



Bath County High School

School Based Decision Making Policy

Policy Topic Description:

Budget Development Policy - Current Policy

Council Policy Type (Check One):

By-Laws (Council Operations Policies)

Function (School Operational Policies)

Policy Number:

3.01

Policy Statement:

Each year when the school receives its preliminary budget allocations for the following school year, the principal or his/her designee will consult with the SBDM council to determine if an ad hoc budget committee needs to be created to establish a draft budget for the council. If an ad hoc budget committee is established, it will consist of all core subject department chairpersons (or at least one designee from each department) and a representative from each program in the practical living / career studies department. All meetings of the ad hoc budget committee will be open to everyone and announced to everyone. If an ad hoc budget committee is used, all departments and programs will be required to submit a detailed, itemized budget request with all requests rank ordered for importance. All requests will be shared with the ad hoc budget committee and the committee will determine the amount of money to be allocated to all departments/programs. The ad hoc budget committee will develop a final DRAFT Instructional Budget and recommend the budget to the SBDM Council for approval. During the budgeting process the ad hoc budget committee shall also develop a Section VII request to be sent to the office of the superintendent. Section VII requests shall be unfunded requests that the committee feels are necessities for funding. The principal or his/her designee shall serve as the chairperson of the ad hoc budget committee.

Date Adopted: 5/13/2014

Signature: _____

Paul W. Prater

Council Chairperson

Date Revised: 5/13/2014

* Note - Not required



Bath County High School

School Based Decision Making Policy

Policy Topic Description:

Duties of SBDM Officers - Current Policy

Council Policy Type (Check One):

By-Laws (Council Operations Policies)

Function (School Operational Policies)

Policy Number:

1.03

Policy Statement:

The school council is a corporate policy-making body. Outside of a legally called council meeting, no council member, other than the principal, has decision-making or administrative authority confirmed by office or the council. The principal is the school's primary administrator.

All members of the SBDM Council at Bath County High School are to act in a professional manner at all times. The council exists for the purpose of creating, adopting, and monitoring policies that will maximize student achievement and promote an environment conducive for learning. All council members are expected to carry themselves in a dignified manner both during and outside of council meetings. All council members are expected to do all of the following: be on time for all meetings (regular and special called), regularly attend all meetings, respect the opinions of all council members and any guests present, trust all members of the council, honor confidentiality laws, discuss only those matters allowed to be discussed (under no circumstances should any council member discuss matters discussed in a closed session), support all decisions of the council (even if you were in opposition), refrain from dominating meetings, and be active in all meetings. SBDM council members shall cultivate a positive relationship between the council and the faculty, staff, students, and parents of Bath County High School.

The principal of the school shall be the chairperson of the council unless extenuating circumstances do not allow this to happen. The chairperson shall preside over all meetings of the council. The chairperson shall have the same membership privileges as other members, including the right to make motions and vote on all matters considered by the council. The vice-chairperson shall be elected by majority vote of the council for a one-year term and shall serve in the absence of the chairperson. If a principal vacancy occurs, the vice-chairperson shall become the chairperson of the council until a new principal is hired. If any other vacancy occurs, the chairperson of the council shall fill the vacancy as outlined by SBDM by-laws.

Policy Statement (Continued):

While representing all of the educational stakeholders at Bath County High School, members of the SBDM council shall have the educational welfare of the students served by the school as its highest priority. Bath County High School belongs to the public it serves and each council member has a responsibility to gather and give accurate information while making decisions that are in the best interests of all students. Council members can best meet their responsibilities when they work as a team, show respect for each other, show honesty, and demonstrate a commitment to the school. All council members as well as the audience present at any council meeting shall refrain from discussing information that may be detrimental to a person or a group.

Due to the nature of the council, each council member will be observed and appraised by the faculty, staff, students, and community. For this reason all council members shall: (1) make the well being of students the fundamental value in all decision making actions; (2) fulfill all responsibilities with honesty and integrity; (3) obey all local, state, and national laws; (4) abide by the policies set forth by the council; (5) demonstrate a willingness to work together as a team; (6) demonstrate a willingness to compromise in the interest of the welfare of students; (7) show support for all decisions made by the council, especially those which one or two council members opposed; (8) avoid sharing confidential information; (9) demonstrate commitment to the work of the council; (10) avoid using the council position for personal, political, social, religious, or economic gain; and (11) demonstrate the utmost respect for all people regardless of race, national origin, sex, religion, or political affiliations.

Date Adopted: 5/13/2014

Signature: _____

Paul W. Prater

Council Chairperson

Date Revised: 7/13/2010

Bath County High School Writing Policy

CRITERIA FOR THE WRITING PROGRAM

In order to provide **multiple opportunities to develop complex communication skills for a variety of purposes and use a variety of language resources**, Bath County High School will implement a writing program that is vertically and horizontally aligned to Kentucky Academic Standards. Our writing program will ensure our students are provided the following:

1. Engagement in the three categories of writing: writing to learn, writing to demonstrate learning to the teacher and writing for publication.
2. Incorporation a variety of genres and the experience of the writing process at all grade levels across all curriculum including literary, argumentative, informational, and practical/workplace materials across content areas.
 - a. Participation in an intentionally planned literacy instruction with scheduled time within the instructional day for writing instruction
 - b. Writing as a natural outcome of the content being studied in all curriculum areas
 - c. Utilization of instructional strategies and models that assist in achieving specific learning objectives including:
 - d. Differentiated strategies that make instruction accessible to all students.
 - e. Exemplars to use as models for writing.
 - f. A variety of technological tools are used in the writing process that allow students to:
 - i. 1. Evaluate or communicate using critical thinking skills.
 - ii. Seek a new or deeper understanding based on inquiry around a topic.
 - iii. Demonstrate new understanding through collaborating, creating and making global connections.
3. Experience authentic, meaningful writing at all grade levels that includes:
 - a. Writing for a variety of purposes:
 - i. argumentative (secondary) to support claims
 - ii. Informative/explanatory texts
 - iii. Narrative to develop real or imagined experiences or events
 - b. Writing for a variety of audiences
 - c. Experiences that reveal ownership and independent thinking
 - d. Writing in which students draw on their own experiences, learning, reading and inquiry to complete writing tasks
4. Experience the writing process at all grade levels: planning, drafting, revising, editing, publishing and reflecting upon writing.
 - a. Receive consistent and timely feedback throughout the writing process to guide and improve writing skills.
5. Experience writing in both on-demand and writing-over-time situations.
6. Read and analyze a variety of print and non-print materials including (artwork (2D and 3D), photographs, electronic text, graphics, illustrations, web images, maps, multimedia) including all genres of writing.

7. Application of appropriate writing skills to oral communications.
8. Incorporation of 21st century thinking, collaboration, creativity, problem solving and communication skills, and connect them to real world experiences.

WRITING GUIDELINES FOR TEACHERS In order to provide multiple opportunities for students to develop complex communication skills for a variety of purposes, teachers will:

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

SCHOOL WIDE STRUCTURES AND MONITORING GUIDELINES To ensure every student has access to instruction that incorporates a variety of language resources, technology tools and multiple opportunities to develop complex communication skills for a variety of purposes, the principal will:

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

CRITERIA FOR WRITING PLANS A school-wide writing plan, developed by the literacy team, describes actions to be taken by teachers in order to implement the school's writing program, including what will be learned and how it will be assessed. The plan shall reflect the writing policy and will be adjusted dependent upon formative and summative data.

POLICY EVALUATION:

The BCHS Writing Program will be evaluated bi-annually and progress shall be recorded in the progress notes section of our school's CSIP.

First Reading: January 8, 2019 (Note: Tabled to February SBDM Meeting)