

**SBDM
Council
Policy
Manual
SY2023**



**WEST IRVINE
ELEMENTARY
SCHOOL**

A publication for School Based Decision-Making
Councils.

SBDM Policy Manual

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By-laws Information
OPERATIONAL PROCEDURES

SBDM POLICY MANUAL

West Irvine Elementary School Site Based Decision Making Council Bylaws

Article I- Purpose

The purpose of the West Irvine Elementary School's Bylaws is to provide the school council with a set of operational guidelines with which to function effectively.

Article II- Mission

The mission of the West Irvine Elementary School Council is to set school policy and make decisions that will provide an environment to improve student achievement and will support and enable teachers to have greater impact the educational process.

Article III- Membership

A. Composition

1. The school council shall consist of the principal, three teacher members and two parent members.
2. If the school reaches eight percent or more minority student enrollment, and there is no minority parent to serve on the school council, there will be a special PTO election.
3. In the event a special election is needed, the teachers shall elect a minority teacher from the school's staff. If there are no minority teachers on staff at the school, the teachers shall elect a non-minority teacher to represent the interests of the minority students in the school.
4. If there is a minority teacher on staff, and he or she does not wish to serve on the council, the seat shall remain vacant until filled by a minority teacher.

B. Requirements for Membership

1. Teacher Representatives include all staff members assigned to the school that are "certified" (have a certificate issued by the Kentucky Education Professional Standards Board). Itinerant teachers may nominate, serve and vote in our school. The Library/Media Specialist and School Counselor may serve as teacher council members. Principals or assistant principals may not serve as teacher council members nor vote in teacher elections.
2. Parent representative include any parent (the legal definition of parent -KRS 160.345 1.c-includes biological parents, stepparents, foster parents or persons who have court-ordered legal custody) who has a child that enrolled during the term of service on the school council. Parents that are nominated for a parent representative and/or wish to vote in the school council election must have a child "preregistered to attend" West Irvine Elementary School for the next school year. Parent council members cannot be employed or be related to someone employed at West Irvine Elementary School or in the Estill County School District Board of Education Office.
3. Anyone that has a business interest in the school may not serve on the school council as designated by KRS 45A.340.
4. All school council representatives are required to complete annual training. New members must complete six hours of training and experienced member (those with more than one year of service) must complete three hours of training from a Kentucky Department of Education-endorsed training provider each year. In the event the council must select a principal, the council is required by law to obtain training in recruitment and interviewing prior to beginning the principal selection process.
Members who are elected to fill a vacant position in the middle of the year will complete the required training no more than thirty (30) days after they are elected. A person endorsed by the Kentucky Department of Education must provide this training.
By October 31, the principal will ensure that names, addresses, and the training completed of each council member are reported to the District Point of Contact.
5. **Background Check for Parent Representatives**
KRS 160.380(10) requires that parent school council representatives must submit to a criminal fingerprint background check by the Kentucky State Police and the Federal Bureau of Investigation. The results of the background check are sent to the school district superintendent.
6. **Your Duty Under the Law, and Managing Public Records**

All council members will sign a form saying they have received and read the two documents: *Your Duty Under the Law*, and *Managing Public Records*.

C. Elections

1. Teacher Representatives conduct their own elections and set forth the procedures to do so. During a meeting that is within one month of the school year ending, teachers will set forth guidelines to hold the annual election for teacher SBDM members.
2. Parent Representatives conduct their own elections.

D. Filling Vacancies

In the case of a vacancy on the council the principal will notify the appropriate group (Parent or Teacher).

E. Terms of Office

The parent representatives will serve a one-year term and teacher representatives will serve a two-year term all term shall begin July 1st and end on June 30th of the following year.

F. Removal of Members A member who violates the standards of conduct and does not submit a written letter of resignation to the council could be reprimanded or removed in one of the following ways:

COMMISSIONER'S RECOMMENDATION

The Commissioner of Education can recommend removal for immorality, misconduct in office, incompetence, and willful neglect of duty or nonfeasance. The local board of education then holds a hearing into the charges to decide whether removal is warranted.

OFFICE OF EDUCATION ACCOUNTABILITY

The Office of Education Accountability (OEA) can investigate claims of intentional interference with school-based decision-making. If the OEA cannot resolve the issue, it is forwarded to the Kentucky Board of Education, which holds a hearing to determine whether the charges are valid. The first time the Kentucky Board finds a person guilty of such interference; the person will receive a reprimand. The second time, the person can be removed from office.

Article IV- Duties and Officers of Council Members

A. Chair

The principal shall be the chairperson of the school council. Duties of the chair include:

- conducting school council meetings
- compiling and distributing the agenda for council meetings
- serving as official custodian of council records
- stating when a consensus is present for the record
- coordinating standing and ad hoc committees
- carrying out any additional responsibilities as stated in these bylaws
- other duties as described in these bylaws

B. Vice Chair

1. The school council may elect a Vice Chair in July . The Vice Chair term will be one year. If the vice chair position becomes vacant the council shall conduct a vote to fill the position with another council members at the next meeting.

2. If there is a Vice Chair, the Vice Chair will preside over meetings in the event the Chairperson/Principal designates. He/she to, or the Chair/Principal is unable to serve as Chairperson.

C. Secretary

The principal shall serve or appoint someone to serve as secretary and keep minutes of all council meetings.

Article V- Schedule of Meetings

A. Regular Meetings

1. The West Irvine Elementary School SBDM Council shall have regular called meetings monthly. The Council will set the day and time of the meeting at the July meeting of the council.
2. The principal shall notify the local paper of the regular meeting schedule in August. A notice of meetings will be posted at the school at least 24 hours before the meeting.
3. An agenda will be posted with the date, time, location and items on the agenda 24 hours prior to the meeting. Teachers will be provided a copy of the agenda when it is posted by hand or email. Any stakeholder may request an item be added to the agenda if submitted to the principal for consideration two weeks prior to the meeting date.

B. Special Called Meetings

1. The Principal or a majority of the school council members may call a special called meeting
2. A special called meeting must have 24-hour notice.
3. The principal will notify the council members of a special called meeting at least 24 hours prior to the meeting. Notification may be by hand, email, fax, text, or phone.
4. Only the items on the agenda may be discussed/acted on during a special called meeting

C. Open Meetings

The meetings of the council shall be open to the public and all interested persons may attend. Members may attend via video conference.

Article VI- Conduct/Operation of Meetings

A. Quorum

1. A quorum must be present for a council to meet. No school council business shall be discussed or conducted unless a quorum is present.
2. A quorum shall consist of the Chairperson/Principal (unless the Chairperson designates the Vice Chair to conduct the meeting) and 3 members of the council with at least one member of each group (Teacher and Parent) represented. Members may participate in meetings via technology.

B. Attendance of Meetings

Council meetings will be open to the public unless the council goes into closed session under the provisions of the Open Meetings Law. SBDM council members may attend meetings via video conference.

C. Closed/Executive Sessions

1. The SBDM council may go into executive session for the following reasons:
 - To discuss proposed or pending litigation
 - To discuss candidates for personnel vacancies and/or consultation in filling the vacancies.
2. To enter into executive session a motion must be stated for the reason, with a second and a council vote.
3. No action may be taken in executive/closed session. After discussion the council will return to open session to take any action. Any action taken will be recorded in the council minutes.
4. Details discussed in executive/closed session shall not be discussed outside the closed session.
5. We will not use video conference for closed session discussions.

D. Agenda

1. The Principal shall prepare and distribute the agenda to all council members at least 24 hours prior to the meeting for a regular called meeting and 1 day for a special called meeting.
2. Any member of the school community may ask for an item to be placed on the agenda for a regular called meeting. This must be done in writing and given to the principal no less than 5 days prior to the meeting.
3. The council members may vote to add items to a regular called meeting.

4. The SBDM council shall discuss each agenda item before any action/decision is made. Each council member shall be given an opportunity to express his/her opinion. Other persons attending the meeting may be recognized by the chairperson and may address the council when recognized.
5. For public comment the Chair/Council may require a sign-in sheet, set limits on the number of people who will speak on an issue from the agenda and a time limit of 2 minutes per person. The council may vote to waive the time limit.
6. Policies & By-Laws will be reviewed using KASC recommendation or as requested by SBDM members.

E. Decision Making Process

1. Every effort will be made to reach consensus.
2. Upon 3 attempts to reach consensus the council may:
 - Vote to table the item until the next meeting
 - Vote to send the item back to committee or form an ad hoc committee to further explore the item
 - Have a vote on the item that requires a majority of the council members at the meeting to take any action
3. All proposals of new policies and by-laws or revisions to existing policies and by-laws will require two (2) readings. Decisions on non-policy items may be made at the meeting if they are discussed and on the agenda.
4. Policies & by-laws may be reviewed and accepted "as-is" with one reading.

Article VII- Minutes and other Council Records

A. Minutes

1. The principal or his/her designee shall keep records of the meeting.
2. The minutes will reflect an accurate record of actions and votes taken.
3. The principal or his/her designee will distribute a draft copy of the minutes to the council at least three (3) days prior to a regular called meeting.
4. The principal will store the official/approved copies of the minutes in the office.

B. Council Records Available for Public Inspection.

1. The council minutes, agendas, policies, and bylaws will be kept on file and available for public inspection.
2. Request for council records must be made in writing to the principal in accordance with the Open Records Law. There may be a charge for copying of records.
3. The council bylaws will be posted on the school website.

Article VIII- Committees

Ad Hoc Committees

- West Irvine Elementary School will utilize Ad Hoc committees as needed.
- The need for committees will be determined by the SBDM council and/or the principal.
- Committees will meet "as needed"- to complete the charge/ task assigned by the council/principal
- Committees will be formed and dissolved by the school council/ principal when they have completed their charge
- Committees will follow the guidelines set forth by the council/ principal/ policy
- Membership to a committee will be appointed and/or through volunteers

Article IX- Decision Making

BYLAWS AMENDMENT

The council may amend these bylaws as needed. All motions to amend the bylaws of the council will be submitted in writing. No decision on a motion to amend the bylaws will be made until after the topic has been on the agenda for two meetings and has had two readings.

APPEALS OF COUNCIL DECISIONS

The Estill County District Board of Education has established a process of appeals of council decisions.

School Based Decision Making
LEGALLY REQUIRED POLICIES - #1000

SBDM POLICY MANUAL

SBDM Legally Required Policy Index - #1000

POLICY #	SUBJECT OF THE POLICY	ADOPTED	REVISED/ Reviewed
SBDM Legally Required Policies - #1000		DATE	DATE
1001	Alignment with State Standards	11/15/16	2/15/21
1002	Assignment of Students to Advanced Placement Courses - REMOVED		3/15/21
1003	Assignment of Instructional Staff to Advanced Placement Courses - REMOVED		3/15/21
1004	Committee Structure Policy	11/15/16	10/19/20
1005	Consultation for Hiring Other Than the Principal	11/15/16	
1006	Principal Selection – Consultation Policy	8/22/23	
1007	Curriculum	8/22/23	
1008	Discipline	8/22/23	
1009	Emergency Plan	8/22/23	
1010	Enhancing Student Achievement	11/15/16	4/19/21
1011	Extracurricular Programs	11/15/16	4/19/21
1012	Instructional Practices	11/15/16	11/16/20
1013	Program Appraisal	11/15/16	12/14/20
1014	Parent and Family Engagement (Title 1)	11/15/16	12/14/20
1015	School Schedule	11/15/16	10/19/20
1016	School Space	11/15/16	3/22/19
1017	Assignment of Instructional and Non-Instructional Staff Time	11/15/16	11/16/20
1018	Assignment of Students to Classes and Programs Within the School	11/15/16	2/19/19
1019	Technology Use	11/15/16	11/16/20
1020	Wellness - Elementary	11/15/16	5/15/18
1021	Writing	1/15/16	11/16/20

SBDM POLICY MANUAL

SBDM Legally Required Policies

Policy - # 1001

SCHOOL: West Irvine Elementary School

SUBJECT OF THE POLICY: Alignment with State Standards

POLICY STATEMENT:

Under the direction of the Leadership Team at West Irvine Elementary School, the planning process will ensure:

- Sustained analyses of whether each of the programs is contributing adequately to helping all students meet state standards by reviewing the data for All State Accountability System results and other formative assessment results.
- Systematic work to improve those programs in order to meet state standards for all students within the timetable set by the Kentucky Board of Education.
- Ongoing monitoring and evaluation of the implementation and impact of the programs.
- That continual improvements and revisions are made to program strategies based on the regular monitoring and evaluation of their effectiveness.

This process will be implemented and reviewed to reflect alignment of state standards through needs assessment and progress monitoring checks of the school's Comprehensive School Improvement Plan.

Date Adopted: November 15, 2016

Date Reviewed/Revised: February 15, 2021

Signature: Charlotte Arvin

(SBDM Council Chairperson)

SBDM POLICY MANUAL

SBDM Legally Required Policies

Policy - #1004

SCHOOL: West Irvine Elementary School

SUBJECT OF THE POLICY: Committee Structure Policy

POLICY STATEMENT:

The SBDM Council at West Irvine Elementary School may use standing committees to encourage expanded participation in the school decision-making and recommendation processes. All stakeholders, when applicable and grade appropriate are encouraged to participate. At times, the Council may form ad hoc committees for specific purposes. The following standing committees have been established along with areas of responsibility:

SBDM COMMITTEE PROCESS

- Standing and ad hoc committees are formed and dissolved by the Council as needed. The Council will determine the necessary standing committees and responsibilities of these committees each year at its first meeting (July).
- Committee membership will be obtained by appointment or volunteering. The Council will review to determine if additional representation is needed and/or to approve this list by August 31 of the calendar year. Once approved, committee volunteers will be notified of their first meeting by the principal.
- Each committee shall elect a chairperson by majority vote at its first meeting. The term of the chairperson will be one year, and the chairperson may be reelected. The committee chairperson/designee must report (both orally and in writing) to the Council as requested by the Council.
- Each committee shall determine the frequency and agenda of meetings. Written minutes of each committee meeting will be kept as an open, permanent record of the activities of each assigned committee. These minutes will be forwarded to the Council and will become a part of the required documentation of the Council adhering to KY Open Record laws.
- Committees have the responsibility to carry out tasks assigned to them by the Council. Committees may research issues, gather school-wide input, or prepare drafts for the Council.
- Decisions of the Council-assigned committees shall be made by consensus. In the event consensus cannot be reached, a majority vote will be used to decide the issue.

EVALUTION: Annually, the school council shall review the participation, purpose and effectiveness of the standing committee(s). The school council will complete any revisions to the committee policy based on findings from the annual review.

Date Adopted: November 15, 2016

Date Reviewed/Revised: October 19, 2020

Signature: Charlotte Arvin

(SBDM Council Chairperson)

SBDM POLICY MANUAL

SBDM Legally Required Policies

Policy - #1005

SCHOOL: West Irvine Elementary School

SUBJECT OF THE POLICY: Consultation for Hiring Other Than the Principal

POLICY STATEMENT:

After the SBDM Council has determined that a vacancy exists within the school for a Certified or Classified position, the principal shall inform the superintendent and the council of the vacancy. The superintendent will provide a list of qualified applicants for each vacant position. The principal may form an interview committee. This committee will shall consist of the principal and may consist representatives from the SBDM Council and other stakeholders.

The principal will be responsible for the following:

- Establish the criteria for hire, interview questions and interview process
- Review of applications and any support materials
- Determining which applicants to interview based on the established criteria. (The principal will contact applicant(s) to be interviewed by the committee.)
- On completion of interview process the principal will create a recommendation for the Council.

The Council, after receiving the recommendation, shall determine its top candidate and present this as a recommendation to the principal for consideration. After consideration is given to the SBDM Council recommendation, the principal shall make the final selection and submit this to the superintendent as required by KRS 160.345 (2) (h).

When school is not in session or in the event that council members are deemed not available for consultation (via contact by written or technology-based communication) the principal shall move forward with the hiring process with available SBDM Council members.

On completeion of the selection process all selection materials will be retained and maintained by the principal for 5 years.

Date Adopted: November 15, 2016

Date Reviewed/Revised: _____

Signature: Charlotte Irvin

(SBDM Council Chairperson)

SBDM POLICY MANUAL

SBDM Legally Required Policies

Policy - #1006

SCHOOL: West Irvine Elementary School

SUBJECT OF THE POLICY: Principal Selection – Consultation Policy

POLICY STATEMENT: Consultation is a discussion between the council and the superintendent and must occur in a regular or special council meeting. This process may involve advice, opinions, prioritizing candidates, etc. After consultation, the superintendent has the final decision on principal selection. If the vacancy to be filled is the position of principal, the superintendent shall fill the vacancy after consultation with the school council.

SELECTION PROCESS

When a principal vacancy occurs, the council and the superintendent/designee will meet to:

- Establish that the superintendent/designee will serve as chair of the council
- It is best practice for the outgoing principal to excuse him/herself from the council for the principal selection process.
- The council may elect a Vice-Chairperson (if none exists) to act as a liaison and contact person with the superintendent during this process.
- Review this Principal Selection — Consultation Policy and the *Best Practices for Principal Selection* document available on the Kentucky Association of School Councils website.
- Discuss the needs for training and/or facilitation for the selection process; including, but not limited to: recruitment, non-discrimination, legal requirements, surveys of the school community, criteria and question development, interviewing techniques, open meetings and record laws, and confidentiality.
- **Each council member must sign a nondisclosure agreement forbidding sharing of information shared and discussions held during consultation.** Council members still retain the right to share information that is publicly known at the time of disclosure or publicly shared by the superintendent.
- **Establish a timeline for completing each step of the principal selection process.**
- Decide the process for **reviewing and screening applications and references.**
- Design and carry out processes to get shareholder input on what traits will make the best leader for this school. Shareholder input will involve, but not be limited to: faculty and staff, families, and students.
- Develop a set of criteria for a strong candidate using the shareholder input plus council members' ideas. **These criteria will not discriminate based on race, ethnicity, gender, marriage or family status, religion, political affiliation, disability, or age.**
- Use the criteria to develop/select questions that will be asked of all candidates during in-person interviews.
- Decide additional methods to gather information about the candidates. The methods may include, but not be limited to: applications and résumés, checking off-list references, applicant portfolios, open forums, and written responses to hypothetical work-related challenges.
- **Review and screen applications and references.**
- **Select applicants to interview.**
- Schedule interviews with selected applicants.
- **Conduct each interview in a special called meeting in closed session** during which:
 - The same questions will be asked in the same order for every candidate.
 - Any specialized or follow-up questions will be asked after the standard questions.
 - A discussion will be held immediately following each interview about how well the applicant meets the criteria.

CONSULTATION AND principal SELECTION

1. After all information is gathered, the superintendent/designee and the council will meet in **closed session** for consultation on principal selection:
 - a. discuss of the merits of the candidates work toward consensus on the principal selection
 - b. If a quorum of the council fails to attend this meeting, the superintendent may either call another meeting or conduct the required consultation with the council members present so the hiring process can continue.
2. After consultation, the superintendent shall select the principal.
3. As soon as possible, the council will announce the decision to shareholders.

Date Adopted: August 22, 2023

Date Reviewed/Revised: _____

Signature: Charlotte Arvin

(SBDM Council Chairperson)

SBDM POLICY MANUAL

SBDM Legally Required Policies

Policy - #1007

SCHOOL: West Irvine Elementary School

SUBJECT OF THE POLICY: Curriculum

POLICY STATEMENT:

The SBDM Council gives the superintendent the authority to determine the following for our school: curriculum, instructional materials (which includes text books), and student support services.

Before making those selections, the superintendent will:

- Consult with the local board of education
- Offer a reasonable review and response period for stakeholders in accordance with local board policy
- Consult with the principal and the school council

When consulting with the superintendent, the council will:

- Ensure students, families, school staff, district leaders, and community members have opportunities to provide feedback on CURRICULUM strengths and areas of need.
- Matched to the unique strengths and needs of the school and are backed by research and evidence of success in a similar school setting.

The curriculum document(s) can be found on the school/district website or reviewed in the school office.

IMPLEMENTATION OF THE CURRICULUM

The SBDM Council will use applicable areas of decision-making to ensure each student has:

- a learning environment where educators and staff are supported and empowered to be successful with students.
- an equitable opportunity to master the state standards:
- grade-appropriate assignments aligned to the standards.
- additional time and support to master the state standards.

All teachers will:

- Disseminate the curriculum expectations to families and to students in age-appropriate ways.
- Ensure students have an equitable opportunity to master the state standards with assignments congruent to the grade-level.
- Contribute to discussions of needed changes in the curriculum and instructional materials.

The principal (or designee) will:

- Ensure that the standards and curriculum for the school are available for student, family, and community review.
- Meet with all teachers to review this policy and the sections of the curriculum that apply to each teacher's assignment.

- Report to the council at least once per semester on progress towards curriculum implementation, including ensuring 100% of students are doing assignments congruent to the grade-level standards (meaning the student work is at the same level of difficulty as the standard).
- Coordinate resources and support that include, but not limited to, curriculum coaches, district instructional leaders, educators in other district schools, other educators with expertise, sources for evaluating the evidence of effectiveness, etc.

K-5th HUMAN SEXUALITY CURRICULUM

In keeping with Kentucky state law, KRS 158.1415 students grade five and below will not receive instruction on human sexuality or sexually transmitted diseases for the purpose of studying or exploring gender identity or expression or sexual orientation

Date Adopted: August 22, 2023

Date Reviewed/Revised: _____

Signature: Charlotte Arvin

(SBDM Council Chairperson)

SBDM POLICY MANUAL

SBDM Legally Required Policies

Policy - #1008

SCHOOL: West Irvine Elementary School

SUBJECT OF THE POLICY: Discipline

POLICY STATEMENT: The SBDM Council, when implementing discipline and classroom-management techniques, shall adhere to the rights and responsibilities of students as found in the ECPS Student Discipline Code of Acceptable Behavior (including an individual school supplement) and in the School Safety Plan. The purpose of these documents is to provide students with a safe, secure, and positive learning environment.

The SBDM Council adopts and implements policies including discipline that aligns with the Board approved District Code of Conduct.

PURPOSE

This policy:

- Provides the basic expectations and responsibilities for our school to be a safe, happy, productive learning environment.
- Addresses the legally required components for the school council policy.

BELIEFS

- Every individual in the school community has value and should be treated with dignity and respect.
- The approach to discipline in our school is not to catch and punish students, but to help students learn from mistakes, solve problems, and handle disagreements in a way that is consistent with being a productive member of society.
- To empower students and adults with the skills needed to be the best version of themselves — contented, caring, responsible, thoughtful, successful learners, friends, family members, colleagues, community members, and citizens, our school will prioritize social and emotional learning throughout all we do.

DISCIPLINE AND CLASSROOM MANAGEMENT TECHNIQUES

In addition to the following the District Code of Conduct and our School Safety Plan, we have adopted the following program/guidelines/rules/strategies:

- **PBIS**

RESPONSIBILITIES

Principals and assistant principals are responsible for:

1. Modeling and promoting a respectful, kind learning and work environment.
2. Disseminating and interpreting the behavioral and discipline standards and guidelines of the district and school.
3. Ensuring that all staff and students adhere to the District Code of Conduct.
4. Providing support and guidance to teachers in the implementation of the district and school behavioral and discipline standards and guidelines.
5. Working with parents and guardians when issues arise that involve behavior and/or discipline of a student.

Teachers are responsible for:

1. Modeling and promoting a respectful, kind learning and work environment.
2. Clearly establishing classroom standards of conduct that:
 - include clearly defined consequences when standards are not met,
 - are communicated to parents,
 - are posted in plain view of the students in the classroom, and

- are reviewed with students during the first two weeks of school and taught and retaught throughout the year.

3. Ensuring that:

- Teacher-student interactions demonstrate general caring and respect.
- Interactions among students are generally polite and respectful.
- Disrespectful behavior among students is responded to successfully in a polite and respectful but impersonal way.
- Students are engaged during small-group work.
- Classroom routines work efficiently and function smoothly including smooth transitions between large and small-group activities.
- Students are held to the classroom standards and appropriate consequences are issued when the standards are not met.

4. Frequently monitoring student behavior including effective responses to student misbehavior as well as acknowledgment of good behavior.

5. Making sure the classroom is safe, that all students can see and hear, and that the room is arranged to support learning/instructional goals and activities.

Counselors are responsible for:

1. Modeling and promoting a respectful, kind learning and work environment.
2. Providing support and guidance to help students and parents understand, correctly interpret, accept, and follow the behavioral standards and guidelines of the district, school, and classrooms.
3. Providing support and guidance to teachers in the implementation of classroom management techniques and strategies.

Students are responsible for:

1. Exhibiting respect for school staff, students, families, visitors, and themselves.
2. Interacting with peers in a polite and collaborative way.
3. Expending effort to complete work of high quality.
4. Accepting and following the behavioral standards of conduct expected by the district, school, and each classroom.
5. Asking for help when they do not understand the behavioral expectations or feel that they are unable to comply.

Parents and Guardians are asked to:

1. Contribute to a respectful, kind learning and work environment.
2. Become familiar with documents related to district and school standards of behavior and discipline and ask the school questions when they do not understand language or details in these documents.
3. Work with the school when issues arise involving their child's behavior or consequences given to their child by the school or teacher.

BULLYING:

A. Student Behavior

In order to prevent the disruption of the educational process and the ability of all students to take advantage of the educational opportunities offered at [name of school] the following student behaviors as defined by law will not be tolerated:

- Hazing
- Bullying
- Taunting
- Menacing
- Intimidating
- Threatening behavior
- Verbal or physical abuse of others
- Using lewd, profane, or vulgar language

This policy extends to any/all student language or behavior including, but not limited to, the use of electronic or online methods. These provisions should not be interpreted to prohibit civil exchange of opinions or debate protected under the

state or federal constitutions where the opinion expressed does not otherwise materially or substantially disrupt the education process or intrude upon the rights of others.

B. Violations and Reporting

Students who violate this policy will be subject to appropriate disciplinary action as outlined in the District Code. Students wishing to report a violation or who believe they are victims may report it to any staff member of West Irvine Elementary who will take appropriate action as defined by the Code. Staff will refer the report to the principal (or designee) for further action when the report involves an offense that may warrant suspension or expulsion of a student, any felony offense, or a report that may be required by law, including reports to law enforcement.

When a complaint is received that does not appear to be covered by this policy, the administrators will review other policies that may govern the allegations and take appropriate action.

C. Retaliation

Other students and employees shall not retaliate against a student because he/she reports violation of the Code or assists or participates in any investigation, proceedings, or hearing regarding the violation. The Superintendent (or designee) shall take measures needed to protect students from such retaliation.

As provided in the Code, students who believe they are victims of these behaviors will be provided with a process to enable them to report such incidents to personnel for appropriate action.

DISTRICT CODE OF ACCEPTABLE BEHAVIOR AND DISCIPLINE

A. DISTRIBUTION TO STUDENTS

West Irvine Elementary will follow the Estill County Code of Acceptable Behavior and Discipline.

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

1. Provide each student with a copy of the District Code of Conduct.
2. 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.
3. 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.

B. COMMUNICATION WITH SHAREHOLDERS

By the end of the first week of school, the *[name of district]* Code of Acceptable Behavior and Discipline will be posted at the school, referenced in our school handbook, and provided to all school employees, parents, and legal guardians, or other persons exercising custodial control or supervision of students including those students who enroll during the school year.

Before the beginning of each school year, the principal (or designee) will work with the district to develop a process to train employees, when necessary, in the use of the Code and/or to provide updated information to the staff, students, and parents concerning this Code.

ELECTRONIC DEVICES

Students may bring personal technology to school if used appropriately. The Estill County School District, its staff, or employees, are not liable for any device lost, stolen or damaged on school grounds. Specific rules and guidelines for appropriate use and consequences for inappropriate use can be found in Estill County School District Acceptable Use Policy and Parent/Student and Teachers’ Handbooks.

Date Adopted: August 22, 2023

Date Reviewed/Revised: _____

Signature: Charlotte Irvin

(SBDM Council Chairperson)

SBDM POLICY MANUAL

SBDM Legally Required Policies

Policy - #1009

SCHOOL: West Irvine Elementary School

SUBJECT OF THE POLICY: Adoption of Emergency Management Plan Policy

POLICY STATEMENT: The goal of the West Irvine Elementary School SBDM Council is to ensure that our students and staff are as safe as possible at all times. In conjunction with KRS 160.345.(2)(i) and KRS 158.162 the SBDM Council will adopt and implement a School Emergency Management Plan Policy.

The school council shall adopt an Emergency Management Plan (EMP) that will include procedures for fire, severe weather, earthquake, and building and campus lockdown as required by law. The EMP shall set forth steps to prevent, mitigate, prepare for, respond to and recover from emergencies. First responders, for the purpose of this policy, include local fire personnel, local, county and /or state police personnel, and emergency medical personnel. The district coordinator for the EMPs will arrange the work with the first responders.

The EMP is a separate document and NOT to be published with the policy in order to maintain the security of the information.

CONTENTS OF PLAN

The EMP shall include procedures required by this policy and address the following:

- Establishment of primary and secondary evacuation routes that shall be posted in each room by each doorway used for evacuation
- Identification of severe weather safe zones, which shall be posted in each room
- Procedures for students to follow in an earthquake, fire, and severe weather
- Procedures for lockdown of the building and campus; local law enforcement shall be invited to assist in establishing lockdown procedures.
- Development and adherence to access control measures for each school building, such as:
 - controlling outside access to exterior doors during the school day
 - controlling the main entrance of the school with electronically locking doors, a camera, and an intercom system
 - controlling access to individual classrooms
 - requiring classrooms to be equipped with hardware that allows the door to be locked from the outside but opened from the inside
 - requiring classroom doors to remain closed and locked during instructional time
 - requiring classroom doors with windows be equipped with material to cover the window during a lockdown
 - requiring all visitors to report to the front office with valid identification and state the purpose of the visit
 - providing a visitor's badge to be visibly displayed on a visitor's outer garment
- Procedures for the response to a cardiac emergency.
- Diagram that clearly identifies the location of each automated external defibrillator.

DISTRIBUTION OF THE PLAN

Following adoption and after any revisions, the EMP and diagrams of the facilities shall be provided to local first responders and all school staff. Annually, the principal is responsible for working with the district office to ensure a current diagram of the school that notes the primary and secondary evacuation routes, the severe weather safe zones, the exterior and front entrance access points, and the location of each automated external defibrillator. Documentation of this distribution to first responders will be reported to the school council by [insert date], maintained in the principal's office, and a copy sent to the district office.

Due to the need to maintain student and staff safety and security, the EMP and diagram of the facility does not have to be and shall not be disclosed in response to any Open Records request per the Kentucky Open Records Law

TRAINING AND DRILLS

Prior to the first instructional day of school, the principal (or designee) shall discuss the EMP with all school staff. Staff members will receive an outline of the plan, which includes their responsibilities during emergency situations. Documentation of completion will be in accordance with any district procedures and may include the time and date of the discussion, as well as staff member signatures. This documentation will be kept on file at the school with a copy sent to the district office according to the district policy.

The principal shall conduct emergency response drills, including the minimum below, within the first thirty (30) instructional days of each school year AND during the month of January:

- one (1) severe weather drill
- one (1) earthquake drill
- one (1) building lockdown drill
- one (1) fire drill (Fire drills will be conducted in accordance with administrative regulations of the Department of Housing, Buildings, and Construction.)

The cardiac emergency response plan shall be rehearsed by simulation prior to the beginning of each athletic season by all:

1. Licensed athletic trainers, school nurses, and athletic directors; and
2. Interscholastic coaches and volunteer coaches of each athletic team active during that athletic season

All drills shall follow, at a minimum, all local school board policies. Whenever possible, first responders shall be given notice of possible drills and invited to observe. The Principal is responsible for ensuring the implementation of these drills, reporting their completion, and referring problems noted during the drill to the district office for any remedial action needed.

ANNUAL REVIEW OF EMP

At the end of each school year, the EMP shall be reviewed by the school nurse, the school council, and first responders and revised as needed.

Date Adopted: August 22, 2023

Date Reviewed/Revised: _____

Signature: Charlotte Arvin

(SBDM Council Chairperson)

SBDM POLICY MANUAL
SBDM Legally Required Policies
Policy - #1010

SCHOOL: West Irvine Elementary School

SUBJECT OF THE POLICY: Enhancing Student Achievement

POLICY STATEMENT:

West Irvine Elementary will:

Become a School of Excellence by providing high-quality education for all students in a safe and supportive environment

We will achieve our vision by:

- Evidence of high-level teaching and learning
- All stakeholders are actively engaged in continuous improvement
- All stakeholders participate in respectful and responsible partnerships

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 Comprehensive School Improvement Plan to address identified needs.
- The council will be responsible for adopting CSIP and conducting Implementation and Impact checks to monitor it.
- Budget and hire to support our School Improvement Plan.

(A stakeholder is defined within the EC Student Handbook: WII Addendum)

Date Adopted: November 15, 2016

Date Reviewed/Revised: January 13, 2020; 5/17/21

Signature: Charlotte Arvin

(SBDM Council Chairperson)

SBDM POLICY MANUAL

SBDM Legally Required Policies

Policy - #1011

SCHOOL: West Irvine Elementary School

SUBJECT OF THE POLICY: Extracurricular Programs

POLICY STATEMENT:

Extracurricular programs shall be selected based on the following criteria:

- The program compliments the academic achievement of students.
- The program encourages students to develop self-confidence, self-esteem, and leadership skills.
- The program provides opportunities for students to participate in activities that encourage physical fitness, visual and performing arts, cooperation, and team building with adults and peers.
- The program provides the opportunity for students to interact socially in a positive manner with students within our school, other schools, and other districts.
- The program follows the participation guidelines as specified by the West Irvine Elementary School Activities/Athletics rules and regulations.
- The program adheres to all district policies and KHSAA guidelines regarding student retention.

STUDENTS

Extracurricular activities will be available to students of West Irvine Elementary and may, at times, include students from other Estill County schools.

COACHES AND SPONSORS

Each extracurricular activity will be led by an adult coach or sponsor who meets any applicable requirements set in law, designated in school board policy for non-faculty employees, and by the sponsoring or governing organizations. The coach, sponsor, or other approved personnel 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/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.

Evaluation: The SBDM Council will annually evaluate all extracurricular programs for effectiveness, student participation and equity.

POLICY EVALUATION

We will evaluate the effectiveness of this policy through our school improvement planning process.

Date Adopted: November 15, 2016

Date Reviewed/Revised: 5/17/21; 5/1/23

Signature: *Charlotte Arvin*

(SBDM Council Chairperson)

SBDM POLICY MANUAL

SBDM Legally Required Policies

Policy - #1012

SCHOOL: West Irvine Elementary School

SUBJECT OF THE POLICY: Instructional Practices

POLICY STATEMENT:

The Instructional Staff at West Irvine Elementary School shall consistently use instructional practices (methods and techniques used in the delivery of the curriculum) that are tailored to meet the unique instructional needs of all students at West Irvine Elementary School. The principal, with input from teachers, shall recommend to the SBDM Council instructional design and implementation practices that are based on state and district curriculum standards and that are consistent with West Irvine Elementary School teaching competencies and core practices for a great classroom.

These practices should:

- Be inquiry-based
- Require critical thinking
- Involve differentiated instruction
- Be data-driven
- Focus on conceptual development
- Provide students with authentic and challenging tasks
- Require problem solving
- Promote collaboration and social competence
- Be caring and culturally responsive
- Promote civic engagement

The SBDM Council shall be responsible for reviewing recommendations for school-wide instructional practices and determining if the recommendations will enhance student achievement. The SBDM Council shall provide final approval of the recommended instructional practices and shall regularly review and/or update this Instructional Practices policy based on the emerging needs of the school.

Date Adopted: November 15, 2016

Date Reviewed/Revised: 11/11/19, 11/16/20

Signature: *Charlotte Arvin*

(SBDM Council Chairperson)

SBDM POLICY MANUAL

SBDM Legally Required Policies

Policy - #1013

SCHOOL: West Irvine Elementary School

SUBJECT OF THE POLICY: Program Appraisal

POLICY STATEMENT:

Under the direction of the Leadership Team at West Irvine Elementary School, the planning process will ensure:

- Sustained analysis of whether each of the programs is contributing adequately to helping all students meet state standards by reviewing Kentucky Academic Standards results and other formative assessment results.
- Systematic work to improve those programs in order to meet state standards for all students within the timetable set by the Kentucky Board of Education.
- Ongoing monitoring and evaluation of the implementation and impact of programs.
- That continual improvements and revisions are made to program strategies based on the regular monitoring and evaluation of their effectiveness.

This process will be implemented and reviewed to reflect alignment of state standards through needs assessment and progress monitoring of the Comprehensive School Improvement Plan.

Date Adopted: November 15, 2016

Date Reviewed/Revised: December 14, 2020

Signature: *Charlotte Irvin*

(SBDM Council Chairperson)

SBDM POLICY MANUAL

SBDM Legally Required Policies

Policy - #1014

SCHOOL: West Irvine Elementary School

SUBJECT OF THE POLICY: Parent and Family Engagement (Title I)

POLICY STATEMENT: LEGALLY REQUIRED FOR TITLE I SCHOOLS AND BEST PRACTICE
FOR NON-TITLE I SCHOOLS

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 and providing activities designed to successfully engage families in their children’s learning, as appropriate.
3. Making representative parents and community members full partners in our decision-making
4. Facilitating the involvement of our military families, 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:

FAMILY/GUARDIAN

I want my student to achieve and be successful, therefore I will encourage my student by doing the following:

- Make sure my student attends school regularly, is on time and is prepared to learn with work complete
- Set aside a time to review school work on a regular basis
- Provide a positive place for study
- Encourage my student’s efforts and be available for questions
- Stay interested and aware of what my student is learning
- Read with my student regularly
- Communicate frequently with my student’s teacher through notes, emails, or conferences about my student’s progress
- Sign reports and respond when student’s teacher requests, such as the Thursday folder, homework assignments, planners, reading logs, practice test, behavior reports, assessments, report cards, permission slips, etc.

STUDENT

It is important that I work to the best of my ability; therefore, I will strive and do my best to do the following:

- I will attend school unless I am sick or have an excuse according to the Attendance Policy
- Work and learn in a cooperative manner with my classmates and school staff
- Ask questions when I need help
- Read on a daily basis
- Show respect for myself and others
- Make responsible choices
- Be honest
- Be prepared to learn every day
- Do my best

TEACHER

It is important that students achieve and are successful; therefore, I will strive and do my best to do the following:

- Provide clear directions in writing for homework assignments so families may assist their student if needed
- Encourage students and families by communicating consistently about their student's progress
- Contact families regularly regarding positive actions about their student's behavior
- Consistently give students positive feedback on a regular basis
- Hold a minimum of two (2) family-teacher conferences per year
- Provide rigorous instruction for all students in a supportive, safe and positive environment
- Provide varied learning opportunities (differentiation) for all students
- Engage all students at all times
- Have high expectations for all students, thus believing all students can learn at high levels
- Make myself accessible to families and encourage them to volunteer in the school
- Be honest with students and families concerning progress
- Do my best to move each student to the next level of learning
- Be prepared to teach students each day
- Make responsible choices when planning for instruction
- Be respectful to myself and others at all times
- Promote excellence of our school
- Be positive, productive and patient

PRINCIPAL

I support this compact for family involvement; therefore I will strive and do my best to do the following:

- Provide an environment for learning which is safe, positive, productive and promotional for students, staff and families
- Provide a welcoming atmosphere for all students, staff, families and the community
- Involve all families in the education of their student
- Allocate and support resources to ensure a rigorous curriculum is taught in all classrooms
- Assist teachers in being life-long learners and provide on-going high quality professional development on a consistent basis
- Encourage and allow opportunities for teachers to communicate with families concerning their student's progress
- Host a "welcome back to school" event before school begins in order for families to have the opportunity to meet their student's teacher for the new school year

- Allow the opportunity for transitional grades to attend an orientation meeting to learn more about the new school and staff
- Be visible throughout the school to students, staff and families
- Monitor assessments and progress consistently and offer feedback
- Review classroom and school-wide behavior plans and ensure a printed copy is sent home
- Provide the opportunity and facilities for monthly PTO meetings
- Coordinate with Family Resource Center (FRC) Coordinator in providing families and students the opportunity to have all barriers removed to ensure more learning will occur
- Be honest with all students, staff and families
- Do my best to assist and guide all staff to move all students to the next level
- Organize my time and materials to ensure more time to assist staff with student learning
- Go for responsible choices when determining what is best for students
- Show respect for myself and others at all times

POLICY EVALUATION

WE WILL EVALUATE THE EFFECTIVENESS OF THIS POLICY THROUGH OUR SCHOOL IMPROVEMENT PLANNING PROCESS.

Date Adopted: November 15, 2016

Date Reviewed/Revised: December 14, 2020

Signature: *Charlotte Arvin*

(SBDM Council Chairperson)

SBDM POLICY MANUAL

SBDM Legally Required Policies

Policy - #1015

SCHOOL: West Irvine Elementary School

SUBJECT OF THE POLICY: School Schedule

POLICY STATEMENT:

Prior to the start of the new school year, the administrative staff will develop the master schedule for the school based on the needs of the students and instructional programs within the school. The number of classes, rotation of classes, intervention opportunities, coordination of a lunch schedule, and provision of equitable planning time for all teachers shall be factors in developing the schedule.

The principal may change the schedule if the needs of the school change (e.g. enrollment or addition of special programs).

Protection of Instructional Time: Each teacher shall begin each period on time and engage students throughout the class period.

Professional Learning Communities: All teachers will participate in Professional Learning Communities (PLC) during their allotted planning time scheduled by school leadership.

Evaluation: The SBDM Council will annually review student achievement data and adjust the Schedule of the Day and Week to meet the priority of students.

Date Adopted: November 15, 2016 _____

Date Reviewed/Revised: 9/9/19; 10/19/20 ; 4/19/21 _____

Signature: *Charlotte Arvin* _____

(SBDM Council Chairperson)

SBDM POLICY MANUAL

SBDM Legally Required Policies

Policy - #1016

SCHOOL: West Irvine Elementary School

SUBJECT OF THE POLICY: School Space

POLICY STATEMENT:

The principal will have the responsibility of assigning school space during the school day based on the following criteria:

- Class size
 - Program needs
 - Accessibility for students
 - Appropriate supervision of students
 - Safety
 - Close proximity of instructional teaching teams
 - Overall effective school management
- Prior to the start of the school year, the principal shall prepare a school space plan and present the plan to the SBDM Council.
 - The principal shall implement the plan upon approval of the Council.
 - The principal shall have the authority to adjust the school use plan if needed to meet the needs of students. Any changes will be reported to the council for approval at the next regularly scheduled meeting.

Evaluation: The SBDM Council will annually review course enrollment and behavioral data from class transitions to determine effectiveness of the school space plan.

Date Adopted: November 15, 2016

Date Reviewed/Revised: March 22, 2019

Signature: Charlotte Arvin

(SBDM Council Chairperson)

SBDM POLICY MANUAL

SBDM Legally Required Policies

Policy - #1017

SCHOOL: West Irvine Elementary School

SUBJECT OF THE POLICY: Assignment of Instructional and Non-Instructional Staff Time

POLICY STATEMENT:

The staff time policy ensures that the amount of instructional time (e.g. number of classes taught, professional learning community time) and non –instructional time (e.g., bus duty, hallway duty) for certified and classified instructional staff is equitable and provides maximum learning for all students.

Assignment of Staff:

- The principal shall assign certified staff based on student needs and teacher certification and submit to council for approval.
- The principal shall assign classified staff based on student and facility needs and submit to council for approval.
- The principal may make staff assignment changes to meet student and school needs. The council will be notified of any staff assignment changes.

Intended assignments may be modified as needed based on:

- Changes in student enrollment.
- Programmatic needs.
- Changes in enrollment to a particular class or course requiring the abolishment of that class or course.
- Extended school closures (i.e. related to pandemic)

Extra-duty assignments will be made by the principal on a rotating basis and distributed equally, based on the needs of the building.

Date Adopted: November 15, 2016

Date Reviewed/Revised: March 22, 1019; November 16, 2020

Signature: *Charlotte Irwin*

(SBDM Council Chairperson)

SBDM POLICY MANUAL

SBDM Legally Required Policies

Policy - #1018

SCHOOL: West Irvine Elementary School

SUBJECT OF THE POLICY: Assignment of Students to Classes and Programs
Within the School

POLICY STATEMENT:

The assignment of classes and programs ensures that all students are provided equitable access to all components of the school's curriculum through the classroom process.

Student Assignments:

- Prior to the school year, Administrative Team will assign students to classes. The team will take into consideration:
 - Academic performance of the student
 - Student behavior
 - Instructional needs of the students
 - Teacher recommendation
 - Class size
 - Students with IEP will receive customized placement
- The Principal shall have final authority on any student assignments and will make changes as he/she deems necessary.
- In assigning students in accordance with the above considerations, no student shall be assigned to a class or program solely on the basis of his or her race, color, national origin, sex, religious beliefs, or any other legally protectable category.

Date Adopted: November 15, 2016

Date Reviewed/Revised: February 19, 2019

Signature: _____ *Charlotte Arvin*
(SBDM Council Chairperson)

SBDM POLICY MANUAL

SBDM Legally Required Policies

Policy - #1019

SCHOOL: West Irvine Elementary School

SUBJECT OF THE POLICY: Technology Use

POLICY STATEMENT: The Kentucky Education Technology System and District Technology Plan for the Estill County School District ensures that all students have equitable opportunity to highly effective teaching practices at all levels and with all classes.

For students to be contributing citizens, they must receive an education that incorporates technology into all aspects of learning. West Irvine Elementary will provide students with technology skills instruction and opportunities to apply the skills to their work in core content subjects.

All teachers at West Irvine Elementary will implement technology as defined by the ECPS Student Discipline Code of Acceptable Behavior & Discipline with Individual School Supplements.

Teachers will:

- Use appropriate technology to design and plan instruction.
- Use available technology to implement instruction that facilitates student learning.
- Integrate student use of available technology into instruction.
- Use available technology to assess and communicate student learning.
- Demonstrate ethical and legal use of technology.

Date Adopted: November 15, 2016

Date Reviewed/Revised: October 19, 2020; 11/16/20

Signature: *Charlotte Arvin*

(SBDM Council Chairperson)

SBDM POLICY MANUAL

SBDM Legally Required Policies

Policy - #1020

SCHOOL: West Irvine Elementary School

SUBJECT OF THE POLICY: Wellness and Nutrition

POLICY STATEMENT:

The West Irvine Elementary School SBDM Council and faculty feel that a student's physical wellness should be included as part of the curriculum. This includes teaching students to make healthy choices and engaging them in physical activities that will increase their physical well-being.

PHYSICAL ACTIVITY PLAN

All students will participate in moderate to vigorous physical activity each day, as follows:

1. Each student will engage in at least 15 minutes of planned ***moderate to vigorous physical activity each day***. With input from the staff, the principal and physical education teacher will work out how this will be implemented. The arrangements must fit within the limits of our building and staffing and be compatible with our School Improvement Plan.
2. Each student will be scheduled to participate in Physical Education class, that includes physical activities or health instruction, a minimum of 45 days per school year.
3. Teachers will make all reasonable efforts to avoid periods of more than 30 minutes when students are physically inactive. When possible, physical activity will be integrated into learning activities. When that is not possible, students will be given periodic breaks during which they are encouraged to stand and move in some form.
4. Appropriate accommodations will be made for students with special needs, as required by law and sound professional judgment.

HEALTHY CHOICE PLAN

We will encourage healthy choices among students using the following methods:

1. Implementing the nutritional standards required by federal and state laws and regulations, which apply to our food program and to other food and beverages available during the school day.
2. Implementing a practical living curriculum, which addresses the standards for health education, physical education, and consumerism.
3. Integrating all content areas by making connections to health and wellness and by incorporating movement-based activities when possible. (A Coordinated School Health committee will provide assistance on the integration of health education and physical education instruction throughout the school environment.)

ASSESSMENT TOOL

We will ***assess students' level of physical activity and physical fitness at least once a year*** using the following procedures:

1. The principal or physical education teacher, with collaboration from teachers and parents with wellness expertise, will select an assessment tool. Once the council has adopted a tool, it will remain in use unless the principal or physical education teacher recommends a change.
2. The principal or physical education teacher will develop a schedule for completing the assessment during the last month of school.
3. The principal will report the results of the wellness assessment data to the council annually.

4. The council in coordination with School Health Committee will discuss the results of the report and decide if appropriate wellness goals are included in the School Improvement Plan or if they need to be added or revised.

POLICY IMPLEMENTATION

The provisions of this policy will be implemented to comply with provisions required by federal law, state law, and local board policy. If any specific requirement above does not fit with those rules, the principal will notify the council so that the policy can be amended to fit.

The principal will share this policy with the Kentucky Department of Education upon request for this information.

POLICY EVALUATION

A Coordinated School Health Committee will collect and analyze data in order to recommend adjustments to the wellness policy.

Date Adopted: November 15, 2016

Date Reviewed/Revised: 5/15,/18; 9/21/20; 11/16/20

Signature: Charlotte Arvin

(SBDM Council Chairperson)

SBDM Legally Required Policies

Policy - #1021

SCHOOL: West Irvine Elementary School

SUBJECT OF THE POLICY: Writing

POLICY STATEMENT: West Irvine Elementary Site Based Decision Making Council believes writing is a purposeful act of thinking and expression that uses language to explore ideas and communicate meaning to others. Therefore, it is the responsibility of the Council to create writing policy which will provide our students with a curriculum which guides them in becoming effective communicators.

Policy Development Process: In alignment with this philosophy, the council believes an effective Writing Plan should be implemented to ensure all students are provided with quality instruction which will bridge literacy and writing skills and prepare them to be 21st Century Learners.

GOAL

Our school strives to provide each student with the writing skills necessary to meet the Kentucky Education system goals:

- *Communication skills necessary to function in a complex and changing civilization;*
- *Sufficient preparation to choose and pursue their life's work intelligently; and*
- *Skills to enable students to compete favorably with students in other states and*

In order to provide a high-quality writing program, every student will have:

A. Multiple opportunities to develop complex communication skills for a variety of purposes scheduled as part of daily instruction and experiences:

1. Being taught from a curriculum that is vertically and horizontally aligned to the *Kentucky Academic Standards*.
2. Engaging in three categories of writing: writing to learn, writing to demonstrate learning, and writing for publication.
3. Experiencing authentic, meaningful writing at all grade levels, including: a. Writing for a variety of purposes:
 - Opinion (Elementary)/Argumentative (Secondary) to support claims
 - Informative/explanatory texts
 - Narrative to develop real or imagined experiences or events
 - a. Writing for a variety of audiences
 - b. Writing experiences that reveal ownership and independent thinking
 - c. Writing in which students draw on their own experiences, learning, reading, and inquiry to complete writing tasks
4. Experiencing the writing process at all grade levels: planning, drafting, revising, editing, publishing, and reflecting upon writing.
5. Being provided consistent and timely feedback throughout the writing process to guide and improve writing skills.
6. Experiencing writing in both on-demand and writing-over-time situations.
7. Writing as a natural outcome of the content being studied in all curriculum areas.
8. Applying appropriate writing skills to oral communication.

B. Writing instruction allowing students to read and analyze a variety of print and non-print materials by embedding a variety of language resources as part of daily instruction:

Appropriate resources for writing (e.g., personal interviews, observations, print materials, and digital sources) driven by different instructional purposes with various audiences for the student to consider.

- Multimodal text, such as artwork (2D and 3D), photographs, electronic text, graphics, illustrations, web images, maps, multimedia
- Types of text, such as persuasive, literary, informational, and practical/workplace materials
- Models to serve as exemplars for student writing

Resources will be used with differentiated strategies to make instruction accessible to all students.

C. A variety of technological tools used in the writing process that allow students to:

- Evaluate or communicate using critical thinking skills
- Seek a new or deeper understanding based on inquiry of a topic
- Demonstrate new understanding through collaborating, creating, and making global connections
- Have relevant learning opportunities with community members, postsecondary partners, and businesses.
- Engage in real world and creative communication appropriate for meeting *Kentucky Academic Standards*.

Assessment and Evaluation: The Council will review, assess and evaluate this policy annually as described in the EC District/School Writing Plan.

Policy statement: it is the SBDM policy at WII to follow the EC school district's writing plan. This plan shall be annually reviewed and revised to align with the District Plan.

Date Adopted: December 18, 2018

Date Reviewed/Revised: January 13, 2020; 11/16/2020

Signature: Charlotte Arvin

(SBDM Council Chairperson)

School Based Decision Making

District Policies - #2000

SBDM POLICY MANUAL

SBDM Best Practice Policy Index - #2000

POLICY #	POLICY	ADOPTED	REVISED
SBDM Best Practice Policies --- 2000			
2001	Budget	11/15/16	4/19/21
2002	Selection of Instructional Materials	11/15/16	
2003	Professional Development	11/15/16	
2004	Classroom Assessment	11/15/16	
2005	Equity and Diversity	11/15/16	
2007	Improvement Planning	11/15/16	
2008	Protection of Instructional Time	11/15/16	
2009	Student and Family Support Services	4/19/21	
2010	Dress Code	12/14/20	
2011	Cell Phone	12/14/20	

SBDM POLICY MANUAL

SBDM Best Practice Policies

Policy - #2001

SCHOOL: West Irvine Elementary School

SUBJECT OF THE POLICY: Budget

POLICY STATEMENT:

The school budget shall consist of funds appropriated to the school for a period beginning **July 1** and ending **June 30** of the next year. The initial budget of the new year must be approved by the SBDM Council no later than **March 15** of the preceding year. Any adjustments based on allocation changes after the opening of school must be approved by the SBDM Council no later than **September 15** of the new year.

An ad hoc committee may be formed to develop a budget for the school and to complete bimonthly financial reports to the SBDM Council.

If a The Budget Committee is formed, the committee will use the budget instructions and recommendations as provided by the Financial Planning and Management Department. Timelines will adhere to those required by the Financial Planning and Management Department. The principal shall develop a draft budget and recommended to the SBDM Council. The SBDM Council has the responsibility of reviewing, accepting, amending, or rejecting this budget as necessary. The SBDM Council must approve the budget for the school.

The SBDM Council shall be responsible for monitoring the budget. The Budget Committee or principal shall be responsible for reporting the status of the budget to the SBDM Council during the regularly scheduled meetings. The principal may shift funds along line items during the fiscal year, but the budget must balance at all times. All changes in staffing allocations must be approved by the SBDM Council prior to implementation.

The allocations for the upcoming school year shall be provided to the SBDM Council by the principal or Budget Committee within two weeks of receiving these allocations from the Financial Planning and Management Department. The SBDM Council will consider: the needs as identified in the Comprehensive School Improvement Plan (CSIP), the number of staff needed to meet contractual obligations and class size caps, the classroom and operational needs of the school, suggestions taken from the faculty and staff, and other requests. During the year, the principal may make line-item changes in the budget up to \$500. If the amount exceeds \$500, the SBDM Council will meet and approve it before action is taken. If changes are made, the principal must report these changes to the Budget Committee and SBDM Council at their regularly scheduled meetings so that adjustments can be made to future budget allocations if needed. The Budget Committee must report quarterly to the SBDM Council regarding the status of the budget

A copy of the audit report shall be shared with the SBDM Council at the meeting after it is received.

Date Adopted: November 15, 2016

Date Reviewed/Revised: April 17, 2021

Signature: *Charlotte Arrin*

(SBDM Council Chairperson)

SBDM POLICY MANUAL

SBDM Best Practice Policies

Policy - #2002

SCHOOL: West Irvine Elementary School

SUBJECT OF THE POLICY: Selection of Instructional Materials

POLICY STATEMENT:

The SBDM Council, when selecting instructional materials, shall adhere to the procedures outlined in the West Irvine Elementary School Selection of Instructional Materials (Including Reevaluation/Reconsideration Process) document. The purpose of this document is to determine which textbooks, instructional materials, and student support services shall be provided in the school (per KRS 160.345).

The Efficiency Committee will make a recommendation to the SBDM Council as to which instructional materials should be purchased. The recommendation shall be in compliance with "Section IV: Criteria for Selection of Materials" as outlined in the Selection of Instructional Materials (Including Reevaluation/Reconsideration Process) document.

Date Adopted: November 15, 2016

Date Reviewed/Revised: _____

Signature: Charlotte Arvin

(SBDM Council Chairperson)

SBDM POLICY MANUAL

SBDM Best Practice Policies

Policy - #2003

SCHOOL: West Irvine Elementary School

SUBJECT OF THE POLICY: Professional Development

POLICY STATEMENT:

The Leadership team shall ensure that the professional growth and development needs of staff are included in the Needs Assessment portion of the planning process. Additionally, the Leadership team shall ensure that the appropriate objectives and strategies are included in the Comprehensive School Improvement Plan (CSIP) to provide for these needs for the coming school year due in December of each year. Finally, the professional-development (PD) plan should be modified based on student data/performance, staff reflections, and myriad evaluative tools.

Approval of the CSIP will also constitute approval of the school PD offerings for the upcoming year. PD that is not included in the CSIP requires principal approval and must address a need that is included in the individual's evaluation and professional growth plan.

Date Adopted: November 15, 2016

Date Reviewed/Revised: _____

Signature: Charlotte Irvin

(SBDM Council Chairperson)

SBDM POLICY MANUAL

SBDM Best Practice Policies

Policy - #2004

SCHOOL: West Irvine Elementary School

SUBJECT OF THE POLICY: Classroom Assessment

POLICY STATEMENT:

The West Irvine Elementary School Leadership Team shall establish and maintain a balanced, comprehensive school assessment system that effectively uses multiple formative (assessment for learning) and summative (assessment of learning) student assessments to continuously inform teaching and improve learning for every student. Assessments shall be aligned with state and district curriculum standards and have clearly defined learning targets and learning progressions for each instructional unit. Teachers shall collaboratively design and use assessments to demonstrate mastery of key concepts and skills, to track and communicate student progress, and to provide students additional learning opportunities toward mastery and proficiency.

Students shall be routinely engaged in monitoring their own progress and using descriptive feedback to adjust their own learning.

The Leadership team shall recommend to the SBDM Council ongoing professional learning development (PD) to increase assessment literacy of all instructional staff. Teachers at West Irvine Elementary School shall administer school-wide assessments according to the recommended assessment calendar (to be modified each year in accordance with District and State expectations). Required documentation of performance shall be based on multiple assessments of student learning as outlined in the ECPS Student Discipline Code of Acceptable Behavior with Individual School Supplements.

Date Adopted: November 15, 2016

Date Reviewed/Revised: September 20, 2021

Signature: *Charlotte Arvin*

(SBDM Council Chairperson)

SBDM POLICY MANUAL

SBDM Best Practice Policies

Policy - #2005

SCHOOL: West Irvine Elementary School

SUBJECT OF THE POLICY: Equity and Diversity

POLICY STATEMENT:

We commit our school to ensuring that each and every student:

- Is able to achieve at high academic levels.
- Feels safe, welcome, and valued at our school.
- Receives a full, fair share of the opportunities our school has to offer.
- Knows and honors the achievements of his or her cultural tradition.
- Knows and honors the achievements of other cultural traditions he or she may encounter in our community and later in life.

We commit ourselves to annual reflection on how well we are fulfilling this commitment, including review of the following data disaggregated by sex, ethnicity, socioeconomic status, and disability.

- Student performance
- Student participation in our programs
- Student disciplinary referrals
- Family involvement in school activities
- Feedback from students, parents, staff, and community leaders on their perception of our performance in this area.

Based on data from the reflection, the council will develop and vigorously implement the plans needed to correct any failure to fulfill the commitment made above. To the extent possible, we will combine this work with our Comprehensive School Improvement Plan (CSIP) process and ensure that our staff is caring and culturally responsive.

Date Adopted: November 15, 2016

Date Reviewed/Revised: 9/20/21

Signature: Charlotte Arvin

(SBDM Council Chairperson)

SBDM POLICY MANUAL

SBDM Best Practice Policies

Policy - #2007

SCHOOL: West Irvine Elementary School

SUBJECT OF THE POLICY: Improvement Planning

POLICY STATEMENT:

The purpose of the SBDM Council is to enhance student achievement. The Comprehensive School Improvement Plan (CSIP) provides focus for the school community in its efforts to enhance student achievement. The principal will be responsible for overseeing the CSIP process and include school support personnel and others identified as needed..

The principal will be responsible for the following:

- Gathering, compiling, and evaluating information related to curriculum, instruction, and assessment to be used in the needs assessment process.
- Developing the CSIP, including identifying goals, objectives, activities, strategies, and funding sources.
- Reporting monthly (both orally and in writing) on the progress of the plan through Implementation and Impact Checks to the SBDM Council and all relevant stakeholders.
- Reviewing assessment data when they become available and recommending changes when needed.

The SBDM Council is responsible for adopting and monitoring the CSIP. In doing so, the Council has responsibility for ensuring that:

- Students' needs are being addressed by reviewing the plan.
- Technology and equity are embedded in the CSIP.
- Funding is appropriately monitored.
- Professional development (PD) is appropriate and properly implemented.
- The Implementation and Impact Checks are being completed.
- The plan is amended or updated based on student needs.

Date Adopted: November 15, 2016

Date Reviewed/Revised: _____

Signature: *Charlotte Irvin*

(SBDM Council Chairperson)

SBDM POLICY MANUAL
SBDM Best Practice Policies

Policy - #2008

SCHOOL: West Irvine Elementary School
SUBJECT OF THE POLICY: Protection of Instructional Time

POLICY STATEMENT:

West Irvine Elementary School ensures that every student will be actively engaged in instructional activities throughout the school day. It is important that interruptions to the instructional process be kept to a minimum. Implementing the following will protect instructional time:

- Broadcasted messages will occur at within the first 10 minutes of the school day and the final 10 minutes of the school day and on an emergency basis.
- Students will begin classroom activities immediately upon arrival.
- Only emergency or expected calls will be sent to classrooms.
- School schedules will reduce the amount of time students spend transitioning from one classroom to another.
- Scheduled activities that reward or punish student behavior will not be conducted during instructional time unless they are aligned with the curriculum and with instructional policies established by the Council.
- Videos and television broadcasts will be used for instructional purposes only and will support the core content.
- Our School Discipline and Classroom Management Policy, along with the School Safety Plan, will be used for the purpose of reducing behavior problems.

FIELD TRIPS

Many opportunities for learning exist outside of the classroom. Field trips are part of the students' instructional day. Therefore, all field trips must be an extension of the curriculum taught in the classroom. For field trips to be approved, the relationship between the curriculum and the field trip must be evidenced in the Request Form completed by the teacher(s). This request must be submitted following appropriate procedures and timelines

Date Adopted: November 15, 2016

Date Reviewed/Revised: September 20, 2021

Signature: Charlotte Irwin

(SBDM Council Chairperson)

SBDM POLICY MANUAL

SBDM Best Practice Policies

Policy - #2009

SCHOOL: West Irvine Elementary School

SUBJECT OF THE POLICY: Student and Family Support Services

POLICY STATEMENT:

To enhance students' ability to succeed in school by developing and sustaining partnerships that promote:

- Early learning and successful transition to school
- Academic achievement and well-being
- Graduation and transition into adult life

Through Family Resource coordination partnerships of school and greater community will be nurtured to achieve success. Family Resource Coordinator will bridge the gap to connect students, school and families to remove non-academic barriers to learning.

Date Adopted: April 17, 2021

Date Reviewed/Revised: _____

Signature: Charlotte Arvin

(SBDM Council Chairperson)

SBDM POLICY MANUAL

SBDM Best Practice Policies

Policy - #2010

SCHOOL: West Irvine Elementary School

SUBJECT OF THE POLICY: Dress Code

POLICY STATEMENT:

West Irvine Elementary recognizes the effect which students' dress and grooming have upon student behavior and commitment to learning. It further recognizes the role of parents in assisting their children in making appropriate choices regarding clothing, accessories, and personal appearance. In order to maintain an atmosphere conducive to learning, West Irvine requires that all students exercise good taste with regard to their personal appearance. Attire considered disruptive or attire that could present a health or safety problem is not appropriate. Prohibited dress violations are listed below, but this list is not all inclusive nor is a violation of the dress code limited to the following:

1. All students are expected to maintain the highest possible standards of personal hygiene. This includes personal cleanliness, as well as wearing clean clothing.
2. Appropriate shoes must be worn at all times.
3. No students will be allowed to wear clothing or jewelry which displays suggestive slang or advertising (alcohol, drugs), or inappropriate language.

Date Adopted: December 14, 2020

Date Reviewed/Revised: _____

Signature: Charlotte Irwin

(SBDM Council Chairperson)

SBDM POLICY MANUAL

SBDM Best Practice Policies

Policy - #2011

SCHOOL: West Irvine Elementary School

SUBJECT OF THE POLICY: Cell Phones

POLICY STATEMENT:

In order to create a positive learning environment for all students, any personal electronic devices may not be used for personal use on campus until 3:30 p.m. With the exception of using personal devices during school hours as directed by the classroom teacher. If students are not using the device for learning purposes the device must be put away. If a student does not follow the classroom rules and procedures that are in place, it may be confiscated and held until a parent comes to school to get it.

At WII we understand that many parents choose to have their students carry a cell phone for communication purposes in the event of emergencies or changes in plans. However, in order to not disrupt the school day any student bringing a cell phone to school must keep it turned off and out of sight during school hours unless using the device for educational purposes set by the teacher. If a student is seen with a cell phone when they are not to be using the device for educational purposes they will be given a reminder of the school policy, and/or it may be taken away and kept in the office until the end of the day or until a parent/guardian of the student comes to school to pick it up.

During school hours, if a parent/guardian needs to get a message to their student, they are welcome to call the office at 606-723-4800 or send a Dojo message to the teacher and the message will be delivered to the student as soon as possible and in a manner that will not disrupt learning. Students are permitted to use their cell phones after dismissal at 3:30 p.m.

Date Adopted: November 16, 2020

Date Reviewed/Revised: December 14, 2020

Signature: Charlotte Arvin

(SBDM Council Chairperson)

West Irvine Elementary School
155 Riverview Road
Telephone number (606) 723-4800/Fax (606) 723-5350

Equal Opportunity/Affirmative Action Employer Offering Equal Educational Opportunities