

**Bonnieville Elementary
School School Based
Decision Making Council
Operational Policies**



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Curriculum Policy (Effective Writing Program)

KRS 160.345(2)(i)(1)

Purpose:

The Curriculum Policy (Effective Writing Program) at Bonnieville School ensures that all students in all classes will use writing to learn. Bonnieville School believes that writing is a necessary communication skill for students and that writing should be authentically taught and practiced in all curricular areas.

Criteria:

Pursuant to KRS 160.345(2)(g), the local superintendent shall determine which curriculum, textbooks, instructional materials, and student support services shall be provided in the school after consulting with the local board of education, the school principal, and the school council and after a reasonable review and response period for stakeholders in accordance with local board of education policy. As such, Bonnieville School's school-based decision making (SBDM) council or designated committee will assess the school's writing curriculum, as selected by the district's superintendent, to determine congruency and alignment to the Kentucky Department of Education's Guidelines for Including an Effective Writing Program Within the Curriculum for districts, which establishes that all students shall be provided multiple opportunities to develop complex communication skills through writing and shall be allowed student choice and exploration.

During its assessment, the SBDM council or designated committee will utilize an evaluative method that ensures the superintendent's writing program selection allows teachers and students an opportunity to meet the KDE's Guidelines for Including an Effective Writing Program Within the Curriculum allowing for multiple opportunities for students to develop complex communication skills for a variety of purposes, to read and analyze a variety of print and non-print materials, and to use a variety of technological tools in the writing process.

Evaluation:

The school council shall annually review the effectiveness of the school's writing program to ensure the writing program aligns to the Kentucky Department of Education's Guidelines for Including an Effective Writing Program Within the Curriculum for districts. This data shall be included as part of the comprehensive school improvement planning process and the resulting feedback shall be shared with the district's superintendent for consideration.

Date Adopted: May 2025

Date Reviewed/Revised: _____

Date Reviewed/Revised: _____

Staff Time Policy

KRS 160.345(2)(i)(2)

Purpose:

The Staff Time Policy for Bonnieville School ensures that the amount of instructional time (e.g., number of classes taught, professional learning community time) and non instructional time (e.g., bus duty supervision, how often to supervise hallways) for the certified and classified instructional staff is equitable and provides maximum learning time for all students.

Procedures:

In determining staff time for certified and classified instructional staff, the school council shall establish specific timeframes for instructional and non-instructional duties based on priorities established in the Comprehensive School Improvement Plan (CSIP). These time frames shall support agreed-upon student achievement goals. All certified and classified instructional staff time during the school day shall be equitably distributed amongst Kentucky Elementary School's instructional staff members.

Each certified classroom teacher shall maintain a daily classroom schedule that demonstrates at least 80% of the instructional day shall be focused on the instructional core that includes English/Language Arts, Science, Mathematics and Social Studies.

Non-instructional time for students (e.g., restroom breaks, course transitions) shall be kept to a minimum. Each certified classroom teacher is responsible for developing a classroom schedule; the principal is responsible for ensuring that the schedules are implemented within the classrooms.

Each certified resource special education teacher shall maintain a daily classroom collaboration schedule with pull-out services kept to a minimum and only where specified by a student's individual education plan (IEP). The comprehensive school counselor, speech-language pathologist and school psychologist shall maintain schedules outside the parameters of this policy and within the guidelines of their specific job duties.

The principal is responsible for determining schedules for all classified paraeducators. All paraeducators shall spend at least 90% of their workday on instructional duties (i.e., working with students). Paraeducators' schedules shall be prioritized with primary grades first.

The principal has the responsibility of assigning teachers and paraeducators to classes and schedules.

Evaluation:

Annually, the principal shall report to the school council a summary of the use of staff time. This report can include, but is not limited to, the percent of time spent on core academics, the collaboration schedule, the guidance schedule and how it fits into the school improvement plan goals and the determination, based on needs, for the paraeducators' schedule. The principal shall not refer to teachers by name during the reviews.

Date Adopted: May 2025

Date Reviewed/Revised: _____

Date Reviewed/Revised: _____

Assignment of Students to Classes and Programs

KRS 160.345(2)(i)(3)

Purpose:

The Assignment of Students to Classes and Programs Policy for Bonnieville School ensures that all students are provided equitable access to all components of the school's curriculum through the class assignment process.

Procedures:

Primary Program: Students in traditional kindergarten and grade one will be in multi age classes wherein students remain with the same teacher for up to two years. Students that need an extra year in primary program, after consultation with the teacher, the parent, the comprehensive school counselor and/or the principal, will complete an extra year prior to promotion to second grade. Any student completing an additional year will be placed with a different teacher for that additional year. Parents may appeal the decision; however, the principal shall make the final determination of placement.

Students in traditional grades two and three will be part of a graded program in a self contained classroom for all core subjects.

All teachers within the primary program (i.e. kindergarten to grade 3) must address the critical attributes of a primary program established in Kentucky's Revised Statute (KRS) 158.031(3). These attributes include developmentally appropriate educational practices; multiage and multi ability classrooms; continuous progress; authentic assessment; qualitative reporting methods; professional teamwork; and positive parent involvement.

Intermediate Grades: Students in grades four and five will be assigned a homeroom teacher. Teachers will rotate through the classrooms, providing subject based instruction. Students will remain in homeroom class. Each day students will receive at least 60 minutes of instruction in English Language Arts, Mathematics, Science, and Social Studies.

Grouping: At least two weeks prior to the last instructional day of school, teachers will submit placement notes on each of their students. These notes may include, but not limited to, student's academic progress, assessed reading grade level, spring MAP score, behavioral issues and Individual Education Plan (IEP)/504 plan. The comprehensive school counselor will gather this information and compile and assign students to classrooms based on the data. Students will be equitably distributed among the classes. Priority for placement will be for those students that have specific needs on an Individual Education Plan (IEP) as determined during the Admission and Release Committee (ARC) meeting.

Student class assignments will be complete at least 30 calendar days prior to the first instructional day of school. Student assignments will be available through Infinite Campus or other secure portal. Staff will be available at the school Monday through Friday from 8:00 a.m. to 3:00 p.m. two weeks prior to the first instructional day of school to provide class assignment information on a one-to-one basis either by phone or face-to-face at the school.

Evaluation:

Annually, between February and April, certified staff (i.e., teachers, comprehensive school counselor and principal) will complete an online survey on the assignment of students. Data from this survey will be presented by the principal to the school council for discussion during

the May meeting. Questions on the survey may include but are not limited to the following: collaboration and team teaching, ratio between boys and girls, class size, and effectiveness of students receiving instruction from multiple teachers.

Date Adopted: May 2025

Date Reviewed/Revised: _____

Date Reviewed/Revised: _____

Planning and Resolution of Issues Regarding Instructional Practices

KRS 160.345(2)(i)(6)

Purpose:

The Planning and Resolution of Issues Regarding Instructional Practices Policy of Bonnieville School ensures that all instructional practices align with the Bonnieville School's curriculum and establishes an environment where all students achieve to their potential and are prepared for future learning.

Procedures:

Instructional practices shall be defined as the strategies, techniques, and activities used by the classroom teacher to engage students in the learning process.

In preparing lessons, each teacher shall:

- Use varied student-centered instruction;
- Include multimodal instruction;
- Use activities where all students use higher-order thinking and problem-solving skills;
- Make active use of interdisciplinary connections;
- Adjust instruction to respond to the needs of students;
- Provide for student-use of technology for appropriate and varied learning activities and to expand the classroom into the community and beyond;
- Use instructional resources that reflect diversity; and
- Assign homework that extends student learning based on the analysis of classroom data and formative assessments.

Snapshot of Class Period: An ideal class period provides quality instruction and student engagement from bell-to-bell.

- Flashback or bell ringer activity
- Review day's objective/essential question/agenda
- Best practice strategies include guided practice or direct instruction which may include, but are not limited to the following:
 - o Individual Assignments
 - o Cooperative Learning
 - o Research Projects
 - o Reading and Summarizing
 - o Graphic Organizers
 - o Manipulatives
 - o Peer Tutoring
 - o Speakers
 - o Technology
 - o Oral Presentations
- Lesson Closure: What did you learn today and why?/Real-world Connections/Exit Slips
- Discussion of Homework (if applicable)/Preparation for Assessment (if applicable)
- Prepare for the Next Day

Homework:

Homework is to be used to extend the student's opportunity to learn and is to be completed outside the regular school day and intended to provide added enrichment to practice skills, increase knowledge and explore topics using various learning modes and technologies. Homework assignments will include not only written work, but also cultural and creative activities and projects. Homework is not to be used as a punishment for behavior.

All classroom and enrichment teachers will...

- Engage in age-appropriate home-based activities that directly correlate with the day's learning target.
- Assign homework that reinforces a skill that has been taught and formatively assessed in the classroom to ensure that all students understand the concept. If the formative assessment shows that students do not understand the concept, homework on that topic or skill will not be assigned.
- Assign homework that provides opportunities to engage parents and families in the instructional process and has real-world applications.
- Allow time for free reading as part of homework assignments.

All homework will be assessed for understanding within a reasonable timeframe. Teachers will provide appropriate feedback to students and will keep accurate records of homework assessments to use during student conferences and parent-teacher meetings. Homework assessments are not to be included as part of summative assessments for grading purposes. Teachers shall develop a system for students to note homework (e.g., assignment/agenda book, homework log). This system should remain constant for the entire school year unless data suggests changes are needed. This system may include the class, the assignment, the due date, necessary materials, and a parent confirmation signature or initials. Students that consecutively or continually do not complete homework assignments will result in teacher-student conference, teacher-parent conference, or any combination thereof.

Evaluation: During common planning and as part of professional learning, teachers will reflect weekly on the strategies used, discuss successes and challenges, share possible solutions to challenges, and identify areas needing further support. Professional learning community (PLC) team leads will collect the data from these reflections, and student voice when appropriate, and bring it to the monthly Leadership meeting.

Date Adopted: May 2025

Date Reviewed/Revised: _____

Date Reviewed/Revised: _____

Selection and Implementation of Discipline and Classroom Management Techniques

KRS 160.345(2)(i)(7)

Purpose:

The Selection and Implementation of Discipline and Classroom Management Techniques Policy of Bonnieville School ensures that standards are established for acceptable student behavior and that Bonnieville School is a safe and secure environment.

Procedures:

Within one week of the first instructional day of school (or within one week of enrollment), students and parents/guardians will receive the Hart County School District's Code of Conduct booklet. Each student is required within one week of receiving the booklet to return the Acknowledgement Form from the district code of conduct booklet signed by him/herself and his/her parent/guardian. The administrative team (i.e., principal, assistant principal and comprehensive counselors) shall follow-up with students and families whose forms are incomplete or not returned.

The school shall develop a school safety plan as required by district policy and state regulations. The school safety plan shall be reviewed annually by the school council. Each classroom should establish specific standards that govern the time students are in his/her classroom (within the standards and overall goals of Bonnieville School). These standards shall be posted in a predominate location and in print that is legible and easy to see from any place within the classroom. These standards shall be taught by the teacher during the first week of school to all classes and reviewed after each break (i.e., fall break, winter/Christmas break and spring break). Other reviews shall be at the teacher's discretion.

Additional Standards:

Appropriate dress standards: Students attending Bonnieville School shall comply with standards in dress, according to the student handbook.

Bullying and Harassing: Students at Bonnieville School must respect the rights of others and to interact with them in a civil manner. Therefore, students are required to speak and behave in a civil manner toward students, staff and visitors within the building.

Bullying is a repeated pattern of aggressive behavior that involves an imbalance of power that purposefully inflicts harm on the bullying victim. Bullying assumes a variety of forms, including:

- Direct physical or verbal actions that cause physical or emotional distress
- Indirect acts of social aggression designed to ruin a victim's personal reputation or social standing

Cyberbullying, the willful and repeated harm inflicted by using computers, cell phones, or other electronic devices.

Therefore, the following actions will not be tolerated at school, on school buses, or during a school-sponsored event (including athletic events) and must be reported to the principal:

- Strikes, shoves, kicks, or other physical contact; attempts or threatens to strike, shove, kick, or other physical contact.
- Offensively coarse utterance and/or gesture.
- Following or stalking a person in or about the school.
- Engages in a course of conduct or repeatedly commits acts which alarm or seriously annoy such other person, and which serve no legitimate purpose; or
- Damages or commits a theft of the property of another student.
- Substantially disrupts the operation of the school.
- Creates a hostile environment by means of any gestures, written communications, oral statements, or physical acts that a reasonable person under the circumstances should know would cause another student to suffer fear of physical harm, intimidation, humiliation, or embarrassment.
- Communicates with a person, anonymously or otherwise, by telephone, email, or any other form of written communication in a manner which causes annoyance or alarm and serves no purpose of legitimate communication.
- Communicates in a manner which a reasonable person under the circumstances should know would cause the other student to suffer fear of physical harm, intimidation, humiliation, or embarrassment and which serves no purpose of legitimate communication.

Any determined acts of bullying or harassment will be handled appropriately based on the descriptor of offenses in the Kentucky County District Code of Conduct.

Evaluation:

School behavior data shall be analyzed quarterly during a regular school council meeting. Trends shall be examined to determine causes and contributing factors. These trends shall include data disaggregated by race, gender, time of day, and classroom vs. common areas. This may be assigned to an ad hoc committee at the request of the school council.

Date Adopted: May 2025

Date Reviewed/Revised: _____

Date Reviewed/Revised: _____

Selection of Extracurricular Programs

KRS 160.345(2)(i)(8)

Purpose:

The Selection of Extracurricular Programs Policy of Bonnieville School ensures that students are provided multiple opportunities to extend the learning time based on student interest and abilities.

Procedures:

All extracurricular programs must be based on the following criteria:

- The program must contribute to students becoming self-sufficient individuals exhibiting
- good character, responsibility and self-discipline, as well as provide supervision that will
- take into account the student's developmental and emotional needs.
- The program must contribute to a student's ability to work as part of a group or team.
- The program must be geared toward student interests and/or abilities.
- The program must be multicultural and enhance or maintain equity in the overall
- program concept.

All extracurricular programs must fall into one of the following three categories: academic, athletic, or service-learning. Each extracurricular activity must be led by an adult coach or sponsor who meets any applicable requirement set in state or federal statute, as well as by the sponsoring or governing organization. The coach or sponsor will be responsible for supervising all students while participating in the activity, including preparation, practice and travel time.

Annually and prior to October 1 of each year, the principal shall present a list of extracurricular programs to the school council for discussion and review. The principal will follow district policies and procedures in selecting and evaluating all coaches and/or sponsors for all extracurricular activities.

Student Participation:

Students who wish to participate in extracurricular programs must...

- Maintain a "C" average in all courses including core classes and electives.
- Be present for all classes the day of the activity or the day prior if on a weekend or holiday. An exemption would include school-sponsored off-campus activities, such as
- college visits.
- Comply with rules and procedures developed by the coach or sponsor for the
- extracurricular program.
- Meet any additional requirements set by the appropriate sponsoring or governing
- organization or as established in district board of education policies and procedures.

The principal has the final decision on student participation.

Evaluation:

All extracurricular programs will be evaluated annually for effectiveness, student participation, and equity as part of the school improvement planning process.

Date Adopted: May 2025

Date Reviewed/Revised: _____

Date Reviewed/Revised: _____

Adoption of an Emergency Plan Policy

KRS 160.345(2)(i)(9)

Purpose:

The Adoption of an Emergency Plan Policy of Bonnieville School ensures that students are provided a safe and secure learning environment.

Procedures:

The principal, in consultation with parents, teachers, other school staff, and local first responders, will collaboratively develop the school's emergency management plan to document efforts to prevent, mitigate, prepare for, respond to, and recover from emergencies. The emergency management plan will include procedures for medical emergency, fire, severe weather, earthquake, building lockdown, a written cardiac emergency response plan, and a diagram of the facility that clearly identifies the location of each automated external defibrillator as specified in Kentucky statutes and regulations. The plan will include, but not be limited to the following:

- Establishment of primary and secondary evacuation routes, which must 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 must be posted in each room;
- Practices for students to follow in an earthquake;
- Development and adherence to access control measures for each school building, which may include (but not be limited to):
 - o Controlling access to exterior doors during the day
 - o Controlling front door access electronically or with a greeter
 - o Controlling access to individual classrooms
 - o Requiring visitor check-in with identification and purpose provided, and
 - o Display of visitor's badge on outer clothing.
- Practices for students to follow in in case of fire that are consistent with administrative regulations of the Department of Housing, Buildings and Construction (DHBC); and
- Procedures for lockdown of the school.

Local law enforcement shall be invited to assist in establishing lockdown procedures. Following adoption, the emergency plan and diagrams of the facilities will be provided to appropriate first responders and all school staff. First responders, for the purpose of this policy, include local fire personnel, local, county and/or state police personnel, and emergency medical personnel. Due to the need to maintain student and staff safety and security, the emergency plan and diagram of the facility will not be disclosed in response to any Open Records requests or discussed during the open session of any school council meeting.

Prior to the first instructional day of school, the principal, or designee, will present and review all emergency procedures with all staff. Documentation including the time and date of the review will be kept on file at the school with a copy sent to the district office to document completion. Documentation may include methods such as a sign-in sheet that includes the printed name of each staff member (all certified and classified staff), the signature of the staff member and the date and time of the review.

A comprehensive diagram of the school showing primary and secondary evacuation routes will be posted at each school doorway prior to the first instructional day of school. Identified severe weather safe zones which have been reviewed by the local fire marshal or fire chief will be posted at each school doorway prior to the first instructional day of school.

The principal is responsible for working with the central office annually to ensure that all 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. Completion will be reported to the school council and documentation maintained in the principal's office.

Within the first thirty (30) instructional days of the school year and again during the month of January, the school will conduct one (1) severe weather drill, one (1) earthquake drill, and one (1) building lockdown. Fire drills will be conducted in accordance with timelines, procedures and requirements outlined in the DHBC regulations. 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 school council and to the district central office for any remedial action needed. Prior to the athletic season, the cardiac emergency response plan and the venue-specific emergency action plan shall be rehearsed by simulation by all licensed athletic trainers, school nurses, athletic directors, and interscholastic coaches and volunteer coaches of each athletic team active during that athletic season. Possible access control methods that will be used at Kentucky Elementary School are outlined below:

- All exterior doors must always remain locked.
- All visitors must enter through the posted front entrance.
- The front entrance must remain secure with electronic access only.
- All visitors must use the "buzzer" and be recognized prior to gaining access to the reception area.
- The principal is responsible to ensure that trained personnel always monitor the front entrance. At no time during the school day are students allowed to monitor the front entrance or the reception area.
- All visitors must report to the front office, provide photo identification, state the purpose of the visit, and wear a school-specific badge on the outermost garment during the entire visit. Upon leaving, all visitors must report back to the front office.
- The office must keep an accurate log of each visitor, the date and time of the visit, the

purpose of the visit, and with whom they visited.

- Doors must remain closed during instruction time.

Evaluation:

At the end of each school year the emergency procedures are to be reviewed by the school council, first responders, and school nurse and revised as needed.

Date Adopted: May 2025

Date Reviewed/Revised: _____

Date Reviewed/Revised: _____

Procedures, Consistent with Local School Board Policy, for Determining Alignment with State Standards, Technology Utilization, and Program Appraisal Policy

KRS 160.345(2)(i)(10)

Purpose:

The Procedures for Determining Alignment with State Standards, Technology Utilization, and Program Appraisal Policy for Bonnierville School ensures that all students have equitable opportunity to highly effective teaching practices at all levels and with all classes.

Procedures:

Alignment with State Standards: Annually in November the school council shall charge the Curriculum and Instruction Committee with reviewing the curriculum of the core instructional areas (i.e., English/Language Arts, Mathematics, Science, and Social Studies) as determined by the district's superintendent to ensure that each area is aligned with the Kentucky Academic Standards and to district curriculum maps. The committee shall also review analysis of state assessment data to determine any curricular gaps. This review shall be completed and reported to the school council and the district's superintendent by the May school council meeting.

Annually in January the school council shall charge the Climate and Culture Committee with determining the barriers in student achievement. The committee may review state nonacademic data, survey data (i.e., parent, teacher and student), behavior summaries, and budget reports, as well as any other data needed for their review. This charge shall also include a summary of student use of technology as it relates to barriers in student achievement. This review shall be completed and reported to the school council by the May school council meeting.

Technology Utilization: Technology shall be utilized in the classroom by students, to enhance the curriculum, and as a learning tool in the Library Media Center. All school technology (e.g., Chromebooks, iPads, SmartBoards) must be available for student use first. Teachers will plan lessons that encourage the use of technology by students. All staff and students will adhere to the Kentucky School District's Acceptable Use Policy.

Teachers will...

- Use technology to improve communications, enhance thinking skills, make instruction more efficient and effective, and develop critical life skills. Professional learning community (PLC) teacher-leaders will include the student use of technology as part of the weekly PLC meeting.
- Provide equitable and adequate access to the technology resources for all students.
- Implement technology to meet state and national standards.
- Research and use up-to-date programs and/or apps as part of the instructional program.
- Encourage and monitor student use of technology.

- Use adaptive or assistive technology for students as required in IEPs
- Include technology resources as part of the daily lesson plan, including the websites URL and/or applications. Included in the lesson plan is a description on how the students will be using the technology as part of instruction.

The principal will monitor, through the lesson planning and PLC process, the student use of technology as part of the instructional day.

Program Appraisal:

Annually in October the school council shall charge the Comprehensive School Improvement Planning committee with reviewing state, district and school data to determine effectiveness of instruction program initiatives. The committee shall draft a report as to the strengths and barriers for each program initiative. This review shall be completed and reported to the school council by the December school council meeting.

Evaluation:

Annually each April, the principal will inventory the school's technology and create a report for the school council on the needs of the school in relation to technology. This report will consist of outdated equipment, repairs needed, and software updates needed. The school council will prioritize the needs and submit a request, based on the report, to the district technology coordinator.

Annually the analysis of the reviews from the Curriculum and Instruction Committee, the Climate and Culture Committee and the Improvement Planning Committee shall be used as part of the school improvement planning revision process.

Date Adopted: May 2025

Date Reviewed/Revised: _____

Date Reviewed/Revised: _____

Kentucky School Consultation Policy (Personnel & Principal)

KRS 160.345(2)(i)(11)

Purpose:

Bonnieville School, through its consultation policy, ensures that students have equitable access to highly effective, experienced educators, including, but not limited to the following: teachers, media specialists, instructional coaches, principals, paraeducators, etc. who are culturally competent and able to reach each student. Likewise, Kentucky School ensures students have access to qualified non-instructional staff who are dedicated to the school and the responsibilities their position requires.

Definitions:

For the purpose of this policy, Bonnieville School defines vacancy as any of the following: a position that did not previously exist, but which can now be funded, a position previously held by an employee who has retired or resigned; or a position held by an employee who has indicated in writing that they will retire or resign at the conclusion of the current school year. For the purpose of this policy, Bonnieville School defines qualified teacher as a teacher who has completed an Educator Preparation Program approved by the Educational Professional Standards Board (EPSB); holds full Kentucky certification or statement of eligibility; and demonstrates competency in each subject taught. Kentucky School defines qualified principal as the instructional leader of the school who has at least three years of teaching experience and who holds the proper certification and credentials.

A paraeducator is defined as an instructional assistant who has completed at least two (2) years of study at an institution of higher education; obtained an associate's (or higher) degree; or has met a rigorous standard of quality and can demonstrate, through a formal state or local academic assessment – knowledge of, and the ability to assist in instructing, reading, writing and mathematics; or knowledge of, and the ability to assist in, instructing, reading readiness, writing readiness, and mathematics readiness, as appropriate.

Non-instructional staff is defined as staff who offer other non-instructional related services; however, their services greatly improve the experiences of all students and their families at the school in general. Non-instructional staff includes but is not limited to the following: custodial staff, food services and nutrition staff, clerical workers, and athletic and extracurricular personnel.

Certified and Classified Personnel Procedures:

The school council must be consulted by the principal prior to filling any certified or classified vacancies that occur at the school. Once any vacancy has been posted publicly, the principal must include on the agenda of the next regular or special called meeting, the following agenda topic: "Consultation with the school council for the (position title) vacancy".

The principal and school council must meet the following timeline for filling vacancies:

- Once a vacancy is determined, the principal, along with at least one parent member and at least one teacher member chosen by the school council, must serve as an ad hoc interview committee. The ad hoc interview committee must meet in an open meeting within one week of selection to develop a set of criteria for a strong candidate and a list

of interview questions to be asked of each applicant.

- Once the vacancy has completed the 15-day posting requirement, the ad hoc committee must reconvene and review applications and supporting materials for each applicant and make a final selection of candidates who exhibit the characteristics of a strong candidate. Any applicant that does not meet the criteria will not be considered for an interview. An interview schedule must be developed by the ad hoc committee so that all committee members are present for each interview. The principal or district determined staff must contact the candidates and schedule the interviews.
- During the interviews, each candidate will be asked the developed questions in the same order. Follow-up questions may be asked in response to applicant answers/statements during the interview.
- Upon the conclusion of the interview and within three (3) business days, the principal or district determined staff must follow-up with reference checks on candidates of interest.
- The ad hoc committee must reconvene within one week of the final interview to review the candidates, discuss reference checks, and prioritize candidates.
- At the school council's next meeting, whether regular or special called, the council will convene to closed session permitted by KRS 61.810(1)(f) and will consider the ad hoc committee's candidate recommendations and provide its thoughts on the candidates to the principal who will select a candidate to fill the vacancy.
- At the next regular or special called meeting, the principal must consult with the council and report his/her candidate selection.
- The principal will inform the superintendent of his/her selection and the superintendent will complete the hiring process.

Principal Selection Procedures:

The school council must be consulted by the superintendent prior to filling a principal vacancy that occurs at the school. Once the vacancy has been posted publicly, the superintendent must include on the agenda of the next regular or special called meeting, the following agenda topic: "Consultation with the school council for the principal vacancy".

The superintendent and school council must meet the following timeline for filling the principal vacancy:

- Prior to consultation with the school council, each member must sign a nondisclosure agreement forbidding the disclosure of information shared and discussions held during consultation.
- Once a principal vacancy is determined, the superintendent, along with at least one parent member and at least one teacher member chosen by the school council, must serve as an ad hoc interview committee. The ad hoc interview committee must meet in an open meeting within one week of selection to develop a set of criteria for a strong principal candidate and a list of interview questions to be asked of each applicant. At the discretion of the superintendent, additional members may be asked to participate on the committee.
- Once the vacancy has completed the 15-day posting requirement, the ad hoc committee must reconvene and review applications and supporting materials for each applicant

and make a final selection of candidates who exhibit the characteristics of a strong candidate. Any applicant that does not meet the criteria will not be considered for an interview. An interview schedule must be developed by the ad hoc committee so that all committee members are present for each interview. The superintendent or designee must contact the candidates and schedule the interviews.

- During the interviews, each candidate will be asked the developed questions in the same order. Follow-up questions may be asked in response to applicant answers/statements during the interview.
- Upon the conclusion of the interview and within three (3) business days, the superintendent or designee must follow-up with reference checks on candidates of interest.
- The ad hoc committee must reconvene within one week of the final interview to review the candidates, discuss reference checks, and prioritize candidates.
- At the school council's next meeting, whether regular or special called, the council will convene to closed session permitted by KRS 61.810(1)(f) and will consider the ad hoc committee's candidate recommendations and provide its thoughts on the candidates to the superintendent who will select a principal candidate to fill the vacancy.
- At the next regular or special called meeting, the superintendent must report his/her candidate selection to the council.

Emergency Provisions:

If a quorum of the members of the school council is not available for the purpose of conducting consultation in the filling of a vacancy, the principal (or superintendent when filling a principal vacancy) must conduct consultation with the council members who can attend. The timeline may also be amended with school council approval in order to fill a vacancy during times where continuation of instructional and non-instructional services may be affected and a waiver of the 15-day posting may be requested from the Kentucky Department of Education (KDE). Council members may be consulted virtually through video teleconference by following the procedures outlined in KRS 61.826.

Evaluation:

The school council must annually review the policy and timeline and make revisions as necessary to ensure highly qualified personnel are recruited and retained at the school. Any revisions to the policy must be made and approved prior to March 31.

Date Adopted: May 2025

Date Reviewed/Revised: _____

Date Reviewed/Revised: _____

Committees

KRS 160.345(2)(c)(2)

Purpose:

The Committee Policy of Bonnieville School ensures equitable participation in the decision-making process for teachers, parents and the school community as a whole.

Procedures:

Bonnieville School shall have five standing committees:

- Budget Committee: The Budget Committee shall recommend an annual budget, monitor budget implementation, and recommend budget amendments as needed.
- Curriculum and Instruction Committee: The Curriculum and Instruction Committee shall analyze the curriculum alignment, monitor implementation of curriculum and instructional policies selected by the district's superintendent, and ensure an effective writing program.
- Climate and Culture Committee: The Climate and Culture Committee shall review non-academic and survey data as it relates to the removal of barriers to student achievement.
- Comprehensive School Improvement Planning Committee: The Comprehensive School Improvement Planning Committee shall review school assessment and non-academic data, noting trends and barriers, providing information and statistics to the school council during the improvement planning revision process.
- Teacher and Student Programs and Activities Committee: The Teacher and Student Programs and Activities Committee shall plan monthly teacher and student activities and celebrations and maintain the SBDM bulletin board. The committee shall monthly review student discipline data and teacher and student attendance data. The committee shall annually review the school's discipline plan.

Each standing committee shall have at least eight members including at least one parent, and, when appropriate, students.

During March, the following steps shall be taken to recruit members for each standing committee:

1. The principal shall invite all parents by placing a notice in the school's monthly newsletter and sending a One-Call message and posting on the school's social media platforms. The message shall be sent in English, Spanish, and other languages represented in the school.

1 A Committee Policy is not a required policy area for schools. However, if the school or the school council forms committees, the school council must have a policy.

2. The current committee chairs shall describe their committee's work for the school's monthly newsletter. These descriptions will be posted on the homepage of the school's website.

3. School council members will seek out minority members, including parents, staff, and other concerned adults, and encourage their active participation in all committees.

During April the principal shall place committee sign-up sheets on the SBDM bulletin board and in the staff workroom. Parents and community members may also sign up by telephone or email.

During May the school council will appoint committee members, ensuring reasonable representation of minority groups. The school council may need to assign some persons to committees that are not their first choice to give each committee adequate and balanced membership. The school council shall also designate a committee member to convene the first committee meeting. The school council secretary shall notify all committee members of their appointment.

Ad hoc committees shall be established as needed by the school council. The school council shall ensure that ad hoc committees also have reasonable representation of the community. All school council committees established under this policy are public agencies and are subject to Kentucky's Open Meetings and Open Records statutes.

Sample Committee Charge

When a school council charges a committee to work on a challenge or task, the school council may want to use a standard format to organize the information for the committee to ensure completion of the challenge or task.

Include in the charge the following details:

- the name of the committee,
- the topic,
- the date of the charge,
- what work is needed,
- the timeline for completion,
- any special considerations or issues, and
- the contact person on the council.

Date Adopted: May 2025

Date Reviewed/Revised: _____

Date Reviewed/Revised: _____

Wellness Policy
KRS 160.345(11)

Purpose:

The Wellness Policy of Bonnieville School ensures that all students have opportunity to integrate more physical activity and is encouraged to make healthy choices daily.

Procedures:

Bonnieville School will create positive experiences with physical activity for students by providing opportunity for all students to have up to thirty (30) minutes per day or one hundred fifty (150) minutes of physical activity per week. Teachers will provide planned, sequential instruction that promotes lifelong physical activity. It will be designed to develop basic movement skills, lifelong sports skills, and physical fitness as well as to enhance mental, social, and emotional abilities.

- Each student will participate in physical education class twice a week.
- Each student will have at least 20 minutes of supervised recess. The school shall provide the space and equipment. Teachers will not be allowed to deprive students of recess or other physical activity as a consequence for inappropriate behavior.
- Teachers will make all practical efforts to avoid periods of more than forty minutes when students are physically inactive.
- Accommodations and adaptations will be made for students with special needs.
- All teachers will implement a healthy choice program by reviewing the nutritional standards on a regular basis and by not using food as a reward.

Kentucky Elementary School will adopt a physical education assessment tool to assess the physical activity program at the school. The tool must...

- Assess how closely the physical education curriculum aligns with state and national standards for high quality physical education programs.
- Analyzes the content and components of the physical education curriculum.
- Assists in identifying changes that are needed in the physical education curriculum.

Evaluation:

The school council shall review annually by the March school council meeting the level of student activity and compiled data from the assessment tool. This data shall be included as part of the improvement planning process.

Date Adopted: May 2025

Date Reviewed/Revised: _____

Date Reviewed/Revised: _____

Parent, Family, and Community Engagement Policy

KRS 160.345(11)

Purpose:

Parents, families and the community serve as key shareholders in the educational processes of the students attending Bonnieville School. The Parent, Family and Community Engagement Policy ensures equitable participation in the planning, reviewing and implementing of this policy and all parent, family and community programs and activities.

Parent Definition:

A parent is legally defined as a biological parent, step-parent or a 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; however, for the purpose of this policy, the parent encompasses all family situations.

Engagement Definition:

Engagement is defined as a productive, equitable and inclusive partnership among families, educators and the community to promote children's learning and development from birth through college and career, and across home, school and community settings. Family, school and community partnerships are about building active, reciprocal relationships in which schools, families and community agencies and organizations engage in meaningful and culturally appropriate collaboration to improve student outcomes.

Commitment to Engagement:

Bonnieville School recognizes the following:

1. All families have dreams for their children and want the best for them.
2. All families have the capacity to support their children's learning.
3. Families and school staff are equal partners.
4. The responsibility for cultivating and sustaining partnerships among school, home and the community rests primarily with school staff, especially school leaders. ("Beyond the Bake Sale," Henderson, Mapp, Johnson and Davies. The New Press. 2007.)

Procedures:

Bonnieville School will convene an annual meeting at a time that is convenient for parents, families and the community with particular attention given to reaching those parents, families and community members who are economically disadvantaged, disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background.

During the annual meeting, parents, families and the community will be informed of the school's participation in a Title I Schoolwide Program, the purpose and requirements of Title I, and their right to be involved. Beyond understanding the basic requirements of the federal program, parents, families and community members will learn about ways in which they can authentically partner with the school to increase academic achievement and proficiency.

Proficient County High School will involve parents in an organized, ongoing and timely manner throughout the academic year in a variety of ways. PCHS will (at minimum):

1. Assist parents and families in understanding Kentucky's assessment and their child's performance.
2. Provide training and materials to help parents and families work with their children to improve their achievement.
3. Implement and coordinate parent and family programs.
4. Inform parents and families about school activities and meetings in a language they can understand.
5. Offer meetings at a variety of times and places to encourage parent and family involvement.
6. Establish a volunteer program for parents, families and community members that gives volunteers specific and meaningful tasks.
7. Ask for volunteers with specific interests, hobbies or jobs that they would be willing to share with students as a classroom resource.
8. Involve civic clubs, businesses and community organizations in school projects including asking for their help and resources for specific school events (e.g., career days, science fairs, etc.)
9. Ask local businesses to set up simulations with groups of students to simulate real-life learning experiences.
10. Cover school council and school activities in a newsletter published at regular intervals throughout the year and will utilize social media to ensure a wide array of mediums are used to reach parents, families, and the community.
11. Ask teachers, parents and families to volunteer to make presentations to the board of education, family groups, civic groups and others about good things that are happening at the school.
12. Post the minutes of school council meetings in a prominent place in the school and distribute them widely through a variety of mediums (i.e. print, non-print and digital).
13. Set up a school council booth at back-to-school nights or events, open houses and family orientation sessions to allow families an opportunity to know how they can serve as a school council member or on a school council committee.
14. Provide parents and families reasonable access to instructional staff before school and after scheduled classes for phone calls or conferences.
15. Provide meaningful opportunities for parents and families to understand their child's curricular programming.
16. Coordinate and integrate parent, family and community involvement programs and activities with other federal, state and local programs.

BS and its parents, families and the community will build and develop a partnership that will assist students in achieving proficiency. Through this commitment each shareholder agrees to the following:

BS will:

- provide high quality instruction in a supportive, effective, and culturally responsive learning environment that enables the participating students to meet Kentucky's student academic achievement standards;
- allow parents, families and community members multiple opportunities to provide input on the school's academic and extracurricular offerings (i.e. Title I, Part A

schoolwide program plan and/or gifted and talented programming) and provide reasonable support to parents and families;

- provide frequent reports on student progress;
- utilize evidence-based materials and methods;
- educate teachers and other instructional and non-instructional staff on the importance and value of engaging parents, families and community members in the education of students;
- provide a safe, positive, healthy, and culturally responsive learning environment for each student; and
- address the individual needs of each student.

Parents and families will:

- ensure their child attends school regularly, is punctual, and prepared to learn;
- create an atmosphere that supports learning;
- encourage their child to demonstrate respect for school personnel, classmates, and school property;
- remain informed about their child's education; and
- model respect by connecting with the teacher first regarding educational concerns.

Students will:

- come to school on time and be prepared to learn;
- obey all school and classroom rules;
- pay attention to their teachers, tutors and family members and ask for help when needed; and
- commit to learning and do their best work each day.

Background Checks for Volunteers:

BS welcomes volunteers! Any parent or family member wishing to serve as a parent or family volunteer in the school must complete a criminal background check and attend confidentiality training.

Evaluation:

The effectiveness of this policy shall be evaluated by the school council on an annual basis.

Date Adopted: May 2025

Date Reviewed/Revised: _____

Date Reviewed/Revised: _____

Portable Automated External Defibrillator (AED) Use Policy

KRS 158.162(3)(e)

Purpose:

The Portable Automated External Defibrillator Use Policy of Bonnieville School ensures that the proper training, maintenance, notification, and communication with the local emergency medical service system of an AED.

Procedures:

Automated external defibrillators (AED) may be used for the purpose of saving the life of another person in cardiac arrest when used in accordance with proper training, maintenance, notification, and communication with the local emergency medical service system. An automated external defibrillator is an external defibrillator capable of cardiac rhythm analysis which will charge and, with or without further action, deliver a shock after electronically detecting and assessing ventricular fibrillation or rapid ventricular tachycardia.

When Bonnieville School acquires an AED, it shall ensure that:

- A minimum of three employees in the school and all interscholastic athletic coaches receive American Heart Association or American Red Cross training in AED use, or an equivalent nationally recognized course in AED use. All interscholastic coaches must also maintain a cardiopulmonary resuscitation (CPR) certification recognized by a national accrediting body;
- The AED is maintained and tested according to the manufacturer's operational guidelines; and
- Any person who renders emergency care or treatment on a person in cardiac arrest by using an AED activates the local emergency medical services system as soon as possible.

When Kentucky Middle School acquires an AED, it shall notify an agent of the local emergency medical services system and the local emergency communications or vehicle dispatch center of the existence, location, and type of AED acquired.

Evaluation:

At the beginning of each school year the council shall ensure the proper number of staff is trained and the AED has been properly maintained and tested as provided by the manufacturer's operational guidelines.

Date Adopted: May 2025

Date Reviewed/Revised: _____

Date Reviewed/Revised: _____

Traceable Communications - Senate Bill 181

SB 181 requires school districts to designate a traceable communication system or systems to be the exclusive means for school district employees and volunteers to communicate electronically with students. The principal of each public school must provide parents with written or electronic notification within the first ten (10) days of school of the designated traceable communication system(s). The notification shall include instructions for parents to access and review communications sent through the designated traceable communication system(s). Unless an exception applies (see Questions and Answer 2.1-2.8), a school district employee or volunteer is prohibited from communicating electronically with a student: 1. Outside of the traceable communication system designated by the local board of education; or 2. Through an unauthorized electronic communication program or application.

Only Hart County Board of Education approved modes of communication will be used.

Date Adopted: