li> <li>● Loss of lunch in cafeteria</li> </ul> <p>In addition: Administrators will assign appropriate consequences and discuss the behavior with the student. At this point the behavior should be noted and monitored in the classroom.</p> <ul style="list-style-type: none"> <li>● Consequences may include:</li> <li>● ISS/SAFE</li> <li>● Suspension</li> <li>● Office time out</li> <li>● SAT Referral</li> <li>● Referral to Guidance Counselor/Behavior Coach</li> <li>● In school service</li> <li>● Referral to law enforcement if deemed appropriate</li> </ul>





**Level 3 (Administrator Managed)**

PBIS Interventions we will use to prevent/reduce problem behaviors:

- Continue to provide preventative strategies from Tier 1 and 2.
- Consult with CGS, Behavior Coach, or administrator.
- Implementation of a behavior plan may be necessary.
- Referral to SAT may be necessary.

Definition Level 3	Level 2-Misbehaviors	Corrective Consequences/Responses
<ul style="list-style-type: none"> <li>● These behaviors are severe, and require immediate administration involvement.</li> <li>● Written documentation is required using the online referral icon.</li> </ul> <p>A student exhibiting level 3 behavior is considered “out of instructional control”- meaning instruction must stop to manage student’s behavior.</p> <ul style="list-style-type: none"> <li>● The student’s continued presence in the classroom poses a threat to instruction or safety.</li> <li>● Illegal acts are ALWAYS level 3 behaviors.</li> <li>● Teachers should document occurrence, and interventions provided.</li> </ul> <p>Students exhibiting a level 3 behavior are always referred to the office. Please have an adult escort the student, and complete the referral as soon as possible.</p>	<ul style="list-style-type: none"> <li>● Persistent (more than 5/day) level 2 behaviors</li> <li>● Acts of defiance if disruptive to the class (and after at least 3 verbal redirects/reminders)</li> <li>● Physical aggression/hands feet on others: with intent to cause harm</li> <li>● Threatening with intent of harm</li> <li>● Threats to self of other (where intent is noted)</li> <li>● Leaving class without permission (fleeing/running from staff)</li> <li>● Irreparable vandalism</li> <li>● Any FCPS violation as indicated in the Code of Conduct.</li> </ul>	<p>Staff should assure safety and contact the office staff immediately. In addition, when feasible, staff should complete the office referral using the desktop icon.</p> <p>Administrators will assign appropriate consequences and discuss the behavior with the student. At this point the behavior should be noted and monitored in the classroom.</p> <ul style="list-style-type: none"> <li>● Consequences may include:</li> <li>● ISS/SAFE</li> <li>● Suspension</li> <li>● Office time out</li> <li>● SAT Referral</li> <li>● Referral to Guidance Counselor/Behavior Coach</li> <li>● In school service</li> <li>● Referral to law enforcement if deemed appropriate</li> </ul>



## BULLYING:

---

### STUDENT BEHAVIOR

In order to prevent the disruption of the educational process and the ability of all students to take advantage of the educational opportunities offered at Bryan Station High School the following student behaviors as defined by law will not be tolerated:

- Hazing
- Bullying
- Taunting
- Menacing
- Intimidating
- Threatening behavior
- Verbal or physical abuse of others
- Using lewd, profane, or vulgar language

This policy extends to any/all student language or behavior including, but not limited to, the use of electronic or online methods.

These provisions should not be interpreted to prohibit civil exchange of opinions or debate protected under the state or federal constitutions where the opinion expressed does not otherwise materially or substantially disrupt the education process or intrude upon the rights of others.

### VIOLATIONS AND REPORTING

Students who violate this policy will be subject to appropriate disciplinary action as outlined in the District Code.

Students wishing to report a violation or who believe they are victims may report it to any staff member of Bryan Station High School who will take appropriate action as defined by the Code. Also, students can use the Safety Tipline Online Prevention (STOP) Bullying App on the Bryan Station High School webpage. Staff will refer the report to the principal (or designee) for further action when the report involves an offense that may warrant suspension or expulsion of a student, any felony offense, or a report that may be required by law, including reports to law enforcement.

When a complaint is received that does not appear to be covered by this policy, the administrators will review other policies that may govern the allegations and take appropriate action.

### RETALIATION

Other students and employees shall not retaliate against a student because he/she reports violation of the Code or assists or participates in any investigation, proceedings, or hearing regarding the violation. The Superintendent (or designee) shall take measures needed to protect students from such retaliation.



As provided in the Code, students who believe they are victims of these behaviors will be provided with a process to enable them to report such incidents to personnel for appropriate action.

#### DRESS CODE

All students at Bryan Station High School will follow a dress code. Attire that is deemed potentially disruptive to the educational process will not be permitted. Students who violate the dress code will not be allowed to attend class or circulate through the school until their attire is corrected. The details of this code may be found in the Student/Parent and Teacher Handbooks and school website.

#### ELECTRONIC DEVICES

Students may bring personal technology to school if used appropriately. The Fayette County Public School District, its staff, or employees, are not liable for any device lost, stolen, or damaged on school grounds. Specific rules and guidelines for appropriate use which are aligned with district policy and consequences for inappropriate use can be found in Bryan Station High School's Acceptable Use Policy and Parent/Student and Teacher Handbooks.

#### RESPONSIBILITIES

Principals and assistant principals are responsible for:

1. Disseminating and interpreting the behavioral and discipline standards and guidelines of the district and school.
2. Ensuring that all staff and students adhere to the District Code of Conduct.
3. Providing support and guidance to teachers in the implementation of the district and school behavior and discipline standards and guidelines.
4. Working with parents and guardians when issues arise that involve behavior and/or discipline of a student.

Teachers are responsible for:

- Clearly establishing classroom standards of conduct that:
  - include clearly defined consequences when standards are not met
  - are communicated to parents
  - are posted in plain view of the students in the classroom, and
  - are taught to students during the first two weeks of school and explained to students who join the class during the year
- Ensuring that:
  - teacher-student interactions demonstrate general caring and respect
  - interactions among students are generally polite and respectful
  - disrespectful behavior among students are responded to successfully in a polite and respectful but impersonal way
  - classroom routines work efficiently and function smoothly including smooth transitions between large and small-group activities
  - students are held to the classroom standards and appropriate consequences are issued when the standards are not met



- Frequently monitoring student behavior including effective responses to student misbehavior as well as acknowledgment of good behavior.
- Making sure the classroom is safe, that all students can see and hear, and that the room is arranged to support learning/instructional goals and activities.

Counselors are responsible for:

1. Providing support and guidance to help students and parents understand, correctly interpret, accept, and follow the behavioral standards and guidelines of the district, school, and classrooms.
2. Providing support and guidance to teachers in the implementation of classroom management techniques and strategies.

Students are responsible for:

1. Exhibiting respect for the teacher.
2. Interacting with peers in a polite and respectful way.
3. Expending effort to complete work of high quality.
4. Accepting and following the behavioral standards of conduct expected by the district, school, and each classroom.
5. Asking for help when they do not understand the behavioral expectations or feel that they are unable to comply.

Parents and Guardians are asked to:

1. Become familiar with documents related to district and school standards of behavior and discipline and ask the school questions when they do not understand language or details in these documents.
2. Work with the school when issues arise involving their child's behavior or consequences given to their child by the school or teacher.

## **POLICY EVALUATION**

---

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

## **LINKS**

- [District Code of Conduct](#)

Date Adopted: 7-20-15

Date Reviewed or Revised: 8-20-18

Date Reviewed or Revised: \_\_\_\_\_



## PRINCIPAL SELECTION POLICY#13

### PREPARATION

---

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

1. Meet with the superintendent, or designee, (who will replace the principal as chair of the council) and review the Best Practices for Principal Selection document available on the Kentucky Association of School Councils website.
2. Select a trainer of their choice to deliver training in recruitment and interviewing techniques. The council \*Vice-Chair (or designee) will arrange for this training on a date agreed upon by the council and call a special meeting of the council for this purpose with "Principal Selection Training" as the agenda.
3. Distribute copies of this policy to all members before the scheduled training and send a copy to the trainer who will be providing the selection training.

\*The council may want to elect a Vice-Chairperson (if none exists) to act as a liaison and contact person with the Chair (superintendent) during this process.

### SELECTION PROCESS

---

The council will:

1. Design and carry out processes to get stakeholder input on what traits will make the best leader for this school. Stakeholder input will involve but not be limited to faculty and staff, parents, and students (where appropriate).
2. Call a special meeting of the council and meet in open session to:
  - Discuss the process and the timeline for receiving applications, and other steps in the hiring process.
  - Develop a set of criteria for a strong candidate using the stakeholder input plus council members' ideas. The council will aim for a list of about 10 criteria. These criteria will not discriminate based on race, ethnicity, gender, marriage or family status, religion, political affiliation, disability, sexual orientation or age.
  - Use the criteria they have developed to write standard interview questions that fit those criteria and which will be asked of all candidates in in-person interviews.
  - Decide on other methods to use to gather information about the candidates. The methods may include (but not be limited to) some or all of the following: applications and résumés, references, applicant portfolios, open forums, and written responses to hypothetical work-related challenges.
3. Call a special meeting of the council and meet in closed session to:
  - Review all applications and written references and select applicants to interview.
  - Determine if information in the written applications and résumés points to any specialized questions that should be asked of a particular applicant and develop those questions if necessary.



4. Schedule interviews with each applicant who has been selected to be interviewed.
5. Conduct each interview in a special called meeting in closed session during which:
  - All the standardized questions will be asked in the same order for every candidate.
  - Any specialized or follow-up questions will be asked after the standardized questions.
  - A discussion will be held immediately following each interview about how well the applicant meets the criteria.
6. Hold closed session discussion of the merits of all applicants and work toward consensus on the final selection.
7. If the council is not satisfied with any of the candidates, the council should discuss the option of having an interim principal appointed by the superintendent until a suitable applicant is found.
8. Keep all closed session discussion confidential.

## **SELECTION OF THE NEW PRINCIPAL**

---

After all information is gathered, the council will:

1. Meet in open session to vote for the final selection of a new principal.
2. Ask the superintendent to complete the hiring process.

## **POLICY EVALUATION**

---

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

Date Adopted: 7-20-15

Date Reviewed or Revised: 8-20-18

Date Reviewed or Revised: \_\_\_\_\_



## EMERGENCY MANAGEMENT PLAN POLICY#14

The school council shall adopt an Emergency Management Plan (EMP) that will include procedures for fire, severe weather, earthquake, campus lockdown as required by law. The EMP shall set forth steps to prevent, mitigate, prepare for, respond to and recover from emergencies. First responders, for the purpose of this policy, include local fire personnel, local, county and /or state police personnel, and emergency medical personnel. The district coordinator for the EMPs will collaborate with first responders.

### CONTENTS OF PLAN

---

The EMP shall include procedures required by this policy and address the following:

- Establishment of primary and secondary evacuation routes which shall be posted in each room by each doorway used for evacuation
- Identification of severe weather safe zones that have been reviewed by the fire marshal/fire chief, which shall be posted in each room
- Practices for students to follow in an earthquake, fire, and severe weather.
- Development and adherence to access control measures for each school which may include (but not limited to):
  - Controlling access to exterior doors during the day.
  - Controlling front door access electronically and with a greeter.
  - Controlling access to individual classrooms.
  - Requiring visitor check-in with identification and purpose provided.
  - Display of visitor's badge on outer clothing.
  - Display of employee's badge.
- Procedures for lockdown of the building and campus; local law enforcement shall be invited to assist in establishing lockdown procedures

Policy development, review and revision will include using the resources from the Kentucky Center for School Safety and local board of education policy.

### DISTRIBUTION OF THE PLAN

---

Following adoption and after any revisions, the EMP and diagrams of the facilities shall be provided to local first responders. Annually, the principal is responsible for working with the district office to ensure that local first responders have a current diagram of the school that notes the primary and secondary evacuation routes, the severe weather safe zones and notations of the exterior and front entrance access points. Documentation of this distribution to first responders will be reported to the school council by (insert date), maintained in the principal's office, and a copy will be sent to the district office.

Due to the need to maintain student and staff safety and security, the EMP and diagram of the facility does not have to be and shall not be disclosed in response to any Open Records request per the Kentucky Open Meetings Law. The EMP may be disclosed to necessary school personnel, local first responders, and to other persons with the permission of the principal.



## **TRAINING AND DRILLS**

---

Prior to the first instructional day of school, the principal (or designee) shall discuss the EMP with all school staff. Staff members will receive an outline of the plan which includes their responsibilities during emergency situations. Documentation of completion will be in accordance with any district procedures and may include the time and date of the discussion and staff member signatures. This documentation will be kept on file at the school with a copy sent to the district office according to the district office if required.

The school shall conduct emergency response drills including the minimum below within the first thirty (30) instructional days of each school year AND during the month of January:

- one (1) severe weather drill
- one (1) earthquake drill
- one (1) building lockdown drill
- one (1) fire drill (Fire drills will be conducted in accordance with administrative regulations of the Department of Housing, Buildings and Construction.)

All drills shall follow, at a minimum, all local school board policies. Whenever possible, first responders shall be given notice of possible drills and invited to observe. The Principal is responsible for ensuring the implementation of these drills and reporting completion and problems noted during the drill to the district office for any remedial action needed.

## **ANNUAL REVIEW OF EMP**

---

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

## **POLICY EVALUATION**

---

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

Date Adopted: 7-20-15

Date Reviewed or Revised: 8-20-18

Date Reviewed or Revised: \_\_\_\_\_





## COMMITTEES POLICY#15

### NAMES AND JURISDICTIONS OF STANDING COMMITTEES

---

There will be six SBDM standing committees with the following names and jurisdictions:

#### **BUDGET COMMITTEE**

- Membership of this committee is the principal, bookkeeper, and leadership team
- Annually review and revise (if necessary) the SBDM policies on Budget and Spending, School Space Use draft revisions for council approval/adoption.
- Develop, recommend, and monitor the annual budget and allocation of resources according to identified needs of the school including consideration for the program review areas.
- Recommend budget adjustments.
- Ensure that the council is kept informed with monthly budget reports.
- Develop master schedule plan ideas/changes to recommend to the principal based on data, barriers, meeting student needs, and the criteria listed in the School Day/Week Schedule Policy. (PD)
- Work with the principal on developing a preliminary staffing plan (how many - not who) for the council based on available resources.
- Recommend use of school space ideas (*excluding* specific teacher(s) room assignments) based on needs assessments and other data.
- Additional roles/charges as assigned by the council.

#### **SCHOOL CULTURE AND CLIMATE (PBIS)**

- Annually review and revise (if necessary) the SBDM policies on Discipline, Classroom Management and Safety Plan, Extracurricular Programs, and Instructional and Non-Instructional Staff Time Assignment. Draft revisions for council approval/adoption.
- Develop a set of “non-negotiable” school rules consistent with district policies and directives.
- Review/revise the school-wide discipline plan as needed based on feedback and data.
- Recommend discipline and classroom management changes based on annual needs assessments and data gathering.
- Review/revise the following documents related to the school safety plan: faculty handbook, student code of conduct, and supervision plans
- Develop the state testing reward plan each year.
- Recommend extracurricular program changes and ideas.
- Recommend other changes, ideas, and strategies to assigned policies based on needs assessments, data gathering, and research into best practice.
- Additional roles/charges as assigned by the council.



## **COORDINATED SCHOOL HEALTH AND WELLNESS COMMITTEE**

- Annually review and revise (if necessary) the SBDM Emergency Management Plan. Draft revisions for council approval/adoption.
- Ensure documentation of monthly building and grounds safety inspections as part of the school safety plan
- Annually collect and analyze data to create, review, and revise (if necessary) the school wellness policy, to increase the quality of the physical education instruction as well as specific time allocated daily for physical activity opportunities throughout the school environment to ensure quality programs.
- In consultation with the council and first responders, recommend changes in the Emergency Management Plan based on the annual review of the plan.
- Utilize the policy to guide collaboration and integration of health education instruction throughout the school environment.
- Recommend other changes, ideas, and strategies to assigned policies based on needs assessments, data gathering, and research into best practice.
- Additional roles/charges as assigned by the council.

## **CURRICULUM, INSTRUCTION, ASSESSMENT & PROFESSIONAL DEVELOPMENT COMMITTEE**

- Annually review and revise (if necessary) the SBDM policies on Curriculum, Program Appraisal and Alignment with State Standards, Student Assignment, and School Day and Week Schedule. Draft revisions for council approval/adoption.
  - Analyze curriculum alignment with the state standards and recommend changes.
  - Recommend advanced placement additions if appropriate based on data, research, and stakeholder input.
  - Research and recommend instructional best practice ideas and innovations, homework best practices, and assessment ideas based on research.
  - Organize the testing data analysis every fall including reports to the Council.
  - Recommend school priority needs to the Professional Development Committee based on test analysis data.
  - Recommend ideas and strategies concerning end-of-course assessment based on data gathering and input from stakeholders.
  - Recommend other changes, ideas, and strategies to assigned policies based on needs assessments, data gathering, and research into best practice.
  - Additional roles/charges as assigned by the council.
  - Coordinate the development and implementation of the School Improvement Plan including working with component teams and overseeing the development and implementation of the Professional Development Plan.
- 
- Survey teachers to establish professional development needs and use this data along with testing data, program review data, and any data from other committees to make PD recommendations to the various component teams.
  - Ensure that the council is kept informed on the Professional Development Plan.
  - Plan and develop PD activities at the beginning of each school year (staff retreat), if applicable.
  - Recommend other changes, ideas, and strategies to assigned policies based on needs assessments, data gathering, and research into best practice.
  - Additional roles/charges as assigned by the council.



## **TECHNOLOGY COMMITTEE:**

- Annually review and revise (if necessary) the SBDM Technology Utilization and Parental Involvement Policy. Draft revisions for council approval/adoption.
- Develop a school-wide technology plan that will focus on teaching students how to use technology for:
  - o creating work and producing products
  - o critical evaluation of internet sites used for research
  - o ethical practices, appropriate etiquette, and online safety
- Recommend plans for the best use of technology based on needs assessments including acceptable use guidelines.
- Recommend plans for equitable distribution of technology within the building and among students.
- Maintain a safe and practical Acceptable Use Contract aligned with district guidelines for students. Ensure that it is attached to the Technology Utilization Policy.
- Survey teachers to establish technology professional development needs and make PD recommendations as appropriate.
- Additional roles/charges as assigned by the council.

## **COMMUNICATION COMMITTEE**

- Annually review and revise (if necessary) the Communication Plan. Draft revisions for council approval/adoption.
- Recommend parental involvement activities and strategies including the development of a Parent/Student Handbook.
- Disseminate school related information to stakeholders through various outlets (email, social media, etc.)
- Additional roles/charges as assigned by the council.

**NOTE:** The SBDM Council will be responsible for reviewing and revising (if necessary) its Bylaws and three policies: the Committee Policy, the Consultation Policy, and the Principal Selection Policy.

## **STANDING COMMITTEE COMPOSITION AND MEMBERSHIP SELECTION**

All members of the faculty will serve on at least one standing committee. SBDM teacher reps are exempt but may serve on a standing committee by choice. Leadership team reps should participate in a committee in addition to their participation in the Budget Committee. Every effort will be made for each standing committee to include appropriate representation (participation from each academy/content area) and appropriate numbers to accomplish their charges. An extensive good faith effort will be made to include at least one parent on every standing committee and to provide a reasonable representation of the ethnic diversity of our school community.

At the start of each school year, the principal (or principal designee) will ensure that all stakeholders and interested persons, including but not limited to classified employees and parents, are extended the opportunity to become engaged in the shared-decision making process of our school through membership in school council standing committees. The following steps should be taken to set up committees:

1. On an ongoing basis, parents will be invited to sign up for committees via various forms of communication such as sign-up sheets and/or by computer.
2. Faculty and staff will be given an opportunity to sign up for committees via various forms of communication such as sign-up sheets and/or by computer.



3. Committee members will be notified in a timely manner of their appointments. During the first month of school there will be additional opportunities to sign up for committees for current and new faculty and staff, all parents, and community partners.
4. At the beginning of the school year after sign ups have been gathered, along with the notification of new members, a meeting of committee members will be called by the Chair of the council for the purpose of charging all committees with conducting their first committee meeting. At each committee's first meeting, all committees will:
  - Elect a chair. They will also elect or appoint a recorder who will take minutes for this first meeting and all subsequent meetings and a vice-chair who will take over in the absence of the chair.
  - Receive information about the council timeline for regular committee reports.
  - Set up a meeting schedule to include time/date and location for the rest of the year.
  - Read and discuss this policy and ask the chair of the council any questions regarding their role and duties.
  - If necessary, discuss the active recruitment of parents and community members to serve on their committee.
  - Discuss ongoing and any new charges from the council and develop a plan of action that includes a timeline.

## **AD HOC COMMITTEES**

---

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

1. Analyze needs assessment for the School Improvement Plan.
2. Draft components for and guide the implementation of the Plan.
3. Select textbooks and materials for specific subjects.
4. Participate in work to fill specific staff vacancies.
5. Address other needs as identified by the council.

For these ad hoc committees, the council will identify the specific topic to be addressed in a written charge. The principal will invite persons to serve on the ad hoc committee and will also designate a committee member to convene the committee for its first meeting. Ad hoc committees automatically dissolve at the completion of the assigned task.

## **OPERATING RULES FOR ALL COMMITTEES**

---

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

1. Establish a regular meeting schedule at its first meeting of each school year and make that schedule available to the public by posting it in a place convenient to the public.
2. Hold meetings that are not on the regular schedule only after following these special meeting procedures:
  - The committee chair or a majority of members decide the date, time, place, and agenda.
  - Those who make the decision to have the meeting put the date, time, place, and agenda in a written notice, which they will post in a place convenient to the public at least 24 hours before the meeting.
  - Notice of a special meeting will be emailed to all members of the committee early enough so that they will receive it 24 hours before the meeting.
  - If any media organization has asked for notice of special meetings, those calling the meeting will hand-deliver, fax, \*email, or send by US mail copies of the written notice to the agency requesting them.
3. Take minutes of the actions and decisions made by the committee at every meeting.
4. Review the minutes of each meeting at the next meeting and, after making any needed corrections, approve those minutes.



5. Make committee minutes for each meeting available to the council and to any interested party after final approval.
6. Ensure that the principal receives an official copy to be kept with school records as required by Kentucky's Archive rules.

## **POLICY EVALUATION**

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

Date Adopted: 7-20-15

Date Reviewed or Revised: 8-20-18

Date Reviewed or Revised: \_\_\_\_\_



## COLLEGE-LEVEL COURSES #16

### CURRICULUM AND AVAILABILITY

---

Each year, we will offer our students college-level courses in at least four of the following six areas:

1. English.
2. Science.
3. Mathematics.
4. Social studies.
5. World Languages
6. Fine Arts
7. Career and Technology Education (CTE)

Those courses will be offered as Advanced Placement or dual credit classes at our school, online, or through arrangements with nearby colleges or universities. Placement in AP classes is based on teacher recommendation and/or past classroom performance. Dual credit classes will be accessible to all students who have met the university admission criteria.

The principal (or principal designee) will make appropriate arrangements for these courses to be offered, including the completion of contracts with the university and communicating to students and parents any costs associated with the courses.

If the course is designated as an Advanced Placement course, it must:

1. Be identified as an advanced placement course by the College Board.
2. Include the content as described in the College Board overview, description, and recommend course syllabus for the appropriate course.
3. Be aligned with Kentucky's Core Academic Standards.
4. Prepare a student to take and be successful on the appropriate advanced placement Examination administered by the College Board.
5. Be taught by staff with appropriate content certification and professional development preparation to teach the advanced placement course.

### RECRUITMENT AND ENROLLMENT

---

Students will be encouraged to prepare for and take one or more college-level courses. We will do this in the following ways:

1. Counselors will advise students and parents of these options through the scheduling process and encourage students to take appropriate preparatory courses.
2. Teachers will prepare and encourage students to take challenging courses each term.
3. In September and January, the principal (or principal designee) will report to the council on enrollment in these courses by total numbers, gender, ethnicity, participation in the free and reduced lunch program, and disability status.



4. Based on that data, the council may amend its School Improvement Plan to add additional steps to ensure equitable participation in future years.
5. All students are expected to take the AP exam in the spring semester to determine if college credit can be awarded by the college and universities of their choice.
6. The drop/add policy for college level courses will be dependent upon the policy that is set by the college that is providing the credit.

### **POLICY EVALUATION**

---

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

Date Adopted: 7-20-15

Date Reviewed or Revised: 8-20-18

Date Reviewed or Revised: \_\_\_\_\_



## ADDENDUM

### ARTS AND HUMANITIES COLLEGE AND CAREERS EDUCATION Overview of Arts and Humanities College and Careers Education

#### **Purpose:**

The purpose of Arts and Humanities College and Careers Education is to prepare creative individuals to join the workforce in the arts, but also in fields outside of the arts. There is no better way to enhance creative thinking than to engage in making the arts, and the transfer of those creative skills developed through the arts carries into every phase of life. The arts are a powerful form of communication and reflect the thoughts and beliefs of those who produce them. For that reason a natural connection to history and culture is part of the study of the arts.

In-depth study of the arts provides an opportunity for students to:

- Learn skills that they can use in the various careers in the arts.
- Engage in creative processes and learn to solve problems in creative ways.
- Apply critical thinking skills to find solutions to complex problems.
- Learn collaboration skills in the application of artistic processes.
- Learn to communicate using the arts as tools for communicating ideas in a universal format.

#### **Career Pathways:**

- Dance
- Music (instrumental)
- Music (vocal)
- Theatre (Performance)
- Theatre (Technical)
- Visual Arts

Schools should begin to counsel students to consider a college and career pathway in the arts during their 8<sup>th</sup> and 9<sup>th</sup> grade years; and students should declare an intention to follow an arts pathway in their Individual Learning Plan (ILP) at this time.

Each pathway has a core of four courses and a list of suggested electives that would complement the core courses. Each pathway will culminate with a capstone assessment.

Often, arts teachers will have multiple levels of students in the same class, for example in a band. The teacher will need to keep documented evidence of how differentiation is provided for students pursuing a career pathway to show how they are teaching the content/process for the successive levels.

Students will need to begin to build a comprehensive portfolio to show their progress through the pathway and which will be used as material for their capstone assessment. This portfolio may include:

- the student's products and performances
- reflective writings about their work and the works of others
- honors in competitions such as KMEA, KyAEA, KTA, Scholastics, etc.
- academic awards
- participation in the Governor's School for the Arts, Governor's Scholars, arts camps, etc.
- participation in productions and exhibitions in and out of school
- participation in private lessons





### **Standards Based Curriculum**

Each pathway incorporates content aligned with the *Kentucky Core Academic Standards (KCAS)*, <http://education.ky.gov/curriculum/docs/Documents/KCAS%20-%20June%202013.pdf>, and the arts and the *National Core Arts Standards (NCAS)*, <http://nationalartsstandards.org/>.

### **Work Based Learning**

Cooperative experience, internships, shadowing and mentoring opportunities provide depth and breadth of learning in the instructional program and allow students to directly apply concepts learned in the classroom. The *Work Based Learning Manual*, <http://education.ky.gov/CTE/Documents/WorkBasedLearningManual.pdf>, is available on the KDE website.

### **Student Organizations**

Schools may wish to complement their arts college and career pathways by providing students with a student chapter of a professional organization. These student chapters may include:

- INTERNATIONAL THESPIAN SOCIETY
- NATIONAL ART HONOR SOCIETY
- STUDENT DANCE EDUCATION ORGANIZATION
- Tri-M Music Honor Society