

Bonnieville Elementary School Site Based Decision Making Council Operational Policies



The Bonnieville School-Based Decision-Making Council presents these policies for the establishment of programs which will benefit all the students of Bonnieville School and work to enhance student achievement.

In accordance with KRS 160.345, the statute on school-based decision-making, the Bonnieville School-Based Decision Making Council shall have policies adopted that will "provide an environment to enhance the students' achievement and help the school meet the goals established by KRS 158.645 and 158.6451." Furthermore, the same statute lists several areas in which school councils are required to have an adopted policy. These include:

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Enhancing Student Achievement Policy

The faculty and staff of Bonnieville Elementary School accept the responsibility of assuring that all students are provided an equal opportunity to attain high levels of academic performance, to acquire learner outcomes required by state and district guidelines, and to develop positive social and emotional behavior and attitudes. In order to accomplish this mission, SBDM policies will be developed that...

- Contribute to accomplishing the mission (The Bonnieville family believes in the importance of learning, cooperation, accountability, responsibility, and determination in a safe structured environment that ensures success, and
- Contribute directly or indirectly to enhancing student achievement by improving teaching and learning at Bonnieville Elementary School.

Alignment with State Standards

State Standards, technology utilization, and program appraisal KRS 160.345(2)(i)9

The Comprehensive School Improvement Planning process recommended by the Kentucky Department of Education entails:

1. Ongoing analysis of the extent to which our students are meeting state standards. Including implementation of new state standards.
2. Systematic work to move our students closer to those standards within the timetable by the Kentucky Board of education for reaching proficiency by 2014.
3. Ongoing monitoring and evaluation of the implementation and impact of our plans.

We will implement that process, including review of our alignment with state standards through our needs assessment and our implementation and impact checks.

Family and Community Engagement Policy

Our council recognizes our students' families and our local community as essential partners helping each student succeed. We commit ourselves to...

1. Sharing clear information about each child's progress with the child's family.
2. Offering practical suggestions to families on how they can support student learning at home.
3. Involving representative parents and community members in our decision-making.
4. Seeking and supporting adult volunteers to work with and inspire our students.

We will achieve each of these goals through the methods listed below.

Information on Student Progress

Each grading period, teachers will provide each student's family with...

1. A written report on the student's progress.
2. A written report on how each student with a disability is progressing toward the goals in his or her Individual Education Plan.
3. A written report on how each gifted and talented student is progressing toward the goals on his or her Individual Education Plan.
4. An invitation to meet and discuss the child's progress.
5. An opportunity for the student to participate actively in sharing information on his or her progress with his or her parents.
6. The e-mail address and telephone numbers they can use to communicate with their children's teachers.
7. In addition, parent-teacher conferences will be conducted in fall and spring.

Home Support For Student Learning

Our principal and teachers will...

1. Require students to record daily homework assignments.
2. Provide information on the content students will learn each year.
3. Send home newsletters at least four times a year that include information on constructing family practices, such as encouraging school attendance, completing homework, monitoring television viewing, medical information etc.
4. Support a vigorous Parent Teacher Organization.

Our Family Resource Center will...

1. Survey families at least once a year to learn what services and activities would most help families support their children.
2. Offer a well-planned, well-publicized set of programs to meet those needs.
3. Sponsor volunteer trainings to involve parents in their child's school life.

Decision Making

We invite concerned adults throughout our community to join in our decision making by...

1. Signing up to serve on our SBDM committees.
 2. Attending Council or committee meetings. All meetings are publicized on our website; SBDM bulletin board; and all meetings are open to the public except for closed sessions involving selection of individual personnel or possible litigation.
 3. Commenting on draft policies and plans as they are made available on our website and SBDM bulletin board.
 4. Participating in surveys, input meetings, and other opportunities to define school needs and develop solutions.
 5. To promote that participation, we will follow the procedures listed in the council by laws policies.
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Volunteers

We invite concerned members of our community, including parents, to volunteer to help our students in the following capacities:

1. Tutoring
2. Assisting with classroom activities that need more than on adult's help.
3. Preparing materials, mailings, refreshments or other items needed for family and community involvement.
4. Joining or Parent Teacher Organization and participating in its many efforts to strengthen our school.

As needed, we will identify other volunteer roles through our Comprehensive School Improvement Planning process. Parent volunteers will be assigned special duties/responsibilities by the principal or the principal's designee based on instructional needs of the school. Parents may or may not be assigned to volunteer in their own child's classroom. Teachers may elect to limit parent volunteers from classroom fieldtrips.

Selection of Personnel/Consultation KRS 160.345(2)(i)10

Vacancy

The principal shall inform the superintendent of any resignation of a school employee assigned to Bonnieville Elementary School. The superintendent shall determine the position vacant.

Criteria

Once a position has been identified as vacant, either by resignation or a new position the principal shall develop a set of selection criteria with input from the council.

Interview and Consultation

The interview process shall be conducted as follows...

1. The superintendent shall provide a slate of applications for each position.
2. The principal shall interview a selection of applicants from the slate provided by the superintendent.
3. If the principal desires, he/she may ask the council members or personnel in a related field to sit in on the interviews for the final applicants.
4. The principal will conduct consultation with the council in a SBDM meeting by presenting to the council a slate of applicants, overview of applicant's strengths and preference for filling the vacant position.
5. The council may discuss this preference, but the principal makes the final hiring decision. All council members present at the meeting will complete the consultation form.
6. The principal shall report the final choice of any employee to the superintendent in writing.

Extra Duty Assignments and Positions

Extra-duty assignments include paid or unpaid duties beyond the instructional day and/or 185 day contract. When only persons currently working at our school will be considered, the principal shall make the assignment following our policy on assignment of staff time. When persons not currently working at our school will be considered this policy on consultation will be followed.

Principal Selection

Criteria

When the council verifies the vacancy through the superintendent, the council will complete the following:

1. Request to meet with the superintendent (as available) to discuss the staff concerns, school needs, and procedures in a timely manner.
2. Obtain training in recruitment and interviewing procedures from the trainer of its choice.
3. Develop a set of criteria for selection of a principal and communicate in writing the criteria to the superintendent.
4. Gather input from teachers, staff, and parents in the development of selection criteria.

Interview

The council shall complete the following:

1. Review the materials of each applicant submitted by the superintendent and interview selected applicants.
2. Develop standard interview questions that fit the identified criteria.
3. Conduct each interview by asking the standard questions and follow with questions specific to each applicant and/or follow-up to earlier responses.
4. Provide a written assessment for each applicant to complete after the interview.

Selection

The council shall select a principal from among those persons or applicants recommended by the superintendent. The council can request additional applicants from the superintendent. In the event a person is selected to fill the vacancy, the council chairperson will contact the applicant. After the Superintendent has completed the hiring process, the chairperson will arrange for notification of faculty and parents.

Committee Participation

Committee Participation KRS 160.345(2)(c)10

- A. The school council shall establish committees that address each of the following areas: Curriculum, Instruction, Technology, and Assessment, Budget, Professional Development, and Consolidated Planning, including School Climate. All interested persons will be assigned membership to one of the following standing committees.
- B. All interested persons shall be assigned membership to one of the standing committees.
- C. The principal, in August of each year, shall post a list of standing committees in the school office. The principal shall distribute memoranda to teachers and parents inviting volunteers for appointment to the standing committees for the school year. Persons may volunteer for specific committee appointment by signing the appropriate list posted in the office, or by contacting the school secretary to request appointment to a committee.
- D. The principal shall present committee appointments to the school council by the September SBDM Council meeting.
- E. Each committee shall have a least one parent and one teacher member.
- F. Each committee shall assemble as deemed necessary and the first meeting shall occur no later than October to elect a chairperson and establish meeting dates. The meeting date will be reported to the principal by the chair within 48 hours of the initial assembly so that the principal may compile a report of all regular meeting dates and report this schedule of meeting dates to the superintendent, faculty, parents, and local media requesting this notification. Committee meeting dates will be posted in the school office.
- G. Each standing committee will establish its own frequency of meetings, date of meetings, and agenda. The council may request specific dates and items for consideration from each standing committee.
- H. The school council may establish ad hoc committees to accept specific assignments at the discretion of the school council. Ad hoc committee formation shall be subject to the requirements listed in this policy.

Curriculum and Instruction:

Assess the status of the school's curriculum and instruction, research and discuss appropriate curriculum and instruction issues, make recommendations for consideration to the school council related to curriculum and instruction.

Budget and Technology

Develop a budget, that includes all funds allocated to the school council, and make a recommendation to the school council to fund priorities of the council as listed in the school consolidated plan, included in the budget a recommendation for expenditures for purchasing instructional material and supplies, and complete any additional assignments for the council.

Professional Development:

Assist the principal in implementation of the professional development included in the school consolidated plan; review for approval any professional development budget requests from staff beyond that which is included in the school consolidated plan, and complete any additional assignments for the council.

Consolidated Planning (School Climate) and Assessment:

Assess the needs of the school and develop a school improvement plan to address the identified needs, research and discuss the school's needs assessment and objectives to address needs, research and discuss the school's needs assessment and objects to address needs, make recommendations for consideration to the school council on issues related to assessment and school improvement planning, complete assignments from the council related to planning of planning components-academic; school climate; efficiency.

Staff Time Assignment Policy

Staff Time Assignment-KRS 160.345(2)(i)2

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

1. Fully supports implementation of our student assignment policy.
2. Takes into account staff members' requests to vary their work.

Assignments Based on Criteria

To complete assignments, the principal shall:

1. In April invite all returning staff members to indicate their preference for continuing or changing assignments for next year, including classroom assignment, extra duty assignments, and other responsibilities.
2. In April, meet with staff members whose requests may be difficult to grant, discuss reasons for the staff request, and consider possible solutions.
3. In May, assign staff members based on the criteria above.
4. In June, notify the council of how each returning staff member has been assigned.
5. In July, 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 affected teachers agree that a change is needed.
3. When the council decides changes other policies or the Comprehensive 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.

School Space Use Policy

Assigning School Space KRS 160.345(2)(i)5

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

1. Take students' developmental needs into account.
2. Facilitate the Implementation of our School Improvement Plan.
3. Maximize the use of space available.

Classroom Space Assignments

Bonnieville School Council policy in this area shall be consistent with the applicable sections of the Standards and Indicators for School Improvement.

By June 1, the principal shall prepare a school space use plan and present the plan to the school council. The principal shall implement the plan subsequent to the presentation to the council.

For meaningful community use of school gym, the SBDM council will determine the use. The Principal shall be notified of use of school gym within a week prior to the month's regular council meeting. All board requirements shall be followed for use of the building.

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.

Assignment 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.

Curriculum Policy

Curriculum-KRS 160.345 (2)(i) 1

It is our opinion that this curriculum is aligned with state standards and is appropriate for our instructional needs. Subsequent amendments to the curriculum by the Hart County Board of Education shall become effective immediately upon approval by the Board. Our school will implement the Hart County curriculum /skills check list developed by the district committee process. We accept this curriculum based on our confidence that it:

1. Is aligned with the Academic Expectations, Core Content for Assessment, Transformation and Program of Studies.
2. Provides specific links to continuing education, life and career options.
3. Provides access to a common academic core for all students.
4. Coordinates with what is taught at other schools in our district at each grade level, so students do not experience learning gaps or repeat content they have already mastered.

Teacher Implementation

All teachers will:

1. Post daily lesson objectives as they relate to curriculum standards and expectations in classrooms where students will be able to review them.
2. Keep a copy of the relevant portion of the curriculum with his or her lesson plans.
3. After teaching each skill, note the date on the copy of the curriculum standards.
4. After teaching each topic, make notes on any aspects of the curriculum that seem difficult, unclear, or open to improvement.
5. Share those notes at appropriate staff meetings to discuss possible curriculum revisions.

Principal Implementation

The principal or principal's designee will:

1. During the first month of each school year, make parents aware of the curriculum and, at request provide to parents a copy of the curriculum standards and expectations that apply to students' classes for the year.
2. Meet with each newly employed or reassigned teacher to review the sections that apply to teacher's assignment.
3. Assign a teacher experienced in those parts of the curriculum to provide additional assistance to a newly employed or reassigned teacher.
4. Review lesson plans and teachers' curriculum copies for indications that the curriculum and that this policy are being implemented.
5. Work with other school and district leadership to ensure that the curriculum remains updated in relation to changes in state and national standards.

Curriculum Revision

Our Council and appropriate committees will consider revisions to our curriculum when one of the following events occur:

1. State officials modify the Goals, Expectations, Core Content, or Program of Studies.
2. District leaders or working groups modify district curriculum documents.
3. Our planning process identifies a need for adjustments.
4. One or more teachers at our school identify a weakness or opportunity for improvement or needs to be addressed to ensure success for all students.
5. Other stakeholder input or data demonstrate a need to do so.

Equity and Diversity Policy

Bonnieville Elementary School does not discriminate on the basis of age, color, disability, race, national origin, religion, or gender in the programs, activities, and services, provided as required by law.

The faculty and staff of Bonnieville Elementary School are committed to ensuring that every student:

1. Feels safe, welcome, and valued at our school.
2. Is able to achieve at high academic levels.
3. Receives a full, fair of the opportunities our school has to offer.
4. Knows and honors the achievements of his or her own cultural traditions.
5. Knows and honors the achievements of other cultural traditions he or she may encounter in our community and later and life.

Annually, as part of our Comprehensive School Improvement Planning Process, we will review how well we are fulfilling this commitment, including data broken down by gender, ethnicity, socio economic status, and disability on:

1. Student performances.
2. Student participation in our programs.
3. Student disciplinary referrals.
4. Family involvement in school activities.
5. Feedback from students, parents, staff, and community leaders on their perception of performance in this area.

Based on the above analysis, we will develop and vigorously implement the plans needed to correct any failure to fulfill the commitment above.

Extracurricular Policy

Extracurricular Programs KRS 160.345(2)(i)8

We support extracurricular programs based on the following criteria:

1. Contribution to students becoming self-sufficient individuals of good character exhibiting the qualities of citizenship, courtesy, honesty, human worth, justice, knowledge, respect, responsibility, and self-discipline. (KERA goal 3)
2. Contribution to students becoming “responsible members of a family, work group, or community, including demonstrating effectiveness in community service”. (KERA goal 4)
3. Student interest.
4. Ability to attract students currently not involved in extracurricular or service projects.
5. Ability to enhance or maintain equity in our overall program.
6. Ability to arrange suitable adult supervision.

Program Currently Offered

We will provide the following extracurricular programs.

1. Student Technology Leadership Program
2. Academic Team (Elementary & Middle Grades)
3. Basketball
4. Cheerleading
5. Various District Sports
6. Beta Club
7. Y-Club
8. Chess

We will approve additional extracurricular activities based on their ability to meet the criteria listed above.

Student Eligibility

Students will be eligible to participate in athletics/cheerleading if they...

1. Maintain at least a C average each nine weeks grading period.
2. Avoid suspension or probation from school.

3. Are in attendance for the day in order to practice or play in the game unless excused by the principal.
4. Provide the coach with a doctor's statement certifying the doctor's approval of acceptable physical condition to participate.
5. Meet any requirements set by the appropriate sponsoring or governing organization. For example, interscholastic athletics participants must comply with rules set by Kentucky High School Athletic Association.
6. Comply with the rules established by the adult coach or sponsor for the activity.

Coaches and Sponsors

An adult coach or sponsor who meets any applicable requirements set in each sponsoring or governing organization will lead each extracurricular activity. The coach or sponsors will be responsible for supervising all students while participating in the activity, including preparation and travel time. The principal will assign coaches and sponsors from our school's current staff following our policy on assignment of time. If it is necessary to consider applicants who do not currently work at or school, our policy on consultation policies will be followed.

Retention Policy for Grades 4-8

Retention will be considered for those students who have two or more F's in any combination of core content classes (Language Arts, Science, Math, Social Studies) or a combination of related arts classes (Art, PE, Music).

Normally students are not retained for more than one year but if it is strongly felt that retention will benefit a student who has already been retained and the Light's Retention Scale supports this it will be considered.

Light's Retention Scale will be used to assist in assessing retention candidates.

Parent notification of possible retention should be given as early as possible (second nine week's report card) however, the student's average grade at the end of the 4th nine weeks will be considered before retention is suggested.

At the request of the parent, the principal will appoint a review committee. After meeting, this committee will submit a recommendation to the principal. Parents will be notified of the decision.

If a committee is appointed, parents may submit their views of the student's possible retention in writing for the committee's consideration.

Decision of the review committee is final.

Classroom Instruction Policy

Classroom Instruction KRS 160.345(2)(i)6

All instruction shall be aligned with the school curriculum.

On a regular basis in each class, each teacher will incorporate the following:

1. Use varied student centered instructional strategies.
2. Addresses various learning styles and the multiple intelligences.
3. Apply findings from brain research.
4. Use activities where all students use higher order thinking and problem solving skills.
5. Make active use of interdisciplinary connections.
6. Assign tasks similar to those used for state and local assessments.
7. Provide opportunities for students to connect their learning to real life experiences.
8. Adjust instruction to respond to the diversity of students in each class, including their cultural based learning styles, and any disabilities and any special gifts and talents identified in Individual Education Plans.
9. Use technology for appropriate and varied learning activities.
10. Use technology to expand the classroom into the community.
11. Use instructional resources that are developmentally appropriate for the students in the class.
12. Use instructional resources that reflect appropriate diversity.
13. Use a variety of electronic and printed instructional resources.
14. Assign homework that extends student learning on class-time subjects.

Each teacher's plans will clearly reflect these types of activities (Items 1-14) throughout each nine-week grading period.

Principal's Roles

The principal's or principal's designee will:

1. Check for success in implementing this policy as part of regular classroom observation and evaluation of each teacher.
 2. Include areas under this policy where each teacher needs additional work and include those recommended for that teacher's professional growth plan.
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Professional Development Policy

Professional Growth, Development and Evaluations Policy Statement:

*Leadership uses the evaluation process, assessment needs and overall student achievement to provide teachers with the follow-up and support to change behavior and instructional practices.

*Professional development is defined as the experiences provided to the faculty and staff to prepare them to fulfill responsibilities and to maintain a focus on the needs and interests of students.

*Follow-up and support will be provided by way of sharing instructional ideas/strategies, dispensing of professional literature, and compiling a list of professional growth needs as evaluation of staff progresses.

Standing Committee

The standing committee for professional development will...

1. Assess the professional development needs of faculty and staff.
 2. Acknowledge the KDE Benchmarks for Professional Development.
 3. Develop a plan for professional development.
 4. Manage professional development activities, including scheduling, consultative assistance, and refreshments.
 5. The principal shall check that each such activity is within the funds available, the KDE benchmarks for Professional Development, the criteria listed in the improvement plan or professional growth plan, and any requirements of the district and state.
 6. Report to council.
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Budget Policy

Budget:

The SBDM Council will approve budget reports regarding all fiscal resources and the allocations in regard to professional development that will maximize the use of all available resources to support higher student and staff performance and will reflect the needs of the Consolidated Plan. The principal will report on the school allocation from la to provide equitable and consistent use of resources. Budget decisions are to reflect a needs assessment utilizing appropriate data. The budget will be included in the Consolidated Plan reports to ensure that timelines and responsibilities are met. Reports are to be provided to the SBDM Council to evaluate progress toward removing barriers to learning and learning and the school and district organizational infrastructure.

The principal shall develop and administer the school budget. The principal shall present monthly budget reports to the council. The budget committee will work in planning yearly budget with principal.

Homework Policy

Primary Policy

Homework assignments for **primary** students at our school must meet the following guidelines:

- All homework shall be curriculum-related assignments and not be used for disciplinary purposes.
- Homework shall be meaningful and be assigned for the improvement of learning.
- Homework shall be an extension of classroom instruction and consist of additional practice of skills taught during classroom instruction.
- Students who consistently return completed homework may be rewarded.
- Students who miss school will make up classroom assignments only.
- All homework combined shall not exceed twenty minutes each day.

Research Base: The National Parent-Teacher Association and the National Education Association recommend that homework for **primary** students shall not exceed twenty minutes.

Intermediate Homework Policy

Homework assignments for **intermediate** (4th – 6th grades) students at our school must meet the following guidelines:

- All homework shall be curriculum-related assignments and not be used for disciplinary purposes.
- Homework shall be meaningful and be assigned for the improvement of learning.
- Homework shall be an extension of classroom instruction and consist of additional practice of skills taught during classroom instruction.
- Students who consistently return completed homework may be rewarded.
- Students who miss school will make up classroom assignments only.
- Points given for homework may not exceed five percent of the total grade for any subject area.
- All homework combined shall not exceed forty minutes each day.

Research Base: The National Parent-Teacher Association and the National Education Association recommend that homework for intermediate students shall not exceed forty minutes.

7th – 8th Homework Policy

Homework assignments for intermediate **7th – 8th grade** students at our school must meet the following guidelines:

- All homework shall be curriculum-related assignments and not be used for disciplinary purposes.
- Homework shall be meaningful and be assigned for the improvement of learning.
- Homework shall be an extension of classroom instruction and consist of additional practice of skills taught during classroom instruction.
- Students who consistently return completed homework may be rewarded.
- Students who miss school will make up classroom assignments and homework assignments at the discretion of the teacher.
- Points given for homework may not exceed ten percent of the total grade for any subject area.
- All homework combined shall not exceed one hour each day.

Research Base: The National Parent-Teacher Association and the National Education Association recommend that homework for **7th – 8th grade** students shall not exceed two hours each day.

Definition/Purpose

Homework is the out-of-class assignments that a student is assigned as an extension of classroom work. There are three basic types: practice, preparation, and extension. Practice assignments generally reinforce newly acquired knowledge or skills. Preparation assignments provide background information (research, readings, etc.). Extension assignments encourage creative and individualized learning by emphasizing student initiative and research (projects). Homework increases student achievement levels, prepares students for future study, and teaches responsibility for completing assigned tasks in a timely manner.

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Student Dress and Appearance Policy

Please find listed below guidelines for dress. The primary criterion for this section is to avoid embarrassment of the student, parents, or Bonnieville Elementary School, and to ensure that the educational process is neither disrupted nor impeded. The wearing of clothing which might offend other students or teachers or which might disturb the order and decorum of the school is prohibited. The school will follow district policy of dress code.

1. Principals and teachers shall enforce the dress code in her schools. In instance involving clothing not specifically included in the regulations or involving variation of clothing covered in the regulations, the principal shall interpret the policy.
2. Modesty and the avoidance of distracting influences are to be key to dress
3. The wearing of any attire, cosmetics, presentation of extra-ordinary personal appearance, or any *unsanitary body condition*, which in the judgment of the principal significantly disrupt school work, interrupts scholastic endeavors, or threatens the health of other pupils and/or faculty, is prohibited.
4. Hats, caps, bandanas, or headdresses shall not be worn in school unless they are necessary for health or safety purposes. A doctor's note must be presented beforehand. This includes during transport on school buses. Exception will be designated at day announced by the Principal. If a hat is brought to school it will be confiscated and returned at the end of the day (first offense). Subsequent infractions will require a parent to pick the hat up at school.
5. Sunglasses shall not be worn inside the school building without a medical excuse. A doctor's note must be presented beforehand.
6. The hair shall be clean and well groomed. Distracting extremes shall not be permitted.
7. All shorts, skirts, and dresses **must be no more than three inches below arms length.**
8. Students must wear pants at the waist. Sagging garments are prohibited.
9. No chains may be worn to school other than normal necklaces or bracelets.
10. No accessory may be worn that has spikes or sharp points (spiked dog collars, etc.).
11. Prohibited are the nude look, see-through, or cut away styles that expose the rib cage.
12. All shirts should be of a length to be able to tuck in pants. Any garment, which exposes the stomach area above or below the navel, is prohibited.
13. Spaghetti straps are prohibited and straps must be at least 2" in width. Sleeveless garments for males must be hemmed and cannot expose the rib cage.
14. Patches, emblems, and clothing suggesting or depicting vulgarity, profanity, or advertising alcoholic beverages or illegal substances shall not be permitted. Likewise, students shall not wear clothing depicting violence including guns, knives, etc.
15. Visible body graffiti, either temporary or permanent is prohibited. This includes tattoos or writing on one's body with pen or marker.

Students wearing inappropriate clothing will be asked to change. T-shirts will be provided (should be returned at the end of day).

Discipline Policy

DISCIPLINE AND CLASSROOM MANAGEMENT KRS 160.345(2)(i)7

The faculty and principal shall implement the local school district code of acceptable student behavior and discipline. Copies of the local district code shall be distributed to all staff at the beginning of each school year, and to all parents upon enrollment of their child each year. The school council shall automatically adopt any subsequent amendment to the code by the local board of education. Individual classroom policies will be sent to parents at the discretion of the teacher.

POLICY STATEMENT

The SBDM Council will monitor the school leadership to ensure that the organizational policy, infrastructure, and resources are in place for the implementation and maintenance of a safe and effective learning environment

Comprehensive Planning Policy

The SBDM Council will approve a vision, a belief statement, a mission and goals from the leadership of the school with input from the school community. The Council will oversee the implementation of council policy based on anticipated needs.

The SBDM Council will be provided with a copy of the planning process that will be used for collecting, managing and analyzing data.

The SBDM Council will monitor data collected for school improvement planning, evaluate the degree to which it achieves its goal and objectives for student learning.

The SBDM Council will evaluate the Consolidated Plan to see the following are addressed:

1. The school initiates discussion in order to eliminate overlaps and close gaps.
2. Test scores are used to identify curriculum gaps.
3. The school provides a clearly defined evaluation process.
4. Leadership has developed and sustained a shared vision.
5. Leadership provides a process for the development and implementation of council policy based on anticipated needs.
6. There is evidence that a collaborative process was used to develop a vision, belief statement, mission and goals that engage the school community as a community of learners.
7. There is evidence of a planning process that involves collecting, managing, and analyzing data.
8. Data collected is used for school improvement planning.
9. Staff analyzes student learning needs.
10. Action steps for school improvement are aligned with the school improvement goals and objectives.
11. The school evaluates the degree to which it achieves the goals and objectives for student learning as set by the Consolidated Plan.
12. The school evaluates the degree to which it achieves the expected impact in classroom practice and student performance.

13. The SBDM Council will require the staff to analyze student learning needs, discuss curriculum for the purpose of eliminating overlaps, and work toward closing gaps as identified by test scores.

Plan To Address Achievement Gaps

Starting in the fall of each two-year cycle, we will revise our plan it address substantive achievement gaps in step 1.

1. Analyze our CATS results, including data disaggregated by gender, ethnicity, disability, and participation in the free and reduced lunch program, and Limited English Proficiency.
2. Identify substantive gaps.
3. Set targets for reducing each substantive gap. This step will be completed by November of that calendar year if possible and definitely not later than February 1 of the next calendar year.
4. Work with our superintendent and local board of education to agree on those targets or revised version.
5. Set a time schedule for when we will eliminate all the substantive gaps.
6. Make each target part of at least one component of our plan.
7. Revise the changed components to fully support implementing the target.
8. Hold a public meeting called by the principal to present the draft plan and receive additional input.
9. Adopt a complete revised plan no later than April 1 of each odd-numbered year.

Development/Revision Plan

As needed, the council will appoint ad hoc committees to complete the planning process in adherence with district policy and procedures.

Schedule

Schedule KRS 160.345(2)(i)4

Bonnieville School's Staff will:

1. Reflect our mission and belief statements.
2. Provide students with the learning time they need.
3. Provide students with the technology access they need to complete writing assignments and other learning activities.
4. Allow teachers shared time to collaborate and plan on a regular basis.
5. Support our curriculum policy and our instructional practices policy.
6. Support the goals and strategies established in our Comprehensive School Improvement Plan.
7. As much as possible, give all students access to all classes, avoiding conflicting schedules of specialized classes and preventing and exclusion related to cultural background, physical abilities, socio-economic status, and cultural status.

Process For Schedule Development

The school principal will develop a schedule based on needs of students, number of students, and certification areas and present to the SBDM council by July. Based on student needs and enrollment, the school schedule may change within the school year. The principal shall enlist the input of staff members to ensure student success.

Student Assignment Policy

Student Assignment To Classes and Programs KRS 160.345(2)(i)3

The principal (or Principal's designee) shall assign students to and programs in a manner that will:

1. Take each student's developmental needs into account.
2. Flexible grouping of students for instruction based on student needs.
3. Mixed age and mixed ability grouping for instruction, with grouping and re-grouping of students as needed for individual or small group instruction and reinforcement. Classroom preferences for student placement shall be limited to written requests, stating reason from the parent to the principal. The principal shall make the final decision on parent requests that do not upset the heterogeneous grouping of each classroom. The principal/teachers shall assign students to elementary teachers in heterogeneous groups with balanced numbers of males and females, minority students, at-risk students, and special needs students.
4. Support our Comprehensive School Improvement Plan.
5. Maintain the state class size cap. In the event class size is over cap, the council must be aware of numbers. The principal shall make the council aware of numbers at the beginning of the school year (August) or in the event of significant changes based on enrollment.
6. In instances where Bonnieville Elementary has multiple classes on the same grade level students will be assigned classrooms through principal/counselor, IC or other class scheduler. This will ensure an even distribution of both males and females in the classes. Unless there is a valid reason for a room change the student assignment as dictated through the scheduling process will remain unchanged. The principal may assign a committee for gender-based class scheduling as based on needs of students.
7. Parent requests for specific room/teacher assignments will not be honored. However, the principal shall determine best placement for a student.

Primary Homeroom Assignment

In May primary teachers shall meet to discuss placement of individual students in the most appropriate classrooms for the following year. All classrooms shall contain a variety of abilities and may contain two or three different age levels and flexible grouping shall be provided in the classrooms and possibly among classrooms. Special education students shall be placed in regular classrooms for as much of the school day as possible with adequate support. The recommendations shall follow with expectations for multi-ability, multi-aged, multi-gender, and equitable classrooms. The principal shall make room assignments based on #7 in the above mentioned criteria.

Grade 4-8 Homeroom Assignments

In May, teachers in each grade level shall meet to recommend homeroom assignments for their students for the next school year. The recommendations shall conform to expectations for multi-ability, multi-gender, and equitable classrooms. The principal shall discuss the recommendations with the teachers. The principal shall assign student to homerooms with teacher recommendations with exceptions being made to address necessary physical needs, interpersonal conflicts, and proportions by race and gender. If there is a request for re-assignment the principal will follow #7 in the above mentioned criteria.

Homeroom Lists

By the last day of July, the principal shall make student assignments for the next school year and make homeroom assignments available to parents. The lists may be posted on the front doors of the school, posted in the office, or made available by another appropriate means at the principal's discretion. Based on student needs and school enrollment numbers, homeroom assignments may change at any time within the school year.

Writing & Writing Portfolio Policy

Use of Writing

Each student will use writing as a way to learn throughout the year to complete required writing pieces. Using the full writing process each semester, teachers will plan and implement writing activities that integrate writing instruction, reading skills, and content area objectives. Teachers will make appropriate accommodations for being writers as to what is accepted as a writing piece but will expect some type of work on paper from each student.

Each teacher's writing assignments under this policy shall:

1. Increase student understanding of the curriculum being taught at that time.
2. Use content area readings of the same type in conjunction with the writing instrument.
3. Include appropriate prewriting activities.
4. Include submission of a first draft.
5. Provide students with feedback through conferencing.
6. Include student revisions of the draft.
7. Include editing of the draft.
8. Include a thoughtful decision about what, if any publication will be used to connect the writing process.

Students will have the options of using word processing or submitting required pieces in the student's own handwriting. Conferencing will focus on one or two areas of need, addressing patterns and errors or problems that occur frequently.

Writing Folders And Portfolios

Teachers will maintain a complete folder of the required writing pieces done by the students in their homeroom. Including those from past years and any additional pieces students volunteer to be added to the folder. Teachers will turn in their folders to the principal (or principal's designee) at the end of each year when they turn in final grades or progress reports. The principal (or principal's designee) will ensure that each folder is passed on to the next homeroom teacher.

In fourth and seventh grades, students will review the file of their work and select pieces for final improvement and inclusion in the portfolio that is considered for the state's assessment program. At least two drafts of each piece should remain in the students' working folders. Teachers will ensure that every student has adult and peer feedback, classroom time and access to word processing equipment to complete those revisions.

Evaluation & Analysis of Student Writing

In an effort to support a school-wide writing program focused on the need of students...

1. Primary teachers will use the marker paper continuum to analyze at least one piece of student writing each year.
2. In grades 4-8 teachers will use the marker paper skills list to analyze student writing to identify instructional and curriculum needs.
3. In grades 4-8, teachers will use the marker paper skills list to develop a scoring guide to assess specific types of student writing. This scoring guide will be provided to students with the initial writing assignment.
4. Scoring guides will assess student performance in the areas of pre-writing, revising, editing, and publishing.

Instructional Focus

To support a school-wide writing program focused on mastery of specific skills, these minimum levels of proficiency will be pursued at each level of instruction:

- P1: Re-tell a story in complete sentences with a beginning, middle and end.
- P2: Write complete simple sentences to complete a story with a beginning, middle, and end.
- P3: Write a topic sentence and two supporting sentences with meaningful details.
- P4: Write a five-sentence paragraph including one topic sentence, three supporting sentences with meaningful details, and one concluding/ connecting sentence.
- 4-8: Write a five-paragraph paper with an introductory paragraph, three paragraphs with main ideas and support, and one concluding paragraph with the complexity of ideas and writing development appropriate for each grade level.

Ongoing Improvement In Writing

We will pursue continuous improvement in the quality of student writing by using the following procedures.

1. On a regular basis, the principal (or principal's designee) will review student writing activities to determine how elements 1-8 listed above are being accomplished, and provide teachers with feedback on each of these elements.
 2. At least once a year, each teacher will meet with a small, multi-level group to compare student writing samples and discuss how they compare to the scoring guide for portfolios and the benchmark pieces for the grades being scored.
 3. High quality professional development on the writing process and the scoring of writing portfolios will be made available annually. The professional development may be offered at the school, by the district, at a regional level, or in any other manner that meets the needs of our new and returning staff.
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Parent Involvement Policy

Home Support for Student Learning

Our Principal and teachers will...

1. Provide information on the content students will learn each year.
2. Send home newsletters at least four times a year that include information on constructive family practices, such as encouraging school attendance, completing homework, monitoring television viewing, etc.
3. Support a vigorous Parent Teacher Organization.

Our Family Resource Service Center will...

1. Survey families at least once a year to learn what services and activities would most help the families support their children.
2. Offer a well-planned, well-published set of programs to meet those needs.

Decision Making

We invite concerned adults through out our community to join in our decision making by...

1. Signing up to serve on our SBDM committees.
2. Attending Council or committee meetings.
3. Commenting on draft policies and plans as they are made available on our website and SBDM bulletin board.
4. Participating in surveys, input meetings, and other opportunities to define school needs and develop solutions.

Volunteers

We invite concerned members of our community, including parents, to volunteer to help our students in the following capacities:

1. Tutoring
2. Assisting with classroom activities that need more than one adult's help.

3. Preparing materials, mailings, refreshments and other items needed for family and community involvement.
4. Joining our Parent Teacher Organization and participating in its many efforts to strengthen our school.

As needed, we will identify other volunteer roles through our Comprehensive School Improvement Planning process. Parent volunteers will be assigned special duties/responsibilities by the principal or the principal's designee based on instructional needs of the school. Parents may or may not be assigned to volunteer in their own child's classroom.

Wellness Policy for K-5

Policy Date: July 2005 *updated July 2007*

Wellness Policy

Bonnieville School Council adopts the following Wellness Policy in order to implement wellness within the school:

The principal shall ensure that the program is implemented as part of the instructional day. The program may provide up to 150 minutes per week of moderate to vigorous physical activity for each child, taking into consideration the needs of students with 504 Plans, Individual Education Plans and any other special medical needs. This would not preclude additional activity for all students outside of the instructional day.

Teachers will be provided with physical activities and strategies to implement this policy. Instructional activities should be research-based. Teachers shall record the required activity into their lesson plans so the principal can easily monitor.

Our council will assess students' level of physical activity at least once a year. The council will select an assessment tool by the start of each school year, and the principal shall develop a schedule for completing the assessment.

The principal shall monitor the use of snack/drink machines to ensure recommended guidelines.

No beverages other than water will be allowed in classrooms and library. Students are allowed to have soft drinks and juices in the cafeteria at breakfast, lunch, and break. Soft drinks and juices may be allowed if a student's break time is scheduled in his/her homeroom. Also, students are allowed to have beverages in their homeroom for special events as monitored by teacher.

Align to State Standards

The school shall organize all instructional and other activity to be aligned with standards established in state laws and regulations, and in a manner that is consistent with local school board policy. The school shall utilize technology in a manner consistent with local school board policy and state laws and regulations. The school shall appraise all programs in a manner that is consistent with local school board policy. Programs shall be appraised upon request of the school council by assigning the program appraisal to the appropriate committee from completion and recommendation to the council. This school council policy shall also be consistent the applicable indicators from the Standards and Indicators for School Improvement. Technology evidence will be seen in impact checks.