ALIGNMENT WITH STATE STANDARDS POLICY

Alignment Needs Assessment

Our yearly School Improvement Planning process will include:

- An analysis of our State Assessment data and other school data as necessary to discover the extent to which our students are meeting state standards and our programs are aligned with state standards.
- Systematic work to discover and correct the causes of and barriers to high performance by all students and the movement of students toward our goals.
- A revision of our School Improvement Plan based on our needs assessment data for that year. Our Plan will set goals and address any indicated alignment issues to help move our students to state standards according to the timetable established by the Kentucky Board of Education.

We will implement this process to address our alignment with state standards and the resulting plan will be monitored by the council through ongoing implementation and impact checks.

Policy Evaluation

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

Date Adopted: 11/18/2008

Date Reviewed or Revised: 8/15/2016 Council Chairperson’s Initials _____

Date Reviewed or Revised: _____ Council Chairperson’s Initials _____
ATTENDANCE POLICY

It is extremely important that students maintain good, punctual attendance to be successful. Our state lawmakers have recognized the importance of attendance and have established a policy to encourage families to make good attendance a priority.

Absence and Tardy Events

All attendance events are in compliance with State Regulation 702.KAR 7:125.

Excusing Absence Events

- A parent note may be submitted to excuse six attendance events per year.
- A parent/guardian may submit up to twelve doctor or legal notes to excuse attendance events per year. If more is required a document from the district will be provided.
- An unexcused event will count as one of the six attendance events excusable by a parent note. Therefore if a student has five events with a parent note and one unexcused events, any additional attendance events must have a doctor or legal note to be excused for the remainder of the school year.

Excusing Tardy Events

- WJMS will accept six parent notes to excuse tardy events (60 minutes or less absent from any portion of the school day) per year.
- An unlimited number of doctor and/or legal notes may be submitted to excuse tardy events.

Parent/guardians are required to provide a written excuse every time his/her child misses any portion of the school day.

All excuse notes must be turned into the school within five days of the attendance or tardy event or the event will remain unexcused. Requests for an exception to this may be presented in writing to our principal accompanied by a doctor or legal note. We will not offer exceptions for parent excused events.
Process for Submitting Excuses

- Students with full day absences turn in their excuse on the day they return to school in the main office.
- Students with partial day absence (sign out and do not return to school) turn in their excuse on the day they return to school in the main office.
- Students with partial day absences (sign in late to school or return to school after signing out) turn in their excuse when they sign back into office staff.
- Parents may fax parent note excuses to the attendance clerk’s attention. Faxed medical notes will not be accepted.
- Emailed excuses must include parent/guardian contact information.

Communication

Please refer to the WJMS Attendance Improvement Plan submitted annually for a description of communication plans regarding attendance. Including, but not limited to:

- Parent contacts
- Staff contacts
- Monthly updates
- Truancy procedures

Policy Evaluation

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

Date Adopted: 10/17/2016

Date Reviewed or Revised: _______ Council Chairperson’s Initials _______

Date Reviewed or Revised: _______ Council Chairperson’s Initials _______
BUDGET AND SPENDING POLICY

Spending Categories and Munis Accounting

Whenever possible in budgets and financial reports, we will use spending categories that will make sense to most stakeholders in our school, even if those categories are not part of the state and district accounting system known as "MUNIS." The Budget Team will be responsible for ensuring that the choices we make are converted to the MUNIS codes under the umbrella of the Organization committee.

Drafts, Revisions and Approval

The Budget Team will estimate expenses (using spending categories that will make sense to most stakeholders) for the coming year that are needed to:

- Implement our School Improvement Plan fully, including staffing, materials professional development, and other needs.
- Maintain other programs at the current level of quality including staffing, materials, professional development, and other needs.

The Budget Team will also estimate funding for the coming year from:

- Our allocation for certified and classified staff.
- Our allocation for instructional materials.
- Any additional allocations that we have reason to believe are likely to continue.
- Our allocation for professional development.
- Funds from any fundraising activities that are not designated for specific student group use and any fundraising activity money that we expect to carry over.
- Grants that seem reasonably likely from any source.
- Categorical dollars from programs listed as sources in our School Improvement Plan based on past funding and consultation with the principal about what is being considered for next year.

At this time, the Budget Team will estimate expenses and revenues separately and will not attempt to make the two match. They will then share those estimates with the council at a regular or special council meeting and the council will discuss possible solutions for any shortfalls.
March and April

The council will:

- Review the draft budget either in a regular or a special meeting.
- Identify areas that may need adjustment to further reflect school priorities, new spending information, stakeholder input on the impact of the proposed plan, or other relevant information.
- Charge the Budget Team to consider those factors and submit a revised budget for council adoption.
- Discuss whether the council needs to request unfunded needs funding for additional expenses, and what needs would be designated for such funding.
- Set a timetable for adopting a revised budget.

After the council adopts its budget the principal will:

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

Implementation and Monitoring

Every Month

The principal (or principal designee) will:

- Ensure that all spending records required by the state and district are maintained.
- Submit a report to the council comparing planned spending, spending so far, outstanding purchase orders, and amount remaining available in each category.
January through March

The Budget Team will be charged to:

- Notify each individual and group designated to select items for purchase of the amount they were authorized to spend, the amount spent so far, their outstanding purchase orders, and the amount remaining available in each category including instructional money and activity funds.

- Ask each individual and group to check those figures and report anything that may need adjustment and report whether they will need the full remaining amount to address the needs in question.

- From these responses, identify any amounts that will not be needed as budgeted and make recommendations to the council for budget adjustments to maximize the use of those funds.

April

The Budget Team will repeat numbers 1-3 above.

Other Budget Decisions and Procedures

Professional Development

Our school’s plans for professional development (PD) will be in alignment with state and national professional development standards.

Organization and Budget Consideration

- PD will be planned and carried out to meet the identified learning needs of:
  a. The school as identified in the School Improvement Plan.
  b. Individuals as identified in professional growth plans.

- Each year’s updated Improvement Plan will be approved by the council and include components with PD activities for three of the four PD days in the district calendar and other appropriate learning opportunities for teachers.

- Where needed to achieve the Improvement Plan goals, the components may also propose use of the flexible PD time option to replace some or all of those three days. This proposal must be submitted by the council for Board of Education approval.
• Any PD funds not needed to implement the Improvement Plan will be used with advance approval, which must be obtained before the professional development activities take place. These activities may include:

  a. Flexible professional development time needed to implement a staff member’s individual growth plan which must have principal approval, or

  b. Other professional development that supports the Improvement Plan, which must have either council or principal approval.

In the event of conflicting approvals, priority will be given to individual growth plan needs approved by the principal.

• The council’s annual budget will identify resources available for each type of need.

• For needs identified in the Improvement Plan, the person listed in the Improvement Plan as responsible will make all the needed arrangements for the activity to take place and will complete purchase orders for any required expenditures.

• For needs identified in an individual professional growth plan, the individual identified in the growth plan will make any necessary arrangements and will complete any required purchase orders for expenditures.

• The principal (or principal designee) will check that each purchase order fits other criteria established by the council. If those requirements are met, he or she (or a designee) will complete the purchase and no further council approval will be needed.

Evaluation of PD Activities

• Any activity using PD funds will be evaluated by those participating immediately following the activity, or in the case of ongoing activities, at the end of the year. Evaluations will be designed to indicate the following:

  a. What the participant now knows or is able to do as a result of that particular PD activity, and

  b. The quality and effectiveness of the activity.

• The principal (or principal designee) will report to the council on the results of all PD evaluations at least once a year to help inform future planning of PD activities.
The following procedures will be used to determine the number of employees to be hired:

**March and April**

- The superintendent will notify the council by March 1st of its allocation for the next school year, including staff funding.

- By the middle of March, the OSR Committee will have completed a review of the School Improvement Plan and other indicators of student needs, and developed a tentative plan for how many staff members the school will have in each subject and level and how many in each other type of position, taking into account an effective student/teacher ratio for meeting the needs of all students.

- Before the end of March, the OSR Committee will obtain input from the school community on that tentative plan, make any needed revision, and submit the revised plan to the council for official action.

- The council will make a final decision and notify the superintendent of its choices.

- The council will not make changes after April 30th that would affect positions for which employees are already under contract.

**Student Support and Services**

Student support service choices will be made by updating the School Improvement Plan and adopting a budget that reflects that Plan each year. The council will also consider recommendations made by any concerned party for additional services.

Extended School Services (ESS) funds will be used to support students who:

- Are at risk of being retained in a class or grade or of failing to graduate on time.

- Have continuing difficulty performing successfully in the instructional program appropriate to their age.

- Have continuing difficulty sustaining their present level of performance and are at on-going risk of falling behind.
Textbook Selection

Each year, the council will appoint an ad hoc committee for the subjects under adoption that year. The committee will include parents and teachers responsible for that subject. They will take the following steps:

- Review our School Improvement Plan, curriculum, and the Core Content for Assessment.
- Develop criteria for textbooks and related items that will help the school move students to proficiency.
- Review each textbook and related material and identify the textbooks and related materials that will best meet their criteria as well as any other criteria established by the council.
- Respect all regulatory requirements governing textbook funds.
- Determine quantities of each item to be ordered within the school’s textbook budget and fill out the paperwork needed to order those quantities.
- Report to the council on its choices for council approval.
- The principal (or principal designee) will check that each purchase order fits the funds available, respects any existing contracts or bid lists, and fits any other criteria established by the council. If those requirements are met, he or she (or a designee) will complete the purchase and no further council approval will be needed.

Instructional materials

The Budget Team will review our School Improvement Plan and other indicators of student needs and develop a tentative plan for spending on instructional materials. This spending plan will consider an estimate of funds available from all sources, designate who will be responsible for the choices, and include amounts for:

- Specific items to implement the School Improvement Plan.
- Shared supplies.
- The library.
- The computer laboratory.
- Distinctive needs of each teaching team.
- Distinctive needs of each teacher not assigned to a team.
- The principal’s discretionary fund.
- Any other category of items the committee believes is needed.
March and April, or in accordance with the timeline set:

- The superintendent will notify the council by the state designated date of its allocation for the next school year, including instructional materials.
- The Budget Team will revise its estimates to fit the allocation and present its plan to staff and parents for input.
- The Budget Team will revise its spending plan further in light of input received and present the further revised estimates to the council for official action.
- The council will approve a final spending plan organized by categories of spending.
- The principal (or principal designee) will reformat the spending plan to for the MUNIS accounting system and submit it to the superintendent.

July

- All groups or individuals designated in the approved council-spending plan will select items for purchase and fill out purchase orders for those items.
- The principal (or principal designee) will check that each purchase order fits the funds available, respects any existing contracts or bid lists, and fits any other criteria established by the council. If those requirements are met, he or she (or a designee) will complete the purchase and no further council approval will be needed.

Budget Changes

Individuals or groups who identify spending needs that are not addressed in the current budget will submit a written explanation of the need and the amount to the council.

The principal will inform the council and the Budget Team promptly of:

- Any change in the council’s General Fund allocations received on March 1st.
- Any unfunded needs funds to be allocated based on council requests and board action and any allocation of unfunded needs funds to the school based on ADA.
- Any change in the school’s professional development allocation.
- Any decision regarding categorical funding for the school.
- Any change in actual or expected activity fund resources.
The council will consider amending the budget to respond to funding changes after reviewing how the change would affect the success of our School Improvement Plan.

**Policy Evaluation**

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

Date Adopted: 11/18/2008

Date Reviewed or Revised: ______ Council Chairperson's Initials ______

Date Reviewed or Revised: ______ Council Chairperson's Initials ______
CONSULTATION POLICY

Interview Committee

For each certified vacancy that occurs at our school (*except principal), the principal (or designee) will appoint an ad hoc interview committee of no fewer than three people. This committee’s membership will include the principal and at least one certified staff member who will work directly with the person to be hire, and at least one council member. All SBDM parent representatives will be notified and/or invited to participate in the interview. The principal (or designee) will chair the Interview Committee.

The principal (or designee) shall complete all interviews and selection of classified employees. Teachers working directly with the person to be hired may be included in the interview process of classified employees.

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

Criteria and interview Questions

The principal (or designee) will determine criteria for a strong candidate (being sure that those criteria do not discriminate based on gender, ethnicity, religion, political affiliation, or any other illegal grounds). The principal (or designee) and/or Interview Committee will design interview questions to fit the designated criteria. The Interview Committee will identify other methods they want to use to tell how well candidates meet the criteria beyond the application, references, and interview. For example, the Interview Committee may want to consider asking for writing samples, a chance to observe a candidate at work, a written response to a hypothetical work challenge, or some other activity to show a candidate’s capacities.

Applications and References

Within one week of receiving a list of applicants from the superintendent, the principal (or designee) will select applicants for interview and the Interview Committee will finalize the list of questions to be asked. The Interview Committee will determine if there are specialized questions that should be asked of a particular applicant. (For example, an application that refers to participating in a special seminar might lead to a question about what the applicant learned or one that shows a gap between leaving one job and taking another might lead to a question about what the person did during the intervening period.)
Interviews

Interviews will be scheduled by the principal (or designee). The following procedures will be followed during scheduled interviews:

- Each interview will occur in a **CLOSED SESSION** of the Interview Committee.
- All the standardized questions will be asked of each candidate in the same order.
- Following the standardized questions, specialized questions (if any) and follow-up questions (if any) will be asked.
- Committee members will briefly discuss the merits of each candidate following the interview.

Consultation with the Council

Within a week after all interviews are complete, the Interview Committee will meet in **CLOSED SESSION** to discuss how well each applicant meets the criteria, offer comments on the contributions each could make, and provide any additional input requested by the principal (or designee). This discussion will take place of consultation with the Council so that the principal may make the selection once the Interview Committee meeting is complete, notify the superintendent, and report the decision to the Council later. For purposes of consultation, a quorum of the Council will be comprised of any elected members who assemble for that purpose.

Policy Evaluation:

Date Adopted: 4/14/2016

Date Reviewed or Revised: _____  Council Chairperson’s Initials: _____

Date Reviewed or Revised: _____  Council Chairperson’s Initials: _____
COUNCIL COMMITTEES POLICY

The real work of productive councils is done through their committees. Committees bring in the ideas of many people beyond the council and do the work of analyzing issues and finding solutions. Community participation is achieved through parents being involved through committee work.

The WJMS Council will have the following Standing Committees: Organization, Curriculum & Instruction, School Culture, Technology, School Safety and Budget.

Standing committees are formed for the sole purpose of doing the work assigned to them by the council and are dissolved at the end of each school year. The work assigned to the committees is to focus upon improving student performance, analysis of data, and/or goals related to the Comprehensive School Improvement Plan. The Council may charge a committee with work throughout the year. When work is assigned to the council committee, The Council Chair must provide each Committee Chair with the charge from the Council. This charge must include: the nature of the work; specifics expected from the work; and the date the work is to be complete then reported back to the Council.

WJMS Council may also choose to form Ad hoc Committees. Ad hoc Committees are formed for the sole purpose of completing an assigned short term task. The composition of the Ad hoc Committee is defined by the Council at the time of formation, and is dissolved once the work is complete.

All committee agendas and minutes must be posted.

Organization of the Committees

Committees are organized at the beginning of each school year. All certified staff members who are not serving on the school council are required to participate on a committee. Parental involvement on the committees is encouraged. Parents are to be notified via school correspondence that council committees are being formed and the responsibilities associated with each committee. Information regarding the orientation and organization meeting will include: the meeting date, time, and place. Parents will be asked to submit information indicating that they are interested in serving on a committee.

Committee Orientation

It is the responsibility of the Council Chair to organize a Committee Orientation session. The Chair of the Council will post the title and responsibilities for each committee. Certified staff members will sign up for committee work. Parents will be given the opportunity and will be encouraged to participate on a committee.

The date, time, and meeting place for the Orientation will be posted at least one week in advance.
At the orientation, the Council Chair will hold a joint session to provide the overview of the work of the committees and to review regulations regarding Opening Meetings Law. Following the joint session, each committee will meet independently to organize and choose co-chairs, secretary, reporter, and to establish a meeting day and time.

When a work is assigned to a committee, the committee will review the charge and delegate issues to members as needed. Some charges may require that committees meet and work on a project jointly.

**Responsibilities of Committees**

**Organization**

The Organization Committee is responsible for any item of the Comprehensive School Improvement Plan and policy development that relates to the composition of the school as remanded to them by the SBDM Council. This may include organization of the school day or organization of the building.

**Curriculum and Instruction**

The Curriculum and Instruction Committee is responsible for any item of the Comprehensive School Improvement Plan and policy development that relates to teaching and learning as remanded to them by the SBDM Council. This may include grades, assessment, diverse student services and ILP’s.

**School Culture**

The School Culture Committee is responsible for any item of the Comprehensive School Improvement Plan and policy development that relates to the school campus as remanded to them by the SBDM Council. This may include discipline, extracurricular opportunities, qualifications/expectations for student athletes, teacher and student morale, school and community relations and parental involvement.

**Technology**

The Technology Committee is responsible for any item of the Comprehensive School Improvement Plan and policy development that relates to the use of instructional technology as remanded to them by the SBDM Council. This may include development of the technology plan and technology budget.

**School Safety**

The School Safety Committee is responsible for any item of the Comprehensive School Improvement Plan and policy development that relates to the school campus as remanded to them by the SBDM Council. This may include development of the safety plan and being mindful
of any potential safety concerns. The committee will be comprised of staff and Community Safety Personnel.

**Budget**

The Budget Committee is responsible for any item of the Comprehensive School Improvement Plan and policy development that relates to allocating resources provided by District, State and Federal funds and remanded to them by the SBDM Council.

**Ad Hoc Committees**

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

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

For these ad hoc committees, the council will identify the specific topic to be addressed in a written charge.

The principal will invite the persons to serve on the Ad hoc committee and will also designate a committee member to convene the committee for its first meeting.

Ad hoc committees automatically dissolve at the completion of the assigned task.

**Operating Rules for All Committees**

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

- Establish a regular meeting schedule at its first meeting of each school year and make that schedule available to the public by posting it in a place convenient to the public.

- Hold meetings that are not on the regular schedule only after following these special meeting procedures:
  
  a. The committee chair or a majority of members decide the date, time, place and agenda.
b. Those who make the decision to have the meeting put the date, time, place, and agenda in a written notice, which they will post in a place convenient to the public at least 24 hours before the meeting.

c. Notice of a special meeting will be hand-delivered, faxed, or sent by US mail to all members of the committee early enough so that they will receive it 24 hours before the meeting. Neither email nor the telephone can be used to deliver these notices.

d. If any media organization has asked for notice of special meetings, those calling the meeting will hand-deliver, fax, or send by US mail copies of the written notice to the agency requesting the notice so that they will receive it 24 hours before the meeting. Neither e-mail or the telephone can be used to deliver these notices.

- Take minutes of the actions and decisions made by the committee at every meeting.

- Review the minutes of each meeting at the next meeting and, after making any needed corrections, approve those minutes.

- Make committee minutes for each meeting available to the council and to any interested party after final approval.

- Ensure that the principal receives an official copy to be kept with school records as required by Kentucky’s Archive rules.

**Policy Evaluation**

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

Date Adopted: 11/21/2016

Date Reviewed or Revised: _____  Council Chairperson’s Initials _____

Date Reviewed or Revised: _____  Council Chairperson’s Initials _____
CURRICULUM POLICY

Curriculum Guidelines

Our current curriculum, as well as any future changes, will:

- Be aligned with the Core Content for Assessment and designed to help all students master that Core Content.
- Implement the program of Studies or a council-approved modification of that program.
- Provide equitable access to a common academic core for all students.
- Provide links to continuing education, life, and career options.
- Reflect the strategies adopted in our School Improvement Plan.
- Reflect any changes in District Curriculum Maps and Pacing Guides.

Teacher Role

All teachers will:

- Disseminate the curriculum expectations for their classes to students in an age-appropriate way and to all parents.
- Teach the Core Content for Assessment that is assigned for their particular area or areas.
- Be prepared to contribute to discussions of needed changes in the curriculum.
- Use District Curriculum Maps and Pacing Guides.

Principal Role

The principal will:

- Ensure that copies of the curriculum standards and expectations for the school are available for parent review.
- Meet with each new teacher to review this policy and the sections of the curriculum that apply to that teacher’s assignment.
- At staff meetings in January and May, hold discussions with the staff on possible curriculum revisions and report to the Curriculum Committee on the results of those discussions.
Curriculum Revision

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

- State officials modify the KERA Goals, the Academic Expectations, the Core Content for Assessment, or the Program of Studies.

- District leaders or working groups modify district curriculum documents.

- Our School Improvement Planning process identifies a need for adjustments.

- Other schools in our district identify a need for changes in their curriculum or in ours that could alter our vertical articulation, create curriculum gaps, or allow unintended overlaps and redundancy.

- During staff discussions, one or more teachers at our school identify a weakness or opportunity for improvement that needs to be addressed to ensure success for all students.

- Other stakeholder input or data demonstrate a need to do so.

Policy Evaluation

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

Date Adopted: 11/18/2008

Date Reviewed or Revised: _____ Council Chairperson’s Initials _____

Date Reviewed or Revised: _____ Council Chairperson’s Initials _____
SCHOOL SAFETY POLICY

School Safety Plan

Statutory Authority - KRS 160.345(2)(i)9 and KRS 158.162

The Principal, in consultation with parents, teachers, other school staff and local first responders, will collaboratively develop the school’s emergency management plan as a way to develop and document efforts to prevent, mitigate, and prepare for, respond to and recover from emergencies. The plan will include procedures for fire, severe weather, earthquake, and building lockdown as specified in Kentucky statutes and regulations. The plan, which must be adopted by the council and implemented, will include, but not be limited to:

- Establishment of primary and secondary evacuation routes which must be posted in each room by each doorway used for evacuation.
- Identification of severe weather safe zones that have been reviewed by the fire marshal/fire chief, which must be posted in each room.
- Practices for students to follow in an earthquake.
- Development and adherence to access control measures for each school building, which may include (but not be limited to):
  - Controlling access to exterior doors during the day.
  - Controlling front door access electronically or with a greeter.
  - Controlling access to individual classrooms.
  - Requiring visitor check-in with identification and purpose provided, and
  - Display of visitor’s badge on outer clothing.
- Practices for students to follow in case of fire that are consistent with administrative regulations of the Department of Housing, Buildings and Construction.
- Procedures for lockdown of the campus.

Local law enforcement shall be invited to assist in establishing lockdown procedures.

Following adoption, the emergency plan and diagrams of the facilities will be provided to appropriate first responders. First responders, for the purpose of this policy, include local fire personnel, local, county and/or state police personnel, and emergency medical personnel. Due to the need to maintain student and staff safety and security, the emergency plan and diagram of the facility will not be disclosed in response to any Open Records requests.

Prior to the first instructional day of school, the Principal, or designee, will present and review all emergency procedures with all staff. Documentation including the time and date of the review will be kept on file at the school with a copy sent to the district office to document completion. Documentation may include methods such as a sign-in sheet that includes the printed name of each staff member (all certified and classified staff), the signature of the staff member and the date and time of the review.
Within the first thirty (30) instructional days of the school year and again during the month of January, the school will conduct one (1) severe weather drill, one (1) earthquake drill, and one (1) building lockdown. Fire drills will be conducted in accordance with timelines, procedures and requirements outlined in the DHBC regulations. Whenever possible, first responders shall be given notice of possible drills and invited to observe. The Principal is responsible for ensuring the implementation of these drills and reporting completion and problems noted during the drill to the school council and to Central Office for any remedial action needed.

At the end of each school year, the emergency procedures are to be reviewed by the school council (or designated school council committee with report to the school council) and first responders and revised as needed.

Annually, the Principal is responsible for working with Central Office to ensure that all local first responders have a current diagram of the school that notes the primary and secondary evacuation routes, the severe weather safe zones and notations of the exterior and front entrance access points. Completion will be reported to the council and documentation maintained in the Principal’s office.

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

Access control methods included in council policies are outlined below:

- All exterior doors must remain locked at all times.
- All visitors must enter through the posted front entrance.
- The front entrance must remain secure with electronic access only.
- All visitors must use the “buzzer” and be recognized prior to gaining access to the reception area.
- The Principal is responsible to ensure that trained personnel monitor the front entrance at all times. At no time during the school day are students allowed to monitor the front entrance or the reception area.
- All visitors must report to the front office, provide photo identification, state the purpose of the visit, and wear a school-specific badge on the outermost garment during the entire visit. Upon leaving, all visitors must report back to the front office.
- The office must keep an accurate log of each visitor, the date and time of the visit, the purpose of the visit, and with whom they visited.
- All classrooms must remain locked during instruction time.
- Doors must remain closed during instruction time.
- During class changes, teachers must stand by their classroom door and monitor hallways.
- The Principal is responsible for ensuring classroom access in the event of a substitute teacher.
Policy Evaluation

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

Date Adopted: 11/18/2008

Date Reviewed or Revised: 11/21/2016 Council Chairperson’s Initials ______

Date Reviewed or Revised: ______ Council Chairperson’s Initials ______
DISCIPLINE and CLASSROOM MANAGEMENT POLICY

District Code of Acceptable Behavior and Discipline

Our school follows the Jessamine County District Code of Conduct which is attached to this policy.

During the first week of school, the principal (or principal designee) will:

- Provide each student’s with a copy of the Jessamine County Code of Conduct and the WJMS Student Handbook.
- Require each student to return a signed Acknowledgement Form from his or her parent or guardian showing that the parent or guardian has seen and reviewed the Code and the Handbook.
- Follow-up as needed with any student who has not returned the signed acceptance, or assigned other staff members to do so.

The principal (or principal designee) will follow steps 1 -3 above for all students new to the school during the year.

School-Wide Discipline Rules

In addition to the District Code of Conduct, we have adopted the Colt’s Creed school-wide rules:

**The Colt’s Creed**

- Come prepared
- Obey the rules
- Learn to the best of your ability
- Take responsibility
- Show respect
DRESS CODE POLICY

The following items will be considered a violation of the West Jessamine Middle School Dress Code.

- Head coverings in the building.
- Clothing which exposes undergarments or midriffs, including but not limited to low rider pants, strapless tops, low cut tops, tank tops, halter tops, open back shirts, muscle shirts, or basketball jerseys. No see-through or mesh shirts, tops, dresses, slacks or shorts may be worn unless worn over other clothing.
- Accessories that can be used as a weapon (chains, dog collars, spikes).
- Pants or shorts that are considered sagging. All pants must be worn at the waistline.
- Clothing that creates a classroom distraction and/or promotes or suggests lewd, profane, vulgar, racist, violent themed, or referencing drugs, tobacco or alcohol.
- Leggings / Yoga pants / Jeggings that are worn without a top that extends to the mid-thigh.
- Pants or shorts that have holes or slits above the knee.
- Pajama bottoms / tops or bedroom / house slippers.
- Shorts, dresses, and skirts that are immodest and / or shorter in length than the lower thigh (extended fingertips).
- Sunglasses are not allowed to be worn at school.
- Heavy coats and backpacks may not be brought into the classroom.

NOTE: Administrative discretion will apply to these rules.

Consequences

Student must be in compliance with dress code either by parents bringing appropriate clothing or the student changing into clothes provided by the front office. Students refusing to comply with the dress code will be written up for Non-Compliance with School Rules.

Date Adopted: May 9, 2016

Date Reviewed or Revised: _____  Council Chairperson’s Initials: _____
Date Reviewed or Revised: _____  Council Chairperson’s Initials: _____
CELL PHONES / ELECTRONIC DEVICES

The Jessamine County Student Code of Conduct states that the unauthorized use of any type of telecommunication device or similar electronic device by a student on school grounds during instructional time is prohibited. At West Jessamine middle School students are not allowed to:

- Use their cell phones at any time during the school day which begins at 8:30 am.m and ends at 3:40 p.m.

If a cell phone is seen or heard by a teacher during the school day the following procedures will be followed:

- **First Offense:** The phone will be confiscated by the teacher or staff member who hears or sees the phone and will be given to an administrator. A parent must pick the phone up from school. When the parent picks the phone up, he/she will sign a statement that indicates that if the phone is confiscated again, the parent must pay an administrative fee of $10.00 before the phone is returned.

- **Any Additional Offense:** The phone will be confiscated by the teacher or staff member who hears or sees the phone and will be given to an administrator. A parent must pick the phone up from school. When the parent picks the phone up, he/she must pay an administrative fee of $10.00. The phone will be returned to the parent only upon the payment of the administrative fee.

Teachers and administrators may grant permission for a student to use his/her cell phone during the school day under special circumstances.

Date Adopted: _____

Date Reviewed or Revised: _____          Council Chairperson’s Initials: _____

Date Reviewed or Revised: _____          Council Chairperson’s Initials: _____
Responsibilities

**Principals and assistant principals are responsible for:**

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

**Teachers are responsible for:**

- Establishing specific standards of conduct for their individual classrooms including clearly defined consequences when those standards are not met.
- Communicating those standards to parents and posting them where students can see them throughout the year.
- Teaching those standards and consequences to students during the first two weeks students are in the class and explaining the standards and consequences to students who join the class after the first two weeks.
- Holding students to the set standards and issuing the appropriate consequences when those standards are not met.

**Counselors are responsible for:**

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

**Students are responsible for:**

- Accepting and following the behavioral standards of conduct expected by the district, school, and each classroom.
- Asking for help when they do not understand the behavioral expectations or feel that they are unable to comply.
Parents and guardians are asked to:

- Become familiar with documents related to district and school standards of behavior and discipline and ask the school questions when they do not understand language or details in these documents.

- Work with the school when issues arise involving their child’s behavior or consequences given to their child by the school teacher.

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

Date Adopted: _____

Date Reviewed or Revised: _____ Council Chairperson’s Initials _____

Date Reviewed or Revised: _____ Council Chairperson’s Initials _____
ENHANCING STUDENT ACHIEVEMENT POLICY

School Mission and Beliefs Statement

Our mission at West Jessamine Middle School is the achievement of academic excellence, the promotion of positive behavior and the support for development of appropriate social skills for all students.

The Colt’s Creed

C ome prepared
O bey the rules
L earn to the best of your ability
T ake responsibility
S how respect

Vision Statement

West Jessamine Middle School has a clear sense of the goals it is trying to accomplish, the characteristics of the school it seeks to become, and the contributions the various stakeholders in the school will make in order to transform ideas into reality. The following vision statements are intended to provide the standards West Jessamine Middle School should strive to achieve and maintain in order to continually improve student achievement and to become a “Blue Ribbon” school.

Curriculum

● We challenge all students to meet rigorous academic standards in core academic content and essential life skills.

Classroom Evaluation/Assessment

● We evaluate students throughout the learning process. We use multiple forms of assessment and the results guide instructional goals and guidelines.

Instruction

● We use instructional strategies that reflect best practice, stimulate student engagement and accommodate individual differences, interests, and abilities through differentiated instruction.
School Culture/Climate

- We are committed to providing an emotionally and physically safe environment for all students and staff.

Professional Growth

- As faculty and staff, we are committed to ongoing and meaningful professional development based on data to improve student learning.

Leadership by All Administration and Faculty

- Decisions made by the administration are collaborative and data driven with input from stakeholders, including parents, teachers, and district personnel.

Organizational Structure and Resources

- There is a commitment to a high level of mutual support, trust and respect between all members of the learning community at WJMS. Vertical and horizontal planning focuses on continual school improvement.

Comprehensive and Effective Planning

- All comprehensive improvement planning uses data to determine our strengths and weaknesses. We promote, recognize and celebrate individual and collective academic achievements.

Procedures

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

- Develop SBDM policies, which contribute either directly or indirectly to accomplishing this mission.

- Develop SBDM policies, which contribute either directly or indirectly to enhancing student achievement by improving teaching and learning at our school for each and every student.

- Complete an annual needs assessment including but not limited to analyzing student performance on the CATS test.

- Annually revise our School Improvement Plan to address identified needs. The council will be responsible for adopting The Plan and conducting Implementation and Impact checks to monitor it.

- Budget and hire to support our School Improvement Plan.
Policy Evaluation

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

Date Adopted: 11/18/2008

Date Reviewed or Revised: _____ Council Chairperson’s Initials _____

Date Reviewed or Revised: _____ Council Chairperson’s Initials _____
Accelerated ELA Policy

**GOAL:** to allow exceptional students of ELA, who have demonstrated ability to deepen their understanding content, to participate in classes appropriate for their ability.

**Criteria for Students Entering from Elementary School**
- Score at or above the 85th percentile on 5th grade winter/spring MAP scores
- AimsWeb Probe for all students in the grade level; students demonstrate ability at or above the 85th percentile.
- OR, identified gifted in the area of ELA via the Gifted and Talented Program
- OR, recommended by teacher with rationale and supportive data

**Criteria for Students Already Enrolled in West Jessamine Middle School**
- Maintaining MAP scores (winter or previous year) at or above the 85th percentile
- KPREP data indicates a Proficient/Distinguished in the area of Reading
- Maintain “B” average at the end of the year for any and all ELA classes.
- OR, identified gifted in the area of ELA via the Gifted and Talented Program
- OR, student is successful in current Advanced ELA placement
- OR, recommended by teacher with rationale and supportive data.

**Teachers will provide recommendations prior to scheduling.**

**For Extenuating Circumstances:**

1. The entry into an Accelerated ELA class or removal from an Accelerated ELA class will be considered on a student-by-student basis.
2. Have a committee meeting made up of an administrator, parent/guardian, teacher, student and counselor.
3. The decision to place or not place the student will be communicated with a rationale and supportive data.
4. Possible Student-Parent-School contract with a given timeline for intervention/changes to happen.
5. Transfers to WJMS will need to meet the WJMS Accelerated ELA Policy criteria in order to be placed in the Accelerated ELA class.
POLICY EVALUATION

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

Date Adopted: 2/27/2017

Date Reviewed or Revised: ______  Council Chairperson’s Initials ______

Date Reviewed or Revised: ______  Council Chairperson’s Initials ______
Accelerated Math Policy

GOAL: To identify and allow high achieving and motivated students, who demonstrate the ability to accelerate in math, based on early mastery of content, and opportunity to participate in accelerated math classes.

Criteria for Accelerated 6th grade Math (will cover all the regular 6th grade standards material at a faster and more challenging pace and begin 7th grade standards in the last quarter of the year):

Decisions are made based on the following criteria:
- Score in the 85th percentile or higher on the Math MAP 2-5 test (at least twice in 4th and/or 5th grade.)
- Score Distinguished in Math on the KPREP in 4th grade (confirm with the 5th grade results when available.)
- Identified gifted in math (via the Gifted and Talented Program.)
- Teacher recommendation.

Criteria for 7th grade Pre-Algebra (will cover all 7th grade standards material, as well as a portion of the 8th grade standards):

Decisions are made based on the following criteria:
- Completed Accelerated 6th grade math (or similar course) with an overall grade of “B” or higher.
- Score in the 85th or higher percentile on the MAP test consistently in 6th grade.
- Score Distinguished in math on the KPREP in 5th grade (confirm with the 6th grade results when available.)
- Identified gifted in math (via the Gifted and Talented Program.)
- Teacher recommendation.

Criteria for 7th grade Algebra (will cover high school Algebra 1 standards with 7th grade standards woven into the content):

Decisions are made based on the following criteria:
- Completed Accel 6th grade math (or 7th grade Pre-Alg) with an overall grade of an “A”.
- Score in the 90th percentile or higher on the Math 6+ MAP test while in 6th grade.
- Score Distinguished in Math on the KPREP in the 5th grade (confirm with the 6th grade results when available.)
- Identified gifted in math (via the Gifted and Talented Program.)
- Teacher recommendation.
Criteria for 8th grade Algebra (will cover high school Algebra 1 standards with 8th grade geometry and probability/statistics standards woven into the content):

Decisions are made based on the following criteria:
- Completed 7th grade Pre-Algebra with an overall grade of “B” or higher and passed the Pre-Algebra final exam with a 70% or higher.
- Score in the 85th percentile or higher on the MAP test consistently over the past 2 years.
- Identified gifted in math (via the Gifted and Talented Program)
- Teacher recommendation

Criteria for 8th grade Geometry (will cover high school Geometry standards with 8th grade geometry and probability/statistics standards woven into the content):

Decisions are made based on the following criteria:
- Completed 7th grade Algebra with an overall grade of “B” or higher and passed the Algebra final exam with a 70% or higher.
- Identified gifted in math (via the Gifted and Talented Program.)
- Teacher recommendation.

**Teachers will provide recommendations prior to scheduling.**

For Extenuating Circumstances:

1. The entry into an accel math class or removal from an accel math class will be considered on a student-by-student basis.
2. Have a committee meeting made up of an administrator, parent/guardian, teacher, student, and counselor.
3. The decision to place or not place the student will be communicated with a rationale and supportive data.
4. Possible Student-Parent-School contract with a given timeline for intervention/changes to happen.
5. Transfers to WJMS will need to meet the WJMS Accelerated Math Policy criteria in order to be placed in an accelerated math class.
POLICY EVALUATION

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

Date Adopted: 11/18/2008

Date Reviewed or Revised: 2/27/2017 Council Chairperson’s Initials _____

Date Reviewed or Revised: _____ Council Chairperson’s Initials _____
Accelerated Science Placement Policy

GOAL: To prepare students for placement into Physics/A.P. Physics I at the freshmen level.

Criteria for Integrated Science (will cover 9th grade science standards with appropriate bridging between middle and high school standards.)
- Placement into Algebra I or Geometry during the 8th grade academic year, and/or
- Identified gifted in science (via the Gifted and Talented Program.)

**Teachers will provide recommendations prior to scheduling.**

For Extenuating Circumstances:

1. The entry into and/or removal from Integrated Science will be considered on a student-by-student basis.
2. Possible Student-Parent-School contract with a given timeline for intervention/changes to placement.
3. Transfer to WJMS will need to meet the WJMS Integrated Science Placement Criteria in order to be placed in an accelerated math class.

POLICY EVALUATION

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

Date Adopted: 4/17/2017

Date Reviewed or Revised: ______  Council Chairperson’s Initials ______

Date Reviewed or Revised: ______  Council Chairperson’s Initials ______
Writing Policy

GOALS:
To develop a school-wide Writing Program that is equitable in teacher responsibility and encompasses the five-key components of Writing Plan per Kentucky Revised Statute 158.6451 (2009) and Senate Bill 1 writing policy requirements. Students shall have the following in their writing/communication instruction:

- Multiple opportunities in all core content classes to develop complex writing/communication skills for a variety of purposes, including but not limited to opportunities for writing instruction through On-Demand prompts, Extended Response questions, Short Answer questions, and other “writing to learn” and “writing to demonstrate learning” opportunities.
- Access to and the use of technology tools to develop and refine complex 21st Century writing/communication skills;
- Access to and the use of language resources (such as thesauri, dictionaries, glossaries, etc.) to develop and refine writing/communication skills;
- Effective and specific feedback to students regarding writing/communication skills in order to make improvements.

Students’ Writing Experiences

To provide multiple opportunities to develop complex writing/communication skills for a variety of purposes and use a variety of language resources, all students will experience the following:

- Writing to learn and writing to demonstrate learning.
- Authentic, meaningful writing at all grade levels which includes a variety of purposes and audiences;
- The writing process, (planning, drafting, revising, editing, publishing, and reflecting), across the curriculum, at all grade levels, as the natural outcome of content studied.
- A variety of print and non-print materials to read and analyze (i.e., artwork, photographs, electronic text, graphics, illustrations, web images, maps, multimedia) including persuasive, literary, informational, and practical/workplace print and non-print materials.

School-wide Structures and Monitoring

To ensure every student has a writing folder that includes samples of work that show interest and growth over time, follows the student from grade to grade, and follows the student to any school he/she attends, the administration will:

- Assign the Curriculum Committee to review, on a yearly basis, the WJMS Writing Plan and WJMS Writing Procedures to review the document and suggest changes to the policy as needed;
- Ensure teachers receive and review on a regular basis the WJMS Writing Procedures that will guide teachers in the equitable distribution of “writing to learn” and “writing to demonstrate learning”;
- Ensure instructional practices including guidelines for incorporating student and teacher use of technology tools;
● Ensure the implementation of the plan through an analysis of curriculum maps, classroom observations, and analysis of student writing folders.
● Ensure teachers receive professional development needed to improve writing instruction. Instructional Coach, Curriculum Resource Administrator, and ELA teachers may provide opportunities for teacher training and assistance with writing materials ideas, strategies and procedures throughout the year.

**POLICY EVALUATION**

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

Date Adopted:  12/12/2016

Date Reviewed or Revised: _____  Council Chairperson’s Initials _____

Date Reviewed or Revised: _____  Council Chairperson’s Initials _____
EXTRACURRICULAR PROGRAMS POLICY

CRITERIA for PROGRAMS

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

1. Contribute to the following Kentucky Learning Goals:
   - Becoming a self-sufficient individual
   - Becoming responsible members of a family, work group, or community, including demonstrating effectiveness in community service.
2. Generate and maintain student interest as well as attract students currently not involved in extracurricular or service projects.
3. Encourage, enhance, and maintain equity including but not limited to a wide range of opportunities for both male and female students.
4. Have a suitable adult sponsor and have appropriate adult supervision at all times.

PROGRAMS CURRENTLY OFFERED

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

1. Cheerleading
2. Boys’ and Girls’ Soccer
3. Boys’ and Girls’ Basketball
4. Track
5. Cross Country
6. Dance Team
7. Archery
8. Academic Team
9. Football
STUDENT ELIGIBILITY and PARTICIPATION in PRACTICE and COMPETITION

For a student to try out for any extracurricular team, the student may not be failing (for the current grade period) more than one (1) class the week before tryouts start. Once the regular season begins students will have grades and behavior monitored weekly. Grades are based on the current nine weeks only and are not cumulative for the year. Coaches must submit grade requests to the school office each Friday morning. Grades must be provided to coaches no later than the following Monday afternoon at 4 pm. Students will be eligible to participate in extracurricular activities if they:

1. Maintain passing grades in all subjects.
2. Were in attendance on the day of the activity or on Friday for weekend activities.
3. Comply with rules established by the adult coach or sponsor for the activity.
4. Must complete a sports physical and information card for each school athletic team. A school physical does not qualify as a sport physical.
5. Where applicable, meet any requirements set by the appropriate sponsoring or governing organization.
6. Comply with school behavior policies; students who have been suspended or been assigned to in-school disciplinary procedures (ISS) during the previous week are not eligible to participate in competition for following week.

COACHES and SPONSORS

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

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

ORGANIZED PRACTICE

Organized practice (including tryouts) shall not begin prior to the following dates:

1. August 1 – Football, Girls’ Basketball, and Soccer
2. November 1 – Boys’ Basketball
3. SUNDAY PRACTICE FOR ALL SPORTS IS PROHIBITED.

4. The coach/sponsor has the option to close tryouts and practices.

5. The coach/sponsor will determine the practice schedule.

6. All organized practices must adhere to the Bluegrass Conference rules.

7. The coach/sponsor will set the requirements for attendance.

**ACADEMIC REQUIREMENTS for PARTICIPATION**

For student to try out for any extracurricular team, they may not be failing (for the current grade period) more than one (1) class the week before tryouts begin.

Once the regular season begins, students will have grades and behavior monitored weekly. A student must be passing all classes and have acceptable behavior at the end of each week to be eligible to participate the following week. Grades are submitted by teachers on Thursdays by 4:00 pm. Coaches receive eligibility notices from the administration on Fridays. Once a student is declared ineligible, there shall be no refiguring eligibility for the coming week.

A student will be considered ineligible, and therefore not be able to participate the following week, for the following reasons:

1. Failing one(1) or more classes.

2. Out of school suspension for disciplinary reasons.

3. Out of school suspension for disciplinary reasons.

4. Failure to comply with school/classroom policies and/or guidelines.

5. Student receiving in-school or off campus disciplinary assignment.

After four (4) consecutive weeks of failing grades or ineligibility, that student will be removed from the team. For failure to comply with team policy or guidelines, the coach/sponsor reserves the right to remove a team member from the squad. Appeals may be made in writing to the administration.

**SUMMER CAMPS**

One week of optional camp for any sport is available at the coach's discretion. Camps must be held following any applicable policies. Participation in camps is not mandatory.
LENGTH of SEASON

Subject to change per Bluegrass Conference rules:

1. Cheerleading: August 1st to April 1st (No summer practices/one week of camp is mandatory/a few practices in May to prepare for camp.)

2. Football: August 1st to October

3. Boys’ and Girls’ Soccer: August 1st to October

4. Girls’ Basketball: August 1st to October.

5. Boys’ Basketball: August 1st to October.

FUNDRAISING

All fundraising must be submitted by the sponsor in writing to the administration. A detailed plan for supervision, safety, cost, and liability must be approved by the administration. The spending of these funds will need the approval of the administration and must be in compliance with Jessamine County Board of Education policy. All off campus activities must be approved by the administration. Door-to-door solicitation shall be prohibited. Should additional funds be needed, the sport will be encouraged to have one fundraising activity. All extracurricular monies will be kept in the proper school account as determined by the school bookkeeper. All extracurricular account activities must follow board policy (e.g. deposits, payments, purchase orders. etc.)

PROGRAM EVALUATION

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

POLICY EVALUATION

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

Date Adopted: _____

Date Reviewed or Revised: 06/09/2007  Council Chairperson’s Initials _____

Date Reviewed or Revised: 11/18/2008  Council Chairperson’s Initials _____
HEALTH AND WELLNESS POLICY

Purpose

The purpose of the West Jessamine Middle School Health and Wellness Policy is to ensure that all students at West Jessamine Middle School are provided with a safe and healthy environment that promotes wellness through high quality health education and physical education to enrich student learning and ensure success. We believe student health is closely associated with academic achievement, attendance rates and behavior supports; thus our students need to strive for healthy lifestyles in order to truly be prepared for college and career readiness.

School Committee

West Jessamine Middle School maintains a Coordinated School Health (CSH) Committee. Our CSH Committee serves as a resource to create, strengthen and support school policy on the promotion of student and staff health and wellness. This committee will report to the SBDM to provide updates on school progress of implementation of this policy and other CSH programs. This committee will be open to interested community partners (e.g. parents, local hospital representatives, dietitians, or other professionals, recreation program representatives, union representatives, and employee benefits specialists.) This committee will focus on implementing a multifaceted plan to promote students and staff wellness, including healthy eating, physical activity, and other elements of a healthy lifestyle.

Physical Education & Activity

Our school recognizes that our Comprehensive School Physical Activity Program (CSPAP) will utilize all opportunities for school-based physical activity to develop physically educated students who participate in the nationally-recommended 60+ minutes of physical activity each day and develop the knowledge, skills, and confidence to be physically active for a lifetime. With a CSPAP, quality physical education is the cornerstone of the program while also including school-based physical activity opportunities; school employee wellness and involvement; and family and community involvement.

Physical Activity During the School Day

- All students will daily receive at least 10 minutes of physical activity outside of physical education class and in addition to in-class activity. In-class activity may occur in the following ways:
- Lesson plans include planned student movement and are integrated into academic lessons.
- Teachers shall make all reasonable efforts to avoid periods of more than forty-minutes when students are physically inactive. When possible, physical activity should be integrated into learning activities. When that is not possible, students should be given periodic breaks during which they are encouraged to stand and be moderately active.
- Our school prohibits the use of physical activity as punishment (e.g., running laps, pushups.)

**Physical Activity Before and After School**

- Students will be provided opportunities to participate in physical activity clubs with access to adequate facilities, equipment and supervision.
- Students will have opportunities to participate in interscholastic sports after school. Eligibility and attendance rules apply. Athletic policies, to a minimum, adhere to all Kentucky High School Athletics Association rules and are in place to address these requirements.

**Family and Community**

- Our school will collaborate with families and community members to promote physical activity opportunities for staff and students.
- Our school will provide information about physical education and other school-based physical activity opportunities before, during, and after the school day; and support parents’ efforts to provide their children with opportunities to be physically active outside of school. Such supports will include sharing information about physical activity and physical education through various mediums (e.g. website, newsletter, or other take-home materials, special events, or physical education homework.)

**School Nutrition**

Our School will adhere to all guidelines of the USDA National School Lunch Program in accordance with district level implementation.

**Nutritional Education and Promotion**

- Our Practical Living curriculum shall address the Kentucky Core Academic Standards, including health, consumerism, and physical education.
- Our School ensures that content of the Health Education Curriculum is frequently integrated into content areas to meet the health and safety needs of all students.
• Drinking water is encouraged and available to students free of charge at all times during the school day.
• Food served during the school day or in after school activities (snacks, rewards, celebrations, school sponsored events) will provide healthy food options and water as the primary beverage. Celebrations involving food requires administrative approval.
• Communications with Parents. Our school will support parents’ efforts to provide a healthy diet. We will encourage health and wellness awareness (e.g. sending home nutrition information, posting nutrition tips on school websites, or providing nutrient analyses of school menus). Our school will encourage parents to pack healthy lunches and snacks.
• The provisions of this policy shall be implemented to comply with provisions required by federal law, state law, or local board policy. If any specific requirement above does not fit with those rules, the principal shall notify the council so that the policy can be amended to fit.

Policy Measurement and Evaluation

West Jessamine Middle School will utilize the Alliance for a Healthier Generation's’ Healthy Schools Program to evaluate the school environment. The West Jessamine Middle School CSH Committee will oversee the implementation and evaluation of this policy. The CSH Committee shall periodically report to the school principal and SBDM on the content and progress of implementation of the school’s wellness efforts. The report shall include:

1. Extent to which the school is in compliance with this policy;
2. A timeline for an annual review and comparison (e.g. KDE CSPAP Continuum Document) of how the school measures up to model wellness policies provided by recognized state and national authorities; and
3. A designated school representative of the CSHC will communicate on the description of the measurable progress made towards reaching goals of the school wellness policy and address any gaps identified in the wellness report for the previous year.

Date Adopted: 6/19/2017

Date Reviewed or Revised: _____ Council Chairperson’s Initials _____
Date Reviewed or Revised: _____ Council Chairperson’s Initials _____
HOMEWORK POLICY

DEFINITION

Homework will be used to increase students’ opportunities to learn. It is completed outside the classroom and is intended to provide added opportunity to practice skills, engage information, and explore topics using varied learning styles and interests. Homework assignments will include not only written assignments but also opportunities to take part in cultural and creative activities and real-world applications of learning.

PURPOSE

This policy is intended to guide all faculty, parents, and students and to establish responsibilities and guidelines for standards for the assignment, evaluation, and monitoring of homework assignments.

The policy does not apply to students receiving homebound instruction or whose Individualized Education Plans/504 require that homework be addressed in a different way.

TEACHER RESPONSIBILITIES

The teachers will:

1. In an age-appropriate manner, make sure that students understand this policy.

2. Make sure that students understand any individual classroom homework standards that a teacher may have.

3. Assign appropriate homework that is designed to support instructional goals, and that does one or more of the following:
   
   · Reinforces class instruction and skills that have been taught by transferring and extending classroom instruction.
   
   · Increases understanding and retention.
   
   · Prepares for class discussion.
   
   · Provides opportunities for curriculum enrichment and real-world applications.

4. Assign appropriate amounts of homework per week, which may vary depending on the subject matter and students’ needs.

5. Make an effort to correlate the amount of homework given with other teachers so as not to overload students on any given night, keeping in mind the “rule of thumb” of assigning
students a total nightly amount of homework which will consume an amount of time approximately 10 times their grade level.

6. Allow student choice within homework assignments whenever possible.

7. Return collected homework in a timely manner and provide instructional follow-up and feedback that focuses on content and performance standards.

8. Ensure that students understand and can explain not only homework directions but also the purpose of any given homework assignment as well as how it relates to what they are learning in class.


**PRINCIPAL RESPONSIBILITIES**

The principal will ensure that:

1. All teachers, parents, and students receive a copy of this policy at the beginning of each year.

2. Ensure that homework is not used as a punishment or reward.

**STUDENT RESPONSIBILITIES**

Students are responsible for completing and turning in their homework and, with support from their parents, will be encouraged to:

1. Write down assignments and due dates, ask questions, and select necessary books and supplies before leaving school.

2. Keep homework in the same place at home each day and take books and materials directly to that study area.

3. Plan the best time to complete work.

4. Complete work so that it is neat and legible.

**PARENTAL SUPPORT**

Parents will be urged to actively involve themselves with their children’s schoolwork by doing the following:

1. Showing interest with questions about and comments on the schoolwork children bring home.
2. Providing a suitable place to study that is free from disturbances and by supplying needed materials for completing homework.

3. Prompting and offering to clarify instructions and answer questions, but not sitting with the child.

4. Assisting their child with time management.

5. Checking to see that work is complete.

6. Encouraging children to do their best work and praising a job well done including rewarding children in appropriate ways for completed work.

7. Staying in close communication with teachers.

**POLICY EVALUATION**

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

Date Adopted: _____

Date Reviewed or Revised: 11/18/2008 Council Chairperson’s Initials _____

Date Reviewed or Revised: 4/19/2011 Council Chairperson’s Initials _____
IMPROVEMENT PLANNING POLICY
West Jessamine Middle School

PLAN DEVELOPMENT AND REVISION

Each school year the council will use the planning process recommended by the Kentucky Department of Education to revise the School Improvement Plan (SIP) using the following five steps:

STEP 1

- The council (or designated committee) will make plans for the analysis of our CATS results and any needs assessment activities that need to be scheduled. Work groups will be designated and timetable for completion and reporting to the council will be developed.

- Designated work groups will conduct needs assessments as necessary on school function and operation using Kentucky’s Standards and Indicators for School Improvement (SISI) document, and report the findings to the council.

STEP 2

- Designated work groups will analyze CATS results, including but not limited to information on performance levels of all students tested and students disaggregated by race, gender, disability, and participation in the federal free and reduced price lunch program, and report findings to the council.

- With input from stakeholders, the council will use findings from the various work groups to support continuation of work on existing priority needs (if necessary and to identify new priority needs (if any).

- The council will identify component team leaders and members.

STEP 3

- Component teams will identify the causes that created the needs using the new data, the Indicators from the SISI, and staff knowledge of school function and operation.

- Component teams will set goals for removing the needs, and measurable objectives that will show that the strategies are being implemented and progress is being made in student performance.

- Component teams will develop strategies for reaching each objective including identifying responsible groups or individuals developing timetables and identifying needed funding to implement the strategies.
Component teams will develop a clear and concise written plan to communicate their work using the format designated in board policy (or if the board has not chosen a format, one selected by the council.)

**STEP 4**

- The council will obtain widespread input and feedback on the entire School Improvement Plan from stakeholders (including but not limited to a public meeting) and suggest revisions to the component teams if necessary.
- The council will make funding adjustments to the plan if necessary and communicate those adjustments to the component teams.

**STEP 5**

- The council will adopt the final plan and submit it to the district.

**ADDRESSING ACHIEVEMENT GAPS**

Each even-numbered year, our planning cycle will include revising the SIP to address substantive achievement gaps, using these steps:

1. The council will identify substantive gaps (if any) and work with the superintendent to set targets for reducing each substantive gap including revising (if necessary) our long-term schedule for eliminating all the substantive gaps.

2. Following the steps in the first section of this policy, the council will revise the SIP, including any revisions to our gap time schedule, to fully support reducing identified substantive gaps.

**IMPLEMENTATION and IMPACT of the IMPROVEMENT PLAN**

To make sure the SIP is on track and making a difference, the council will:

1. Set a schedule during the July council meeting for three Implementation and Impact Checks (I & I Checks) to be carried out during the coming school year and notify those responsible of these dates.

2. Review the data from the Implementation and Impact Checks during regularly scheduled council meetings at which time needed adjustments to keep the SIP on track will be identified and those adjustments will be related to the appropriate component managers by the principal.

3. Stay informed about the SIP progress by receiving information at each regularly scheduled meeting by one of the following means:
   - Full Implementation and Impact Check.
   - Report from one component team on progress.
· Information on last month, this month, next month’s activities for all components.

**POLICY EVALUATION**

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

Date Adopted: **11/18/2008**

Date Reviewed or Revised: _____ Council Chairperson’s Initials _____

Date Reviewed or Revised: _____ Council Chairperson’s Initials _____
INSTRUCTIONAL PRACTICES POLICY

INSTRUCTIONAL PRACTICE PRINCIPLES

In order to provide an environment where all students perform up to their potential and are prepared for the future, we will make sure that students:

· Are actively involved in their own learning.

· Use writing as a way to learn.

· Have some ownership over what is being learned.

· Communicate with peers about what they are learning.

· Study subjects in a way that shows them applications to real life.

· Are able to make connections among content areas.

· Are instructed in ways that help all students learn the Core Content for Assessment which Kentucky has determined is essential for all students to know and be able to do.

· Are instructed in ways that equip students to apply the Depth of Knowledge specified in the Kentucky Core Content.

INSTRUCTIONAL PRACTICE GUIDELINES

To help ensure our instructional practice principles are implemented:

Each week, students have the opportunity to:

· Receive appropriate and meaningful feedback.

· Work with other students in pairs, small groups or teams.

· Do hands-on activities.

· Use calculators.

· Read books or materials on their own or with a partner.

· Listen to an adult read aloud.

· Discuss different ways to solve problems.
Each month, students will have the opportunity to:

- Read and write in all content areas.
- Do open-response and on-demand items.
- Communicate with pictures, charts, graphs, or a web.
- Use a scoring guide.
- Use a computer.
- Use resources other than a textbook or worksheet.
- Use manipulatives or equipment.
- Be exposed to real-life examples that relate to content areas.
- Discuss or read about current events, issues, or topics.
- Watch the teacher do a demonstration.
- Perform or create in an area of the arts and humanities.

Each grading period, students will have the opportunity to:

- Participate in a one-on-one reading or writing conference with a teacher.
- Do projects and investigations.
- Participate in a peer reading or writing conference.
- Read novels, short stories, and poems.
- Read newspapers and magazines.
- Use a computer for research.
- Do real-life activities or projects.
- Design or investigate projects based on their interests.
- Speak in front of a group.

TEACHER ROLE
To ensure that the principles and guidelines above are implemented, every teacher shall:

1. Use a wide variety of student-centered, culturally responsive instructional strategies to address various learning styles.

2. Use activities where all students use higher-order thinking and problem-solving skills.

3. Assign tasks similar to those used for state assessments.

4. Provide opportunities for students to connect their learning to other topics and subjects and real-life experiences.

5. Use technology for appropriate and varied learning activities and to extend the classroom into the community and the world.

6. Use instructional resources that are developmentally appropriate, culturally diverse, and varied.

7. Follow the procedures outlines in our Homework Policy.

8. Provide students with opportunities to evaluate their performance and use the feedback to reflect on and improve classroom practice as needed.

9. To update grades on computer system by Friday at 9:00 am

**PRINCIPAL ROLE**

To ensure that these instructional practice principles and guidelines are implemented and teachers are able to fulfill their role, the principal will:

1. Make sure that these instructional practice principles and guidelines are taken into account in both the interview process and in the final selection of all teachers.

2. Encourage and support teachers in their role.

3. Encourage professional development that supports the implementation of this policy.

**POLICY EVALUATION**

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

Date Adopted: 11/18/2008

Date Reviewed or Revised: _____ Council Chairperson’s Initials _____
PARENT INVOLVEMENT POLICY
West Jessamine Middle School

DEFINITION OF PARENT

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

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

COMMITMENTS

We commit:

1. Sharing clear information about each student's progress with parents.

2. Offering practical suggestions to parents on how they can support student learning at home.

3. Making representative parents and community members full partners in our decision-making.

4. Facilitating the involvement of our parents with limited English proficiency, parents with disabilities, and parents of migratory children.

5. Seeking and supporting adult volunteers to work with and inspire our students, as well as making every effort when legally appropriate to accommodate the involvement of adults other than parents who are already involved in a student’s life.

We will honor these commitments through a school-parent pact sent home with each child at the beginning of school or when they enroll at WJMS. Each family will keep a copy of the pact and return an agreement signed by the principal, parent/guardian, and student verifying they understand the contents of the pact including their roles and responsibilities.

To ensure the safety of our students and staff, the principal may deem it necessary to deny certain requests.
WEST JESSAMINE MIDDLE SCHOOL
SCHOOL, PARENT and STUDENT PACT

Our students’ parents, families, extended families, students themselves, as well as our local community are all considered partners who share responsibilities for high student academic achievement. Following are the responsibilities for the school, the parents, and the students. After reading, parents and students must sign and return to the student’s Advisory teacher or office.

WEST JESSAMINE MIDDLE SCHOOL RESPONSIBILITIES

West Jessamine Middle School will:

1. Provide high-quality curriculum and instruction in an effective, supportive, and safe learning environment that enables the students to meet Kentucky’s academic standards.

2. Provide information on the content students will learn each year through the methods listed in our Curriculum Policy.

3. Assign homework in accordance with our Homework Policy.

4. Provide parents with frequent reports on their child’s progress. Specifically we will provide formal reports every 4.5 weeks.

5. Hold parent-teacher conferences during which this compact may be discussed as it relates to the individual student’s achievement. Opportunities (where appropriate) may be provided for the student to participate actively in sharing information on his or her progress with his or her parents during these conferences.

6. Provide parents reasonable access to staff. The email addresses and telephone extensions of their child’s teachers will be provided to parents to promote communication. Staff will be available to parents by appointment for face-to-face conferences. While classes are in session, all parent phone calls will be forwarded to the appropriate staff member’s voicemail. The teacher will return calls during his/her planning or before/after school.

7. Send home newsletters at least four times a year that include information on ways families can help students learn.

9. Ensure that all adult volunteers working in our school and with our students are subject to board policy and state law regarding criminal record checks, as applicable. All volunteers must be registered through the Jessamine County Volunteers in Public Schools (VIPS) program prior to volunteering. This must be done annually.

10. Provide parents opportunities including but not limited to:

   - Observing their child’s classroom by scheduled appointments made through the principal prior to the visit.
   - Obtain tutoring/homework assistance for their child.
   - Assisting with classroom activities that require more than one adult.
   - Preparing materials, mailings, refreshments, and other items needed for family and community involvement.
   - Serving on one of our decision-making committees.
   - Joining our PTO and participating in its efforts to strengthen our school.
   - Volunteering along with other concerned members of our community in other areas as needed.

The WJMS Youth Service Center will share responsibility for student achievement by:

1. Surveying families to learn what services and activities would most help them support their children as learners.

2. Offering a well-planned, well-publicized menu of activities and programs to meet those needs.

PARENT RESPONSIBILITIES

Parents are asked to:

1. Monitor attendance. Provide a written excuse (parent, doctor, or legal note) for all absences including signing in and out of school tardies.

2. Become familiar with and support the school and individual classrooms’ homework policies and show interest with questions about the comments on the schoolwork your child brings home.

3. Check your child’s agenda book daily and make sure all homework is completed.
4. Sign in the office and obtain a visitor’s badge each and every time you visit the school. Enter the school through the front doors only.

5. Assist your child with time management.

6. Participate, as appropriate, in decisions relating to your child’s education.

7. Make arrangements for transportation, sporting events, home requests, and all other related parent/child communications prior to school as to limit class interruptions.

8. Promptly notify the school of any changes to emergency contact information including address and phone number(s). Address change requests require documentation of the new address in the form of a utility bill, lease, or mortgage.

9. Provide WJMS with all required records, including but not limited to, an up to date immunization record and school physical for your child.

10. Support school and classroom behavior rules, including but not limited to, following student dress code and prohibiting student cell phone usage during school hours.

11. Stay in communication with teachers and the school about your child’s education by promptly reading all newsletters, notices and surveys from the school or the school district and responding if necessary.

12. To the extent possible, volunteer, serve on the school council or a committee, attend School-Based Decision making Council meetings, and comment on draft policies and plans as they are made available.

**STUDENT RESPONSIBILITIES**

With support from parents, students are asked to:

1. Attend school regularly and turning excuses (parent, doctor or legal) for all absences including signing in and out of school and tardies.

2. Follow WJMS school and classroom behavior rules.

3. Bring necessary learning materials to school and to class.

4. Come to class prepared for daily activities including tests, quizzes, and projects.

5. Complete and turn in all assigned homework and classwork.

7. Give your parent(s) or the adult who is responsible for you, all notices and information received from West Jessamine Middle School.

WEST JESSAMINE MIDDLE SCHOOL
SCHOOL, PARENT & STUDENT PACT

(Add Calendar Year)

I have read the School, Parent, and Student Pact for West Jessamine Middle School and understand my roles and responsibilities.

Principal’s Signature _______________________________ Date _____

Parent/Guardian Signature ___________________________ Date _____

Student Signature _________________________________ Date _____

Please return to your child’s/your Advisory teacher.
POLICY EVALUATION

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

Date Adopted: 5/30/2007

Date Reviewed or Revised: 11/18/2008 Council Chairperson’s Initials _____

Date Reviewed or Revised: _____ Council Chairperson’s Initials _____
PRINCIPAL SELECTION POLICY

PREPARATION

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

1. Select a trainer of their choice to deliver training in recruitment and interviewing techniques. The council Vice-Chair (or designee) will arrange for this training on a date agreed upon by the council and call a special meeting of the council for this purpose with “Principal Selection Training” as the agenda.

2. Distribute copies of this policy to all members before the scheduled training and send a copy to the trainer who will be providing the selection training.

The council may also elect a Vice-Chairperson (if none exists) to chair the council during the principal selection process.

SELECTION PROCESS

The council will:

1. Design and carry out processes to get stakeholder input on what traits will make the best leader for this school. Stakeholder input will involve but not be limited to faculty and staff, parents, and students (where appropriate).

2. Call a special meeting of the council and meet in open session to:

a. Discuss with the superintendent any qualification required by the Board, the process and the timeline for receiving applications, and other steps in the hiring process.

b. Develop a set of criteria for a strong candidate using the stakeholder input plus council members’ ideas. The council will aim for a list of about 10 criteria. These criteria will not discriminate based on race ethnicity, gender, marriage or family status, religion, political affiliation, disability, or age.

c. Use the criteria they have developed to write standard interview questions that fit those criteria and which will be asked of all candidates in in-person interviews.

d. Decide on other methods to use to gather information about the candidates. The methods may include (but not be limited to) some or all of the following: applications and résumés, references, applicant portfolios, open forums, and written responses to hypothetical work-related challenges.

3. Call a special meeting of the council and meet in closed session to:

a. Review all applicants and written references and select applicants to interview.
b. Determine if information in the written applications and résumés points to any specialized questions that should be asked of a particular applicant and develop those questions if necessary.

4. Schedule interviews with each applicant who has been selected to be interviewed.

5. Conduct each interview in a special called meeting in closed session during which:
   a. All the standardized questions will be asked in the same order for every candidate.
   b. Any specialized or follow-up questions will be asked after the standardized questions.
   c. A discussion will be held immediately following each interview about how well the applicant meets the criteria.

6. Hold closed session discussion of the merits of all applicants and work toward consensus on the final selection.

**SELECTION of the NEW PRINCIPAL**

After all information is gathered, the council will:

1. Meet in open session to make the final selection of a new principal.

2. Notify the superintendent immediately of the council’s choice. This choice is binding on the superintendent who will complete the hiring process.

**POLICY EVALUATION**

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

Date Adopted: 11/18/2008

Date Reviewed or Revised: ____  Council Chairperson’s Initials ____

Date Reviewed or Revised: ____  Council Chairperson’s Initials ____
PROMOTION, TRANSFER and RETENTION POLICY

PROMOTION

Promotion for students in grades 6, 7, or 8 is based upon meeting the grade level requirement, which is passing the majority of the classes Math, Reading, Language Arts, Social Studies, Science, and a cumulative yearly average for Arts and Elective classes. This will make a total of 6 classes for students. For this policy, a majority of classes will be defined as 5 out of 6 classes. Students must receive a passing grade in 5 or 6 classes in order to receive promotion.

RETENTION

Students who do not meet the grade level promotion requirements will be considered for retention. Decisions about retention will be made by the Administration in consultation with the classroom teachers, the students’ parents/guardians, and other appropriate professionals. Written appeals may be addressed to the Superintendent of Jessamine County Schools and will be included in the student’s permanent file, regardless of the outcome of the appeal.

At conclusion of the first semester, teachers should notify the Administration by completing the Retention Information form for those students who might be in consideration for retention. Parents will be contacted to discuss the student’s progress. Ongoing communications between the school and the parent should culminate in a decision about promotion or retention before the conclusion of the school year. All decisions on retention will be communicated by the principal to the Superintendent before the end of the school year.

Procedures:

1. Retention Intervention forms completed and turned in to the Administration at the end of the first semester.

2. Parents are contacted to discuss student’s progress.

3. Interventions are to be documented and student progress will be monitored. Placement for students will be adjusted according to the data.

4. At the end of the third nine weeks, Retention Intervention Forms will be reviewed and updated for all students with failing grades. Repeat steps 2 through 4.

5. A conference will be done at the end of the second semester with the school Administration, teachers, and parents to decide placement for the following school year.
TRANSFER

Students who do not meet the grade level promotion requirements, but will not benefit by retention, will be considered for transfer. *Students who are 16 years old, or will be 16 by the end of the 8th grade year, will be transferred to the 9th grade.* Possible considerations include, but are not limited to, the following:

- Peer Relationships
- Interventions Failed

A letter will be sent to a transfer student’s parents to alert them of the transfer decision at the end of the school year.
WEST JESSAMINE MIDDLE SCHOOL
RETENTION INFORMATION FORM
(Add School Year)

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Grade</th>
<th>Age</th>
<th>Birthdate</th>
</tr>
</thead>
</table>

Is the student currently enrolled in the Special Education Program? (Briefly describe placement, modifications, etc.)

Was the student ever enrolled in the Special Education Program? If removed, why?

What is the main reason(s) this student has failing grades?

Are there any extenuating circumstances (family crisis, serious illness, etc.) to be considered?

What interventions have been put in place for this student thus far? (Check all that apply.)

- _____ Parent notification (Letter, Phone, E-mail, Conference)
- _____ TIP Meeting (Date: _________)
- _____ POI Identified
- _____ Tested for Special Education (Results: ____________________________)
- _____ Class/Schedule Change
- _____ Work requirements modified
- _____ Referred to Counselors
- _____ Referred to ESS
- _____ Attended ESS
- _____ Special Contract (List terms below)

____________________________________________________________________
____________________________________________________________________

- _____ COLTS time interventions (Subjects: ____________________________)
- _____ Other:

____________________________________________________________________
____________________________________________________________________
Grades as of: ________________________________

Math: ______
Language Arts: ______
Social Studies: ______
Science: ______
Literacy: ______

Is the student capable of doing classwork at the next grade level with some success?

Will retention benefit this student? How?

We the undersigned, make the following recommendation that this student be:

_____ Passed to the next grade level
_____ Transferred to the next grade level
_____ Retained in the current grade level

______________________________  ________________________________
Teacher/Subject                  Teacher/Subject

______________________________  ________________________________
Teacher/Subject                  Teacher/Subject

______________________________  ________________________________
Teacher/Subject                  Teacher/Subject

______________________________  ________________________________
Teacher/Subject                  Teacher/Subject

______________________________  ________________________________
Counselor                        Principal
PROTECTION of INSTRUCTIONAL TIME POLICY

COMMITMENT

Our schedule will provide the legally required hours of instructional time or more, and students will be actively involved in learning throughout those instructional hours. The administration and the teachers will take steps to accomplish this commitment and minimize disruptions of instructional time.

Our Discipline, Classroom Management, and School Safety Policy will support the protection of instructional time.

TEACHER RESPONSIBILITY

All teachers will ensure that:

1. Students arriving in each classroom will immediately have work to begin.

2. When a scheduled activity is unexpectedly delayed or cancelled, students will be given alternative, substantive learning activities to undertake.

3. Videotapes, CD’s, television broadcasts will be used only when they efficiently convey knowledge and skills called for in the curriculum and are combined with other activities that require the students to process and apply the information these types of resources provide.

4. The use of substitute teachers is kept to a minimum and that when substitute teachers are necessary they are supplied with substantive learning activities to conduct, other necessary items to conduct class as normally as possible, and the name of at least one other nearby teacher for questions and support.

PRINCIPAL RESPONSIBILITY

The principal (or principal designee) will:

1. Make sure that intercom interruptions from the office occur only at designated times and in emergencies.

2. Ensure that new staff members and substitute teachers are aware of the school’s commitment to and the teachers’ responsibility for minimizing disruptions to instructional time.
POLICY EVALUATION

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

Date Adopted: 11/18/2008

Date Reviewed or Revised: _____  Council Chairperson’s Initials _____

Date Reviewed or Revised: _____  Council Chairperson’s Initials _____

SCHOOL SPACE USE POLICY
West Jessamine Middle School

CRITERIA for ASSIGNING SCHOOL SPACE

The Culture/Climate Committee will recommend the assignment of school space during the school day in a manner that will:

1. Take each student’s developmental needs into account.

2. Facilitate the implementation of our School Improvement Plan.

3. Maximize staff opportunities for sharing resources, mentoring, and collaborating with teachers and students of similar grade levels, subject areas, or collaborative groups for consecutive years.

CLASSROOM SPACE ASSIGNMENTS

To assign classroom space, the principal will:

1. In May, Culture/Climate Committee will bring classroom space assignments based on the criteria in the first section of this policy back to the council and notify all staff members of their individual assignments.

ALTERING CLASSROOM SPACE ASSIGNMENTS

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

1. When necessary to respond to unanticipated enrollment or staffing changes.

2. When the principal and affected teachers agree that a change is needed.
ASSIGNMENTS OF NON-CLASSROOM SPACE

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

POLICY EVALUATION

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

Date Adopted: 11/18/2008

Date Reviewed or Revised: _____ Council chairperson’s Initials _____

Date Reviewed or Revised: _____ Council Chairperson’s Initials _____
SCHOOL DAY and WEEK SCHEDULE POLICY

CRITERIA for DEVELOPING the SCHOOL SCHEDULE

Our schedule will:

1. Reflect our mission and belief statements.

2. Give all students access to all classes, avoiding conflicting schedules of specialized classes and preventing any exclusion related to cultural background, physical abilities, socio-economic status, and intellectual status.

3. Provide students with the learning time they need, including technology access to complete writing assignments and other learning activities.

4. Facilitate appropriate decisions to give particular students expanded time and support for successful performance (such as independent study, additional time to work on a project or assignment, or other appropriate methods for the situation.)

5. Support our Curriculum Policy, our Instructional Practices Policy, our equity and diversity commitments, and the Goals and Strategies in our School Improvement Plan.

6. Allow teachers shared time to collaborate and plan on a regular basis.

7. Facilitate teacher opportunities to switch teaching assignments to capitalize on different teachers’ in-depth knowledge of specific topics.

8. Facilitate teacher opportunities to adjust the length of class periods when needed to provide the best instruction.

9. Promote reasonable and appropriate enrollments for all classes and appropriate numbers of pupils each teacher works with in the course of a day.

10. Respect the beginning and ending times of the school day and school calendar year as established by the Board of Education.

11. Consider proper nutrition, hygiene and enjoyment of mealtime by allowing approximately 25 minutes for lunch (including time for personal hygiene as well as entering and leaving the cafeteria.)
PROCESS FOR DEVELOPING the SCHOOL DAY SCHEDULE

Annually, the principal will implement a school day schedule for the upcoming year that includes any changes that have been adopted by the council.

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

1. In February, the council will charge the Instruction Committee to complete the following tasks:

   · Review student performance data and survey data (if available) from students, parents, and staff on how well instructional time is being used.

   · Brainstorm current time barriers to implementing needed practices and meeting student need and ways the schedule might be changed to remove those barriers.

   · Discuss advantages and disadvantages of various changes, focusing on the criteria listed in the first section of this policy.

2. In March, committees will notify the Instruction Committee if recommendations they have made or are considering would have schedule implications.

3. Based on the above work the Instruction Committee will consult with the council and make recommendations concerning schedule changes for the coming school year no later than the end of March.

4. In April, the Instruction Committee will prepare a recommendation to the council on a schedule for the coming school year including changes (if any). The committee’s recommendation may include more than one option.

5. The council will consider the Instruction Committee’s recommendations.

REQUESTS FOR CLASS CHANGE

Schedule changes will be infrequent. Requests must be put into writing by either the child’s parent or guardian or a teacher and submitted to the Guidance Counseling Office. For elective or Arts/Rotation classes, this request must be made within the first six (6) days of the twelve-week grading period. The counselors will review the request and then submit their recommendation to the principal, who, upon review and consultation with the affected teacher(s) will make a final decision regarding the request. The appropriate counselor will then inform the student, parent, and teacher(s) of the final decision and make any changes as necessary.
POLICY EVALUATION

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

Date Adopted: 11/18/2008

Date Reviewed or Revised: _____    Council Chairperson’s Initials _____

Date Reviewed or Revised: _____    Council Chairperson’s Initials _____
STANDARDS-BASED GRADING POLICY

Beliefs and Rationale

As part of a guaranteed and viable curriculum, standards-based grading (SBG) supports a school-wide measure of student learning based on content standards. It is designed to provide the assignment of grades with the intent to demonstrate a clear relationship between summative and formative assessments. The goal of this policy is to improve student learning by reporting grades that are accurate, consistent, meaningful, and supportive of learning of the content standards. When students do not reach proficiency on the standard(s) being assessed, formative or summative, opportunities for review and remediation will be given according to team criteria, which have been approved by administration. Assessment data will be used to review and revise the unit as needed.

Formative Assessment

Teachers will use formal formative assessment(s) to assess the level of mastery of specific learning targets and standards. Formative assessments should:

- Assess learning standards/progressions tied to state standards.
- Be valid and appropriate demonstrations of what students should know and be able to do according to the rigor of state standards.
- Provide data from student results to drive future instruction.
- Provide specific feedback to students including opportunities to reflect, self-evaluate, set goals, and strengthen their performance.

Teachers will make adjustments in instruction to meet student’ needs based on the results of consistent formal formative assessments.

Summative Remediation

Each team will create and communicate their criteria for students to accomplish before remediation of summative assessment(s). The criterion will be approved by administration and communicated to students and parents in a class syllabus.

Evaluation of Student Performance

Students will earn a letter grade based on their proficiency using Jessamine County Schools traditional grading scale at the end of each grading period. Thirty percent of the grade for the class will be based on formative assessments and seventy percent will be based on summative assessments.
Teachers will use the following grading scale when assigning grades in Infinite Campus.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Descriptor</th>
<th>Point Value Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>Exceeds mastery</td>
<td>100%</td>
</tr>
<tr>
<td>A</td>
<td>Mastery</td>
<td>95%</td>
</tr>
<tr>
<td>B</td>
<td>Approaching Mastery</td>
<td>85%</td>
</tr>
<tr>
<td>C</td>
<td>Beginning Mastery</td>
<td>75%</td>
</tr>
<tr>
<td>D</td>
<td>Introductory</td>
<td>65%</td>
</tr>
<tr>
<td>F</td>
<td>Inadequate Understanding</td>
<td>45%</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete / Non-Attempt</td>
<td>0%</td>
</tr>
</tbody>
</table>

**Exceeds Mastery**

The student not only meets the expectations of the learning standard but goes above and beyond in detail and explanation of the learning standard. The student demonstrates understanding of the concepts and can analyze and apply them to real life situations.

This means the student is able to demonstrate clear, complete, and consistent application of the knowledge, reasoning, skill, and product standard.

**Mastery**

The student consistently meets and often exceeds the content standard. The student, with relative ease, grasps, applies, and extends key concepts, processes, and skills for the grade level.

This means the student is able to demonstrate clear, complete, and consistent understanding of the knowledge, reasoning, skill, and product standard.

**Approaching Mastery**

The student regularly meets the content standard. The student grasps and applies key concepts, processes, and skills for the grade level with limited errors.

This means that a student demonstrates understanding of the standard, but does this in an inconsistent and incomplete manner.
**Beginning Mastery**

The student is beginning to, and occasionally does, meet the content standards. The student is beginning to grasp and apply key concepts, processes, and skills for the grade level but produces work that contains some errors.

This means that a student demonstrates limited understanding of the standard.

**Introductory**

The student shows limited understanding of the content standards and needs consistent support. The student occasionally understands concepts, processes, and skills for the grade level but produces work that consistently contains errors.

This means that a student demonstrates the need for extra support in order to demonstrate limited understanding of the standards.

**Inadequate Understanding**

The student demonstrates little to no understanding of the content and needs remedial support.

**Non-Attempt / Incomplete**

Student makes little to no attempt on the standard assessment.

**Parent Communication**

Student proficiency will be communicated at least twice during each 9-week grading period in all subject areas. Parents will also be encouraged to access their student’s progress through Infinite Campus regularly.

**Policy Evaluation**

The effectiveness of this policy will be evaluated through the data provided to the council by common summative assessments and through the Comprehensive School Improvement Plan.

Date Adopted: **July 18, 2016**

Date Reviewed or Revised: _____ Council Chairperson’s Initials: _____

Date Reviewed or Revised: _____ Council Chairperson’s Initials: _____
STUDENT and FAMILY SUPPORT SERVICES POLICY

DESCRIPTION

Student and family support services are those services provided by the school for students and their families that need extra attention beyond our regular curriculum and instructional practices, and are intended to help eliminate or reduce barriers to learning. These services and programs are ongoing and are evaluated and revised through our School Improvement Planning process. This same process, along with any recommendations made by concerned parties and budget considerations, will determine if we need to consider adding any additional services. The council will make the final decision.

SERVICES AVAILABLE

Our school offers the following support services for our students and their families:

1. Guidance, including classroom guidance lessons, group guidance for specific concerns and topics, and individual guidance for students.

2. Screening for disabilities and Individual Education Plans (IEPs) for identified students.

3. Screening for gifted and talented students and IEPs for identified students.

4. Family Resource Center/Youth Service Center to address home challenges that may impede learning and to link families and students to support from other community organizations.

5. Social work services for families with challenges that need individual attention and possibly intervention by a community agency.

6. Suspension and Failure Eliminated (SAFE) Room services as an alternative to out-of-school suspension for students who need “time out” from the regular classroom.

7. Extended School Services (ESS) to support students who:

   a. Are at risk of being retained in a class or grade or of failing to graduate on time.

   b. Have continuing difficulty performing successfully in the instructional program appropriate to their age.

   c. Have continuing difficulty sustaining their present level of performance and are at on-going risk of falling behind.
SCHOOL RESPONSIBILITIES

The principal (or principal’s designee) will:

1. Ensure that each teacher has a list of the available support services along with descriptions and referral methods (where appropriate).

2. Provide opportunities for teachers who need to do so to become better informed about the series and what they can do for students.

3. Ensure that all parents have an opportunity to learn about the support services available to students and families at school and about how to access those services.

4. Provide opportunities for interested parents to become better informed about the services and what they can do for their child and their family.

POLICY EVALUATION

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

Date Adopted: 11/18/2008

Date Reviewed or Revised: _____ Council Chairperson’s Initials _____

Date Reviewed or Revised: _____ Council Chairperson’s Initials _____
STUDENT ASSIGNMENT POLICY

CRITERIA for STUDENT ASSIGNMENT to CLASSES and PROGRAMS

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

1. Take each student’s developmental needs into account.

2. Facilitate the Implementation of our School Improvement Plan.

3. Prepare all students to be read for college level work during their high school careers.

4. Support the goal of not exceeding the state class size cap (n=29 for 6th grade; n=31 for 7th-8th grade) except under the following circumstances:
   · Temporary exceptions in order to provide an appropriate assignment to a student newly enrolled in the school.
   · Permanent exceptions made after meeting with all the teachers for the appropriate student level and topics to discuss student needs and possible solutions and after determining that no reasonable alternative will meet the student’s needs.

HOMEROOM ASSIGNMENTS

The principal (or principal’s designee) will assign students to homeroom or advisory periods in alphabetical order, with exceptions being made only when necessary to address unusual physical needs, interpersonal difficulties, or noticeable disproportions by race or gender.

POLICY EVALUATION

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

Date Adopted: _____

Date Reviewed or Revised: _____ Council Chairperson’s Initials _____

Date Reviewed or Revised: _____ Council Chairperson’s Initials _____
TECHNOLOGY USE POLICY

TECHNOLOGY USE NEEDS ASSESSMENT

Our School Improvement Planning process will include:

· An analysis of our CATS data and other school data as necessary to discover the extent to which our students are meeting state standards.

· Systematic work to discover and correct the causes of and barriers to high performance and the extent to which technology utilization is a factor.

· A revision of our School Improvement Plan based on our needs assessment data for that year. The Plan will set goals and will address contributing technology issues and methods to improve technology use (if necessary to help move our students to state standards according to the timetable established by the Kentucky Board of Education.

We will implement this process to address technology utilization and barriers, and the resulting Plan will be monitored by the council through ongoing Implementation and Impact Checks.

ACCEPTABLE USE

All students will be required to sign an Acceptable Use Policy in order to have access to school computers. This policy is attached and considered part of this Technology Utilization Policy approved by the council.
ACCEPTABLE USE POLICY

CURRICULUM AND INSTRUCTION 08.2323
AP.21

Parent/Guardians are responsible for any expense incurred if their child purchases items via the Internet. Signature of parent or guardian is required for direct network access for all students. Students over 18 years of age are responsible for their access. By signing this form, you hereby accept and agree that your child’s rights to use the electronic resources provided by the District and/or the Kentucky Department of Education (KDE) are subject to the terms and conditions set forth in District policy/procedure. Please also be advised that data stored in relation to such services is managed by the District pursuant to policy 08.2323 and accompanying procedures. You also understand that the e-mail address provided to your child can also be used to access other electronic services or technologies that may or may not be sponsored by the District, which provide features such as online storage, online communications and collaborations, and instant messaging. Use of those services is subject to either standard consumer terms of use or a standard consent model. Data stored in those systems, where applicable, may be managed pursuant to the agreement between KDE and designated service providers or between the end user and the service provider. Before your child can use online services, he/she must accept the service agreement and, in certain cases, obtain your consent.

Technology Terms and Conditions Signature Forms

Student/Parent

By signing this form, I give my child permission to:

 Have direct access to the Internet
 Internet access will be monitored by a teacher at all times
 Have access to a Jessamine County Schools e-mail account (grades 3-12).
 Have his/her picture, name, and/or student work to appear on the District/school web sites.
 Participate in video productions at their school.

To opt out of any or all of the permissions listed above, please request an Opt-Out form from your child’s school.

Students: By signing this form, you agree to the following statement: As a user of the Jessamine County Schools Network, I hereby agree to comply with its Terms and Conditions. I will communicate over and use the network in a responsible manner while abiding by all relevant laws and restrictions.

Student Name (print):

____________________________________________________________________________________
Student Signature: ____________________________

Parent Name (print): ____________________________

Parent Signature: ____________________________

POLICY EVALUATION

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

Date Adopted: _____

Date Reviewed or Revised: _____ Council Chairperson’s Initials _____

Date Reviewed or Revised: _____ Council Chairperson’s Initials _____
CLASSROOM COLLABORATION POLICY

GOAL: Student achievement will increase when there is effective collaboration between the regular education teacher and the special education teacher. The regular education teacher is the lead content specialist while the special education teacher is the lead learning specialist. The students benefit equally from each teacher in the classroom. Through content specialization in certain areas, special education teachers will become more confident in the content and better prepared to support all students.

PROCESS

Teachers will meet prior to and throughout units, assessment, and as needed to complete the following:

1. Review upcoming lessons.
2. Review and implement accommodations for individual students as needed.
3. Identify the appropriate teaching strategies to use with the students.
4. Modify class work, homework as needed.
5. Monitor IEP Goals.

DOCUMENTATION

1. Parent communications
2. Grades
3. Instructional data

MONITORING

The administration will be responsible for monitoring the collaboration policy through the use of teacher professional growth plans, student assessment data and work samples, grades and walk-through data.

POLICY EVALUATION

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

Date Adopted: 4/17/2017

Date Reviewed or Revised: _____ Council Chairperson’s Initials _____

Date Reviewed or Revised: _____ Council Chairperson’s Initials _____
VIDEO POLICY

VIDEO PHILOSOPHY

We believe that the primary use of audio-visual materials at West Jessamine Middle School is to support and enhance instruction. All AV materials should be of the highest quality and used only under the appropriate legal guidelines. The content of all materials should be appropriate for the developmental level of the students and sensitive to the moral structure of the community.

AUDIO VISUAL USE

1. Instructional Use

· The use of audio visual materials as a valuable tool in instruction is encouraged. Video tapes, CD ROM technology, overhead transparencies, and other resources can effectively be incorporated into instruction and enhance learning. When audio visual materials are used for instruction their purpose and objectives should be reflected in the teacher’s lesson plans.

2. Non-Instructional Use

· Video tapes owned by the school, rented from commercial outlets or owned privately by staff or students may be used in the classroom for non-instructional use only when a performance license has been obtained for its use. These tapes may not be used for entertainment, filler, motivation, or reward without appropriate license.

3. Performance Licenses

· The school administration and staff will make a recommendation to the school council relative to the purchase of any performance licenses during the annual budgeting process.

4. Copies

· All videos shown must be from the original. No copies will be permitted. The Media Center may not be used for making copies of any original, copyrighted material.

5. Rating Guide

· Movies with a rating over PG must be approved in advance by the administration, and a parental consent form must be obtained from each student prior to viewing.
VIDEO TAPEING AND DISTRIBUTION

1. Material may be taped off-air from network or cable channels for instructional use only. All taped items used in the classroom must follow copyright and fair use guidelines. A copy of these can be obtained from the librarian.

2. Taping of materials broadcast by KET is outlined in the KET School Schedule Book. Any materials taped from KET are subject to these guidelines.

3. Rights to video segments from the Channel One Network expire after one calendar year. Any items taped from Channel One must be discarded after one year.

POLICY EVALUATION

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

Date Adopted: 11/18/2008

Date Reviewed or Revised: ________  Council Chairperson’s Initials ________

Date Reviewed or Revised: ________  Council Chairperson’s Initials ________

STUDENT AIDE POLICY

STUDENT AIDE PHILOSOPHY
We know that students learn in a variety of settings and in a variety of ways. One way that students can learn responsibility and essential life skills is to work as an aide for the office or in the library. Students that work in either of these areas learn task completion, job responsibility and leadership.

**STUDENT AIDE POLICIES**

1. Student aides can be used only in the library and front office, with no more than two aides per location per grading period.

2. The aide positions will be filled by the staff that is providing direct supervision of the student, i.e. the library will find the library aides.

3. Students can only be an aid for one grading period each year.

4. Student aides cannot have an office referral from the grading period prior to being an aide.

5. Student aides must have passed all classes from the grading period prior to being an aide.

6. Parents must sign a permission form stating their child can be an aide and that they (the parent) understand, no grade will be assigned for work as an aide.

**POLICY EVALUATION**

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

Date Adopted: 6/2/2008

Date Reviewed or Revised: 11/18/2008  Council Chairperson’s Initials ______

Date Reviewed or Revised: ______  Council Chairperson’s Initials ______

**INDIVIDUAL LEARNING PLANS (ILP) POLICY**

In conjunction with the JCBOE 8.113, all students shall complete and/or update required components of their Individual Learning Plan (ILP) on a yearly basis. By September 30th of
each school year, the existing ILP Implementation and Monitoring Plan will be reviewed and revised as needed for the current school year.

**POLICY EVALUATION**

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

Date Adopted: 10/28/2008

Date Reviewed or Revised: ____  Council Chairperson’s Initials ____

Date Reviewed or Revised: ____  Council Chairperson’s Initials ____

**WRITING POLICY**

**STUDENTS’ WRITING/COMMUNICATION EXPERIENCES**
In order to provide **multiple opportunities to develop complex communication skills for a variety of purposes and use a variety of language resources**, students will:

1. Experience authentic, meaningful writing at all grade levels among all content areas:
   a. Writing for a variety of purposes:
      · Argumentative writing to support claims.
      · Informative/explanatory texts.
      · 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.

2. Engage in three categories of writing: writing to learn, writing to demonstrate learning to the teachers, and writing for publication.

3. Experience the writing process at all grade levels: planning, drafting, revising, editing, publishing, and reflecting upon writing.

4. Experience writing in both on-demand and writing over time situations.

5. Write as a natural outcome of the content being studies in all curriculum areas.

6. Read and analyze a variety of print and non-print materials (e.g., artwork 2D and 3D), photographs, electronic text, graphics, illustrations, web images, maps, and/or multimedia) including persuasive, literary, informational, and practical/workplace materials. Use readings as models for student writing.

7. Learn about and use appropriate resources for writing (e.g. personal interviews, observations, print materials, and technology) driven by different instructional purposes with different audiences for the student to consider.

8. Apply appropriate writing skills to oral communication.

9. Engage in real world and creative communication appropriate for meeting Kentucky Core Content Standards.
To provide multiple opportunities for students to develop complex communication skills for a variety of purposes, teachers will:

1. Teach higher-order thinking skills.

2. Assign three categories of writing: writing to learn, writing to demonstrate learning to the teacher, and writing for publication.

3. Provide authentic, meaningful writing at all grade levels:
   a. Writing for a variety of purposes:
      · Argumentative writing to support claims.
      · Informative/explanatory texts.
      · 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.
   e. Teach the writing process at all grade levels: planning, drafting, revising, editing, publishing, and reflecting upon writing.
   f. Provide both on-demand and writing over time assignments.
   g. Incorporate writing as a natural outcome of the content being studied in all curriculum areas.
   h. Assign students to read and analyze a variety of print and non-print materials (e.g. artwork; 2D and 3D), photographs, electronic text, graphics, illustrations, web images, maps, and/or multimedia) including persuasive, literary, informational, and practical/workplace materials. Use readings as models for student writing.
   i. Provide appropriate resources for writing (e.g. personal interviews, observations, print materials, and technology) driven by different instructional purposes with different audiences for the student to consider.
   j. Allow student choice and exploration.
   k. Provide experiences for students to apply appropriate writing skills to oral communication skills.
   l. Provide real world and creative communication experiences appropriate for meeting Kentucky Core Academic Standards.

Adapted from KDE
SCHOOL-WIDE STRUCTURES and MONITORING

To ensure every student has a writing portfolio that includes samples of work that shows interest and growth over time, follows the student from grade to grade, and follows the student to any school he/she attends, the principal will:

- Ensure curriculum is aligned to Kentucky Core Academic Standards.
- Assign a communication team to develop a written plan for implementing and monitoring writing portfolios.
- Ensure the plan includes guidelines for incorporating student and teacher use of technology tools.
- Ensure the implementation of the writing plan.
- Ensure that the council annually reviews, revises (if necessary), and approves the writing plan by May of each year.
- Ensure teachers receive embedded professional development needed to improve writing instruction.

REFLECTION, ASSESSMENT and FEEDBACK

To ensure the writing process includes reflection, assessment, and feedback, the writing plan will incorporate:

- Active participation of students in decision making about contents of the portfolio.
- The use of portfolio for determining student performance in communication.
- The procedures for reviewing the portfolio in order to determine strengths and weaknesses in student writing and the overall writing program.
- The procedures for grading the portfolio including feedback to inform instruction.
- Guidelines for providing students descriptive feedback in the form of conferencing, discussion and/or rubrics.
- Opportunities for students to provide feedback to others on their writing and communication skills.
- Opportunities for students to improve their writing and communication skills based on feedback.
Opportunities for students to reflect on their writing and communication skills.

**POLICY EVALUATION**

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

Date Adopted: ______

Date Reviewed or Revised: ______  Council Chairperson’s Initials ______

Date Reviewed or Revised: ______  Council Chairperson’s Initials ______
EXTRACURRICULAR PROGRAMS
EXTRACURRICULAR ACTIVITY POLICY
West Jessamine Middle School

TO BE ENCOURAGED

Student activities of an educational nature shall be encouraged and maintained based upon the needs and interests of pupils. Participation in all extracurricular activities shall not exclude students from any socioeconomic level. The SBDM council shall determine selection of extracurricular activities as well as academic qualifications, attendance requirements, evaluation procedures and supervision of these programs.

CONTROL

All school-sponsored activities shall be under the direction of the administration and faculty of the school, except that non-faculty coach or non-faculty assistant may accompany students on athletic trips. Any student participating in a sport or activity that has an off campus event are subject to the guidelines and penalties under the Jessamine County Schools Code of Conduct.

SPORTS PHYSICAL

All students must complete a sports physical and information card at each school calendar year before they will be allowed to try out for a school athletic team or participate in sport camps. A school physical does not qualify as a sport physical. Sports physicals should be photocopied by the coach, and the originals should be alphabetized and retained in the front office.

ACADMICS/ATTENDANCE

Student athletes will adhere to the Kentucky High School Athletic Association, Bluegrass Conference, and WJMS SBDM eligibility requirements to compete in West Jessamine Middle School athletics. Grades and behavior are accounted for in all sports eligibility. If the student has behavior problems in his/her classes, he/she may be disciplined by the coach. Students
must be in attendance at least half of the school day (4 hours) on the day of the event in order to play.

WJMS OFFERS THE FOLLOWING EXTRACURRICULAR ACTIVITIES

Cheerleading
Football
Boys and Girls Soccer
Boys and Girls Basketball
Track
Cross Country
Dance Team
Archery
Academic Team
Girls Volleyball

ORGANIZED PRACTICE (including try outs) shall not begin prior to the following dates:

1. August 1 – Football, Girls Basketball and Volleyball
2. November 1 – Boys Basketball
3. Sunday practice for all sports is PROHIBITED.
4. The coach/sponsor has the option to close tryouts and practices.
5. The coach/sponsor will determine the practice schedule.
6. All organized practices must adhere to the Bluegrass Conference rules.
7. The coach/sponsor will set the requirements for attendance.

SUMMER CAMPS

One week of optional camp for any sport is available at the coach’s discretion. Camps must be held following any applicable policies. Participation in camps is not mandatory.

LENGTH OF SEASON (Subject to change per Bluegrass Conference rules)

1. Cheerleading: August 1st – April 1st (No summer practices/one week of camp is mandatory.) A few practices in May to prepare for camp.
2. Football: August 1st – October
3. Volleyball: August 1st – October
4. Girls Basketball: August 1st – October
5. Boys Basketball: November 1st – February
6. Boys & Girls Soccer: February 15th – April
7. Track: February 15th – April

COACH/SPONSOR EXPECTATIONS and SUPERVISION
Prior to communication with parents, the budget must be approved by the administration. Coaches are to communicate with parents in writing, the costs, time, rules, and expectations prior to tryouts. Coaches are responsible to supervise the students while under their charge. Any problems should be directed to the coach.

**TRYOUTS**

Tryouts will be set up by the coach/sponsor. Coach/sponsor may determine the number of players/participants per activity and use tryouts for selection. Team selection is made by the coach.

**FUNDRAISING**

All fundraising must be submitted by the sponsor in writing to the administration. A detailed plan for supervision, safety cost, and liability must be approved by the administration. The spending of these funds will need the approval of the administration and must be in compliance with the Jessamine County Board Policy. All off campus activities must be approved by the administration. Door to door solicitation shall be prohibited. Should additional funds be needed, the sport will be encouraged to have one fundraising activity. All extracurricular monies will be kept in the proper school account as determined by the school bookkeeper. All extracurricular account activities must follow board policy (i.e. deposits, payments, purchase orders, etc.)

**SUSPENSIONS**

If a student is suspended from school for disciplinary reasons, he/she will be suspended from participating in the next event. If a student is placed in ISS/CIA for disciplinary reasons the student must sit out the next scheduled game. For failure to comply with team policy or guidelines, the coach/sponsor reserves the right to remove a team member from the squad. Appeals can be made in writing to the administration.

**EVALUATION of EXTRACURRICULAR ACTIVITIES**

The administration will evaluate each extracurricular activities needs, concerns and possible changes yearly and report to the SBDM council.

**PROCESS for ADDRESSING CONCERNS**

All concerns about a particular program should be addressed to the coach/sponsor in writing. If the problem cannot be resolved, then the administration may be contacted to help to resolve the problem.

**APPEALS PROCESS**

Parents of any student being denied playing for academic reasons may appeal in writing to the school administration reasons their child should receive a “review” or “special consideration” for
academic eligibility. The school administration will review students with academic ineligible only for excused absences due to illness, funerals, tests given within this time period that has not been scored, extended teacher absence or teacher failure to enter grades into STI.

**GRADES & ELIGIBILITY**

A student athlete is any student (players, managers) having an official connection with the WJMS athletic program.

**GRADES for TRYOUTS**

For a student to try out for any extracurricular team, they may not be failing (for the current grade period) more than one (1) class the week before tryouts begin. Sports which have summer tryouts, students may not have failed more than one (1) class in the last grading period.

**GRADES for PARTICIPATION**

Once the regular season begins, student athletes will have grades and behavior monitored weekly. Grades are based on the current twelve (12) weeks only and are not cumulative for the year. A student must be passing all classes and have acceptable behavior at the end of each week of the current grading period to be eligible to participate the following week. Teachers must enter grades into the current grading system weekly. Grades will be run on Friday morning. Coaches will be notified of all ineligible players each Friday morning. After four (4) consecutive weeks of a failing grade(s) in any subject area without a change in grade percentage, the coach, student, and/or parent may contact the administration for review.

There shall be no refiguring, accepting of late work to be averaged for a week in question, or extra credit given to change a grade for eligibility. Requests for such from a student or parent shall be reported to the coach by the teacher. Requests for such from a coach shall be reported to the administration by the teacher.

**INELIGIBILITY**

A student athlete will considered ineligible, and therefore not be able to participate the following week, for the following reasons:

1. Failing one(1) or more classes as reported by teachers.

2. Suspension (in-school or out of school) for disciplinary reasons as reported by principal(s).

A one game/competition suspension will occur per referral leading to ISS/CIA including practice time until that game suspension is served. Any student suspended out of school results in loss of practice and games/competition for five (5) school days. This may occur during the ISS/CIA being served or the first game/competition immediately following depending on the team’s schedule.
After four (4) consecutive weeks of failing grades or ineligibility, that student will be removed from the team. For failure to comply with team policy or guidelines, the coach/sponsor reserves the right to remove a team member from the squad. Appeals may be made in writing to the administration.

Students participating on a high school athletics team will follow the high school’s policies.

All parents must sign consent form for drug testing, participation, try outs and academic eligibility requirements before participation in try outs.

West Jessamine Middle School
Jessamine County School District

By-Laws

Policy Topic Description

POLICY STATEMENT

All WJMS students attending home athletics events must have parent or adult supervision. The adult supervising must sign their students in at the ticket gate and be available on site for direct supervision as needed for emergency situations. Failure to be properly supervised will result in loss of attending future games.

Date Adopted: February 25, 2003

Date Reviewed or Revised: _____ Council Chairperson’s Initials _____

Date Reviewed or Revised: _____ Council Chairperson’s Initials _____