

Goshen SBDM Policies



Goshen Elementary School at
Hillcrest

8 Operational Procedure: **Selection of Textbooks -2002**

Management Function:

Programmatic:

Topic	Statement
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A. Committee

The standing Curriculum Committee shall develop a plan for the acquisition of textbooks utilizing the allocation provided to the school from the state of Kentucky and/or the district.

The committee shall make recommendations and report to the council. The media specialist shall assist in the development of the recommendations. The recommendations shall be developed with a focus on the overall needs of the instructional program. Selection of materials shall be based on the alignment of content with the Common Core Standards and upon needs identified in the Comprehensive Plan. The committee shall also submit the written plan for the utilization of the textbook allocation to the council for approval.

The committee shall be responsible for:

1. Surveying the teachers to determine their instructional material needs and preferences.
2. Studying textbook samples and identifying and selecting a list of text books and/or instructional materials to be used in the instructional program.
3. Developing a written plan, based on the appropriation made available to the school for texts and that specify the utilization of the resources over the six year adoption cycle.

b. Budget

The appropriations for textbooks will be set by the Board of Education. The budget developed by the committee shall not exceed the appropriations. The council shall approve the budget and the selection of materials. The Council shall confer with the media specialist prior to the approval of the plan for the utilization of the textbook allocation.

§ Operational Procedure: **Selection of Textbooks -2002**
____ Management Function:
____ Programmatic:

Topic	Statement
c. Procurement	The Principal and his/her staff shall be responsible for ordering, receiving, and approving payment for the textbooks.

Adopted: November 11, 2003
Reviewed/Revised: March 20, 2012
Reviewed/Revised: September 2017
Reviewed/Approved: November 21, 2017
Reviewed/ Approved: December 14, 2021

Signature:
Signature: Lisa Peters, Ed.S., Principal
Signature: Lisa Peters, Ed.S., Principal
Signature: Lisa Peters, Ed.S., Principal
Signature: Dr. Ryan Rodosky, Principal

2 Operational Procedure: **Selection of Media Center Materials-2003**

___ Management Function:

___ Programmatic:

Topic	Statement
a. Objectives	<p>The primary objective of the school Library Media Center is to implement, enrich, and support the educational program of the school. In the area of material selection, the Library Media Center should provide a wide range of materials on all levels of difficulty, with consideration for diversity of appeal and different points of view. These materials should include those found in the virtual library, i.e. via Internet and other online resources. In order to fulfill that mission, the responsibility of the Library Media center isto:</p> <ol style="list-style-type: none">1. Provide materials that will enrich and support the curriculum, taking into consideration the varied interests, abilities, learning needs, learning styles and maturity levels of the students served.2. Provide materials for teachers and students that will encourage growth in knowledge, and that will help to develop literary, cultural and aesthetic appreciation and ethical standards.3. Provide materials which reflect the ideas and beliefs of various religious, social, political, historical, and ethnic groups and their contribution to the local national and world heritages and cultures, thereby enabling students to develop intellectual integrity in forming judgments.4. Provide a variety of electronic formats, as well as print materials to support student learning needs. This includes a variety of Internet-basedresources.5. Place principle above personal opinion and reason above prejudice in selection of materials of the highest quality, in order to ensure a comprehensive collection appropriate for the users of the Library Media Center.
b. Authority and Responsibility	<p>Selection of Library Media Center materials involves many people: the principal, students, teachers, the media specialist, and parents. The final responsibility for selection of materials for the library Media Center lies with the Media Specialist.</p>

2 Operational Procedure: **Selection of Media Center Materials-2003**
___ Management Function:
___ Programmatic:

Topic	Statement
c. Criteria	<p>In general, media center materials shall be selected for their strengths, rather than rejected for their weaknesses. The following criteria are used as a guide to provide for informational and recreational needs:</p> <ol style="list-style-type: none">1. Favorable reviews found in standard selection sources;2. Favorable recommendations based on preview and examination of materials by professional personnel, adults with special expertise or students;3. Reputation and significance of the author, producer and publisher;4. Currency or timeliness of material;5. Contribution to the breadth and diversity of representative viewpoints on controversial issues;6. Contribution to multicultural and pluralistic awareness;7. High degree of potential user appeal;8. Quality, durability, and variety of format;9. Suitability of format and appearance for intended use;10. Value commensurate with cost and/or need; and11. Freedom from stereotyping (e.g., sexism, racism)
d. Procedures	<p>In selecting materials for purchase, the library media specialist evaluates the existing collection and consults reputable, unbiased, professionally prepared selection aids, as well as, specialists from all departments and/or all grade levels. In specific areas, the library media specialist follows these procedures:</p> <ol style="list-style-type: none">1. Gift materials are judged by basic selection standards and are accepted or rejected by these standards.2. Multiple copies of items much in demand are purchased as needed.3. Worn or missing standard items are replaced periodically.

2 Operational Procedure: Selection of Media Center Materials-2003
_____.Management Function:
_____. Programmatic:

Topic	Statement
	Out-of-date materials or those no longer useful are withdrawn from the collection in order to maintain the integrity of the collection. The American Library Association recommends that 3 to 5% of materials discarded annually.

Adopted: November 11, 2003
Reviewed/Revised: March 20, 2012
Reviewed/Revised: November 21, 2017
Reviewed/Revised: December 14, 2021

Signature:
Signature: Lisa Peters, Ed.S, Principal
Signature: Lisa Peters, Ed.S, Principal
Signature: Dr. Ryan Rodosky, Principal

___ Operational Procedure:
___ 4 Management Function: **Curriculum-4002**
___ Programmatic:

Topic	Statement
a. Curriculum	<p>The curriculum of Goshen Elementary School shall be developed to meet Kentucky's Learning Goals and Learner Expectations which are covered by utilizing concepts in the Common Core Standards adopted by the state of Kentucky and by meeting the learning outcomes of a 21st century student, set by Oldham County School District. Changes in our curriculum will reflect needs identified by our Comprehensive Plan and our assessment results. Changes in curriculum will be approved by the Goshen School Council.</p> <p>Our school's comprehensive plan will spell out the goals for aligning the curriculum, as well as, provide professional development support.</p> <p>Teachers will plan and coordinate instructional units and lessons to address student learning in all curricular areas and to ensure that students are participating in appropriate instructional opportunities.</p>
b. Committee	<p>A standing curriculum committee will develop recommendations for the Council's consideration on issues involving curriculum changes, additions, or deletions.</p>

Adopted: November 11, 2003
Revised/Approved: November 21, 2017

Signature:
Signature: Lisa Peters, Ed.S, Principal

_____ Operational Procedure:
5 Management Function: **Instructional Practices - 4003**
_____ Programmatic:

Topic	Statement
a. Instructional Practices	<p>The instructional practices of Goshen Elementary School shall be developed to meet Kentucky's Learning Goals and Learner Expectations which are covered by utilizing concepts in the common Core Standards adopted by the state of Kentucky.</p> <p>Our school's comprehensive Plan will spell out the goals for aligning the curriculum as well as provide professional development support.</p> <p>Teachers will plan and coordinate instructional units and lessons to address student learning in all curricular areas and to ensure that students are participating in appropriate instructional opportunities. Teacher expectations will be developed and utilized to serve as a guide when developing and implementing instructional lessons. (Teacher Expectation Document)</p>
b. Committee	<p>A standing curriculum committee will develop recommendations for the Council's consideration on issues involving changes in instructional practices.</p>

Adopted: November 11, 2003
Revised/Approved: November 21, 2017
Reviewed/ Revised: December 14, 2021

Signature
Signature: Lisa Peters, Ed.S, Principal
Signature: Dr. Ryan Rodosky, Principal

Operational Procedure:
5 Management Function: **Instructional Practices -4003**
Programmatic:

Topic

Statement

Goshen Elementary Teacher Expectations 2021-2022

I. Goshen Instructional Expectations

- Common Core Standards adopted by KDE
- Curriculum: A viable and rigorous curriculum means that all students have access to an engaging set of learning experiences that ensure the mastery of standards within a particular content area.
- Instruction: High quality classroom instruction is purposeful and differentiated to meet the needs of all students. Research-based instructional strategies increase student engagement and promote meaningful connections with content.
- Data Driven Action: A data-driven school culture uses qualitative and quantitative data to plan instruction develop enrichment activities, organize interventions and support continued improvement over time.
- Instruction focuses on five mission questions: *What do students need to learn? How will we engage them so they learn best? How will we know when each student has learned? How will we respond when a student experiences difficulty in learning? How will we respond when a student clearly has mastery of the learning standards?*

Literacy Block (Reading/Writing/Phonics/Word Work)

- Use of Reading/Writing Units of Study through the Workshop Model
- Use of Phonics Units of Study (K-2)
- Literacy focus on Big 5: Phonics, Vocabulary, Phonemic Awareness, Fluency, and Comprehension
- District Writing Plan implemented and monitored
- Guided Reading groups in primary grades with leveled text(K-2); Intermediate grades (3-5), as needed
- Enrichment block to support RTI, Gifted and PTP students

Math Block

- Use of Bridges units
- Use of Number Corner
- Use of Bridges and math modules for intervention, when needed

II. Enrichment Block

- Formative assessments to assess students for understanding and for instructional planning, through multiple means
- Data driven decisions when placing students in intervention process and/or setting goals

Operational Procedure:
5 Management Function: **Instructional Practices -4003**
Programmatic:

III. Daily Learning

- Build solid community and revisit as needed
- Common grade expectations: consistency across grade levels (includes homework)
- Learning target is posted in a visible area and referenced
- Questions/Discussion- utilize multiple levels of questioning/hierarchy to strengthen student understanding through dialogue
- Snack Time: If necessary do not make it an event, set parameters
- Reflection time for students within lessons
- Homework: The primary purpose for giving homework is to provide practice and/or a review of the lesson taught in the class. Homework should be assigned, and it should be reasonable in length and difficulty and developmentally appropriate, based on the age and ability of the child. The amount of homework should gradually increase to a guideline of ten minutes of homework, per night, for each grade level starting with first grade. This may not include nightly reading assignments such as: journals, reading responses, reading logs, etc.
- Videos: Videos are permitted but should be no longer than 10 minutes and align with daily learning objectives, unless administrative approval is granted.

IV. Technology

- Kentucky Academic Standards for Technology rooted in the 7 concepts of: Empowered Learners, Digital Citizens, Knowledge Constructors, Innovative Designers, Computational Thinkers, Creative Communicators, and Global Collaborators.

V. Professional Learning Community

Collaborative PLC will:

- A. Plan utilizing the State Standards and Aligned Curriculum
 - Focus on depth of understanding throughout all content & skills
- B. Create instructional lessons engaging students in relevant and challenging work (rigor) that includes the development of the following skills:
 - Thinking & Problem Solving
 - Communication (reading, writing, speaking and listening)
 - Media & Technology
 - Creativity and Innovation
 - Leadership
- C. Design multiple Assessment Opportunities
 - Daily checks for understanding
 - Formative Assessments
 - Summative Assessments
- D. Design Differentiation Strategies, as needed
 - Implement plans and/or strategies to help students progress academically
- E. Monitor Response to Intervention Progress
 - Identify students, utilizing previous year and beginning of year assessments, to monitor regularly. Collaborate to develop plans to meet needs; work to ensure growth of all students collaborate regularly with support staff for all students

Operational Procedure:
5 Management Function: **Instructional Practices -4003**
Programmatic:

VI. *Actions to ensure above practices are addressed include but not limited to:*

- Teacher Work Days
- Professional Learning Communities
- PLC- Extended Planning Time
- Faculty (Staff) Meetings
- PGP-Individual teachers’ instructional focus that supports district/school vision
- Coaching Sessions
- Collaborative discussions
- Observations/Evaluations
- Walk-throughs
- PD Menu
- Reflection

VII. *Create a Safe/Secure Learning Environment*

- The Gator Motto will be visited daily and students will be recognized for meeting those expectations.
- Understand all situations or students are not the same; set realistic goals (Correction instead of consequence when possible)
- Follow discipline procedures, complete documentation, as quickly as possible, when students are sent to office
- Keep eyes open for guest/visitors without proper badges: STOP and ASK
- Alert administration to any problem areas that may cause a safety or security risk
- Implement Meet-Up and Buddy-Up through Sanford Harmony program with fidelity

VIII. *Expect Excellent Service from All Instructional Support Staff*

Principal	Interventionists	ARC Chair
Assistant Principal	Instructional Coach	Reading Specialist
Library Media Specialist	ECE Support	Intervention Coordinator
Counselors	ELL Support	Speech Teacher

___ Operational Procedure:
___ 6 Management Function: **Homework Policy - 4003.01**
___ Programmatic:

Topic	Statement
a. Philosophy	<p>It is our belief that homework should be assigned for the following reasons:</p> <ol style="list-style-type: none">1. To practice a concept that has already been taught within the classroom.2. To promote good study habits3. To develop positive attitudes toward school4. To demonstrate to students that learning can also take place outside of the school setting.
b. Description	<p>Homework should be assigned and it should be reasonable in length and difficulty and developmentally appropriate, based on the age and ability of the child. The amount of homework should gradually increase to a guideline of ten minutes of homework, per night, for each grade level starting with first grade. This may not include nightly reading assignments such as: journals, reading responses, reading logs, etc.</p> <p>Homework should not create a frustration level in the student. After "good faith effort" parents may stop homework time. Work should be noted and teacher informed where student had difficulty.</p>
c. Teacher Responsibility	<p>The teacher is responsible to provide:</p> <ol style="list-style-type: none">1. Modification of homework assignments based on the individual needs of students.2. Assigning homework that is based on practice exploration through rote and/or transfer tasks.3. Collaborating with related arts teachers, grade level teams and resource teachers.4. Make-up work for absences by the parent contacting their child's teacher. Work will be assigned at

___ Operational Procedure:
___ 6 Management Function: **Homework Policy - 4003.01**
___ Programmatic:

Topic	Statement
	teacher's discretion and completed in a timely manner.
	5. Accountability for the students in returning homework. Teachers will assign homework that is needed to support classroom instruction and will develop strategies to support those students who do not complete and/or return homework on a regular basis.
d. Parent Responsibility	Parents are responsible for encouraging and motivating their children in order to promote independence and self - directness. They can achieve this by doing the following: <ol style="list-style-type: none">1. Set up a quiet place to complete homework.2. Provide clear expectations on when homework is to be completed.3. Encourage that homework is to be finished independently, as much as possible.
e. Student Responsibility	Students are responsible for: <ol style="list-style-type: none">1. Completing their own assignments2. Communicating a lack of understanding pertaining to the assignments to parent and/or teacher3. Return assignments on time
f. Communication	There is a shared responsibility among parents, students, and teachers to keep communication about homework an open and ongoing process.

Adopted: February 3, 2004.

Revised/Approved: December 12, 2017

Reviewed/Approved: March 21, 2023

Signature:

Signature: Lisa Peters, Ed.S, Principal

Signature: Dr. Ryan Rodosky, Principal

___ Operational Procedure:

- ? Management Function: **Writing and Communications Plan Policy - 4003.02**

___ Programmatic:

Topic	Statement
a. Implementation	<p>The Goshen SBDM Council shall be responsible for monitoring the school's communication plan in accordance with KRS 158.6453, the Kentucky Core Academic Standards and the Oldham County Schools Communication Plan.</p> <p>The Goshen council monitors the Oldham County Communication Plan which establishes procedures to :</p> <ul style="list-style-type: none">• Analyze and evaluate strengths and needs of the communication plan;• Support the professional development needs for the plan based on analysis and evaluation and make recommendations to the school's administration;• Develop recommendations regarding writing instruction as part of the annual writing program review.
b. Communication Skills	<p>The school's writing and communication plan shall be developed and implemented as a component of the school's literacy program.</p> <p>The writing and communication plan shall:</p> <ul style="list-style-type: none">• Communicate effectively to specific audiences using modes and forms that are appropriate and relevant to the 21st Century• Ensure curriculum is vertically and horizontally aligned to Kentucky Academic Standards• Demonstrate student thinking and learning• Deepen student understanding of content• Monitor student learning through written reflection• Create personal expression of identity and experience• Develop writings through collaboration with others• Produce short, timed writings as well as longer, published pieces

___ Operational Procedure:
--'7 Management Function: **Writing and Communications Plan Policy - 4003.02**
___ Programmatic:

Topic	Statement
c. Teacher & Administrator Responsibilities	<p>Teachers, with the support of the administration, will provide purposeful and meaningful literacy and writing instruction and utilize 21st century technologies to support the teaching of communication and writing standards.</p> <p>The teachers and the principal will ensure that students are actively engaged in using communication skills regularly in every class, across all grades and content areas. A variety of language resources are embed within writing instruction that allows students to read and analyze varieties of print and non-print material including writing driven by various instructional purposes with different audiences. Teachers will provide instructional strategies and models that assist in achieving specific learning objectives. Teachers will look for evidence of student understanding and application of the above through:</p> <ul style="list-style-type: none">• Individual student communication folders include:<ul style="list-style-type: none">*Pieces that collectively represent five types of communication. The five types are: research, analysis, creative, short-timed writing, and presentations.*Teacher feedback*Student goal setting• Writing to demonstrate thinking, includes:<ul style="list-style-type: none">Authentic writing across content to gauge student understanding <p>Teachers will provide students regular feedback (conferring, descriptive feedback, electronic comments and /or use of rubrics) about their writing throughout the writing process. (Prewriting through publication)</p>
d. Student Responsibilities	<p>Students shall write and use communication skills regularly in all classes using 21st century technologies to support their learning. A variety of technological tools are used which will allow students to communicate and evaluate using</p>

___ Operational Procedure:
- ?_ Management Function: **Writing and Communications Plan Policy - 4003.02**
___ .Programmatic:

Topic	Statement
	<p>critical thinking skills, seek a deeper understanding based on inquiry around a topic and demonstrate new understanding through collaborating, creating and making global connections. Writing will occur during all content work on a daily basis including math, reading, social studies and science. Students will:</p> <ol style="list-style-type: none"><li data-bbox="634 695 1409 800">1. Research through short research projects that present knowledge about a topic and gather information from a source(s) to demonstrate understanding about a topic.<li data-bbox="634 842 1409 947">2. Analyze through examining, interpreting, and explaining a process, cause/effect relationship, or elements within a text.<li data-bbox="634 989 1409 1052">3. Create finished products through creative writing, visual art, and performance art.<li data-bbox="634 1094 1409 1157">4. Produce timed-writing through on-demand and constructed response questions.<li data-bbox="634 1199 1409 1304">5. Create presentations through multi-media-collaborative presentations, or group projects with evidence of peer review <p>The school shall utilize the district's plan to review student-writing collections regularly and determine recommendations for instructional planning.</p>
e. Writing collection	<p>Student writing collections will consist of drafts, completed pieces, conferring notes, and three modes of writing. The modes of writing are: narrative, opinion, and informative.</p> <p>The analysis of this writing will inform classroom teachers of whole school instructional strengths and areas of need. The students' writing collections will follow them from grade to grade and school to school, and shall be reviewed</p>

___ Operational Procedure:
----'7-----'Management Function: **Writing and Communications Plan Policy - 4003.02**
___ Programmatic:

Topic	Statement
	regularly and used during instruction. At regular intervals, indicated within the communication plan, students shall submit their best work for review.

Adopted: January 18, 2011 Signature:
Revised/Approved: December 12, 2017 Signature: Lisa Peters, Ed.S, Principal
Revised/Approved: January 22, 2019 Signature: Lisa Peters, Ed.S, Principal
Reviewed/ Adhoc Committee Approval Granted by Council : February 15, 2022

Operational Procedure:

§ Management Function: Promotion, Retention, and Extension of Elementary School - 4004

Programmatic:

Topic	Statement
a. Philosophy	Successful completion of Elementary School, K-5, for students not in a special education program is based upon satisfactory academic achievement as indicated by demonstration of meeting the Standards of the Core Curriculum, grades, progress reports, and other pertinent data including ability, chronological age, attendance, social & emotional development and the probable effect of promotion or retention upon the student.
b. Guidelines	<p>Any student not achieving up to his or her grade level expectations may be considered for additional time. Decisions regarding an extension of time in any grade will be consistent with state regulations and Oldham County Board of Education Policy 4065.</p> <p>Student should generally not spend more than one extra year in the elementary school; however, teachers, the counselor and the principal are responsible for rendering a judgment that will best meet the individual needs of the student in consideration. Parents are to be included in the discussion. It is possible that a second additional year may meet those needs and, as such, may be considered.</p>
c. Procedures	<p>Extending the time of education for a child should be a cooperative decision between teacher, parents(s), administrator, and other professional personnel who can provide pertinent information about the child to make an informed decision.</p> <p>In situations where the principal feels retention is warranted, he or she must notify the level director, who will assemble a committee to review the request and provide district level approval for retention.</p> <p>The superintendent will establish the committee structure and process for review by administrative regulation.</p>

Operational Procedure:
§ Management Function: Promotion, Retention, and Extension of Elementary School - 4004
Programmatic:

Topic	Statement
	Teachers will contact administration as soon as data suggest retention should be considered and contact parents to discuss the educational concerns.
	Written confirmation of the committee's final decision will be sent to the parents.

Adopted: December 2, 2003
Revised/Approved: December 12, 2017
Reviewed/Approved February 15, 2022

Signature:
Signature: Lisa Peters, Ed.S, Principal
Signature: Dr. Ryan Rodosky, Principal

Operational Procedure:
2 Management Function: **Student Assignment Policy - 4004.01**
Programmatic:

Topic	Statement
a. Goal	Assign students in a manner that will create an equitable learning environment while meeting the needs of all students in the class.
b. Development of Class List	<p>Class lists will be developed before students enter the first day for grades kindergarten through fifth. Each class will contain a heterogeneous mix of students by gender, ability, age and will follow the cluster grouping model.</p> <p>During Spring, teachers will share information about students' academic, behavioral and social needs in class placement meetings. The placement meetings will be held per grade level, and may include committee members consisting of ECE teachers, ELL teachers, Counselor, Instructional Coach, Assistant Principal, Media Specialist, Related Arts teachers, Intervention Coordinator and Principal. These committees will develop lists based on students' academic, behavioral and social needs.</p> <p>Specific teacher requests by parents will not be considered, however parents will have the opportunity to share information deemed necessary to assist in placement, in a written letter to the Assistant Principal and/or Counselor. These letters should only include specific disabilities, or social concerns that parents feel would benefit us, when making a placement decision. Letters should be received in the office by May 31st.</p>
c. New Students	New students entering our school will be assigned to classes by the principal, counselor, and/or assistant principal, who will take into consideration enrollment numbers and any specific needs of the individual student.
d. Confidentiality	Student assignment information will be held in confidence by all school personnel under the Family Educational Rights and Privacy Act.

Adopted: February 3, 2004
Revised/Approved: March 20, 2018
Revised/ Approved: March 15, 2022

Signature:
Signature: Lisa Peters, Ed.S, Principal
Signature: Dr. Ryan Rodosky, Principal

___ Operational Procedure:

___ **10** Management Function: **Monitoring of School Computer Network Access-4005**

___ Programmatic:

Topic	Statement
a. Monitoring	In compliance with OCBE Policies 4083 and 9064, Goshen Elementary School's Technology Coordinator (STC) will support the district with their monitoring of school computer network usage in any means needed. The STC of the building will report any inappropriate use of the computer to the principal. Appropriate measures will be taken, as needed, per board policy.

Adopted: December 2, 2003,
Revised/Approved: December 12, 2017
Reviewed/ Approved: April 26, 2022

Signature:
Signature: Lisa Peters, Ed.S, Principal
Signature: Dr. Ryan Rodosky, Principal

Operational Procedure:
11 Management Function: **Utilizing School Nurse - 4006**
Programmatic:

Topic	Statement
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- a. Responsibilities Goshen Elementary has a nurse on staff, full time, for the safety of our students and staff, paid for by the Board of Education.
Below are responsibilities given to our nurse:
1. To direct nursing care for children who are ill/injured (within set limits).
 2. To assume responsibility for distributing medications and instructing children in the use of inhalers.
 3. To assist in maintaining immunization and physical records for school, as well as, for the after-school program.
 4. To provide consistent caregiving, so that students in the clinic continuously can be identified and monitored for illness or emotional issues (assess).
 5. To make referrals to meet a child's health care needs (e.g., CPS, counselor, or teacher).
 6. To recognize contagious or non-contagious illness patterns in order to take appropriate actions.
 7. To assist in monitoring the absence of children due to health or other reasons.
 8. To support and assist in drug/alcohol, health/ wellness, and career education in classrooms, as requested by teachers.
 9. To provide support to existing health related disciplines within the school, such as physical education, counselor, special education, speech, and language.
 10. To assist with vision, hearing, and any other medical screenings.
 11. To promote awareness of health careers for the students.
 12. To monitor emergency medications in the health room for compliance, expiration.
 13. To ensure medical forms are accurate and up to date.
 14. To train staff on emergency medication administration.
- The above criteria adheres to the OCBE guidelines*

Adopted Feb. 3, 2004

Revised/Approved April 28, 2015

Revised/Approved December 12, 2017

Revised/Approved January 25, 2023

Signature:

Signature: Lisa Peters, Ed.S., Principal

Signature: Lisa Peters, Ed.S., Principal

Signature: Dr. Ryan Rodosky, Principal

Operational Procedure:
12 Management Function: **Parent Volunteer Policy - 4007**
Programmatic:

Topic	Statement
a. Philosophy	<p>Goshen believes that volunteers are a critical component of the instructional and extra-curricular programs in schools and encourages the recruitment and use of adult volunteers. This policy governs any adult who assists teachers, administrators, or their staff in school business, but who does not receive compensation for such assistance.</p> <p>Such individuals may be used in supplementary instruction and non-instructional activities with students under the direction and supervision of teachers and/or administrators.</p>
b. Background check and Confidentiality Training	<p>In accordance with Oldham County Board policy, all volunteers (identified by yellow badge provided by the office) who have contact with students on a regularly scheduled or continuing basis, or who have supervising responsibilities for students at a school or on school-sponsored trips, must submit to a state criminal record check and confidentiality training before being permitted to volunteer. Criminal background checks shall be requested by school principals on forms provided by the Administrative Office of the Courts (AOC). As of July 1, 2012, the Administrative Office of the Courts (AOC) charge \$10.00 per applicant to process background checks which are current for 5 years. It is the responsibility of the parent to pay for their own criminal background check. Confidentiality training provides an orientation of Goshen policies, safety and emergency procedures to volunteers under the policy.</p>
c. Siblings	<p>Due to concerns of safety, space, and creating an optimal learning environment for students; parents/guardians may not bring siblings or other family members to activities at which they are volunteering, supervising or chaperoning. This includes any in class or out of class volunteer activity, field trips, class parties and celebrations. Siblings may attend school-wide public events, such as assemblies, performances, concerts, etc.</p>

Adopted: February 3, 2004
Revised/Approved: April 28, 2015
Reviewed/Approved: March 20, 2018
Revised/ Approved: May 18, 2022

Signature:
Signature: Lisa Peters, Ed.S., Principal
Signature: Lisa Peters, Ed.S., Principal
Signature: Dr. Ryan Rodosky, Principal

Operational Procedure:
 13 Management Function: **Wellness Policy - 4008**
 Programmatic:

Topic	Statement
a. Nutrition Education	<p>All students will be provided nutrition education that will encourage and support healthy eating. The curriculum</p> <ul style="list-style-type: none"> • Is designed to provide students with the knowledge and skills necessary to promote and protect their health; • Is integrated, to the extent practicable, into other classroom instruction through subjects such as math, science, language arts, social sciences and elective subjects • May include enjoyable, developmentally-appropriate, culturally-relevant and participatory activities, such as cooking demonstrations or lessons, promotions, taste-testing, farm visits and school gardens; • Promotes fruits, vegetables, whole-grain products, low-fat and fat-free dairy products and healthy food preparation methods; • Emphasizes caloric balance between food intake and energy expenditure (promotes physical activity/exercise); • Links with school meal programs, cafeteria nutrition promotion activities, and other school foods and nutrition-related community services; • Teaches media literacy with an emphasis on food and beverage marketing; • Assesses social influences on healthy eating, including media, family, peers and culture • Encourages looking for valid information or services related to nutrition and dietary behavior • Encourages resisting peer pressure related to unhealthy dietary behavior
b. School Meals	<p>We will encourage healthy meal choices among students by using the following methods:</p> <ul style="list-style-type: none"> • The school shall make every effort to encourage students to participate in the school breakfast and lunch programs by working with district staff to appeal to the students' taste preferences (i.e. food promotions, grab-and-go options, student input on menu items, etc.) • After obtaining food, students will have at least 20 minutes to eat lunch in a clean, pleasant environment with appropriate supervision. • All school meals will meet current USDA nutrition standards which can be found at the USDA website: https://www.usda.r.wv/wps/portal/usda/usdahome • Nutrition information for meals will be available in the cafeteria. • The healthiest choices at each meal, such as salads and fruit, will be prominently displayed in the cafeteria. • Comoetitive foods will not be sold from the time the first

Operational Procedure:
13 Management Function: **Wellness Policy -4008**
P.rogrammatic:

Topic	Statement
	<p>student arrives at school until 30 minutes after the last lunch period.</p> <ul style="list-style-type: none">• Students will be aware that free, safe, unflavored drinking water is available throughout the school day, including mealtimes.• Parents are encouraged to not bring food in during the lunch period. <p>Information regarding applications for free/reduced priced meals will be sent home to all families during registration. The application is also available on the school website.</p> <p>Student privacy will be protected by providing all students, regardless of the type of payment they make for school meals, or the food being purchased (meal or a la carte) a payment code to enter at the cash register.</p>
a. Competitive Foods and Beverages	<p>To support children's health and school nutrition-education efforts, only Smart Snacks and beverages are served or sold during the official school day or during after-school activities (including after-school care). View Smart Snacks Standards here: https://www.fns.usda.gov/healthierschools/tools-schools-focusing-smart-snacks</p> <p>Only foods/beverages that meet or exceed the USDA Smart Snacks standards may be sold through fundraisers on the school campus during the school day. School fundraising groups are encouraged to choose non-food items.</p>
c. Physical Education and Physical Activity	<p>We will encourage physical activity among students using the following methods:</p> <ul style="list-style-type: none">• The physical education curriculum will be aligned with established state and national physical education standards• The physical education curriculum will promote the benefits of a physically-active and healthy-eating lifestyle and will help students develop skills to engage in lifelong healthy habits• All students will receive at least 60 minutes per week of physical education instruction throughout the school

Operational Procedure:
 13 Management Function: **Wellness Policy - 4008**
 Programmatic:

Topic	Statement
	<p>year.</p> <ul style="list-style-type: none"> • All students will be provided equal opportunity to participate in physical education classes. Appropriate accommodations will be made to allow for equitable participation for all students and we will adapt physical education classes and equipment as necessary. • Physical education will be taught by a certified teacher who is endorsed to teach physical education. • The physical education teacher will participate in annual professional development opportunities that are focused on physical education topics and competencies specifically for physical education teachers. • The school will develop and implement a comprehensive school physical activity program that provides at least 20 minutes of active recess throughout each school day for all students. • All students will be offered periodic opportunities to be active or to stretch throughout the day. • The physical education program will promote student physical fitness through individualized fitness and activity assessment and will use criterion based reporting for each student. • All students will be provided optional physical activity opportunities during after-school hours. • Facility Rental agreements with YMCA and/or Oldham Little League teams will be developed to provide expanded physical activity opportunities for all students and community members.
<p>d. Wellness Promotion and Marketing</p>	<p>The School Wellness Committee and the School Wellness Coordinator will develop, promote and oversee a multifaceted plan to promote health and wellness and ensure the following:</p> <ul style="list-style-type: none"> • Food rewards or incentives, if at all possible, shall not be used in classrooms to encourage student achievement or desirable behaviors. (Sealed boxed candy or liter soda bottles may be used as an economy item, but must be taken home and left unopened at school) • Physical activity shall be used as a reward when feasible. Physical activity shall not be used as punishment (i.e. Running laps for being late) or shall not be withheld as punishment (ie. Not being allowed to go to recess because of talking during class).

Operational Procedure:

13 Management Function: **Wellness Policy - 4008**

Programmatic:

Topic	Statement
	<ul style="list-style-type: none">• Walking/biking to school is encouraged with parent and principal permission.• Nutrition and physical activity will be incorporated into family events provided throughout the school year.• Foods/beverages marketed or promoted to students on the school campus during the school day will meet or exceed the USDA Smart Snacks standards.• All advertising in school publications and school media outlets must be approved by the principal.• Specific to Goshen, food and beverages (including candy) will not be allowed during classroom parties, nor should food be used as an incentive.• Instructional lessons, where teachers would like to include food/beverages/other allergy-born ingredients (such as: lima beans, balloons, skittles) may occur if the following steps are completed prior to the lesson. (This does not include coffee house events where parents are bringing a drink for their child)<ul style="list-style-type: none">o All food/beverage ingredients will be collected and sent to the nurse for a preapproval of the items. The nurse will check each room for allergies and/or life threatening situations. After the ingredients are approved, the request will go to the principal.o The principal will approve the activity if it is instructionally sound, all students are able to participate and no health problems are evident in the participating classrooms.o A permission slip will be sent home listing the ingredient(s) and requesting permission for student to partake of the activity with the possibility of consumption of the activity item. If one child is not permitted to partake, the teacher will plan another lesson for the entire class.o Other items, such as latex balloons, will be utilized if there are no allergies in the instructional room. After instruction, ingredients will be placed in a bag, sealed and disposed of in a proper container.

Operational Procedure:
13 Management Function: **Wellness Policy - 4008**
Programmatic:

Topic	Statement
e. Implementation, Evaluation and Communication	<p>The School Wellness Committee (SWC) will ensure compliance with the OCBE Wellness Policy will annually evaluate the SBDM Wellness Policy and will communicate progress.</p> <ul style="list-style-type: none">• The SWC will meet three times throughout the school year. The principal, or a designee, will serve as the school wellness policy coordinator and will ensure compliance with this policy and the OCBE policy.• Membership of the SWC will include physical education teachers, health teachers, other teachers, parents, administrators, classified staff, school nurse and members of the public, as appropriate.• The SWC will assess the school health environment using Healthy Schools Program online tools and will create an action plan by Sept 30. Each year thereafter, the SWC will assess the environment and will generate an annual progress report and adjust the plan as needed.• The principal will provide the annual progress report to the SBDM, including the Wellness Policy implementation and any outcomes that may be influenced by the policy (e.g. student fitness tests, meal participation rates, etc.).• Every three years, the wellness committee will review the latest national recommendations pertaining to school health and will update the wellness policy accordingly.

Adopted: April 25

Revised/Approved: May 29, 2018

Signature:

Signature: Lisa Peters, Ed.S., Principal

Operational Procedure:
14 Management Function: **Emergency Management Response Plan - 6005**
Programmatic:

Topic	Statement
a. Definitions	<p>Emergency management Response Plan ("Emergency Plan"): a written document to prevent, mitigate, prepare for, respond to, and recover from emergencies.</p> <p>First Responders: Local fire, police, and emergency medical personnel.</p>
b. Adoption	<p>The council shall develop and adopt an Emergency management Response Plan that includes procedures to be followed in case of fire, severe weather, or earthquake, or if a building lockdown as defined in KRS 158.164 is required.</p> <p>The Emergency Plan will establish primary and secondary evacuation routes for all rooms located within the school. Evacuation routes will be posted in each room by any doorway used for evacuation.</p> <p>The Emergency Plan will identify severe weather safe zones to be reviewed by the local fire marshal or fire chief. The location of safe zones will be posted in each room of the school.</p> <p>As a part of the emergency Plan, or as a separate document, the council will develop practices to control the access to each school building. The access plan should address practices related to:</p> <ol style="list-style-type: none">1. Controlling outside access to exterior doors during the school day;2. Controlling the front entrance of the school electronically or with a greeter;3. Controlling access to individual classrooms;4. Requiring all visitors to report to the front office, provide valid identification, and state the purpose of the visit; and obtaining a visitor's badge to be visibly displayed on a visitor's outer garment. <p>Following adoption, the Emergency Plan, along with a diagram of the facility, will be provided to appropriate first responders.</p>

___ Operational Procedure:

___ 14 Management Function: **Emergency Management Response Plan - 6005**

___ Programmatic:

Topic	Statement
c. Annual Review	The Emergency Plan shall be reviewed following the end of each school year by the school council, the principal, the first responders, and shall be revised as needed.
d. Notification	The principal shall discuss the Emergency Plan (and access plan) with all school staff prior to the first instructional day of each school year and shall document the time and date of any discussion.
e. Confidentiality	The Emergency Plan, access plan (if a separate document), and diagram of the facility shall be excluded from the application of the Kentucky Open Records Act (KRS 61.870 to 61.884).

Adopted: May 2013

Signature: Lisa Peters Ed.S., Principal

Revised/Approved May 30, 2018

Signature: Lisa Peters Ed.S., Principal

Reviewed/Approved January 25, 2023

Signature: Dr. Ryan Rodosky, Principal

12 Operational Procedure: **Student Responsibility and Discipline - 9001**

Management Function:

---Programmatic:

Topic	Statement
a. Recommendation	Goshen School council continues to mandate the Oldham County Board of Education policies in dealing with any issues concerning student responsibility and discipline..

Adopted:
Reviewed/Adopted: March 21, 2023

Signature
Signature: Dr. Ryan Rodosky, Principal

13 Operational Procedure: **Release of Students - 9002**
____ Management Function:
___ Programmatic:

Topic	Statement
a. Release from School	A student shall be allowed to leave school only with a parent or legal guardian, except in situations as outlined in section b. "Emergencies" and section c. "Exceptions" of the policy. If picking up a child prior to the dismissal at the end of the school day, the parent or legal guardian, must sign the student out in the school office. The school staff may ask for photo identification if the staff member does not recognize the person picking up the student.
b. Emergencies	Parents or guardians will be required to identify person(s) to be listed on the student's enrollment card who can be contacted in case of illness or emergencies. In the event of an emergency when the parent or guardian cannot be reached, the school will release the student to the identified person(s) upon verification of identity with picture identification. In the event parent, guardian and emergency contacts cannot be reached, the student(s) will remain with the office staff until arrangements can be made for pickup.
c. Exceptions	If the situation arises whereby a parent or guardian cannot pick up the student from school, or in situations in which alternate arrangements for pick-up are made on a regular basis, the parent or guardian, must notify the school, in writing, before the time of dismissal, as to who will be picking up the student. In the event a change in transportation must be made (i.e. student will arrive home to an empty home) and a written note cannot be received by office staff in a timely manner, parents have identified a pin# to identify themselves as the parent in charge and transportation may be changed.
d. Custody Situations	If there is a custodial situation in which a parent is denied access to a student, the parent or guardian with court ordered custody of the child shall notify the school office immediately of the problem, state who has the authority to pick up the child, and provide the school with a copy of the court order denying access. The school will maintain a file

- 13 Operational Procedure: **Release of Students - 9002**
____ Management Function:
____ Programmatic:

Topic	Statement
	of custody documents and will not release a child to a parent who has been denied access by the court.
	If a problem arises between two parents or guardians, which cannot be settled immediately, the principal, assistant principal, counselor or office manager shall make the determination to whom the child shall be released. If, for reasons of the safety of the child, the principal, assistant principal, counselor, or office manager cannot determine to whom to release the student, he/she shall contact the proper authorities, including the Oldham County Board of Education, Cabinet for Families and Children, and/or the police.

Adopted: December 2, 2003 Signa
Revised/Adopted: