

# Bullitt Central Teacher Handbook 2011-2012



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We are BC!  
We are MOVIN' UP!

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BCHS Faculty & Staff:

I am so excited and humbled to have the opportunity to work with the students and staff of **Bullitt Central High School**. I am fired up that you are my team and I will do everything in my power to help you be successful each and every day because I know if YOU are successful then our students will be successful.

I think it is important for me to share with you a few thoughts about what I believe and my vision for BCHS. Opening day will provide the bigger picture, but for now let me say.....

- What happens in the classroom is golden and what we do in our **day to day routine will be the determining factor for student success**. The administrative staff will work diligently to provide support, encouragement, motivation, and inspiration to assist you in working magic in your classroom. Teaching students and helping them LEARN is our primary goal- **all must be college or career ready!!**
- Every attempt will be made to ensure that the **MAIN THING STAYS THE MAIN THING** – and to be clear, the main thing is student learning and student success. The SBDM and administrative team will preface every big decision with the question, “What is best for our students and how will the decision impact student learning.” We will also throw in a dash of good ole’ common sense and see if we can make some strides forward.
- **Fun, laughter, and relationships!** I hope you are excited and anxious to begin a new year. I want our school to be a fun place to work and fun place to learn. I will tell you more about the FISH philosophy, but a sneak peak is that we should enjoy our work and make someone’s day – each and every day by providing a smile, a laugh, or a special moment.
- High priority will be to find leadership amongst you!! YOU are the real experts and YOU know what we need to do to improve. We need leaders to share their expert knowledge and harness the energy from exciting programs and strong teaching and share that with everyone. The fancy term is PLC – **Professional Learning Communities**. This is simply providing time for you guys to work together and share information in order to help students. We will NOT waste your time, we will only gather in the name of helping students.
- Numbers don’t lie and that is where we will start. **DATA** will tell us our trouble areas and we will focus in and improve in those areas. Teachers will use data from common assessments to refine teaching and re-teach moments.
- And finally, **CUSTOMER SERVICE**: We serve the communities, families and students of Bullitt Central High School. I would like for each and every one of you to reach back into your files and remember your high school experience, for me a teacher/coach in this very building touched my life and changed my destiny. Each school year brings optimism and hope for every student we serve.

***Christy Coulter, Principal***

**Mission:** The Bullitt Central community dedicates itself to providing quality instruction and a system of support which assures that all students achieve at a high level according to state and national standards in an atmosphere of PRIDE.

Beginning with the class of 2015 every student must meet one of the following criteria to earn a Bullitt County Diploma!

- Career certificate in a state approved career pathway and pass the Work keys or Asvab test.

or

- College readiness score as measured by the ACT (18 English, 19 Math, 20 Reading) or college entrance exam (Compass/KYOTE)

OUR VISION FOR BCHS.....

School itself is...A well-maintained, inviting center of learning that is rich in tradition and celebrates success, while motivating students in a safe and nurturing environment.

Learning atmosphere is...Safe and inviting and teachers provide an engaging and challenging curriculum which leads to academic success.

All teachers provide...Learning targets congruent with core content standards along with engaging and rigorous instructional strategies that promote higher-order thinking in a manner that is relevant to the student of the 21<sup>st</sup> century.

Students have access to...Academic opportunities including mentoring programs (Cougar Connection) and rigorous courses and a variety of school-wide and community resources consisting of modern technology, a comprehensive library, and a multitude of clubs and sports, all within a safe environment to ensure a successful future.

School climate exudes...Respect and confidence, strong relationships, and a safe and positive environment.

Students at BC exhibit...Pride in themselves and their school, respect for themselves and others, and responsibility for their actions as they become members of a global community.

The communication system at our school is...Open to students, parents and administrators to ensure that all issues and ideas are shared and appreciated. Our goal is to achieve clear communication channels for the benefit of serving our school community.

Bullitt Central faculty, staff and administration assist...Students to achieve at a high level to meet state and national academic standards and invest in their personal success beyond high school.

Bullitt Central parents are...Valued members of our learning community who demonstrate a respect for education through their positive participation in the pursuit of excellence for all students.

## Curriculum, Instruction, Assessment & Monthly “Focus” Dates

DATE	ACTIVITY
<b>August 9</b>	Opening Day for Teachers
<b>All MONTH</b>	Anti-BULLYING CAMPAIGN
<b>August 10</b>	Opening Day for Students
<b>August 11</b>	PLC Meeting during common planning
<b>August 12</b>	Class Assemblies ( Anti Bullying)
<b>August 16</b>	FACULTY MEETING 2:15-3:15 #1
<b>August 17</b>	Early Release 12:15-2:15 Schedule A: 1, 3, 5
<b>August 25</b>	Department Meeting (Textbooks, Fines, Budget, Fees)
<b>ALL MONTH</b>	SUICIDE PREVENTION
<b>September 5</b>	No School - Labor Day
<b>September 6</b>	Parent Teacher Conference / Open House 5:30-8:30 #2
<b>September 6 - October 7</b>	Fall MAP Testing Begins
<b>September 7 &amp; 8</b>	Signs of Suicide Freshman English
<b>September 8</b>	PLC Meeting during common planning
<b>September 8</b>	Sixth Period sends home SOS Materials / Activity in Class
<b>September 15</b>	PLC Meeting during common planning
<b>September 19-30</b>	Plan testing - 10 <sup>th</sup> Grade
<b>September 21</b>	Early Release 12:15-2:15 Schedule B: 2, 4, 6
<b>September 29</b>	PLC Meeting during common planning
<b>OCTOBER ALL MONTH</b>	DRUG & ALCOHOL AWARENESS
<b>October 4</b>	FACULTY MEETING 2:15-3:15 #3
<b>October 6</b>	PLC Meeting during common planning
<b>October 13</b>	PLC Meeting during common planning

<b>October 19</b>	Early Release 12:15-2:15 Schedule A: 1, 3, 5
<b>October 20</b>	No School - Professional Development Day
<b>October 21-24</b>	No School - Fall Break
<b>October 25-28</b>	Red Ribbon Week: 10 <sup>th</sup> / 2 <sup>nd</sup> Period Assembly All Period
<b>October 27</b>	Department Meeting
<b>NOVEMBER ALL MONTH</b>	BULLYING AND SERVICE TO OTHERS (counselors)
<b>November 1</b>	FACULTY MEETING 2:15-3:15 #4
<b>November 3</b>	PLC Meeting during common planning
<b>November 8</b>	No School - Professional Development Day
<b>November 10</b>	PLC Meeting during common planning College Fair 7:30-10:30 Senior Rotating Schedule
<b>November 16</b>	Early Release 12:15-2:15 Schedule B: 2, 4, 6
<b>November 23-25</b>	No School Thanksgiving Holiday
<b>DECEMBER ALL MONTH</b>	TEENS AND CRIME
<b>December 2</b>	Senior Assembly 3 <sup>rd</sup> Period
<b>December 5-January 20</b>	Winter MAP Testing Begins
<b>December 1</b>	PLC Meeting during common planning
<b>December 6</b>	FACULTY MEETING 2:15-3:15 #5
<b>December 8</b>	PLC Meeting during common planning
<b>December 15</b>	Department Meeting or PLC Meeting as needed
<b>December 19-30</b>	No School Christmas Break
<b>JANUARY ALL MONTH</b>	BULLYING CAMPAIGN
<b>January 2</b>	Return to School / Revisit PROCEDURES / 10 <sup>th</sup> Assembly 4 <sup>th</sup> Period
<b>January 3</b>	FACULTY MEETING 2:15-3:15 #6
<b>January 5</b>	PLC Meeting during common planning

January 12	PLC Meeting during common planning
January 16	No School Martin Luther King Holiday
January 18	Early Release 12:15-2:15 Schedule A: 1, 3, 5
January 24	Parent /Teacher Conference 5:30-8:30 #7
January 26	No Meeting
<b>FEBRUARY ALL MONTH</b>	<b>DATING AWARENESS FOCUS</b>
February 2	PLC Meeting during common planning
February 2	All Day English Classes - 9 <sup>th</sup> grade Dating Awareness
February 7	<b>FACULTY MEETING 2:15-3:15 #8</b>
February 9	PLC Meeting during common planning
February 15	Early Release 12:15-2:15 Schedule B: 2, 4, 6
February 20	No School President's Day Holiday
February 23	Department Meeting
<b>MARCH ALL MONTH</b>	<b>COLLEGE &amp; CAREER READINESS FOCUS (ap's)</b>
March 1	PLC Meeting during common planning
March 8	PLC Meeting during common planning
March 6	ACT (11 <sup>th</sup> Grade)
March 6	<b>FACULTY MEETING 2:15-3:15 #9</b>
March 6-20	ACT Testing Window for ECE students
March 9	No School Professional Development Day
March 19-April 20	Spring MAP Testing
March 20	ACT Make-Up Testing
March 21	Early Release 12:15-2:15 Schedule A: 1, 3, 5
March 29	PLC Meeting during common planning
<b>APRIL ALL MONTH</b>	<b>PROM SAFETY AND POSITIVE CHOICES TBA</b>

<b>April 3</b>	<b>FACULTY MEETING 2:15-3:15 #10</b>
<b>April 5</b>	PLC Meeting during common planning
<b>April 6</b>	11/12 - Assembly Mock Crash TBA
<b>April 9-13</b>	No School Spring Break
<b>April 18</b>	Early Release 12:15-2:15 Schedule B: 2, 4, 6
<b>April 19</b>	PLC Meeting during common planning
<b>April 26</b>	Department Meeting
<b>May 3</b>	PLC Meeting during common planning
<b>May 4</b>	No School
<b>May 8</b>	<b>FACULTY MEETING 2:15-3:15 #11</b>
<b>May 10</b>	PLC Meeting during common planning
<b>May 11</b>	Senior ONLY Final Exams 2, 4, 6
<b>May 14</b>	Senior ONLY Final Exams 1, 3, 5
<b>May 15</b>	Final Exams - Underclassmen 1,3, 5 / Senior Breakfast and Trip to Zoo
<b>May 16</b>	Graduation Practice - 8:00-1:00 / Final Exams Underclassmen 2, 4, 6
<b>May 17</b>	Last Day for Students / Awards Day 8-11 / Graduation Practice 11-1
<b>May 18</b>	Closing day for Teachers
<b>May 21</b>	Professional Development Day (No School)
<b>May 28</b>	Memorial Day (No School)
<b>May 29</b>	<b>FACULTY MEETING 2:15-3:15 #12</b>
<b>TBA</b>	<b>Graduation at Broadbent Arena (Time TBA) #13</b>

*School BELL SCHEDULE 2011-12*

1st	7:20 – 8:20
2nd	8:25 – 9:20
3rd	9:25 – 10:20
4th	10:25 – 11:20
5 <sup>th</sup>	11:25 – 1:00
LUNCH	<p align="center"><b>Flex 10:50-11:15</b></p> <p align="center"><b>1<sup>st</sup> 11:20 – 11:45</b></p> <p align="center"><b>2<sup>nd</sup> 11:45 – 12:10</b></p> <p align="center"><b>3<sup>rd</sup> 12:10 – 12:35</b></p> <p align="center"><b>4<sup>th</sup> 12:35 – 1:00</b></p>
6th	1:05 – 2:05

**Early Release Bell Schedule**

Schedule A Aug, Oct, Jan, Mar	Schedule B Sept, Nov, Feb, Apr	Bell Schedule
1st	2nd	7:20 – 8:45
3rd	4th	8:50 – 10:15
5th	6th	<p align="center">10:20 – 12:05</p> <p align="center">Flex 10:00 -10:25</p> <p align="center">1<sup>st</sup> 10:25 – 10:50</p> <p align="center">2<sup>nd</sup> 10:50 – 11:15</p> <p align="center">3<sup>rd</sup> 11:15 – 11:40</p> <p align="center">4<sup>th</sup> 11:40 – 12:05</p>

# 2011-2012 Teacher Handbook

**15/15 Rule:** No hall passes shall be given in the first or last fifteen minutes of class.

**Attendance Procedures:** Teachers are responsible to enter attendance in INFINITE CAMPUS every day and in every class during first ten minutes of class. It is recommended that teachers print their attendance and grade book weekly.

Notify the attendance office (Ms. Jewell at 6007) of any attendance corrections as soon as possible.

Contact parents of all students that exhibit poor attendance or miss consecutive days.

Conference with your students concerning the importance of attending school and encourage them to attend every day.

Students should be required to complete missed work, but work can only be counted as 50% during an unexcused absence.

## **Entering Attendance:**

When you enter attendance into IC you will see a class roster and a row of red boxes. When a student is absent – click on the attendance box next to the student name and the box will change from red to empty. If you attempt to mark a student absent and you see a red X in the student attendance box – they have already been marked absent by the attendance office – as a planned absence.

## **Out of Assigned Area**

When a student is present at school, he/she should be physically present in your classroom when assigned to you every day. You are responsible for that student and only in an emergency or if requested by a teacher should you allow a student to attend another class, etc. The teacher responsible for that student must grant written permission to out of assigned area and the teacher or library taking the student must have that permission before admitting the student to their class.

If a student is assigned to you and is missing, report to the office immediately,

**Bullying and/or Harassment:** Teachers must take an active role in keeping our students safe from bullying and harassment. BCHS has adopted a school wide anti-bullying campaign to prove a systematic way of assisting students with this issue. Teachers will assist in step #2 – see below. When a student informs you of a problem, take an active role in assisting the victim. (See appendix A for the form)

**Club Sponsors / Clubs Coverage:** If you do not sponsor a club, you will be asked to cover for club sponsors, please report as assigned.

**Computer Labs / Mobile Labs:** Teachers must reserve the computer labs located in the library at the library circulation desk. Mobile labs can be checked out at the same location.

**Copy Machines & numbers:** Teacher's will be given a copy number to use throughout the school year. Teachers shall utilize the scanning feature and strive to limit paper copies. Student aides may only use the library machines. Teachers may use copiers in the library and the lounge.

**Covering classes:** Teachers will be responsible for covering classes if a substitute teacher is not available to cover. A rotational schedule will be developed for absent teachers. Ms. Huffman will ask you to cover one half of the class, please be courteous and arrive on time.

**Credit Recovery:** The student handbook outlines the policy for recovering student credit.

**Discipline:** Bullitt Central follows the Kentucky Center for Instructional Discipline framework. The culture committee is leading the school through a more positive and proactive approach to behavior management. All things discipline and management can be found in the culture handbook. (Attached).

**Email:** Please limit your email to school business. Email can be requested through open records and anything you say or type can be viewed by the public. Do not send anything email that you wouldn't mind sharing to the public.

**Emergency Management Plan:** It is critical that all teachers understand their role during an emergency. Fire, Earthquake, Tornado, and Lockdown drills will be practiced throughout the school year. Emergency evacuation maps are required to be posted in all classrooms. See faculty reference binder for the complete Emergency Management Plan.

**Facility Usage:** The common areas in the building are in great demand. All meetings (booster and team, banquets, events and / or activities must be scheduled in advance through Angie Huffman, school secretary. (Cafeteria, Lobby, Auditorium, Library)

**Faculty Reference Binder:** Teachers may utilize the faculty reference binder link on the school web page to access evaluation documents, management documents, schedules, policies and procedures.

**Failure Plans:** Teachers will be required to provide interventions for all students failing their class. Procedures will be provided throughout the year in PLC meetings.

**Field Trips:** ALL field trip requests must be turned in to the building principal by September 30<sup>th</sup>. No Field trips may be taken in the final 15 days of school. The complete field trip policy and procedures can be found in the faculty binder.

**Extended School Services:** ESS is a program that provides students with tutoring, credit recovery, and enrichment. Teachers may apply to for extra pay and duties through the ESS program.

**Gifted Plans:** Teachers are required to provide enrichment and exploratory opportunities for gifted students. Plans will be distributed throughout the year; teachers are expected to note accommodations for such students in their lesson plans.

**GRADEBOOK / Parent Portal:** It is imperative and required that teachers post grades on a weekly basis. Parents are checking the parent portal and must be provided up to date information concerning their child's grade in your class. KHSAA athletic eligibility is determined based on IC grades and must be up to date.

**Guidance Office:** Counselors provide student services and are available to work with students with scheduling, social issues, personal problems, career and college counseling. Please see appendix A for a complete listing of counselors and their duties.

**Hall Change:** Teachers are expected to be at their classroom door during hall change unless they are at an assigned duty area.

**Individual Education Plans IEP and/or 504:** Regular education teachers are responsible for implementing accommodations and knowing student goals and objectives based on the student's IEP and 504 plans. Teachers will receive purple folders at the beginning of the school year.

**ISAP:** In-School Suspension Program is an in-house behavior management tool used by school administration. Teachers will be contacted by the ISAP Tutor when a student has been assigned. It is the responsibility of the classroom teacher to send meaningful work in a timely manner. Contact ISAP 6179 for more information.

**Infinite Campus:** Is used to track all student records. NEVER provide your IC password to anyone including substitutes or students. Never leave your computer unlocked / logged in to IC with it open. Never allow students to enter data in IC.

**Library Services:** See Appendix A for Library Information

**Lunch:** Teachers may eat lunch in the school cafeteria or teacher's lounge. Adult lunch price is \$3.00. Teachers will check the lunch schedule to determine when their 5<sup>th</sup> period class eats lunch.

**MAP:** a school map / room assignments can be found in appendix A.

**Parent Contact Log:** As a classroom teacher, you are expected to call home when a student is absent from your class on consecutive days. Report any information to the attendance clerk or grade-level administrator to help determine the issue with your student.

Send positive post cards, use one-call or email to maintain contact with your student's parents. Keep your website up to date and direct parents to your site for classroom information.

*You are expected to make a positive phone call home for all of your first period students. Turn in parent contact log by August 31 to school principal. (Parent Log attached in Appendix A or you may print your first period roster and make notes on that page).*

**Parking:** Teacher parking is located through the main gate next to the tennis courts. Teachers enter through the side door; parking passes should be displayed.

**Phone:** Teachers may call room to room by dialing 61 and the room number. (ex. 6152) Dial 9 and the number for an outside line. Phone messages will be taken in the front office and placed in your mailbox. (*Phone directory in Appendix A*).

**Postcards:** Parent post cards can be picked up with the school secretary and used to inform parents of positive conduct by their students.

**Progress Reports:** BC operates on a semester system. The FIRST semester consists of Quarter 1 (9 weeks) and Quarter 2 (9 weeks). The SECOND Semester consists of Quarter 3 (9 weeks) and Quarter 4 (9 weeks). Midterm progress reports will be distributed at the 4 ½ week mark during each quarter. It is the teacher's responsibility to notify the parent of any FAILING STUDENT and interventions shall be provided.

**Report Cards:** See appendix A for grading terms and report card schedule.

**Sending Students to the Office:** Students should conduct their business during hall changes. If you need to send a student to the office for discipline, please send the discipline referral with the student or call the office. Do not send the student to the office without giving some type of notice.

**Sick Students or Students needing to call home:** If a student is not feeling well or needs to get their parent a message the teacher should call for the student from the classroom and inform the parent of the condition. (Keep the child in the room). If the child is visibly sick send them to the office with a student escort, notify the office they are on the way.

**Sign-In:** All teachers are expected to sign-in each morning in the guidance office. visitors, administration, substitutes, and classified staff will sign in at the front office computer.

**Substitute Folders:** Folders shall be picked up from Sandy Britt, school receptionist, print rosters, clearly outline supervision duties, and class schedule w/ room numbers. Include a meaningful activity for use if you are unable to leave a lesson plan.

**Supervision Plan:** All teachers are required to actively supervise common areas and hallways during the school day. Teachers should check the supervision schedule for their location, duties, and times. Teachers are expected to be at their classroom door during hall changes when they are not assigned to another location.

**Teacher Absence:** If you know you are going to be absent please go online to AESOP to post your absence as soon as possible.

**Teachers' Lounge:** NO students shall enter the teacher's lounge, use the vending machines, pick up mail, or make copies. Student aides may make copies in the library only. Only electronic office aides will be allowed to distribute teacher mail.

**Technology in the Classroom:** Technology is assigned to classrooms; see Peter Rivard, STC for any support or technology work orders / assistance.

**Van Use:** Van usage is scheduled through the athletic director and front receptionist. All teachers must have a driver's record check on file from the

Department of Motor Vehicles,  
4109 Bardstown Rd, Louisville, KY.  
502-493-1477.

Please request a five year driving record. Driving record is only good for one year.

**Web Pages:** BC teachers are required to maintain a web page. The web pages should include a course syllabus, weekly lesson plans, classroom expectations, and parent communication. See school STC (Peter Rivard) for web page training.

**Youth Service Center:** The mission of the YSC is to enhance students' abilities to succeed in school. The YSC may assist with health and community resources, employment counseling and training, drug and alcohol abuse counseling, family crisis and mental health counseling. In addition, the YSC assists with clothing and food referrals, anger management, healthy relationships, and holiday assistance. Contact Tonia Wiggins at 6013 for more information or stop by room 82.

# **Curriculum, Instruction, and Assessment**

**Assessment Calculator:** PLC teams will enter common assessment data in the assessment calculator and analyze results. The assessment calculator will be reviewed with the building principal. The assessment calculator will be distributed at the first PLC meeting.

**ASVAB/WORK KEYS:** Asvab is an assessment given by the military and Work Keys is an assessment given by the ACT company and will be used as a career readiness indicator.

**College and/or Career Readiness:** Beginning with the class of 2015, in order to receive BCPS diploma students must be career or college ready. Career certificate in a state approved career pathway and pass the Work keys or Asvab test.

or

College readiness score as measured by the ACT (18 English, 19 Math, 20 Reading) or college entrance exam (Compass/KYOTE)

**End of Course Assessments:** Beginning with the 2011-2012 school year, end of course exams will be given in Biology, US History, Algebra II, and English II. These exams will count 20% of the final grade.

**EPAS:** Explore (8<sup>th</sup>), Plan (10<sup>th</sup>), and ACT (11<sup>th</sup>) system is used to track college readiness. EPAS data will be provided to classroom teachers. ACT online is available for every student, passcodes will be provided by the guidance department and teachers should encourage use.

**Lesson Plans:** Teachers are required to post lesson plans in their classrooms in the sleeves provided and on their teacher web site.

**MAP Testing:** Map is the district benchmark assessment. It is given three times a year (Fall, Winter, Sprint). Results will be used to track student achievement, schedule classes, and provide interventions. Training will be provided throughout the year.

#### **PROFESSIONAL LEARNING COMMUNITIES:**

Bullitt Central is a Professional Learning Community. Teachers work together in departmental teams each week to focus on improving and refining instruction through aligned curriculum and best practices. Bullitt Central PLC teams are committed to increasing student achievement through:

Teaching an aligned curriculum based on KCAS national standards

Sharing, coaching, and modeling to instructional strategies using research based best practice.

PLC teams focus on student results from common assessments and district benchmarks (MAP) to refine the instructional strategies and provide interventions for students below proficiency.

**PLC Protocol:**

PLC teams will set team norms (rules).

PLC teams will designate a team leader and secretary.

BCHS PLC teams will meet every Thursday during the school year. (see schedule)

PLC teams will participate in common lesson planning and common assessments.

PLC teams will analyze common assessment data to refine teaching strategies or re-teach content.

PLC teams will help each other maintain teacher websites with up to date lesson plans and a class syllabus.

PLC teams will incorporate reading and writing in every course, every day. Each department will follow the writing plan as adopted by the SBDM.

**Q Drive:** Click my computer and access Q drive for district and school resources.

**Syllabus:** All teachers shall distribute a course syllabus within the first week of class. A course syllabus example can be found on faculty binder.

## **Teacher Evaluation Plan, Handbook & Contract**

**Professional Growth Plan:** Growth Plans will be completed at the first PLC meeting and will be reviewed mid-year for all non-tenured and observation cycle teachers. Growth plans will be aligned to the school improvement plan and will be developed to enhance instructional practices.

**Teacher Evaluation / Formative Instrument:** Formative evaluation tool can be found in the teacher faculty binder. All teachers with the last name beginning with Q-Z and non-tenured teachers will be formatively assessed during the school year.

**Walkthrough Instrument:** Can be located in the faculty reference binder. Teachers should expect building and district level administrators to visit their classrooms throughout the year. Teachers are expected to continue teaching and to should not stop instruction to talk with the walkthrough team.

**Teacher Contract – Online**

**Certified Handbook-Online**

**Code of Ethics:** The code ethics is found on your teacher contract and is reviewed and signed at the beginning of each school year. All teachers are expected to abide by the code of ethics as outlined by the EPSB.

**EPSB Highly Qualified Calculator: Must be completed each school year.**

**Professional Development:** Each teacher is required to earn 24 professional development hours per school year. Nine (9) hours will be earned at the faculty retreat on August 4 & 5.

## **Bullitt Central High School Instructional Teaching & Learning Policy**

*(adopted by SBDM 2010)*

### *Instructional Principles*

In order to provide an environment where all students perform to their potential and are prepared for their future, Bullitt Central High School supports the following instructional principles:

- ✓ At BCHS, teaching and learning are collaborative processes. Teachers and students will work together to ensure high quality learning experiences occur each day in the classroom.
- ✓ BCHS teachers will work in PLC's with colleagues to develop, implement, and monitor a guaranteed, viable curriculum that all students have access to.
- ✓ BCHS teachers will work in PLC's with colleagues and use "best practices" to ensure that students learn the skills and concepts based on KCAS National Standards and Core Content for Assessment 4.1 (CCA 4.1).
- ✓ BCHS teachers will work in PLC's with colleagues to administer assessments to guide and modify instruction as well as evaluate student progress towards mastery of standards.

### *Instructional Guidelines*

Over the course of a unit of study, Bullitt Central students will be exposed to high level content and rigorous and relevant material.

Teachers will strive to move up the bloom's pyramid to challenge students with analysis, synthesis, and evaluation activities to enhance the learning process. (Quadrant D)

BCHS students will:

- ✓ Receive appropriate and meaningful feedback.
- ✓ Work with other students in pairs, small groups, or teams.
- ✓ Participate in activities that encourage application of knowledge.
- ✓ Use appropriate technology.
- ✓ Explore and discuss different ways to solve problems.
- ✓ Read and write in all content areas.
- ✓ Do constructed response (e.g. Open Response Questions/On-demand Writing)  
(See BCHS writing policy)
- ✓ Utilize graphic organizers when appropriate.
- ✓ Use scoring guides and rubrics.
- ✓ Use multiple resources other than a textbook or worksheet.
- ✓ Be exposed to real-life examples that relate to content areas.
- ✓ Discuss or read about current events, issues, or topics.
- ✓ Be provided multiple opportunities to demonstrate a variety of communication skills.

Over the course of a unit of study, teachers should:

- ✓ Use data to determine appropriate instructional strategies and modifications (e.g. MAP, common assessments, flashbacks, bell ringers, exit slips, etc)

- ✓ Use clear learning targets based on KCAS national standards written in student friendly language to guide instruction.
- ✓ Use a wide variety of student-centered, differentiated instructional strategies to address various learning styles.
- ✓ Use activities where all students use higher-order thinking and problem-solving skills.
- ✓ Assign tasks similar to those used for state assessments.
- ✓ Provide opportunities for students to connect their learning to other topics and subjects and real-life experiences.
- ✓ Use technology for appropriate and varied learning activities and to extend the classroom into the community and the world.
- ✓ Use varied instructional resources that are developmentally appropriate.
- ✓ Provide students with opportunities to evaluate their performance and use the feedback to reflect on and improve classroom practice as needed (e.g. Assessment for Learning).

Throughout the course of the year, the principal should:

- ✓ Ensure that these instructional principles and guidelines are being implemented by monitoring on a regular basis using both an informal and formal evaluative processes.
- ✓ Ensure that time is intentionally scheduled for full implementation of Professional Learning Communities (PLCs).
- ✓ Participate in and monitor the implementation and effectiveness of PLCs on an on-going basis.
- ✓ Identify, through formal and informal observations, teachers that need assistance in meeting these guidelines, and provide meaningful support, resources, professional development, and modeling opportunities, etc. to enhance the teacher's ability to be successful.

# Grading Scale & Weighted Grade Policy

**A**= 92-100%      **B**= 83-91%      **C**= 74-82%      **D**= 65-73%      **F**= 0-64%

<b>A</b>	(Exceeds Standards).....	<b>100 - 92%</b>
<b>B</b>	(Meets Standards).....	<b>91 - 83%</b>
<b>C</b>	(Marginally Meets Standards).....	<b>82 - 74%</b>
<b>D</b>	(Below Standards).....	<b>73 - 65%</b>
<b>F</b>	(Unsatisfactory Performance).....	<b>64% or Below</b>

A grade point average (GPA) includes grades earned in all courses completed in high school. GPAs are derived from quality points that are assigned to letter grades as listed below. A student's GPA is equal to the sum of the total quality points earned, divided by the number of courses completed during high school.

<b>A</b> .....	4 points
<b>B</b> .....	3 points
<b>C</b> .....	2 points
<b>D</b> .....	1 point
<b>F</b> .....	0 points

## Weighted Grade Point Average

For purposes of the Kentucky Educational Excellence Scholarship (KEES) only, and in accordance with Kentucky Department of Education (KDE) regulations and the Kentucky Revised Statutes, students who are enrolled in College Board Advanced Placement, College Credit or Dual Credit Classes shall have grades weighted and distributed as follows:

<b>A</b> .....	5 points
<b>B</b> .....	4 points
<b>C</b> .....	3 points
<b>D</b> .....	2 points
<b>F</b> .....	1 point

Academic grades reflect what the student knows and is able to do. Academic grades are based on Performance Standards and must include a minimum of three of the following:

- |                              |                                 |
|------------------------------|---------------------------------|
| ✓ Portfolios                 | Performance Assessment/Projects |
| ✓ Discussion/Problem Solving | Group Work                      |
| ✓ Classroom Assignments      | Homework/Journals/Logs          |
| ✓ Quizzes                    | Tests                           |
| ✓ Participation              | Teacher Observation             |

Documentation is required. A copy of the teacher's grading procedure must be supplied to the students and the principal through the course syllabus. Efforts are made to supply the procedure to parents/guardians via the student, at Open Houses, and during parent/guardian-teacher conferences. **Participation points are not attendance points and academic grades are not reduced as punishment for misconduct.**

**WRITING POLICY** Bullitt Central commits to WRITING in all classes and at all levels. Teachers will provide descriptive feedback and work to improve every student’s writing skills. The writing folder will contain writing samples demonstrating the writing process and the student’s growth over time. Writing samples shall include evidence of complex communication skills and technology.

A writing folder is a requirement in all English classes at BC and will follow the writing plan matrix.

Category	Grade 9	Grade 10	Grade 11	Grade 12
Course	ENGLISH I = 10% Final Grade Each Semester	ENGLISH II = 10% Final Grade Each Semester	ENGLISH III = 20% Final Grade Each Semester	ENGLISH IV = 20% Final Grade Each Semester
Evidence of Writing Process - Writing to Learn (Teacher’s Choice)	Reading Response Double-Entry Journal Graphic Organizer Summaries	Double-Entry Journal Graphic Organizers Summaries	Double-Entry Journal Graphic Organizers Summaries	Double-Entry Journal Graphic Organizers Summaries
Personal/Reflective	Personal Narrative	Memoir	Personal Essay	Personal Essay
Literary	Poetry	Short Story	None	Poetry Monologue
Analytical/College/ Technical/Real World Writing	Annotated Bibliography  Book Review	Annotated Bibliography  Book Review with in- text citations	Literary Analysis with Research Focus	Literary Analysis with Research Focus  Cover Letter/Résumé
On-Demand Writing (non- negotiable)	On-Demand – Persuasive Letter & Feature Article (at least one must be passage-based)	On-Demand – Editorial & Speech (at least one must be passage-based)	All Forms (Editorial, Speech, Feature Article, Persuasive Letter)  1 prompt per month	All Forms (Editorial, Speech, Feature Article, Persuasive Letter)  2 prompts per month
Open-Response Questions (non- negotiable)	Reading ORQs (weekly)	Reading ORQs (weekly)		
Technology Integration (evident within at least one piece)	Online Communication or Multi-Media Presentation	PowerPoint	Web Page	Digital Story
SOCIAL STUDIES		RESEARCH PAPER	RESEARCH PAPER	RESEARCH PAPER
SCIENCE	LAB REPORT	LAB REPORT	LAB REPORT	LAB REPORT
BUSINESS & FOREIGN LANGUAGE	Technology/Online Tools, Communication, Multi-Media	Technology/Online Tools, Communication, Multi-Media	Technology/Online Tools, Communication, Multi-Media	Technology/Online Tools, Communication, Multi-Media
AGRICULTURE & FAMILY & CONSUMER SCIENCE	Feature Article & Persuasive Letter	Feature Article & Persuasive Letter	Feature Article & Persuasive Letter	Feature Article & Persuasive Letter
ROTC	Reflective Paper & Essay	Reflective Paper & Essay	Reflective Paper & Essay	Reflective Paper & Essay

The Kentucky Writing Scoring Rubric will be used to assess each piece in the writing folder. Writing analysis will include skills such as awareness of purpose, and audience, idea development, organization, real-world experiences, a conventions.

Constructed Response, Open Response and On-Demand writing will be embedded throughout course work in all areas and will be evidenced in the writing folder.

**On Demand:** Any STUDENT that scored a novice or apprentice level on the on-demand writing assessment in the fall must attend an after-school writing intervention program. The teacher will analyze student data and writing level to determine necessary services for each student. The individualized curriculum must be completed before exiting the program.

A completed acceptable writing folder is a requirement to receive credit for English IV.

JTC students **are required** to submit a writing folder. College writings should be turned in to the senior counselor for inclusion in the writing folder.

Definition of acceptable writing for inclusion in the writing folder (from the KY Writing Scoring Rubric):

The writer:

- Establishes and maintains an authentic focused purpose throughout
- Indicates an awareness of audience's needs; communicates adequately with audience; conveys voice and/or appropriate tone
- Demonstrates depth of idea development with specific, sufficient details/support; applies characteristics of the genre
- Demonstrates logical, coherent organization
- Demonstrates logical, effective transitional elements throughout
- Demonstrates control and variety in sentence structure
- Demonstrates control of grammar and usage relative to length and complexity
- Demonstrates acceptable word choice appropriate for audience and purpose
- Demonstrates control of correctness relative to length and complexity

All faculty members at Bullitt Central will participate in a writing training each school year.

*The Bullitt Central High School faculty created the following writing policy as an adaptation of the Bullitt County District-wide Writing Plan.*

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# Bullitt Central High School

## Curriculum & Assessment Binder

### Table of Contents

#### 2011-2012

Please place this sheet in the front of your binder for review during walk-through and formal observations. You will receive a copy of the form after your binder is reviewed. Thank you!

Teacher \_\_\_\_\_ Date \_\_\_\_\_ Reviewer \_\_\_\_\_

<b>Curriculum &amp; Assessment Binder Contents</b>	
KCAS Pacing Guides	
Syllabus for each course	
Common Assessments (Multiple choice, short answer & Open response) with evidence of data analysis	
Standards-Based Units of Study with Daily Lesson Plans	
<ul style="list-style-type: none"> <li>✓ Course Pre-Test, Mid-Term, &amp; Post-Test/Final</li> <li>✓ Open Response Questions w/ Scoring Rubrics (at least one per week)</li> <li>✓ Writing Prompts (On-Demand Writing, Portfolio &amp; Writing Folder, Writer's Notebooks, learning logs, journal entries, etc.)</li> </ul>	
Sample Student Work with Teacher Feedback	

## **District Non-Negotiable Definitions:**

### **Engagement:**

**Actively Engaged:** Students are participating in problem solving activities or inquiry based learning that is in grade-level appropriate.

**Passively Engaged/Compliant:** Students are listening to a lecture or viewing a presentation; without being disruptive. Little or no opportunity to problem solve or thinking at higher levels.

**Manipulative** – Concrete or hands-on instructional materials and games used in the classroom to introduce and reinforce skills.

**Student use of technology examples:** Slate Pad, Graphing Calculator, Clickers, Movie Maker, Student created Power Point Presentations, Blogs, Active Smart Boards , Computer Based Programs.

**Writing to learn:** Writing to learn emphasizes what is said (new ideas and concepts) rather than how it is said (correct spelling, grammar, and usage). Often, less structured and more informal writing to learn can take forms such as journals, summaries, responses to oral or written questions, free writing, and notes.

**Writing to demonstrate learning:** When writing to demonstrate knowledge, students convey what they have learned, how they have synthesized information, and what new understandings they have constructed. They need to make their knowledge understandable to an audience for a specific purpose. Some common examples of ways in which students can write to demonstrate knowledge include writing expository texts, reports, essays that deal with particular questions or problems, and letters (e.g., to the editor); doing creative writing; and writing for web sites and projects. Additional example: open response items.

### **Standards and Learning Targets:**

**Standard(s)** – Content standards: A description of what students need to know and be able to do.

Performance standards: A description of how well students need to perform on various skills and knowledge to be considered proficient.

**Curriculum alignment** – Refers to the process of interpreting learning standards (*Kentucky Program of Studies, Kentucky Core Content for Assessment*), then developing learning objectives that are directly targeted to those standards

**Program of Studies** – A curriculum framework that incorporates core content for assessment.

**Core Content for Assessment (Content Standards)**– The content that has been identified as essential for all students to know and will be included on the state assessment.

**Congruent:** The principal of congruency means to achieve an exact match or agreement between the clear learning goal and the chosen learning activity to the standard.

**Correlated:** The learning goal/activity “has some relationship” to the standard rather than be an “exact match.”

**Learning Target-** A measurable statement of what we want students to learn and be able to do.

### **Teacher:**

**Direct instruction:** Teacher delivering information to students. Teacher serves as presenter, students are receivers of information.

**Strategies** – Plans and methods used by both teachers and students to approach a task.

**Integration of technology** – Incorporating the use of computers or other technical equipment into the curriculum

**Individual Coaching** –Teacher is working one-on-one with student to help facilitate students’ individual learning.

**Accommodate** – Changes made in the way materials are presented or in the way student respond to the materials, as well as changes in setting, timing and scheduling, with the expectation that the student will reach the standard set for all students.

**Descriptive Feedback**- Feedback provided to a student with specific details on how to improve a task and/or performance.

**Teacher use of technology:** Teacher is using technology to enhance the lesson and allow students to build on knowledge or skills. Examples are: Power Point, Media Clips, Overhead, and Graphic Calculator to Model.

**Literacy strategies:** Teachers embedding strategies throughout all contents to improve reading and writing skills. Examples: Graphic Organizers, Foldable, Frayer Model, Anticipation Guide, Content Based Word Wall, Journaling, Café’ Conversations, Think/Pair/Share, Reader’s Response

**Instruction:**

**Best practices** – Current, national consensus recommendations that consistently offer the full benefit of the latest knowledge, technology, research, and procedures impacting teaching and learning.

**Smooth Transition** – The passage from one activity to another without loss of instruction time.

**Critical thinking** – Application of thinking skills more complicated than simple recall. Critical thinking involves thinking skillfully about causal explanation, prediction, generalization, reasoning by analogy, conditional reasoning, and the reliability of sources of information and then applying them in evaluative ways.

**Differentiation** – A philosophy that involves giving students multiple options for taking in information, making sense of ideas, and expressing what they learn. It provides different avenues to acquire content, to process or make sense of ideas, and to develop products.

**Grouping:** How students are arranged

**Flexible grouping** – A strategy that allows students to work in differently mixed groups depending on the goal of the learning task at hand.

**Heterogeneous grouping** – The grouping of students in classrooms on the basis of mixed abilities and/or characteristics (i.e., chronological age, reading ability, test scores, etc.).

**Homogeneous grouping** – The grouping of students in classrooms based on the basis of similar abilities and/or characteristics (i.e., chronological age, reading ability, test scores, etc.).

**Cooperative learning** – A teaching strategy that groups students in structured learning groups requiring that they work together to solve problems by using skills and content. The teacher acts as a facilitator of learning.

**Group Work (Peer collaboration)** – Students are working together in a group to solve a problem.

**Instructional practices** – Methodology used by teachers to engage students in the learning process.

**Modeling** – A teaching strategy in which the teacher demonstrates to student/s how to do a task, with the expectation that the student will copy the model. Modeling often involves talking about how to work through a task or “thinking aloud”.

**Monitoring** – To watch, keep track of, or check usually for a purpose.

**Rigor** –The goal of helping students develop the capacity to understand content that is complex, ambiguous, provocative, and personally or emotionally challenging.

**Knowledge:** statements ask the student to recite the pledge. Example: “Say the pledge.”

**Comprehension:** statements ask the student to explain the meaning of words contained in the pledge. Example: “Explain what indivisible, liberty, and justice mean.”

**Application:** statements ask the student to apply understandings. Example: “Create your own pledge to something you believe in.”

**Analysis:** statements ask the student to interpret word meanings in relation to context. Example: “Discuss the meaning of ‘and to the Republic for which it stands’ in terms of its importance to the pledge.”

**Synthesis:** statements ask the student to apply concepts in a new setting. Example: “Write a contract between yourself and a friend that includes an allegiance to a symbol that stands for something you both believe in.”

**Evaluation:** statements ask the student to judge the relative merits of the content and concepts contained in the subject. Example: “Describe the purpose of the pledge and assess how well it achieves that purpose. Suggest improvements.”

**Relevance:** A teacher’s ability to facilitate learning experiences that are meaningful to students and prepare them for the future. Real-world connections-how are they applicable to the students’ lives?

### **Monitoring for Understanding:**

**Depth of Knowledge:** measures the degree to which the knowledge elicited from students on the assessment is as complex within the context area as what students are expected to know and do as stated in the standards.

#### **Level 1 Recall**

Recall of a fact, information, or procedure.

#### **Level 2 Skill/Concept**

Use information or conceptual knowledge, two or more steps, etc.

#### **Level 3 Strategic Thinking**

Requires reasoning, developing plan or a sequence of steps, some complexity, more than one possible answer.

#### **Level 4 Extended Thinking**

Requires an investigation, time to think and process multiple conditions of the problem.

**Bell ringer-** It is an effective classroom management strategy to use at the beginning of class. The activity usually lasts three to four minutes and addresses previously learned content. The strategy is designed to address the “forgetting curve”.

**Clicker system-** The clicker system is a wireless response system which allows faculty to request information from students. Students respond by using a hand-held response pad to send his or her information to a receiver.

**Flashback-** Flashbacks are multiple choice questions that are reviewed immediately. The teacher scores the flashback in order to provide them with a snapshot of who knows what, what needs to be re-taught or who needs intervention. Questions should come from core content standards. Results should be analyzed weekly to see if patterns are occurring.

**Live Scoring-** A type of formative assessment focused on determining where students are with ORQ and content. The teacher can then provide specific, immediate feedback for improvement at the time the error occurs.

**Formative Assessments:** is part of the instructional process. When incorporated into classroom practice, it provides the information needed to adjust teaching and learning while they are happening. One of the key components of engaging students in the assessment of their own learning is providing them with descriptive feedback as they learn.

**Summative Assessments:** are given periodically to determine at a particular point in time what students know and do not know.

- State assessments
- District benchmark or interim assessments
- End-of-unit or chapter tests
- End-of-term or semester exams
- Scores that are used for accountability for schools (AYP) and students (report card grades).

**School culture** – The sum of the values, safety practices, and organizational structures within a school that cause it to function and react in particular ways. Teaching practices, diversity, and the relationships among administrators, teachers, parents, and students contribute to the school environment.

**Nurturing school environment** – An atmosphere/climate created within the school where everyone associated with the educational system is treated in a warm and inviting manner.

**Classroom Management:** Students are all aware of classroom behavior expectations. Rules are posted and adhered to. Teacher creates a learning environment which ensures that lessons run smoothly despite disruptive behavior. Teachers handle issues non-verbally or discreetly not to add to disruption.

# Appendix A

## Checklist to Prepare for the First day of School

- You are responsible for collecting and alphabetizing required paperwork on opening day from your first period teacher. The packets are due on August 17 - Early Release to Ms. Huffman.
- Check club schedule to see if you are covering for a teacher
- Check lunch schedule & post in classroom (review with each class on first day)
- Display BCHS Mission and your name, college, degree outside of your door.
- Display emergency maps and familiarize you and your classes about exit procedures and check the SUPERVISION chart for your duty. (RR Keys)
- Display critical vocabulary on classroom walls for entire year (We have a poster-maker.)
- Make copies of course syllabus for each student (Place on your website)
- Post KCAS standards in the form of daily learning target on board each day and prepare an exit slip to check for learning each day.
- Follow PLC Pacing Guide and prepare to give common assessments.
- Prepare emergency plans and activities for substitute folder (send folder to Ms. Britt in front office by Monday, August 22)
- Prepare signature sheets for textbook.
- Post student expectations and communicate procedures for hall change, RR, Lunch, assembly dismissal.

New Teacher	Subject	Mentor
Dane Clark	ECE Science	Nancy Piercy
	Biology	Beau Kaelin
Rosa Akayden	Biology	Beau Kaelin
Stephanie Bragg	Chemistry	Brandy Sharp
Mark Howell	Chemistry	Brandy Sharp



**BULLITT CENTRAL PHONE LIST**

Bullitt Central High School \* 1330 Highway 44 East \* Shepherdsville, KY 40165 \* 869-6000 \* Fax 543-1797

**Front Office Fax 869-6020**

Administrators		Clerical Support		Offices	
Coulter, Christy, Principal	6001	Britt, Sandy	6100	Band Office	6177
Williams, Rob, AP	6002	Burton, Lennea	6100	Boys Basketball	6194
Cox, Terry, Counselor	6003	Ridgway, Winnie	6008	Business Department	6190
Pohlman, Andy, AP	6004	Jewell, Heather	6007	Cafeteria	6011
Rogers, Mark, Counselor	6015	Huffman, Angie	6012		
Sellinger, Shannon, AP	6017	Holmes, Karen	6014	Football Office	6195
Hardin, Sarah, AP	6024	Nalley, Brandi	6014	Girls Basketball	6197
				Large Conference Rm	6025
		Youth Service Ctr.	6013	Teacher Lounge	6016
ISAP- Mr. Martin	6179	Library Phone	6009		

Akaydin, Rosa	6125	Lee, Jessica	6127	Smallwood, Ondrea	6132
Alvey, Tommy	6171	Lee, Joe Pat	6153	Smith, April	6169
Anderson, Sarah	6160	Lewis, Stephanie	6166	South, Allen	6148
Barth, Jennifer	6123	Lopez, Anne	6163	Stults, Rodney	6174/75
Bates, Bryan	6150	Lucas, Shelley	6154	Sturgeon, Jessica	6147
Bragg, Stephanie	6131	Marshall, Angela	6118	Tallent, Martin	6143
Clark, Dane	6137	Montgomery, Anita	6117	Taylor, Michael	6157
Cox, Neal	6184	Moore G.J.	6165		6140
Crawford, Stacy	6127	Moore, James	6190	VanVactor, Katie	6164
Cunningham, Angela	6159	Music, Rob	6149	Waggoner, Peggy	6128
Dotson, Merrill	6115	Neel, Patrick	6146	Walsh, Peter	6161
Douglas, Evelyn	6120	Peake, Michael	6180	Williams, Melissa	6130
Feekes, William	6144	Peake, Tiphonie	6176/78	Williams, Wade	6116
Foster, Angie	6168	Pickett, Jeff	6196	Wood, Troy	6153
Foster, Kimberly	6121	Piercy, Nancy	6167		
Freire-Bracho, Arturo		Platt, Ronald	6167		
Gallemore, Charles	6152	Popplewell, Shane	6152		
Gose, Kevin	6139	Raley, Becky	6187		
Gossett, Michael	6132	Reid, Mallory	6141		
Hallinan, Jennifer	6167	Reynolds, Heather	6156		
Hettich, Don	6151	Ritter, Sharon	6122		
Howell, Mark	6129	Roach, Kyle	6052		
Johnson, Reba	6158	Romine, Jennifer	6130		
Johnson, Steve	6126	Schmidt, Donna	6192		
Johnston, Beau	6170	Sewell, Renee	6137		
Kaelin, Beau	6138	Sharp, Brandy	6142		
Klaczak, Mark	6143	Sheehan, Brandi	6119		

Revised 4/19/11

BULLITT COUNTY PUBLIC SCHOOLS  
SHEPHERDSVILLE, KENTUCKY  
GRADING TERMS  
2011-2012

NINE-WEEK TERMS Period	Begins	Ends	Number Days Taught
1	August 10	October 10	43
2	October 11	December 16	42
3	January 2	March 6	45
4	March 7	May 17	45

First Semester ends on December 16.

# School Map 2011-2012

Hallway 1			Funnel		
15	Dotson	Math	52	Popplewell & Gallemore	Health
16	Williams	Math	52A	Roach	EBD
17	Montgomery	Math	Hallway 5 (Pride)		
18	Marshall	Math	53	Wood & JP Lee	ECE
19	Sheehan	Math	54	Lucas	English
20	Douglas	Math	55	Arturo	Spanish
21	Foster	Math	56	Reynolds	Math
Funnel			57		LAB
22	Ritter	ECE	58	R. Johnson	Math
22A	Crawford / J. Lee	Read 180	59	Cunningham	Social Studies
Hallway 2			60	Anderson	English
23	Barth	English	61	Walsh	English
24	Smallwood	English	62	Sherlock	Math
25	Akaydin	Science	63	Lopez	Science
26	S. Johnson	English	64	VanVactor	Social Studies
27	LAB STORAGE		65	Moore, G.J.	ECE
28	Waggoner	English	66	Lewis	Science
29	Howell	Science	Hallway 6 (Elective)		
30	Williams / Romine	English	67	Hallinan / Platt / Piercy	ECE
31	Bragg	Chemistry Lab	68	A Foster	Spanish
Funnel			69	Smith	Business
32	Gossett	German	70	Johnston	Business
Hallway 3			71	Alvey	Business
35	Storage	ROTC	72	OFFICE	
36	Storage	ROTC	73	OFFICE	
37	Clark & Sewell	ECE	74	Stults	Choir
38	Kaelin	Science	75	Stults	Band
39	Gose	English	Hallway 7 (Outside)		
40		Science	76	Peake, T.	Agriculture
41	Reid (Nall)	English	76a	Peake, T.	Ag. Shop
42	Sharp	Chemistry Lab	77	Office	
Funnel			78	Office	
43	Tallent & Klaczak	ROTC	79	Martin	ISAP
Hallway 4			80	Peake, M	Agriculture
44	Feekes	ROTC	81	Taylor, M	Alternative Center
45	Low	English	82	Wiggins	YSC
46	Neel	Social Studies	83	Wiggins	YSC
47	Sturgeon	English	84	Cox & Roundtree	Flex School
48	South	Social Studies	85	Business Storage	
49	Music	Social Studies	86	CNN Room	
50	Bates	Social Studies	87	Raley	Home Economics
51	Hettich	Social Studies	88		
			89		
Gym	Pickett / Gallemore/ Popplewell		90	Moore, J	Business
	Health & PE		92	Schmidt	Art

## Bullitt Central Library/Media Center Procedures

1. Students may come to the library during class time or lunch only with an official library pass, signed by the teacher responsible for them during that time. Pass must include the student's first and last name, the time the student left for the library, and the teacher's signature. Teachers may send up to six students to the library at a time; however, they may be refused at the librarians' discretion depending on space limitations and their conduct in the library. Individual students should be sent with an individual pass; groups of students should be listed on a group pass. Blank passes will be issued to teachers only upon request.
2. Upon arrival students are to sign in at the desk and leave the library pass at the desk. Sign-in time will be noted on the pass. Students leaving the library must sign out at the desk more than ten minutes before the end of the poeriod and have their passes signed; sign-out time will be noted on the pass as well as in the book at the desk. Students are not allowed to sign out during the last ten minutes of the period and are expected to remain in the library until the bell rings. The passes of students who remain until the end of the period will be checked "bell" for sign-out time and those passes will be returned to the teachers' boxes in the copy room. Therefore: In all instances, a pass issued to a student will return to the teacher, either by the student or through the teacher's mail. Times of arrival and departure will be noted on the pass. If "Did not sign out" is checked on the pass, it can be assumed that the student left the library without permission and is unaccounted for. Please do not admit students to class from the library without a signed library pass.
3. It is expected that students sent to the library will be engaged in activity for which library resources are necessary. Students not so engaged will be sent back to their supervising teachers. State policy officially prohibits student use of web-based e-mail systems. Students are to use e-mail only if their districts allow them exchange-server access which Bullitt County does. Please make your students aware that they will not be able to check their web-based accounts (Yahoo, Hotmail, etc.) in the library
4. If you wish to schedule library use for a class, do so at the circulation desk. You may reserve a one-hour or 30-minute block. Only one class is allowed in the library at a time. Students in a visiting class are given priority use of all resources. When scheduling a class, please fill out a reference form at the desk so we can do our best to be prepared for you. You must accompany your class to the library and supervise their activities in the library.
5. Substitutes are not to send students or bring classes to the library. Do not leave plans for substitutes that require use of library resources.
6. Students may have up to ten books checked out at any given time. Books can be renewed once. Some reference materials can be checked out overnight.
7. Students are issued a student ID card which also functions as a library card upon enrollment. Replacement cards are issued for \$3.
8. There are two computer labs in the library; reservations for their use can be arranged at the circulation desk.

# Bullitt Central High School Bullying & Harassment Intervention Plan

Date: \_\_\_\_\_ Student Name: \_\_\_\_\_

Grade: \_\_\_\_\_ First Period Teacher \_\_\_\_\_ Fourth Period \_\_\_\_\_

## DESCRIBE THE INCIDENT:

Who/Perpetrator: \_\_\_\_\_

**Incident Description "Tell us what happened":** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

When did / does it occur: \_\_\_\_\_

Where does it occur: \_\_\_\_\_

Who/Witnesses: \_\_\_\_\_

## Step #1 YOUR ACTIONS and ATTEMPTS TO STOP the bullying: (Talk & Walk)

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

## Step #2 ASK FOR HELP

What teachers have you notified and what have they done to help:

\_\_\_\_ Move Seats    \_\_\_\_ Conference with Bully    \_\_\_\_ Escort    \_\_\_\_ Monitor & Document

Other: \_\_\_\_\_

What parent/guardian have you notified and what have they done to help:

\_\_\_\_ Listened & Encouraged    \_\_\_\_ Spoke to the Parent    \_\_\_\_ Escorted    \_\_\_\_ Notified Police

Other: \_\_\_\_\_

**Step # 3 ADMINISTRATION INVOLVEMENT:**

Conference with Victim: Date: \_\_\_\_\_

Conference with alleged Perpetrator:

Name \_\_\_\_\_

Date: \_\_\_\_\_

**ACTIONS TAKEN:**

- Safety Plan Initiated
- Transportation Plan
- Counseling Appointment
- Lunch Assignment
- Escort:
- Teachers Notified:
- Disciplinary Action for Perpetrator:
- Formal Harassment filed with Bullitt County Board of Education
- Court Designation Worker Juvenile Petition Filed

Comments: \_\_\_\_\_

**Step #4 Follow Up & Support**

Conference w/ \_\_\_\_\_ Date: \_\_\_\_\_ Admin \_\_\_\_\_

Notes: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Continued Diversion

Successful Diversion Case Closed

## Bullitt Central High School Teacher Signature Sheets

- I have read the online certified handbook and am responsible for all sections of the book.
- I have read my teaching contract and understand my ethical responsibilities as set forth by the EPSB and the Bullitt County Board of Education.
- I have read the BCPS teacher contract and am responsible for the contents of the contract.
- I have been trained on the supervision plan and the emergency management plan.
- I have been trained on the district non-negotiables, walkthrough document, and teacher formative observation instrument and instructional teaching policy.
- I have been trained on how to access teacher resource documents on the Q Drive and the teacher resource binder.
- I have been provided a new teacher orientation and a mentor teacher to assist in all areas of my teaching responsibilities.

Teacher

Signature \_\_\_\_\_

Principal Signature \_\_\_\_\_

Date \_\_\_\_\_

**Bullitt Central Cougars possess a positive attitude and respect others. We strive for integrity and dedication so that we are known for our excellence.**

2011-2012

# **School Culture**

Teacher Handbook

[BCHS Culture Committee]

## **What is school culture?**

Bullitt Central High School is part of the Kentucky Center for Instructional Discipline (KYCID) for positive behavioral interventions and support (PBIS).

### KYCID Mission

“The mission of the Kentucky Center for Instructional Discipline is to train and support schools in the implementation of positive, proactive, and instructional strategies so students become self-disciplined, responsible, and productive members of the Commonwealth.”

The design of the PBIS approach is to educate all students of acceptable social behaviors and to adopt and sustain the use of effective, positive practices throughout the school and community.

### PBIS Goal

“To establish a positive environment that supports the adoption, sustained use and expansion of evidence-based practices designed to improve student behavior”

To carry out the mission of KYCID and goal of PBIS, Bullitt Central High School has taken a team-based approach to problem solving that provides proactive instruction for our students, faculty, and staff. The 2011-202 culture committee members include Jennifer Barth, Stacy Crawford, Neal Cox, Sarah Hardin, Karen Holmes, Jennifer Romine, Shannon Sellinger, Brandi Sheehan, Brenda Sherlock, Tonia Wiggins, Melissa Williams, Chris Willman, and Troy Wood. These members are responsible for making data-based decisions to enhance school culture, increase participation in on-going professional development, and encourage BCHS staff’s long-term commitment to positive behavior implementation.

## Mission Statement

P  
R  
I  
D  
E

The purpose of the BCHS Culture Committee is to support and promote students and teachers in building relevant social competence to ensure that students are productive members of the school and surrounding community.

### What is

### Pride?

Positive Attitude

Respect

Integrity

Dedication

Excellence

## Student Expectations

### **Positive Attitude**

- Stay focused
- Help others
- Do your best

### **Respect**

- Be respectful of individuality
- Keep the school clean
- Use appropriate language

### **Integrity**

- Be responsible
- Be honest
- Dress appropriately
- Do your own work

### **Dedication**

- Commit to your future
- Persevere through challenges
- Devote time to your education

### **Excellence**

- Make the grade
- Demonstrate personal best
- Contribute to the community

Students that continually demonstrate school pride will be eligible for numerous rewards including PRIDE-ful tickets, certificates, assemblies, and luncheons. The faculty and staff determine the award recipients, and students can be awarded multiple times throughout the year. We are responsible for instilling student values that portray PRIDE at BCHS. We must lead by example and recognize our prideful students.







**School-Wide Reward/Recognition System**

*An effective school-wide reinforcement system should be multi-layered so that students receive recognition on school-wide, class-wide, and individual levels.*

-KYCID

**PRIDE-ful Tickets**

Each week members of the faculty and staff are provided two PRIDE-ful tickets to be awarded to any student demonstrating BCHS PRIDE. The faculty and staff are responsible for encouraging positive behavior and informing students of their success. Once a student is recognized for their PRIDE with a ticket, the student may submit the ticket into a weekly drawing for prizes such as t-shirts, athletic passes, homework passes, and gift certificates. Drawings are typically held every Friday afternoon. Students must submit their tickets to the Guidance Office.

 <p><b>PRIDE-ful</b></p> <p>Name: _____</p> <p>For: _____</p> <p>Date: ___/___/___</p>	<i>P</i>	<i>R</i>	<i>I</i>	<i>D</i>	<i>E</i>		
	<input type="checkbox"/> Stay focused	<input type="checkbox"/> Be respectful	<input type="checkbox"/> Be responsible	<input type="checkbox"/> Commit to the future	<input type="checkbox"/> Make the grade		
	<input type="checkbox"/> Help others	<input type="checkbox"/> Keep school clean	<input type="checkbox"/> Be honest	<input type="checkbox"/> Persevere	<input type="checkbox"/> Demonstrate best		
	<input type="checkbox"/> Do your best	<input type="checkbox"/> Use correct language	<input type="checkbox"/> Dress appropriate	<input type="checkbox"/> Devote time to your education	<input type="checkbox"/> Contribute to your community		
							
	Where: <b>Classroom</b>	<b>Hallway</b>	<b>Bus</b>	<b>Gym</b>	<b>Assembly</b>	<b>Restroom</b>	<b>Cafeteria</b>
	Student Name: _____		Given By: _____			Date: _____	

**Positive Referrals**

At every faculty meeting, we are encouraged to complete a minimum of two positive referrals for any student demonstrating improved behavior and PRIDE. These referrals will be mailed to the student's home as recognition of their positive behavior.

*Big Idea*  
*Teachers should focus more time, attention, and energy on acknowledging responsible behavior rather than responding to misbehavior*

### Guidelines for Expected Student Behavior

#### Non-contingent Attention Suggestions for Teachers

- Greet
- Show Interest
- Have Conversations
- Interact with students who misbehave
- Nonverbal Strategies, i.e. eye contact, gestures.
- Maintain a 4:1 ratio of positive to negative interactions

#### Tardy Sweep

- When the bell rings, the classroom teachers will shut and lock the door. At this point, the student is considered tardy to class.
- If the student is tardy, they must obtain a tardy slip from the assigned “sweeper.” The student must present the yellow tardy slip to the classroom teacher to enter the room. The sweeper will take the original copy to the office for documentation.
- One sweeper will be located throughout the circle and the main lobby. If a sweeper is not on duty, students must obtain a tardy slip from the office. Sweeper schedules will be provided, but typically, those teachers with planning will sweep the first five minutes of that period.
- Students will be considered skipping class if they take more than 5 minutes getting a pass.
- A note or phone call from the office or another teacher is acceptable for admittance to class.

#### 15-15 Rule

- The 15/15 rule is designed for students to begin the class and end the class in an effective manner.
- During the 15/15 rule, no students will be allowed to leave the classroom during the first 15 minutes and the last 15 minutes of the class.
- If students are in the hallways during the 15/15 rule, they will be escorted to your classroom. An exception would be a teacher’s aide doing work at the request of a teacher (a hall pass still needs to be used).

#### Dress Code

- All students must follow the dress code detailed in the student handbook
- Any violations of the dress code should be addressed according to the discipline referral process

#### We Know

- To improve the academic success of students, we must also improve their social success.
- Academic and social failures are reciprocally linked.

-KYCID

## BCHS Discipline Referral Process

**Office-Managed Referrals:** *the following issues require immediate disciplinary action by an administrator.*

- Profanity (mild or severe)
- Dress code violations
- Major disruptive behavior
- Disrespect and/or defiant behavior
- Gambling
- Harassment/Bullying/ Racial and Derogatory Comments
- Physical and/or verbal aggression
- Drugs/Alcohol/Tobacco
- Weapons
- Vandalism
- Technology Violation- includes the use of cell phones, iPods, and other electronic equipment
- Leaving the classroom without permission and/or skipping class
- PDA (public display of affection): inappropriate touching, groping in a sexual manner, kissing or verbal and/or physical consensual gestures
  - 1 warning should be issued for students to “move along”
  - If defiant or persistent behavior occurs, a discipline referral should be completed for administrators

### **Discipline Referral Process:**

1. Address issue with student and explain why a discipline referral is necessary.
2. Fill out a detailed discipline referral, including prior actions taken.
3. Send the student and the referral to the office
4. Inform the office that the student is on his/her way.

**Teacher-Managed Referrals:** *the following issues require communication with the student, parent, and teacher before involving administration*

- Sleeping in class
- Lack of materials
- Failure to complete work
- Minor disruptive behavior
- Minor infractions against classroom policy
- Inappropriate language (not involving profanity)
- Other

# Bullitt Central High School

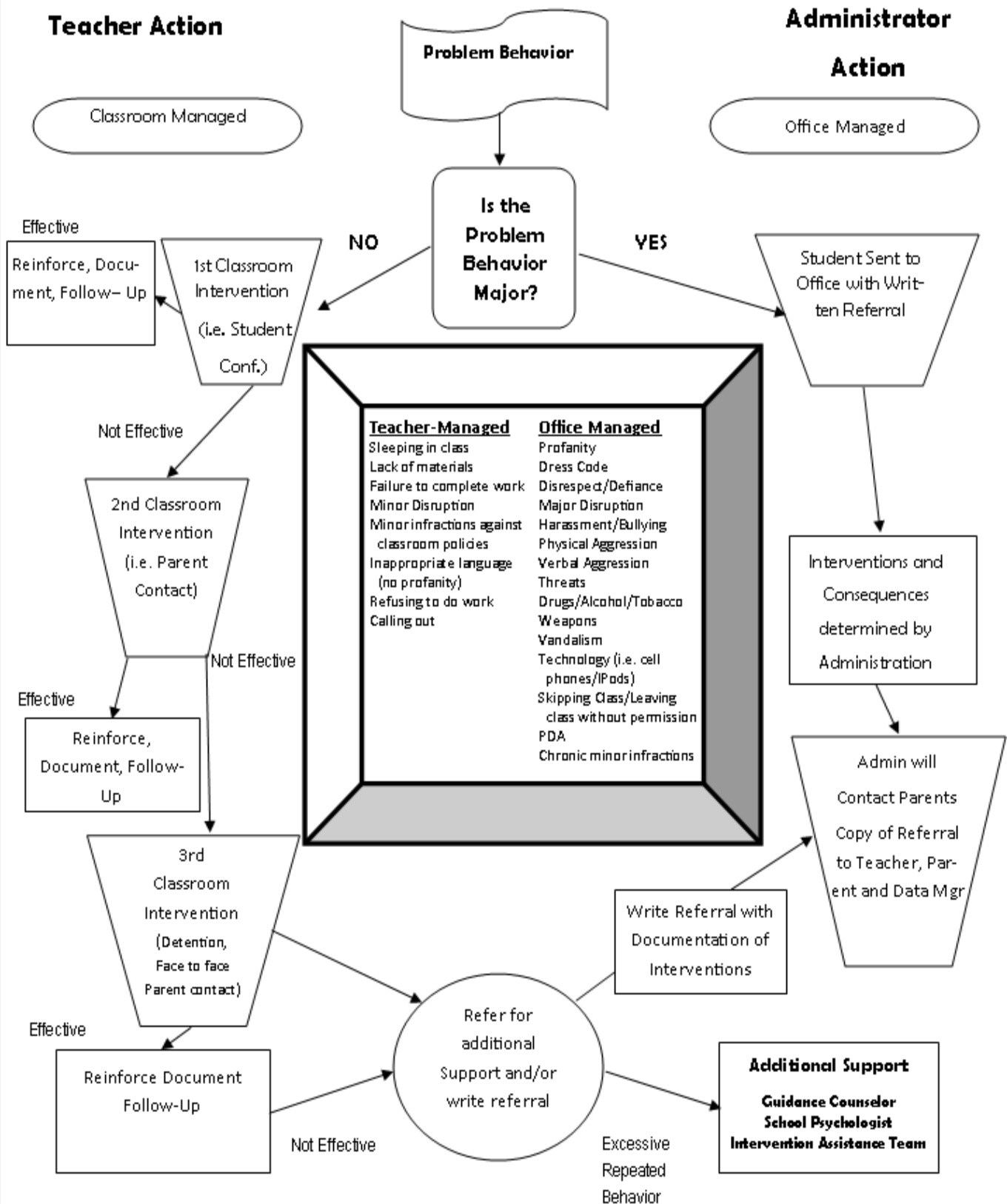
## Office Referral Process

### Teacher Action

Classroom Managed

### Administrator Action

Office Managed



**Bullitt Central Office Discipline Referral Form**

Student \_\_\_\_\_ Referring Staff \_\_\_\_\_ Grade Level \_\_\_\_\_ Date \_\_\_\_\_ Time Event Occurred \_\_\_\_\_

- Location**
- |                                       |  |   |
|---------------------------------------|--|---|
| <input type="checkbox"/> Classroom    | <input type="checkbox"/> Cafeteria         | <input type="checkbox"/> Parking Lot  |
| <input type="checkbox"/> Commons Area | <input type="checkbox"/> Bathroom/Restroom | <input type="checkbox"/> Special Event/Assembly/Field Trip  |
| <input type="checkbox"/> On Bus       | <input type="checkbox"/> Gym               | <input type="checkbox"/> Hallway  |
| <input type="checkbox"/> Other _____  | <input type="checkbox"/> Library           | <input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 |
|                                       | <input type="checkbox"/> Bus Loading Zone  | <input type="checkbox"/> #Voc/Ag Wing   |

**Problem Behaviors (check the most intrusive)**

- |   |  |
|---|--|
| <input type="checkbox"/> Abusive Language/Vulgarity/Profanity towards _____ Student _____ Teacher _____ |  |
| <input type="checkbox"/> Physical Aggression towards _____ Student _____ Teacher _____                  |  |
| <input type="checkbox"/> FIGHT- student to student  |  |
| <input type="checkbox"/> Defiance/Disrespect/Insubordination/Non-Compliance                             | <input type="checkbox"/> Technology Violation (circle one) |
| <input type="checkbox"/> Forgery/Theft  | Cell Phone    IPOD/MP3                                     |
| <input type="checkbox"/> Dress Code Violation   | Computer   |
| <input type="checkbox"/> Lying/Cheating   | <input type="checkbox"/> Harassment/Bullying (circle one)  |
| <input type="checkbox"/> Disruption   | Ability    Gender    Religious                             |
| <input type="checkbox"/> Inappropriate Display of Affection   | Racial    Sexual   |
| <input type="checkbox"/> Tobacco Violation  | <input type="checkbox"/> 3 Minor Offenses                  |
| <input type="checkbox"/> Tardy  | List Main Behavior _____                                   |
| <input type="checkbox"/> Skipping Class   |  |

**Guidelines for Success**

(Please check the area of deficiency.)

**P ositive Attitude**

- Stay focused
- Help others
- Do your best

**R espect**

- Be respectful
- Keep the school clean
- Use appropriate language

**I ntegrity**

- Be responsible
- Be honest
- Dress appropriately
- Do your own work

**D edication**

- Commit to your future
- Persevere through challenges
- Devote time to Your education

**E xcellence**

- Make the grade
- Demonstrate personal best
- Contribute to the community

**Possible Motivation:**

- |   |  |
|---|--|
| <input type="checkbox"/> Avoiding adults        | <input type="checkbox"/> Obtaining adult attention |
| <input type="checkbox"/> Avoiding peers         | <input type="checkbox"/> Obtaining Item/activity   |
| <input type="checkbox"/> Avoiding task/activity | <input type="checkbox"/> Obtaining peer attention  |
|   | <input type="checkbox"/> Other: _____              |

**Others Involved:**

- |                                |                                     |                                  |
|--------------------------------|-------------------------------------|----------------------------------|
| <input type="checkbox"/> None  | <input type="checkbox"/> Peers      | <input type="checkbox"/> Teacher |
| <input type="checkbox"/> Staff | <input type="checkbox"/> Substitute | <input type="checkbox"/> Other   |

**Description of Incident:**

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Staff Signature: \_\_\_\_\_

**Administrative Decision:**

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> Admin Conference with Studer                    | <input type="checkbox"/> Loss of Privileges for _____ | <input type="checkbox"/> Parent Contact: (Date: _____ Time: _____)                   |
| <input type="checkbox"/> ISAP  |   | Parent Name: _____   |
| <input type="checkbox"/> _____ Days from _____ to _____                  |   | <input type="checkbox"/> Suspension from school for _____ days from _____ to _____   |
| <input type="checkbox"/> Period 1 2 3 4 5 6                              |   | <input type="checkbox"/> Return from Suspension _____                                |
| <input type="checkbox"/> Lunch   |   | <input type="checkbox"/> Tobacco Education Class on (date) _____ and (time) _____    |
| <input type="checkbox"/> Detention 2:15-3:15 on _____ in Rm _____        |   | <input type="checkbox"/> Recommendation for Expulsion/Alternative to Suspension Refe |
| <input type="checkbox"/> Community Service Date: _____ Time: _____       |   | <input type="checkbox"/> Youth Service Referral                                      |
| <input type="checkbox"/> Friday School Date Assigned: _____ Time: _____  |   | <input type="checkbox"/> Refer to Guidance (Reason _____)                            |
| <input type="checkbox"/> Bus Suspension _____ day(s) from _____ to _____ |   | <input type="checkbox"/> Other: _____ Date: _____                                    |

Student Signature \_\_\_\_\_ Principal Signature \_\_\_\_\_

Office- White      Pink- Data/SWIS Clerk      Teacher- Yellow

## Teacher Supervision

### *Prevention Strategies*

- Body language and tone of voice should demonstrate the supervisor expects students to follow directions
- Use clear and simple language
- Give one or two directions at a time
- Give the student a reasonable amount of time to respond
- Avoid “staring down” the student
- Use the “two-minute” rule; get compliance within two minutes or get help.
- Respond thoughtfully when a student initially fails to follow directions.
  - Use humor
  - Appeal to cooperation
  - Use the “broken record” technique
  - Offer the student a reasonable choice
  - Let the student know what will happen if s/he fails to comply.

### *Strategies to Avoid*

- Arguing with the student
- Escalating the emotional intensity
- Letting the student “get away with it”
- Physically trying to make the student comply
- Threatening the student with what will happen
- Asking students “If they want to...”
- Demanding eye contact
- Expecting immediate compliance
- Nagging/begging/guilt
- Giving multiple or multi-step directions
- Only telling students what NOT to do
- Trying to convince the student to follow direction just because s/he likes you.

### Fairness Promise

“In my classroom (our school), I promise to treat all students as individuals with dignity and respect. I will respond to them in a manner intended to result in their success. My response is not designed to be the same for all students, but it will support each student, at that time, based upon my professional judgment and the expectations and standards of this school.”

## Reprimands 101

- Short in length
- Be physically near student
- Uses respectful tone
- Be clear and unequivocal
- State expected behavior
- Give illusion of privacy
- Use statement, not question

-KYCID

### Consistency in response to problem behavior:

- Any student
- Any location
- By any staff member
- Designed to eliminate problem
- Delivered with dignity and respect

### Why being Calm and Respectful is Important

- Calm and respectful adult responses model appropriate behavior for students.
- Emotional and disrespectful adult responses may escalate the emotional intensity of a situation or create a power struggle.
- Calm and respectful adult responses contribute to a positive school climate.
- Emotional adult responses are very reinforcing for some students.

### Correcting Misbehavior:

#### How It's Done

- Consistently
- Calmly, unemotional, and respectfully

#### Tips for Supervisors

1. Don't take it personally
2. Think before you respond
3. Consider the misbehavior as a teaching opportunity
4. Position yourself in a non-confrontational stance
5. Use respectful words, tone of voice and body language

*"It is always better to consistently respond to misbehavior with a mild consequence than to inconsistently respond to misbehavior with a harsh consequence."*

-KYCID