

Reidland Elementary School Policies

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Curriculum Policy

[KRS 160.345(2)(i)1]

Purpose:

The *Curriculum Policy* for Reidland Elementary School ensures and establishes a process for curriculum development, implementation, evaluation and communication of the school's curriculum while involving all stakeholder groups.

Procedures:

Reidland Elementary School defines curriculum as what students are taught and the connections they make to the *real world*. The curriculum shall define what students should know and be able to do in all content areas. The curriculum shall also be defined as all experiences provided by the school staff which are designed to assist students in valuing learning and developing academically, socially, emotionally, and physically. Curriculum includes both what is taught and how it is organized for delivery.

The curriculum shall include all core subject areas (i.e. English/Language Arts, Mathematics, Science, and Social Studies), as well as a variety of elective courses (i.e. Arts and Humanities, Practical Living/Career Studies, Health and Physical Education, and Technology). The curriculum shall encompass local, state, and national standards and be research-based. It shall be aligned with the Kentucky Academic Standards. All students shall have equal access to all aspects of the curriculum during the school day.

The curriculum shall include the following features:

- Fully aligned to all local and state documents
- Developmentally appropriate
- Vertically and horizontally aligned
- Reflect skills and concepts, instructional strategies, assessments and resources
- Provide real world experiences
- Integrate career awareness
- Integrate problem solving

The principal of Reidland Elementary School shall be responsible for ensuring the implementation of the curriculum. All teachers shall be responsible for implementing the curriculum with fidelity in all classroom assignments and documenting the curricular topic as part of lesson planning.

The curriculum shall be communicated to all stakeholders on an annual basis. Teachers, parents and students, as well as the community at large, shall receive information on what students are to know and be able to do. This information will be posted to Reidland Elementary School's website and linked to all electronic communications.

All staff members shall receive appropriate professional development annually on any curricular revisions.

Evaluation:

The Reidland Elementary School Council shall monitor the implementation of the curriculum through a series of checkpoints during regular school council meetings.

Date Adopted: Feb. 20, 2019

Date Reviewed/Revised:

Staff Time Policy

[KRS 160.345(2)(i)2]

Purpose:

The *Staff Time Policy* for Reidland Elementary School 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 supervision, how often to supervise hallways) for the certified and classified instructional staff is equitable and provides maximum learning time for all students.

Procedures:

In determining staff time for certified and classified instructional staff, the school council shall establish specific timeframes for instructional and non-instructional duties. These timeframes shall support agreed-upon student achievement goals. All certified and classified instructional staff's time during the school day shall be equitably distributed amongst Reidland Elementary School's instructional staff members.

Each certified classroom teacher shall maintain a daily classroom schedule that demonstrates at least 80% of the instructional day shall be focused on the instructional core that includes English/Language Arts, Science, Mathematics and Social Studies. Non-instructional time for students (e.g., restroom breaks, course transitions) shall be kept to a minimum. Each certified classroom teacher is responsible for developing a classroom schedule; the principal is responsible ensuring that the schedules are implemented within the classrooms.

Each certified resource special education teacher shall maintain a daily classroom collaboration schedule with pull-out services kept to a minimum and only where specified by a student's individual education plan (IEP). The guidance counselor, speech-language pathologist and school psychologist shall maintain schedules outside the perimeters of this policy and within the guidelines of their specific job duties.

The principal is responsible for determining schedules for all classified paraeducators. All paraeducators shall spend the majority of their work day on instructional duties (i.e., working with students). Paraeducators' schedules shall be prioritized with primary grades first.

The principal has the responsibility of assigning teachers and paraeducators to classes and schedules.

Evaluation:

Annually, the principal shall report to the school council a summary of the use of staff time. This report can include, but is not limited to, the percent of time spent on core

academics, the collaboration schedule, the guidance schedule and how it fits into the school improvement plan goals and the determination, based on needs, for the paraeducators' schedule. The principal shall not refer to teachers by name during the reviews.

Date Adopted: Feb. 20, 2019

Date Reviewed/Revised:

Assignment of Students to Classes and Programs

[KRS 160.345(2)(1)3]

Purpose:

The *Assignment of Students to Classes and Programs Policy* for Reidland Elementary School ensures that all students are provided equitable access to all components of the school's curriculum through the class assignment process.

Procedures:

Students in grades Kindergarten through third grade will be part of a graded program in a self-contained classroom for all core subjects.

Grouping: By the last day of school year, teachers will submit placement notes on each of their students. These notes may include, but not limited to, student's academic progress, assessed reading grade level, spring STAR scores, behavioral issues and Individual Education Plan (IEP)/504 plan. Administration, with the help of the guidance counselor, will gather this information and compile and assign students to classrooms based on the data. Students will be equitably distributed among the classes based on gender and ability. Priority for placement will be for those students that have specific needs on an Individual Education Plan (IEP) as determined during the Admission and Release Committee (ARC) meeting.

Student class assignments will be complete at least one week prior to the first instructional day of school. Parents will be notified of student assignments (student names will not be listed based on the Family Education Rights and Privacy Act – FERPA). Staff will be available at the school Monday through Friday the week prior to the first instructional day of school to provide class assignment information on a one-to-one basis either by phone or face-to-face at the school.

Evaluation:

Annually the school council shall review student achievement data and determine if this process continues to meet the priority needs of students.

Date Adopted: Feb. 20, 2019

Date Reviewed/Revised:

Schedule of the Day and Week

[KRS 160.345(2)(1)4]

Purpose:

The *Schedule of the Day and Week Policy* for Reidland Elementary School ensures that all students are provided equitable access to all components of the school's curriculum within the master class schedule and aligns with Reidland Elementary School's mission and vision statements.

Procedures:

Reidland Elementary School total instructional minutes daily shall not drop below 360 minutes (6 hours). The bell schedule shall be as follows:

8:15 Doors Open

8:35 Warning bell, students begin to be dismissed to classroom

8:40 Instruction begins

3:45 Instruction ends

Lunch – 25 minutes

Recess – 20 minutes

Protection of Instructional Time: Teachers shall begin on time and engage students throughout the class. All school wide broadcast announcements, except emergencies, shall be limited during the instructional day. Activities that reward or punish students will not be conducted during instructional time unless those activities are strongly supported by the curriculum and the instructional programming within the school.

Common Planning and Professional Learning Time: All teachers shall be given one period daily for planning and professional learning. Twice monthly, certified teachers will participate in professional learning communities as determined by principal. Weekly, teachers will participate in common planning and professional learning with their grade-level team.

Evaluation:

Annually the school council shall review student achievement data and adjust the Schedule of the Day and Week to meet the priority needs of students.

Date Adopted: Feb. 20, 2019
Date Reviewed/Revised:

School Space

[KRS 160.345(2)(1)5]

Purpose:

The *School Space Policy* of Reidland Elementary School ensures that the classrooms and non- classroom space use is maximized to provide opportunities for sharing resources, mentoring, and collaboration among the staff and students. The school's space will be utilized to maximize the teaching and learning environments to ensure all students are achieving at high levels.

Procedures:

Annually, the principal shall develop a school space plan. Criteria for space use include the following:

- Common grade-level classes shall maintain close proximity to facilitate common planning
- The Library Media Center shall be maintained to provide equitable access to the school's resources.
- Subjects that require specific classroom configuration shall be given priority (e.g., physical education courses).

By August 1 of each year, the principal shall present the school space plan to the school council for consultation.

Evaluation:

Course enrollment and behavior data from class transitions shall be analyzed annually to determine the effectiveness of the traffic flow and class transitions. Additionally, the council will evaluate how the current school space arrangement compliments the teaching and learning environment.

Date Adopted: Feb. 20, 2019

Date Reviewed/Revised:

Planning and Resolution of Issues Regarding Instructional Practices

[KRS 160.345(2)(1)6]

Purpose:

The *Instructional Practices Policy* of Reidland Elementary School ensures that all instructional practices align with the Reidland Elementary School's curriculum and establishes an environment where all students achieve to their potential and are prepared for future learning.

Procedures:

Instructional practices shall be defined as the strategies, techniques, and activities used by the classroom teacher to engage students in the learning process.

In preparing lessons, each teacher shall:

- Use varied student-centered instruction;
- Address various learning styles and multiple intelligences;
- Use activities where all students use higher-order thinking and problem-solving skills;
- Make active use of interdisciplinary connections;
- Adjust instruction to respond to the needs of students;
- Provide for student-use of technology for appropriate and varied learning activities and to expand the classroom into the community and beyond;
- Use instructional resources that reflect diversity; and
- Assign homework that extends student learning based on the analysis of classroom data and formative assessments.

Snapshot of Class Period: An ideal class period provides quality instruction and student engagement from bell-to-bell.

- ✓ Flashback or Bell Ringer Activity
- ✓ Anticipatory Set for the Day: Review day's objective/essential question/agenda
- ✓ Best Practice Strategy: Guided Practice or Direct Instruction (may include, but are not limited to the following):
 - Individual Assignments
 - Cooperative Learning
 - Research Projects
 - Reading and Summarizing

- Graphic Organizers
- Manipulatives
- Peer Tutoring
- Speakers
- Technology
- Oral Presentations
- ✓ Lesson Closure: What did you learn today and why?/Real-world Connections/Exit Slips
- ✓ Discussion of Homework (if applicable)/Preparation for Assessment (if applicable)
- ✓ Prepare for the Next Day

Homework: Homework is to be used to extend the student's opportunity to learn. It is to be completed outside the regular school day and intended to provide added enrichment to practice skills, increase knowledge and explore topics using various learning modes and technologies.

Homework assignments will include not only written work, but also cultural and creative activities and projects. Homework is not to be used as a punishment for behavior.

All classroom and enrichment teachers will...

- Engage in age-appropriate home based activities that directly correlate with the days learning target.
- Assign homework that reinforces a skill that has been taught and formatively assessed in the classroom to ensure that all students understand the concept. If the formative assessment shows that students do not understand the concept, homework on that topic or skill will not be assigned.
- Assign homework that provides opportunities to engage parents in the instructional process and has real-world applications.
- Allow time for free reading as part of homework assignments.

All homework will be assessed for understanding within a reasonable timeframe. Teachers will provide appropriate feedback to students and will keep accurate records of homework assessments to use during student conferences and parent-teacher meetings.

Homework assessments are not to be included as part of summative assessments for grading purposes. If homework is illegible, teachers may require the student to complete the assignment again in order to assess understanding. In this case, teachers need to contact the parent to discuss the issue prior to sending back the homework.

Parents and students are to be held accountable for the completion of homework assignments. Teachers shall develop a system for students to note homework (e.g., agenda book). This system should remain constant for the entire school year. This system may include the class, the assignment, the due date, necessary materials, and a parent confirmation signature or initials. Non-completion of homework will result in loss of privileges. Students that consecutively or continually do not complete homework assignments will result in

- teacher-student conferences,
- teacher-parent conferences,
- student-guidance counselor conferences, and/or
- student-parent-principal conferences.

Evaluation:

During common planning and as part of professional learning, teachers will reflect weekly on the strategies used, discuss successes and challenges, share possible solutions to challenges, and identify areas needing further support.

Date Adopted: Feb. 20, 2019

Date Reviewed/Revised:

Selection and Implementation of Discipline and Classroom Management Techniques

[KRS 160.345(2)(1)7]

Purpose:

The *Selection and Implementation of Discipline and Classroom Management Techniques Policy* of Reidland Elementary School ensure that standards are established for acceptable student behavior and that Reidland Elementary School is a safe and secure environment.

Procedures:

During the On-Line Registration (OLR) process, students and parents/guardians will receive the *McCracken County School District's Code of Conduct*. Printed copies may also be requested from Reidland Elementary School's office.

The school shall develop a school safety plan as required by district policy and state regulations. The school safety plan shall be reviewed annually by the school council.

Reidland Elementary School adheres to a PBIS model. School-wide behavior expectations are developed by the PBIS committee and posted throughout the school at various locations. The PBIS committee will also develop a PowerPoint or other method that the classroom teacher will use to deliver the behavior expectations to all students. These standards shall be taught by the teacher during the first week of school to all classes and reviewed after each break (i.e., fall break, winter/Christmas break and spring break). Other reviews shall be at the teacher's discretion.

Additional Standards:

Appropriate dress standards: Students attending Reidland Elementary School shall comply with standards in dress as mentioned in the Student Handbook.

Bullying and Harassing: Students at Reidland Elementary School must respect the rights of others and to interact with them in a civil manner. Therefore students are required to speak and behave in a civil manner toward students, staff and visitors within the building.

Any determined acts of bullying or harassment will be handled appropriately based on the descriptor of offenses in the *McCracken County Schools Code of Conduct*.

Evaluation:

School behavior data shall be analyzed quarterly during a PBIS committee meeting and reviewed annually during a regular school council meeting. Trends shall be examined to

determine causes and contributing factors. These trends shall include data disaggregated by race, gender, time of day, and classroom vs. common areas.

Date Adopted: Feb. 20, 2019

Date Reviewed/Revised:

Selection of Extracurricular Programs

[KRS 160.345(2)(1)8]

Purpose:

The *Selection of Extracurricular Programs Policy* of Reidland Elementary School ensures that students are provided multiple opportunities to extend the learning time based on student interest and abilities.

Procedures:

All extracurricular programs must be based on the following criteria:

- The program must contribute to students becoming a self-sufficient individual exhibiting good character, responsibility and self-discipline, as well as provide supervision that will take into account the student's developmental and emotional needs.
- The program must contribute to student's ability to work as part of a group or team.
- The program must be geared toward student interests and/or abilities.
- The program must be multicultural and enhance or maintain equity in the overall program concept.

All extracurricular programs must fall into one of the following three categories: academic, athletic, or service-learning. Each extracurricular activity must be led by an adult coach or sponsor who meets any applicable requirement set in state or federal statute, as well as by the sponsoring or governing organization. The coach or sponsor will be responsible for supervising all students while participating in the activity, including preparation, practice and travel time.

Annually and prior to October 1 of each year, the principal shall present a list of extracurricular programs to the school council for discussion and review. The principal will follow district policies and procedures in selecting and evaluating all coaches and/or sponsors for all extracurricular activities.

Student Participation: Students who wish to participate in extracurricular programs must...

- Be present for all classes the day of the activity or the day prior if on a weekend or holiday [Exemption: school-sponsored off-campus activities].
- Comply with rules and procedures developed by the coach or sponsor for the extracurricular program.
- Meet any additional requirements set by the appropriate sponsoring or governing organization or as established in district board of education policies and procedures.

The principal has the final decision on student participation.

Evaluation:

All extracurricular programs will be evaluated annually for effectiveness, student participation, and equity as part of the school improvement planning process.

Date Adopted: Feb. 20, 2019

Date Reviewed/Revised:

Adoption of an Emergency Plan Policy

[KRS 160.345(2)(i)9]

Purpose:

The *Adoption of an Emergency Plan Policy* of Reidland Elementary School ensures that students are provided a safe and secure learning environment.

Procedures:

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 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 will include, but not be limited to the following:

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

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

Prior to the first instructional day of school, the principal, or designee, will present and review all emergency procedures with all staff. Documentation including the time and

date of the review will be kept on file at the school with a copy sent to the district office to document completion. Documentation may include methods such as a sign-in sheet that includes the printed name of each staff member (all certified and classified staff), the signature of the staff member and the date and time of the review.

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

The principal is responsible for working with the central office annually 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 school council and documentation maintained in the principal's office.

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

Possible access control methods that will be used at Reidland Elementary School are outlined below:

- All exterior doors must remain locked at all times.
- All visitors must enter through the posted front entrance.
- The front entrance must remain secure with electronic access only.
- All visitors must use the "buzzer" and be recognized prior to gaining access to the reception area
- The principal is responsible to ensure that trained personnel monitor the front entrance at all times. At no time during the school day are students allowed to monitor the front entrance or the reception area.
- All visitors must report to the front office, provide photo identification, state the purpose of the visit, and wear a school-specific badge on the outermost garment during the entire visit. Upon leaving, all visitors must report back to the front office.
- The office must keep an accurate log of each visitor, the date and time of the visit, the purpose of the visit, and with whom they visited.
- Doors must remain closed during instruction time.

Evaluation:

At the end of each school year the emergency procedures are to be reviewed by the school council and first responders and revised as needed.

Date Adopted: Feb. 20, 2019

Date Reviewed/Revised:

Procedures, Consistent with Local School Board Policy, for Determining Alignment with State Standards, Technology Utilization, and Program Appraisal Policy

[KRS 160.345(2)(i)10]

Purpose:

The *Procedures for Determining Alignment with State Standards, Technology Utilization, and Program Appraisal Policy* for Reidland Elementary School ensures that all students have equitable opportunity to highly effective teaching practices at all levels and with all classes.

Procedures:

Alignment with State Standards: Annually the school council or a designated committee shall review the curriculum of the core instructional areas (i.e., English/Language Arts, Mathematics, Science, and Social Studies) to ensure that each area is aligned with the Kentucky Academic Standards and to district curriculum maps. The council or designated committee shall also review analysis of state assessment data to determine any curricular gaps.

Annually the school council or designated committee shall determine the barriers in student achievement. The committee may review state non-academic data, survey data (i.e., parent, teacher and student), behavior summaries, and budget reports, as well as any other data needed for their review. This charge shall also include a summary of student use of technology as it relates to barriers in student achievement.

Technology Utilization: Technology shall be utilized in the classroom by students, as a means to enhance the curriculum, and as a learning tool in the Library Media Center. All school technology (e.g., computers, iPads, SmartBoards) must be available for student use first. Teachers will plan lessons that encourage the use of technology by students. All staff and students will adhere to the *McCracken County School District's Acceptable Use Policy*.

Teachers will:

- Use technology to improve communications, enhance thinking skills, make instruction more efficient and effective, and develop critical life skills. In PLCs, teachers may share the student use of technology as part of the meeting.
- Provide equitable and adequate access to the technology resources for all students.
- Implement technology to meet state and national standards.
- Research and use up-to-date programs and/or apps as part of the instructional program.
- Encourage and monitor student use of technology.
- Use adaptive or assistive technology for students as required in IEPs.

- Include technology resources as part of the daily lesson plan, including the websites URL and/or applications. Included in the lesson plan is a description on how the students will be using the technology as part of instruction.

The principal will monitor, through the lesson planning and PLC process, the student use of technology as part of the instructional day.

Program Appraisal: Annually, the school council will review state, district and school data to determine effectiveness of instruction program initiatives.

Evaluation:

Annually, the principal will inventory the school’s technology and create a report on the needs of the school in relation to technology.

Date Adopted: Feb. 20, 2019

Date Reviewed/Revised:

Consultation

[KRS 160.345(2)(1)11]

Purpose:

The *Consultation Policy* of Reidland Elementary School ensures that the selection of instructional staff are highly effective, qualified and meet the needs of the student population.

Procedures:

Vacancy shall be defined as:

1. A position that did not previously exist but which can now be funded;
2. A position previously held by an employee who has retired or resigned; or
3. A position held by an employee who has indicated in writing that they will retire or resign at the conclusion of the current school year.

Qualified Teacher shall be defined as a teacher who:

1. Hold at least a bachelor's degree;
2. Hold full Kentucky certification or statement of eligibility; and
3. Demonstrates competency in each of the core academic subjects taught.

Highly Qualified Paraeducator (Paraprofessional) shall be defined as an instructional assistant who has:

- Has completed two years of study at an institution of higher education;
- Holds an associate's (or higher) degree; or
- Has passed the *Kentucky Paraeducator Assessment* exam.

Notification of Vacancy:

The school council shall be consulted by the principal on all certified and classified instructional vacancies that occur at the school. When an instructional staff vacancy has been posted the principal shall include "consultation with the school council for the (position title) vacancy" on the agenda of the next regular or special meeting of the council.

Timeline:

The principal and school council shall meet the following timeline for filling vacancies:

- Once a vacancy is determined, the principal shall develop a list of interview questions to be asked of each applicant.
- The principal shall contact the candidates and schedule the interviews.

- All candidates interviewed will be asked the developed questions in the same order. The principal shall follow up with reference checks, as needed.
- The school council shall consider the principal recommendations and provide its thoughts on the candidates to the principal on who to select to fill the vacancy. This consultation will occur in closed session.
- The principal shall make a selection of a qualified applicant to fill the vacancy and shall report this selection to the council at the next regular or special called meeting.
- The principal will inform the superintendent who will complete the hiring process.

If a quorum of the members of the school council is not available for the purpose of conducting consultation in the filling of a vacancy during a special called meeting for the purpose of consultation, the principal shall conduct consultation with the council members who can attend. The timeline may also be amended with school council approval in order to fill a vacancy during times where continuation of instructional services may be affected and a waiver of the 15-day posting may be requested from the Kentucky Department of Education.

Evaluation:

The school council shall annually review the policy and timeline and make revisions as necessary to ensure high qualified and highly effective teachers are recruited and retained at the school.

Date Adopted: Feb. 20, 2019

Date Reviewed/Revised:

Committees

[KRS 160.345(2)(c)2]

Purpose:

The *Committee Policy* of Reidland Elementary School ensures equitable participation in the decision making process for teachers, parents and the school community as a whole.

Procedures:

Titles and responsibilities of all standing committee members shall be disseminated to all parents, faculty, and staff members with a form for them to record their interests in committee assignments.

All standing committees shall set and develop goals and time line, both of which shall be approved by the council.

Each standing committee shall consist of 5-7 members. It is recommended that all standing committees have at least two parents and two teachers. Standing committees shall make recommendations to the council, and the council shall have final authority. The council shall determine the number, type and representation.

The council shall form all standing committees.

Ad hoc committees shall be formed to complete specific tasks not completed by standing committees. Once the task is completed, the committee shall be abolished. The chairperson of the council shall form ad hoc committees with the approval from the council. The council shall determine the size of committees and representation.

All committees shall operate by an agenda. The chairperson shall form the agenda with input from the committee members. The agenda shall be disseminated to committee members at least 24 hours before the meeting.

All school council committees established under this policy are public agencies and are subject to Kentucky's Open Meetings/Open Records statutes.

Evaluation:

The school council shall annually review the committees. Any revisions to the committee policy based on this information will be completed by the school council.

Date Adopted: Feb. 20, 2019
Date Reviewed/Revised:

Wellness Policy

[KRS 160.345(11)]

PURPOSE

The purpose of the Wellness Policy is to ensure all students at Reidland Elementary are provided a safe and healthy environment. We promote wellness through high quality health and physical education, enriching student learning to ensure success. Student health is closely associated with academic achievement, attendance rate, and behavior supports, thus our students need to strive for healthy lifestyles, in order to truly be “college and career ready.”

SCHOOL COMMITTEE

Reidland Elementary School has a wellness coordinator that has teamed up with administration to maintain a Wellness/Coordinated School Health Committee as evidence of PLCS Program Review expectations. The CSH Committee serves as a resource to create, strengthen and support school policy on the promotion of student health and wellness. The committee has taken a health assessment in order to determine targeted areas. This committee will report to the SBDM to provide updates on school progress, the implementation of this policy, and other CSH programs. The committee will notify SBDM of the allocation of incentive funds received for the year and communicate purchases made with the funding.

PHYSICAL EDUCATION & ACTIVITY

Comprehensive School Physical Activity Program (CSPAP)

Our school recognizes that a CSPAP is an approach RES will utilize of opportunities for school based physical activity to develop physically educated students who participate in the nationally recommended amount of physical activity most days and develop the knowledge, skills, and confidence to be physically active for a lifetime. With a CSPAP, quality physical education is the cornerstone of the program while also including school-based physical activity opportunities; school employee wellness and involvement; and family and community involvement.

Physical Education

- A certified physical education teacher will provide instruction aligned with Common Core Standards.
- Physical education teachers are allocated 24 hours annually to participate in professional learning communities to address issues related to instructional practices, data analysis and improve instruction.
- Students will receive the equivalent of 60 minutes of physical education per week. Along with other physical brain breaks throughout the day, including 20 minutes of physical movement during recess.

- RES will use an Assessment Tool annually to determine scope and sequence to deliver grade level benchmarks of the Kentucky Academic Standards (KCAS).
- Physical education class sizes follow the district policy for pupil-teacher ratio in non-PE classrooms.

Physical Activity Breaks During The School Day

All students will receive at least 40 minutes of physical activity outside of physical education class. Teachers are encouraged to use:

- Go Noodle
- Brain Breaks
- Mindfulness for Kids
- Action for Healthy Kids
- Go 365 Swarm

Physical Activity Before And/Or After School

Students will be provided opportunities to participate in physical activity clubs with access to adequate facilities, equipment and supervision. Clubs include:

- Running Club
- Yoga
- Reidland Ninja Warrior
- Etc.

Staff Involvement/Staff Wellness

- Humana Vitality walking and weight challenges are encouraged throughout the year.
- All staff are encouraged to participate in the Humana Vitality Health check which involves body and blood pressure measurements, fasting blood glucose, cholesterol and triglycerides levels.
- Flu shots and the Baptist Health Clinic are available to all staff.

Family And Community

- RES allows, with approval, the use of school facilities through a shared use agreement for community members in order to create physical activity opportunities. All parties must follow the district policies and procedures for facility usage.
- RES will provide information about physical education and other school-based physical activity opportunities before, during, and after the school day; and support parents' efforts to provide their children with opportunities to be physically active outside of school. Such supports will include sharing information about physical activity and physical education through a website, newsletter, or other take-home materials, or special events.

SCHOOL NUTRITION

- RES will adhere to all guidelines of the USDA National School Lunch Program.
- RES shall encourage healthy choices among students using the following method by scheduling adequate time for all school meals (702 KAR 6:060).
- RES shall implement the nutritional standards required by federal and state laws and regulations. Those rules apply to the food program and to other food and beverages available during the school day.
- Parents may block the purchase of “extras” from their child’s cafeteria account.
- School Nutrition Personnel will work closely with the parent(s) and/or guardian(s) to make reasonable accommodations for students with disability or other special dietary needs.
- School cafeteria managers shall annually receive a minimum of two (2) hours of continuing education in applied nutrition and healthy meal planning and preparation (KRS 158.852)
- In compliance with the federal Healthy Hunger Free Kids Act and 702 KAR 006:090, any food item offered for sale through a vending machine, school store, canteen, or fundraiser on school property shall meet the established state requirements.
- RES will use strategies for increasing healthy food selection.
- Information is available on the USDA website regarding nutrition, caloric, and sodium content of foods available.

NUTRITION EDUCATION AND PROMOTION

- The Kentucky Academic Standards for Practical Living addresses both health education and physical education for students. Health education at this level enables students to acquire the knowledge, skills, and practices that should be a part of their daily routine throughout life. Physical education uses physical activity as a means to help students acquire skills, fitness, knowledge, and attitudes that contribute to their optimal development and well-being. School ensures content of the Health Education Curriculum is frequently integrated into all content areas to meet the health and safety needs of all students.
- Drinking water is encouraged and water breaks are offered during the school day.
- Snacks
Snacks will follow district guidelines.
- Rewards
Teachers are encouraged to provide non food items for rewards. If they choose to provide snacks, they need to follow the district snack guidelines.
- Celebrations
Schools should limit celebrations that involve food during the school day to no more than one party per class per month. The district will disseminate a list of healthy party ideas to parents and teachers.
- Food Marketing in Schools

School-based marketing will be consistent with nutrition education and health promotion. As such, schools will limit food and beverage marketing to the promotion of foods and beverages that meet the nutrition standards for meals or for foods and beverages sold individually (above). School-based marketing of brands promoting predominantly low-nutrition foods and beverages is prohibited. The promotion of healthy foods, including fruits, vegetables, whole grains, and low-fat dairy products is encouraged.

Examples of marketing techniques include the following: logos and brand names on/in vending machines, books or curricula, textbook covers, school supplies, scoreboards, school structures, and sports equipment; educational incentive programs that provide food as a reward; programs that provide schools with supplies when families buy low-nutrition food products; free samples or coupons; and food sales through fundraising activities. Marketing activities that promote healthful behaviors (and are therefore allowable) include: vending machine covers promoting water; pricing structures that promote healthy options in a la carte lines or vending machines; sales of fruit for fundraisers; and coupons for discount gym memberships.

- Communications with Parents.

The School will send home lunch menus monthly. RES will encourage parents to pack healthy lunches and snacks and to refrain from including beverages and foods that do not meet the above nutrition standards for individual foods and beverages. RES will provide parents a list of foods that meet the district's snack standards and ideas for healthy celebrations/parties, rewards, and fundraising activities. In addition, the district/school will provide opportunities for parents to share their healthy food practices with others in the school community.

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

MEASUREMENT AND EVALUATION

In compliance with 702 KAR 6:090, Reidland Elementary School will utilize the Alliance for a Healthier Generation's Healthy School's Program to evaluate the school environment. This report will be shared annually with the district as required by KRS 160.345 (11) and release the report at least 60 days prior to the public forum required by KRS 158.856 (5). Results will be reported to parents and community stakeholders via the school's website.

The Reidland Elementary School CSH committee will oversee the implementation and evaluation of this policy. The CSH Committee shall periodically report to the school principal and SBDM on the content and progress of implementation of the school's wellness efforts. The report shall include:

1. Extent to which the school is in compliance with this policy;

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

Date Adopted: April 24, 2019

Date Reviewed/Revised:

Determination of a Writing Program

[KRS 158.6453(19)]

Purpose:

The Determination of a *Writing Program Policy* at Reidland Elementary School ensures that all students in all classes will use writing as a way to learn. Reidland Elementary School believes that writing is a necessary communication skill for student and that writing should be authentically taught and practiced in all curricular areas.

Criteria:

All students shall be provided multiple opportunities to develop communication skills through writing and shall be allowed student choice and exploration. To ensure this all teachers will...

- Ensure curriculum is vertically and horizontally aligned to the Kentucky Academic Standards.
- Engage students in three categories of writing: writing to learn, writing to demonstrate learning, and writing for publication.
- Incorporate a variety of genres including literary, argumentative, informational, and practical/workplace materials across all content areas.
- Intentionally schedule time within the instructional day for writing instruction and experiences.
- Provide opportunity on a regular basis for authentic and meaningful writing to include the following:
 - Writing for a variety of purposes and audiences.
 - Writing to reveal ownership and independent thinking.
 - Writing in which students draw on individual experiences.
- Experience the writing process at all grade levels: planning, drafting, revising, editing, publishing, and reflecting upon writing.
- Experience writing in both on-demand and writing over time situations.
- Read and analyze a variety of print and non-print materials including persuasive literary, informational, and practical/workplace materials.
- Learn about and use appropriate resources for writing.
- Apply appropriate writing skills to oral communication.
- Teach and expect students to use higher-order thinking skills.
- Provide consistent and timely feedback throughout the writing process to guide and improve students' writing skills.
- 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.

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:
 - Print materials, technology, personal interviews, observations, etc.
 - Multimodal text. Photographs, graphics, web page, multimedia, etc..
- Instructional strategies and models that assist in achieving specific learning objectives including:
 - Differentiated strategies that make instruction accessible to all students.
 - Exemplars to use as models for writing.

Students will be provided and use technological tools in the writing process 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.

Evaluation:

The school council shall annually review the effectiveness of the school’s writing program. This data shall be included as part of the improvement planning process.

Date Adopted: Feb. 20, 2019

Date Reviewed/Revised:

Parent and Family Engagement Policy

[Federal Elementary and Secondary Education Act (ESEA); Title I, Part A (Section 1118) as amended for No Child Left Behind (2001)]

Purpose:

Parents serve as a key shareholder in the educational processes of the students attending Reidland Elementary. The *Parent And Family Engagement Policy* of Reidland Elementary ensures equitable participation in the planning, reviewing, and implementing of all parent programs and activities.

Parent Definition:

A parent is legally defined as a *biological parent, step-parent, or a foster parent of a student or a person who has legal custody of a student pursuant to a court order and with whom the student resides*. For the purpose of this policy, *parent* encompasses *all* family situations.

Parent and Family Engagement Definition:

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

Parent and family engagement can be accomplished in a variety of ways, which include the following:

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

Procedures:

Reidland Elementary shall convene an annual meeting at a time that is convenient for parents. All parents are invited and encouraged to attend. At this meeting, parents will be informed of the school's participation in a Title I Schoolwide Program, the purpose and requirements of Title I, and their right to be involved. Particular attention shall be given to reaching those parents who are economically disadvantaged, are disabled, have limited

English proficiency, have limited literacy, or are of any racial or ethnic minority background.

Reidland Elementary shall involve parents in an organized, ongoing, and timely manner in the Title I planning, review, and improvement of programs; this includes the joint development of the school parent involvement policy.

Parent-School Learning Compact:

Reidland Elementary and the parents of the students participating in the activities, services, and programs agree that improved student achievement is a shared responsibility. Reidland Elementary and its parents will build and develop a partnership that will assist students in achieving proficiency.

Reidland Elementary will...

- provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating students to meet Kentucky’s student academic achievement standards,
- communicate clear expectations,
- utilize research-based materials and methods,
- provide a safe, positive, and healthy learning environment for each student, and
- address the individual needs of each student.

Parents will...

- ensure their child attends school regularly, is punctual, and prepared to learn,
- create an atmosphere that supports learning,
- encourage their child to demonstrate respect for school personnel, classmates, and school property,
- remain informed about their child’s education,
- model respect by going to the teacher first regarding concerns, and
- guarantee that any homework assignments are neat and complete.

Students will...

- come to school on time and be prepared to learn,
- obey all school and classroom rules,
- pay attention to their teachers, tutors, and family members and ask for help when needed, and
- commit to learning and do their best work each day.

Background Checks:

Any parent wishing to serve as a parent volunteer in the school must complete a criminal background check and attend confidentiality training.

Concerns:

Any comments or concerns regarding Reidland Elementary's *Parent and Family Engagement Policy* shall be submitted to the principal.

Parent-School Learning Compact Reidland Elementary School Parent-School Learning Compact

The Reidland Elementary School and the parents of the students participating in the activities, services and programs agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student achievement and the means by which the school and parents will build and develop a partnership that will assist student to achieve proficiency.

School Responsibilities:

Reidland Elementary School instructional staff will:

- Provide high quality curriculum and instruction in supportive and effective learning environment that enables the participating students to meet Kentucky's student academic achievement standards as follows:
 - Highly qualified teachers assuring all student access to quality learning experiences appropriate to development.
 - Communicates clear expectations for performance to both students and parents.
 - All instruction utilizes research-based materials and methods.
 - Provides a safe, positive, healthy learning environment for each student where each child is treated with respect and dignity.
 - Address the individual needs of each student.
- Hold parent-teacher conferences and open house activities during which this compact will be discussed as it relates to the individual student's achievement.
- Provide parents with frequent reports on their child's progress and growth.

- Provide parents reasonable access to instructional staff before school and after scheduled classes for phone calls or parent conferences.
- Provide parent opportunities to volunteer and participate in their child’s curricular programming and for special projects.

Parent Responsibilities:

I will support my child’s learning in the following ways:

- Make sure that my child attends school regularly, is on time, and is prepared to learn.
- Make sure that any homework assignments are complete and neat.
- Create an atmosphere that supports learning.
- Encourage my child to demonstrate respect for school personnel, classmates and school property.
- Stay informed about my child’s education
- Model respect by going to the teacher first about concerns.

Student Responsibilities:

I will share the responsibility to improve my academic achievement. Specifically, I will:

- Come to school on time and ready to learn.
- Pay attention to my teachers, tutors and family and ask for help when need.
- Be prepared for school each day with completed and neat assignments and materials.
- Do my best work each day.
- Follow school and class rules.

Homeroom Teacher Signature: _____

Parent Signature: _____

Student Signature: _____

Evaluation:

The effectiveness of this policy shall be evaluated through the school improvement planning process.

Date Adopted: Feb. 20, 2019

Date Reviewed/Revised:

Students Returning to Classroom

No student will be allowed to return to the classroom after school hours to retrieve homework assignments, books, or other items. The students will be reminded each afternoon to collect all needed materials. It is their responsibility to make sure they have everything they need before leaving for the day.

Date Adopted: 3/18/97
Date Reviewed/Revised:

Feb. 20, 2019

Rewards and Reinforcements

School wide rewards will be given to students for perfect attendance (Grades K-3) and Honor Roll (Grades 2-3). In addition to the school wide reward plan, individual teachers may develop plans for rewarding students in their classrooms. Such plans shall be submitted in writing to the principal prior to implementation. The principal shall review the plans for compliance with federal and state laws, SBDM Policies, and Board of Education Policies and Procedures.

Date Adopted: 3/11/2004

Date Reviewed/Revised:

Feb. 20, 2019

