

Irvington Elementary

S.B.D.M. Policy Manual

**Adopted February 20, 2001
Revised February, 2020**

Irvington Elementary

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Irvington Elementary

S.B.D.M BY-LAWS Council Operational Policies

**Revised July, 2018
Adopted February 2, 2001**

Mission Statement

Cooperation + Active Learning + Teamwork = Success!

Rev/Adopted 3-18-03

Our goals as a school are:

1. To provide a safe, inviting environment for students to learn.
2. To improve students' attitudes toward learning.
3. To promote school/parent/community relations.
4. To promote and prepare students to be competitive in education.
5. To promote lifelong learning.

VISION STATEMENT

“Working Together Toward Success for All”

MEMBERSHIP

Section 1 Selection Process

Composition of the Council

The school council at Irvington Elementary School shall consist of a three to two (3:2) ratio (teachers:parents) and the principal.

Eligibility

All certified employees assigned to the school as full or part-time are eligible to serve on the council. Parents who have a child enrolled in the school during the year, who are not employees of the district, and who do not have a relative working in the school district, are eligible to serve on the council.

Teacher Selection Process

Teachers are responsible for conducting the nomination and election of teacher council representatives.

Parent Selection Process

Parent Teacher Organization (PTO) is responsible for conducting the elections for parent council representatives.

Section 2 Council Training

Training shall be provided to council members.

- Council members are responsible for choosing and completing annual required training.

Section 3 Terms of Office

In compliance with K.R.S. 160.345 (2)(a),

- Teacher representatives shall be elected for one (1) year terms.
- Parent representatives shall be elected for one (1) year terms.
- The principal will be a permanent member of the council.
- Teacher and parent representatives are eligible for re-election.
- Terms shall begin on July 1 and end on June 30 of the following year.
- Annual elections shall be held, according to policy in Section I, on a date set by the council in the preceding April.

Adopted 2-20-01

Revised April 1, 2009

COUNCIL VACANCY POLICY

1. A vacancy may be created by one of the following conditions:
 - a. A teacher is no longer assigned to that school.
 - b. A parent no longer has a child enrolled in the school.
 - c. A member of the Council has submitted a resignation.
 - d. A member has **missed 3** meetings without approval of the Council.

2. The procedure to fill a vacancy shall include the following:
 - a. The vacancy is declared by the chairperson.
 - b. A special election will be held within thirty (30) days of the declaration.
 - c. The special election will follow the guidelines set forth in these by laws for the election of Council members.

3. Leave of absence shall not be granted for council members.

Revised April 1, 2009

REMOVAL OF MEMBERS

A member who neglects to perform their duties or has violated any of the standards of conduct and who does not submit a written resignation from the council shall be subject to removal using the following procedures:

1. Motion. A motion to remove the member shall be made by a member of the council, stating the actions that justify removal and identifying the standards of conduct violated by those actions.
2. Second. If the motion is seconded, the member whose removal has been moved shall be given a chance to explain why removal is not justified. If the motion is not seconded, no further action shall be taken on the motion.
3. Defense. The member whose removal has been moved shall be permitted to present any type of defense he or she desires. Other persons wishing to address the issue may also speak, but the person whose removal is being considered will be allowed to speak last.
4. Decision. The Chairperson will initiate the procedures as specified in K.R.S. 160.347.

**Standards of Conduct for the
Irvington Elementary School
School Based Decision Making Council Members**

Standards for Members

1. Attendance. Members of the council shall attend all council meetings in their entirety unless the absence is excused. Absences may be excused by consensus of the council for good cause and shall be recorded in the minutes.
2. Conflict of Interest. No member shall enter into any business dealing that creates a conflict of interest under K.R.S. Chapter 45A, and any member who discovers the existence of such a conflict of interest shall resign.

K.R.S. 45A.455 Conflict of interest; gratuities and kickbacks; use of confidential information

- (1) It shall be a breach of ethical standards for any employees with procurement authority to participate directly in any proceeding of application; request for ruling or other determination; claim or controversy; or other particular matter pertaining to any contract, or subcontract, and any solicitation or proposal therefore, in which to his knowledge:
 - (a) He, or any member of his immediate family has a financial interest therein; or
 - (b) A business or organization in which he or any member of his immediate family has a financial interest as an officer, director, trustee, partner, or employee, is a party; or
 - (c) Any other person, business, or organization with whom he or any member of his immediate family is negotiating or has an arrangement concerning prospective employment is a party. Direct or indirect participation shall include but not be limited to involvement through decision, approval, disapproval, recommendation, preparation of any part of a purchase request, influencing the content of any specification or purchase standard, rendering of advice, investigation, auditing, or in any other advisory capacity.
- (2) It shall be a breach of ethical standards for any person to offer, give, or agree to any employee or former employee to solicit, demand, accept, or agree to accept from another person, a gratuity or an offer of employment, in connection with any decision, approval, disapproval, recommendation, preparation of any part of a purchase request, influencing the content of any specification or purchase standard, rendering of advice, investigation, auditing, or in any other advisory capacity in any proceeding or application, request for ruling or other determination, claim or controversy, or other particular matter, pertaining to any contract or subcontract and any solicitation or proposal therefore.

- (3) It is a breach of ethical standards for any payment, gratuity, or offer of employment to be made by or on behalf of a subcontractor under a contract to the prime contractor or higher tier subcontractor or any person associated therewith, as an inducement for the award of a subcontract or order.
- (4) The prohibition against conflicts of interest and gratuities and kickbacks shall be conspicuous set forth in every local public agency written contract and solicitation therefore.
- (5) It shall be a breach of ethical standards for any public employee or former employee knowingly to use confidential information for his actual or anticipated personal gain, or the actual or anticipated personal gain of any other person.

HISTORY: 1980 c 250, 16, eff. 4-9-90
1978 c 110, 92

Penalty: 45.990 (5) to (7)

3. Teacher Departure. A teacher member who ceases to be assigned to the school before his/her term is completed shall resign.
4. Student Departure. A parent member whose child ceases to attend the school before his or her term is completed shall resign.
5. Improper Meeting. No combination of 4 members of the council shall meet to discuss council business without following the procedures for scheduling a meeting of the full council.
6. Criminal Conduct. Any member of the council who is convicted of a misdemeanor or a felony during his or her term of office shall resign.
7. Professional Development. Council members choose and complete SBDM training. New council members shall receive training prior to becoming an official member of the School-Based Decision Making Council. Members re-elected to the council will receive updated training as required by law.

Members of the Irvington Elementary School Council, while representing teachers, parents, and school administrators, have the educational welfare of the students served by the school as its highest priority. We acknowledge that the school belongs to the public it serves and that our responsibilities as a council member requires gathering and giving accurate information and making decisions that will be in the best interest of the students. We further acknowledge that we can best meet our responsibilities when we work as a team, show respect for one another, show honesty, and demonstrate a commitment to the school and to our responsibilities.

COUNCIL OFFICERS POLICY

Section 1 Officers of the Council

- (a) Chairperson
- (b) Vice Chairperson
- (c) Secretary

Section 2 Election and Appointments

- (a) The Irvington Elementary School Principal shall serve as the chairperson of the council.
- (b) The Vice Chairperson shall be elected from within the council membership.
- (c) The Secretary shall be appointed by the council.

Section 3 Duties and Functions

- (a) The Principal shall be the Chairperson. The Chairperson will work with the council, directing the affairs of the council including monitoring committee progress. The Chairperson shall have the agenda prepared for all meetings and will see that the agenda is available at least (3) working days before each meeting. The Chairperson shall be responsible for [1.] keeping full and accurate accounts of the proceedings and transactions of all meetings of the council; [2.] providing copies of the minutes to the council within three (3) days of the next meeting; [3.] preparing any official correspondence that may be requested; [4.] maintaining a “Council File” containing copies of all minutes, council plans and progress reports, any council related information from the district or state, and a current copy of the bylaws; [5.] annually providing a copy of the bylaws to all council members by the third meeting of the year; and [6.] providing the superintendent and board with necessary copies of all council records.
- (b) When a principal resigns or must be absent for a long period of time, leaving the school council without a chairperson, the Vice-Chairperson will preside. The Vice-Chairperson will maintain a listing of membership with phone numbers, addresses, keep attendance and assist the Chairperson as needed.
- (c) The Secretary will must be willing to attend all meetings and perform all duties of the office. The secretary shall keep minutes of each council meeting. The minutes shall state accurately each council decision taken. The secretary shall be compensated at a rate of \$25.00 per meeting.

Revised April 1, 2009

POLICY PROCEDURES

All policies and decisions of the Council will relate to the improvement of the instructional program or the furtherance of the school mission and goals consistent with the school philosophy.

A. Development Procedures

The following procedures shall be used to facilitate the development, reviewing and amending of Policies as follows:

1. Identify needs and determine basic issues confronting the council and school.
2. Collect appropriate data and information pertinent to the issues.
3. Develop a first draft of a proposed policy, complete first reading, and send a copy to board for review.
4. Edit, rewrite, develop final draft, and schedule second reading.
5. Adopt policy by consensus at next scheduled meeting.
6. Disseminate and/or make available the adopted policy to all concerned parties.
7. Implement the policy in a timely manner.
8. All council policies will be evaluated annually or as needed.

The official policy manual shall be retained in the principal's office and shall be organized by policy number using headings as specified in the table of contents. Each council member shall maintain an updated policy manual and updated bylaws and policies shall be maintained on the school website.

B. Amendment Procedures

1. Procedure. A proposed amendment to these bylaws must first be presented to the Council who will, if necessary, refer the proposal to the appropriate committee for consideration.
2. Waiting Period. No amendment shall be approved at the same meeting at which it is first introduced. A discussion of the proposed amendment shall be held at the following Council meeting. Any amendment or revision is to be forwarded to district Assistant Superintendent for review after the first reading. When consensus is achieved, the amendment in its final form shall be adopted.
3. Failure to achieve Consensus. When the third suggestion of consensus fails on the issue of amendment to the bylaws, the chair shall direct that the issue be remanded to committee and presented in revised form at a future Council meeting, to be determined by the Council-at-large.

C.

Appeals Process

1. File a written request, which includes information about the grievance issue, to the Principal for an opportunity to be heard.
2. The council will schedule a hearing within thirty (30) working days from the date the request is received. The person appealing shall be informed of the hearing by registered letter.
3. The person appealing may be represented by legal counsel and may call witnesses as long as the testimony is germane to the issue. The council may also be represented by legal counsel and may also call witnesses.
4. The council shall consider the merits of the complaint, make a decision, and respond in writing to the complaint.
5. A copy of the reply and grievance shall be provided to the Superintendent.

Adopted 8-21-01
Revised April 1, 2009

AGENDA PREPARATION POLICY

1. Preliminary Agenda

- Anyone may submit items in writing to the chairperson.
- The Chairperson shall maintain a file of those items.
- The Chairperson will prioritize the selected items to be placed on the agenda.
- The Chairperson will prepare the preliminary agenda 24 hours before each regular council meeting.
- The agenda shall include the review of previous meeting's minutes..
- The preliminary agenda shall be posted on the S.B.D.M. Bulletin Board and sent via e-mail.
- Copies shall be made available to each council member.
- A copy will be sent to the superintendent.

2. Final Agenda

- Setting the final agenda shall be the first order of business at each meeting
- Non-council members must obtain prior permission to address the council, and their topic of concern must be germane to the authority of the council.
- Non-council members' time to speak is limited to 5 minutes.
- At special meetings, only the items listed in the notice of the meeting may be discussed.
- For regular meetings, members will provide suggestions for the upcoming agenda at the end of each meeting.

COUNCIL MEETING POLICY

1. At the July meeting, the Irvington Elementary School Base Decision Making Council shall designate a day, time, and location within the school for the regular monthly meetings.
2. The council will comply with the Open Meetings Law (K.R.S. 61.805 – 61.850).
3. The council will operate under Robert's Rule of Order with flexibility.
4. A special meeting shall be called by the chairperson or by written request of a majority of the membership of the council in accordance with the open meetings law. (K.R.S. –61.810).
5. Emergency Meetings – An emergency meeting shall be called according to (K.R.S. – 61.825, K.R.S. – 160.270 (1)).
6. Executive Session – The Irvington Elementary School-Based Decision Making Council reserves the right to go into closed (executive) session to discuss discretionary or confidential matters as provided by K.R.S. 61.810.
7. Addressing the Council – Persons not on the agenda who wish to address the Council must have Council permission to do so. Initial presentations before the Council will be limited to five minutes unless prior arrangements have been made for more time. The council may invite persons present in the audience to speak on issues under consideration and a five (5) minute discussion period will be provided for visitor input before any decisions are made by the council.

Adopted 8-21-01

Revised April 1, 2009

COUNCIL COMMUNICATIONS AND ARTICULATION POLICY

There shall be open communication among Council members, the superintendent, board members and the community. Suggestions or concerns may be voiced to Council members, called in to the school, or sent to the Council in writing. Suggestions will be reviewed prior to the council meeting.

DECISION MAKING POLICY

1. Quorum Policy

- No council decisions can be taken unless a quorum is present.
- A quorum exists when a majority of members including at least one parent and one teacher is present.

2. Decision Making Process

- A five (5) minute discussion period will be provided for visitor input before any council decisions are made. The council shall operate by the consensus procedure. After discussion of each issue the chair or any member of the council may suggest the presence of consensus. The person making the suggestion shall explain in one or more sentences what they think the consensus is. The chair shall then ask whether any member has any significant disagreement with that statement. If no one disagrees, the decision shall be deemed made and a motion shall be made and seconded to accept the action by consensus. After concerns have been expressed and if consensus cannot be reached, any member may call for a majority vote or continuation of the issue to the next council meeting. Decisions by majority rule shall require a simple majority of the members present.

Adopted 8-21-01

Public Records Policy for S.B.D.M. Council and S.B.D.M. Committees

A. Record Keeping Procedure

1. A Council Secretary shall be appointed.
2. The secretary's duties shall include the following:
 - a. taking minutes at all meetings
 - b. transcribing the minutes
3. Official Council/Committee documents shall be maintained in the school office.
4. A summarized copy of the minutes from the previous meeting will be posted on the S.B.D.M. Bulletin Board.
5. A rough draft copy of the minutes will not be provided to the public.
6. The records custodian (school secretary) shall provide access of council documents to the public.
7. The records custodian (school secretary) shall maintain a signed record of those who acquire access to official council documents.

B. Inspection Procedure

1. Anyone may make a request to inspect public records. Requests to inspect council/committee documents shall be made to the records custodian and must be specific as to what records are to be inspected.

Records Custodian: S.B.D.M. Chairperson
1 Wildcat Way
Irvington, Kentucky 40146
(270) 756-3050

2. The records custodian will determine within three (3) working days whether to comply with the request. The inspection must occur in the school office during regular office hours.
Office hours: 7:15 a.m. – 3:15 p.m. Central time
3. Request for copies of records must be made in writing to the records custodian. A fee will be charged for copies of records.
Fee for copies: fifteen (.15) cents per page.
4. If the records are in active use or storage, or not otherwise available, the official custodian must immediately notify the applicant and designate a time and place for inspection within three (3) working days from the receipt of the application or provide the applicant with the detailed explanation of the cause for further delay. [K.R.S. 61.872 (5)]

C. Denial of Requests

1. Requests to inspect may be denied if the request places an unreasonable burden on the school. [K.R.S. 61.872 (6)]
2. Requests to inspect may be denied if the official custodian believes that repeated requests are intended to disrupt essential functions of the school or council. [K.R.S. 61.872]
3. Requests may be denied if the records sought are subject to an exemption under the Open Records Act [K.R.S. 61.878]

D. Procedures for Denial of Request to Inspect

1. The person requesting the records must be notified in writing within three (3) working days after receipt of the request denial.
2. The notification must be issued by the official custodian and will include an explanation of the specific exception which authorizes the denial.
3. A notification denying a request to inspect records, constitutes final school council action. The requester may proceed as allowed by statute to challenge the denial.
4. A copy of the notification denying a request to inspect records must be sent to the Attorney General.
5. The requester may ask the Attorney General to review the denial and issue a written opinion within twenty (20) working days.

Adopted 2-20-01

Revised April 1, 2009

Breckinridge County

Irvington Elementary School
B1.12 (cont.)

Committee Policy By-Laws

School-Based Decision Making Council committees of Irvington Elementary School shall include a minimum of four faculty and/or staff members and a minimum of one parent member. Each teacher shall select at least one committee to participate in. Each committee will elect a chairperson from its members. Faculty and/or staff members shall chair only one committee. A parent may serve as a voting member on only one committee but may serve as an ex-officio member on any number of committees. Committees shall accept challenges, tasks, charges from the council, then investigate, analyze and develop a faculty/parent consensus on recommendations to be made for council adoption. Each committee shall publish agendas, keep minutes of each meeting, and report to the council as directed by the council.

The Irvington Elementary SBDM committees shall be the following:

1. Academic Performance

The Academic Performance committee will be responsible for suggesting policy, reporting and making recommendations to the Council concerning all data generated by students and instructional methods utilized in the classroom, research based curriculums, changes and revisions in the curriculum (what is taught) and collecting, analyzing, and organizing data for reporting on progress or needed changes to the Academic Performance component(s) of the Irvington School Improvement Plan.

2. Professional Development

The Professional Development committee will be responsible for suggesting policy, reporting and making recommendations to the Council concerning the selection, implementation, and evaluation of the school's professional development plan. Chairperson must sign off on all PD.

3. Efficiency

The Efficiency committee will be responsible for suggesting policy, reporting and making recommendations to the council concerning management/leadership and development and monitoring of the Efficiency component(s) in the Irvington School Improvement Plan.

4. Learning Environment

The Learning Environment committee will be responsible for suggesting policy, reporting and making recommendations to the council concerning implementation of programs, which will reduce barriers to learning and benefit ALL students through active community involvement and development and monitoring of the Learning Environment component(s) in the Irvington School Improvement Plan.

5. Ad Hoc Committee

The Council may establish ad hoc committees for special tasks. Ad hoc committees shall be terminated by the Council when the assigned task is completed and may be terminated at any time the Council determines that there is no further need for them. They may be comprised of faculty, staff, and parents.

Revised 4/20/2010

Adopted 5/20/03

Irvington Elementary

S.B.D.M. Council

School Operational Policies

**Revised December, 2018
Adopted December 20, 2001**

School Operations

The Irvington Elementary School Principal will consult with the School Committees, review relevant data and develop a School Operation Plan. The Principal will submit the annual School Operation Plan to the Council in April for review and approval. This operation plan will address the following:

- Personnel needs
- Selection of instructional materials
- Student support services
- State and District curriculum alignment and realignment
- Staff assignments
- Scheduling of staff, students, school day, and assignment of space
- Instructional practices
- Technology
- Disciplinary procedures
- Extracurricular activities
- Program evaluation
- Student achievement requirements

Adopted 2-20-01

Consultation Policy

When a classified or certified vacancy occurs, the Irvington Elementary Principal will consult with the Superintendent. In a regular or special-called council meeting, the Principal shall provide notification of any vacancy in classified or certified personnel positions. At that time, the council will establish criteria and the hiring process for the vacancy. The process may include setting another meeting date for the review of written applications and references. The Principal will then request applications from the Superintendent's office. After reviewing the applications and references, the council may recommend a list of applicants to be interviewed by the Principal. The Principal will be responsible for contacting the applicants, scheduling the interviews, and completing the interview process, which should be done in a timely manner. In a regular or special-called council meeting, the Principal shall present a summary of each interview conducted and recommend the candidate to be hired. After consultation with the council in a regular or special-called meeting, the Principal will select personnel (certified and classified) to fill the vacancy, and those decisions are binding on the Superintendent.

K.R.S. 160.345 (2) (h)

PRINCIPAL SELECTION POLICY

PREPARATION

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

1. Select a trainer of its choice to deliver training in recruitment and interviewing techniques. The council vice-chair (or designee) will arrange for this training on a date agreed upon by the council and call a special meeting of the council for this purpose with “Principal Selection Training” as the agenda.
2. Distribute copies of this policy to all members before the scheduled training and send a copy to the trainer who will be providing the selection training.

The superintendent (or designee) will chair the council during the principal selection process.

SELECTION PROCESS

The council including the superintendent will:

1. Design and carry out processes to get stakeholder input on what traits will make the best leader for this school. Stakeholder input will involve but not be limited to faculty and staff, parents and students (where appropriate).
2. Call a special meeting of the council and meet in open session to:
 - a. Discuss with the superintendent any qualifications required by the board, the process and the timeline for receiving applications, and other steps in the hiring process.
 - b. Develop a set of criteria for a strong candidate using the stakeholder input plus council members’ ideas. The council will aim for a list of about 10 criteria. These criteria will not discriminate based on race, ethnicity, gender, marriage or family status, religion, political affiliation, disability or age.
 - c. Use the criteria the members have developed to write standard interview questions that fit those criteria and which will be asked of all candidates in in-person interviews.
 - d. Decide on other methods to use to gather information about the candidates. The methods may include (but not be limited to) some or all of the following: applications and résumés, references, applicant portfolios, open forums and written responses to hypothetical work-related challenges.

3. Call a special meeting of the council and meet in closed session to:
 - a. Review all 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 vote. The principal shall be elected on a majority vote of membership of the council.

Page 2 of 2

BUDGET

A budget will be prepared annually. After consulting with the school committees and reviewing the Consolidated Action Plan the Principal will prepare and submit a budget to the Council for review and approval during the March meeting. This budget will then be submitted to the Breckinridge County Board of Education for review and approval during the April board meeting for the following school term.

Daily Assignment Policy

Purpose

Student achievement increases when students actively participate in the completion of meaningful assignments and activities to the curriculum. These may include but not be limited to the following:

- practice assignments to review and reinforce classroom learning
- preparation, such as reading, for the next class meeting
- extension or creative assignments which extend skills to new situations or require the integration of several skill areas

Any work not completed during class time will become homework which should be completed during non-instructional hours within the time frame provided by the teacher.

Guidelines

All tasks assigned by teachers to students must be:

- appropriate for the subject and grade level
- a positive reinforcement of class instruction
- presented with clear, concise directions and expectations for completion
- evaluated by teacher and returned to the student in a timely manner with instructions for how to make improvement if not satisfactory

Teachers shall:

- have an average of two (2) grades/week and no less than eighteen (18) grades in a nine week grading period (a minimum of four (4) open response questions are required each grading period from Lang. Arts, Math, Soc. Studies, and Science)
- define rubrics for open response questions and provide thorough follow-up and instruction for improvement
- decide the degree to which assignments affect the determination of a student's grade
- develop a class syllabus which describes procedures to be followed when completing class assignments
- refer students to ESS for additional help in improving academic standing

Students shall:

- be responsible for the completion of all class assignments
- be responsible for returning assignments to the teacher in a timely manner
- request additional help from teacher when needed
- give their best effort in all academic endeavors

Parents shall:

- provide the necessary resources for class assignments
- encourage their son/daughter to complete assignments
- ensure that student's work is done adequately
- provide only necessary assistance

The principal of Irvington Elementary School shall ensure that the above policy is distributed to all teachers, parent, and students. The principal will serve as the S.B.D.M. Council's spokesperson in responding to any questions regarding the policy. Concerns will be presented to the Council in a regularly scheduled meeting when necessary.

Adopted 2-20-01

Breckinridge County

Irvington Elementary School
S1.05

Grading Scale

The grading scale adopted by the S.B.D.M. for Irvington Elementary School shall be:

A	100 –90
B	89 – 80
C	79 – 74
D	73 – 68
F	Below 68

Revised 4-17

Policy for Placement of Home-schooled Students

1. Initial request from the parent/guardian of the student requesting enrollment
2. Testing and evaluation date for student will be established by counselor
3. Counselor will be responsible for the following:
 - A. Administer MAP Assessment
 - B. Secure all available samples of student's work in each subject area
 - C. Determine if student meets exit criteria of previous grade level
 - D. Establish a placement conference with parent/guardian within five (5) days

All testing and evaluation procedures shall be administered at school and under the direct supervision of the guidance counselor or Principal's designee.

The placement committee will be composed of the following personnel:

Principal

Guidance Counselor

Teachers of the potential placement grade (as suggested by the parent/guardian)

Enrollment will **not** take place until the evaluation has been completed. At that time the Placement Committee will meet with the Parent/Guardian.

Adopted 2-20-01

Revised 3-19-19

Curriculum and Monitoring Policy

The curriculum of Irvington Elementary School will be aligned with State and District Curriculum policies, Core Content for Assessment, and the Program of Studies. All teachers will design lesson plans based on Core Content for Assessment, Program of Studies, Irvington Elementary School Aligned Curriculum, and referencing KERA goals.

- Curriculum will be aligned with entrance requirements of Breckinridge County Middle School to ensure successful transition of students
- Curriculum will be monitored and evaluated by the leadership team and S.B.D.M. Council to ensure alignment and that ALL student's needs are met
- All teachers will document in daily lesson plans evidence of collaboration to ensure integration, improve student learning, and reduce overlapping and redundancy of curriculum

Irvington Elementary School will monitor the instruction of curriculum. Teachers will document the coverage of the KY Core Content and Program of Studies. Documentation will occur in the following formats:

- District Wide Curriculum Checklist – Teachers will document the content covered. Documentation is to include, but is not limited to, dating the checklist when material is the primary or secondary focus of the lesson being taught.
- Lesson Plans – Teachers will complete weekly lesson plans and submit them upon request. Teachers' lesson plans shall demonstrate coverage of the KY Core Content.
- Curriculum Map – At the beginning of each year, teachers will complete and display a curriculum map, which will be a guideline for instruction and coverage of the Core Content throughout the year.

The curriculum is to be monitored by the Principal or his or her designee and the Curriculum Specialist. Monitoring will occur a minimum of once each nine weeks.

Evaluation/Assessment

- All teachers will document in daily lesson plans use of research based instructional strategies and multiple assessments focused on the aligned curriculum of Irvington Elementary School
- All teachers will provide copies or descriptions of research based instructional strategies and teacher designed assessments to the Leadership Team
- Leadership Team and S.B.D.M. Council will monitor student assessment data and student work samples to identify curriculum gaps
- All teachers will clearly communicate to students the rubrics and expectations for successful completion of assignments and provide appropriate feedback for improvement

Staff Assignment

By May 1 of each year, the principal shall prepare an instructional and non-instructional staff assignment plan for the following school year, and shall present the plan to the school council at the May meeting. A follow up plan that reflects amendments to the original plan shall be prepared by the principal and submitted to the school council by August 1.

Student Assignment

The principal shall prepare a student assignment plan and present the plan to the school council for approval by June 1. Additions or amendments to the student assignment plan shall be reported to the school council at the June meeting. If the school council has not approved by the time school starts, the principal's plan shall be implemented as if approved by the council.

School Schedule

The principal shall develop a proposed school schedule by May 1, and shall present this schedule at the May meeting to the council for approval. If the school council does not approve this schedule, it will be sent back for revision and presented to the council at subsequent meetings until approved. If the school council has not approved a schedule by the time school starts, the principal shall develop and implement a schedule.

School Space Use

By June 1, the principal shall prepare a school space use plan and present the plan to the council. The principal shall implement the plan subsequent to the presentation to the council.

Instructional Practices

Faculty, in collaboration with the principal, shall select the appropriate instructional practices to be utilized in their classroom, to ensure that the school's curriculum is fully implemented.

Discipline and Classroom Management

The IES discipline policy and procedures focus on increasing student responsibility for his/her actions and encouraging self-respect and consideration for the rights, feelings, and property of others. Each staff member at IES accepts responsibility for setting high expectations and maintaining discipline, as well as, developing a respectful learning environment. School discipline requires the partnership of parents, students, and staff to work together.

Awareness of the school's expectations for student behavior, rights, responsibilities and consequences (if expectations are not met) will help in maintaining a positive learning environment that provides students three basic rights: the right to be safe, the right to feel safe, and the right to learn. To ensure that all students enjoy these rights, each student must expect the best of oneself, challenge his/her mind, accept responsibility for his/her actions, and respect all staff, peers, and the environment.

General Disciplinary Infractions (4 Types)

TYPE 1--Behavior that interrupts the instructional program, including: failure to bring the necessary materials for class such as books, paper, pen/pencils, bullying, clowning, excessive attention-getting and off-task behaviors, flagrant tardiness, speech that contains profanity or obscenities, play fighting, or inciting a fight.

TYPE 2--Behaviors that hurt another person's feelings (psychological hurt) including: name calling, put downs, intimidation, bullying, group isolation, sexual harassment, and other behaviors that are designed to devalue or hurt another person.

TYPE 3--Behavior that damages, destroys, or causes the loss of personal or school property including the following examples: the irresponsible use of instructional materials (as well as use of computers and the Internet), theft, and malicious destruction or defacement.

TYPE 4--Behavior that will physically hurt anyone, including self, such as fighting, pushing, shoving, running in the school halls, throwing objects, carrying dangerous objects, and inappropriately using materials or equipment.

At all times, cooperative and appropriate behavior is expected in both classroom and non-classroom activities such as assemblies, athletic events, cafeteria, and other activities.

The following procedures are typically followed when inappropriate behavior is observed:

- Student’s first behavioral incident in the classroom results in a teacher-student conference.
- A 2nd incident may result in a teacher-student conference, resulting in a consequence such as in-school suspension, before school, lunch, or after-school detention. Administrators will notify parents whenever students are retained after school. Teachers will document inappropriate behaviors in writing and when necessary notify other staff members. A conference with the counselor may be scheduled.
- Serious or repeated behavior problems will be referred to an administrator. Written documentation and/or a student referral form will accompany students who are sent to the office. The administrator will determine consequences, which could include lunch detention, after-school detention, and in or out of school suspension. The administrator will notify parents by telephone, and a parent conference may be necessary. The teacher will be notified of the action taken.
- When in-school alternatives are not successful, a conference will be arranged that usually involve the student, parents, counselor, and a school administrator. During the conference, parents will be made aware of the resources available through the school system as well as outside agencies that might be called upon for assistance. Specific infractions and the assigned consequences for each infraction follow.

NOTICE: This policy has been approved by the IES Site-Based Decision Making Council and the Breckinridge County Board of Education and complies with the Breckinridge County District Code of Acceptable Behavior and discipline.

Infraction	Description	Minimum Including Parent Notification	Maximum Including Parent Notification
Bullying/Harassment	Repeated unwelcome statements or threats that create a hostile environment, including harmful gossip and rumors	Staff Intervention, and/or administrative intervention	Administrative action, and/or possible harassment charges
Cell Phones/Electronic Communication Devices, and other inappropriate items	Improper use during the instructional school day of devices including, but not limited to pagers, cell phones, iPods, CD players, radios, electronic games, toys	Warning, and/or confiscation of device, and/or return to parent	Detention
Cheating or plagiarism	Taking/using another’s work and presenting it as one’s own without proper attribution;	Possible 0% for the task and re-do the task.	Administrative action
Computer Abuse	Inappropriate use of computer facilities, violates district network contract	Loss of computer network use	Administrative action, and/or replacement or payment of damaged items

Dangerous Weapons	Carrying or storing, possessing firearms, knives, or any other implement which could be used in a lethal way (to self or others). Toy or look-alike weapons are included in this policy.	Administrative action, and/or short term suspension.	Expulsion with police notification, and/or long term suspension
Disruptive Behavior	Any behavior that interferes with the education or safety of others, or distracts or disrupts	Staff intervention, and/or refer to guidance	Suspension
Dress	Any style of clothing that causes a distraction or disruption of school activities, endangers health or safety, is associated with weapons, is sexual, or promotes the use of tobacco, alcohol, or drugs.	Staff intervention, and/or alternative clothing	Administrative action
Failure to report to detention	Failure to serve assigned detention	Administrative action	In-School Suspension
Fighting	Students punching, shoving, or hitting others	In-school Suspension	Suspension
Horseplay	Actions that could cause physical harm (i.e., tripping, pushing, running, not keeping hands to themselves, etc.)	Staff intervention, and/or administrative referral	Administrative action
Insubordination	Refusing to carry out a reasonable request of a staff member	Staff intervention, and/or administrative referral	Administrative action
Intoxicants, Possession, or Use	Possession of any alcohol, illegal drugs, unauthorized medication	Suspension	Expulsion and/or police notification
Leaving School, unauthorized	Leaving school grounds without express permission	Administrative action	Administrative action
Profanity, obscenity	Using profane, obscene, or vulgar language, drawings, gestures, etc...	Staff intervention, and/or detention	Suspension
Skippping Class	Failure to report to class or assigned area	Staff intervention and/or administrative referral	Administrative action
Tardiness	Arriving to class or detention after the assigned time	Staff intervention	Administrative action
Theft/Burglary	Taking of individual/school property that belongs to someone else	Administrative action, and/or restitution	Suspension, and/or police referral, and/or restitution
Tobacco	Smoking, possession, or use of any tobacco substance or e-cigarette/liquid nicotine on school grounds or in conjunction with a school related activity. Look alike tobacco products are included.	Administrative action	Suspension, and/or police notification
Truancy	Illegal absence from school	Administrative action, and/or home visit, and/or truancy letters	Referral to Director of Pupil Personnel

Vandalism/Graffiti	Destruction or defacement of school property; writing or drawing on anything that belongs to another	Detention, and/or restitution	Suspension, and/or restitution, and/or police notification
Verbal Abuse	Insulting or verbally abusing another; racial, ethnic, gender, and religious slurs are included in this policy	Administrative action	Administrative action

Approved 2/18/20

Extracurricular Programs

By the July meeting of each year, the principal shall prepare a list of extracurricular programs to be implemented in the school, for the school council's approval. Additional extracurricular programs to be implemented shall be presented by the principal to the council for approval prior to their implementation.

The chief extracurricular sponsor shall determine student participation standards, to be consistent with any criteria set by the state or national sponsor of the program, and consistent with state and federal statutes and regulations.

Alignment with State Standards, Technology Utilization, and Program Appraisal

Alignment:

The school shall organize all instructional and other activity to be aligned with standards established in state laws and regulations, and in a manner that is consistent with local school board policy.

Technology:

1. All teachers shall utilize technology in a manner consistent with local school board policy and state laws and regulations.
2. All teachers shall document in lesson plans and/or student work samples use of technology in delivering instruction and student projects.
3. Intermediate teachers will document a minimum of two projects (1 each semester). P3-4 teachers will document a minimum of 1 project (second semester) with independent readers. All P1, P2 and P3, and P4 non-independent readers will document technology projects through student work samples.

Program Appraisal:

The school shall appraise all programs in a manner that is consistent with local school board policy. Programs shall be appraised upon request of the school council by assigning the program appraisal to the appropriate committee for completion and recommendation to the council.

Revised 6/13/06

Irvington Elementary School Student Dress Code Policy

Students should dress appropriately for school. Please write your child's name in his/her coat and book bag.

The following clothing will not be allowed:

- shirts that expose the stomach or back
- clothing which contains vulgarity or advertises alcohol, drugs, or tobacco
- caps, hats, hoods, bandanas, or any head dressings (except on designated days)
- shorts or pants with logos or lettering on the seat/bottom
- toeless or backless shoes (rubber soled shoes are recommended for student safety)

In addition:

- All shorts and pants will be worn at the waist.
- Leggings are permitted but must be covered past the seat/bottom by a shirt, shorts, or skirt/dress
- Shorts and skirts will be a respectable length.
- Shirts will have sleeves, be non-revealing, and fit appropriately.
- Backpacks are to be of the type worn on the back (no rolling backpacks).

Discretion will be used in determining what is appropriate concerning student appearance and questions will be referred to the office.

A list of prohibited clothing and accessories is on file in the Principal's Office and may be obtained at any time.

If a child is wearing inappropriate clothing, he/she will be provided with clothing from the Family Resource clothes closet (if available) or parents may be notified.

Adopted April 17, 2018

Volunteer Policy

Volunteers must receive training provided by FRYSC and have a background check completed.

Volunteers will be given assignments by FRYSC but may request their own child's room.

Volunteers will receive lunch, paid for by IES, if they serve 4 or more hours in a day.

There must be a need in the school and teachers will coordinate with FRYSC in meeting this need with a volunteer.

Volunteers should make arrangements for child care prior to serving in the school.

Volunteers are expected to present themselves professionally, in dress and manner when representing the school.

Principal/Volunteer Coordinator will address any problems/concerns.

Adopted 12/17/02
Rev: 8/17/04

Curriculum Monitoring Policy

Irvington Elementary School will monitor the instruction of curriculum. Teachers will document the coverage of the KY Core Content and Program of Studies. Documentation will occur in the following formats:

- District Wide Curriculum Checklist – Teachers will document the content covered. Documentation is to include, but is not limited to, dating the checklist when material is the primary or secondary focus of the lesson being taught.
- Lesson Plans – Teachers will complete weekly lesson plans and submit them upon request. Teachers' lesson plans shall demonstrate coverage of the KY Core Content.
- Curriculum Map – At the beginning of each year, teachers will complete and display a curriculum map, which will be a guideline for instruction and coverage of the Core Content throughout the year.

The curriculum is to be monitored by the Principal or his or her designee and the Curriculum Specialist. Monitoring will occur a minimum of each nine weeks.

Adopted 3/15/2005

Homework Policy

1. Each homeroom teacher may routinely assign homework that is rigorous, authentic, monitored, and based on Kentucky standards.
2. Homework should be an extension of classroom learning.
3. Homework that is assigned will be checked and returned within a week's time.

Approved 3-15-08

Revised 10-26-10

Professional Role in Education

All IES teachers shall maintain professional dress, good attendance, and a positive attitude while performing their official duties as an actively engaged team member in the presence of peers, students, or community members.

Irvington Elementary School Writing Policy



Criteria for the Writing Program

Multiple opportunities are provided for students to develop complex communication skills for a variety of purposes by:

- Ensuring curriculum is vertically and horizontally aligned to Kentucky Academic Standards. *IES used standards to create a K-5 writing plan with vertical and horizontal alignment of writing skills and processes, strategies and organizers, and expectations for writing folders.*
 - Engaging in the three categories of writing: writing to learn, writing to demonstrate learning to the teacher and writing for publication.
 - *Examples include:*
 - *Writing to Learn- writer's notebook, note-taking, graphic organizers, journaling in all content areas*
 - *Writing to Demonstrate Learning- questions, exit slips, student reflections, book reviews, projects which require writing in all content areas*
 - *Writing for Publication- letters, editorials, speeches, feature articles, research papers, literary pieces, memoirs, personal narratives, autobiographies*
 - Incorporating a variety of genres including literary, opinion, informational and practical/workplace materials across content areas.
 - *District-wide monthly checklist for all grade levels that includes all genres*
 - Intentionally scheduling time within the instructional day for writing instruction and experiences. *Example- At Irvington Elementary, Writer's Workshop is scheduled within the instructional day daily for all K-5 students.*

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- Writing as a natural outcome of the content studied in all curriculum areas.
 - *IES teachers use a variety of writing assessments, including, but not limited to, exit tickets, short answers and extended responses.*
- Experience authentic, meaningful writing at all grade levels that includes:
 - Writing for a variety of purposes:
 - Opinion to support claims
 - Informative/explanatory texts
 - Narratives to develop real or imagined experiences or events
 - Writing for a variety of audiences.
 - Experiences that reveal ownership and independent thinking.
 - Writing in which students draw on their own experiences, learning, reading and inquiry to complete writing tasks.
- Experience the writing process at all grade levels: planning, drafting, revising, editing, publishing and reflecting upon writing. *Example- Teachers use Getting to the Core lessons that follow the writing process.*
- Receive consistent and timely feedback throughout the writing process to guide and improve writing skills. *Example- Teachers complete writing conferences to give timely feedback and students use feedback to improve writing.*
- Experience writing in both on-demand and writing-over-time situations.
- Apply appropriate writing skills to oral communication.

A variety of language resources are embedded within writing instruction that allow students to read and analyze a variety of print and non-print materials including:

- Appropriate resources driven by various instructional purposes with different audiences for the student to consider such as:
 - a. Print materials, technology, personal interviews, observations, etc.
 - b. Multimodal text e.g., artwork (2D and 3D), photographs, electronic text, graphics, illustrations, web images, maps, multimedia, etc.
- Instructional strategies and models that assist in achieving specific learning objectives including:
 - Differentiated strategies that make instruction accessible to all students.
 - *K-5 reading stations based on 5 components of reading*
 - Exemplars to use as models for writing and student-friendly rubrics.

A variety of technological tools are 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 around a topic.
- Demonstrate new understanding through collaborating, creating and making global connections.

WRITING GUIDELINES FOR TEACHERS

In order to provide multiple opportunities for students to develop complex communication skills for a variety of purposes, teachers will:

- Teach and expect students to use higher-order thinking skills whenever possible.
 - Oral and written responses
 - Classroom discussion to make connections about a variety of texts
 - Articulation of thoughts and ideas
 - Written and spoken arguments and clear support of claims
 - Posing questions that expand thinking promote inquiry, curiosity, and interest
- Provide experiences for students to apply appropriate writing skills, oral communication skills and real world skills.
- Provide opportunities for students to write across the three categories of writing: writing to learn, writing to demonstrate learning and writing for publication in order to provide authentic, meaningful writing at all grade levels that includes:
 - Writing for a variety of purposes: Opinion, Informative & Narrative
 - Writing for a variety of audiences.
 - Writing about experiences that reveal ownership and independent thinking.
 - Writing in which students draw on their own experiences, learning, reading and inquiry to complete writing tasks.
- Teach the writing process at all grade levels: planning, drafting, revising, editing, publishing and reflecting upon writing including but not limited to on-demand and writing-over-time assignments.
- Provide consistent and timely feedback throughout the writing process to guide and improve students' writing skills with the use of rubrics.

- Provide opportunities for both on-demand and writing-over-time situations.
- Incorporate writing as a natural outcome of the content being studied in all curriculum areas.
- Instruct the complex processes, concepts and principles of literacy using differentiated strategies to make instruction accessible.
- Assign students to read and analyze a variety of print and non-print materials including persuasive, literary, informational and practical/workplace materials using these readings and materials as models for student writing.
- Provide appropriate resources for writing driven by various instructional purposes with different audiences for the student to consider.
- Provide opportunities for students to demonstrate, through strands of literacy, an understanding of cultural differences and work effectively with people from a range of social and cultural backgrounds to build on and articulate ideas.
- Provide opportunities for students to apply technology as a tool throughout the writing process that allow students to:
 - Communicate and/or evaluate using critical thinking skills.
 - Seek a new or deeper understanding based on inquiry around a topic.
 - Demonstrate new understanding through collaborating, creating and making global connections.
- Allow student choice and exploration.

SCHOOL-WIDE STRUCTURES AND MONITORING GUIDELINES

To ensure every student has access to instruction that incorporates a variety of language resources, technology tools and multiple opportunities to develop complex communication skills for a variety of purposes, the principal will:

- Ensure curriculum is vertically and horizontally aligned to the Kentucky Academic Standards.
- Assign a literacy team to develop a writing plan.
 - *Literacy Team- One teacher from each grade level and Curriculum Specialist*
- Ensure the plan includes guidelines for incorporating student and teacher use of technology as a tool for learning.
 - *Chromebooks used for researching, revising, editing and publishing*

- Ensure the implementation of the writing policy and plan.
- Ensure that the writing policy and the writing plan are reviewed annually and revised (if necessary).
- Ensure teachers receive job-embedded professional learning opportunities integrated in the workday and provide regular and consistent time for teachers to collaborate on programmatic improvements and exchange ideas.

CRITERIA FOR WRITING PLANS

A schoolwide writing plan, developed by the literacy team, describes actions to be taken by teachers in order to implement the school's writing program, including what will be learned and how it will be assessed. The plan shall reflect the writing policy and will be adjusted dependent upon formative and summative data.

Irvington Elementary K-5 Writing Plan

Writing Skills & Processes

Kindergarten-Informative/Explanatory

- Use combination of:
 - drawing
 - dictating
 - writing
- Name topic
- Supply some information about the topic

1st Grade-Informative/Explanatory

- Name a topic
- Supply some facts about the topic
- Provide some sense of closure

2nd Grade-Informative/Explanatory

- Introduce a topic
- Use facts and definitions to develop points
- Provide a concluding statement or section

3rd Grade-Informative/Explanatory

- Introduce topic and group related information together (include illustrations when useful)
- Develop topic with facts, definitions and details
- Use transitional words and phrases
- Provide a concluding statement or section

4th Grade-Informative/Explanatory

- Introduce a topic

- Group related information in paragraphs and sections
- Develop the topic with:
 - facts
 - definitions
 - concrete details
 - quotations
- Use transitional words
- Use precise language and domain-specific vocabulary to inform about or explain the topic
- Provide a concluding statement or section

5th Grade-Informative/Explanatory

- Introduce a topic clearly
- Group related information in paragraphs and sections (include formatting, illustrations and multimedia when useful)
- Develop topic with:
 - facts
 - definitions
 - concrete details
 - quotations
- Use transitional words, phrases, and clauses (e.g., in contrast, especially)
- Use domain-specific vocabulary
- Provide a concluding statement or section

Kindergarten- Opinion

- Use combination of:
 - drawing
 - dictating
 - writing
- Name topic
- State opinion about topic

1st Grade- Opinion

- Introduce a topic
- State opinion
- Supply reason for opinion
- Provide some sense of closure

2nd Grade- Opinion

- Introduce a topic
- State their opinion
- Supply reasons that support opinion
- Use linking words
- Provide a concluding statement or section

3rd Grade- Opinion

- Introduce topic or text
- State opinion
- Create an organizational structure that lists reasons
- Provide reasons that support opinion
- Use transitional words to connect opinion and reasons
- Provide a concluding statement or section

4th Grade- Opinion

- Introduce topic
- State opinion
- Create an organizational structure in which related ideas are groups to support the writer's purpose
- Provide reasons that are supported by facts and details
- Use transitional words
- Provide a concluding statement or section

5th Grade- Opinion

- Introduce topic
- State opinion
- Create an organizational structure to logically group related ideas
- Provide logically ordered reasons that are supported by facts and details
- Transitional words, phrases and clauses (e.g., consequently, specifically)
- Provide a concluding statement or section

Kindergarten- Narrative

- Use combination of:
 - drawing
 - dictating
 - writing
- Narrate single event or several loosely linked events
- Tell about events in the order they occurred
- Provide a reaction to what happened

1st Grade- Narrative

- Recount two or more appropriately sequence of events
- Include details regarding what happened
- Use transitional words to signal event order
- Provide sense of closure

2nd Grade- Narrative

- Recount a well elaborated event or short sequence of events

- Include details to describe:
 - actions
 - thoughts
 - feelings
- Use transitional words to signal event order
- Provide a sense of closure

3rd Grade- Narrative

- Real or imagined experiences or events
- Descriptive details
- Clear sequence
- Establish situation introducing narrator or characters
- Organize the event to unfold naturally
- Use of:
 - dialogue
 - description of actions, thoughts, and feelings to develop experiences and events to show the response of characters to situations
- Transitional words
- Provide a sense of closure

4th Grade- Narrative

- Real or imagined experiences or events using:
 - descriptive details
 - clear event sequence
- Orient the reader by establishing situation and introducing a narrator and/or characters
- Organize event sequence that unfolds naturally
- Use of:
 - dialogue
 - description to develop experiences and to show the responses of characters to situations
- Use transitional words and phrases
- Use concrete words/phrases and sensory details
- Provide a conclusion

5th Grade- Narrative

- Real or imagined experiences or events
- Orient the reader by establishing a situation and introducing a narrator and/or characters
- Organize an event sequence that unfolds naturally
- Use of:
 - dialogue
 - description
 - pacing

- transitional words, phrases and clauses
- concrete words
- sensory details
- Provide a conclusion

Strategies & Organizers

Kindergarten-Rubric

- Student-friendly with examples- 0-3 stars based on standard

1st Grade-Rubric

- Student-friendly with examples- 0-3 stars based on standard

2nd Grade-Rubric

- Student-friendly Getting to the Core

3rd Grade-Rubric

- Student-friendly Getting to the Core

4th Grade-Rubric

- KDE State Writing Rubric

5th Grade-Rubric

- KDE State Writing Rubric

Informative/Explanatory

- Prewriting
 - K- BME Triangle (Question, Answer Question, Restate for Conclusion)
 - 1- BME Triangle (1.4- Topic Sentence, Point, Example, Conclusion)
 - 2- BME Triangle (Introduction, 2.6, Conclusion)
 - 3- BME Triangle (Introduction, 2.6, 2.6, Conclusion)
 - 4- Prewriting- Hashtag (Introduction, 3.8, 3.8, 3.8, Conclusion)
 - 5- Prewriting- Hashtag (Introduction, 3.8, 3.8, 3.8, Conclusion)

Opinion

- Prewriting
 - K- BME Triangle (Opinion, Reason, Restate for Conclusion)
 - 1- BME triangle (Topic Sentence, Reason, Example, Conclusion)
 - 2- BME Triangle (Introduction, 2.6, Conclusion)
 - 3- BME Triangle (Introduction, 2.6, 2.6, Conclusion)
 - 4- Hashtag (Introduction, 3.8, 3.8, 3.8, Conclusion)
 - 5- Hashtag (Introduction, 3.8, 3.8, 3.8, Conclusion)

Narrative

- Prewriting
 - K- Single page BME- 1 event-->move to 3 page BME towards end of year
 - 1-3 page BME
 - 2- BME storyboard
 - 3- BME triangle
 - 4- BME triangle

- 5- BME triangle

Expectations for Writing Folders

End of year K-5

- One opinion
- One informative
- One narrative
- Benchmarks (beginning of year, middle of year and end of year)

Policy Evaluation

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

Date adopted: _October, 2019_____

Exit Criteria Policy

Policy Statement

At each grade level, there are many language arts and math skills students will learn. In order to move successfully to the next grade level, students must master certain skills called exit criteria. The skills listed below are the minimum required to move to the next grade level.

KINDERGARTEN

- Read and comprehend at the .75 reading level as measured by classroom assessment tools (e.g., DIBELS, SM, AR, STAR Reader, Wright Group, etc.) and/or MAP test.
- Math level of .75 as measured by SM, MAP, and/or classroom assessment tools.
- Mastery of the language arts and math skills listed below:

<u>Language Arts Skills</u>	<u>Math Skills</u>
<ul style="list-style-type: none">● Prints first and last name● Recognizes and names upper and lowercase letters● Knows most consonant sounds● Reads at least 25 common high-frequency words from K-1 District Sight Word List● Directionality (Follows words from left to right, top to bottom)● Copies written text from a model● Orally asks questions and expresses ideas clearly	<ul style="list-style-type: none">● Counts to 50● Writes numbers 0-20● Counts at least 10 objects● Adds and subtracts within 5, using manipulatives as needed● Knows basic shapes (circle, square, triangle, rectangle)

FIRST GRADE EXIT CRITERIA

- Read and comprehend at a 1.5 reading level as measured by MAP and/or classroom assessment tools (e.g., DIBELS, SM, AR, STAR Reader, Wright Group, etc.).
- Math level of 1.5 as measured by SM, MAP and/or classroom assessment tools
- Mastery of the skills listed below

<u>Language Arts Skills</u>	<u>Math Skills</u>
<ul style="list-style-type: none">● Prints full name● Identifies/prints capital letters● Identifies/prints lowercase letters● Knows letter sounds (Including long and short vowels)● Knows 90% of 1st grade district sight word list● Sounds out words (decodes)● Orally asks and answers questions in complete sentences● Writes complete sentences (Capitalization and Punctuation)● Complete minimum of 2 writing pieces (Opinion, Informative, Narrative)	<ul style="list-style-type: none">● Identifies and writes numbers to 100● Counts to 100● Skip counts by 5's, and 10's● Identifies hundreds, tens, and ones places in a number● Knows the meaning of common symbols (+, -, =, <, >)● Adds and subtracts facts within 10● Identifies/knows value of coins (penny, nickel, dime, quarter)● Tells, writes, and demonstrates time to hour and half hour

SECOND GRADE EXIT CRITERIA

Language Arts

- Read and comprehend at 2.0 reading level as measured by MAP and/or classroom assessment tools (e.g., DIBELS, SM, AR, STAR Reader, Wright Group, etc.)
- Complete a minimum of two published writing pieces (opinion, informative, narrative)
- Orally asks and answers questions about 2nd grade topics.

Math

- Math level of 2.0 as measured by SM, MAP, and/or classroom assessment tools.
- Reads and writes whole numbers 0-1000
- Identifies odd or even numbers
- Recognizes ones, tens, and hundreds place in a 3 digit number
- Skip counts by 5's and 10's to 100
- Orders and compares whole numbers through hundreds place
- Knows addition facts 0-9
- Adds and subtracts within 100, with and without regrouping
- Counts money using dollar bills, quarters, dimes, nickels, and pennies
- Tells and write time to the hour, half hour, and quarter hour
- Measures length to the nearest inch or centimeter
- Recognizes triangles, quadrilaterals, pentagon, hexagon, cube

THIRD GRADE EXIT CRITERIA

Language Arts

- Read and comprehend at 3.0 reading level as measured by MAP and/or classroom assessment tools (e.g., DIBELS, SM, AR, STAR Reader, Wright Group, etc.).
- Complete a minimum of three published writing pieces (opinion, informative, narrative)

Math

- Math level of 3.0 as measured by SM, MAP, and/or classroom assessment tools.
- Reads and writes whole numbers 0-10,000
- Orders and compares whole numbers through ten thousands place
- Identifies place value through ten thousands place
- Adds and subtracts within one thousand with and without regrouping
- Knows multiplication facts (0's, 1's, 2's, 5's)
- Recognizes and labels basic fractions (Whole, $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$)
- Tells time to the nearest hour, half hour, quarter hour, and 5 minutes
- Measures length to the nearest inch and $\frac{1}{2}$ inch
- Find the area of a 2D model with a grid
- Find the perimeter of a 2D model
- Identify basic quadrilaterals (square, rectangle, rhombus, trapezoid, parallelogram)

FOURTH GRADE EXIT CRITERIA

Language Arts

- Read and comprehend at 4.0 reading level as measured by MAP and/or classroom assessment tools (e.g., DIBELS, SM, AR, STAR Reader, Wright Group, etc.)
- Complete a minimum of three published writing pieces (opinion, informative, narrative)

Math

- Math level of 4.0 as measured by SM, MAP, or other classroom assessments.
- Reads and writes whole numbers 0-100,000
- Orders and compares whole numbers through hundred thousands place
- Identifies whole number place value through hundred thousands place
- Identifies decimal place value to tenths place
- Adds and subtracts within ten thousand with and without regrouping
- Knows multiplication facts (0's -9's)
- Multiply a 3-digit number by a 1-digit number
- Tells time to the nearest minute
- Identifies equivalent fractions with visual models
- Measure to nearest inch, $\frac{1}{2}$ inch and $\frac{1}{4}$ inch

FIFTH GRADE EXIT CRITERIA

Language Arts

- Read and comprehend at 5.0 reading level as measured by MAP and/or classroom assessment tools (e.g., DIBELS, SM, AR, STAR Reader, Wright Group, etc.)

Math

- Math level of 5.0 as measured by SM, MAP, or other classroom assessments.
- Writes and solves simple numeral expressions
- Reads, writes, and compares decimals to hundredths place
- Adds and subtracts decimals to hundredths place
- Multiplies multi-digit numbers
- Divides numbers by single digit divisors
- Generates a number pattern that follows a given rule
- Adds and subtracts fractions with like denominators
- Multiplies fractions
- Solves word problems using fractions.
- Find the volume of a rectangular prism
- Graphs points in the first quadrant of a coordinate plane.
- Complete a minimum of three published writing pieces (narrative, opinion, informational, reflective)

If the classroom teacher is concerned about a child's progress, these steps will be followed:

End of First Nine Weeks

- Classroom teacher/parent meet
- Discuss student needs and ways to help
- Possibility of extra year the child's current grade

*Students enrolling after the first five weeks of school will be notified by the classroom teacher within four weeks of the enrollment date.

End of Second Nine Weeks

Letter sent to parent about student progress

- Classroom teacher/parent/principal meet in an Exit and Review Committee meeting
- Possibility of extra year in the child's current grade
- Develop a plan for helping your child
- Ongoing parent updates will be given

At Least Five Weeks Prior to End of School Year

- Letter sent to parent stating extra year in the current grade level
- Classroom teacher/parent/principal meet
- Principal explains Review and Appeal Procedure to parent

All placement decisions will take into consideration the following:

- Age
- Physical and social development
- Academic level in language arts and math
- Any identified disabilities

Exit Criteria Review and Appeal Procedure

Parents/guardians may request a review and/or appeal of an extra year in a child's current setting if there were extraordinary circumstances that interfered in their child's ability to meet the exit criteria. The following procedure is required:

1. A letter of request to review the student's circumstances must be submitted to the principal within ten (10) school days of notification that their child will spend an extra year in his/her current educational setting.
2. The parent/guardian must submit documentation as to the extraordinary circumstances leading to the request (e.g. sickness, trauma, death in the family, etc.)
3. The parent/guardian must meet with the Exit Criteria Committee to review the student's academic progress and to present the circumstances for appeal. The Exit

Criteria Committee shall be made up of the Principal, Guidance Counselor, Curriculum Specialist, and any other educational professionals directly involved with the student. The educational professionals may include, but are not excluded to the classroom teacher, resource teacher, response to intervention teacher, and family resource coordinator.

4. The Exit Criteria Committee must review the appeal, determine if the circumstances warrant a change in the decision, and notify the parent/guardian accordingly within three (3) school days.
5. A parent/guardian may appeal the decision of the Exit Criteria Committee by submitting a letter of request to review the student's circumstances to the Exit Criteria Committee prior to the last week of school. The parent/guardian must submit documentation as to the extraordinary circumstances leading to the request.
6. The Exit Criteria Committee must review the appeal, determine if the circumstances warrant a change in the Exit Criteria Committee decision, and notify the parent/guardian accordingly within three (3) school days.
7. The decision of the Exit Criteria Committee is final.

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Date adopted: October, 2019

Irvington Elementary School Parent and Family Engagement Policy

Irvington Elementary School submits the following parent and family engagement policy and plan. Parents and staff will jointly review the policy annually to revise/review the policy and implementation plan. The policy will be distributed to all participating parents of IES.

Irvington Elementary School shall convene an annual meeting, at a time that is convenient for parents, to which all participating parents in the school wide programs are invited and encouraged to attend. At this meeting, parents will be informed of the school wide parent and family engagement plan, the purpose and requirements of a parent and family engagement plan, and their right to be involved. We will attempt to meet the needs of all parents in providing this information.

Irvington Elementary School shall host 4 meetings for parents. Meetings will be scheduled as follows: Back to School Barbeque, October PTA meeting, and Fall and Spring Parent/Teacher Conferences. Parents will be informed of the school wide program, the purpose and requirements of the school wide initiative, and their right to be involved. Every attempt will be made to meet the needs of all parents in providing this information. Contact the school if you require additional information concerning our program.

Irvington Elementary School shall involve parents by making every attempt to include at least one parent on each working committee in the school, providing opportunities to volunteer and to visit their student's classroom when requested. Our goal is to involve parents in an organized, ongoing, and timely manner, to review the needs and improvement of our school programs. We will involve parents in the development of the school parent and family engagement policy and plan.

All participating parents shall be provided:

- Timely information and opportunities to meet with staff;
- An interpretation of their child's assessment results;
- A description/explanation of the school's comprehensive school improvement plan, curriculum, assessment, and discipline policies;
- An opportunity to sign the School Learning Compact.

Parents, students, staff, and administration will have the opportunity to participate in pledging to follow the Irvington Elementary School's Learning Compact. The Learning Compact participant's responsibilities include the following descriptions and definitions:

- The school's responsibility is to provide high quality curriculum and instruction in a supportive and effective learning environment that will enable students to meet the state and district academic expectations.
- Defines the ways in which each parent will be responsible for supporting his/her child's learning.

Irvington Elementary School shall build the capacity for strong parent involvement by:

- Providing materials and training to parents, such as needed literacy training, not otherwise available, to help parents improve their child’s achievement;
- Educating school staff in effective use of parent volunteers in the classroom;
- Educating parents to be effective volunteers in the classroom;
- Ensuring, to the extent possible, that information sent home is in a language and form understandable by parents;
- Involve parents, where appropriate, in the development of training for teachers and other staff that improves instruction;
- Training and supporting parents to enhance involvement of other parents, where appropriate.

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**Irvington Elementary School
Parent-Student-Teacher Contract**

Effective schools are a result of families and school staff working together to ensure that children are successful in school. A learning compact is an agreement among groups that firmly unites them. This is an invitation to be involved in a partnership with your child’s school.

PARENT/GUARDIAN

I want my child to achieve; therefore, I will encourage my child by doing the following:

- _____ **See that my child attends school regularly and is on time**
- _____ Support school staff in maintaining proper discipline
- _____ Show interest in, and be aware of what my child is learning
- _____ Provide a quiet time and a specific place for homework
- _____ Have a specific spot to place materials needed for the next school day.
- _____ Check homework daily
- _____ Speak with or write to my child’s teacher on a regular basis
- _____ Read with my child and let my child see me read regularly

Parent Signature _____

STUDENT

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

- _____ **Attend school regularly**
- _____ Prepare for school each day with completed assignments and supplies
- _____ Work cooperatively with my classmates
- _____ Respect myself, my school, and other people
- _____ Obey school and bus rules
- _____ Show my intelligence by asking for help when I need it
- _____ Believe that I can learn and I will learn

Student Signature _____

TEACHER

It is important that students achieve; therefore, I will strive to do the following:

- _____ Encourage students and parents by **communicating regularly** about student progress
- _____ Contact parents to convey something positive about students
- _____ Provide high quality instruction in a supportive and non-threatening environment
- _____ Provide varied learning opportunities for students to enable them to meet academic expectations
- _____ Hold expectations high for all students, believing that all students can learn
- _____ Make myself and our classrooms accessible to parents (following visitor check in procedures), encouraging them to visit the school, observe classes, and speak with staff members
- _____ Respect cultural differences of students and their families
- _____ Demonstrate professional behavior and a positive attitude

Teacher Signature _____

PRINCIPAL/COUNSELOR

I support this compact for parent involvement; therefore, I will strive to do the following:

- _____ Provide an environment that allows for positive communication between the teacher, parent, and student
- _____ Encourage teachers to regularly provide homework assignments that will reinforce classroom instruction
- _____ Provide a positive working environment for students, parents, staff, and community

EMERGENCY PLAN POLICY

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

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

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

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

Prior to the first instructional day of school, the principal, or designee, will present and review all emergency procedures with all staff. Documentation including the time and date of the review will be kept on file at the school with a copy sent to the district office to document completion. Documentation may include methods such as a sign-in sheet that includes all certified and classified staff signatures and the date and time of the review.

Within the first thirty (30) instructional days of the school year and again during the month of January, the school will conduct one (1) severe weather drill, one (1) earthquake drill, and one building lockdown. Fire drills will be conducted in accordance with timelines, procedures and requirements outlined in the DHBC regulations. Whenever possible, first responders shall be given notice of possible drills and invited to observe. The principal is responsible for ensuring the implementation of these drills and reporting completion and problems noted during the drill to the school council and to the district central office for any remedial action needed.

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

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

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

Access control methods to be used are outlined below:

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

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Wellness Policy

Policy Statement

Irvington Elementary School is committed to providing an environment that enhances learning and development of lifelong wellness practices.

To accomplish these goals:

- I. Child Nutrition Programs will comply with federal, state and local requirements. Child Nutrition Programs are accessible to all children. Meals served through the National School Lunch and Breakfast program will:
 - Be appealing and attractive to children;
 - Be served in a clean, pleasant setting;
 - Meet the nutrition requirements established by state and federal statutes and regulations;
 - Offer a variety of fruits and vegetables;
 - Promote the consumption of fruits and vegetables by offering at no additional cost extra servings;
 - Serve reduced fat (2%, low-fat (1%), and fat-free milk in a variety of flavors;
 - Offer a variety of whole grain foods
 - Offer salads to 4th and 5th grade students
 - Encourage parents to send in healthy food choices when students bring their own lunch.
 - Encourage parents not to bring in fast food for student lunches

- II. Physical Activity—Irrington Elementary School offers patterns of meaningful physical activity connected to students' lives outside of physical education.
 - Physical education is an environment in which students learn, practice and are assessed on developmentally appropriate motor skills, social skills, and knowledge;
 - Physical activity facilities at Irvington Elementary School grounds meet safety requirements;
 - Teachers are encouraged to incorporate physical activity when possible (into subject areas);
 - Irvington Elementary School provides a physical and social environment that encourages safe and enjoyable activity for all students, including those who are not athletically gifted;

- We offer basketball, cheerleading, and archery programs;
- Food and/or physical activity are not used as a punishment;
- All activities are consistent with the local wellness policy goals

III. School Food Environment—All foods and beverages made available on campus (including vending, concessions, a la carte, student stores, fundraising, and parties) during the school day are consistent with the current Dietary Guidelines for Americans.

- To support children’s health and nutrition efforts, school fundraising activities will include, but not limited to, items that will encourage healthy eating and physical activity;
- Snacks will be served 30 minutes after the last lunch period but meet the Guidelines for Competitive Food and Beverage Sales;
- Irvington Elementary School limits celebrations and/or parties that involve food during the school day. Limited celebrations/ Parties shall include special event parties but not limited to Halloween, Christmas, Valentines Day, and Easter parties.
- Limited celebrations/parties are to serve beverages of 100% fruit juice, milk, or water. The food item must be a purchased item, but for limited celebrations only may be whatever you want to serve.
- All foods made available on campus adhere to food safety and security guidelines.
- Irvington Elementary Schools’ environment is safe, comfortable, pleasing, and allows ample time and space for eating meals. Food and/or physical activity are not used as a punishment. We make efforts to use non-food items as rewards for academic performance or good behavior.

Adopted: 3-15-11