

# **Oakland Elementary**

## **Site-Based Decision Making Council**

### **Policies**

**Oakland Elementary  
SBDM Policies**

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(First Reading September 5, 2018; Second Reading November 7, 2018)

## **Oakland Elementary SBDM Policies**

### **Determination of Curriculum**

The Oakland Elementary School council shall adopt the curriculum of the Warren County Board of Education as the curriculum that shall be implemented at the school. Yearly reviews will be conducted to ensure the curriculum is aligned with the state adopted Common Core Standards and is appropriate for our instructional needs.

### **Assignment of All Instructional and Non-Instructional Time**

After receiving notification of the financial allocation for the school from the Board, the principal shall recommend for council approval the assignment of instructional and non-instructional staff time. Needs of students, staff member certification, strengths of staff members, and staff member performance will be considered. Achievement of school council goals and effective management shall be the basis for faculty/staff time assignments.

### **Assignment of Students To Classes and Programs**

The principal shall assign students to classes and programs after consultation with faculty. Written parent requests for a specific teacher will not be considered unless a viable reason is given. The principal will have final authority on all requests.

### **Scheduling**

The principal, working in collaboration with the faculty, support staff, and administration, will develop a school schedule which allows time to meet goals and requirements of the curriculum. The schedule will be presented it to the council for approval. The school calendar year will be in compliance with the district calendar and start and end times established by the Warren County Board of Education.

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### **Determination of Use of School Space During the School Day**

Assignment of school space shall be based upon criteria that considers class size, program space need, accessibility for the disabled, supervision of students, safety and overall effective school management. The principal shall annually develop a plan for the use of school space and present it to the council for approval.

### **Instructional Practices**

Faculty, in collaboration with the leadership team, shall select the appropriate instructional practices to be utilized in their classroom, to ensure that the school's curriculum is fully implemented. Instructional practices should focus on meeting the goals included in the school's Comprehensive School Improvement Plan.

### **Discipline**

Oakland Elementary school follows the Warren County Board of Education District Code of Conduct outlined in the District Student Handbook as well as the Oakland Elementary Family Handbook. During the first week of school, the school will provide each student and family with access to the school and district handbooks. Every parent and student will sign the appropriate documentation for receiving the handbooks information.

The school-wide discipline plan (as outlined in the school and district handbooks) will be implemented, reviewed, and modified as needed subject to council approval. The council shall have the emphasis on school-wide systems of support that include proactive strategies for defining, teaching, and supporting appropriate student behaviors to create a positive school environment.

The school-wide plan shall use the Positive Behavioral Interventions & Supports (PBIS) process endorsed by the Kentucky Center for Safe Schools. The process emphasizes the creation of systems that support the adoption and durable implementation of evidence-based practices and procedures. As part of the process, all staff members will use evidence-based practices to increase student learning and decrease classroom disruptions. To keep students safe and engaged in a positive manner, the staff will strive to:

- Constantly teach and reteach the school-wide guidelines for success and common area procedures.
- Provide students with more praise than redirection.

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- Talk to students with respect using a positive voice tone.
- Actively engage everyone in the class during instruction.
- Use pre-correcting, prompting and redirecting.
- Look for the positive first and provide positive, immediate, frequent, and specific feedback.

### **Extracurricular Programs**

The council shall approve or disapprove of the selection of extra-curricular programs/clubs at the September SBDM council meeting.

Any student or employee may submit a request to establish a new extra-curricular program/club to the principal. The request should be in written form to the principal and include the following: (a) a description of the program/club stating its name and educational purpose, (b) the name of the staff member(s) who has agreed to sponsor the program/club, (c) the grade levels that will be invited to participate, (d) frequency of meetings, (e) location of meetings, (f) cost to students, and (g) written set of expectations/rules for participants.

The principal will then submit the proposal to the council for review and approval. Once a program is approved, the sponsor's responsibilities shall include but not be limited to: (a) maintain of list of participants including parent contact information, (b) notification to parents and principal of all activities and the cancellation of any activity, and (c) supervise or arrange for a faculty member to be present at all activities.

### **Emergency Plan**

The principal, in consultation with parents, teachers, other staff, and local first responders, will collaboratively develop the school's emergency plan as way to develop and document efforts to prevent, mitigate, prepare for, respond to, and recover from emergencies. The plan will be adopted by the council and then reviewed annually.

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### **Alignment with State Standards and Program Appraisal**

Oakland Elementary will participate in a yearly school improvement planning process that will include:

- An analysis of state testing data and other school data as necessary to discover the extent to which our students are meeting state standards and our programs are aligned with state standards
- A needs assessment to ensure our programs are proving effective
- Systematic work to discover and correct the causes of and barriers to high performance by all students and movement of students toward our goals
- A revision of our school improvement plan based on our needs assessment data for that year
- Monitoring of the plan throughout the year

### **Technology Use**

Each year all students and/or parents are required to sign and date a Warren County Public School Acceptable Use Policy in order to have access to school technology. Digital citizenship will be taught to all students every year.

### **Consultation**

The principal shall ask advice or opinion in the selection of personnel with the council after the following criteria have occurred:

1. The principal with or without the assistance of staff input will screen, select, and interview potential candidates.
2. The principal with or without the assistance of staff input will consider references of potential candidates in selecting the potential candidates to interview.
3. Upon completing the interviews, the principal with or without the assistance of staff input will rank candidates and the principal will present the screened applications, the list of candidates interviewed and ranking, and the candidate to fill the vacancy to the council.
4. If a candidate decides not to accept the position, the principal may offer the

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position to the next candidate on the list according to the rankings or may choose to conduct additional interviews for the vacancy.

~~If a quorum of 2/3 members is not available to consult in person or by phone then the members who are available will make up the quorum. The principal will seek the advice or opinion of available council members to provide the opportunity to fill the vacancy with the best qualified candidate.~~ If a quorum of 2/3 of the school council is not available for the purpose of conducting consultation in filling a vacancy, the principal shall conduct consultation with the council members who can attend. Participants will have the option of attending by video teleconferencing if they are unable to attend the meeting in person. (First Reading January 3, 2018; Second Reading March 7, 2018; First Reading November 7, 2018; Second Reading January 9 2019)

### **Committees**

Committees (standing and ad hoc) will be appointed by the council to research and analyze data. The committees shall present findings and make recommendations to the council on adoption of policy or procedure. Staff members and parents will be encouraged to serve. Committee meetings shall be subject to the Open Meeting Law in KRS 61.820 and KRES 61.825.

### **Wellness Policy**

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

- Teachers shall make all reasonable efforts to avoid periods of more than forty minutes when student are physically inactive. When possible, physical activity should be integrated into learning activities.
- Each student shall participate in physical education class for at least 40 minutes each week. Each student shall have at least 15 minutes a day of supervised gross motor development, preferably outdoors, during which school staff shall encourage moderate to vigorous physical activity.
- Students will not be allowed to sit during gross motor development. Students not participating in group activities for disciplinary purposes will be required to

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- walk when activities are held outside.
- On days where outside gross motor development cannot occur, the teacher will implement a 10 minute time of planned moderate to vigorous activity.
- Appropriate accommodations shall be made for students with special needs, as required by law and sound professional judgement.

Each student will have their level of physical activity assessed at least once each year. The assessment tool will be determined by the physical education teacher and will include testing for muscular strength, endurance and cardio respiratory endurance.

Oakland Elementary will encourage healthy choices among students using the following methods:

- Oakland Elementary shall implement the nutritional standards required by state and federal law and regulations. Soft drink and snack machines will not be available for student use.
- Oakland Elementary shall not allow “restaurant style” food to be brought into the building for students during breakfast or lunch.
- Students will be offered fresh fruit and vegetables daily at lunch in the school cafeteria.
- Parents will be made aware of this policy and encourage to send healthy snacks and lunches to school.
- Teachers shall be discouraged from giving candy or other food as their only means for reward.
- The Practical Living curriculum shall address all academic standards including health, physical education, and consumerism.

The provisions of this policy shall be implemented to comply with the provisions required by federal law, state law, and/or local board policy.

The principal shall share this policy with the Kentucky Department of Education as required or upon request.

### **Writing Program**

The Literacy Team shall:

- ~~Be organized as needed to analyze and evaluate strengths and needs of the writing program~~
- ~~Determine the professional development needs for the program based on that~~

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- analysis and evaluation and make recommendations to school administration
- ~~Work collaboratively to develop the school's writing plan and revise it as needed to address changing program needs and changing student needs~~
- ~~Report as needed to the council to make recommendations regarding policy~~

### Policy Statement:

A school level writing plan shall be developed and address:

- ~~Multiple opportunities for students to develop complex communication skills for purposes of written communication, oral communication, and technological communication~~
- ~~The use of digital tools to assist students in being creative and innovative members of a global society~~
- ~~Requirements for a student writing portfolio that address multiple forms and purposes of communication~~
- ~~Procedures for providing descriptive feedback to students regarding writing and communication skills~~
- ~~The use of a writing portfolio that reflects student choice and is analyzed to inform class and whole school instructional strengths and areas of need for the writing program~~

### Communication Skills:

- ~~Writing and reading are vertically aligned and complementary processes.~~
- ~~Writing must be incorporated into all content areas. Teachers are expected to use opportunities to integrate writing whenever practical.~~
- ~~Students must be provided with instruction, many models, and opportunities to practice proficient communication (speaking, listening, and writing) in all content areas as outlined in the state standards.~~
- ~~Students will be engaged in three categories of writing: Writing to Learn, Writing to Demonstrate Learning, and Writing for Publication.~~
- ~~Students will learn strategies that will enable them to use the writing process independently in a real world and/or classroom setting. Students will complete the writing process (prewriting, drafting, revising, editing, and publishing) when appropriate.~~
- ~~Students in grades K-5 will write to give opinions, explain, inform, and narrate. Students in grade 6 will write to give arguments, explain, inform, and narrate.~~

### Student Feedback:

- ~~In order to move learning forward, classroom teachers will give students and parents frequent feedback on student progress in writing and communication skills.~~
- ~~Formative and summative assessments should be used to monitor student progress in the area of writing.~~
- ~~Feedback from peers and and self-reflection will also be encouraged through peer conferencing on published pieces.~~

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- ~~Rubrics will be used to analyze students' strengths and weaknesses.~~

### Instructional Use of Portfolios:

- ~~Students will be required to keep pieces in a writing portfolio that represent all three categories of writing: Writing to Learn, Writing to Demonstrate Learning, and Writing for Publication.~~
- ~~Each student will keep a current classroom writing folder with developmentally appropriate examples of prewriting, drafts of various genres, and published pieces.~~
- ~~Each student must keep a permanent writing folder that follows students from grade to grade and school to school. The writing folder should reflect student interest, student choice, and authentic purposes.~~
- ~~Teachers will review the pieces in both folders at least two times per year to assist students in making decisions regarding interest, growth, additions, and deletions from the portfolio.~~

### Implementation of the Writing Program:

- ~~The writing curriculum will be aligned to the Kentucky Core Academic Standards in grades K-6th.~~
- ~~Grade level teams will meet quarterly to plan together and assess student work. They will adjust instruction as needed and report strengths and areas of need to the leadership team as needed.~~
- ~~The leadership team will work with staff to revise the writing program and provide professional development as needed.~~

### **Writing Policy**

The Literacy Team shall:

- Be organized as needed to analyze and evaluate strengths and needs of the writing program.
- Intentionally schedule time within the instructional day for writing instruction and experiences.
- Ensure that instruction is accessible for all students and differentiated strategies are implemented to include complex processes, concepts, and principles of literacy.
- Determine the professional development needs for the program based on that analysis and evaluation and make recommendations to school administration
- Work collaboratively to develop the school's writing plan and revise it as needed to address changing program needs and changing student needs
- Report as needed to the council to make recommendations regarding policy

Policy Statement:

A school level writing plan shall be developed and address:

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- Multiple opportunities for students to develop complex communication skills for purposes of written communication, oral communication, and technological communication for a variety of audiences.
- The use of digital tools to assist students in being creative and innovative members of a global society
- Requirements for a student writing portfolio that address multiple forms and purposes of communication including on-demand and writing-over-time situations.
- Procedures for providing descriptive feedback to students regarding writing and communication skills
- Relevant learning opportunities to include contact with community members, post secondary partners and businesses.
- The use of a writing portfolio that reflects student choice and is analyzed to inform class and whole school instructional strengths and areas of need for the writing program
- Opportunities for writing in which students draw on their own experiences, learning, reading, and inquiry to complete writing tasks while collaborating with their peers.

### Communication Skills:

- Writing instruction must teach and require students to use higher order, critical thinking whenever possible.
- Writing and reading are vertically and horizontally aligned and complementary processes. Students must connect literature to their own writing experiences as they analyze a variety of print and non print materials including persuasive, literary, informational, and practical/workplace materials.
- Writing must be incorporated naturally into all content areas. Teachers are expected to provide opportunities to integrate writing, to explore ideas, and to design products whenever practical.
- Students must be provided with instructional strategies and models that assist in achieving specific learning objectives, and opportunities to practice proficient communication (speaking, listening, and writing) in all content areas, and apply these skills in real world experiences appropriate for meeting Kentucky Academic Standards.
- Students will learn strategies that will enable them to use the writing process independently in a real world and/or classroom setting. Students will complete the writing process (prewriting, drafting, revising, editing, and publishing) when appropriate while writing for a variety of audiences. Technology tools will be used when appropriate and available.
- Through literacy instruction, students will develop an understanding of cultural differences and work collaboratively with peers from diverse backgrounds to build on and articulate ideas.
- Students in grades K-5 will write to give opinions, explain, inform, and narrate.

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- Students in grade 6 will write to give arguments, explain, inform, and narrate.
- Students will be engaged in three categories of writing: Writing to Learn, Writing to Demonstrate Learning, and Writing for Publication.

### Student Feedback:

- In order to move learning forward, classroom teachers will give students and parents frequent feedback on student progress in writing and communication skills.
- Formative and summative assessments should be used to monitor student progress in the area of writing.
- Feedback from peers and self-reflection will also be encouraged through peer conferencing on published pieces.
- Rubrics will be used to analyze students' strengths and weaknesses.

### Instructional Use of Writing Folders:

- Students will be required to keep pieces in a writing folder that represent all three categories of writing: Writing to Learn, Writing to Demonstrate Learning, and Writing for Publication.
- Each student will keep a current classroom working writing folder with developmentally appropriate examples of prewriting, drafts of various genres, and published pieces.
- Each student must keep a permanent writing folder that follows students from grade-to-grade and school-to-school. The writing folder should reflect student interest, student choice, and authentic purposes.
- Teachers will review the pieces in both folders at least two times per year to assist students in making decisions regarding interest, growth, additions, and deletions from the portfolio.

### Implementation of the Writing Program:

- The writing curriculum will be vertically and horizontally aligned to the Kentucky Academic Standards in grades K-6th.
- Grade level teams will meet quarterly to plan together and assess student work. They will adjust instruction as needed and report strengths and areas of need to the leadership team as needed.
- The leadership team will work with staff to revise the writing program and provide professional development as needed.

(First Reading November 29, 2018; Second Reading January 9, 2019)

### **Parent Involvement Engagement**

In recognition that the parent is the child's first and most important teacher and that

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the parent's continued involvement engagement is essential for the success of the child, Oakland Elementary is committed to building a strong parent-school partnership. To support the parent-school partnership, the following policies were designed with meaningful consultation from the parents of participating Title I students.

- At the beginning of each school year, an annual meeting will be held at a time convenient for parents for the purpose of explaining the Title I program.
- Additional, flexible meetings will be held throughout the year for the purpose of reviewing, planning, and evaluating the Title I program and parent involvement engagement.
- Information concerning Title I programs, school performance, and individual student progress will be provided in the the form of newsletters, flyers, website, emails, progress reports, phone calls, conferences, and/or home visits.
- Oakland Elementary will plan parent involvement engagement and support partnerships among parents, school, and community by:
  - providing materials, services, and training to parents
  - assisting parents in understanding educational goals, standards, and student performance so that they can use the information to participate in educational decisions related to their child
  - integrate, when appropriate, Title I parent involvement engagement strategies with other programs and federal, state, and local services such as Family Resource, ESS, LEP, SBDM, etc . . .
  - assisting parents in becoming full partners in their child's education

(First Reading September 5, 2018; Second Reading November 7, 2018)