Selecting A New Principal  
Policy 1.1

<table>
<thead>
<tr>
<th>The Law:</th>
<th>KRS 160.345 Section 3(2)(1) says, “If the vacancy to be filled is the principal, the school council shall select the new principal from among those persons recommended by the local superintendent.”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Policy:</td>
<td>The school council shall review the applications and support materials of all candidates submitted by the superintendent. They shall determine which candidates will be considered finalists and shall conduct background checks of these candidates. From the finalists, the school council will interview at least two candidates. After discussion and review, the school council shall recommend a candidate to the superintendent. If the school council is unable to make a decision by consensus or majority vote, they shall ask the superintendent to submit additional qualified applications.</td>
</tr>
</tbody>
</table>
Personnel Selection Policy
Policy 2.1

Fairview Independent School District                                Fairview Elementary School

The Law
KRS 160.345 Section (2) (1) requires that the principal consult with the site based council in making the final recommendations to employ staff at the school.

Policy Statement
An Interviewing Committee will be appointed by the Principal to review applications with the Principal. The Interviewing Committee will be made up of teachers, parents, administrators, and/or other interested parties who wants to participate on the committee. After the deadline for applications, the Interviewing Committee will meet within 2 to 3 days to screen the applications. Applicants will be narrowed to a small number (approximately 5). The Interviewing Committee will go into closed session to review applications, but return to open session to select the applicants for interviews.

The committee will send screened applications to the SBDM council. The SBDM Council will call the references listed on the screened applications for recommendations as needed. Those members who are available will then interview the applicant(s) and make recommendations to the Principal. The SBDM Council will go into closed session to conduct the interviews and to consult with the principal after interviews are completed. The principal, after consultation, will make the final recommendations to the superintendent.

Part Time
Part time positions will be filled from current teaching staff if at all possible, and then from current qualified staff before going outside the school. Part time positions may include ESS teachers, coaches, tutors, aides, etc. The hiring of part time people is done by the principal in consultation with the SBDM Council.

Unavailability will be determined by failure to appear at a properly called regular or special council meeting under the Open Meetings Law.
# School Curriculum Policy

## Policy 3.1

Fairview Independent School District  
Fairview Elementary School

<table>
<thead>
<tr>
<th>The Law</th>
<th>KRS 160.345(2)(i)1  Determination of curriculum, including needs assessment and curriculum development: Developmentally appropriate practices for students, including but not limited to integrated curriculum, learning centers, process writing, discovery learning, writing across the curriculum, thematic units and special projects; how authentic assessment and qualitative reporting will be done for students.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Policy</td>
<td>Curriculum committees and the SBDM Council will be involved in determining an appropriate curriculum. The curriculum will be determined by the Curriculum Committee, SBDM Council, and the District Assessment Coordinator from a needs assessment and test scores with teacher and parent input. Core Content for Assessment will be the primary curriculum document. Core Knowledge, which is an effective research-based, spiraling curriculum model will aide in the implementation and instruction of Kentucky’s Core Content for Assessment. Multiple service options will be provided for those students who have been identified as gifted and talented. These should be qualitatively differentiated, be commensurate with the individual students’ needs, interests, and abilities, and should facilitate continuous progress as specified in 704 KAR 3:285. Service options may include but not be limited to:</td>
</tr>
</tbody>
</table>

- Various acceleration options
- Collaborative teaching and consultation services
- Special counseling services
- Differentiated study experiences for individuals and cluster groups in the regular classroom
- Distance learning
- Enrichment services during the school day
- Independent study
- Mentorships
- Resource services delivered in a pull-out classroom or other appropriate instructional setting
- Seminars
- Travel study options
- Special schools or self-contained classrooms, grades 4-12 only
- Advanced placement in honor courses
Committee Structure Policy
Policy 4.1

The Law:  KRS 160.345(2)(c)2  Committees: To determine if committees are to be established. If established, the committee policy must address: facilitation of the participation of interested persons, number of committees needed committee jurisdiction, composition, membership process.

Policy:  Standing committees shall be appointed to aid the council. Each standing committee shall consist of at least three (3) people: two/three teachers and one parent if at all possible. Teachers should represent both primary and intermediate levels if possible. Standing committees shall make recommendations to the council and the council shall have final authority. The number, type, and representation shall be determined by the council. All standing committees shall be formed by the council chairperson and approved by the council. Titles and responsibilities of all standing committee members shall be disseminated to all parents, faculty, and staff members with a form for them to record their interests in committee assignments. Parents, classified employees, and community representatives shall be selected and approved by the council.

Standing committees shall consist of the following committees by title:

1. Curriculum/Textbook  
2. Professional Development  
3. Component Manager  
4. Discipline  
5. Consolidated Plan  
6. Scheduling  
7. Policy

General Duties:  All committees shall have as their general duties the following duties listed under their committee headings in particular.

1. Meet regularly (preferably once a month).  
2. Keep minutes of meetings and send a copy to the principal.  
3. Encourage parent participation on committees.  
4. Develop policies for implementation of recommendation and present such policies to the Council.  
5. Report to the Council on actions that need to be taken.  
6. Keep the Council up to date on actions of the committee.
<table>
<thead>
<tr>
<th>Committee</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum/Textbook Committee</td>
<td><strong>The Curriculum/Textbook Committee</strong> shall review test scores and other assessment data to make recommendations as needed to improve instruction for greater student achievement. Curriculum maps and guides will continue to be works in progress and reviewed by the committee annually with adjustments being made as indicated.</td>
</tr>
<tr>
<td>Professional Development Committee</td>
<td><strong>The Professional Development Committee</strong> shall use the Consolidated Plan to make recommendations for in-service programs that will help meet the needs of faculty and staff. The Professional Development Committee shall be in charge of the meeting room and such comforts as they can afford at in-service meetings.</td>
</tr>
<tr>
<td>Component Managers</td>
<td><strong>The Component Managers</strong> will be responsible for compiling the Consolidated Plan Implementation and Impact Checklist information received from individual teachers on a monthly bases. Upon request from the Council, the Component Managers will report progress in the component to which they are assigned.</td>
</tr>
<tr>
<td>Discipline Committee</td>
<td><strong>The Discipline Committee</strong> shall be responsible for reviewing the School Discipline Policy and making recommendations for changes and adjustments as needed. All individual student discipline issues will be administered by teachers and/or principal according to the Discipline Policy.</td>
</tr>
<tr>
<td>Consolidated Plan Committee</td>
<td><strong>The Consolidated Plan Committee</strong> shall develop the annual consolidated plan in conjunction with the principal and the District Assessment Coordinator according to the timeline established by the Kentucky Department of Education. The plan, upon completion, will be presented to the Site Based Council for approval.</td>
</tr>
<tr>
<td>Scheduling</td>
<td><strong>The Scheduling Committee</strong> will review annually the school schedule and make recommendations to the Council for the purpose of improving student achievement.</td>
</tr>
</tbody>
</table>


| **Policy Committee** | **The Policy Committee** will review annually all Council policies in accordance with State requirements for SBDM Councils. Amending and/or making recommendations for adding policies as needed.  

The committee then presents any changes to the Council for review and approval. If a policy is in question, the Kentucky Association of School Councils will be asked to review the policy and make recommendations. After the KASC review, revisions will be made as needed.  

The committee shall include at least one member of the Site Based Council. |
## Assignment of Instructional & Non-Instructional Staff Time
### Policy 5.1

**Fairview Independent School District**

**Fairview Elementary School**

<table>
<thead>
<tr>
<th><strong>The Law:</strong></th>
<th>KRS 160.345(2)(i)2 Assignment of all instructional and non-instructional staff time: Assignment of all instructional aides' and teacher's staff time.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rationale</strong></td>
<td>The State of Kentucky mandates that students receive 360 minutes of instruction each day and have instruction 175 days per year unless additional days or minutes are also set by the local board of education. Assignments of staff times will be made to meet these mandates.</td>
</tr>
</tbody>
</table>
| **Policy** | The instructional day will be a minimum of 6.0 hours in length. Recesses, lunches, or any non-instructional time will not be included in the instructional day. Staff is required to report to the school at least 15 minutes before the instructional day begins and stay at least 15 minutes after the instructional day ends.  

The Principal shall assign instructional and non-instructional time in a manner that supports implementation of our Consolidated Plan. Every effort will be made to secure common planning time for same grade level teachers according to our Consolidated Plan. |
## Assignment of Students
### Policy 6.1

<table>
<thead>
<tr>
<th>The Law:</th>
<th>KRS.160.345(2)(i)3</th>
<th>Assignment of students to classes and programs within the school and/or how families will have input into which classroom their child is in; how special needs students will be included.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rationale</td>
<td>Students need to be assigned to classes based upon some rationale that does not give preference to some students and not others. Student preferences also causes groups of similar background students to be placed together and avoids diversity.</td>
<td></td>
</tr>
<tr>
<td>Policy</td>
<td>Staff will work together in determining homeroom rosters which will be submitted to the principal for consideration. The Principal will then assign students to homerooms. An even mixture of ability level students will be placed in each homeroom. Behavioral problems and students who may be negatively influenced by others will be separated if possible. Changes in homerooms can only be made in extreme situations and as a last resort. Changes after the school year begins will only be made by the Principal.</td>
<td></td>
</tr>
</tbody>
</table>

Parents can, however, present their concerns to the principal. The principal will consider any request for change and make his/her decision based upon cap size, ability level, and behavioral problems in the classroom for which the child is being considered for placement. All decisions will be made in the best interest of the child and the school community.
Writing Portfolio Policy
Policy 7.1

Fairview Independent School District                              Fairview Elementary School

**Rationale**  Students in the fourth grade must have writing portfolios for State grading. It is too much to expect fourth grade teachers to begin from scratch and help the students develop a portfolio during a one year period. Students may begin a portfolio in Kindergarten and keep improving it through fourth grade. Students also need to be well aware of the requirements of a portfolio before they reach fourth grade.

**Portfolios**  Students may be helped with spelling or other writing skills, if they ask, but the students must write their own work. The teacher may not write dictation for the child and claim it for a portfolio entry unless the child’s IEP specifically directs it.

**Policy**  Students must have a working Writing Portfolio appropriate to grade levels before entering the next grade level. Portfolios will be passed to each succeeding grade level teacher.

P1-P3 will begin in the Fall of 2000-2001 to build a working portfolio.

**Fourth Grade/P4**
- One (1) Transactive Piece
- One (1) Personal Narrative
- One (1) Imaginary Piece
- One (1) Reflective Piece

**Fifth and Sixth Grades**
- Two (2) Transactive Pieces
- One (1) Personal Narrative
- One (1) Imaginary Piece
- One (1) Reflective Piece

Adjustments to portfolios for students who enter school after the beginning of the school year, will be made by the Principal or District Assessment Coordinator according to date of entry into our system. Requests for portfolios will be made by office personnel when requesting records.
## Instructional Practices Policy
### Policy 8.1

<table>
<thead>
<tr>
<th>The Law:</th>
<th>KRS 160.345(2)(i)6 Planning and resolution of issues regarding instructional practices: Implementation of school-wide instructional models that require teachers to use specific methods should be included in the policy.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Policy</td>
<td>The teaching staff will use ethical instructional practices that comply with state and local board policies. Non-compliance will result in reprimands or possible dismissal.</td>
</tr>
</tbody>
</table>
The Law: KRS 160.345(2)(i)(8) Selection of extracurricular programs and determination of policies relating to student participation based on academic qualifications, and attendance requirements, program evaluation and supervision: Policy must be consistent with district board policies and guidelines and, for high school athletics, KHSAA guidelines.

Definition Extracurricular programs shall consist of all activities conducted during school or non-school hours under the supervision of the school or on and off school campus, that are not part of the school curriculum.

Examples are:
1. Field Trips
2. Safety Patrol
3. Basketball
4. Track
5. Football
6. Dance
7. Cheerleading

Policies
(1) Field Trips
a. Field trips over 60 miles must go before the board for approval.
b. Three (3) field trips per year are allowed.
c. All field trips should be educational in nature.
d. Reward trips for good effort or improvement in test scores will be considered at the appropriate time with approval from the principal.

(2) Safety Patrol/Academic Team
a. A 94% attendance for the 4th and 5th grade students.
b. Maintain a B average.
c. Recommended by teachers and staff. A negative recommendation by two or more will disqualify a student.
d. Behavior Policy must be followed by Safety Patrol and Academic Team members. Three (3) offenses will result in dismissal from the teams. Documentation of these offenses will be recorded on the discipline form.

E. Job duties- if a student misses or is tardy two or more times during their week to work they will get a warning. If a student misses for the second week they will be on probation. If a student misses their duties for the third week they will be dismissed from Safety Patrol.
F. When being put on Safety patrol all students will be notified that the possibility of probation will occur when state testing from the spring comes back and the students have poor academic performance. If a student has poor performance on the test which includes novice they will be placed on probation.

G. Students who move into the district at the
beginning of their 5th grade school year can be considered and recommended for a position on Safety Patrol and/or Academic Team.

H. Academic Team. If a team member misses 3 practices they will be given a warning. On the 4th practice missed they will be placed on probation. With the miss of the 5th practice they will be dismissed from the team.

(3) Basketball/JFL/Cheerleading/Dance Team
   a. **Eligibility Requirements** – Students must maintain a “C” average overall in order to remain eligible.
      Grades (student’s cumulative GPA) will be checked each Monday throughout the season. If the student has not maintained a “C” average, then the student will be ineligible for the week. The student may attend practices and games, but they cannot participate. If during the course of the season a student is ineligible 3 times, the student will no longer be allowed to be on the team.
   b. The student code of conduct, found in the student folder, will be implemented.
   c. Parents, athletes and coaches must show good sportsmanship at all times.
   d. If a student is absent from school on the day of the game or practice, that student will not be allowed to participate in after school extracurricular activities.
   e. If a student has been a discipline problem at school and has had two or more write ups within a week, that student will be ineligible to participate in the extracurricular activity that week. Also, if a student is suspended they cannot participate. They may go to practice and watch and they may sit on the bench during the game but they cannot participate until the next week.

Safety patrol students are to maintain a B, 3.0 average. Students will sign a contract at the beginning of the year stating they understand all Safety Patrol commitments and requirements. Grades will be checked every 9 weeks at the mid term report mark and the end of the 9 weeks grade card. At any time that the students grades falls below at 3.0 they will be sent home a probation letter. If the student fails to bring up their grades by the next grade check, whether midterm or end of the 9 weeks report card, they will be dismissed from Safety Patrol. If a student has started the process of being tested for special education, they will have a 30 school day grace period to be tested and placed in special education. If they are placed in special education they will get one additional probation to obtain the needed 3.0, B average to be on patrol.
Absences

During the school year, a child can receive up to 3 excused absences and/or tardies with a parent written excuse. Any absences and/or tardies above 3 days a doctor’s excuse is mandatory.

If a student has 3 absences, a letter will be sent home.

Students who are absent and/or tardy for more than 6 unexcused absences and/or tardies for the year may need to meet with the Attendance Committee or Director of Pupil Personnel. Legal action may be taken.

Parents should call the school to report an absence.

The school will call to check on students who are absent if the parents do not call.

Parents must send a written excuse and/or doctor excuse that will be given to the teacher when the student returns to school. Absences will be unexcused if a note and/or doctor excuse is not brought to the teacher. Unexcused absences will result in no make-up work for students in grades 4 and 5.

Perfect attendance will be rewarded.

The school will take into account childhood illnesses, family emergencies, etc.

Tardiness

Students who are late in arriving to school or leaving school early must report to the office with their parent to sign in or out.

Excessive tardiness will also be forwarded to the District Attendance Committee for review.

The Attendance Committee is made up of district employees who have been assigned to handle attendance problems.
| **The Law** | KRS 158.070(1) The minimum school term shall be one hundred eighty-five (185) days, including no less than the equivalent of one hundred seventy-five (175) six (6) hour instructional days. A board of education may extend its term beyond the minimum term. |
| **Policy** | The Principal shall develop the school schedule to meet the needs of students considering teacher preferences when feasible. Common planning time will be included whenever possible. The common planning time shall be used as determined by team members. |
Discipline Policy  
Policy 12.1

Fairview Independent School District                         Fairview Elementary School

The Law  
KRS 160.345(2)(i)7. The school council will adopt a policy to be implemented by the principal in the selection and implementation of discipline and classroom management techniques, including responsibilities of the student, parent, teacher, counselor, and principal.

Policy

Lunchroom
1) Enter lunchroom in a quiet, single file line.  
2) Remain in your seats.  
3) Use a quiet voice.  
4) Keep your food on your tray or in your stomach.  
5) Leave a clean table.

Playground
1) Keep hands, feet and objects in your own personal space  
2) Follow adult directions immediately  
3) Remain on the playground.  
4) Line up immediately after signal is given.

Hall
1) Walk in a quiet, single file line.  
2) Keep hands, feet and objects in your own personal space.  
3) Stay to the right.  
4) Follow directions immediately.

Classroom
Rules are posted

OFFENCES
Severe Offenses:
1) Fighting, threatening, verbally or physically abusing others.  
2) Disrespect to school staff.  
3) Damaging school property.  
4) Swearing

CONSEQUENCES TO SEVERE OFFENSES:
1) Suspension from school.  
2) Time out room at school.  
3) Loss of privileges (i.e.: field trips, reward activities, etc.)
Severe offenses will be reported to the principal. All others should be dealt with by the classroom teacher following appropriate consequences.
Use of School Space Policy
Policy 13.1

Fairview Independent School District Fairview Elementary School

<table>
<thead>
<tr>
<th>Mission</th>
<th>To create a procedure to assign the use of space that is of the best interest of our students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Policy</td>
<td>The Council shall be consulted by the Principal when determining the most efficient and productive use of school space. The Principal shall reserve the right to make the final decision.</td>
</tr>
</tbody>
</table>
# Dress Code Policy

**Policy 14.1**

Fairview Independent School District  Fairview Elementary School

<table>
<thead>
<tr>
<th>Policy</th>
<th>Students are required to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td>Be neat, clean and well groomed at all times.</td>
</tr>
<tr>
<td>B.</td>
<td>Have clean, well-combed hair.</td>
</tr>
<tr>
<td>C.</td>
<td>Wear shoes at all times.</td>
</tr>
<tr>
<td>D.</td>
<td>Wear clothing that is neat, that fits properly and that is neatly hemmed and without excessive fraying or holes.</td>
</tr>
<tr>
<td>E.</td>
<td>Wear a shirt or other top with sleeves (which may include a tank top or muscle shirt over a T-shirt or under an appropriate shirt with sleeves).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Students are not allowed to wear:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
</tr>
<tr>
<td>B.</td>
</tr>
<tr>
<td>C.</td>
</tr>
<tr>
<td>D.</td>
</tr>
<tr>
<td>E.</td>
</tr>
<tr>
<td>F.</td>
</tr>
<tr>
<td>G.</td>
</tr>
<tr>
<td>H.</td>
</tr>
<tr>
<td>I.</td>
</tr>
</tbody>
</table>
Alignment with Local Board Policy  
**Policy 15.1**

<table>
<thead>
<tr>
<th>The Law</th>
<th>KRS 160.345(2)(i)9 Procedures, consistent with local school board policy, for determining alignment with state standards, technology utilization and program approval. Procedures for assuring that instructional technology that is correlated with the curriculum is implemented throughout the school and program evaluation measures are in place.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Policy</td>
<td>All policies align with board policies. State standards will be implemented concerning curriculum, ethical standards, and technology. Programs will be monitored by needs assessment, test scores, and parent/staff input. We will carry out the Kentucky Consolidated Planning Process.</td>
</tr>
<tr>
<td>Policy</td>
<td>ESS teachers will be employed on a seniority basis with most senior people with proper certification given first refusal.</td>
</tr>
</tbody>
</table>
# Testing Analysis Policy

## Policy 17.1

<table>
<thead>
<tr>
<th>The Law</th>
<th>KRS 160.345(2)(j) Each school council shall annually review data as shown on state and local student assessments and program assessment required under KRS 158.6453. After the required review, the school council shall include families, faculty and staff from the school in developing and adopting a comprehensive school improvement plan that will establish specific targets for closing all achievement gaps identified in the school.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Policy</td>
<td>Fairview Elementary will conduct a Testing Analysis Professional Development Day after receiving test scores. The day will be used to review scores, develop strategies, etc. that will continue to improve test scores school wide and to adjust the action components of the Comprehensive School Improvement Plan. The Professional Development Day will be provided by the District and will count toward the required 24 hours of PD time.</td>
</tr>
</tbody>
</table>
Learning Environment Policy  
Policy 18.1

The Law  

KRS 160.345(2)(c)1 Learning Environment: School council sets school policy consistent with district board policy to provide an environment to enhance students' achievement.

KRS 158.181 A safe harbor exists for schools desiring to avoid litigation and to allow the free speech and religious liberty rights of students to the extent permissible under the establishment clause.

The Principal, SBDM, faculty, and staff leadership supports a safe, orderly, and equitable learning environment and creates experience that foster the belief that all children can learn at high levels in order to motivate staff to produce continuous improvement in student learning. Teachers shall hold high expectations for all students both academically and behaviorally. Teachers and non-teaching staff shall be involved in both formal and informal decision-making processes and teachers recognize and accept their professional role in student success and failure. The school leadership will assign staff to maximize the staff’s instructional strengths. Teachers shall communicate regularly with families about individual student’s progress. Their achievements will be highly valued and publicly celebrated. The school shall provide support for the physical, cultural, socio-economic, and intellectual needs of all students.

Policy

- Fairview Elementary policies and practices shall be designed by school staff that provides all students and staff with a safe, orderly, and equitable learning environment.
- Academic and behavior standards will be defined, communicated to students and equitably enforced.
- Opportunities will be provided for teachers to share successes that improve students learning.
- A schedule will be created that provides time regularly for teacher collaboration by either content area or grade level.
- High expectations will be held for all students and evidence of these expectations shall be provided by teachers.
- Teachers and non-teaching staff shall assist in making a positive learning environment for students in both formal and informal decision-making.
- Teachers shall reflect on their classroom practices and attend professional development to enhance their teaching skills in an effort to improve their instructional effectiveness.
- Teachers shall report student progress on a regular basis and include specific written explanations of student performance and use home visits, phone calls, and/or emails to discuss student’s performance. Reports of student progress shall be sent to parent/guardian every 9 weeks.
- Fairview Elementary staff shall establish a non-threatening, caring environment for all students.
- Fairview Elementary shall provide a variety of opportunities for communication to families to inform them of curriculum, meetings, events, etc.
- Fairview Elementary staff will showcase and exhibit student work and will share this information through the media when possible.
- Fairview Elementary faculty and staff shall encourage involvement of all families and establish mechanisms for addressing the physical, cultural, and socio-economic barriers to learning.
Wellness Policy
Policy 19.1

Fairview Independent School District                        Fairview Elementary School

THE LAW:  KRS 160.345(11) Each school council (or a school containing grades K-5 or any combination thereof) shall develop and implement a wellness policy. Includes moderate to vigorous physical activity each day and encourages healthy choices among students. May permit physical activity to be considered part of the instructional day, not to exceed 30 minutes per day, or 150 minutes per week. Each school council shall adopt an assessment tool to determine each child's level of physical activity on an annual basis.

1. A recess period of fifteen (15) minutes shall be included in each school day, which will not be used as a punishment and/or reward.

2. Students who are having trouble controlling their actions and cannot handle recess (i.e. poses a threat to themselves or other students) will be assigned an appropriate physical activity (i.e. laps around the playground, etc.)

3. If a student repeatedly misses recess (2-3 times weekly), the teacher will contact the parents and schedule a parent/teacher conference.

4. If a student continues to miss recess after a conference, the school intervention team may meet to design a plan to change student behavior.

5. Students shall not participate in any type of bullying on the playground. They shall be kind and courteous towards others (students, faculty, and staff) at all times when going to, at, and coming from recess.
Primary Program Policy
Policy 20.1

Fairview Independent                                                   Fairview Elementary

**Decision:**  KRS 158.031(4) Primary Program: Determine the organization of its ungraded primary program including the extent to which multiage groups are necessary to implement the critical attributes based on the critical attributes and meeting individual student needs.

**The primary program at Fairview Elementary School will include the following attributes:**
*Developmentally appropriate educational practices which include an integrated curriculum, use of manipulatives, varied instructional strategies that addresses the social, emotional, physical, aesthetic, and cognitive development of children, and flexible grouping and regrouping for instruction.*
*Multi-age / Multi-ability classrooms which will allow for flexible grouping and regrouping of children of different age, sex, and ability who may be assigned to the same teacher for more than one year.*
*Continuous progress - A student's unique progression through the primary program at his/ her own rate as determined by authentic assessment, without comparison to the rate of others.*
*Authentic Assessment that occurs continually in context of classroom involvement and reflects actual learning experiences. Authentic assessment is documented through observations, anecdotal records, portfolios, journals, work samples, conferences, and other methods.*
*Qualitative Reporting Methods - Ongoing communication of student progress through the primary program using a variety of reporting formats.*
*Professional Teamwork - All staff in the primary program communicate and plan on a regular basis and use a variety of instructional delivery systems such as team teaching and collaboration.*
*Positive Parent Involvement - In order for students to be successful in the primary program a positive partnership must be formed between home and school and school and community with continuous communication.*

The faculty and staff at Fairview Elementary will adhere to the safety policies put into place for the following:
  a. Fire
  b. Earthquake
  c. Tornado
  d. Lock down

The staff will keep an emergency management notebook plan posted in their classroom at all times. Fairview Elementary will remain compliant with the following:

The passage of Senate Bill 8/HB 354, which changes several of Kentucky’s current school safety statutes, which took effect on June 25, 2013. This bill expands current law by requiring schools and districts to invite community first responders in their emergency plans, and presents an opportunity for review and refinement of current emergency and safety practices through continuous improvement.

To remain compliant with SB 8/HB 354 for the 2014-2015 school year, schools and districts must annually review their Emergency Management Plan and make necessary changes and updates before the start of school. The principal shall discuss the emergency plan with all school staff and prior to the first instructional day of each school year for the school year, and shall document the time and date of any discussion.
Retention Policy  
Policy 27.1  
CURRICULUM AND INSTRUCTION  

**Promotion, Retention and Placement**

Schools shall comply with the following promotion, retention, and placement rules and procedures:

**PRIMARY SCHOOL**

*Continuous progress:* Students progress through the primary school program at their own rate without comparison to the rate of others or consideration of the number of years in school.

Council or school policy shall determine assignment of primary school students to classes and programs within the school. Promotion from the primary program shall be in compliance with applicable administrative regulations and shall be based on established exit criteria. A school team, which includes the parent of an identified child, will consider and recommend the appropriate early or delayed exit for any student in the primary program. Such review will take place at least thirty (30) days before such decision takes effect.

NOTE: Per 704 KAR 3:440, retention and promotion within the primary school program are not compatible with continuous progress.

**ALL OTHER GRADES**

Promotion of a student in Grades 4th-5th shall be determined by the teachers and the building Principal in accordance with criteria required by Policy 27.1.

**RETENTION (GRADE 4-5TH)**

1. Retention may occur if the student fails to:
   a) Make satisfactory progress in the class/subjects, based on such criteria as recorded grades/scores on tests, homework and projects and class participation points.
   b) Progress satisfactorily on the academic expectations.

2. Students must be referred to the RTI program which includes after school tutoring.

3. Parent(s) have been notified of the possibility of the student's retention by mid-year or as soon after mid-year as the teacher perceives the possibility of retention.

4. The notification has been sent by letter, signed by the teacher and the Principal. The letter shall describe the problem and request the parent(s) to meet with the Principal and the teacher.

**PLACEMENT OF STUDENTS FROM NONACCREDITED SCHOOLS**

The Principal, counselor, and teachers shall determine the assignment/placement of pupils enrolling from private schools or home schools in accordance with the following guidelines:

1. Information about course work and progress is requested from the school.

2. The student is enrolled on a probationary status.

3. Formal and informal testing is administered in each curriculum area, as appropriate.

4. Final placement is made after an evaluation of test data, the student’s physical and social maturity, and classroom performance during the probationary period.

5. Parents are informed of final placement within three (3) weeks of enrollment. Final placement may be higher than, lower than, or the same as placement during the probationary period.
Assessment Policy 28.1

Each grade will give a pre test, midterm and post test each year to measure a students growth during the school year. The pre test will be given within the first two weeks of the beginning of school. The midterm will be given at the end of the first semester and the post test will be given within the last two weeks of the second semester. The tests are designed to measure the growth of each student in reading and math. This will be a common assessment that every teacher in a particular grade level uses. The yearly growth assessment test needs to be turned in to the principal 1 week prior to giving the test the first of August.

Star testing for reading and math will occur as listed below:
  First full school week in August
  End of each 9 weeks
  Can be given at midterms if needed for RTI data collection for tier 3

State testing procedures:
  School BAC will set up testing window schedule of 3rd-5th grades. The testing window needs to be 5 consecutive days. The testing window is the last two weeks of the school year.
Kindergarten Early Admittance Policy 29.1

State of Kentucky age requirements for Kindergarten is to be 5 years of age on or before August 1. If a parent or guardian feels that their child is ready to start school at 4 years of age they must meet the following requirements:

1. Must be 5 years of age by September 30
2. Must fill out an application for early admission to Kindergarten
3. Must take one of the following tests and receive a passing score related specifically to the test taken: minimum of a score of 80 on the following tests.
   - Wechsler Individual Achievement
   - WIAT -III
   - Woodcock Johnson
   - Brigance

4. If the child passes the exam, the principal, kindergarten teacher and parents will have a parent meeting to set 5 goals that must be obtained during the first 9 weeks of school. At this time a contract will be signed stating they understand the requirements. At the end of the 9 weeks the team will come together to discuss if the student has achieved the goals. The team/committee of the teacher and principal will make the final decision whether the goals have been obtained. If the student has, they may continue on with finishing their kindergarten year; if this student was unable to meet the goals they will be discontinue from the kindergarten program and will need to come back to kindergarten once the are of age, which is 5 years of age on or before August 1.
Fairview Elementary School Fee Policy

FES will implement a school technology and resource fee starting the school year of 2018/2019.

All kindergarten, first and second grade students will be assessed a school fee of $15 yearly. This will help cover the cost of curricular resources such as Reading Eggs, IXL and other web-based programs.

All third, fourth and fifth grade students will be assessed a fee of $30 yearly. This fee will help to cover the costs of chromebook maintenance as well as web-based programs such as Mystery Science and IXL.

For any student that is considered to have an economic hardship such as being able to qualify for free and reduced lunch will be able to have their school fee reduced by 30%. This would reduce the cost of kindergarten, first and second grade students to $10.50 and third, fourth and fifth grade students to $21. Students will also be given the opportunity to make payments throughout the first semester to meet the required fee amount. Report cards will be held until all fees are paid.
Fairview Elementary Site Base Speaking Policy

FES will implement a public speaking policy for all Site Base meetings starting the 2018/2019 school year.

In order to publically speak at a FES SBDM meeting you will need to contact the school principal in writing one week prior to the scheduled SBDM meeting to inform the principal and SBDM what your topic of conversation will be. This will need to be put on the meeting agenda. You will be given a 3-5 minute speaking window. There will be specific topics that cannot be openly addressed such as concerns with staff members which shall be kept confidential.