

**Bath County School District
Crossroads Elementary School
School-Based Decision Making Policy**

Council Policy Type (Check one)

By-Laws (Council Operational Policies)

Function (School Operational Policies)

Policy Number

14.0

Policy Topic Description

Primary Program

Policy Statement

ASSESSMENT OF INDIVIDUAL STUDENT NEEDS

Appropriate reading and math assessments are given at least three times a year to all students to identify student's strengths and weaknesses and plan instructional strategies. This data is also used to identify students for intervention services.

IMPLEMENTATION OF CRITICAL ATTRIBUTES

The K-3 learning environment will be organized around the critical attributes in order to help all students succeed and be prepared for the future:

- 1) **Developmentally appropriate practices** – instructional practices address the physical, aesthetic, cognitive, emotional and social domains of young children and permit them to progress according to their unique learning needs.
 - Highly effective instruction is research-based, aligned to state standards, accessible to all students, and supplemented with intervention in order to close achievement gaps and increase achievement for all students.
 - The principal (or designee), will monitor the implementation of the district KSI/RTI program for all K-3 students.

- 2) **Authentic assessment** – assessments occurs continually and reflects actual learning experience that can be documented through observation, anecdotal records, journals, logs, actual work samples, conferences and other methods.
 - Progress monitoring data provides information about individual student learning needs and instruction is adjusted based on that data.

Policy Statement

- 3) **Multiage and multi-ability classrooms** – flexible grouping and regrouping of children of different age and ability in order to meet their learning needs
 - Students will be placed with instructional groups, based on learning needs, and will not be limited to working with students in their own grade level. Grouping will be flexible and will be reevaluated regularly and adjusted to meet student needs.
- 4) **Continuous progress** – students progress through the primary school program at their own rate.
- 5) **Qualitative reporting methods** – growth and development of the child is communicated through a variety of home-school communications which share student progress through the years in the primary program.
- 6) **Professional teamwork** – the professional staff communicates and plan together and use a variety of instructional approaches.
 - Intervention team members meet to discuss academic and behavioral needs of students and work together to adequately address those needs.
- 7) **Positive parent involvement** – productive relationships between the school and home that enhance communication, promote understanding and increase opportunities for children to be successful.

PRINCIPAL ROLE

The principal will:

- Monitor the use of the critical attributes in primary classrooms and provide feedback.
- Provide K-3 teachers access to job-embedded professional development that supports research-based K-3 practices.

Date Adopted April 17, 2014

Signature

Jay White
Council Chairperson

Date Revised/ Updated/ Amended _____