

Cox's Creek Elementary School Policies

Curriculum

The curriculum at Cox's Creek Elementary shall

- a) foster mastery of the Kentucky Core content by all students.
- b) implement the Kentucky Program of studies, as well as state and district standards.
- c) be delivered through systematic, teacher-developed curriculum maps to ensure consistent coverage.
- d) be delivered through appropriate textbooks and resources selected in response to student needs.
- e) use appropriate instructional technologies to support student achievement.
- f) be delivered through instructional practices consistent with the Cox's Creek School Improvement Plan, and research-based best practice.

The principal shall oversee the implementation of the curriculum at Cox's Creek Elementary.

Enhancing Achievement

Improving student achievement is the goal of every Cox's Creek Elementary staff member. All instructional and procedural decisions shall be made with student achievement as the goal.

All certified staff shall participate in regular disaggregation of test data and analysis of student work, including but not limited to: state testing, district testing, scrimmage data, open-response analysis, GRADE, DRA, GMADE, individual test data, and performance observation. The results of the analysis will be used to guide decisions regarding resources, instruction, and program development.

Purposeful interventions: Extended School Services, ESS Daytime Waiver services, Literacy groups, DEAR time, math groupings, portfolio pals, special education services, trained volunteers, etc. will be matched to student needs with the goal of enhancing student achievement.

The instructional schedule, protection of instructional time, implementation of district and school literacy plans, multiage groupings, and flexible skills grouping shall serve students as strategies to enhance student achievement.

Student and teacher technology shall be integrated into instruction to meet student needs.

Professional development to enhance student achievement shall be offered at the district and school level in order to empower staff to incorporate instructional best practice and school/district programs.

Teacher teams and the principal shall oversee the implementation of strategies to increase student achievement.

Instructional Practices

Instructional practices at Cox's Creek Elementary will be delivered based on the vision: Maximizing Potential for All! Instructional best practice, with emphasis on high levels of student engagement, differentiation to meet student needs, and mastery learning, will be in place in Cox's Creek classrooms.

Instruction will reflect state, district, and school policies and procedures that provide regular exposure to and practice with core content skills and concepts; and that reflect developmentally appropriate strategies for delivery and assessment of instruction.

Instructional practices will be implemented to enhance student achievement as reflected in walk-throughs, observations, and lesson plan review. The principal shall monitor the implementation of instructional practices to enhance student achievement.

Assignment of Staff Time

All staff time at Cox's Creek Elementary shall be assigned in a manner that supports increased student achievement and implementation of the Cox's Creek Comprehensive School Improvement Plan.

Space

School space at Cox's Creek Elementary shall be assigned in a manner that supports increased student achievement and implementation of the Cox's Creek Comprehensive School Improvement Plan. Available space shall be used flexibly to support student instruction and to facilitate teacher access to resources.

Discipline and Classroom Management

Cox's Creek Discipline and Classroom Management strategies shall be implemented in a fair, consistent manner to support student achievement and the Nelson County Code of Conduct. All staff shall establish clear, consistent expectations for student behavior and shall administer basic rewards and consequences based on those expectations.

Students will have adequate supervision at all times.

Written discipline referrals shall be completed to address serious or recurring infractions in order to provide documentation of student behaviors and to ensure school-home communication in support of improving student behavior.

The principal or principal-designee, in partnership with staff members and the STAT team will work with students to address serious or recurring discipline issues.

Extra-Curricular Programs

Communication regarding opportunities to participate in school-sponsored and recreational league extra-curricular programs will be distributed through the Cox's Creek office. Opportunity to participate shall be made available to all eligible students.

Students must remain in good standing regarding attendance, grades, and discipline in order to participate in extra-curricular activities. Coaches and teachers will communicate regularly regarding the status of student grades, attendance and discipline.

A student who has been absent from school may not participate in practice on that day.

Extra-curricular activities conducted on school grounds shall require the presence of a custodian or other school employee willing to assume responsibility for the physical plant.

State Standards, Technology, and Program Appraisal

The Cox's Creek Elementary staff will conduct *ongoing* disaggregation of all available test data including, but not limited to, *state mandated assessments, school level assessments, district assessments, GMADE, GRADE, DRA scores, review of work samples, and teacher-made tests*. The information shall be used to develop student-focused instructional decisions including groupings, resources, instructional pacing, and appropriate interventions to increase student achievement. The analysis of test data, in conjunction with additional information, will be used to review and revise the Cox's Creek Comprehensive School Improvement Plan and related instructional practices.

Cox's Creek staff shall have opportunity for self-reflection based on teacher and student technology standards and shall make recommendations regarding implementation of technology to enhance instruction. Recommendations may be reflected on personal growth plans, in school or district technology requests, and within Comprehensive School Improvement plan components.

Cox's Creek program appraisal shall be on-going as a part of committee review, disaggregation of data, and assessment of student work with revisions and adjustments made accordingly.

Consultation on Vacancies

When a certified vacancy occurs at Cox's Creek, the SBDM council and/or other representatives of the staff shall participate in the interview process as available. Following interviews, the council shall meet in closed session to discuss each applicant's relative strengths and match with the needs of the position.

After consulting with the council, the principal shall select the person who he or she believes will contribute most to the success of Cox's Creek students and will notify the superintendent of that choice.

The superintendent shall complete the hiring process.

Student Placement

Student placements and class groupings will be developed in response to student needs and to create instructional settings that reflect instructional best practice. Teachers will be asked to provide information regarding the learning styles, strengths, needs, and personalities of students for use in student placement.

By June 1, teachers will develop student lists indicating instructional levels, information regarding personality combinations, IEP or GSSP data, and other information that will guide the development of classroom groupings for the following school year.

Parents may provide input regarding student placement by scheduling and attending an appointment with the principal prior to June 15. Prior to that meeting, parents will complete a student placement questionnaire to provide information about their student(s). During the meeting, parents may share any relevant information regarding student learning styles, educational history, and personality that will aid in student placement. Discussion of a particular teacher or requests of a particular teacher by name will not be accepted.

Class lists will be developed using teacher input, test data, IEP and GSSP information, and parent input within the parameters of staffing constraints.

Elementary Fitness Policy

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

- Each student shall engage in a minimum of 30 minutes of planned moderate to vigorous physical activity each day. This may include, but not be limited to, social skill building activities (recess) and teacher led activities. Physical activity will be reflected in daily schedules and teacher lesson plans. Physical activity integrated into the school day will support instruction and reflect instructional best practice providing practice with kinesthetic activities and state changes.
- Each student shall participate in physical education class as determined by the master schedule. When it is necessary for students to miss recess or social skill building activities, moderate to vigorous physical activity shall be provided at an alternate time and/or place to ensure a minimum of 150 minutes of physical activity per week.
- Teachers shall make all reasonable efforts to avoid extended periods when students are physically inactive. Length of time for sedentary activities shall be developmentally appropriate. When possible, physical activity should be integrated into learning activities. When that is not possible, students should be given periodic breaks during which they are encouraged to stand and be moderately active. All Cox's Creek teachers shall implement the Take-10 Activity Program within the instructional day.
- Appropriate accommodations shall be made for students with special needs, as required by law and sound professional judgment.
- Cox's Creek shall assess students' level of physical activity at least once a year in order to monitor and diagnose wellness and fitness needs. The assessment tool(s) shall be selected/developed in consultation with district physical education/practical living personnel, and the principal shall develop a schedule for completing that assessment.

Our school shall encourage healthy choices among students using the following methods:

- Cox's Creek food service programs shall implement the nutritional standards required by federal and state laws and regulations.
- The Cox's Creek Practical Living curriculum shall address the full Core Content, including health, consumerism, and physical education.
- The rest of the Cox's Creek curriculum shall reflect an integrated concern for wellness, including connections to Science, Social Studies, and other subjects.

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.

The principal shall share this policy with the Kentucky Department of Education when KDE asks for this information.

Primary Configuration Policy

I. Flexible Grouping

Cox's Creek students will be grouped and regrouped to meet their individual developmental needs. Assessment data, observation, and content pre-assessments will be used to flexibly group and regroup students for instruction.

- As staffing permits, homerooms will be K/1 and 2/3, with classes teamed together for ease in moving students between classrooms and skill levels.
- Language arts and math will be taught by ~~grade~~ *skill* level to better meet the instructional needs of students.
- Social studies and science will be taught in multi-age classes in order to meet state guidelines.

II. Student Assignment

Students will be assigned to classrooms by the principal with input from teachers and parents in order to facilitate continuous progress for all students.

Scheduling Policy

- I. Scheduling shall mean the development of an overall master plan for using time within the school day as set by the state and local board of education and the use of time over the span of the week, the grading period, and/or the school year.
- II. The *principal* will be responsible for creating a master schedule that will define when each class will attend the related arts areas, gifted/talented classes in related arts, and lunch.
- III. The *master schedule shall be submitted* to the SBDM council for approval.
- IV. After the schedule is adopted, the principal (or principal's designee) may alter the schedule if
 - a. The SIP or other council policies require a change to the schedule.
 - b. BOE allocations (staffing/financial) change

c. Enrollment changes

Within 30 days of a change, the new schedule will be presented to SBDM for approval.

V. The scheduling criteria shall include:

- a. Promoting teacher effectiveness to the fullest.
- b. Reflecting appropriate use of the instructional day.
- c. Providing time for instructional planning.
- d. Complying with individual contracts and job descriptions.
- e. Complying with federal, state, and board regulations.
- f. Supporting the Cox's Creek Elementary School Improvement Plan.
- g. Complying with research-based best practices.

VI. The SBDM Council shall monitor the school's master schedule, with assistance from the *Academic Performance committee*, and shall make changes whenever necessary to meet the needs of students.

School Writing Plan Policy

The Cox's Creek Elementary staff will comply with the Nelson County School District Writing Plan. Cox's Creek Elementary will use of the Kentucky Marker Papers, holistic scoring, and school wide integration of writing process instruction K-5. Writing shall be integrated in all content areas K-5 and will reflect the appropriate grade level standards. All students, K-5, shall create a working portfolio that will be scored and passed along to the next grade. The Kentucky Marker Paper continuum will be marked and will follow the student. The continuum will allow teachers to monitor growth as a writer and to inform instruction.

All staff will integrate writing across the curriculum providing students with opportunities to write in all subject areas. Content area writing will include, but not be limited to constructed response writing, open-response writing, transactive writing, research-based writing, historical fiction, etc.

All staff will integrate the regular use of open response and constructed response writing to foster high level application (synthesis, analysis, and evaluation) of content through writing. Students will have regular opportunity for timed response and for authentic writing drawn from content connections.

All staff will participate in on-going writing training to integrate instructional best practice in writing as a literacy element. Writing instruction shall be based upon the use of the steps in the writing process, with emphasis on prewriting for young students. Teacher and peer feedback will be used to foster improvement in writing in a real-world context.

All students (K-5) will develop and maintain a working portfolio containing at least the minimum number of pieces as defined in the Nelson County Writing Plan. Writing collected in the portfolio shall reflect real-world communication and shall be drawn from the areas of reflective writing, transactive writing, literary writing, and personal writing. Classroom writing shall occur regularly and student writing opportunities shall reflect the elements of engagement—choice, real-world connections, and organization of knowledge—that assure rigor and relevance for individual students.

Objective-specific feedback (written and verbal) will be used to foster writing improvement and student self-reflection based upon appropriate standards, task-specific rubrics, and the Kentucky Marker Paper continuum. Students will be provided opportunity to write to proficiency and beyond.

Portfolios will be analytically scored and the results used to inform instruction. Writing strengths and needs will be addressed through the review and revision of the Cox's Creek School Improvement Plan and related instructional practices.

Cox's Creek staff shall have opportunity for self-reflection based on teacher and student reading/language arts standards and shall make recommendations regarding implementation of writing/literacy practices to enhance instruction. Recommendations may be reflected on personal growth plans, in school or district resource requests, and within the School Improvement plan components.

Cox's Creek program appraisal shall be on-going as a part of team review, disaggregation of data, and assessment of student work with revisions and adjustments made accordingly.

Committee Policy

Cox's Creek Elementary shall use a communication structure that engages all staff whenever possible. The Cox's Creek Elementary SBDM Council shall have three SIP support SBDM Committees that shall meet as Ad Hoc (as needed) Committees. The committee structure is reflective of the Standards and Indicators for School Improvement (SISI) document, District Literacy Plan, and the Cox's Creek Elementary School Improvement Plan. The three SIP support committees are Academic Performance, Learning Environment, and Literacy.

The charges for each committee are as follows:

1. Academic Performance--

Curriculum, Assessment, Instruction, Professional Development

2. Learning Environment/Student Needs--

Culture, Family / Community/ Health and Safety/Budgeting

3. Literacy—

Implementation of Literacy initiatives, including grant initiatives

Attempts will be made to balance each committee with representation from every constituency—grade level, related arts, special education, literacy, support programs, classified, and parents.

- **Other Ad hoc committees will be appointed by the council on an as needed basis.**
- **Committee operations and membership will be in accordance with the SBDM by-laws.**

Program Review Policy

Program Review Process

Program review will be conducted as an ongoing process through a program review team for each required program review. The teams will be made up of representatives of all constituencies within the building.

The program review teams will each be responsible for identifying and/or collecting evidence, analyzing data, and evaluating standards for their assigned review area, including arts and humanities, writing, and practical living & career studies.

Program review teams will provide all staff with information regarding the types of evidence and artifacts to be collected throughout the school year. All school staff will be expected to contribute to the standards review process in order to positively impact the implementation of program standards in all classrooms and in all settings at Cox's Creek Elementary.

Program review teams will review and analyze evidence and data and report to the council with program review results and recommendations.

The council will analyze the data periodically throughout the school year provided by the Program Review Teams, decide action steps to strengthen the programs, including but not limited to: adjusting staffing, course offerings, and schedule. Pertinent goals, strategies, etc. will be included in the School Improvement Plan.

The Cox's Creek Elementary professional development action plan will be developed to support instructional and curricular needs, including training to support quality implementation of program review standards.

All Cox's Creek staff will be responsible for implementation of quality implementation of program standards.

Program Monitoring

The principal will:

- ***Ensure curriculum is aligned to Kentucky Core Academic Standards***
- ***Ensure the annual review, revision, and implementation of the program review policy.***

The council will:

- ***Ensure teachers receive embedded professional development needed to improve instruction in all required program areas, including, but not limited to: writing, arts and Humanities and Practical Living/Career Studies.***
- ***Ensure staffing allocation decisions are made to support all the school's instruction programs, including writing, arts and humanities, and practical living/career studies. Each year the council will review the effectiveness of the staffing allocation for supporting the school's programs.***
- ***Receive regular reports from the principal on the availability of resources for supporting the school's writing, arts and humanities, and practical living/career studies programs when it makes budget decisions.***

Receive regular reports from the principal on the use of instructional time for supporting the school's writing, arts and humanities, and practical living/career studies programs

Homework Policy

Homework Philosophy:

Homework is an integral part of the education process. It should be appropriate to the needs and capabilities of students and provide additional practice on skills taught in the classroom. Cooperation and communication between parents and teachers are essential.

We believe homework to be an important extension of activities begun in school by students under the guidance of their teachers and continued at home. Working together, home and

school can guide students as they develop their learning capacities by making possible experiences which foster learning.

We believe that in addition to reinforcing specific subjects in the classroom curriculum, homework should be used to:

- Develop responsibility and good study habits.
- Encourage growth of the individual student to his/her full potential.
- Enhance communication skills.
- Apply knowledge to real-life situations in a meaningful way.
- Logically connect or challenge facts and ideas.
- Provide each student an opportunity to develop independent judgment.
- Think critically and problem solve.

Purpose of Homework

Homework is both written and learning work given to reinforce the lessons studied in class. It is also used to extend the student's insight of the lessons and to revise work previously done. Homework is an integral part of the student's education. It is very important to have a routine time and place for homework to be completed at home.

In addition to classroom homework assignments, each child should read (or be read to) at least four times a week.

In most cases, homework for the Primary Grades should take approximately 10-30 minutes to complete. In most cases, homework for the Intermediate Grades should take approximately 30-60 minutes to complete. Unfinished class work may also be sent home to be completed, in addition to assigned homework. This may cause an individual's total homework time to exceed the time designated for the grade level.

Make-up work consists of the class assignments a student misses when absent for school. A student shall be given two days for every day absent to complete missed assignments.

Student, Parent and Teacher Responsibilities

Students are responsible for completing and returning assignments on time. Parents are asked to provide support and supervision necessary to see that their child understands and completes homework for return on the due date. Teachers will collect, monitor, and assess homework. There will be consequences, such as missing recess, for failure to complete homework assignments.

Principal Selection Policy

Policy Statement

Once the superintendent has verified a principal vacancy, the SBDM Council will begin the process of principal selection. The superintendent or the superintendent's designee shall serve as the chair of the council for the purpose of the hiring process and shall have voting rights during the selection process.

The position shall be posted at the district and state level in accordance with KRS 160.380(2) (b and c) with emphasis on broad advertising in order to assure a highly qualified applicant pool. The position shall be posted for 30 days. The superintendent may, with the council's agreement under emergency circumstances, ask for approval from the Kentucky Department of Education for a waiver to permit employing a principal before the 30 days have elapsed. *The council may request that the superintendent appoint an interim principal in the event that the time or candidate pool is determined to be inadequate to fill the position permanently.*

The council will select a trainer from available KASC or KDE resources for a minimum of 3 hours of training in the principal selection process as required by KRS 160.345(2)(h). The superintendent/designee will participate in the training as important selection decisions may be made as a part of this training process.

The Council shall develop a survey for distribution to Cox's Creek families and staff. The council will conduct one meeting with teachers and staff and will conduct one meeting in conjunction with the Cox's Creek Parent Teacher Organization in order to get input for the development of specific criteria for the selection of a principal.

The SBDM Council will develop a set of interview questions. The SBDM Council will establish a plan that shall include selection criteria and a timeline. The Council shall have access to the applications of all persons certified for the position. No principal who has been removed from a position in the district for cause may be considered for appointment as principal.

The Council quorum throughout the principal selection process must include at least one parent.

The Council will schedule meetings to review applicants' materials, to formulate interview questions using the criteria, and to conduct the oral interviews. The Committee may request that one or more candidates return for a second interview. All interviews and discussion of candidates will be conducted in closed sessions. All meetings will be conducted in compliance with open meetings laws (KRS 61.810-61.815).

After thorough discussion, consideration, and review of the candidates, the Council shall have the responsibility of selecting the principal for the school as mandated by KRS 160.345. The principal shall be elected *by consensus*. *If the council is unable to reach a consensus, they may determine selection based on a majority vote of the membership of the Council.* If the Council is unable to make a choice, the Council will ask the superintendent for other available

candidates to interview or to appoint an interim principal for a period of no longer than one year.

In the event of a principal resignation/retirement within 30 days of the beginning of the school year, the council will have the option of requesting an interim throughout the principal selection process. The request will be determined by a majority vote of the council.