

# *Garth Elementary School*

## **Policy for Attendance**

The Site Council has adopted the school board for Attendance

**Excused Absences**--excused absences are defined as follows:

- Personal Illness

A student will be permitted a total of six (6) excused absences per year for illness upon presenting a parental note to the school principal or his/her designee. Any student bringing a doctor's excuse will not count toward his/her absences for the first six days.

Medical and dental appointments will be excused only for the time required to complete the appoint.

Appointments, doctor's visits, etc. which must be made during the school day and which can be accommodated in two hours or less will not constitute an absence. For instance, a child may arrive at school and be picked up at 8:45 for a 9:00 appointment. If this child returns to school prior to 10:45 he/she will not be marked absent. If the same child returns at 11:00 he/she will be marked 1/2 day absent. In summary, if a child is out of the building for more than 2 hours of the school day, he/she will be counted 1/2 day absent.

- Serious illness or death in the family
- Number of days excused for a death will be determined by circumstances involved and will be kept to the minimum necessary.
- Attend funerals (only for the time required).
- Religious holidays
- Court appearance when student's presence is required by subpoena or citation.
- Participation in school-related activities sanctioned by the school.
- Cultural and educational activities approved in advance by the Principal.

### **Truancy (definition)**

Any child who has been absent and/or tardy from school without a valid excuse for three (3) or more days is a truant. Parents will be notified and appropriate action taken. After the ninth (9) unexcused absences, a final notice will be issued to the parents of the child. If the child does not return to school and maintain regular attendance, a petition will be filed in District Court or with the Court designated worker. Pupils absent in excess of thirty (30) days may be subject to retention.

## **Procedure for leaving school during the day**

If it is necessary for your child to be released from school during the regular school day, parents must come to the office to sign the students out. The student registration sheet contains information for parents/guardians and two designated emergency contact persons. **Without written authorization** from the parent/guardian, **students will not be released to anyone** other than parent/legal guardian or the emergency contact persons listed on the registration sheet. Social Security # or driver licenses # of these emergency contact persons must be on file in the office and if necessary. Parents/guardians and emergency contacts must have proof of identification before student will be released. **Students leaving during the school should do so only for emergency reason or Doctor Appointments.** Student leaving early will be identified on the report card and attendance system by having a tardy or half day absence.

# *Garth Elementary School*

## **Policy for Conference/Visitation**

Garth faculty and staff always want to maintain close, clear communication with the parents/guardians of students. The following policies are intended to enhance safety, learning and communication.

- *Parents/guardians, and visitors are always welcome!* In order to minimize interruptions, classroom visits will be scheduled through the teacher. As always, parents/guardians need to sign in at the office. Parents/guardians will not drop by unexpectedly to see a teacher during school hours. For the safety of students, it is necessary that office personnel know who is in the building at all times.
- In the morning, parents/guardians are asked to let their children enter the school on their own. If it is necessary to accompany your child due to extenuating circumstances, such as helping carry a project, dropping off medicine, etc., we ask that you register in the office. Faculty members are placed in the corridors, classrooms, and outdoor areas to provide a safe and inviting environment as students enter.
- Parents/guardians will wait outside the building to pick up students at dismissal. If a parent/guardian needs to pick up a student during the day the parent/guardian is to come to the office to sign the student out. The office staff will call for the student and the student will come to the office prepared to leave.
- When students are brought to school after the regular starting time, the parent/guardian will sign them in at the office.
- *Volunteers are welcomed and valued at Garth!* Contact the teacher in advance to schedule volunteer time. Volunteers must sign in at the office before going to the classroom.
- Teachers will be responsible for giving the office written notification of conferences, changes in schedule, and volunteer/visitor schedule.
- All staff, parents/guardians and volunteers must work together to make our school an inviting, yet safe place!

# *Garth Elementary School*

## **Policy for Budget**

- The budget shall consist of all funds received from the Scott County Board of Education.
- The principal shall develop an annual budget in conjunction with the budget committee made up of three members of the Council.
- The budget committee shall submit the budget to the SBDM Council for approval. The Council shall amend the budget as deemed necessary and shall approve the budget.
- The principal shall prepare a monthly financial report and shall submit the report to the Council. The Council shall approve the monthly financial report.
- The principal may transfer funds among various accounts during the fiscal year; however, the budget must balance at all times. The principal shall notify the SBDM Council of any such transfer no later than the next regularly scheduled SBDM Council meeting which occurs after the date of such transfer. This notification shall identify the accounts affected by the transfer, the amount of such a transfer and the reason for such transfer. When practical, in the sole judgment of the principal, the principal shall provide the SBDM Council with advance notice of any such impending transfer of funds at a meeting before such transfer is to take place, and any such advance notice shall be deemed to satisfy the requirement contained in the immediately preceding sentence.

# *Garth Elementary School*

## **Policy for Discipline**

Selection and implementation of discipline and classroom management techniques, including responsibilities of the student, parent, teacher, counselor, and principal, will be under the direction of the principal. The school shall continue to use the School Board policy behavior and conduct matrix.

### **Procedures for Student Responsibilities**

Children are expected to behave and conduct themselves in a responsible way so that all students have an opportunity to learn. Classroom teachers will insure that each child knows what is expected and will monitor student behavior at all times.

Students who are disruptive will be corrected by the adult in charge. Students who continually disrupt the learning environment may be required to take a report home to be signed by the parents. Parents are viewed as partners in the educational process and their help and support is needed and appreciated.

More severe or repeated offenses, such as fighting or blatant disrespect toward staff members, may result in the child being referred to the principal for corrective measures.

**Our goal is to maintain a learning environment where children feel safe and can focus on the learning activities.**

### **Procedure for Dress Code**

Proper appearance has been shown to have a high relationship to behavior. Students and parents must accept the responsibility concerning this matter. Parents may be contacted when a student's appearance is considered a possible detriment to the educational process and orderly operation of the school. Teachers ask your assistance in sending your child to school in clothing that will not restrict your child's activities.

The following types of clothing are inappropriate:

- Types of clothing that have a bare midriff, bare back, or spaghetti straps, including halter-tops.
- Hats, caps, scarves, etc. while in the building.
- Clothing that advertises drugs, alcohol, or that has obscene language or suggestions.
- Mesh type shirts or jerseys.
- Sunglasses while in the building.
- "Flip flop," backless, or platform shoes may NOT be worn on the playground. It is also recommended that students not wear these types of shoes at any other time while at school, as they often contribute to injury.

### **Procedure for Lunchroom Behavior**

Lunchroom behavior will be monitored by the lunchroom staff. Please talk with your child and encourage them to follow the cafeteria rules so that all may enjoy a comfortable and pleasant lunch period. A lunchroom behavior plan has been developed. Specific rules and consequences are as follows:

**Cafeteria Rules:**

- Stay in seat.
- Talk in a Level One (low voice) voice.
- Use good manners.

**Consequences:** Listed by number of offenses.

- **First Offense:**  
Verbal warning to student.
- **Second Offense:**  
Student is placed at a time-out table and given lunchroom behavior slip to be signed by teacher and parent. Student will be required to eat at the time-out table until note is returned to the lunchroom staff.
- **Third Offense:**  
Student is again given a time out slip to be signed by teacher and parent. The student is required to go to another classroom during his or her regular lunch period. After all other students are served (1:00), the student will be sent to lunchroom to eat alone and supervised by lunchroom staff. This disciplinary action will be administered for three consecutive days.

# *Garth Elementary School*

## **Policy for Head Lice**

Children are to be screened symptomatically. That is, those who exhibit itching, scratching, or visible signs of lice or nits will be screened.

- Certified staff will make referrals for screening.
- Upon diagnosis, parents or emergency contact person will be contacted as soon as possible. A positive identification includes either nits or lice.
- Children with nits (lice eggs) or live lice will be excluded from school until they present a clearance from their physician or the Health Department.
- Once a child is identified as having lice or nits, they will be excluded from the classroom.
- Information to educate and inform the Garth community will be sent home two or three times a year.
- One excused absence will be given following a report of head lice or nits.
- Unexcused absences will be given after that time and the attendance policy guidelines for Scott County Schools will be applicable.
- Repeated incidents of head lice or nits will result in the following:

A referral will be made to the school Family Resource Center after the second incident within a school year. A referral will be made to the Department for Social Services after the third incident within a school year. A notification letter will be given to students in a classroom were head lice/nits have been detected .

# *Garth Elementary School*

## **Policy - Procedure for Instructional Practices**

Planning and resolution of issues regarding instructional practices will be under the direction of the principal and Program Committee. New programs or significant changes in instructional practices will be discussed with the council prior to implementation.

### **Curriculum:**

1. Strong school-wide focus on basic and advanced skill instruction:
  - Primary skills books
  - Early literacy / guided reading
  - PASS Test
  - Accelerated Reader
  - Modeled Writing for primary classrooms
  - Math series
  - Quest math techniques incorporated
  - Technology should be integrated within all grade levels (K-5)
  - All grade levels (K-5) have access to home reading materials from the media center
2. School curriculum aligned with Kentucky's Curriculum Framework both horizontally and vertically.
  - Curriculum grids dated and content taught and assessed.
  - Units designed utilizing KY Core Content for Assessment, Program of Studies, and Schelechy's 10 Design Qualities.
  - Curriculum documents revised on a yearly basis.
  - WOW
3. School-wide initiatives promote writing literacy.
  - Staff members serve as writing portfolio pals to students.
  - Release time provided for fourth grade teachers to conference with students in the spring.
  - Preliminary scoring conducted in early spring.
  - Fourth grade portfolio night to encourage student progress.
  - Modeled writing program implemented in primary classrooms. (Train the Trainer concept)
  - Writing folders maintained and passed on throughout the primary grades.
  - Graphic organizers utilized for writing on-demand at all grade levels.
4. Principals and staff developer collaborate with classroom teachers to teach open-response questions.
  - Students assessed on a regular basis using open-response questions.
  - Students rework open-response answers until proficiency is attained.
  - Assessments contain cued and un-cued open-response questions.
  - Students utilize the three-column method as an organizational tool.
5. Testing scrimmage analysis meetings conducted two times per year.
  - Fourth and fifth grade students participate in a CATS simulation two times per year.

- Third grade students participate in PASS simulation test three times per year.
- All Garth staff members analyze test scores in after school meetings.
- All Garth staff members develop strategy and implementation plans for instructional improvement.

6. Each teacher will use academic social behavior outcome sheets to plan for student success in each grade level. *\*Academic and Social Behavior sheets are attached.*

### **Procedure for Special Programs:**

Site base Council recognizes that these programs are an integral component of our curriculum. Selection of extracurricular programs and determination of policies relating to student participation based on academic qualifications and attendance requirements, program evaluation, and supervision will be under the direction of the principal.

- Garth functions as a Title One school including reading recovery for first grade students.
- Gifted programs are available for third, fourth, and fifth grade students.
- Garth Singers
- Garth Academic Team
- National Geography Bee
- Extended School Services (ESS)
- Enrichment Camp
- Summer school program
- Peer Mediation Program
- DARE
- 4H
- Junior Achievement
- Partnership with Education
- Big Brothers/ Big Sisters
- Georgetown College Teacher Assistant program
- First grade Spanish education
- Book It Program
- Friendship Store
- Fifth Grade Trip
- Migrant Workers
- ESL
- STLP
- Yearbook
- Recognition program testing results
- Grant for Arts & Humanities program (guest performers/artist)
- Art Sense



## **Procedure for Parent Involvement:**

Site Base Council recognizes parent involvement as a vital support for daily curriculum. All parents are welcome to participate after receiving volunteer training (volunteer training is brief and free). Lunch is provided for any parent who volunteers for a whole day.

- Free lunch to parents that volunteer all day long
- Free volunteer training program
- Monthly PTO program
- Family Resource Center
- Open House
- Show What You Know Fair
- Arts and Humanities Day
- Grandparents Day
- Field Day
- Carnival
- Santa's Workshop
- Teacher Appreciation Day
- Home Room Parent Program
- Summer Reading Program (tickets for books read/chapters read)
- Weekly Newsletter and progress reports
- Agenda books purchased for fourth and fifth graders
- Parent workshops
- Site Base Program
- Health/Career Fair

# *Garth Elementary School*

## **Policy for Homework**

Homework is an extension of the school day. This work will vary from student to student and will reinforce a skill in which a child has previously received instruction. Nightly reading is considered an important component of our daily curriculum. In addition to practice for students, homework gives parents the opportunity to monitor progress. Parents should assist by providing a quiet comfortable space for the student to work. **Homework is not an option.** Parental support is crucial, especially during these years when students are developing their study skills.

# *Garth Elementary School*

## **Policy for Make-Up Work**

A child who misses school because of an excused absence will be allowed to do make-up work as long as a written note stating reason of absence is provided. This work, though important, cannot fully cover all discussion and activities that take place during the school day. To obtain make-up work, please send a note with a neighbor, brother or sister, etc. **at the beginning of the school day** to notify the teacher for the need of make-up work. Someone may pick-up work from the office or classroom teacher during the last 15 minutes of the day or after school. Your cooperation will ensure that classroom routines and student learning are not disrupted during the school day. **Any work missed without an excused absence will result in a grade of 0. Likewise, any work missed with an excused absence and not made-up by the student will result in a 0.**

# *Garth Elementary School*

## **Policy for Movie and Television**

- Movies and television programs shown during school time shall be related to the classroom curriculum and shall be appropriate for the age and developmental stage of the students to whom such movies and television programs are shown.
- Movies and television programs shown for pleasure must receive prior approval of the principal.
- Movies must be rated "G". If a teacher wants to show a movie with other than a "G" rating, approval of the principal and permission from parents shall be obtained prior to the showing. Alternative activities shall be planned for those students whose parents do not want them viewing the movie.

# *Garth Elementary School*

## **Policy for Field Trips**

Field trips and/or extra curricular activities attended during school time shall be related to the classroom curriculum and shall be appropriate for the age and developmental level of the students for whom such field trips and/or activities are planned. All field trips and activities must receive prior approval of the principal in accordance with guidelines and/or policies. Any trip or activity asking students to pay for the cost (either partially or wholly) must be accompanied by a letter to parents explaining pertinent information including trip destination, location, date, time and cost of the trip per child. No child shall be excluded from a field trip or activity because of inability to pay for the cost of the trip and/or activity. Students identified according to federal, state or Scott County Schools guidelines as recipients of free lunch and approved for waiver of fees may contribute to the trip/activity but are not expected to pay.

Parents who do not want their child to participate in a field trip or extra curricular activity may ask the principal to excuse their child. A student's grade will not be adversely affected if a parent chooses not to allow their child to participate in the field trip or activity. An alternative activity may be substituted as deemed appropriate by certified staff and with consent of the principal.

Field trips are part of the curriculum and must relate to the area of study. Students are expected to attend. No student is denied the trip for inability to pay. Field trips should be an activity the child would not ordinarily have, may not exceed 10 school days, and should not overlap another grade level trip. Field trips and supplies may not exceed \$100 for the year except for 5<sup>th</sup> grade trip. The school director will not give post approval for field trips.

### **Planning the trip:**

- Complete the Field Trip Consultation Form including instructional focus and cost. Teams should determine the number of chaperones riding the bus (the same for each class).
- Submit to principal for approval.
- Upon approval, a teacher or assistant may make arrangements.
- See bookkeeper at least two weeks in advance for transportation request if using Scott County buses.
- Board approval form is required if using private transportation.
- Complete lunch count on both forms. The cafeteria manager must have the lunch count two weeks prior to the trip.
- When bus request is approved have secretary put the trip on the master calendar.
- Send trip information and permission slips to parents at least two weeks in advance.
- When using a Scott County bus, only chaperones may ride the bus. Younger siblings or students that do not attend Garth may not ride the bus.

### **Day of the trip:**

- All students must have a written permission slip. **NO SLIP - NO TRIP! Phone calls are not acceptable.**
- Office personnel will notify the class when the bus arrives.
- Provide the bus driver with a list of students on the bus. Include each student's address and phone number.
- Leave trip itinerary and class roster with the location of all students in the office.
- Have a roster for each bus in use.

**Garth School**  
**Teacher – Principal Consultation Form for Field Trips**

Please use a separate form for each field trip request.

1. Name of teacher: \_\_\_\_\_
  
2. Classes involved in the trip \_\_\_\_\_
3. This trip is (check all items that apply)  
Local, requiring no transportation \_\_\_\_\_  
Local, requiring school bus transportation \_\_\_\_\_  
Extended 50+ mile \_\_\_\_\_
  
4. Destination: Address: City: State: \_\_\_\_\_  
\_\_\_\_\_
  
5. Date of the Trip: \_\_\_\_\_  
(If within 2 weeks of the ending of school year, see principal before proceeding further)
6. Purpose of trip: Attach Core Content and how it will be taught.
  
7. Estimated departure time: \_\_\_\_\_  
Estimated return time: \_\_\_\_\_
  
8. Will students be excluded from this trip?      Yes                  No  
  
Reason: \_\_\_\_\_
  
9. Number of Students \_\_\_\_\_                  Number of Buses needed \_\_\_\_\_  
Number of Adults \_\_\_\_\_
  
10. Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Principal's Section**

Approved, proceed with trip preparation. \_\_\_\_\_

Approved with these revisions: \_\_\_\_\_

Disapproved for the following reason(s): \_\_\_\_\_

Principal's Signature \_\_\_\_\_

# *Garth Elementary School*

## **Policy for Acceptable Use of Electronic Resources (E-mail / Internet)**

Scott County Schools supports the rights of students, employees, and community members to have reasonable access to various information and formats, and believes it is incumbent upon students, employees, and community members to use this privilege in an appropriate and responsible way. Specific guidelines for using electronic resources will be shared with students and parents. Students and parents must sign acceptable use policies. Violation of these guidelines may result in the loss of electronic privileges.

# *Garth Elementary School*

## **Policy for Retention**

The faculty and staff at Garth have worked together to design outcomes for each grade/primary level based upon national standards in each content area, Kentucky's Program of Studies, and Core Content for Assessment. This helps to ensure that each child has the foundation necessary for moving on to the next level. Each grade/primary level has a document outlining the minimum criteria that must be met by each child before advancing to the next level or grade. This document, along with the student's progress toward meeting the expectations, will be shared with parents by the child's teacher. Primary students who by mid-January are in danger of not meeting expectations will be "red flagged." Teachers will then meet with parents to determine what steps to take in order for the child to be able to successfully move on to the next level. Retention may be required.



# *Garth Elementary School*

## **Policy for Medication/Administration**

On entering the building, all medicines (prescription and/or over the counter) must be registered in the front office and stored in an appropriate location.

Students requiring medication during the school day should bring the following:

- Medicine in the original container including student's name, name of the medication, dosage, and physician's name.
- Permission slip from guardian including student's name, name of medication, dosage, time(s) to take medicine. Parents need to provide a list of potential side effects and any special instructions as needed.
- Parents should send a written notification to the child's teacher when child is taking any type of medicine (even if medicine isn't taken during the school day).

## **Procedure for Accident Reports**

In the event of an accident, or when a child must come to the teacher or office for first aid of any type, an accident report must be filled out by the supervising teacher. These reports are monitored. Students having excessive injuries may be asked to evaluate their recess behavior and make changes to reduce their at-risk behavior.

Parents will be notified of injuries at the discretion of school personnel with student input. Specific concerns or special needs for your child, communicate these to your child's teacher!

# *Garth Elementary School*

## **Policy - Primary Program**

### Primary Program

Garth primary program shall be defined as kindergarten through entrance into fourth grade.

### Enrollment in the Primary Program

Children entering the primary program must be five (5) by October 1<sup>st</sup> of a given year. Children progress through the primary program at their own rate. Most children will complete primary in four years. However, children have up to five years of primary to develop the necessary skills for success in fourth grade. Exceptions will be decided upon on an individual basis with teacher, parent and principal in agreement. The decision to have a child spend a fifth year in primary shall be at the school level based on standards set forth by the Kentucky Department of Education and the Scott County School district. The final decision will remain with the principal. The principal will base his/her decision on teacher recommendation, student progress reports and work samples.

### Assignment of Staff to the Primary Program

Appropriately certified teachers will be assigned to the primary classrooms based on enrollment. Instructional aides will be assigned to assist primary teachers as follows: \*Kindergarten will receive instructional assistant of one per classroom for the entire day. Grades 1-3 will receive instructional assistant of one per 5 classroom ratio for the entire day.

Due to implementation of the Early Literacy Program (guided reading), Title I teachers, instructional assistants and staff will be assigned to work with first through third grade students on literacy skills. Special needs teachers will be assigned using the same scheduling as the rest of the school.

Art, Music, and Physical Education will be assigned using the same scheduling as the rest of the school.

### Organization of the Primary Program

The primary program shall be organized to ensure the continuous progress of each child enrolled. Children will be placed in a home base group and will be flexibly grouped for instruction according to their individual skill level. Children will work in the skills group or groups that best meet their individual needs. Communication between grade level teachers is essential to achieve this expectation. Parents may state a preference for placement by May 15<sup>th</sup> of the preceding year the child begins at the first grade level. Teachers will prepare a balanced list of students for the next year. Final placement of students will be at the discretion of the principal after the current teachers meet with the principal and parent requests have been reviewed. Parent request will be honored when possible. The final placement of students shall take place by July 30<sup>th</sup>. Special needs students will be placed in

mainstreamed groups with their peers. However, they will receive individualized help in a resource and/or collaboratively in the classroom as stated in the students Individualized Evaluation Plan (IEP) which is decided upon by the Admission and Release Committee (ARC).

#### Multi-age / Multi-ability

All primary classrooms must spend some time in a multiage group. This time can include but is not limited to early literacy groups, buddy reading, special activities, culminating activities, cooperative learning groups and discovery learning. These activities will be reflected in planning time and lesson plans. Multi-age/multi-ability group grouping should not be greater than two years.

#### Instruction/Curriculum

Teachers of primary-aged children will use a variety of instructional strategies that insure the successful progress of each child. These will include a mixture of whole group instruction and small flexible groups for direct instruction and skill development, as well as independent work.

They will also use developmentally appropriate practices, which include an integrated curriculum, learning centers, process writing, discovery learning, writing across the curriculum, thematic units, guidance of social and emotional development, hands on activities and multi-sensory activities, balanced by teacher-directed and child-initiated activities and technology incorporated into classroom curriculum. Teachers will incorporate cooperative learning and discovery learning, when necessary, to ensure continuous progress.

Teachers will use a combination of reading text books and real literature with a strong emphasis on phonics, sight word recognition and comprehension for reading instruction. The writing process and basic grammar skills, as well as basic math skills and problem solving strategies will also be emphasized.

Professional teamwork and common planning time will be provided and set up by the Site Based Council.

All teachers will be provided with individual plan time in the master schedule during the school day. The whole primary staff, including special education, Title I and special area teachers will plan together at the beginning of each nine week grading period.

Garth Elementary school's curriculum is based upon the Kentucky Department of Education's Core Content. This curriculum is designed to:

- address appropriate age and developmental levels
- provide in-depth study of significant concepts
- integrate skills and processes that will prepare students to be self-sufficient, productive, and useful citizens with opportunities for application
- demonstrate the belief that all students can learn by offering a challenging curriculum and address a common academic core
- demand higher order thinking and problem-solving from all students
- address the learning needs of all students while maintaining high expectations
- coordinate what we teach with intermediate level in our district so that students do not end up with learning gaps or waste time repeating content they already mastered.

An annual review of state and district standards will be necessary to ensure appropriate alignment of the primary program at the local (school) level.

### Assessment

Children will be assessed using the district and state guidelines. They will be assessed by other developmentally appropriate methods which may include but are not limited to teacher observation, anecdotal records, student products or performances, collections of student work sample and checklists. Teachers will also use teacher-made tests, commercially prepared tests, and tests that come with adopted texts to provide information on each child's progress. Student progress will be reported to parents each nine weeks with a district designed student report card. Each four and one half weeks parents and/or guardians will receive a progress report for students K-3. Reports to parents may include anecdotal records, teacher-made tests, and parent-teacher conferences, writing pieces and performance tasks. Each level of the primary program shall complete one open response per each nine weeks.

### Use of School Space

The principal along with the Council shall meet and discuss the appropriate arrangement of classrooms within the building. They will assign space use in a manner that will take each student's developmental needs into account, implement the Consolidated Plan, and maximize staff opportunities for sharing resources, mentoring and collaborating with teachers and students.

### Positive Parent Involvement

Teachers will actively seek ways to increase positive parent participation in primary classrooms. The school staff will involve parents in as many ways as possible to strengthen the connection between home and school in order to better support the student's learning. The Parent-Teacher Organization (PTO) will support this by initiating bi-monthly meetings with grade level performances to encourage parent involvement in school. The volunteer coordinator will provide flexible time for parents to be trained in the parent volunteer training process.

### Successful Completion of the Primary Program

KRS 158.6451 is a set of goals that exiting primary students must successfully complete in order to advanced to fourth grade. Successful completion of the primary program is on an individual student basis. In order to support this, teachers must have evidence of success. Examples include but are not limited to teacher observations, anecdotal records, student products/performances and evidence of student self-reflection or assessment.

The development of the exiting primary student shall be consistent with the performance expectations of fourth grade students. A school team, which includes the parent, will consider and recommend the appropriate early or delayed exit of any student in the primary program. The review process will take place at least thirty (30) days before such decisions take effect.

There are several learning goals of KRS 158.6451 that should be the focus of deciding if a student is eligible for exiting the primary program. Those learning goals are as follows:

- Student expresses himself /herself clearly and effectively in oral and written form.
- Student processes oral and written information as evidenced through listening and reading.
- Student demonstrates confidence in his/her ability to communicate.
- Student applies mathematical procedures to problem solving.

- Student applies mathematical concepts including computation, measurement, estimation and geometry.
- Student collects, displays, and interprets data.
- Student demonstrates use of monetary value in an economic system
- Student demonstrates appropriate and relevant investigation skills to solve specific problems in real life situations.
- Student creatively expresses ideas and feelings.
- Student applies democratic principles in relationship with peers.
- Student identifies contributions of diverse individuals, groups and cultures
- Student demonstrates responsibility for personal belongings.
- Student displays self-control and self-discipline.
- Student accesses appropriate resources for learning in school, at home, and in the community.
- Student participates in group activities cooperatively.
- Student chooses appropriate processes and strategies to solve given problems.
- Student applies previously learned knowledge and concepts to new situations.

In order to determine if a student has accomplished the above criteria the teacher shall collect a variety of student work samples, complete observational checklists of academic, social and developmental progress and maintain anecdotal records.

# *Garth Elementary School*

## **Policy - Student Placement**

The principal, working in collaboration with classroom teachers, special education teachers, special area teachers, and the school counselor, will prepare assignments for the current students to classes for the following year by June 1.

Criteria to be used by the teachers and the principal in making students assignments for balanced diverse classrooms will be:

- Academic performance of the student
- Learning style of the student
- Student behavior and potential for interpersonal conflict
- Instructional needs of the student
- Gender
- Ethnicity
- Class size
- School schedule

Although parent requests for **specific teachers will not be permitted at this time**, parental input to the child's current teacher or the principal about specific educational reasons/specific needs/characteristics shall be considered. This parental input should be in writing addressed to the principal no later than May 18 of the current school year and include characteristics of the child and how the child learns best, plus the type of teacher characteristics needed for this child to learn best. However, the need for balance in each classroom shall have first priority.

Students enrolling in the summer will be assigned to a classroom based on information received from the sending school with respect to demographics outlined above.

Students enrolling during the school year, or those students enrolling in the summer about whom no information is received, will be placed in the appropriate class with the fewest number of students unless, in the principal's judgment, there are extenuating circumstances where such a placement would not be in the best interest of the child's education.

Submitting a concern is only one determining factor in placing a child. Thus, submitting a request DOES NOT guarantee a particular class assignment.

Student class lists and supply lists will be posted in the front hallway of the school two weeks prior to the beginning of school to be viewed by parents. After the school year has begun, any request for classroom placement change will be considered by all parties involved, with the final decision resting with the principal.

# *Garth Elementary School*

## **Policy for Schedule**

Determination of the schedule of the school day and week, subject to the beginning and ending times of the school day and school calendar year as established by the local board, will be under the direction of the principal.

The school shall continue to operate with the schedule in place. A scheduling committee made up from the Program Committee will evaluate the schedule and make adjustments as necessary. A master schedule will be presented to the Council at the August meeting.

# *Garth Elementary School*

## **Policy for School Space**

Determination of use of school space during the school day will be under the direction of the principal. The principal shall determine the use of school space during the school day through consideration of the following factors:

- Federal, State, and Board policies, requirements, and restrictions
- Primary, grade level, and team groupings
- Adequate space and ventilation
- Curriculum needs

Any changes made will be discussed with the Council by the Principal. Classroom assignments shall be tentatively made prior to the closing of the school year. Staff members will be notified in writing prior to the opening of the school year if any space reassignments have been made.

# *Garth Elementary School*

## **Policy for Selection of Certified Staff**

Prior to any new position being created, the council will be involved and share in the decision making.

*For purpose of this policy, "vacancy" means*

- a position that did not previously exist but which can now be funded
- a position previously held by an employee who has now left the school
- a position held by an employee who has made a written statement that he or she will leave the school.

### **Work of the Principal or Designee**

The principal may appoint an Ad Hoc Committee of no more than 5 previously appointed people, including the principal and one site-base council member to assist in the following:

- Start reviewing all application and references received from the Superintendent, with in 10 days of the posting of the position
- Develop a list of questions to be asked to each applicant and a set of criteria for a strong candidate.
- Request additional applications from the superintendent if necessary.
- Select applicants and interview them.

### **Council Consultation-**

The Council shall go into closed session for one or more of the following:

- The Council may direct the principal to look for specific qualifications
- Hear the principal's report on the merits of the applications received.
- Allow general discussion among Council members about the applicants.
- Provide any additional input requested by the principal.

### **Selection by Principal**

- After consultation from the Council, the principal shall select the person he or she believes will contribute most to the success of the school's students and notify the superintendent of his of her choice.
- The superintendent shall complete the hiring process.



# *Garth Elementary School*

## **Policy of Employment of Principal**

The school council shall select the new principal from among those persons recommended by the local Superintendent. Personnel decisions made at the school level shall be binding on the Superintendent who completes the hiring process. The Superintendent shall provide additional applicants upon request. The Superintendent shall appoint a person to chair council meetings (in the absence of a vice-chair) in the selection of a new principal.

### **Definition**

Vacancy: a vacancy is created in the position of Principal by the resignation, removal, transfer, or death of the current Principal and the Superintendent declares a vacancy.

### **Notification**

The council will notify the Superintendent of its intent to interview and select a Principal.

### **Interview Committee**

The interview committee shall consist of the SBDM Council, excluding the Principal and any member of the Council who may be a candidate, from which a staff member or parent member shall be selected to chair the committee.

### **Council Actions**

- The Council shall select a chairperson for the interview committee.
- The Council will review the bylaws and Robert's Rules of Order to determine the procedures to be followed.
- The Council shall develop criteria for the selection of a Principal after consulting with the faculty and parents.
- The Council shall request from the Superintendent a list of candidates to be interviewed.
- The Council shall conduct the interviews with the candidates who are initially recommended by the Superintendent.
- The Council may ask the Superintendent for additional candidates from the available pool or to advertise the position again.
- The Council shall notify the Superintendent of its decision.

# *Garth Elementary School*

## **Policy for Staff Development**

The principal is the key component of ongoing staff development. When possible a Curriculum Director should be staffed for this position. Responsibilities include:

- Modeling lessons
- Developing lessons
- Writing grants
- Providing staff development
- Locating materials
- Working with gifted students

Team Curriculum Analysis meetings conducted several times throughout the school year.

- Meetings are to be held during the school day
- Mandatory team planning to take place at least once per week.
- Cover outcome and all core content areas
- Develop units and develop format to be kept year to year
- Release time provided with professional development funds
- Provide follow-up to analysis meetings by working with teachers as determined by individual needs

All staff development should be found in the consolidation plan or personal growth plan.

# *Garth Elementary School*

## **Policy Student Cell Phone**

Garth Elementary will adopt a “no cell Phone” for student policy effective immediately. This means that student will not be permitted to bring cell phones to school.

We feel that students are given the privilege to call parents when necessary using the classroom/office phone. There is no reason students should have cell phones at school. Parents may call the office and /or teacher to get a message to their child during the regular school day.