

Policy: 2.1

For each vacancy at Caywood Elementary School:

- Caywood Elementary School does not discriminate based on gender, ethnicity/race, marriage or family status, religion, political affiliation, disability, age, or other illegal grounds.
- The principal will screen the applications, check references and will establish a timeline for the interviews. There are two types of interviewing committees. The principal will decide which type of committee is best suited for the situation.

Council as the Interviewing Committee	Appointed Interviewing Committee
• Council members will be the interviewing committee and this will occur in a Council Meeting (Special or Regular).	• The principal will appoint an interviewing committee.
• The principal may add teachers and/or staff to the interviewing committee who can contribute to the interviewing process.	• Consultation will take place at a Council Meeting (Special or Regular).
• Consultation will take place after the last interview for a vacant position.	

- If a quorum of the council fails to attend the meetings related to interviewing/consultation:
 - 1) The principal will declare an emergency
 - 2) The council will continue with the interviewing process
 - 3) The principal will consult with the council members present, so the hiring process can continue.
- The interview meeting or the consultation meeting, if not part of the regular meeting, will be considered special meetings and all rules concerning special meetings will need to be followed.

- After all interviews are complete, the council and added teachers/staff will meet in closed session to discuss how well each applicant meets the criteria, to provide input to the principal on the contributions each candidate could make and to provide any additional input requested by the principal.
- After considering the input from the closed session meetings, the principal will make the final selection of the person he or she believes will contribute most to the success of the school and notify the superintendent of his or her choice. The decision made by the principal is binding on the superintendent who will complete the hiring process.

Adopted: 10-24-12

Revised: 9-9-13

Signature: Kelly Com

Signature: Kelly Co

Operational Procedure Wellness Policy

Policy: 2 2

Purpose: In order to promote a healthy lifestyle and meet the state requirement to include moderate to vigorous physical activity (VPA) each day (up to 150 min a week/not to exceed 30 min a day), JA Caywood Elementary will offer to students the following activities:

- ❖ All students in grades 1 to 5 will have at least 50 minutes of physical education classes each week.
- ❖ Kindergarten children who attend half day sessions will have at least 25 minutes of physical education each week.
- ❖ All students in grades 1 to 5 will have at least 20 minutes of supervised VPA outdoors, weather permitting. The school will work with outside sources, to provide equipment for student use.
- ❖ To incorporate the additional 50 minutes that is allowed for physical activity each week teachers may incorporate movement into their regular classroom instruction for up to 10 minutes a day.
- ❖ Teachers will use resources that allow for physical activity in the classroom, when going outside is not an option.
- ❖ Revoking VPA will be used as a last resort, if needed for behavior modification.
- ❖ Appropriate accommodations will be made for students with special needs, as required by law and sound professional judgment.

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

- ❖ Families will be encouraged to provide alternatives to sugary treats when bringing celebration items to school.
- ❖ Due to the increase of students with food allergies, only store bought items with nutritional labels will be acceptable to distribute in classrooms during the school day. Home baked goods are not permitted.
- ❖ Our Practical Living/Career Studies curriculum will address health, consumerism, and physical education.
- ❖ Integrated connections to health and safety will be made in other subject area lessons/units and school wide programs, as appropriate.

* Attached is supporting documentation & references

Adopted: Kelly Conner

Signature: 4-26-17

Centers for Disease Control and Prevention - Recess in Schools

Recess Defined

Recess is a regularly scheduled period in the school day for physical activity and play that is monitored by trained staff or volunteers. – During recess, students are encouraged to be physically active and engaged with their peers in activities of their choice, at all grade levels, kindergarten through 12th grade.^{1,2}

Recess benefits students by:

- Increasing their level of physical activity^{4,5}
- Improving their memory, attention, and concentration^{4,5}
- Helping them stay on-task in the classroom^{4,6}
- Reducing disruptive behavior in the classroom^{4,6}
- Improving their social and emotional development (e.g., learning how to share and negotiate)^{1,6,7}

References:

1. Institute of Medicine. *Educating the Student Body: Taking Physical Activity and Physical Education to School*. Washington, DC: The National Academies Press; 2013. http://books.nap.edu/openbook.php?record_id=18314&page=R1. Accessed August 12, 2016.
2. Centers for Disease Control and Prevention. *A Guide for Developing Comprehensive School Physical Activity Programs*. Atlanta, GA: Centers for Disease Control and Prevention, US Dept of Health and Human Services; 2013.
3. SHAPE America. *Guide for Recess Policy*. Reston, VA: SHAPE America; 2016.
4. Centers for Disease Control and Prevention. *The Association Between School-Based Physical Activity, Including Physical Education, and Academic Performance*. Atlanta, GA; Centers for Disease Control and Prevention, US Dept of Health and Human Services; 2010.
5. Michael SL, Merlo C, Basch C, Wentzel K, Wechsler H. Critical connections: health and academics. *J School Health*. 2015;85(11):740-758.
6. Fortson J, James-Burdumy S, Bleeker M, et al. *Impact and Implementation Findings from an Experimental Evaluation of Playworks: Effects on School Climate, Academic Learning, Student Social Skills and Behavior*. Princeton, NJ: Robert Wood Johnson Foundation; 2013.
7. Barros RM, Silver EJ, Stein REK. School recess and group classroom behavior. *Pediatrics*. 2009;123(2):431-436

<https://www.cdc.gov/healthyschools/physicalactivity/recess.htm>

Operational Procedure

Policy: 2.3: Behavior Policy

Caywood Elementary
Caywood COMETS
Positive Behavior

Purpose: The purpose of this policy is to implement a school-wide positive behavior intervention and support system at Caywood Elementary to maintain a safe, orderly and positive learning environment. The behavior supports will be of a positive, proactive, and instructional nature in alignment with the Positive Behavior Implementation System (PBIS) through the Kentucky Center for Instructional Discipline (KYCID). Through the identification, adoption, implementation, monitoring and sustained use of research-validated behavior practices, the faculty, staff and administration of Caywood Elementary will provide the students with the opportunity to become self-disciplined, responsible, and productive citizens.

Caywood Elementary staff follows and implements the Kenton County Board of Education Student Code of Conduct which establishes rights and responsibilities of students, parents/guardians, teachers, principals and bus drivers. It also outlines specific discipline actions as well as parent grievance procedures. A copy of the existing Kenton County Board of Education Student Code of Conduct as well as the Caywood Parent & Student Handbook will be provided to each student/parent at the beginning of the school year to review, sign and return the signature page to school.

Research Validated Practices will include the following components:

1. Five positively stated expectations to every one negative for all students and staff
2. Procedures to teach school-wide expectations
3. Positive behavior reward system
4. Procedures to discourage irresponsible behavior
5. Use of data to monitor and evaluate progress and effectiveness

Caywood COMETS:

Positive expectations for students and staff at Caywood Elementary will be used with the acronym C.O.M.E.T.S. Students will constantly be striving to follow the COMETS Promise and Expectations by following the guidelines listed below.

C = I will Come Prepared

O = I will be On Task

M = I will Make Good Choices

E = I will Ensure Safety

T = I will Take Responsibility

S = I will Show Respect

The Caywood Elementary PBIS Committee will:

- Analyze behavior data on a monthly basis to determine discipline needs, patterns, etc... and report discipline referrals to staff
- Provide an overview of PBIS to our families and stakeholders
- Discuss teacher input regarding the positive behavior interventions and procedures that are in place
- Review committee subgroup responsibilities and progress which include:
 - Rewards
 - Leadership/Reporting to our team members
 - Lesson plans for teaching procedures/PBIS Video
 - Recognition
 - Teacher buy-in
 - Other concerns and issues

- Attend professional development/trainings related to PBIS
- Define effective procedures for dealing with discipline
 - * Definitions of problem behaviors
 - * Office referral form
 - * Office referral process
 - * Effective consequences
- Continue to develop and refine school-wide positive expectations for behavior
- Refine lessons to teach school-wide positive expectations for behavior via instruction and media venues
- Develop and refine a school-wide reinforcement/recognition system
- Recommend ideas to be included in the Comprehensive School Improvement Plan (CSIP)

The Caywood PBIS committee will review the system of school-wide positive behavior interventions, supports, and expectations at the beginning, middle and end of each school year with all staff members. The PBIS Team will illicit reward ideas from the Student Leadership Team at Caywood Elementary.

Teachers will teach the defined school-wide expectations to students at the beginning of each school year. When there has been a break in instruction, (long weekends, holidays, snow days, fall break, winter break, spring break, etc.) teachers will review school-wide expectations with students on the day students return to school. These dates will be emailed at the beginning and throughout the school year to all staff members to correspond with the master/inclimate weather calendar.

Behavior Monitoring and Expectations

All classrooms at Caywood Elementary will use a research-based Positive Reinforcement Program to reinforce appropriate behavior for monitoring student behavior. We currently use a Clip Up/Clip Down behavior chart to reinforce positive behavior and teach behavior expectations.

Class Clip Up/Down Chart: (Teachers are responsible for how they implement their reward system)

<u>Green:</u>	Ready to learn and having a good day
<u>Light Blue:</u>	Excellent effort on their work and behavior
<u>Dark Blue:</u>	Role Model for good work habits and good behavior
<u>Purple:</u>	Super Student—Going above and beyond typical expectations of work habits and behavior
<u>Yellow:</u>	Warning—Student receives a verbal warning from the teacher/staff
<u>Orange:</u>	Consequence by the Teacher--Student behavior continues (same or different misbehavior)—student will receive an in-class consequence by the teacher
<u>Red:</u>	Parent Contact—Teacher will contact the parent; if misbehavior continues, student may be referred to the office for further disciplinary action.

**Teachers can also use other research-based positive reinforcement programs at their discretion.

COMETS Voice Levels:

0:	Silent Voice
1:	Whisper Voice
2:	Small Group Voice
3:	Presentation/Recess Voice

Supporting Documents:

1. COMETS expectations posted in all Areas
2. COMETS expectations for Hallways
3. COMETS expectations for Cafeteria
4. COMETS expectations for Restrooms
5. COMETS expectations for Playground
6. COMETS expectations for Buses
7. COMETS expectations for Car Riders
8. COMETS expectations for Classrooms
9. COMETS expectations for Specials
10. Lesson Plan for teaching Hallway, Cafeteria and Restroom Expectations
11. PBIS Video to teach Hallway, Cafeteria and Restroom Expectations
12. Hallway Map
13. Bus Driver Meeting to teach Bus Drivers PBIS Bus Rider Expectations
14. Bus Driver Super Bus Rider Nomination Form
15. Donuts with the Driver Behavior Chart
16. COMETS Voice Levels Chart
17. Classroom Behavior Chart
18. Class DOJO Reports
19. Behavior Slips

Adapted: 3-29-17

Revised: 7-19-17

Signature: Kelly J. Con

Signature: Kelly J. Con

Operational Procedure: Determination of the Use of School Space

Policy: 2.4

Purpose: deciding how classes will be assigned and how classrooms will be used

Criteria for Assigning School Space

The principal will assign the use of school space during the school day in a manner that will:

- Take each student's developmental needs into account
- Facilitate the implementation of our School Improvement Plan
- Maximize staff opportunities for sharing resources, mentoring, and collaborating with teachers and students of similar grade levels, subject areas, or collaborative groups for consecutive years

Classroom Space Assignments

Assignment of school space should be made based upon the following criteria:

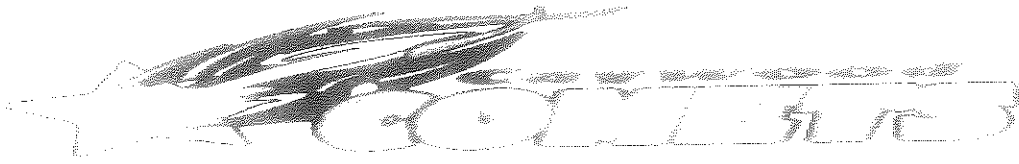
- Class size
- Program space need
- Accessibility for the disabled
- Supervision of the students
- Safety and overall effective school management

Assignment of Non-Classroom Space

For non-classroom space, the principal will make decisions based on the criteria in the first section of this policy after consulting with staff members who work or will work in any space affected by change from existing arrangements.

Adopted: 11-19-14

Signature: Kelly Pomeroy



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School District: Kenton County

School: JA Caywood

Operational Policy: 2.5 - EMERGENCY MANAGEMENT PLAN POLICY

EMERGENCY MANAGEMENT PLAN POLICY

STATUTORY AUTHORITY- KRS 160.345(2)(D)9 AND KRS 158.162

Development of the Plan and Review of Plan

The principal and his or her administrative team, in consultation with council and local first responders, will collaboratively develop the school's emergency management plan (EMP) as a way to develop and document efforts to prevent, mitigate, prepare for, respond to and recover from emergencies. The emergency management plan will include procedures for fire, severe weather, earthquake, and building lockdown as specified in Kentucky statutes and regulations.

By July 1 of each school year, the EMP will be reviewed by the school council; other vested members of the school staff, and first local responders, coordinated through the District Safety/Risk Manager and revised as needed.

Prior to the first instructional day of school, the principal or designee will discuss all emergency procedures with all staff.

Documentation: *The "Beginning of School Year Checklist" will be used to document the review of the plan with staff.*

Contents of the Plan

The plan, which must be adopted by the SBDM council and implemented, will include, but not be limited to:

- *Staff Skills Inventory*
- *Team Assignments*

- * *Special Needs Individuals (Due to confidentiality these pages are not to be shared with SBDM members)*
- * *Building Hazards*
- * *Assembly Area/Rally Points*
- * *Standard Evacuation Procedures*
- * *Alternate Building Location/No Transportation*
- * *Alternate Building Location/With Transportation*
- * *Student Accounting and Release*
- * *Orientation and Training*
- * *Drill Schedule and Log*
- * *Emergency Team Toolbox*

Coordination with Local First Responders

Local law enforcement has assisted in establishing lockdown procedures. (Secure in Place Lockdown and Emergency Lockdown)

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

Drills

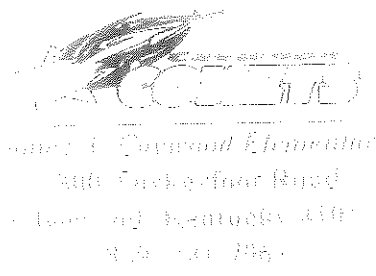
- *Severe weather drill-within the first 30 days of the school year, January, March and April*
- *Earthquake drill- within the first 30 days of the school year and January*
- *Lockdown-"secure in place" and review the coaching script for "emergency lockdown"- within first 30 days of the school year, January and April*
- *Fire Drills-2 fire drills in the first two weeks of school year (one of which will be conducted collaboratively with the local fire department, in order to receive feedback from them) and 1 per month through the month of May*

Whenever possible, first responders shall be given notice of possible drills and invited to observe. The principal is responsible for ensuring the implementation of these drills and reporting completion and problems noted during the drill to the district central office for any remedial action needed.

A comprehensive diagram of the school showing primary and secondary evacuation routes will be posted at each school doorway prior to the first instructional day of school. Each classroom teacher will also have a copy of all evacuation routes in their possession prior to the first instructional day of the school.

Adopted: 9-25-13

Signature: Kelly J. Connor



Personal Electronic Device ~ Use at School

There are times throughout the year that your child's teacher will allow students to use their personal electronic devices (laptops, notebooks, tablets, smart phones, etc.) during the school day. With teacher approval, students will be able to use their own devices to access the internet and collaborate with others. Students are not required to have or bring their own device to school, this is completely optional. For those who do not have a device, we intend to provide one if the lesson deems it necessary so that all students will have the same opportunities.

Rules: Devices will only be used for educational purposes as outlined by the student A.U.P. (Acceptable Use Policy) that was signed at the beginning of the year

- No texting
- No picture taking
- No phone calling
- No social networks
- No explicit music
- No video recording

1. The devices will be used in the classrooms only and not on the bus
2. No sharing of personal device
3. Students are responsible for their own devices and they must know how to use them
4. During state testing – no devices are allowed at school
5. Teacher's discretion will be used for student use and may add rules as needed

Personal Electronic Device ~ Use at School

Permission Form 2015/16

My child, _____, has my permission to bring and use a personal electronic device at school during teacher approved times. I realize that my child must assume full responsibility for the use and safety of the device and will only be permitted to use for educational purposes. I realize that school will not be responsible for the use or safety of the device. I also realize that any damage done to or loss of a device will be at the expense of the student/parent.

Student signature

Parent signature and date

Operational Procedure:

Instructional and Non Instructional Staff Time Assignment Policy

Policy 2.6

CRITERIA FOR ASSIGNMENT:

1. Fully support implementation of our Consolidated School Improvement Plan (CSIP) and our Student Assignment Policy.
2. Take into account staff members' requests to vary their work.
3. Take into account different teachers' strengths and in-depth knowledge of specific topics.
4. Take into account specific student needs based on student data and student interest when applicable.
5. Put a priority on manageable class loads for all teachers.
6. Respect state certification requirements and the parameters of district job classifications

TO COMPLETE ASSIGNMENTS:

1. In March, principal will communicate to returning staff the opportunity to indicate continuing or changing assignments the next year, including classroom assignments, extra-duty assignments, and other responsibilities.
2. In April, meet with any individual staff members who have made a request to discuss their placement.
3. Prior to the last day of the school year, assign staff members based on the criteria in the first section of this policy.
4. Prior to the start of the new school year, notify the council of how all staff members have been assigned.

ALTERING ASSIGNMENTS

After making assignments, the principal may alter them:

1. When necessary to respond to unanticipated enrollment or staffing changes.
2. When the principal and the affected teachers agree that a change is needed.
3. When the council changes other policies or the Consolidated School Improvement Plan (CSIP) and recognized in the minutes that those changes may require staff time assignment changes that cannot be put off until the next school year.

SUPERVISION OF STUDENTS

While on school property, students at Caywood will be under the supervision of a qualified adult who will hold them accountable for their conduct.

DAILY SUPERVISION PLANS

Prior to the opening of each school year, the principal (or designee) will have in place a plan of daily student supervision for the following areas:

- ❖ Cafeteria
- ❖ Restrooms
- ❖ Playground
- ❖ Halls and stairwells
- ❖ Before and after school areas
- ❖ Bus loading and unloading zones

SUPERVISION OF EVENTS AND ACTIVITIES

The principal (or designee) will ensure that all school sponsored events and activities are supervised and chaperoned with a suitable number of qualified adults who will hold students to appropriate standards of conduct.

Adapted: 9/31/16

Signature: Kelly Comer

Revised: 9/28/16

Signature: Kelly Comer

Operational Procedure:

School Day and Week Schedule Policy

Policy: 2.7

CRITERIA FOR DEVELOPING THE SCHOOL SCHEDULE:

Our schedule will:

1. Give all students access to all classes, avoiding conflicting schedules of specialized classes and preventing any exclusion related to cultural background, physical abilities, socio-economic status, and intellectual status. Total daily instructional time will equal at least 6 hours and 11 minutes.
2. Grades K-5 will have special classes, including Arts and Humanities and Practical Living/Career Studies in the master schedule. The goal is to have one special class daily and the time range would be 25-50 minutes. Based on enrollment, these two factors could fluctuate from year to year.
3. All students in grades 1 to 5 will have at least 15 minutes per day of supervised recess outdoors when weather permits. The school will ensure that adequate space and equipment are available for student use.
4. Provide students with the learning time they need, including technology access to complete writing assignments and other learning activities. Time will be allotted for RTI or other flexible grouping opportunities.
5. Facilitate appropriate decisions to give particular students expanded time and support for successful performance (such as independent study, additional time to work on a project or assignment, or other appropriate methods for the situation.)

6. Supports the goals and strategies of our Consolidated School Improvement Plan (CSIP).
7. Allow teachers shared time to collaborate and plan on a regular basis (including collaboration among teachers in program review areas and other teaching areas). All teachers will have at least 175 minutes of planning time per week per the Contractual Agreement for grade levels or teams.
8. Facilitate teacher opportunities to switch teaching assignments to capitalize on different teachers' in-depth knowledge of specific topics.
9. Facilitate teacher opportunities to adjust the length of class periods when needed to provide the best instruction.
10. Promote reasonable and appropriate enrollments for all classes and appropriate numbers of pupils each teacher works with in the course of a day.
11. Guidance counselor will conduct individual, small, and large groups based on individual student need, school need, and/or based on input from SBDM council after analyzing behavior data.

Adopted: 9-28-16

Signature: Kelly K.

Revised: _____

Signature: _____

Operational Procedure: Committees Policy

Policy: 2.8

Purpose: There will be six SBDM standing committees that will help to gain input from all stakeholders. Listed below are the standing committees and the responsibilities of those committees.

PBIS:

- Review and revise the SBDM policies on discipline, classroom management, and safety plan
- Recommend discipline, classroom management, and safety changes based on annual needs assessment and staff input
- Create school-wide positive behavior reinforcements for classroom and all common areas of the school
- Additional roles/charges as assigned by the council

Wellness & School Culture:

- Report pertinent information from District Wellness Committee Meetings and look for ways to implement as needed.
- Promote and Plan for activities that will increase student, staff and family knowledge and implementation of wellness
- Recommend ideas, changes and strategies related to student wellness
- Additional roles/charges as assigned by council

Writing Committee:

- Analyze Common Core Standards in the area of writing and recommend ideas, strategies, and changes to the SBDM writing policy
- Ensure that all components of the writing program review are addressed throughout the school
- Research and recommend writing best practice ideas and innovations
- Additional roles/charges as assigned by the council

Curriculum, Instructional and Assessment Committee:

- Create policies that determine best instructional practices for the school
- Research and recommend textbooks/resources for instruction and use of budget as appropriate for all instructional purposes
- Additional roles/charges assigned by Council

Read 180/System 44 Committee

- Review Student Data monthly
- Make Placement Decisions to move students through the program as needed
- Share best practices in instruction and implement as determined by the committee members
- Additional roles/Charges assigned by Council

The SBDM council will be responsible for reviewing and revising as necessary any decisions made by these committees.

Committee Composition and Membership Selection

SBDM teacher reps are exempt but may serve on a standing committee by choice. Each standing committee will have a grade level representation, when required by the Principal.

Operating Rules for All Committees

All committees established by the SBDM council will

- Establish a regular meeting schedule at its first meeting of each school year and make that schedule available to the SBDM council
- Each committee shall elect a chairperson and secretary
- Take minutes of the actions and decisions made by the committee at every meeting
- Review the minutes of each meeting at the next meeting and after making any needed corrections, approve those minutes
- Make committee minutes for each meeting available to the council and to any interested party after final approval
- Ensure that the principal receives an official copy to be kept with school records as required by Kentucky's Archive rules

Adopted: _____

Signature: _____

Date Adopted: _____

SBDM Chair: _____

SBDM Member: _____

SBDM Member: _____

SBDM Member: _____

SBDM Member: _____

SBDM Member: _____

SBDM Member: _____