

# **West Jessamine Middle School Site-Based Decision Making Policy Manual**

## Table of Contents

Accelerated ELA Policy	2
Accelerated Math Policy	4
Accelerated Science Policy	7
Alignment with State Standards Policy	8
Attendance Policy	9
Budget & Spending Policy	11
Cell Phone/Electronic Device Policy	17
Classroom Collaboration Policy	18
Consultation Policy	19
Council Committees Policy	21
Curriculum Policy	25
Discipline & Classroom Management Policy	27
Dress Code Policy	29
Enhancing Student Achievement Policy	30
Extracurricular Programs Policy	32
Health & Wellness Policy	36
Homework Policy	39
Improvement Planning Policy	41
Individual Learning Plans (ILP) Policy	43
Instructional Practices Policy	44
Parent Engagement/Family Involvement Policy	46
Principal Selection Policy	48
Promotion, Transfer & Retention Policy	50
Protection of Instructional Time Policy	53
School Space Use Policy	54
School Day & Week Schedule Policy	55
School, Parent & Student PACT	57
School Safety Policy	60
Standards Based Grading Policy	63
Student Aide Policy	66
Student Assignment Policy	67
Student & Family Support Services Policy	68
Technology Use Policy	70
Video Policy	73
Writing Policy	75

# 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: 2/27/2017

Date Reviewed or Revised: \_\_\_\_\_

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 \_\_\_\_\_



## 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 1<sup>st</sup> 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 30<sup>th</sup> 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 1<sup>st</sup>.
- 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 \_\_\_\_\_

## CELL PHONES / ELECTRONIC DEVICES POLICY

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.

### 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 \_\_\_\_\_

# CONSULTATION POLICY

## Interview Committee

For each certified vacancy that occurs at our school (\*except principal), the principal (or designee) will appoint an 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) and may consult interview committee. 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.

## Interview Protocol

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.
- The Principal (or designee) will screen and select applicants for interview and the interview committee will finalize the list of questions to be asked.
- In addition to the interview questions, the committee reserves the right to ask appropriate follow-up questions, as needed.
- 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: 10/16/2017

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/guardians (Parents) being involved through committee work.

The WJMS Site Based Decision Making Council (SBDM Council) will have the following standing committees: **Assessment, Behavior, Budget, Communication, Health & Wellness, Instruction, School Culture, School Safety and Technology.**

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 (30-60-90 Day Plan). The SBDM Council may charge a committee with work throughout the year. When work is assigned to the council committee, The SBDM Council Chair must provide each Committee Chair with the charge from the SBDM 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 SBDM 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 SBDM 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 SBDM Council are required to participate on a committee. Parental involvement on the committees is encouraged. Parents are to be notified via school correspondence that SBDM 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 SBDM Council Chair to organize a Committee Orientation session. The SBDM Council Chair 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 SBDM 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 a chairperson and secretary, and to establish a meeting day and time.

When a charge 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**

### **Assessment**

The Assessment Committee will be responsible for providing input and feedback for instructional practices found in WJMS's 30-60-90 Day Plan. The members will be active participants in the programs and initiatives surrounding and connected to student instruction. The committee will also be responsible for overseeing curriculum needs of our school.

### **Behavior**

The Behavior Committee will be responsible for providing input and feedback for any item found in WJMS's 30-60-90 Day Plan pertaining to communication. The members will be active participants in the programs and initiatives surrounding and connected to communication. Members will review communication data and provide recommendations to administration and the SBDM Council to better meet the needs of our students.

### **Budget**

The Budget Committee is responsible for any item of the 30-60-90 Day Plan and policy development that relates to allocating resources provided by District, State and Federal funds and remanded to them by the SBDM Council.

### **Communication**

The Communication Committee will be responsible for providing input and feedback for any item found in WJMS's 30-60-90 Day Plan pertaining to communication. The members will be active participants in the programs and initiatives surrounding and connected to communication. Members will review communication data and provide recommendations to administration and the SBDM Council to better meet the needs of our students.

### **Health & Wellness**

The Health & Wellness Committee is responsible for reviewing and upholding our Health & Wellness Policy.

## **Instruction**

The Instruction Committee will be responsible for providing input and feedback for instructional practices found in WJMS's 30-60-90 Day Plan. The members will be active participants in the programs and initiatives surrounding and connected to student instruction. The committee will also be responsible for overseeing curriculum needs of our school.

## **School Culture**

The School Culture Committee is responsible for any item of the 30-60-90 Day 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.

## **School Safety**

The School Safety Committee is responsible for any item of the 30-60-90 Day 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.

## **Technology**

The Technology Committee is responsible for any item of the 30-60-90 Day 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.

## **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 SBDM 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.
- 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: 10/16/2017

Council Chairperson's Initials \_\_\_\_\_

Date Reviewed or Revised: 6/11/2018

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 \_\_\_\_\_

# **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**

**C**ome prepared

**O**bey the rules

**L**earn to the best of your ability

**T**ake responsibility

**S**how respect

## **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 \_\_\_\_\_

# 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.

## Policy Evaluation

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

Date Adopted: May 9, 2016

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 \_\_\_\_\_



# 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. Bass Fishing\*\*
2. Bowling\*\*
3. Cheerleading
4. Dance
5. Football
6. Cross Country
7. Girls' Basketball
8. Boys' Basketball
9. Volleyball
10. Girls' Soccer
11. Boys' Soccer
12. Softball
13. Baseball
14. Track/Field
15. Archery
16. Trap Team\*\*
17. Tennis\*\*
18. Swimming\*\*
19. Wrestling\*\*

\*\*Offered to 7th and 8th graders to compete on high school team.

## **Student Eligibility and Participation in Practice and Competition**

The number one priority of West Jessamine Middle School is to equip students to maximize their potential by promoting lifelong learning and engaging the whole student. West Jessamine Middle School's athletic programs help to provide such experiences and are, therefore, considered an integral part of the total educational program. Involvement in athletic activities can have a positive influence on the academic achievement of students; however, academics must always come first. To accomplish this objective, an eligibility standard has been established.

1. Student athletes will adhere to Kentucky High School Athletic Association (KHSAA) Bylaw 5:
  - a. Weekly Eligibility Standard for Students Enrolled in Grades Below 9 participating for a KHSAA member school: A pre-secondary school student (grades 4-8) participating in athletics representing a KHSAA member school shall be passing in at least two-thirds of the subjects in which he or she is currently enrolled and be in compliance with all other bylaws in order to be eligible.
    - i.) A preliminary grade report will be run by school personnel on Wednesdays to be sent to the head coaches so that coaches can encourage students to improve grades.
    - ii.) A final grade report will be provided to head coaches on Friday identifying students who are ineligible from Monday-Sunday of the following week:
2. Student athletes will adhere to the West Jessamine Middle School attendance policy regarding student absences.
  - a. Student athletes must be present at least a half of the school day to be eligible to participate in an afterschool athletic event.
    - i.) In the event a student athlete misses half of the school day prior to an after school athletic event, an excused absence must be provided by the parent or guardian and approved by school personnel.

## **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 1st - Football, Girls' Basketball, and Soccer
2. November 1st - 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 Salt River 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. Failure to comply with school/classroom policies and/or guidelines.
4. 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 1 through April 1 (No summer practices/one week of camp is mandatory/a few practices in May or prepare for camp.
2. Football: August 1 through October
3. Boys' and Girls' Soccer: August 1 through October
4. Boys' and Girls' Basketball: August 1 through 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 \_\_\_\_\_

Date Reviewed or Revised: 2/12/2018

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**

- All students will daily receive at least 10 minutes of physical activity, including physical education class and 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.)
- 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: 11/13/2017

Council Chairperson's Initials \_\_\_\_\_

Date Reviewed or Revised: \_\_\_\_\_

Council Chairperson's Initials \_\_\_\_\_

# HOMWORK POLICY

## Definition

Homework will be used to increase students' opportunities to learn. It is completed outside the classroom and is intended 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.
9. Keep accurate records of homework assignments.



## **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.

## **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

## 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 (SIS)* 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 SIS, 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 \_\_\_\_\_

## 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 30<sup>th</sup> 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 \_\_\_\_\_

# INSTRUCTIONAL PRACTICES POLICY

## Instructional Practice Principal

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:

- 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 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 \_\_\_\_\_

Date Reviewed or Revised: \_\_\_\_\_

Council Chairperson’s Initials \_\_\_\_\_

## Parent Engagement and Family Involvement Policy

### Purpose:

Parents are critical stakeholders and influencers in the educational process for the students of West Jessamine Middle School. The *WJMS Parent Engagement and Family Involvement Policy* ensures collaborative efforts and active engagement by all shareholders in the planning, reviewing, and implementing of all parent programs and activities.

### Parent Definition:

A parent is legally defined as a biological parent, step-parent, a foster parent of a student, or a person who has legal custody of a student pursuant to a court order and with whom the student resides. For the purpose of this policy, we will use the term “parent” to encompass all diverse family situations.

### Parent Involvement Definition:

Parent involvement is best defined as any time a parent commits to assisting his/her child in learning and achieving academically to a higher level with greater interest and motivation.

Parent involvement can be accomplished in a variety of ways, which include the following:

- volunteering during school hours;
- reading together at home with your children;
- developing your expectations for your child and communicating these expectations to your child, as well as communicating your support in helping your child achieve these expectations;
- communicating positive values such as respect, hard work, and responsibility;
- providing your child with positive encouragement when he/she achieves certain goals, speaking with your child’s teacher on a regular basis and offering any assistance that the teacher may suggest;
- becoming involved in the school’s PTO/SBDM council and/or committees that facilitate the review, printing, and improvement of all policies and Title I programs;
- and discussing your child’s assessment scores after receiving the scores and an explanation of them from the school.

### Procedures:

West Jessamine Middle School will hold an annual Open House at the beginning of the school year at a time that is convenient for parents. All parents are invited and encouraged to attend. At this meeting, parents will be informed of the school’s participation in the Title I Schoolwide Program, the purpose and requirements of Title I, and their right to be involved. Particular attention shall be given to reaching those parents who are economically disadvantaged, disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background.

**Parent-School Learning Compact:**

West Jessamine Middle School and the parents of the students participating in the activities, services, and programs agree that improved student achievement is a shared responsibility. West Middle and its parents will build and develop a partnership that will assist students in achieving proficiency. Annually, a School, Parent, and Student Compact that specifies school, parent, and student responsibilities will be sent home and signed by all parties.

**Commitments:**

West Jessamine Middle School commits to:

1. sharing clear information about each student's progress with parents and assistance in understanding academic content and student achievement standards;
2. providing materials and training to help parents work with their children to improve their children's achievement;
3. offering practical suggestions to parents on how they can support student learning at home;
4. making representative parents and community members partners in decision-making;
5. facilitating the involvement of our parents limited English proficiency, parents with disabilities, and parents of migratory children;
6. 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 student's life;
7. holding parent meetings, including parent conferences, at different times during the day to accommodate all family situations;
8. providing parents in a Student Handbook with a description and explanation of the curriculum, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet.

We will honor these commitments through the aforementioned compact.

**Funding:**

Title I funds may be used to pay reasonable and necessary expenses associated with parent and family engagement activities, including transportation, child care, or home visit expenses to enable parents to participate in school-related meetings and training sessions.

**Background Checks:**

Any parent wishing to serve as a parent volunteer in the school must complete a criminal background check and have knowledge of confidentiality requirements.

**Policy Evaluation:**

We will evaluate the effectiveness of this policy through our SBDM council.

Date Adopted: 2/27/2017

Date Reviewed or Revised: 3/26/2018

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:
  - 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.
  - 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.
  - 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.
  - 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:
  - Review all applicants and written references and select applicants to interview.
  - 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:
  - All the standardized questions will be asked in the same order for every candidate.
  - Any specialized or follow-up questions will be asked after the standardized questions.

- 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 failing no more than one class for the year. One class is considered the yearly average of each core class, or the yearly average of each of the two elective periods.

Participation in the 8th grade promotion ceremony and 8th grade dance/celebration is a student privilege. Any student that is being transferred to the 9th grade, that is under administrative discipline in the days leading up to promotion, or habitually truant will require administrator approval before participating.

### **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 (parents), 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, via Team Leaders 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. Parent communication will also be documented at this time.
2. Interventions are to be documented and student progress will be monitored. Placement for students will be adjusted according to the data.
3. 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.
4. 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 administrative transfer to the next grade level.

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)**

\_\_\_\_\_

Student Name	Grade	Age	Birthdate
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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

\_\_\_\_\_  
Counselor

\_\_\_\_\_  
Principal

**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: 6/11/2018

Council Chairperson's Initials \_\_\_\_\_

Date Reviewed or Revised: \_\_\_\_\_

Council Chairperson's Initials \_\_\_\_\_

# 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

## 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 to schedule might be changed to removed 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 Instructional Committee fi recommendations they have made of are considering would have schedule implications.



3. Based on the above work the Instructional 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 Instructional 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 Instructional Committee's recommendation(s).

**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 \_\_\_\_\_

# WJMS School-Family Compact

Please review the following compact, and sign the signature sheet (parent and child signatures) and return to WJMS.

## School Responsibilities

**Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet or exceed the State's student academic achievement standards as follows:**

- Hold high expectations for all students.
- Address the different learning styles and individual needs of all students.
- Provide student with a positive learning environment that follows the Jessamine County Schools Code of Conduct and WJMS SBDM policies and procedures.
- Provide varied learning opportunities and services for students to enable them to meet academic expectations.

**Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.**

- October of each year - District Parent Conference Days  
Conferences on these days are scheduled by the teachers/teams.
- Conferences may be scheduled at any time by contacting a team teacher.

**Provide parents with frequent reports on their children's progress.**

- Two grade reports will be sent home each quarter, a midterm at four and half weeks and nine weeks report card.
- Parents may access student grades through Infinite Campus Parent Portal.

**Provide parents reasonable access to staff.**

Parents may contact staff in the following ways:

- Email ([teacherfirstname.teacherlastname@jessamine.kyschools.us](mailto:teacherfirstname.teacherlastname@jessamine.kyschools.us))
- Student Agenda Book
- Phone/Voicemails
- Conferences
- School/Teacher Websites
- School Approved Social Media Platforms

**Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities.**

- Parent-Teacher Organization
- Library/Book Fair Volunteers
- Youth Service Center Volunteer
- General Classroom Help
- Special School Events

## **Parent Responsibilities**

**We, as parents, will support our children's learning in the following ways:**

- Monitor my child's attendance and provide a note for all absences.
- Provide time, materials, and space for homework completion.
- Check student agenda daily.
- Monitor the amount of television my child watches.
- Volunteer in my child's classroom whenever possible.
- Participate, as appropriate, in decisions relating to my child's education.
- Promote positive use of my child's extracurricular time.
- Stay informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Attend scheduled Parent-Teacher Conferences and Curriculum Nights to the best of my ability.
- Serve, to the extent possible, on policy advisory groups.

## **Student Responsibilities**

- Complete and turn in assigned classroom work on time.
- Self advocate for help when needed.
- Commit oneself to follow the necessary steps to achieve master on every standard.
- Be respectful and cooperative with the teacher and other students.
- Attend school regularly and provide a note when absent.
- Report to class on time.
- Be an active participant in class.
- Follow WJMS behavior policies and the Jessamine County Board of Education Code of Conduct.
- Bring supplies to class.
- Give my parents or the adult who is responsible for my welfare all notices and information received by me from my school.

*Effective schools are a result of families and school staff working together to ensure that children are successful in school.*

# WJMS School-Family Compact

## Signature Sheet

Please see the School-Family Compact on pages 13-14 in the WJMS Parent Student handbook for the complete listing of responsibilities.

WJMS students participating in the Title I, Part A program, and their families, agree agrees that this compact outlines how the families, the entire school staff, and the students will share the responsibility for improved student academic achievement as well as describes how school and families will build and develop a partnership that will help children achieve high standards.

Please sign and date below to acknowledge that you've read, received, and agree to this School-Family Compact. Once signed, please return to your student's advisory teacher. We appreciate and look forward to partnering with you this year!

Principal's Signature: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_

Student Signature: \_\_\_\_\_

### 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: 12/13/18

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 \_\_\_\_\_

# 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.

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

### **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 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 \_\_\_\_\_

# Team Assignment Plan

## Criteria for Student Assignment to Teams:

- 1) Students will be assigned to a grade level team.
- 2) The assigned teams consist of one common teacher in each of the following subject areas: English Language Arts, Science, Social Studies, and Math.
- 3) Efforts will be made to evenly and randomly distribute all subpopulations of students among the teams.
- 4) In collaboration with the special education TEL, students with IEPs will be placed equitably onto teams:
  - a) considerations will be made for:
    - i) students with emotional and behavioral disorders;
    - ii) students supported through the PASS behavior program.
- 5) Students who are identified as Gifted & Talented will be equitably placed on teams by distributing them in the following way:
  - a) every effort will be made to ensure that all different areas of giftedness are represented on each team.
- 6) Students who have been identified for the school's reading and math intervention classes will be equitably placed onto teams. Eligibility for the Reading and Math Intervention class will be determined by results of the MAP test, KPREP test, and teacher recommendation. This subpopulation of students will be evenly distributed among the teams.
- 7) All remaining students will be randomly assigned to teams:
  - a) every effort will be made to balance teams by:
    - i) gender
    - ii) results from norm-referenced testing in reading and math;
    - iii) elementary school of origin for 6th grade students.
    - iv) teacher input

Once team placement recommendations are completed, they will be submitted for principal approval. After approval, then no student schedule will be changed without the approval of the principal.

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

Date Reviewed or Revised: 12/13/18

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 \_\_\_\_\_

# 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 \_\_\_\_\_

# 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 Taping 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 \_\_\_\_\_

## WJMS WRITING POLICY

### WRITING GOALS

To develop a school-wide Writing Program that is equitable in teacher responsibility and encompasses the five key components of Writing Plan per KY 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 of a variety of language resources, all students will experience the following:

- Writing to learn and writing to demonstrate learning;
- At all grade levels, authentic, meaningful writing which includes a variety of purposes and audiences and is based on inquiry to seek new and deeper understanding around a topic;
- The writing process, (planning, drafting, revising, editing, publishing, and reflecting), across the curriculum, at all grade levels;
- Instructional strategies and models that develop mastery towards specific learning goals;
- A variety of print and non-print materials, driven by various instructional purposes with different audiences, 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;
- Use of technological tools to demonstrate new understanding through collaborating, creating, and making global connections.

### SCHOOL-WIDE STRUCTURES AND MONITORING

To ensure every student has access to a writing program that needs the guidelines specified above, the administration will:

- Ensure curriculum is vertically and horizontally aligned to the Kentucky Academic Standards;
- 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 include 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 samples;
- Ensure teachers receive professional development as 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, instructional strategies, and procedures throughout the year.

#### POLICY EVALUATION

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

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

Date Reviewed or Revised: 11/29/18

Committee Chairperson's Initials \_\_\_\_\_

Date Reviewed or Revised: \_\_\_\_\_

Committee Chairperson's Initials \_\_\_\_\_