

Caywood Elementary
SBDM Policies
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Instructional Procedure: Lesson Plan Policy

Policy: 1.1

The following components are required for your lesson plans in every content area:

1. Learning Target
2. Standards Listed by Number
 - Common Core Standards for Math and Reading
 - NexGen Standards for Science
 - Core Content for Social Studies
3. Brief Overview of Learning Experiences
 - Degree of detail in overview is for teachers' needs as decided by team since planning tasks are shared.
4. Degree of detail in overview is for teachers' needs as decided by team since planning tasks are shared.
5. Formative Assessment
6. Small Group Differentiated Instruction Noted
 - Label section, "Differentiated" (when applicable)

Regular Classroom Teachers must have:

*** All time allotments will be halved for the half day kindergarten.**

- At least 90 minute ELA block
- At least 90 minute Math block (which could include 30 minutes during RTI)
- Accountable talk and mental math strategies/vocabulary will be an intentional part of instruction.)
- minute RTI Block when support from Title Staff is provided
- 45 minute Science/Social Studies Block
- Content will be taught in accordance with the district timelines.
- Grade level teams may revamp timelines, and submit to SBDM for approval in the case that changes are needed.

- Receive up to 150 minutes of physical activity, including physical education class, organized physical activity, and brain breaks.
- All instruction will include best practices from Instructional Practices Policy.

Lesson Plan Completion Guidelines:

- Team will decide when plan assignments will be complete for each other.
- Plans will be readily available and accessible upon request.

Adopted: 11-28-12

Revised: 3-30-16

1-25-16

Signature: Kelly Co

Signature: Kelly Co

Kelly Co

School District: Kenton County

School: JA Caywood

Instructional Procedure: Sight Word Policy

Policy: 1 2

Philosophy of Policy: A high percentage of all reading material is composed of relatively few words. These high frequency words are called "sight words" because they must be recognized instantly, on sight, for reading fluency.

Policy: All Caywood students will be assessed on their grade level sight word list by the end of each trimester. A report on this assessment will be included in each trimester report card.

- By the end of Kindergarten a student should be able to read 50 sight words.
- By the end of First Grade a student should be able to read 200 sight words.
- By the end of Second Grade a student should be able to read 400 sight words.
- By the end of Third Grade a student should be able to read 600 sight words.

All word lists will be taken from the Fry Sight word list. There are 10 words that are the most used words in the English language. At least one of these appears in almost every sentence. Below these words are arranged in the order of frequency of occurrence in reading material and in children's writing. All students will be tested and given instruction for mastery of these words. All ten words will be posted on the Kindergarten and First Grade classroom word walls:

the in of is and you a that to it

The student should automatically recognize the sight words. If a student takes more than 5 seconds, this is counted as a miss. If the student misses and self corrects, the sc symbol should be used but the word is counted correct.

When students master 90% of a sight word list, they will move on to the next list. If a student surpasses the expectation of their grade level, they will be moved on to the next grade level. If a student is struggling with the sight word list, the teacher will incorporate the Fry phrase list with them.

To allow parents to use sight words as a tool at home, a sight word list will be sent home by the end of the 2nd week of school (date to be determined by the principal). Sight words will also be posted on the Caywood website. In order to meet the grade level goals, all parents will be expected to work with their children on recognition of these sight words each day. Conferences will be held with students' parents who are not making the needed gains.

Adopted: 1-22-13

Signature: Kelly J. Connor

School District: Kenton County

School: J.A. Caywood

Instructional Procedure: Video Policy

Policy: 1 3

Caywood Elementary School's Policy on Showing of Videos/Movies

Videos may be shown as part of a lesson if they are a component of "face to face" instruction. The video/movie must be part of the systematic teaching activities of the class in which it is being used. The use of videos must be part of the lesson plan with genuine instructional objectives. Teachers must preview and/or review the video before using. The video you are viewing may be the same one you have used before, however it is always important to make sure it still covers the teaching points you want to achieve, as well as consider the impact of any potentially offensive or sensitive material.

Videos/movies may not be shown for entertainment. A variety of media outlets may be used to show movies (i.e. Netflix or Youtube), as long as the video is previewed by the teacher and is used for instructional purposes.

Movies may be part of holiday parties. Movies may be used on field trips in which charter buses are used. Videos may also be shown as a reward for the class based upon criteria indicated in the Caywood Behavior Policy. Videos shown for such a purpose may not exceed 30 minutes.

When showing movies the following must be completed:

1. Teachers must preview the movies.
2. Movies must be rated G or PG.

3. PG 13 movies can be shown with approval by the principal and permission from the parents of the students who will be viewing the movie.

Adopted: 9-9-13

Signature: Kelly J. Con

Revised: 7-19-17

Signature: Kelly J. Con

What We Do

What does Movie Licensing USA do?

Movie Licensing USA provides movie licensing to K-12 schools and public libraries. We work with everyone from the best studios in Hollywood to the most innovative indie film companies to help individuals turn everyday events into extraordinary experiences.

Why do I need Movie Licensing USA's services?

According to the Federal Copyright Act, copyrighted materials like movies can only be used for a public performance if they're properly licensed. However, neither the rental nor purchase of a movie carries the right to exhibit it outside of someone's home. So how can you get your site licensed to show your movie? That's where we come in.

What exactly is a public performance?

A public performance is an exhibition of a movie that is shown outside of someone's home. Fees collected for public performance site licensing compensate the copyright owners and the men and women who work on a film from start to finish.

Who appointed Movie Licensing USA to issue Public Performance Site Licensing?

Major and minor film studios trust Movie Licensing USA as their liaison and agent to provide public performance site licensing for their library of movies.

We have been using movies for non-teaching activities for years. Why haven't we heard of this before?

Unauthorized use of someone else's copyrighted materials in the U.S. has been a copyright law violation since 1970. Movie studios have had a compliance royalty procedure for use of their films in place for many years.

Currently, most of the major studios have made copyright compliance simpler and less expensive for schools by appointing Movie Licensing USA as their sole agent to assist in licensing their copyrighted movies.

Questions About Licensing

If I borrow movies from a public library can I use them legally for entertainment in a school?

The school itself must be licensed to legally show these movies. A public library cannot pass on copyright compliance to anyone, and only Movie Licensing USA or the studio that produced the movie can grant copyright compliance.

I thought schools were exempt from needing a license to legally use copyrighted movies. Is this true?

Under both the "Educational Exemption" and "Face-to-Face Teaching Exemption," copyrighted entertainment movies may be shown in a school without a copyright permission only if all conditions are met:

- A teacher or instructor is present.
- The showing takes place in a classroom setting with only the enrolled students attending.
- The movie is used as an essential part of the core, required curriculum being taught. (The instructor should be able to show how the use of the motion picture contributes to the overall required course study and syllabus.)
- The movie being used is a legitimate copy, not taped from a legitimate copy or taped from TV.

For specific requirements, please reference The Copyright Act of 1976, Public Law No. 94-553, 90 stat 2541; Title 17; Section 110(i), or consult your copyright attorney.

What if a vendor says it is okay to publicly exhibit rented or purchased movies?

Stores cannot provide legal permission for use outside the home. These movies, like the movies you own, are for "home use only" and must be licensed for public performance.

I've heard of a similar type of license called a "blanket license." Is this the same thing as an Annual Public Performance Site License?

They're the same thing. Sometimes referred to as a "blanket license," our Annual Public Performance Site License gives your school the right to show copyrighted movies legally for an entire year.

Which Hollywood studios does Movie Licensing USA represent?

These studios are covered under the annual license for K-12 schools: Walt Disney Pictures, Paramount Pictures, Warner Bros., Sony Pictures, NBC/Universal Pictures, New Line Cinema, Lionsgate Films, MGM, Touchstone Pictures, Hollywood Pictures, Columbia Pictures, TriStar Pictures, Summit Entertainment, Focus Features, Miramax, Warner Independent Pictures, Fine Line Features, United Artists, Paramount Vantage and Screen Gems. To confirm whether or not a title is covered under this license, please search for the title on this website or call us at 1-877-321-1300.

Movie Licensing USA also works with these studios on a title by title basis: A24, Magnolia Pictures, Weinstein Company, TSI/Amazon, Bleecker Street, Broad Green Pictures, STX Entertainment, Open Road Films, Monterey Media, RaDIUS-TWC, Relativity, Samuel Goldwyn, Turner Pictures and many others. For more information on obtaining single event licensing, please order online, contact us or call 1-877-321-1300.

Why are some movies available under the Annual Site License, but others require a Single Event License?

The simple answer is that it depends on which studio owns the non-theatrical rights for the particular movie you want to show. Studios covered by the Annual Site License allow any of their titles to be shown as part of the Annual Site License's coverage. Other studios request their titles only be available as Single Event Licenses. If a title is not owned by the studios covered by the Annual Site License, it must be licensed on an individual basis before it can be shown to remain compliant with U.S. copyright laws.

How can I confirm that a movie I'd like to show is covered under my Annual Public Performance Site License?

You can check to see if the movie you want to show is covered with our movie search tool. If the film appears with "single event license" listed underneath it, it is not covered by the annual license and an additional Single Event Public Performance License needs to be acquired. If this is the case, please [click here](#) for more information. However, if the film title appears without this label, it is covered under the annual license.

What if an outside organization such as an after-school program or summer camp wants to show a movie in our facility?

This is legally permitted if the school itself has an Annual Public Performance Site License from Movie Licensing USA. Schools without such a license will be held liable if an outside organization shows movies in their facility.

We are buying movies from a catalog that says their movies are licensed to show in a school, public library, etc. Is this accurate?

No vendor selling entertainment movies has legal permission to grant you these rights. Videos with public performance rights are often documentaries produced by independent distributors and are separate from this license.

After Purchase

Where can I acquire movies after we receive our license?

Once licensed, you can exhibit any movies by the studios we represent as long as they are secured from a legal source such as a rental source, your school library or your personal collection.

Are there limitations to an Annual Public Performance Site License?

This license is for K-12 schools only. This license does not permit movies to be used when an admission fee is charged, other than to cover costs. In lieu of charging an admission, you may suggest "donations" and/or provide concessions.

Outdoor showings are not allowed or covered under our movie licensing agreements. In addition, the movies may not be altered, duplicated, digitized or transmitted electronically in any form without specific permission from the copyright owner.

Are there advertising guidelines?

You may use the promotion materials found on our website to advertise in your school or to pass our directly to students and staff. If you choose to advertise through the public media (such as public radio, television or a website), you may do so, as long as the movie title and studio name are not used. For example, "Join us at ABC Elementary for a Family Movie Night at 7:00 pm," is permitted.

How will the renewal of my license be handled?

Your Annual Public Performance Site License will automatically renew at the end of your initial agreement. One month prior to expiration, the renewal packet will be mailed. As long as payment is made promptly, your school will remain in compliance without interruption. You may, however, request cancellation any time after the initial terms of the agreement. Requests for cancellation can be made by calling 1-877-321-1300 or emailing mail@movlic.com.

What are the Single Event Public Performance License copyright restrictions?

The Single Event Public Performance license is a limited license to exhibit only the agreed upon movie on the specified show date in your library. This license protects a showing of a title that is not covered by the annual license. The showing must take place inside the library building and does not cover any showing of the movie outside of the library building.

Please note that changing the movie title or show date after the license has been processed will result in a \$25 service fee. Violation of this agreement is subject to the penalties set forth in the Federal Copyright Act. Please [click here](#) for more information on obtaining a Single Event Public Performance License.

What if I have an unforeseen circumstance after ordering a Single Event Public Performance License?

If you are unable to hold your event due to inclement weather, electrical problems or other malfunctions, you may reschedule your selected movie title within one year of the original show date. Movie Licensing USA must be promptly informed by phone or email prior to the scheduled showing so your account can be noted. Please contact your Copyright Licensing Manager for complete details.

How can I raise money to help fund the license?

A book fair, fall festival, silent auction or bake sale are some examples. Visit our [Need a License](#) page for more ideas.

Who do I make my check out to?

Please make checks payable to Movie Licensing USA.

MARKETS

ABOUT US

NEWS

Instructional Procedure:

Writing Policy

Policy: 1.4

Development and Decision Making

The School-based decision making council shall:

- Be responsible for approving and monitoring the school's writing program in accordance with KRS 158.6453 and the Kentucky Core Academic Standards.

A Literacy / Writing team shall:

- include a representative from each grade level and a special area teacher (if available/interested) serving as a writing leader for team.
- work collaboratively to develop and implement a consistent and scaffolded writing plan across all grade levels.
- collect artifacts from grade level teams in order to analyze and evaluate strengths and needs of the writing program.
- determine the professional development needs for the writing program based on above analysis and evaluation and make recommendations to the school administration.
- determine consistent graphic organizers and strategies to be used at each grade level to ensure vertical and horizontal alignment of writing program. The literacy team will be responsible for sharing materials and strategies with team.
- meet monthly

Communication Skills

The school's writing / communication program shall:

- provide regular, standards-based opportunities for students to use writing across the curriculum including, but not limited to using writing to publish pieces. Instruction in writing shall be planned and implemented to address a variety of audiences and purposes. Writing should be opportunities for students to both learn and demonstrate learning. Writing across grade levels shall represent the growth and interests of students over time.
- be horizontally and vertically aligned ensuring student mastery of core academic standards.

Teachers will:

- follow the Kenton County Writing Continuum when planning writing instruction.
- provide a of standard-based, purposeful and meaningful literacy and writing instruction.

- * utilize 21st century technologies to support the teaching of communication and writing standards.
- * provide students with regular and varied opportunities to communicate through writing.
- * collect writing evidence artifacts (e.g., lesson plans, a wide variety of student samples including pieces integrating technology, shared pen pieces, copies of conferencing notes and any documents that show evidence of writing in the classroom)
- * follow committee generated on-demand yearly schedules.
- * keep a writing folder for each student including pieces required for grade level according to the Kenton County timeline. All process pieces should include a graphic organizer, rough draft with teacher feedback, rubric, and the published piece.

Teachers across the curriculum shall:

- utilize multiple forms of assessment as appropriate for learning goals (e.g., formative assessments, summative assessments, student self-assessments...)
- use writing to help students self-assess and reflect upon their growth in writing and communications.
- evaluate writing based upon criteria for effective writing identified in the Kentucky Core Academic Standards (KCAS)
- provide students regular feedback (e.g., conferencing, descriptive feedback, electronic comments, rubrics) about their writing - including, but not limited to process pieces.
- use consistent school-wide strategies and materials to ensure vertical and horizontal alignment. The Writing Committee will be responsible for modifying materials appropriate for each grade level.
 - o graphic organizers modeled from CAT (Context Assertion Thesis) strategy
 - o PAM (Purpose Audience Mode) strategy for dissecting prompts
 - o short answer and extended response plans modeled from "Skeleton" strategy
 - o CUPS (Capitalization Usage Punctuation Spelling) strategy for editing
 - o 3.8,2.6,1.4 paragraphs for development of paragraph instruction when applicable to appropriate modes (inform, opinion)
 - o 4 square as a pre-write strategy or graphic organizer

Students shall:

- Write daily for a variety of purposes and audiences
- write and use communication skills regularly in ALL classes utilizing 21st century technologies to support their learning; and
- collect their writing and communications utilizing multiple methods of storage (e.g., paper portfolios, journals, electronic storage) as appropriate.

Writing Folder Analysis

The Caywood school staff shall organize in grade level (K-5) teams to review student writing folders twice a year to determine recommendations for instructional planning for the remainder of the school year and for the next school year.

Student writing folders shall include pieces required by each grade level according to the Kenton County Writing Continuum Timeline. The students writing folder should include graphic organizers, rubrics and final writing pieces. Process pieces should also include a rough draft with influential teacher markings.

The students' writing folders will follow them from grade level to grade level until fifth grade. The folders will be purged at the end of the fifth grade. Each fifth grade student will choose one piece to write a reflection on and be sent to middle school.

Writing Program Review

All teachers will be responsible for submitting a variety of writing evidence as documentation for implementing the James A. Caywood Writing / Communication Policy.

Supporting Documents:

- Kenton County Writing Continuum
- Kenton County Schools: Procedures for Grade Level Writing Folders
- ELA Common Core Standards
- Writing Program Review Demonstrators

Adopted: 12-18-13

Revised: 4-26-16

Signature: Kelly Carson

Signature: Kelly Carson

Instructional Procedure: Instructional Practices Policy

Policy: 1.5

INSTRUCTIONAL BEST-PRACTICE PRINCIPLES

In order to provide an environment where all students perform up to their potential and are prepared for the future, we will make sure that students:

- Are actively involved in their own learning.
- Reflect the strategies adopted in our School Improvement Plan.
- Have some ownership over what is being learned.
- Communicate with peers about what they are learning.
- Use technology in meaningful ways.
- Study subjects in a way that shows them applications to real life.
- Are able to make connections aligning content areas.
- Are instructed in ways that help all students learn the Core Academic Standards, which Kentucky has determined are essential for all students to know and be able to do.

INSTRUCTIONAL PRACTICE GUIDELINES

To help ensure our instructional practice principles are implemented:

Each week, each student will have the opportunity to:

- Receive appropriate and meaningful feedback.
- Work with other students in pairs, small groups, or teams.
- Work independently to build stamina within subject area.
- Do hands-on activities.
- Use technology as a tool for learning.
- Read books or materials on their own or with a partner.
- Listen to an adult read aloud.
- Discuss different ways to solve problems.

Each month, each student will have the opportunity to:

- Read and write in all content areas.
- Do short answer, extended response, and on-demand items.
- Communicate with pictures, charts, graphs, or a web.
- Use a scoring guide.
- Use a variety of resources for learning.
- Use manipulatives or equipment to solve problems.
- Be exposed to real-life examples that relate to content areas.
- Discuss or read about current events, issues, or topics.
- Perform or create in an area of the arts and humanities.

Each grading period, each student will have the opportunity to:

- Participate in a one-on-one reading or writing conference with a teacher.
- Participate in a peer reading or writing conference.
- Read novels, short stories, and poems, including classics and current award winning texts.
- Read about current events from a variety of sources.
- Use technology for research.
- Do real-life activities or projects.
- Design or investigate projects based on their interests.
- Speak in front of a group

TEACHER ROLE

To ensure that the principles and guidelines above are implemented, every teacher shall:

- Use a wide variety of student-centered, culturally responsive instructional strategies to address various learning styles.
- Use activities where all students use higher-order thinking and problem-solving skills.
- Assign tasks similar to those used for state assessments.
- Provide opportunities for students to connect their learning to other topics and subjects and real-life experiences.

- Use technology for appropriate and varied learning activities and to extend the classroom into the community and the world.
- Use instructional resources that are developmentally appropriate, culturally diverse, and varied.
- Provide students with opportunities to evaluate their performance and use the feedback to reflect on and improve classroom practice as needed.
- Disseminate the curriculum expectations for their classes to students in an age-appropriate way and to all parents.
- Teach the state standards assigned for their particular area or areas.
- Be prepared to contribute to discussions of needed changes in the curriculum.

PRINCIPAL ROLE

To ensure that these instructional practice principles and guidelines are implemented and teachers are able to fulfill their role, the principal will:

- Make sure that these instructional practice principles and guidelines are taken into account in both the interview process and in the final selection of all teachers.
- Ensure integration of program review areas throughout the school across the curriculum.
- Encourage and support teachers in their role.
- Ensure availability of a variety of resources to implement instructional practices policies.
- Encourage professional development that supports the implementation of this policy.
- Ensure that copies of the curriculum standards and expectations for the school are available for parent review.

CURRICULUM REVISION

The Curriculum and Instruction Committee will be responsible for making any needed recommendations to the council on curriculum revisions when one or more of the following events occur:

- State officials modify Academic Expectations and the *Kentucky Core Academic Standards*.
- District leaders or working groups modify district curriculum documents.
- Our School Improvement Planning process identifies a need for adjustments.

- Other schools in our district identify a need for changes in their curriculum or in ours that could alter our vertical articulation, create curriculum gaps, or allow unintended overlaps and redundancy.
- During staff discussions, one or more teachers at our school identify a weakness or opportunity for improvement that needs to be addressed to ensure success for all students.
- Other stakeholder input or data demonstrate a need to do so

POLICY EVALUATION

We will evaluate the effectiveness of this policy through our School Improvement Planning Process.

Date Adopted: 12/14/16

Signature: Kelly Ko

Date Reviewed or Revised: 1/25/17 Council Chairperson's Initials K/C

Date Reviewed or Revised: _____ Council Chairperson's Initials _____

Instructional Policy: 1.6 Assessment of Student Progress

Purpose of this Policy: The purpose of this policy is to implement a school wide focus on administering of assessments, use of data from assessments, and how results will be conveyed to parents and guardians.

Classroom Assessment

Student progress toward the state standards shall be assessed using both formative and summative assessments. Teachers shall incorporate effective assessments such as pre-assessment, flashbacks, exit slips, student self-reflection, portfolios, district common assessments, and performance tasks with an emphasis on authentic use of skills.

School-Wide Assessments

All students shall be administered a universal screening assessment at least twice per year. Students who fall within the 1st through 40th percentile on the universal screening assessment shall participate in research-based continuous progress monitoring assessments. Parents shall receive a report of student results on this assessment with the next formal report of progress.

If the universal screening should indicate academic deficits in a specific subject area or component of that area, additional testing may be administered in order to best address the individual academic needs of students.

At 3rd grade, all students shall be administered a cognitive skills assessment. This assessment shall serve as one of the required assessments for potential gifted-talented identification. The cognitive skills assessment may be administered in 4th and 5th grade to students new to JA Caywood and those who are recommended by teacher or requested by parent for retesting.

ESL Assessment

In the month of January of each school year, all students who are formally identified as ELL will be given a universal English proficiency test to determine services and eligibility. This test is a component of Title III, a federally funded program. Eligible services based upon the assessment will be provided to those students who qualify through district wide programming.

State Assessments

All students in grades 3-5 shall participate in state content area testing according to the assessment schedule at their respective grade level. Parents shall receive a report of student results on this assessment when made available by the state. No student may be exempted from state testing unless they are approved by the state prior to the assessment. Provisions will be made for students on home-hospital instruction to be assessed.

Adopted: 3-25-15

Signature: Kelly J. [Signature]

Instructional Procedure: Extracurricular Programs

Policy: 1.7

On or before the first day of each school year, the principal shall prepare a list of extracurricular programs to be implemented in the school for the school council's approval. Additional extracurricular programs to be implemented shall be presented by the principal to the council for approval prior to their implementation. All staff will have the ability to present possible extracurricular programs that they would like to sponsor.

The principal, in, collaboration with the club sponsor(s), shall determine students participation standards to be consistent with any criteria set by local, state, or national sponsor program and consistent with state and federal statutes and regulations. This school council policy shall also be consistent with School Safety Plan and applicable indicators from the Standards and Indicators for School Improvement.

Adopted: _____

9-28-16

Signature: _____

Kelly Kamen

School District: Kenton County

School: J.A. Caywood

Instructional Procedure Technology Utilization and Program Appraisal

Policy: 1 8

The school shall

- ❖ Organize all instructional and other activities to be aligned with standards established in state laws and regulations and in a manner that is consistent with local school board policy
- ❖ Utilize technology in a manner consistent with local school board policy and state laws and regulations
- ❖ Appraise all programs in a manner that is consistent with local school board policy. Programs shall be appraised upon request to the school council by assigning the program appraisal to the appropriate committee for completion and recommendation to the council
- ❖ Be consistent with the applicable indicators from the Standards and Indicators for School Improvement.

Adopted: 9-28-16

Signature: Kelly J. Conner

Title I - Parent Involvement Policy

Title I, Part A: Improving the Academic Achievement of the Disadvantaged: These funds target high-poverty school districts and are used to provide supplementary educational services – usually in reading/language arts and math – to students who are educationally disadvantaged or at risk of failing to meet the state requirements.

To insure that parents and guardians of children served by Title I programs have an opportunity to participate in the design and implementation of these programs, the following Policy is adopted:

1. A district-wide parent involvement committee will be set up, consisting of parents of Title I students, teachers, and principal(s) in participating schools, and will jointly develop or modify this policy. Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language that parents can understand. This policy shall be made available to the local community and updated periodically based on annual evaluation of content effectiveness to meet the changing needs of parents and the school.
2. The policy will include the following items:
 - (a) An annual meeting will be held at a convenient time to inform parents/guardians of the individual school's participation in Title I and what this means to them;
 - (b) A flexible number of meetings may be scheduled where transportation, child care or home visits are provided as needed;
 - (c) The involvement of parents/guardians will be carried out in an organized, ongoing, and timely way to assist in planning, reviewing, and improvement of the Title I program and the development of the Comprehensive District Improvement Plan (CDIP). Regular meetings will be scheduled to gain parental input.
3. The policy will provide timely information concerning the following activities:
 - (a) Title I program;
 - (b) School performance profiles that show the school's progress toward meeting the learning goals (annually);
 - (c) The individual student assessment results and interpretation of those results (annually);
 - (d) A description of the school curriculum maps (annually with written copies available);
 - (e) The assessments used to measure student progress and the level of proficiency expected annually.
4. A school-parent compact will be developed as a model by the committee and specifically address the following issues:
 - (a) How parents, the entire school staff, and students will share the responsibility for improving student achievement;
 - (b) How the school and parents will build and develop a partnership to achieve the state's high standards;
 - (c) How the school will provide a high quality curriculum and instruction in a supportive and effective learning environment;

Title I - Parent Involvement PolicyPARENT INVOLVEMENT (CONTINUED)

- (d) How the parents will be responsible for supporting their children's learning by monitoring attendance, homework completion, volunteering at school and participating in decisions related to their child's education, etc.;
 - (e) How ongoing communication between parents and teachers will be emphasized and at least one (1) annual parent-teacher conference will be held to discuss the child's achievement. Included in this communication process should be frequent reports on progress and reasonable access by the parent to the school staff.
5. The policy will ensure effective parent involvement and support partnerships among the schools, parents and community by:
- (a) Assisting parents in understanding the National Education Goals, student performance standards, the state and local Kentucky Core Academic Standards, school level assessments, which may include Compass Learning, DIBELS, SRI, SPI, Reading Intervention Screening, STAR, Do the Math and MAP and how parents can use this information to monitor and improve the performance of their child and participate in decisions related to their child's education;
 - (b) Providing materials and training to parents;
 - (c) Using the assistance of parents to make teachers, principals, and other staff aware of the value and utility of contributions from parents and how to reach out and work with parents as equal partners in implementing this policy;
 - (d) Coordinating and integrating Title I parent involvement activities with those of preschool programs and other parent-student training programs, such as the family resource centers;
 - (e) Developing appropriate roles for community based organizations and businesses in parent involvement activities;
 - (f) Providing activities and opportunities such as parent resource centers, training in child development, and other areas to help parents become full partners in their child's education;
 - (g) Ensuring that information related to school and parent programs, meetings, and activities are sent to the parents in the language used in the home;
 - (h) Ensuring full opportunity for the participation of parents with limited English proficiency or with disabilities.
6. Documentation should be kept to substantiate the activities of the Title I School Parent Involvement Committee.

GLOSSARY OF TERMS

Site Based Council: The decision making body comprised of the Principal or Head Teacher and elected teacher and parent representatives. The council has the authority to set school policies that govern decisions about operations and improvement of the school.

Title I - Parent Involvement PolicySAMPLE OF ASSESSMENTS THAT MAY BE ADMINISTERED AT THE SCHOOL

Compass Learning: Compass Learning Odyssey is a self-paced diagnostic software program that tests the students in math, reading/language arts, writing, science, and social studies. Based on the results, the program prescribes specific lessons to sharpen students' skills. The lessons are research-based, standards-based assessment, and are aligned with the curriculum to improve student learning.

K-PREP - Senate Bill 1 (SB 1), enacted in the 2009 Kentucky General Assembly, requires a new public school assessment program beginning in the 2011-2012 school year. The grades 3-8 assessment is a blended model built with criterion-referenced test (CRT) and norm-referenced test (NRT) items. This test is a series of multiple choice, short answer and extended response questions that will check for content knowledge in Math, Reading, Science, Social Studies, and On-Demand Writing. Content area assessed varies at each grade level.

DIBELS: Dynamic Indicators of Basic Early Literacy Skills is available to grades K-6. This test assesses phonological awareness, initial sounds, fluency, phonemic segmentation alphabetic principle, nonsense word fluency, fluency with connected text, and oral reading fluency.

MAP - Measures of Academic Progress is a computerized test that is adaptive and offered in *Reading, Language Usage, and Mathematics and Science*. MAP scores are used to measure growth and progress in basic skills.

SRI – The Scholastic Reading Inventory is a computer adaptive assessment used with the READ 180 intervention program to measure reading comprehension.

SPI – The Scholastic Phonics Inventory is a computer adaptive assessment used with the System 44 intervention program to measure phonics skills.

Reading Intervention Screening: Students in the primary program are assessed on letter identification, book handling skills, writing, hearing sounds in words, test reading levels. This screening is given in the beginning and again at the end of the year.

REFERENCES:

Section 1118 of Improving America's Schools Act (IASA) of 1994
P. L. 107-110 (No Child Left Behind Act of 2001)
KRS 157.077; KRS 158.645, KRS 158.6451
KRS 158.865; KRS 158.866; KRS 158.867

RELATED POLICIES:

03.112, 08.1345, 09.11

Adopted/Amended: 02/03/2014
Order #: 6

Title I Description
Caywood Elementary
2016-17 School Year

After collecting and analyzing data from KPREP results, we identified needs in reading and math in grades K-5. Achievement gaps were identified for English Language Learners, the free and reduced lunch population, and students receiving Special Education Services. To identify student specific-needs, we use data from MAP (K-5), DIBELS (K-5), SRI (grades 4-5), and SPI (grades 4-5). Furthermore, we have RTI Data Team Meetings twice a month to determine the best way to meet the needs of students in the school, specifically in the gap groups. The following research-based intervention programs will be used for students: Read 180, System 44, Read Naturally, Lexia, Orton Gillingham, Phonics Dance, and Kentucky Center for Mathematics (KCM). These interventions are used throughout the building to support the needs of our students and to help those students meet proficiency. Every student in the building receives differentiated instruction during a 30-minute RTI block daily. Furthermore, students may be pulled out of class for small group instruction by a Title I Staff member or Title I staff may "push-in" to the classroom to collaborate with classroom teachers and work with students. To improve learning for all students, Caywood provides on-going, job-embedded professional growth opportunities during weekly PLC meetings that utilize data analysis to guide instructional changes.

Instructional Procedure: Student Assignment to Classes And Programs

Policy: 1.10

Purpose: to determine how students will be assigned to classes and programs

Criteria for Student Assignment

The principal and teachers within a grade level will work in collaboration to prepare assignment for current students to classes for the following school year on or before the last instructional day of the current school year. Criteria to be used for student assignment shall include:

- Academic performance of the students
- Learning style of the student
- Student behaviors
- Instructional needs of the students
- Class size
- Equal balance of male and female students
- School schedule

Parents will not be permitted to request a specific teacher for their child, however they can submit in writing input on the best teaching and/or learning style for their child, as well as a choice of one friend. This input must be submitted in writing to the principal at least one week prior to the end of the school year.

The principal will have the ultimate decision on final assignment of students. However, those decisions will be made based on the criteria above and recommendations made by teachers.

The principal shall ensure that class assignments are posted on or before the back to school event for the upcoming school year.

The criteria provided below will determine if students qualify for Prep or Prep Plus classes in 4th and 5th grade in the areas of Math and /or ELA.

Prep & Prep Plus ELA Criteria

Prep	Prep Plus
To qualify for Prep, students must meet <u>any two</u> of the following four scores: 1. KPREP – Distinguished in Reading (From the Previous Year) 2. 75% percentile on the Reading MAP test in the Fall. 3. 75% percentile on the Reading MAP test in the Winter. 4. 75% percentile on the Reading MAP test in the Spring.	To qualify for Prep Plus, students must meet <u>any two</u> of the following four scores: 1. KPREP-- Distinguished in Reading (From the Previous Year) 2. 96% percentile on the Reading MAP test in the Fall. 3. 96% percentile on the Reading MAP test in the Winter. 4. 96% percentile on the Reading MAP test in the Spring.
Prep Curriculum	Prep Plus Curriculum
4 th Grade + Identified Gates LDC Modules (Level 2)	5 th Grade + Identified Gates LDC Modules (Level 3)

Prep & Prep Plus Math Criteria

Prep	Prep Plus
To qualify for Prep, students must meet <u>any two</u> of the following four scores: 1. KPREP – Distinguished in Math (From the Previous Year) 2. 75% percentile on the Math MAP test in the Fall. 3. 75% percentile on the Math MAP test in the Winter. 4. 75% percentile on the Math MAP test in the Spring.	To qualify for Prep Plus, students must meet <u>any two</u> of the following four scores: 1. KPREP– Distinguished in Math (From the Previous Year) 2. 96% percentile on the Math MAP test in the Fall. 3. 96% percentile on the Math MAP test in the Winter. 4. 96% percentile on the MathMAP test in the Spring.

Prep Curriculum	Prep Plus Curriculum
Accelerated 5 th Grade	Accelerated 6 th Grade (6 th grade SpringBoard)
(No SpringBoard) - Go deeper within the 5 th grade standards and supplement with some 6 th grade standards as a preview	Student will be scheduled for the class and transported to his/her assigned middle school

Adopted: 11-19-14

Signature: Kelly Com

Revised: 8-26-15

Signature: Kelly Com

Revised: 5-25-16

Signature: Kelly Com

Revised: 6-15-16

Signature: Kelly Com

Revised: 3-29-17

Signature: Kelly Com

Caywood Elementary Homework Policy

1.11

(draft May, 17, 2019 by the Homework Policy Committee)

Revised 6-19-19 by SBDM Council

Approved 2nd Reading on 7/31/19

- Strongly encouraged Enrichment Homework will be given to students to complete for bonus points towards their grades, rewards or other incentives in the classroom/school. Teachers should track student participation.
- Enrichment Homework should be given as a reinforcement of class work (no new material), should be meaningful to the student's learning, and require little to no assistance from parents/guardians (some examples = Fry Words, Book-in-a-Bag, Multiplication, Counting Money, Telling Time, Reading, Reading Logs, Grade Level Independent Assignments/Activities, etc...).
- No consequences will be given as a result of students not turning in the Enrichment Homework assignments.
- Parents/guardians should sign the planner/folder each night indicating they've seen the Enrichment Homework and keep in regular communication with the teacher, however if planners/folders are not signed—students should not receive a punishment/consequence for this.
- Classwork not completed at school should not be sent home as homework; special arrangements could be made between the teacher and parent/guardian to get work completed.
- Up to 3 major projects per school year can be sent home for homework and should count towards 10% of the student's grade.
- Parents/Guardians are encouraged to contact their child's teacher(s) to help determine best possible Enrichment Homework assignments to meet their child's needs.
- Parents are strongly encouraged to include the use of Compass Learning, and other grade level online or other resources recommended by the teacher as a part of their child's enrichment.
- Rewards or incentives will be consistent within each grade level.

Date Adopted: _____

SBDM Chair: _____

SBDM Member: _____

SBDM Member: _____

SBDM Member: _____

SBDM Member: _____

SBDM Member: _____

SBDM Member: _____