



CLASSROOM POLICY

Purpose

The purpose of the classroom policy is to provide a clear framework for teachers, teacher assistants, and substitute teachers on how to prepare for classes, conduct themselves in classes, and post reflection.

Scope

This policy is for all teachers, teacher assistants, and substitute teachers in RAIS.

Policy Statement

The classroom is the front line of education; therefore, it is pivotal that this location be a highly controlled environment. As the majority of a child's life will be spent within these four walls, the utmost must be done to ensure the time they spend there is fully utilized. This will be ensured by a system of checks and balances by other departments. The rationale behind having such a system is that the responsibility of what happens prior, during, and post learning does not only lay on the shoulders of the teacher, but also on the curriculum department, the section heads, homegroups, administration, and even external auditing institutions.

Related Policies and Documents

1. Curriculum

The process of what's taught in the classroom begins in the creation of the curriculum. This of course began at the inception of the school and then is updated annually. The majority of the school's curriculums are aligned, if not entirely based on American National standards - using Common Core State Standards for ELA and mathematics, Next Generation Science, National Curriculum Standards for Social Studies. Then in high school, we have AP subjects to fully prepare the students for their coming high schools.

2. Curriculum Maps

Once the curriculum has been chosen, it is then separated into a map for the entire year that aligns vertically with the strands, standards, objectives, ESLRs, and

resources, and then horizontally in time.

3. Course Outlines

Once the curriculum map is created, the course outline for the year can be created and given to the students to know what is coming and where they are in their year's learning. These are sometimes adapted through the year depending on events or external interferences.

4. Lesson Plans

Using the curriculum maps and the course outlines, the teachers create lesson plans to deliver the curriculum to the students.

5. Quarterly Exams

At the end of each quarter, exams are created to assess the students achievements in their class.

All of the above are checked and signed by the section head then submitted to the curriculum office each semester.

6. Classroom Observations

During the year the teachers are observed by the administration, and also by each other. The teachers in each section always do their best each year to make four visits to other classes (one to a teacher in their field, one outside their field, one of their choosing, and one recommended by the section head.

7. Classroom Conduct

(below material taken from the observation of new teacher's form)

I. CONTEXT/GOAL SETTING
1. Takes Attendance.
2. Evidence of lesson planning.
3. Established clear learning goals (knowledge, understanding, skills).
4. Linked new subject matter to prior learning and/or experience.
5. Provided rubrics or other guides to focus students on goals.
6. Closed the class with a focus on objectives.

II. STUDENT ASSESSMENT

1. Implemented assessment during lesson to gauge understanding.
2. Attended to student questions/comments during lesson.
3. Implemented assessment at the end of lesson to gauge student learning.

III. ATTENTION TO INDIVIDUALS

1. All Students are engaged and solicits students' input.
2. Helped develop awareness of one another's strengths/contributions.
3. Involved whole class in sharing/planning/evaluating.
4. Students are comfortable asking questions/requesting assistance.

IV. INSTRUCTIONAL PRACTICES AND CLASSROOM ROUTINES

1. Varied student groupings: individual; pairs; small groups.
2. Variety of appropriate instructional strategies are used.
3. Made flexible use of classroom space, time, and materials.
4. Communicated clear directions for multiple tasks.
5. Provided effective rules/routines that supported individual needs.
6. Displayed effective classroom leadership/management.

V. QUALITY CURRICULUM

1. Lesson targeted one or more RAIS approved learning standards.
2. Critical Thinking Skills are encouraged.
3. Selected learning experiences appropriate to level of learning.
4. Technology is incorporated into instruction.

Communication

During the first week to two-weeks of a teacher's employment in RAIS, they will be trained by the section head and possibly co-teachers will orient the teachers of what's expected of them.

Policy Review Cycle

- This policy will be reviewed once every three years.
- This policy was last reviewed by the RDOC in October 2026