

# **EAST JESSAMINE MIDDLE SCHOOL: POLICY TABLE OF CONTENTS**

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**ALIGNMENT WITH STATE STANDARDS POLICY**

**Alignment Needs Assessment**

Our yearly Comprehensive School Improvement Planning process will include:

- An analysis of our state testing 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 Comprehensive 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: 4/22/08

Date Reviewed or Revised: 9/12/11 Council Chairperson's Initials \_\_\_\_\_

Date Reviewed or Revised: \_\_\_\_\_ Council Chairperson's Initials \_\_\_\_\_

## BUDGET AND SPENDING

### **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 Committee will be responsible for ensuring that the choices we make are converted to the MUNIS codes.

### **Drafts, Revisions, and Approvals**

#### **January**

- The Content teams will ESTIMATE EXPENSES for the coming year that is needed to:
- Implement our School Improvement Plan fully, including staffing, materials, professional development, and other needs.
- Maintain our programs at the current level of quality including materials, professional development, and other needs.

#### **February**

- The Administrative 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.

#### **March**

The Budget Committee will develop a DRAFT BUDGET that:

- Lists dollar amounts.
- Addresses the expenses for fully implementing our School Improvement Plan and maintaining other programs at their current level.
- Describes which sources will be used to cover each expense.
- Designates the person or group responsible for selecting specific items to be purchased in each spending category, with the media librarian as the person or a member of the group responsible for items for the library media center.
- Identifies any further expenses and needs that cannot be covered within currently expected funding or are not being met by the current budget.

The draft budget will be circulated for input to the school council, the school staff, and all parents serving on council committees, and will be posted for public review.

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 Committee to consider those factors and submit a revised budget for council adoption.

#### **April**

After the council adopts its budget the Budget Committee 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 and any Section 7 requests.
- 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 budget report to the council.

### **January**

The Budget Committee will:

- 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.
- 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.

### **Professional Development**

- Our school's plans for professional development (PD) will be in alignment with state and national professional development standards.
- Organization and Budget Considerations
- PD will be planned and carried out to meet the identified learning needs of:
- The school as identified in the School Improvement Plan.
- 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:

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

**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:

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

**POLICY EVALUATION**

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

Date Adopted: 5/13/08

Date Reviewed or Revised: \_\_\_\_\_ Council Chairperson’s Initials \_\_\_\_\_

Date Reviewed or Revised: \_\_\_\_\_ Council Chairperson’s Initials \_\_\_\_\_

## Classroom Grading and Assessment Policy

All teachers at EJMS shall use Standards Based Grading as outlined in the procedures below.

### **The Grading Process**

1. Start with the standards. Follow the learning progression and decide how to assess.
2. Develop a unit plan that includes anticipated formative and summative assessments.
3. Summarize the achievement information into one score for each standard.

#### **Teacher's Role:**

- Follow learning progression: communicate learning targets, create unit/assessment plan and design and implement lessons that are congruent to standards.
- Provide students with a copy of the learning targets and the progress sheets to track their mastery level progress. Refer to the learning targets and the progress sheets continuously throughout the lesson and unit.
- Provide immediate descriptive feedback to students throughout the unit guiding them to mastery of the standards.
- In each unit, assess students on their Career Skills.
- Have all students retake summative assessments that are on level 1 within three weeks of receiving feedback. All formative assignments must be completed. Retakes given to students must be an alternative to the original assessment.
- Infinite Campus Setup: 3.0/5.0 Summative Assessments, 1.5/5.0 Evidences of Learning (such as homework, labs, quizzes, daily work, etc.) .5/5.0 Career Skills.
- Communicate with parents at the beginning of the year about the grading policy, during the year by sending home reports and using Infinite Campus, and when students are not retaking their Level 1's.

#### **Student's Role:**

- Keep track of your progress.
- Understand the 5 Levels of Mastery and how to meet the expectations of mastery.
- Communicate your progress to parents and bring reports home.
- Retake all Level 1's after completing formative assessments, within three weeks of receiving feedback. Request any needed help from the teacher. The school-wide process for retakes will be followed.
- Retake Level 2's and 3's during the three week period.

#### **Parent's Role:**

- Know the learning targets and standards with which your student is working.
- Check student progress sheets and learning checks to know how your student is progressing.
- Understand the 5 Levels of Mastery and what they describe about your student's learning.
- Encourage your student to study and complete retakes within the three week time period.
- Check Infinite Campus for updates on your child's progress.

## Reporting System

### Academic Performance Level Descriptors

Level	Description
5--Exceptional	This student exceeds the expectations for this standard.
4--Mastery	This student is meeting all expectations of the course standard.
3--Approaching Mastery	This student is making progress to the course standard. The student still needs some assistance to meet the standard. The student should be persistent in his/her effort to meet the standard.
2--Partial Mastery	This student needs continual support to meet the standard. This student needs additional practice.
1--No Mastery	This student is consistently performing below expected grade level standards. There is little demonstration of understanding. This student needs additional support to begin mastering the standard.
0--Incomplete	0--Incomplete

### Evidences of Learning/Career Skills Performance Level Descriptors

Level	Description
5--Exceptional	Completes all components of an assignment on time and at top quality. Follows the rules and directions every day.
4--Mastery	Completes all components of an assignment on time and most are great quality. Seldom struggles with the rules and directions.
3--Approaching Mastery	Completes most components of an assignment on time and/or lower quality. Occasionally struggles with the rules and directions.
2--Partial Mastery	Completes few components on time and most with lower quality. Frequently struggles with the rules and directions.
1--No Mastery	Completes few or no components of an assignment with unacceptable quality. Consistently struggles with the rules and directions.

**POLICY EVALUATION**

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

Date Adopted: May 2008

Date Reviewed or Revised: June 13, 2009

Date Reviewed or Revised: 9/12/11

Date Reviewed or Revised: April 15, 2013

Date Reviewed or Revised: March 17, 2014

Date Reviewed or Revised: May 19, 2014

Date Reviewed or Revised: August 10, 2015 Council Chairperson's Initials \_\_\_\_\_

## COMMITTEES

### **Names and jurisdiction of standing committees**

There will be ten SBDM standing committees organized under the strands of People, Places, Programs, Policy and Process. Each committee is charged with exploring ways that EJMS can be more intentionally inviting in addition to their other, specific committee charge.

**PEOPLE:** The PEOPLE strand takes care of all situations, plans, and detail dealing with employees, students, parents, and community. The issues of this strand are many people concerns. The PEOPLE strand committees will include: Attendance, Parental Involvement and School Culture.

#### **Attendance Committee**

- Review and revise activities to promote improved student attendance.
- Additional roles as assigned by the council

#### **Parental Involvement**

- Recommend parental involvement activities and strategies.
- Additional roles as assigned by the council
- Ensure that the council is kept informed through Implementation and Impact Checks on the Plan.
- Additional roles as assigned by the council.

#### **School Culture**

- Recommend discipline and classroom management changes based on annual needs assessments and data gathering. Draft revisions for council approval.
- Recommend extracurricular program changes and ideas.
- Additional roles as assigned by the council

**PLACES:** The PLACES strand takes care of all areas of concern dealing with the building. The issues of this strand are often safety and space concerns. The PLACES strand committees will include: Safety and School Resources.

#### **Safety Committee**

- Recommend safety and emergency plan changes based on annual needs assessments and data gathering. Draft revisions for council approval.
- Ensure that the council is kept informed through Implementation and Impact Checks on the Plan
- Additional roles as assigned by council

#### **School Resources Committee**

- Recommend and revise SBDM policies on school space use and staff time assignment
- Recommend use of school space
- Review, recommend and implement ways to make the school grounds and facility more intentionally inviting
- Additional roles as assigned by council

**PROGRAMS:** The PROGRAMS strand takes care of all school programs. It develops, implements, and evaluates. This includes all curricular, schedule and assessment programs. The PROGRAMS strand committees will include: Assessment, Curriculum & Instruction and Professional Development.

#### **Assessment Committee**

- Review and revise the SBDM policies on Enhancing Student Achievement, and Protection of Instructional Time. Draft revisions for council approval.
- Develop state testing schedule
- Develop the state testing prep and reward plan each year.
- Additional roles as assigned by the council.

#### **Curriculum & Instruction Committee**

- Review and revise the SBDM policies on Curriculum and Instructional practices, Classroom assessment, Alignment with State Standards, School Day and Week Schedule Student Assignment. Draft revisions for council approval.
- Analyze curriculum alignment with the state academic standards.
- Organize the state testing data analysis every year following the data release, this will include reports to council.
- Recommend school priority needs based on test analysis data.
- Research and recommend instructional best practice ideas and innovations.
- Develop master schedule plan ideas to recommend to the principal.
- Recommend assignment of student procedures.
- Coordinate the development and implementation of the School Improvement Plan including working with component teams.
- Additional roles as assigned by the council

#### **PD Committee**

- Review and revise the SBDM policies on Improvement Planning and Equity and Diversity Draft revisions for council approval.
- Involving as many stakeholder ideas and opinions as possible, coordinate school needs assessments including necessary surveys and other data collection.
- Overseeing the development and implementation of the Professional Development Plan.
- Review requests and make recommendations for use of professional development funds.
- Additional roles as assigned by council.

**POLICY:** The POLICY strand deals with the development of new policy and revisions of current policy. The issues of this strand are policy concerns. The POLICY strand is the SBDM Council itself.

**PROCESS:** The PROCESS strand takes care of all budget issues and technology. The issues of this strand deal with exploring specific processes.

#### **Budget Committee**

- Review and revise the SBDM policies on Budget and Spending and Program Appraisal. Draft revisions for council approval.
- Develop, recommend, and monitor the annual budget and allocation of resources according to identified needs of the school.
- Recommend budget adjustments.
- Ensure that the council is kept informed with monthly budget reports.
- Additional roles as assigned by the council.

### **Technology Committee**

- Review and revise the SBDM policies regarding Technology Use. Draft revisions for council approval.
- Involving as many stakeholder ideas and opinions as possible, coordinate school needs assessments including necessary surveys and other data collection.
- Recommend plans for the best use of technology based on needs assessments.
- Ensure that the council is kept informed through Implementation and Impact Checks on the Plan.
- Additional roles as assigned by the council.

### **Standing committee composition and membership selection**

All members of the faculty will serve on at least one standing committee. SBDM teacher reps are exempt but may serve on a standing committee by choice. Committees will also make every effort to include at least one parent and to provide reasonable representation of the ethnic diversity of our community.

### **AUGUST**

- The principal (or principal's designee) will provide an additional, well-publicized opportunity to sign-up for committees for both staff and all parents.
- The council will make appointments from those additional August sign-ups and set up a timeline for regular committee reports to the council for the coming school year.
- As soon as possible following the August council meeting, the principal will call a faculty meeting for the purpose of letting all committees hold their first meeting. At that meeting all committees will:
  - Select a chair by consensus. If there is a consensus failure, there will be a vote. They will also select by consensus a recorder who will take minutes for this first meeting and all subsequent meetings and a vice-chair who will take over in the absence of the chair. If there is a consensus failure, there will be a vote.
  - Receive information from the principal about the council timeline for regular committee reports.
  - Set up a meeting schedule for the rest of the year.
  - Read and discuss this policy and ask the Chair of the council any questions regarding their role and duties.
  - If necessary, discuss the active recruitment of parents and community members to serve on their committee.
  - Discuss ongoing and any new charges from the council, review the charge that the committee explore ways that EJMS can be more intentionally inviting and develop a plan of action that includes a timeline.

### **Ad Hoc Committees**

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

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

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

- The principal will invite 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:

- The committee chair or a majority of members decide the date, time, place, and agenda.
- 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.
- 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 e-mail nor the telephone can be used to deliver these notices.
- If any media organization has asked for notice of special meetings, those calling the meeting will hand-deliver, fax, or send by US mail copies of the written notice to the agency requesting the notice so that they will receive it 24 hours before the meeting. Neither e-mail nor the telephone can be used to deliver these notices.
- Take minutes of the actions and decisions made by the committee at every meeting.
- Review the minutes of each meeting at the next meeting and, after making any needed corrections, approve those minutes.
- Make committee minutes for each meeting available to the council and to any interested party after final approval.
- Ensure that the principal receives an official copy to be kept with school records as required by Kentucky's Archive rules.

**POLICY EVALUATION**

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

Date Adopted: 4/22/09

Date Reviewed or Revised: 9/12/11

Date Reviewed or Revised: 9/18/12

Date Reviewed or Revised: 10/15/12

Date Reviewed or Revised: 2/25/13

Date Reviewed or Revised: 7/14/15 Council Chairperson's Initials \_\_\_\_\_

## **CONSULTATION**

### **INTERVIEW COMMITTEE**

For a vacancy that occurs at our school (\*except principal), the council chairperson will appoint an ad hoc interview committee of no fewer than three people. This committee's membership will include the principal, two certified staff members who will work directly with the person to be hired and at least one council member (other than the principal). In addition, all council members will be invited. The principal/designee will chair the interview committee. In case of immediate need, the principal shall document efforts to establish the committee, and may complete the process in lieu of the interview committee.

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

### **APPLICATION SCREENING**

The principal/designee will screen potential applicants for interview.

### **INTERVIEWS**

The Principal (or designee) will schedule an interview with each selected applicant at a time when all Interview Committee members can attend and call special meetings of the Interview Committee for each of those scheduled interview times. The following procedures will be followed during scheduled interviews:

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

### **CONSULTATION WITH THE COUNCIL**

The Interview Committee will meet 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.

After considering the input from the committee, the principal will make the final selection of the person he or she believes will contribute most to the success of the school's students and notify the superintendent and council (at the next regular scheduled council meeting) of his or her choice. The decision made by the principal is binding on the superintendent who will complete the hiring process.

### **EXTRA-DUTY ASSIGNMENTS AND POSITIONS**

Extra-duty assignments and positions include paid or unpaid duties beyond the instructional day or beyond the contract days of a teacher. The principal (or principal designee) will make the assignment following our policy on Instructional and Non-Instructional Staff Time Assignment.

### **POLICY EVALUATION**

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

Date Adopted: 5/13/08

Date Reviewed or Revised: 9/12/11

Date Reviewed or Revised: 9/18/12

Date Reviewed or Revised: 10/15/12 Council Chairperson's Initials \_\_\_\_\_

## CURRICULUM

### Curriculum guidelines

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

- Be aligned with the state standards and designed to help all students master that state academic standards.
- Implement the state academic standards 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.
- Provide the required core curriculum of high school credit courses.

### Teacher Role

All teachers will:

- Disseminate the curriculum expectations for their classes to students in an age-appropriate way and to all parents. (syllabus, course calendar, pacing guides, etc..)
- Teach the state academic standards that are assigned for their particular area or areas.
- Be prepared to contribute to discussions of needed changes in the curriculum.
- Participate in the periodic content reviews and data retreats/reviews.
- Post and reference daily learning targets.

### 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 and Instruction Committee on the results of those discussions.

### Curriculum Revision

The Student 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 or academic standards.
- 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: 5/13/08

Date Reviewed or Revised: 5/11/11 Council Chairperson's Initials \_\_\_\_\_

## **DISCIPLINE, CLASSROOM MANAGEMENT, AND SCHOOL SAFETY**

### **District Code of Acceptable Behavior**

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's designee) will:

- Provide each student with a copy of the District Code of Conduct.
- 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.
- Follow-up as needed with any student who has not returned the signed acceptance, or assign other staff members to do so.

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

### **School Safety Plan**

Our school will maintain a School Safety Plan addressing procedures to provide a supportive, safe, healthy, orderly, and equitable learning environment for both students and staff. This plan will also address any issues identified by our stakeholders and issues required by state law. The School Safety Plan will include a system for documenting behavior trends (team, grade and school) and for providing incentives and recognitions for students.

### **School Safety Plan Review**

Our School Safety Plan will be reviewed every odd numbered school year by the Safety Committee using the following procedures:

- A data review of the overall trends in student disciplinary referrals and consequences for the previous year including trends disaggregated by gender, race, disability, and participation in free and reduced price lunch.
- An analysis of the implementation and impact of the activities in the plan.
- A full report to the council including, but not limited to:
- An overview of the trends in the disciplinary referrals and consequences data.
- A report of the status of each activity that should be started or completed.
- Recommended adjustments needed in the plan to ensure progress toward the school's safety goals.
- The council will be responsible for approving and adopting any changes to the School Safety Plan.

### **School-wide discipline Rules**

In addition to the District Code of Conduct and our School Safety Plan, we have adopted the following school-wide rules:

1. JAGS Classroom Expectations
2. JAGS Hallway Expectations
3. JAGS Cafeteria Expectations

### **POLICY EVALUATION**

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

Date Adopted: 5/13/09

Date Reviewed or Revised: 8/10/2015 Council Chairperson's Initials \_\_\_\_\_

## ENHANCING STUDENT ACHIEVEMENT

### SCHOOL MISSION AND VISION

**Mission Statement:** EJMS is leading the way in creating a student centered learning environment that guides every child to be an independent and self-motivated learning now and in the future.

**Vision Statement:** At EJMS best instructional practices will become common instructional practices as we collaborate with parents and the community and differentiate to meet every child's needs.

### 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 state testing.
- 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: 5/13/09

Date Reviewed or Revised: 9/12/11      Council Chairperson's Initials \_\_\_\_\_

Date Reviewed or Revised: \_\_\_\_\_      Council Chairperson's Initials \_\_\_\_\_

## **EQUITY AND DIVERSITY**

### **Commitment**

We commit our school to enhancing student achievement for each and every student by:

- Ensuring all feel safe, welcome, and valued at our school.
- Creating full and equitable access to a common academic core as well as to all the opportunities our school has to offer.
- Providing opportunities for students to learn about their own and other cultural values and traditions.
- Building a school culture where diversity is valued and appreciated.

### **Data Analysis and Planning**

As part of our School Improvement Planning Process we will review how well we are fulfilling these commitments including data broken down by race, gender, disability, free and reduced lunch participation, and English proficiency on:

- Student performance.
- Student participation in our programs.
- Student disciplinary referrals.
- Family involvement in school activities.

Based on the above data analysis and feedback from students, parents, staff, and community leaders on their perception of our performance in this area, we will implement the plans needed to correct challenges to fulfilling the commitments in the first section of this policy.

### **Policy support**

We have put language in other school council policies to support the commitments in the first section of this policy. Below is a list of policies that support our commitments in this area:

- Enhancing Student Achievement.
- Committees.
- Curriculum.
- Discipline and Classroom Management.
- Extracurricular Activities.
- Homework.
- Improvement Planning Policy.
- Instructional Practices.
- Parental Involvement Policy
- Program Appraisal.
- School Day Schedule
- Student Assignment

### **POLICY EVALUATION**

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

Date Adopted: 4/22/08

Date Reviewed or Revised: \_\_\_\_\_ Council Chairperson's Initials \_\_\_\_\_

## **EXTRACURRICULAR PROGRAMS**

### **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.

Academic Team	Archery
Basketball (Boys and Girls)	Cheerleading
Dance Team	Football
Soccer (Boys and Girls)	

### **Student Participation**

- Students will be eligible to participate in extracurricular activities if they:
- Maintain passing grades in all subjects.
- Were in attendance on the day of the activity or on Friday for weekend activities.
- Comply with rules established by the adult coach or sponsor for the activity.
- Where applicable, meet any requirements set by the appropriate sponsoring or governing organization.

### **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.

### **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: 5/12/09

Date Reviewed or Revised: \_\_\_\_\_ Council Chairperson's Initials \_\_\_\_\_

Date Reviewed or Revised: \_\_\_\_\_ Council Chairperson's Initials \_\_\_\_\_

## HOMEWORK

### **Definition**

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

### **Purpose**

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

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

### **Teacher Responsibilities**

All teachers will:

- In an age-appropriate manner, make sure that students understand this policy.
- Assign appropriate homework on a regular basis 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.
- Assign appropriate amounts of homework per week, which may vary depending on the subject matter and students' needs. (Amounts will be consistent in content areas at each grade level)
- Teams will make an effort to correlate the amount of homework given from teachers so as not to overload students on any given night.
- Allow student choice within homework assignments whenever possible.
- Homework will be assessed based on purpose (Example: The purpose is practice it will be assessed based on completion giving specific feedback)
- Return collected homework in a timely manner and provide instructional follow-up and feedback that focuses on content and performance standards.
- 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.
- Keep accurate records of homework assignments.
- Only accept homework up to one week after the original due date. (exception with excused absences; per Board policy)

### **Principal Responsibilities**

The principal will ensure that:

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

- Write down assignments and due dates, ask questions, and select necessary books and supplies before leaving school.
- Choose a designated study/homework area.
- Plan the best time to complete work.
- Complete work so that it is neat and legible.

**Family Support**

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

- Showing interest with questions about and comments on the schoolwork children bring home.
- Providing a suitable place to study that is free from disturbances and by supplying needed materials for completing homework.
- Prompting and offering to clarify instructions and answer questions.
- Assisting their child with time management.
- Checking to see that work is complete.
- Encouraging children to do their best work and praising a job well done including rewarding children in appropriate ways for completed work.
- Staying in close communication with teachers.

**POLICY EVALUATION**

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

Date Adopted 5/13/08

Date Reviewed or Revised: \_\_\_\_\_ Council Chairperson’s Initials \_\_\_\_\_

## IMPROVEMENT PLANNING

### **Plan Development and Revision**

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

- The council (or designated committee) will make plans for the analysis of our state testing results and any needs assessment activities that need to be scheduled. Work groups will be designated and a timetable for completion and reporting to the council will be developed.
- Designated work groups will conduct needs assessments as necessary on school function and operation using Kentucky's *Standards and Indicators for School Improvement (SISI)* document, and report the findings to the council.
- Designated work groups will analyze state testing 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.
- Component teams will identify the causes that created the needs using the new data, the Indicators from the SISI, and staff knowledge of school function and operation.
- Component teams will set goals for removing the needs, and measurable objectives that will show that the strategies are being implemented and progress is being made in student performance.
- Component teams will develop strategies for reaching each objective including identifying responsible groups or individuals, developing timetables and identifying needed funding to implement the strategies.
- Component teams will develop a clear and concise written plan to communicate their work using the format designated in board policy (or if the board has not chosen a format, one selected by the council).
- 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.
- 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 time 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.

### **POLICY EVALUATION**

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

Date Adopted: 5/13/08

Date Reviewed or Revised: 9/12/11

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

## INSTRUCTIONAL PRACTICES

### Instructional Practices Principles

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

- Read at the appropriate level.
- 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 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 from the *state* standards which has determined is essential for all students to know and be able to do.

### Instructional Practices Guidelines

To help ensure our instructional practice principles are implemented:

- Each day, students will be in classrooms in which there is:
  - Bell to bell learning
  - An interactive word wall
  - No busy work
  - Posted, up to date, relevant, and informed learning targets referenced
- Each week, 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
  - Practice constructive response writing
  - Read books or materials on their own or with a partner
  - Listen to an adult read aloud
  - Discuss different ways to solve problems
  - Use resources other than a textbook or worksheet
- Each month, students will have the opportunity to:
  - Read and write in all content areas
  - Communicate with pictures, charts, graphs, or a web.
  - Use a scoring guide or rubric
  - Use a computer
  - Use manipulative or equipment
  - Be exposed to real life examples that relate to content areas
  - Discuss or read about current events, issues, or topics
  - Watch the teacher do a demonstration
  - Perform or create in an area of the arts and humanities
- Each grading period students will have the opportunity to:
  - Participate in a one-on-one reading or writing conference with a teacher, principal, assistant principal, or counselor.
  - Do projects and investigations
  - Participate in 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

- Speak in front of a group
- Practice on-demand and/or strategies and skills

**Teacher Role**

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

1. Use a wide variety of student centered, culturally responsive instructional strategies to address various learning styles, interest levels, and readiness to learn.
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 real world.
6. Use instructional resources that are developmentally appropriate, culturally diverse, and varied.
7. Follow the procedures outlined in the homework policy.
8. Provide students with opportunities to evaluate their performance and use of the feedback to reflect and improve classroom practice as needed.
9. Engage in professional development sessions, book studies, and/or action research that focus on instructional best practices and improving student achievement and engagement.
10. Provide an up to date course syllabus at the beginning of each grading period. A separate syllabus will be provided for accelerated classes.

**Collaboration on Classroom Instruction**

A least once per week, each teacher will meet with his/her grade level partner and special education teachers to:

1. Review the instructional activities they have used.
2. Discuss successes and challenges.
3. Share possible solutions to challenges.
4. Identify areas needing further work or support.
5. Discuss the progress of key and cusp students and identify areas needing further work or support.

**Principal Role**

To ensure that these instructional practice principles and guidelines are implemented and teachers are able to fulfill their role, the principal or designee 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 by identifying areas under this policy where each teacher needs additional work and include them in recommendations for teacher’s professional growth.
3. Check for success in implementing this policy through regular classroom visits, classroom observations, and evaluation of teacher.

**POLICY EVALUATION**

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

Date Adopted: 5/13/08

Date Reviewed or Revised 9/12/11

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

## PARENTAL INVOLVEMENT POLICY

### **Definition of Parent**

The legal definition of a “parent” is a parent, stepparent, or 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 purposes of this policy we will use the term “parent” to encompass all diverse family situations.

### **Commitments**

We commit to:

1. Sharing clear information about each student’s progress with parents.
2. Offering practical suggestions to parents on how they can support student learning at home.
3. Making representative parents and community members full partners in our decision-making.
4. Facilitating the involvement of our parents with limited English proficiency, parents with disabilities, and parents of migratory children.
5. Seeking and supporting adult volunteers to work with and inspire our students, as well as making every effort when legally appropriate to accommodate the involvement of adults other than parents who are already involved in a student’s life.

We will honor these commitments through a school-parent compact. During an annual meeting with parents, we will review the compact with parents, ask for input and then revise, if necessary, the compact.

### **School-Parent Compact**

Our students’ parents, families, extended families, students themselves, as well as our local community are all considered partners who share responsibilities for high student academic achievement. Following are the responsibilities for the school, the parents, and the students:

### **School Responsibilities**

East Jessamine Middle School will:

1. Provide high-quality curriculum and instruction in an effective, supportive, and safe learning environment that enables the students to meet Kentucky’s academic standards.
2. Provide information on the content students will learn each year through the methods listed in our Curriculum Policy.
3. Assign homework in accordance with our Homework Policy.
4. Provide parents with frequent reports on their child’s progress. Specifically we will provide formal reports every four and one-half (4 ½) weeks.
5. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual student’s achievement. Opportunities (where appropriate) will be provided for the student to participate actively in sharing information on his or her progress with his or her parents during these conferences.
6. Provide parents reasonable access to staff. The email addresses and telephone extensions of their child’s teachers will be provided to parents to promote communication. Staff will always be available to parents by appointment for face-to-face conferences.
7. Provide parent updates using multiple forms of communication. Including, but not limited to e-mail, text, etc.
8. Support an active Parent Teacher Association or Organization.
9. Provide parents opportunities including but not limited to:
  - Observing their child’s classroom activities.
  - Tutoring.
  - Assisting with classroom activities that require more than one adult.
  - Preparing materials, mailings, refreshments, and other items needed for family and community involvement.
  - Serving on one of our decision-making committees.
  - Joining our parent teacher organization and participating in its efforts to strengthen our school.
  - Volunteering along with other concerned members of our community in other areas as needed.
10. Ensure that all adult volunteers working in our school and with our students are subject to board policy and state law regarding criminal record checks, as applicable.

The Family Resource/Youth Service Center will share responsibility for student achievement by:

- Surveying families at least once a year to learn what services and activities would most help them support their children as learners.
- Offering a well-planned, well-publicized menu of activities and programs to meet those needs.

**Parent Responsibilities**

Parents are asked to:

- Become familiar with and support the school and individual classrooms’ homework policies and show interest with questions about and comments on the schoolwork their children bring home.
- Make sure homework is completed.
- Assist their child with time management.
- Participate, as appropriate, in decisions relating to their child’s education.
- Stay in close communication with teachers and the school about their child’s education by promptly reading all notices and surveys from the school or the school district and responding if necessary.
- To the extent possible, volunteer, serve on the school council or a committee, attend School-Based Decision Making Council meetings, and comment on draft policies and plans as they are made available.

**Student Responsibilities**

- Attend school as regularly as possible.
- Follow the school and classroom behavior standards.
- Bring necessary learning materials to school and to class.
- Complete and turn in all assigned homework and ask for help when they do not understand the assignment or skills necessary to complete it.
- Write down assignments and due dates and select necessary books and supplies before leaving school.
- Give parents or the adult who is responsible for them, all notices and information received from the school.

**POLICY EVALUATION**

We will evaluate the effectiveness of this policy through our School Improvement Planning Process.  
Date Adopted: 5/13/08

Date Reviewed or Revised: 9/18/12

Date Reviewed or Revised: 10/15/12

Date Reviewed or Revised: 4/21/14

Date Reviewed or Revised: 8/10/15      Council Chairperson’s Initials   J.B.  \_\_\_\_\_

## PRINCIPAL SELECTION

### Preparation

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

1. The superintendent/designee will replace the outgoing principal and serve as chairperson of the school council during the principal selection process.
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.

### Selection Process

The council will:

1. Design and carry out processes to get stakeholder input on what traits will make the best leader for this school. Stakeholder input will involve but not be limited to faculty and staff, parents, and students (where appropriate).
2. Call a special meeting of the council and meet in open session to:
  - a. The superintendent/designee will be a voting member of the council during the principal selection process.
  - b. Discuss with the superintendent any qualifications required by the Board, the process and the timeline for receiving applications, and other steps in the hiring process.
  - c. 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.
  - d. 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.
  - e. Decide on other methods to use to gather information about the candidates. The methods may include (but not be limited to) some or all of the following: applications and résumés, references, applicant portfolios, open forums, and written responses to hypothetical work-related challenges.
3. Call a special meeting of the council and meet in closed session to:
  - a. Review all applications and written references and select applicants to interview.
  - b. Determine if information in the written applications and résumés points to any specialized questions that should be asked of a particular applicant and develop those questions if necessary.
4. Schedule interviews with each applicant who has been selected to be interviewed.
5. Conduct each interview in a special called meeting in closed session during which:
  - a. All the standardized questions will be asked in the same order for every candidate.
  - b. Any specialized or follow-up questions will be asked after the standardized questions.
  - c. A discussion will be held immediately following each interview about how well the applicant meets the criteria.
6. Hold closed session discussion of the merits of all applicants and work toward consensus on the final selection.

### Selection of a new principal

After all information is gathered, the council and superintendent/designee will:

1. Meet in open session to make the final selection of a new principal.
2. 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: 4/22/08

Date Reviewed or Revised: 9/12/11      Council Chairperson's Initials \_\_\_\_\_

Date Reviewed or Revised: \_\_\_\_\_      Council Chairperson's Initials \_\_\_\_\_

## PROGRAM APPRAISAL

### **Program Appraisal Needs Assessments**

Our yearly School Improvement Planning process will include:

- An analysis of our state testing data and other school data as necessary to discover the extent to which our students are meeting state standards and our programs are proving effective, including but not limited to our categorical programs.
- 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. The Plan will set goals, address causes, and make indicated changes to programs 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 the effectiveness of all our programs 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: 4/22/08

Date Reviewed or Revised: 9/12/11      Council Chairperson's Initials \_\_\_\_\_

## PROGRAM REVIEW POLICY

### PROGRAM REVIEW PROCESS

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- At the beginning of each school year in August a separate Program Review Committee will be developed for each of the following areas: Arts & Humanities, Practical Living and Career Studies and Writing.
- Each Program Review Committee will be made up of:  
a representative from each department or team, at least one parent and one student.
- Each Program Review Committee member will serve on one of the four Program Review Standards Team:  
1. Curriculum and Instruction, 2. Formative and Summative Assessment, 3. Professional Development and Support Services and 4. Administrative/Leadership Support and Monitoring
- The timeline for implementation is as follows:
  - August-December: Develop committees; Collection and categorization of evidence (upload to Moodle site).
  - December: School teams review evidence for areas of strength and areas of need.
  - February 28<sup>th</sup>: Evidence submission is complete.
  - March 15<sup>th</sup>: School scoring teams begin the evaluation process (2 week window)
  - April 10<sup>th</sup>: School evaluations submitted to the district.
  - April 15<sup>th</sup>: District scoring team reviews school program review evaluations (2 week window)
  - May 1<sup>st</sup>: District submits school scores to the KDE.
- ***The council will analyze the data periodically throughout the school year provided by the Standards Teams, decide action steps to strengthen the programs, including but not limited to: adjusting staffing, course offerings, and schedule. Pertinent goals, strategies, etc. will be included in the School Improvement Plan.*** (This is based on the recommendations from the Program Review Committee.)
- The Program Review Committee will report council decisions to the staff.
- ***The Program Review Committee will write a professional development action plan including justification for plan components and how the action plan will be communicated to stakeholders through a variety of modes (student conferences, web sites, newsletters, etc.)***
- The Program Review Committee will monitor and staff will implement the steps to strengthen the programs

### PROGRAM MONITORING

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#### The principal will:

- Ensure curriculum is aligned to Kentucky Core Academic Standards;
- Ensure the implementation of the program review policy; and
- Ensure that the council annually reviews and revises (if necessary), the Program Review Policy by June of each year.

#### The council will:

- Ensure teachers receive embedded professional development needed to improve instruction in Writing, Arts & Humanities and Practical Living/Career Studies;
- ***Ensure staffing allocation decisions are made to support all the school's instruction programs, including writing, arts and humanities, and practical living/career studies. Each year the council will review the effectiveness of the staffing allocation for supporting the school's programs;***

- *Receive regular reports from the principal on the availability of resources for supporting the school's Writing, Arts & Humanities, and Practical Living/Career Studies programs when it makes budget decisions; and*
- *Receive regular reports from the principal on the use of instructional time for supporting the school's Writing, Arts & Humanities, and Practical Living/Career Studies programs.*

#### **POLICY EVALUATION**

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

Date Adopted: August 8, 2011

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

## PROMOTION

### Promotion Requirements

Students who successfully pass ALL classes for the year will be promoted to the next grade.

### Transfer and Retention

- Students with one or two failing grades are eligible and encouraged to attend EJMS Summer School.
- Parents are responsible for tuition cost and possibly transportation.
- If a student does not attend summer school he/she will be retained in the same grade.
- Students who successfully complete the summer school requirements will be transferred to the next grade.

### Special Circumstances

Transfer or retention decisions may be taken into consideration based on special circumstances. Special circumstances for consideration are:

- Age inappropriateness
- Medical condition
- Previous retention

Each student's special circumstances will be considered on an individual basis and decided by committee composed of (teachers/principals/counselors).

8<sup>th</sup> grade students who are transferred to the high school are not eligible to participate in the 8<sup>th</sup> grade promotion ceremony and related activities.

### Parent Appeals Process

If a parent considers the retention decision unacceptable he/she may appeal through the following process:

- Submit an appeal in writing to the SBDM Council in advance of the scheduled council meeting.
- The parent or educational guardian may attend the meeting to clarify any questions the council members may have.
- The Council has 10 days to provide a written response to the parent.

### POLICY EVALUATION

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

Date Adopted: 2003

Date Reviewed or Revised: 5/13/08

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

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

## PROTECTION OF INSTRUCTIONAL TIME

### **Commitment**

Our schedule will provide at a minimum 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.

### **Teacher Responsibility**

All teachers will ensure that:

1. Bell to bell learning is occurring
2. An interactive word wall is utilized during instruction
3. Students are provided with relevant and substantive learning activities
4. Learning targets are posted and referenced during instruction
5. When students are not in attendance to class they will be given the same class assignment or an alternative, substantive learning activity to undertake.
6. CD's, DVD's, videos, and television broadcasts (relevant portions or clips only) will be used when they efficiently convey knowledge and skills included in the curriculum and are combined with other activities that require the students to process and apply the information these type of resources provide.
7. 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 teachers for questions and support.

### **Principal Responsibility**

The principal or 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: 5/13/08

Date Reviewed or Revised: 9/12/11

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

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

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

## SCHOOL DAY AND WEEK SCHEDULE

### **Criteria for developing the school schedule**

Our schedule will:

- Reflect our mission and belief statements.
- 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.
- Provide students with the learning time they need, including technology access to complete writing assignments and other learning activities.
- 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).
- Support our Curriculum Policy, our Instructional Practices Policy, our equity and diversity commitments, and the Goals and Strategies in our School Improvement Plan.
- Allow teachers shared time to collaborate and plan on a regular basis.
- Facilitate teacher opportunities to switch teaching assignments to capitalize on different teachers' in-depth knowledge of specific topics.
- Promote reasonable and appropriate enrollments for all classes and appropriate numbers of pupils each teacher works with in the course of a day.
- Respect the beginning and ending times of the school day and school calendar year as established by the Board of Education.

### **Process for developing the school day schedule**

Annually, the principal will implement a school day schedule 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 appoint an Ad Hoc Scheduling Committee (or charge a standing 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 needs and ways the schedule might be changed to remove those barriers.
  - Discuss advantages and disadvantages of various changes, focusing on the criteria listed in the first section of this policy.
2. Based on the above work the committee will consult with the principal and make recommendations concerning schedule changes for the coming school year no later than the end of March.
3. In April, the principal will prepare a recommendation to the council on a schedule for the coming school year including changes (if any). The principal's recommendation may include more than one option.
4. The council will consider the principal's recommendations and adopt a schedule in time to implement our Staff and Student Assignment Policies.
- 5.

### **POLICY EVALUATION**

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

Date Adopted: 4/22/08

Date Reviewed or Revised: \_\_\_\_\_ Council Chairperson's Initials \_\_\_\_

## **SCHOOL SPACE USE**

### **Criteria for assigning school space**

The principal will assign the use of school space during the school day in a manner that will:

- Take each student’s developmental needs into account.
- Facilitate the implementation of our School Improvement Plan.
- 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:

- MARCH-MAY
  - Invite all returning staff members to indicate their preference for continuing or changing classroom space assignments the next year.
  - Meet with any staff members whose requests may be difficult to grant to discuss reasons for the staff member’s interest, factors making it difficult to grant the requests, and possible solutions.
  - Assign classroom space based on the criteria in the first section of this policy and notify all staff members of their individual assignments.
- AUGUST
  - Notify the council of how classroom space has been assigned

### **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.
3. When the council changes other policies or the School Improvement Plan and recognizes in the minutes that those changes may require space use changes that cannot be put off until the next school year.

### **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: 4/22/08

Date Reviewed or Revised: \_\_\_\_\_ Council Chairperson’s Initials \_\_\_\_\_

Date Reviewed or Revised: \_\_\_\_\_ Council Chairperson’s Initials \_\_\_\_\_

## STAFF ASSIGNMENT

### Criteria for assignment

The principal (or principal designee) will assign staff members' time in a manner that will:

1. Fully support implementation of our School Improvement Plan and our Student Assignment Policy.
2. Take into account staff members' requests to vary their work particularly if a teacher has made past requests for a change or has been in a particular assignment for multiple years.
3. Take into account different teachers' strengths and in-depth knowledge of specific topics.
4. Take into account specific student needs based on student performance data.
5. Respect state certification requirements and the parameters of district job classifications.

### Assignments based on criteria

To complete assignments, the principal (or principal's designee) will:

1. In March, invite all returning staff members to indicate their preference for continuing or changing assignments the next year, including classroom assignments, extra-duty assignments, and other responsibilities.
2. In April, meet with any individual staff member whose requests may be difficult to grant to discuss reasons for the staff member's interest, factors making it difficult to grant the requests, and possible solutions.
3. In May, assign staff members based on the criteria in the first section of this policy.
4. In August, notify the council of how all staff members have been assigned.

### Altering Assignments

After making assignments, the principal (or principal's designee) may alter them:

1. When necessary to respond to unanticipated enrollment or staffing changes.
2. When the principal and the affected teachers agree that a change is needed.
3. When the council changes other policies or the School Improvement Plan and recognizes in the minutes that those changes may require staff time assignment changes that cannot be put off until next school year.

### POLICY EVALUATION

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

Date Adopted: 4/22/08

Date Reviewed or Revised: \_\_\_\_\_ Council Chairperson's Initials \_\_\_\_\_

Date Reviewed or Revised: \_\_\_\_\_ Council Chairperson's Initials \_\_\_\_\_

## STUDENT ASSIGNMENT

### **Criteria for student assignment to teams, classes, and programs**

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

1. Address each student's developmental needs. (i.e. accelerated, gifted, special education, 504 Plans)
2. Facilitate the implementation of our school improvement plan.
3. Support the goal of balancing team and class sizes as well as student characteristics (e.g. gender, abilities)
4. The following exceptions will be considered:
  - An appropriate assignment will be made when a student enrolls.
  - If a student's needs are not being met a meeting will be held to discuss student needs and possible solutions. A change will be made if no reasonable alternative will meet the student's needs.
  - Parents may request a team or a change in team assignment based on hardship and/or unusual circumstance.

### **Team Change Request**

Parents who wish to have their child's team placement changed will need to submit a written request to the principal. Consideration for team changes are based on hardship or an unusual circumstance.

Parents may appeal the administrator's decision to SBDM Council. A written request should be submitted in advance to the chairperson/principal. The request will be included on the council's next meeting agenda.

### **9-week rotation classes**

Nine week rotation classes consist of courses which provide students with the opportunity to participate in arts and practical living classes deemed essential to the middle school education curriculum. Consequently, opportunities for student requests for nine week class changes will not be provided. An exception may be made based on extenuating circumstances. When such circumstance should arise, the Principal or designee shall make the final decision.

### **POLICY EVALUATION**

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

Date Adopted: 5/13/08

Date Reviewed or Revised: 3/15/10

Date Reviewed or Revised: 9/12/11

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

## **EJMS STUDENT DRESS CODE**

All students are expected to adhere to common practices of modesty, cleanliness, and neatness to dress in a manner as to contribute to the academic atmosphere. Any clothing/accessories, in word or image, that promotes alcohol or tobacco advertisements, illegal drug symbolism, sexually promiscuity, profane language, obscenities, vulgarities, racism, or depictions of harm or violent acts.

### **Pants**

Students may wear jeans, khakis, slacks, and sweatpants of any color. Pants must conform to the following:

- Pants must be worn at waist regardless of movement.
- Must be free of any rips or tears.
- Spandex/yoga pants, sleepwear, coveralls, combat clothing, and flannel pants are prohibited.

### **Shorts/Skirts/Skorts/Leggings, etc.**

The clothing listed above must:

- Be composed of nontransparent material at least to knee length or longer.
- Must be free of any rips or tears.
  
- Shorts/Skirts/Skorts must be worn at waist regardless of movement.
- Leggings may only be worn with skirt or dress that is knee length.
- Leggings may not be worn by themselves.

### **Shirts**

All shirts must meet the following criteria:

- Sleeve must have a measurable underarm seam (no spaghetti straps, tank tops, sleeveless shirts, muscle shirts, etc.).
- Midriff and cleavage should remain covered at all times.
- Combat clothing is considered unacceptable attire.
- Shirts should be a solid material (no transparent material, holes, fish net, see through lace, and skin or undergarments should not be visible).

### **Footwear**

Footwear must be worn at all times. Bedroom or house slippers are not acceptable footwear.

### **Accessories**

- No dangerous jewelry such as dog collars, wallet chains, belt chains, spike jewelry, etc. is permitted.
- Sunglasses are not to be worn or be visible inside the building unless ordered by a physician.
- All outerwear, heavy coats, hats, bandanas and do rags must be stored in student lockers during the school day. If a student anticipates getting chilled during the school day it is suggested a sweater, lightweight jacket or sweatshirt be kept in the student's locker.
- Student purses, book bags, gym bags, etc. must be stored in student lockers during the school day.

**Bag must be in lockers except when being carried to and from gym.**

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

Date Adopted: 2006

Date Reviewed or Revised: 5/17/10

Date Reviewed or Revised: 4/15/13

Date Reviewed or Revised: 3/16/15

## STUDENT/FAMILY SUPPORT SERVICES

### **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. CIA (Change in Attitude), OCS (Off Campus Suspension), AIMS (Alternative Intervention to Motivate Students) serve as an alternative to out of school suspension for students who need "time out" from the regular classroom
7. Extended School Service (ESS) to support students who:

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

- Are at risk of being retained in a class or grade.
- Have continuing difficulty sustaining their present level of performance and are at ongoing 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 services 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: 5/13/08

Date Reviewed or Revised: \_\_\_\_\_ Council Chairperson's Initials \_\_\_\_\_

Date Reviewed or Revised: \_\_\_\_\_ Council Chairperson's Initials \_\_\_\_\_

## TECHNOLOGY USE

### Technology Use Needs Assessment

Our School Improvement Planning process will include:

- An analysis of our state testing 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.
- Students will be required to complete the District Acceptable Use Policy in order to have access to school computers.

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.

### Education, Supervision and Monitoring for Internet Safety/Digital Citizenship

It shall be the responsibility of all members of the EJMS staff to educate, supervise and monitor appropriate usage of the online computer network and access to the Internet in accordance with this plan/procedure, the Children's Internet Protection and the Protecting Children in the 21<sup>st</sup> Century Act.

The Curriculum Resource Administrator or designated representatives will provide age- appropriate training for students who use the EJMS Internet facilities. The instruction provided will be designed to promote East Jessamine Middle School's commitment to:

- a. The standards and acceptable use of Internet services as set forth in the Jessamine County School District Acceptable Use Policy;
- b. Student safety with regard to:
  - i. Safety on the Internet;
  - ii. Appropriate, responsible behavior while on online, on social networking Web sites, and in chat rooms; and
  - iii. Cyber-bullying awareness and response.
- c. Compliance with the E-rate requirements of the Children's Internet Protection Act ("CIPA").

Digital Citizenship can be defined as the norms of appropriate, responsible behavior with regard to technology use. There are nine elements typically associated with Digital Citizenship. They are: Digital Access, Digital Commerce, Digital Communication, Digital Literacy, Digital Etiquette, Digital Law, Digital Rights and Responsibilities, Digital Health and Wellness and Digital Security (self-protection)

Internet safety/digital citizenship instruction/training for students attending EJMS shall consist of, but not limited to the following:

- Participation in Jessamine County's October Digital Citizenship/Internet Safety Month activities  
Classroom instruction for all students in Advisory and developmentally appropriate, district approved resources
- All 6<sup>th</sup> students will be provided additional training in the Basic Computer Course.

Following receipt of this training, instructional specific information such as date, location, plans and participation will be documented by the providing school staff member/representative, and students will follow the provisions of the District's acceptable use policy.

**POLICY EVALUATION**

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

Date Adopted: 5/13/2008

Date Reviewed or Revised: 10/2/2008

Date Reviewed or Revised: 9/12/11

Date Reviewed or Revised: 6/11/12

## VIDEO USE

### **Video Guidelines**

When audio-visual materials are used the following guidelines apply:

1. Used for instructional purposes as documented in the unit/lesson plans.
2. May be used for non-instructional purposes one time during the school day per nine week grading period.
3. Included in the EJMS Public Performance Site License unless other legal authorization is provided.

### **Teacher Role**

All teachers will:

1. Document instructional purpose within unit/ lesson plans.
2. Acquire prior authorization of principal (or principal designee) for all PG/PG-13 movies shown at least one week prior to viewing.
3. Acquire parental permission before viewing full length PG/PG 13 movies or as required by principal.

### **Principal Role**

The principal (or principal designee) will:

1. Review documentation of instructional purpose in teachers' unit/lesson plans.
2. Preview PG/PG-13 movies prior to authorization.

### **POLICY EVALUATION**

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

Date Adopted: 2004

Date Reviewed or Revised: 4/22/08

Date Reviewed or Revised: \_\_\_\_\_ Council Chairperson's Initials \_\_\_\_\_

## VISITORS

### Visitor guidelines

Visitors are required to:

1. Sign in upon entrance.
2. Wear identification sticker while in the school building.
3. Report to the office prior to visiting the classroom or attending a parent/teacher conference.
4. Unless a parent or guardian, the visitor is required to get principal (or principal designee) authorization before visiting the school. (Students shall not bring other students or friends to school with them.)
5. Be escorted to the office if identification sticker or Jessamine County Schools Identification Badge is not visible to faculty and staff.

### POLICY EVALUATION

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

Date Adopted 2000

Date Reviewed or Revised: 4/22/08

Date Reviewed or Revised: \_\_\_\_\_ Council Chairperson's Initials \_\_\_\_\_

## WRITING POLICY

**Vision: Writing is a purposeful act of thinking and expression valued as a multifaceted communication and learning tool which shall be a natural outcome of instruction including opportunities for speaking, listening, and oral presentations. Students will write and share writing for authentic purposes in authentic roles, including author, scientist, artist, citizen, researcher, and diarist. Writing will be a collaborative process showing growth over time that includes teachers, peers, and authentic audiences.**

The following responsibilities outline the role of the principal, teachers and students in supporting the school writing policy. The principal shall communicate and monitor implementation of the responsibilities. The school council shall revisit the policy annually.

### **PRINCIPAL'S RESPONSIBILITIES**

- Identify a literacy team while includes representation from language arts, science, social studies, and arts teachers at all grade levels;
- Provide access to available technological tools to teachers and students;
- Provide time and resources for program review;
- Ensure that all teachers are familiar with the Kentucky Writing Scoring Rubric early in the school year;
- Monitor the collection and progress of student writing; and
- Provide professional development and resources (including time for discussion) to help support and improve writing within the school.

### **LITERACY LEADERSHIP TEAM RESPONSIBILITIES**

Design and implement analyses to be conducted every other year (with the state performing an audit on the alternating years) in order to evaluate the effectiveness of the school writing program;

- Design and implement analysis systems in order to inform whole class and whole school instructional strengths and areas of need for the writing program;
- Design and implement use of a standardized form for analytical and descriptive feedback to be used by teachers for revision suggestions and assessment measures and by students for revision work and self-reflection on growth in communication through writing, speaking, listening; and
- Collaborate with school technology team in order to promote digital collection and management of student portfolios.

### **TEACHERS' RESPONSIBILITIES**

- Follow the curriculum policy in order to plan writing and other assignments that are rigorous, engaging, and at high levels of learning;
- Include the three types of writing (to learn, to demonstrate learning, and for publication) regularly and in alignment with content standards during instruction in all classrooms;
- Provide opportunities for students to utilize available technology in order to demonstrate learning and publish writing;
- Provide opportunities for students to publish written work both within and beyond the classroom in the real world of science, math, health, history or other areas;
- Guide students in the development of authentic writing pieces to demonstrate learning and for publication;
- Periodically submit student work in order to be maintained in students' working portfolios/ writing folders;
- At each grade level
  - Language Arts/English
    - personal/literary and transactive writing pieces with continual reflection;
    - on-demand in scaffolded sequence\*; and
    - focus on scaffolded characteristics of analytic scoring rubric\*\*
  - Content areas

- multiple opportunities for all three types of writing, with writing for publication taken to completion.
- Provide students with multiple opportunities to conference with peers and teachers in order to self-access and provide feedback on others' work;
- Provide students with descriptive feedback so that their writing may improve and they may become better communicators;
- Provide regular opportunities for students to practice on-demand writing;
- Provide regular opportunities for students to answer in open response form;
- Provide opportunities for students to engage in self assessment/ reflection in all classrooms;
- Ensure students are actively engaging in using oral and written communication skills regularly in every class; and
- Participate in ongoing professional development and ongoing analysis of student work.

### **STUDENTS' RESPONSIBILITIES**

- Understand and apply criteria of the Kentucky Writing Scoring Rubric or other rubrics to own and/or peers' writing;
- Be able to effectively self-assess to revise own work and provide helpful feedback to peers and teachers about others' work in order to aid in revision process;
- Access and use available technological tools in order to collaborate with others, research, and publish writing;
- Ensure that written work is their own, avoiding plagiarism;
- Be involved in own learning including but not limited to goal setting, reflection, self-assessment, self-selection, and justification of work that best represents development and growth as a written and oral communicator; and
- Actively participate in making decisions about what should be included and not included in the working portfolio/writing folder based on student interests and writing/communication growth.

### **\* ON-DEMAND SCAFFOLDED SEQUENCE**

#### **6<sup>th</sup> Grade:**

- Teach and practice SPAM and planning for on-demand;
- Teach and practice forms of letter and article; and
- Begin use of cue cards as needed

#### **7<sup>th</sup> Grade:**

- Continue SPAM and planning, teach drafting and introduce revising while drafting for on-demand;
- Practice forms of letter and article, teach editorial and narrative for informational purpose; and
- Continue use of cue cards as needed.

#### **8<sup>th</sup> Grade:**

- Continue and reinforce all process for on-demand;
- Practice previously taught forms, teach and practice speech; and
- Continue use of Writing Resource Sheet (state cue card) ONLY.

### **\*\* ANALYTIC SCORING GUIDE SCAFFOLDED SEQUENCE**

#### **6<sup>th</sup> Grade:**

- First bullet for each of the three categories which state writing;
- Establishes and maintains authentic focused purpose throughout;
- Demonstrates logical, coherent organization; and
- Demonstrates control of grammar and usage relative to length and complexity.

#### **7<sup>th</sup> Grade:**

- First and second bullet for each of the three categories which state the above plus writing;
- Indicates an awareness of audience's needs; communicates adequately with audience; conveys voice or appropriate tone;

- Demonstrates logical, effective transitional elements throughout; and
- Demonstrates acceptable word choice appropriate for audience and purpose.

**8<sup>th</sup> Grade:**

- First, second and third bullets for each of the three categories which state the above plus writing;
- Demonstrates depth of idea development with specific, sufficient;
- Details/support; applies characteristics of the genre;
- Demonstrates control and variety in sentence structure; and
- Demonstrates control of correctness relative to length and complexity.

Thus working with the entire analytic scoring guide for all writing for publication

**POLICY EVALUATION**

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

Date Adopted: April 11, 2011

Date Reviewed or Revised: \_\_\_\_\_ Council Chairperson's Initials \_\_\_\_\_